

COURSE GUIDE: 2016-17

COURSE DETAILS

Name :	Intercultural competences		
Code :	70934218	Plan :	Master in International Management and Languages
Academic year :	2016/2017	Level :	Graduate level
Course :	1	Type :	Optative
Semester :	First semester		

TIME DISTRIBUTION IN ACCORDANCE WITH REGULATION

ECTS :	3	In-class hours:	22,5
		Not in-class hours:	52,5
		Total time (in hours):	75
USE OF VIRTUAL PLATFORM:		Teaching support	

LECTURER DETAILS

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Personal webpage			

ACTIVITIES ORGANIZATION

Planned activities for learning and workload distribution per activity (in hours)

I. STUDENT'S ACTIVITIES (In-class / Online)	• Seminars [Example]	0,0
	• Teaching group [Example]	11,5
	• Work group / small group [Example]	11,0
	<i>Total In-class/Online time :</i>	
II. STUDENT'S AUTONOMOUS ACTIVITIES (not in-class)	•	52,5
	<i>Total not in-class time :</i>	
TOTAL WORKING HOURS		75,0

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ELEMENTS OF INTEREST FOR COURSE LEARNING

Justification of contents

This course introduces the student to knowledge regarding how culture and and different cultural dimensions should be handled and managed in order to do business succesfully. In addition, students will improve their understanding on how cultural dimensions affect communication and key business processess, and will develop the skills necessary to avoid cultural conflicts and misunderstandings.

Other courses related

This course provides relevant and seed knowledge for other courses such as International Management, Foreign Trade, Human Resources Management in a Cross-cultural Environment, International Business Negotiation and International Marketing.

Minimum knowledge required to deal with the Course

There is no specific knowledge required for registering in this course.

COMPETENCIES

General competencies

General objectives of the University of Almería

Other general objectives

- Learning and having knowledge
- Knowledge application
- Communication and social skills

Specific competencies developed

- CEM7: Knowing and applying the communicative and persuasive techniques and strategies that characterize the different professional genres of business, both oral and written, in English and/or at least in other foreign language (German and/or French), paying particular attention to differences in registers and the rules of courtesy ("politeness"), of vital importance to ensure an adequate and effective communication interaction.

- CEM8: Being able of getting familiarized with business habits in english, french and/or german speaking contexts and understanding the main differences (specially cultural differences) regarding the spanish business context.

- CEM9: Being able of using communication strategies that fit different proffesional genres in the business context, in english, and/or at least in other foreign language.

- CEM16:Being able of negotiating in multi-lingual and multi-cultural environments

LEARNING OJECTIVES/OUTCOMES

- Students have demonstrated to have knowledge and understanding that is based on knowledge typically associated to the first cycle, and they expand and improve that knowlege, which gives them a basis or

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opportunity to be original in the development and/or application of ideas, of rent in the research context.

- Students can apply their acquired knowledge and their ability to solve problems in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study. - Students can communicate their conclusions -and the knowledge and rationales underpinning these- to specialist and non-specialist audiences in a clearly and unambiguously way.

- Students can negotiate in multi-lingual and multi-cultural environments.

- Students should be able of persuade her interlocutor and use different communication strategies both written and oral in English language and/or in a second foreign language (French and/or German), paying particular attention to register differences and courtesy norms ("politeness"), of vital importance to ensure an adequate and effective communicative interaction.

- Students will know the business habits of the English, french and/or german speaking world, as well as the main differences (especially cultural ones) with the Hispanic world. - Students are able to use communication strategies appropriate to each professional gender of the business field in English and/or at least in other foreign language.

CONTENTS			
Module	Module I: Introduction to culture importance in international business		
Content	1. Culture and International Business		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		2,0
	Debate		0,5
	Video projections		0,5
Work group	Case study		1,0
Description of autonomous workload			
Content	2. Contrasting cultural values: classifications and dimensions		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		2,0
	Debate		0,5
	Video projections		0,5
Work group	Search and application of information		1,0
	teamwork		1,0

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CONTENTS			
Module	Module II: Communication across countries		
Content	1. Communication across countries: Language		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		1,0
	Debate		0,5
Work group	Case study		0,5
Description of autonomous workload			
Content	2. 1. Communication across countries: Non verbal communication		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		0,5
	Debate		0,5
Work group	Problem-solving learning		1,0
Description of autonomous workload			

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CONTENTS			
Module	Module III: Managing cross-cultural issues in business settings		
Content	1. Cultural shock and cultural misunderstandings		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		0,5
	Teams presentation		1,0
Work group	Teamwork		0,5
Description of autonomous workload			
Content	2. Developing cross-cultural skills		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		0,5
Work group	Specific procedures demonstration		0,5
	Results assessment		0,5
	Problem resolution		1,0
Description of autonomous workload			
Content	3. Negotiation in multi-cultural diverse contexts		
Learning system and methodology			
<i>System</i>	<i>Learning procedures and activities</i>	<i>Observations</i>	<i>Hours In-class/ Online</i>
Teaching group	Lecture		1,5
	Debate		0,5
	Video projections		0,5
Work group	Debate		0,5
	Specific procedures demonstration		0,5
	Case studies		1,5
	Results assessment		1,0
Description of autonomous workload			

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EVALUATION SYSTEM

Assessment criteria

There are two ways being evaluated:

Option A): This option should be the most common among students and is preferred by the instructor. The student should attend to a minimum of 80% of the classes. If one student fails to attend to this minimum, the student should automatically follow the option B.

The evaluation of the students under option A will be as follows:

- 35% of the final mark will be based in a final exam (the instructor will decide the type of exam: multiple choice questions, open questions...) (Assessed competencies: CB6, CEM7 and CEM8).

- 45% of the final mark will depend on the elaboration and evaluation of different activities (case studies, students presentations, role plays, etc.) (Assessed competencies: CB7, CB9, CEM9 and CEM16).

- 20% of the final grade is based on active participation (Assessed competencies: CB9, CEM7 and CEM9).

Option B): This option consists in a final exam including multiple choice questions, open questions, exercises and/or a written case study. This option is suitable for students that failed to attend to the minimum of classes or that failed to finish the activities. Students may obtain a top mark of 70 out of 100 if they follow this option (Assessed competencies: CB6, CB7, CEM7, CEM8, and CEM9).

Marking system

	<i>Activity</i>	<i>(Number of hours)</i>	<i>Percentage</i>
I. STUDENT 'S ACTIVITIES (In- class/Online)	• Seminars [example]		%
	• Teaching group [example]	11,5	15%
	• Work group/ small group [example]	11	15%
II. STUDENT'S AUTONOMOUS ACTIVITIES (Autonomous work)	• Individual work [example]	52,5	70%

Assessment instruments

- Problems and activities
- Final assessment of reports, projects, etc.
- Final test (oral or written)
- Final test of multiple-choice
- Others: students individual participation

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Monitoring mechanisms

- Participation through communication tools (forum, email)
- Activities submissions in class
- Activities submission through the Aula virtual

BIBLIOGRAPHY

Recommended bibliography

- Basic concepts of intercultural communication: paradigms, principles, & practices (*Bennett, Milton J*) - Bibliografía básica
- Building cross-cultural competence [Recurso electrónico] : how to create wealth from conflicting values (*Betina Szkudlarek*) - Bibliografía básica
- Exploring culture; exercises, stories and synthetic cultures (*Hofstede*) - Bibliografía básica

Bibliography existing in the library of the University of Almeria

<http://almirez.ual.es/search/x?SEARCH=70534211>

WEB ADRESSES

<https://www.geert-hofstede.com/>
<https://www.geert-hofstede.com/countries.html>

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