1. **Title of the module**

BUSN7460 (CB746) Cross-Cultural Management

1. **School or partner institution which will be responsible for management of the module**

Kent Business School

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 6

1. **The number of credits and the ECTS value which the module represents**

15 credits (7.5 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

BUSN6005 International Business: Theoretical Insights

1. **The programmes of study to which the module contributes**

BSc International Business and associated programmes

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 examine different approaches to study cross-cultural management at different levels of culture, in particular, at the level of national culture;

8.2 demonstrate an in-depth knowledge of traditional and current approaches to study differences between cultures;

8.3 examine the effects of cross-cultural differences in a range of managerial areas

8.4 demonstrate critical awareness of the underlying assumptions and problems of traditional approaches to study differences between cultures;

8.5 critically evaluate alternative approaches to study cultural differences and understand their practical relevance

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 apply underlying concepts and principles to a variety of relevant contexts;

9.2 draw on existing research to initiate and undertake critical analysis of new information, and to propose solutions to problems arising from that analysis;

9.3 communicate information, arguments, and analysis, both orally and in writing

9.4 work effectively and take shared responsibility in groups.

1. **A synopsis of the curriculum**

This module offers a comprehensive introduction to the area of cross-cultural management research. Based on a critical analysis of the assumptions underlying various approaches to studying national cultures, frameworks are applied to understand cross-cultural issues managers in international organisations may face. Indicative topics are:

* Management and culture
* Different approaches to cross-cultural management
* Cultural-frameworks and its application
* Roles of the global manager
* Global management challenges

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

Browaeys, M-J. & Price, R. (2013) *Understanding Cross-cultural Management*, 2nd edition, Upper Saddle River: Pearson Prentice Hall

Deresky, H. (2017). *International Management: Managing Across Borders and Cultures*, 9th edition, Harlow: Pearson

Primecz, H, L. Romain & S. Sackman (2011) *Cross-cultural Management in practice*, Cheltenham: Edward Elgar

Branine, M (2011) *Managing Across Cultures*, London: Sage

1. **Learning and teaching methods**

Total contact hours: 21

Private study hours: 129

Total study hours: 150

1. **Assessment methods**
   1. Main assessment methods

Group Presentation (20%)

Individual Reflective Report (2,000 words) (40%)

Individual Essay (2,000 words) (40%)

13.2 Reassessment methods

Reassessment Instrument: 100% coursework

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | *8.1* | *8.2* | *8.3* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Lectures | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Independent study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Group Presentation | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Individual Report | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Individual Essay | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

Examples of international contexts and organisations will be used where applicable to illustrate the subject content. Students will have the opportunity to develop the ability to think globally and have an understanding of international cultures through working with team members from diverse cultures.

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**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 07/01/2019 | Minor | September 2019 | 5, 10-13 | No |
|  |  |  |  |  |

Revised FSO Jan 2018