

Syllabus  
**SIC1104 CCC**  
Susanne Glas, Dina von Garlen  
Sommer Semester 2024

<b>Level</b>	Bachelor
<b>Credits</b>	2
<b>Student Contact Hours</b>	12 teaching units
<b>Workload</b>	60 h
<b>Prerequisites</b>	none
<b>Time</b>	8.00 am - 11.15 am
<b>Lecture room</b>	Mon W1.3.03 / W1.3.04 Tue W1.5.03 / W1.5.04
<b>Start Date</b>	25.03.2024
<b>Lecturers</b>	<b>Name</b> Susanne Glas and Dina von Garlen <b>Office</b> Dina von Garlen: W2.3.28 Susanne Glas: W2.3.19 <b>Virtual Office</b> not specified <b>Office Hours</b> on e-mail request <b>Phone</b> Dina von Garlen: 07231 28 6388 Susanne Glas: 07231 28 6092 <b>Email</b> dina.vongarlen(at)hs-pforzheim.de susanne.glas(at)hs-pforzheim.de

## Summary

This course provides you with the basic tools for communicating, working and managing successfully across, between and beyond cultures – abroad, at home and virtually.

- you familiarize yourself with / train yourself in becoming aware of what culture entails and how to identify culture's imprint on you and others, thus developing initial knowledge and skills for making culture small and manageable (cultural competencies),
- you familiarize yourself with / train yourself in applying key tools of comparative cross-cultural management (so called cultural dimensions, project GLOBE), thus developing the initial knowledge and skills for comparing relative differences across cultures (cross-cultural competencies)
- you familiarize yourself with / train yourself in identifying opportunities in cross-cultural differences, thus developing the initial knowledge and skills for enlarging your own comfort zone and learning from others, for building bridges across cultures and for building synergies and complementarities between cultures (intercultural competencies)

Culture is defined as “how we normally do things around here” (Deal and Kennedy, 1982); it can refer to any kind of collective belonging such as: societal cultures (countries), organizational cultures (supplier – buyer), professional cultures (advertising, financial control, logistics etc.)

## Course outline

Session	Content	Who
1 – part 1	<ul style="list-style-type: none"> <li>• Introduction to course, learning goals and assessment</li> <li>• Introduction to problem-based learning: expectations</li> <li>• Cross-cultural management / communication triangle</li> <li>• What is culture, and how to identify and manage it?</li> <li>• Building of student teams (groups for final assignment)</li> <li>• <i>Activity: how many cultures are in your team? *</i></li> </ul>	Lecturer  Lecturer, students Students (in teams)
1 – part 2	<ul style="list-style-type: none"> <li>• Introduction to GLOBE</li> <li>• Worksheet cultural dimensions: find own examples</li> <li>• <i>Activity: How much macro is in the micro? *</i></li> <li>• Choosing GLOBE study countries for student teams</li> </ul>	Lecturer Lecturer, students Students (in teams) Lecturer, students
1 – after session	<ul style="list-style-type: none"> <li>• Problem based learning: watch video and understand students' and lecturers' role in an aligned course</li> <li>• Experience task: how much macro is in the micro?</li> <li>• Reading task: read lecture notes</li> </ul>	Students (individually or teams)  Students (individually) Students (individually)
2 – part 1	<ul style="list-style-type: none"> <li>• Questions to previous: Problem-based learning, Experience &amp; reading task, GLOBE study, CCM triangle</li> <li>• Further input: CCM triangle, GLOBE study Moving from etic to emic perspective Culture shock and intercultural learning</li> </ul>	Lecturer, students  Lecturer
2 – part 2	<ul style="list-style-type: none"> <li>• <i>Activity: The benefits of diversity in our team*</i></li> <li>• Debriefing of activity</li> <li>• Work on final task, consulting with lecturer</li> </ul>	Students (in teams) All All
2 – after session	<ul style="list-style-type: none"> <li>• Student teams reflect upon session content</li> <li>• Reading task: re-read lecture notes; discuss in team</li> <li>• Finalize presentation, identify link to own experience, team diversity and course concepts (lecture notes)</li> </ul>	Students (in teams and individually)
3	<ul style="list-style-type: none"> <li>• Students hold group presentations</li> <li>• Final assessment</li> </ul>	Students Lecturer

\* Activity schedule tentative, subject to change

## Course Intended Learning Outcomes and their Contribution to Program Intended Learning Outcomes / Program Goals

Program Intended Learning Outcomes	Course Intended Learning Outcomes	Assessment Method
After completion of the program the students will be able...	After completion of the course the students will be able...	Presentation
		100%
		Individual
<b>1 Expert Knowledge</b>		
<b>2 Digital Skills</b>		
<b>3 Critical Thinking and Analytical Competence</b>		
<b>4 Ethical Awareness</b>		
...to develop sound strategies in the areas of ethics, sustainable development and social responsibility and are able to apply them to typical economic decision-making problems.	... to demonstrate initial cultural awareness as part of business ethics.	X
<b>5 Communication and Collaboration Skills</b>		
5.2 ...to demonstrate their oral communication skills in presentations.	... to communicate without restraint in an English-speaking environment and giving formal effective presentations	X
5.3 ...to work successfully in a team by performing practical tasks.	... to interact in teams and to impart one's own expertise while taking into account other opinions.	X
<b>6 Internationalization</b>		
6.1 ...to understand and explain business challenges in an international context.	... to acquire skills to assess and understand different cultures, act cautiously and react appropriately.	X
6.2 ...to articulate themselves in a professional manner in international business.	... to discuss culture theories and their manifestations in national and corporate cultures.	X
6.3 ...to successfully demonstrate awareness of cross-cultural differences.	... to reflect and to appreciate their own culture and to understand the far-reaching characteristics of national culture. ... to analyse and to find solutions to cultural case studies	X

## Teaching and Learning Approach

This course is based on problem-based learning and experiential learning.

This approach will be explained to you in class and you are expected to familiarize yourself with it.

- Problem-based learning means: it is what you *do* that you learn.
- Experiential learning means: you learn if you link theory to own experience.

These are the roles and responsibilities in this course:

- The lecturer is responsible for providing you with learning opportunities
- You are responsible for doing the learning

Via course alignment, the lecturer will make sure that your doing of the learning will be rewarded: what you are asked to do is what will be measured in the final assessment.

## Literature and Course Materials

To be provided via e-learning: lecture notes and presentation slides

Available online: GLOBE study, <https://globeproject.com/>, in particular: “visualizations of the 2004 study” (cultural dimensions), see: [https://globeproject.com/results?page\\_id=country#country](https://globeproject.com/results?page_id=country#country)

For further reading:

- Mahadevan, J. (2017), *A Very Short, Fairly Interesting and Reasonably Cheap Book about Cross-Cultural Management*, Sage. (available in print at HS PF library)
- Gehrke, B. and Claes, M.-T. (2014), *Global Leadership Practices – A Cross-Cultural Management Perspective*, Palgrave Macmillan (available as e-book via HS PF library, use VPN connection to access via HS PF library)
- Szkudlarek, B., Romani, L., Caprar, D. and Osland, J. (Eds.) (2020). *The Sage Handbook of Contemporary Cross-Cultural Management*, Sage (available as e-book via HS PF library, use VPN connection to access via HS PF library)

## Assessment

Students prepare and hold an in-class presentation in groups, and develop the required material for doing so (executive summary, PowerPoint slides).

- Preparation consists of two ungraded assignments (reading task, experience task) between sessions and active engagement in in-class activities.
- All three elements (in-class presentation, presentation material, degree to which the previous are indicative of the outcome of the two ungraded assignments) contribute to the final grade.
- Cultural unawareness (see lecture notes), plagiarism and severe violation of the standards of academic work result in an immediate fail