

**COURSE DATA****Data Subject**

Code	35900
Name	Cross-Cultural Management
Cycle	Grade
ECTS Credits	6.0
Academic year	2023 - 2024

Study (s)

Degree	Center	Acad. Period
1314 - Degree in International Business	Faculty of Economics	3 First term

Subject-matter

Degree	Subject-matter	Character
1314 - Degree in International Business	18 - Cultural aspects of business	Obligatory

Coordination

Name	Department
LEON DARDER, FIDEL	105 - Business Administration 'Juan José Renau Piqueras'

SUMMARY

Operating in international markets has become commonplace for an increasing number of companies, regardless their size or the industry they are competing. Globalization of markets is a widely known phenomenon driven by economic liberalization, technological evolution and international expansion of companies themselves. These conditions have forced companies to face negotiation processes and to manage their own internal activities in environments far away from their home countries. Understanding how globalization works as well as its multiple dimensions has become necessary for managers and businesspeople. The aims of this course on Cross Cultural Management is training in the students in the development of their abilities to communicate cross culturally and understand diverse perspectives. The students should be aware of the impact of culture on management as well as in the negotiation processes. These skills become crucial in managing intercultural teams as well as operations in culturally distant countries. The student must become more self-aware of his/her own cultural background and be able assess the impact that his/her behaviour may have in different cultures. The course also introduces specific managing practices in a variety of countries which are influenced by local culture.



PREVIOUS KNOWLEDGE

Relationship to other subjects of the same degree

There are no specified enrollment restrictions with other subjects of the curriculum.

Other requirements

The students must begin with a comprehensive training on Business Management and, therefore, know the company and its functional areas, its organisational structure and its relationships with the environment. This background is a reference point for the development of the subject, and it will deepen and adapt to the cultural context.

- The knowledge developed in the core subject International Business Management
- A minimum level of English allowing the student reading and understanding the rich material.

OUTCOMES

1314 - Degree in International Business

- Develop the capacity to evaluate and critically analyse international economic phenomena and agents.
- Develop intercultural sensitivity and the ability to adapt to other geopolitical contexts.
- Be able to work in multidisciplinary and intercultural teams.
- Understand and reflect on socio-economic and political contexts that affect business and economic decision-making in an international environment.
- Understand the structure and functioning of companies and organisations operating in an international context.
- Develop an ethical attitude in business, respecting human rights and the environment both in the country of origin of the company and in the different markets in which it operates.
- Manage relations between the parent companies of multinationals and their subsidiaries.
- Develop the capacity to prepare and defend reports that contribute to the decision-making of public and private agents.
- Aprender a detectar las desigualdades entre personas para diseñar, implementar y evaluar las políticas pertinentes que faciliten la eliminación de dicha discriminación en empresas e instituciones.
- Conocer distintos modelos de diferencias culturales y reconocer las distintas dimensiones culturales que afectan a los negocios.
- Tener capacidad para abordar la diversidad como un elemento positivo.
- Conocer los principales rasgos de la cultura de negocios en las distintas regiones del mundo.
- Conocer los rasgos organizativos de las empresas en las distintas regiones del mundo.



- Reconocer los modelos dominantes en la formación de la estrategia empresarial en las distintas regiones del mundo.

LEARNING OUTCOMES

- Recognising the specific features of oneself culture as a means of minimizing the cultural shock in the negotiations and professional deals involving people from other cultures.
- Developing the capacity for adaptation to foreign cultures.
- Capacity for multicultural team working
- Differentiating the characteristics of the business models in different areas of the world.

DESCRIPTION OF CONTENTS

1. Culture and cultural differences among countries

- 1.1. Concept of culture. Organizational culture and country culture
- 1.2. Hofstede's model of cultural differences
- 1.3. GLOBE model of cultural differences
- 1.4. Geert Hofstede's model of cultural differences
- 1.5. Trompenaars model of cultural differences
- 1.6. Context and cross-cultural, communication: Hall's model

2. Influence of culture in international business

- 2.1. Global leadership: Key concepts
- 2.2. Culture and communication
- 2.3. Culture and international negotiations
- 2.4. Global virtual teams
- 2.5. Culture shock and acculturation
- 2.6. Influence of Sharia in business

3. Business culture in Europe

- 3.1. Europe: Diversity and synergy
- 3.2. Business culture in the United Kingdom
- 3.3. Business culture in France
- 3.4. Business culture in Germany
- 3.5. Business culture in Italy
- 3.6. Business culture in Portugal
- 3.7. Business culture in Russia

**4. Business culture in North America**

- 4.1. Business culture in the United States
- 4.2. Business culture in Mexico

5. Business culture in Latin America

- 5.1. Business culture in Latin America: Introduction
- 5.2. Business culture in Venezuela
- 5.3. Business culture in Argentina
- 5.4. Business culture in Brazil
- 5.5. Business culture in Chile

6. Business culture in Asia

- 6.1. Business culture in China
- 6.2. Business culture in Japan
- 6.3. Business culture in South Korea
- 6.4. Business culture in India
- 6.5. Business culture in Kazakhstan

7. Business culture in Africa

- 7.1. Business culture in Africa: Introduction
- 7.2. Business culture in Maghreb: Morocco
- 7.3. Business culture in Sub-Saharan Africa

WORKLOAD

ACTIVITY	Hours	% To be attended
Theory classes	30,00	100
Classroom practices	30,00	100
Attendance at events and external activities	5,00	0
Development of group work	15,00	0
Development of individual work	15,00	0
Study and independent work	10,00	0
Readings supplementary material	8,00	0
Preparation of evaluation activities	15,00	0
Preparing lectures	10,00	0
Resolution of case studies	12,00	0
TOTAL	150,00	



TEACHING METHODOLOGY

In the process of teaching and learning of Cross Cultural Management different teaching methods will be used. On the one hand, the traditional lectures, although teachers will use other methods and didactic forms of participation seeking student involvement in the teaching-learning process. This second type of methods favour the linkage between teacher and student and among students themselves, and are suitable for the development of generic skills. The methodology is as follows:

- **Theoretical sessions:** we will make use mainly of lectures to present course contents specified above. Furthermore, as students will have a more active role in teaching-learning process and in order to facilitate autonomy in this process for each topic will have a guiding framework that will enable them, through a literature search, building their own study materials. The aim is to develop the following generic skills: analysis and synthesis of information, critical ability, and ability to learn and work independently.

- **Practical sessions:** the aim of these sessions is the implementation of the knowledge acquired in the lectures and demonstrate the ability to work in group and interpersonal communication skills. It is further intended that these sessions help to improve the capacity for organization and planning of student work. Normally, the development of practical classes as the fundamental method used the case method, with the resolution, first individually and then in groups. Also make use of other teaching methods, such as analysis and discussion of articles and readings in small groups. Furthermore, some audiovisual materials will be used in some presentations.

In order to develop some of the generic and specific describe above an individual report will be required. This work will analyse situations in which the practitioner has to face intercultural challenges related to concepts studied in the course. Also, students should make an individual report whose release date will be announced in the Aula Virtual at the beginning of the lessons.

As a general rule, will deliver the tasks through Aula Virtual. Once the deadline will have expired no reports will be accepted through any other means.

Policy for the use of Artificial Intelligence (AI) in class

Learning to use AI is an emerging skill and we will provide training on how to use it.

You must be aware of AI limits, such as the following:

- If you provide minimal effort prompts, you will get low quality results. You will have to perfect your directions to get good results. This requires work.
- You will be responsible for any errors or omissions provided by the tool. Check the sources.
- AI is a tool, think carefully when it is useful. Do not use it if it is not appropriate for the case or circumstance.

You must include a paragraph at the end of any task that uses Artificial Intelligence explaining what you have used it for and what instructions you have applied to obtain the results. If you do not, you will be in violation of the academic honesty policy, and it will be considered plagiarism.



EVALUATION

This subject will be evaluated according to the following aspects:

- **Synthesis exercise:** (carries 60% of the overall mark). The main aim of the syntheses exercise (exam) is assessing the achievement of the formative objectives. The exercises could combine both objective tests (multiple choice exercises) and written essays. The questions may refer both to the theoretical and practical contents. Achieving a **minimum mark of 5** will be necessary in order to add the mark corresponding to the continuous assessment. The exams will only be done in the official dates scheduled by the Facultat d'Economia

- **Continuous assessment** (carries 40% of the overall mark). This part will assess the achievement and development of specific competences and skills, generic competences and the social abilities proposed in this teaching guide. During the semester the students will be required to hand in individual or group exercises associated to the practical sessions. Moreover, the participation in the different activities proposed by the teacher will be assessed. These will include analysis and discussion of readings, news, videos and the active attendance to conferences and seminars. The deadlines for handing in the different assignments will be fixed at the beginning of the semester. All the necessary information about the exercises will be published through the “aula virtual”. No exercise will be accepted once the deadline has expired.

In compliance with Article 6.9 of the Evaluation and Qualification Regulations of the Universitat de València, **attendance to practical classes is mandatory**. The student shall be deemed to have complied with the attendance if he / she has **attended a minimum of 80%** of the hours of these sessions and if he / she has adequately justified the impossibility of attending the remaining sessions due to force majeure.

- The final mark will result from the addition of the synthesis exercise and the continuous assessment mark. However, obtaining at least 4,5 points in the exam is a requisite for passing the course. The maximum mark for those students not achieving a minimum of 4,5 points in the exam will be 4,5.

Continuous assessment activities go beyond the acquisition of knowledge. Teamwork and participation in the activities involve the development of intercultural awareness, communication skills and behavioural adaptation to diverse cultural environments. The acquisition of those skills and abilities can not be measured through written exercises. Given that its design (classroom participation, group work on case studies, etc.) impedes the evaluation of learning outcomes in contexts other than those for which they were designed, **20% of the final mark is made of activities that are non-recoverable in the second call**. Recoverable continuous assessment activities carry out 20% of the final mark.

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