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F R I E N D S

**ERASMUS+ PROGRAMME, KEY ACTION 2
CAPACITY BUILDING IN HIGHER EDUCATION**

**Furthering International Relations Capacities and Intercultural Engagement to
Nurture Campus Diversity and to Support Internationalisation at Home
(FRIENDS)**

STUDENT BOOT CAMP

Intercultural Awareness and Cultural Diversity

MODULE HANDBOOK

Lecturer: Nedka Dimitrova, PhD
University: Varna University of Management, Bulgaria

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| Module content and structure | | | |
|---|---|--------------------------------|--|
| Module title | IACD: Intercultural Awareness and Cultural Diversity | | |
| ECTS | | | |
| Lecturer/s | Module leader: Nedka Dimitrova | nedka.dimitrova@vumk.eu | |
| Total workload | 40 contact hours, 20 student-centered learning | | |
| University | Varna University of Management | | |
| Assessment methods | | | |
| Assessment Type | Duration/Length of Assessment Type (or equivalent) | Weighting of Assessment | Approximate Date of Submission/Exam |
| Group presentation | 50 min | 70% | 21 st June 2022 |
| One-page Individual reflection report | About 600 words | 20% | 21 st June 2022 |
| In-class engagement and independent study | Ongoing activity | 10% | Current control |
| Aims of the module | | | |
| The module is designed to foster intercultural learning and sensitivity to cultural diversity. This will enable students to recognise and address various dimensions of culture-bound differences when working in multicultural business environments. | | | |
| Learning outcomes | | | |
| <p>Upon completion of the module students should be able to:</p> <ul style="list-style-type: none"> ▪ Evaluate and articulate the contribution of intercultural learning in business and other related areas of their studies ▪ Analyse and reflect on how cultures differ; identify cultural values, styles of communication and sociocultural behaviour inherent to the target cultures that could clash with their own culture ▪ Apply theoretical approaches to culture to analyse cultural differences in given work related scenarios ▪ Evaluate and analyse culture-bound differences on specific issues such as: power distance, time orientation, management of uncertainty, gender, individuality, attitudes to conflict, etc. <p>Critically appraise business and personal issues from a perspective other than their own cultural background to operate effectively in culturally diverse settings.</p> | | | |
| Required reading | | | |
| Browaeyns, M & Price, R. (2015) Understanding Cross-Cultural Management. (3rd ed.) Prentice Hall | | | |



Gudykunst, W. (2004) *Theorizing About Intercultural Communication*. Sage Publications
Hall, Edward T. (1990) *The Hidden Dimension*. Anchor Books
Hall, Edward T. (1988) *Silent Language*. Anchor Books
Hall, Edward T. (1997) *Beyond Culture*. Anchor Books
Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online readings in psychology and culture*, 2(1), 2307-0919.
Hofstede, G. Hofstede, G. J. & Minkov, M. (2010). *Cultures and organizations; Software of the mind*. NY: McGraw Hill
Inglehart, R., & Baker, W. E. (2000). Modernization, cultural change, and the persistence of traditional values. *American sociological review*, 19-51.
Martin, J N and Nakayama, T K. (2007) *Experiencing Intercultural Communication: An Introduction*. McGraw-Hill
Minkov, M. (2011). *Cultural differences in a globalizing world*. Bingley, UK: Emerald
Minkov, M., Dutt, P., Schachner, M., Jandosova, J., Khassenbekov, Y., Morales & Mudd, B. (2018). What values and traits do parents teach to their children? New data from 54 countries. *Comparative Sociology*, 17(2), 221-252.
Schwartz, S. H. (1999). A theory of cultural values and some implications for work. *Applied psychology*, 48(1), 23-47.
Ting-Toomey, S. and Chung, L.C (2004) *Understanding Intercultural Communication*. Oxford University Press, USA

Useful websites

The World Factbook (2022). CIA. Available at <https://www.cia.gov/the-world-factbook/>
<https://globeproject.com/results#cluster>

Communicaid Consultancy – Doing Business (index of countries)
<http://www.communicaid.com/crosscultural-training/culture-for-business-and-management/doingbusinessin/index.php>

European Commission Eurobarometer. URL: <http://europa.eu.int/comm/dg10/epo/>
European Union On Line. URL:<http://europa.eu.int/> European Union at a Glance. URL:
<http://europa.eu.int/abc-en.htm>

Geert Hofstede (2022) Available at <https://geerthofstede.com/>

GLOBE 2020 (2022). © 2016-2020 GLOBE Available at
<https://globeproject.com/studies>;

World Values Survey (2022). Findings and Insights. Available at
<https://www.worldvaluessurvey.org/WVSContents.jsp>

World Values Survey (2022). Online Data Analysis. Available at
<https://www.worldvaluessurvey.org/WVSONline.jsp>

Lecture topics

- The concept of culture
- Cultural stereotypes and cross-cultural communication barriers
- Dimensionalising cultures. Theoretical models of culture
- Cultural differences in communication styles



- Dealing with cultural differences in international business.

Who can answer questions about my assessment?

Questions about the assessment should be directed to your course tutor who has set the task/assessment brief. This will usually be the Module Leader. They will be happy to answer any queries you have.

Referencing and independent learning

Please ensure you reference a range of credible sources, with due attention to the academic literature in the area. The time spent on research and reading from good quality sources will be reflected in the quality of your submitted work. You must use the APA referencing system. Correct referencing is an easy way to improve your marks and essential in achieving higher grades on most assessments.

Technical submission problems

It is strongly advised that you submit your work at least 24 hours before the deadline to allow time to resolve any last minute problems you might have.

Unfair academic practice

The university takes issues of unfair practice extremely seriously. The University has procedures for dealing with unfair academic practice. The Module Leader reserves the right to interview students regarding any aspect of their work submitted for assessment. All assignments will be subjected to a plagiarism check (applicable software programmes will be utilised to check for similarity to other sources). In case of substantiated unfair practice (plagiarism and/or collusion), the regulations of the university for unfair practices will apply.



ASSIGNMENT BRIEF

| | |
|---|---|
| Assessment element 1 | GROUP ORAL PRESENTATION: CULTURE AND COMMUNICATION |
| Weight in the final mark | 70% |
| Sit | First Sit |
| Individual/Group | Group |
| What to submit? | A group power point presentation (20-25 slides) on the topic listed in the <i>Indicative content</i> section below. The group leader must submit an electronic copy of the group PowerPoint presentation. |
| How to submit? | Submit the assignment to erasmus@vumk.eu and nedka.dimitrova@vumk.eu Your assessment should be titled with your: name, module title, CULTURE AND COMMUNICATION (the names of the countries for comparison) e.g. name surname IAB CULTURE AND COMMUNICATION (France, Germany, Japan) |
| Date of submission | 20 th May 2022 By 24:00 on the deadline day. Any assessments submitted after the deadline will not be marked and will be recorded as a non-attempt unless you have had an extension request agreed or have approved mitigating circumstances. |
| Date of presentation | 21 st May 2022 (Approximate date) |
| Presentation duration/Word count | The presentation duration should be 30 min (+/-5 min) |
| Referencing | Academic sources should be cited and correctly referenced using the APA system in the assignment. Insert in-text references in the slides and a reference list on the last slide. Assignment without references would receive a fail mark. Sources included in the reference list but not cited in the text or cited in the text but not included in the reference list are not relevant. High quality assignments are expected to be based on a wide range of recent, relevant and appropriate reading and to have adequate referencing and a full bibliography (approximately 5 academic sources). |
| Indicative content of the group presentation | |



Students should think about cultural differences between 3 particular countries from three different cultural groups. Cultural values, stereotypes and identity should be compared and analysed in line with the academic research in cultural studies. Particular attention should be given to the consequences from cultural differences to intercultural communication and the ways to overcome communication problems. Students should avoid choosing their own countries for this assignment.

Assessment criteria and general requirements

Students should work in groups of three (or four) and prepare an oral presentation (consisting of about 25 ppt slides and a duration of up to 30 minutes per group) Please see the specific marking criteria for the presentation and the general marking criteria on the last page of the module book. Marks for each assessment criterion will be awarded with reference to the standard VUM marking criteria.

Each presentation is subject to plagiarism check. In case of substantiated unfair practice (plagiarism and/or collusion), the assigned mark shall be administratively cancelled and a mark of 0 (zero) shall be administratively assigned.

Feedback will be provided electronically with comments on your strengths and the areas which you can improve.

Format/Layout Requirements

It is expected that your presentation will be presented in a professional standard.

It MUST:

- Your names (and/or your student number), and the module title must be clearly stated at the front page of your work.
- Where appropriate, a list of tables/figures and a list of abbreviations should precede your work.
- All tables and figures must be correctly numbered and labelled.
- Include appropriate headings and numbering of slides and paragraphs.
- Write in third person - no "I"s in the text!
- Create an appropriate presentation design.

Assessment Element 1

Presentation: CULTURE AND COMMUNICATION

Resit

Resit presentation brief remains the same. Resit due dates will be advised additionally.



| | |
|---------------------------------|---|
| Assessment element 2 | ONE-PAGE REFLECTIVE REPORT |
| Weight in the final mark | 20 % |
| Sit | First Sit |
| Individual/Group | Individual |
| What to submit? | Submit an electronic copy of your individual report in WORD format. |
| How to submit? | Submit to nedka.dimitrova@vumk.eu and erasmus@vumk.eu Your assessment should be titled with your: Name, (an/or student number, module title and assessment title, e.g. name surname No IAB Reflective report |
| Date of submission | 21 st June 2022 By 24:00 pm on the deadline day. |
| Word count | The word count should be between 500 and 1000 words (+/-10%). |
| Referencing | Not required |

| Indicative content of the one-page reflective report | |
|---|--|
| Reflective practice | <p>In the one-page Individual Reflection report on your own experience of working together with the other members of your team, you may want to describe your individual contribution to the group work – sub-topics that you researched, suggestions you made, technical design features that you created. You can provide some information about how the group work was coordinated, the topics you discussed and the decisions you made.</p> <p>An important part of the reflective report is related to the barriers you faced in the process of intercultural communication during the group work. You are expected to consider the process of negotiation, conflict resolution, problem solving, individual initiative and personal motivation, or any other information you are willing to share.</p> <p>General conclusion should be drawn on what you have learnt through individual research and group work and what implications for practice you have made.</p> <p>NB: A REFERENCE LIST WITH MINIMUM FIVE (5) SOURCES MUST BE INCLUDED IN THE REFLECTIVE REPORT AS EVIDENCE OF INDIVIDUAL READING AND INVESTIGATION OF TOPIC FOR THE GROUP PRESENTATION.</p> |
| Assessment criteria and general requirements | |



Marks for each assessment criterion will be awarded with reference to the standard VUM marking criteria as follows:

1. Depth of reflection – you are expected to explore relevant issues, critically analysing your experience and demonstrating critical thinking – 60%
2. Using specific and convincing examples from your experience to support your claims and to make insightful conclusions for practice – 30%
3. Language use, appropriate structure and style of writing – 10%

Each assignment is subject to plagiarism check. In case of substantiated unfair practice (plagiarism and/or collusion), the assigned mark shall be administratively cancelled and a mark of 0 (zero) shall be administratively assigned.

Feedback will be provided electronically with comments on your strengths and the areas which you can improve.

Format/Layout Requirements

- **It is expected that your reflective report will be presented in a professional standard. It MUST:**
- Your name (and/or your identification number), your course, and the title clearly stated at the front page of your work (e.g., name IAB Reflection report)
- Be organised in appropriately divided paragraphing and sections (introduction, body, conclusion)
- Be typed in Times New Roman, font size 12
- Be single spaced, left-aligned and include 2 cm margins on all sides
- Have the word count on the title page
- As this is a reflective account on your personal experience, it is appropriate to use the first person singular pronoun “I”.

Assessment Element 2 A ONE-PAGE REFLECTIVE REPORT

RE-SIT

Resit assignment brief remains the same. Resit due dates will be advised additionally.

ASSIGNMENT CULTURE AND COMMUNICATION: 70%

FIRST SIT

OBJECTIVES OF THE COURSE WORK

Students should think about cultural differences between 3 particular countries from three different cultural groups. Cultural values, stereotypes and identity should be compared and analysed in line with the academic research in cultural studies. Particular attention should be given to the consequences from cultural differences to intercultural communication and



the ways to overcome communication problems. Students should avoid choosing their own countries for this assignment.

COURSE WORK REQUIREMENTS

Students should work in groups of three (or four) and prepare an oral presentation (consisting of about 25 ppt slides and a duration of up to 30 minutes per group) with the following structure:

Sample criteria for evaluation and assessment:

| | |
|---|------------------|
| 1. Introduction - importance of cultural awareness and intercultural communication competence | 5 points |
| 2. Cultural identity and stereotypes about three (or four) different nations <i>Factors shaping cultural identity, such as cultural traits, including ethnicity, religion, gender, language and others. Stereotypes about themselves (auto-stereotypes) and stereotypes about the other two nations or about the neighbouring countries (hetero-stereotypes).</i> | 20 points |
| 3. Ranking of nations on dimensions of culture <i>Comparing cultural values (Collectivism – Individualism and Power Distance) Recommended models for comparison – Hofstede, Minkov, Schwartz, Inglehart Cultural differences (and similarities) between the chosen nations based on the discovered stereotypes and values.</i> | 30 points |
| 4. Intercultural communication between the nations <i>Potential problems in interpersonal and business communication between people from the chosen nations. Possible ways of overcoming those communication problems.</i> | 30 points |
| 5. Conclusion - appropriate summary of the most important points | 5 points |
| 6. Technical organisation, creativity and presentation skills | 10 points |

More detailed information and guidance for creating your group presentation can be found here:

https://docs.google.com/document/d/1QWsWalwPhaTdtcJ4UjPYR5y3b_MUcSWV/edit?usp=sharing&ouid=100434884639633336691&rtpof=true&sd=true



GENERAL MARKING CRITERIA

Assignments achieving a mark of 90 % and above

In the work presented for assessment, students awarded marks/grades within this band will have demonstrated an exceptionally full and detailed understanding of the relevant theoretical concepts, cultural differences and their consequences for intercultural communication process, using convincing and detailed examples.

Assignments achieving a mark of 80% - 89%

In the work presented for assessment, students awarded marks/grades within this band will have demonstrated a full and detailed understanding of cultural differences and an outstanding ability to identify intercultural communication problems with strong evidence that the student is able to reflect effectively on her/his own practice. Critical evaluation of the student's intercultural experience is highly perceptive and there is a full awareness of the implications for future development.

Assignments achieving a mark of 70% - 79%

This grade will be assigned to work which is considered to be of an excellent standard and which meets every criterion. May demonstrate an ability to evaluate the appropriateness of different approaches to solving problems related to intercultural communication. The student is highly successful in presenting and commenting on outcomes and is able to comment perceptively and with some insight on the relationship between theory and practice. Gives examples from practice to support and/or question established theory with a broad range of relevant bibliography.

Assignments achieving a mark of 60% - 69%

This grade will be assigned to work which is considered to be of a very good standard and which meets every criterion. However, it may not show the depth of understanding nor the breadth of reading as work graded in a higher band. The work should meet the brief of the assessment task completely and to be presented in the recommended format and of an appropriate length. Relevant and appropriate examples should be provided with evidence of some relation of theory to practice. Adequate evidence of individual reading and investigation will be expected.

Assignments achieving a mark of 50% - 59%

Work graded at this level will be sound and will address the assignment brief and meet the majority of the criteria in a good way. Students should demonstrate sound knowledge of relevant theoretical models and include work drawn from their own experience where appropriate, which at points will be more than purely descriptive. The work is presented in the recommended format, of an appropriate length with some examples from practice, which are often more descriptive than evaluative. Some reading should be evident, perhaps not as wide, recent or relevant as possible.



Assignments achieving a mark of 40% - 49%

Work at this level will be of a generally low standard and will barely meet the stated criteria at a threshold level - lacking precision about the brief of the assignment and just meeting the necessary criteria. There will be some evidence of attempting to engage critically at points but will be more descriptive rather than critically evaluative or analytical. A superficial attempt to link theory with practice and limited references to reading.

Assignments achieving a mark < 40% (Fail)

The work presented for assessment is unsatisfactory overall. The standard of work might best be described as a 'clear fail'. Students awarded marks within this band will have demonstrated negligible or no understanding of theoretical concepts and cultural differences in intercultural communication. An attempt to link theory with practice is missing and evidence of individual reading and investigation is minimal or not provided at all.

Assessment criteria for In-class engagement and independent study

In-class engagement and independent study - 10%

Objectives: To evaluate students' in-class performance and involvement in the process of learning and continuous improvement. Expectations for In-class engagement and independent study.

Student performance is evaluated on the basis of the criteria listed below and graded on a scale from 0 (poor) through 10 (excellent). Average level of course performance and in-class participation expected from students will satisfy the criteria for a grade of "6 - 8".

| Grade | <i>Criteria for evaluating student in-class engagement and independent study</i> |
|--------------|---|
| 0 | <ul style="list-style-type: none"> ▪ <i>Absent</i> |
| 1 - 2 | <ul style="list-style-type: none"> ▪ <i>Present but not participating</i> ▪ <i>Attempts to respond to some questions but does not demonstrate adequate knowledge</i> ▪ <i>Very rarely gets involved in class discussion and activities. Only one or no tasks assigned for self-study have been completed.</i> |
| 3 - 5 | <ul style="list-style-type: none"> ▪ <i>Shows some basic preparation and engagement in class activities.</i> ▪ <i>Demonstrates some understanding of the main theoretical concepts but tends to be more superficial in the interpretation and the analysis of facts.</i> ▪ <i>Satisfactory contribution to class discussions. Half of the tasks assigned for self-study have been completed.</i> |
| 6 - 8 | <ul style="list-style-type: none"> ▪ <i>Well prepared.</i> |



| | |
|---------------|--|
| | <ul style="list-style-type: none">▪ <i>Demonstrates very good understanding of the theoretical models and the associated issues.</i>▪ <i>Contributes frequently to discussion, engages in arguments by discussing opposing ideas. More than half of the tasks assigned for self-study have been completed.</i> |
| 9 - 10 | <ul style="list-style-type: none">▪ <i>Excellent performance and active involvement in class activities.</i>▪ <i>Evaluates theoretical information intelligibly and makes clear connections to practice.</i>▪ <i>Contributes significantly to class activities. All the tasks assigned for self-study have been completed.</i> |

Submission: Continuous assessment