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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, 40 student-centred 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	60 min	100%	21 st June 2022
<i>The students are expected to participate regularly in class activities and to engage in independent learning and study</i>			
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			
Browaeys, 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

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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?

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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 prepare your work in time to avoid 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.

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ASSIGNME

NT BRIEF

Assessment	GROUP ORAL PRESENTATION: CULTURE AND
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element	COMMUNICATION
Weight in the final mark	100%
Sit	First Sit
Individual/Group	Group
What to submit?	A group power point presentation (25-30 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 group PowerPoint presentation to erasmus@vumk.eu and nedka.dimitrova@vumk.eu Your Powerpoint presentation should be titled with: The names of the countries for comparison, IACD: CULTURE AND COMMUNICATION e.g. Japan, The UK, Brazil IACD: CULTURE AND COMMUNICATION The group members' names should be included in the title slide.
Date of submission of the powerpoint presentation	21st May 2022 By 24:00 on the deadline day. Please contact your course tutor if you have some mitigating circumstances and need an extension.
Date of group oral delivery of presentation	22 nd May; 23 rd May; 24 th 2022 (Approximate dates)
Presentation duration/Word count	The group presentation duration should be approximately 50 min (+/-5 min). Individual speaking time: 10 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. 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 to 5 particular countries from three (to 5) 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.	



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Assessment criteria and general requirements
<p>Students should work in groups of three (or maximum 5) and prepare an oral presentation (consisting of about 30 ppt slides and a duration of up to 50 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. Feedback will be provided electronically with comments on your strengths and the areas which you can improve.</p>
Format/Layout Requirements
<p>It is expected that your presentation will be presented in a professional standard. It MUST:</p> <ul style="list-style-type: none"> • 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. • Use appropriate writing style and register. • Create an appropriate presentation design.
<p>Assessment Element Oral presentation: CULTURE AND COMMUNICATION Resit</p>
<p>Resit presentation brief remains the same. Resit due dates will be advised additionally.</p>



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ASSIGNMENT CULTURE AND COMMUNICATION: 100%

FIRST SIT

OBJECTIVES OF THE COURSE WORK

Students should think about cultural differences between 3 to 5 particular countries from three (to 5) 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 maximum 5) and prepare an oral presentation (consisting of about 30 ppt slides and a duration of up to 50 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

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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&oid=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.