



COURSE UNIT (MODULE) DESCRIPTION

Course unit (module) title	Code

Academic staff	Core academic unit(s)
Coordinating: dr. assist. Rasa Bartkute Other:	Kaunas Faculty, Institute of Social Sciences and Applied Informatics

Study cycle	Type of the course unit
First <input type="checkbox"/> Second <input checked="" type="checkbox"/>	Compulsory Course <input checked="" type="checkbox"/> Optional Course <input type="checkbox"/> Course Unit (Module) of the General University Studies <input type="checkbox"/> Course Unit (Module) of Individual Studies <input checked="" type="checkbox"/> Interdisciplinary Studies Course Unit (Module) <input type="checkbox"/>

Mode of delivery	Semester or period when it is delivered	Language of instruction
On site, hybrid	Autumn	English

Requisites	
Prerequisites: -	Co-requisites (if relevant): -

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	130	32	98

Purpose of the course unit		
To develop the ability to appreciate the business cultural environment. Develop the ability to lead intercultural teams and to develop business projects by evaluating the impact of culture on business. The aim of the course is to provide students with a theory of culture and cultural change as they affect markets and organizations.		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
Understands the principles of intercultural team management and can apply them in practical activities	Lectures, seminars: reflection, discussion, group discussion; homework, midterm exam, exam	Reflections, case analysis
Able to critically assess the change of cross-cultural management, considering modern theories of management science	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Midterm exam, final exam, homework
Will be able to understand business systems, global aspects, and the need for intercultural knowledge in today's world. Will be able to analyze different data, evaluating different intercultural business situations	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Case analysis, homework, final exam

Able to assess the factors of the business environment of a specific country, their impact on business, considering cultural differences	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Midterm exam, final exam, homework
Able to assess local, global, and cultural factors that can affect business.	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Reflection, case analysis, homework
Understands the impact of a global business on a specific business unit. Able to apply various methods to assess the business environment. Able to prepare business risk management plans	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Midterm exam, final exam, homework
Able to make management decisions and initiate international business development projects.	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Case analysis, midterm exam, homework, final exam
Able to predict the possibilities of business development in a specific culture, to make proposals on cross-cultural business development issues Able to prognosticate business tendencies in cross cultural environment	Lectures, seminars: reflection, case analysis, discussion, group discussion; homework, midterm exam, exam	Case analysis, midterm exam, homework, final exam

Content: breakdown of the topics	Contact hours							Self-study work: time and assignments	
	Lectures	Tutorials	Seminars	Exercises	Laboratory work	Internship/work placement	Contact hours	Self-study hours	Assignments
Introductory lecture. Introduction to the course. Discussion of current realities of intercultural management in the business environment. The main concepts. The need for intercultural management in every organization nowadays: some case studies.	2		2				4	8	Information search, study of literature. Kris Acheson and Sundae Schneider-Bean (2019, p. 42-61)
The influence of culture on international business. The terms and meanings of culture in the international business context. The global and local cultural impact on business practices. Discussion about business organizations, links with international business, cultural differences, and business practices. The link between culture and geopolitics.	2		2				4	12	Information search, study of literature. Kris Acheson and Sundae Schneider-Bean (2019, p. 42-61) Individual selecting of issues for reflection/case analysis
Organizational culture versus culture of nation. Managing	2		2				4	14	Information search. Study of

stereotypes. The link between local culture and international business. How does culture affect business relations? Main principles of intercultural management.									literature Marrie Joelle Browaeys (2019, p.25- 52)
Management of intercultural teams. Main principles and management styles. Emotional Intelligence in cross cultural management context.	2		2				4	15	Indicated sources are studied, additional literary sources are independently sought, in preparation for the seminar topics specified during lectures, preparing reflections, other independent work
The management of organizational structure in different cultures. The intercultural leadership model and possible development scenarios. The leader from a different culture: how to manage differences and optimize business activities? Business ethics and cross-cultural management	2		2				4	12	Indicated sources are studied, additional literary sources are independently sought, in preparation for the seminar topics specified during lectures, preparing reflections, other independent work
Intercultural competencies and their development. Delegation tasks and aims in multicultural environment. Tolerance of different cultural beliefs.	2		2				4	14	Indicated sources are studied, additional literary sources are independently sought, in preparation for the seminar topics specified during lectures, preparing reflections, other independent work
Local business organizations' development to international and intercultural organizations. Multinational, global, transnational organization – how to manage different types of organizations? To result oriented international organization. Business versus image. Holistic approach to	2		4				4	12	Indicated sources are studied, additional literary sources are independently sought, in preparation for the seminar topics specified during lectures, preparing

business organization culture. Aspects of marketing and image-making across different cultures. Managing stakeholders in different cultures.									reflections, and other independent work
Midterm Exam	2						2	11	Independent preparation for the midterm exam
Total	16		16				32	98	
Note: Up to 4 contact hours may be replaced by guest lectures given by social partners or educational visits to social partner organizations.									

Assessment strategy	Weight %	Deadline	Assessment criteria
Individual reflections	10	During seminars	Two reflections are prepared during the semester. Maximum score for reflection is 0.5. 0.5 points are awarded when excellent knowledge is demonstrated, questions are answered, and excellent assimilation and application of theoretical knowledge is demonstrated. 0.4 points are awarded when good demonstration of theoretical knowledge is demonstrated, understanding of the analyzed situation is demonstrated. Most questions are answered. 0.3 points are awarded when multiple questions are answered and average theoretical knowledge is demonstrated. 0.2 points are given if there are mistakes, questions are not answered, or it is not possible to reflect on the analyzed topic. 0.1 points are awarded when only minimal knowledge is demonstrated. There are many errors.
Cases analysis	10	During seminars	Two case analyses are prepared and presented during the semester. The maximum score for reflection is 0.5. 0.5 points are awarded when excellent knowledge is demonstrated, questions are answered, and excellent assimilation and application of theoretical knowledge are demonstrated. Can discuss it, answer questions. 0.4 points are awarded when a good demonstration of theoretical knowledge is demonstrated, and understanding of the analyzed situation is demonstrated. Most questions are answered. 0.3 points are awarded when multiple questions are answered and average theoretical knowledge is demonstrated. 0.2 points are given if there are mistakes, questions are not answered, or it is not possible to reflect on the analyzed topic. 0.1 points are awarded when only minimal knowledge is demonstrated. There are many mistakes.
Mid-term exam	10	During semester	During the mid-term assessment, students analyze mini-cases and answer the questions presented. 2 mini-case studies are conducted. Each analysis is valued at 1 point. 1 point is awarded if an excellent ability to apply theoretical knowledge to a specific case is demonstrated. A critical

			<p>analysis of the situation is presented. Decisions and answers to all questions are reasoned.</p> <p>0.9 points are given if there are minor errors or a lack of argumentation.</p> <p>0.8 - 0.6 points are awarded when the analysis is incomplete. Fragmentation dominates. Not all questions are answered.</p> <p>0.5 - 0.3 points are awarded when the analysis is superficial. Most questions are not answered. There is no argument.</p> <p>0.2 - 0.1 is awarded if theoretical knowledge is not applied. Lots of mistakes. most questions are not answered</p>
Individual coursework	40	During semester	<p>During the semester, an individual presentation is prepared: Business development in X country. 3 points are awarded for a detailed presentation. Prepared according to all requirements. The student demonstrates excellent knowledge of the chosen culture and of business development within it. Provides an economic, political, and cultural assessment of the business environment. Distinguishes the specifics of business management in the country. Determines and justifies business development risks. Answer all questions.</p> <p>2.9 - 2.4 points are awarded if the presentation is prepared in compliance with all requirements, but there is a lack of assessment, student argumentation, and critical approach. The questions are answered superficially.</p> <p>2.3 - 1.8 points are awarded if the presentation is not prepared in compliance with all requirements. Not all necessary analyzes of the business environment have been carried out. Not all questions are answered.</p> <p>The presentation of 1.7 - 1.2 was prepared in partial compliance with the requirements. An incomplete analysis of the business environment is dominant. The student does not answer all the questions.</p> <p>1.1 - 0.6 The presentation was prepared without complying with most of the requirements. There is no analysis of the business environment. Relying on unreliable sources. Unable to discuss the selected topic.</p> <p>0.5 - 0.1 points are awarded when the presentation is dominated by gross errors. Unable to discuss the selected topic. Most questions are not answered.</p>
Final exam	30	During session	<p>Three case analyses are prepared during the semester. The maximum score for reflection is 1.</p> <p>1 – 0,9 points are awarded when excellent knowledge is demonstrated, questions are answered, and excellent assimilation and application of theoretical knowledge is demonstrated.</p> <p>0,8 – 0,6 points are awarded when a good demonstration of theoretical knowledge is demonstrated, and understanding of the analyzed situation is demonstrated. Most questions are answered.</p> <p>0,5 – 0,3 points are awarded when multiple questions are answered and average theoretical knowledge is demonstrated.</p> <p>0.2 points are given if there are mistakes, questions are not answered, or it is not possible to reflect on the analyzed topic.</p> <p>0.1 points are awarded when only minimal knowledge is demonstrated. There are many mistakes.</p>
<p>The knowledge and skills of the student are only assessed when he or she has prepared the provided requirements and tasks of the intermediate assessment. Knowledge and skills are graded from 1 to 10 during the intermediate assessments.</p>			

The course is considered as passed if the assessment of all the assessments is no less than 5 points each. If even a single task is assessed by less than 5 points (4, 3, 2, 1), the entire course is considered as not passed.

REGARDING THE EXTERNAL EXAMINATION OF THE COURSE UNIT

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>	

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>	

REGARDING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE (GenAI) TOOLS (SUCH AS "CHATGPT", ETC.) WHEN STUDYING THE COURSE UNIT

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>	

Mark <input checked="" type="checkbox"/>				If permitted, please provide the conditions
Not permitted	<input checked="" type="checkbox"/>	Permitted	<input type="checkbox"/>	

REGARDING ACADEMIC PROGRESS

A student who (1) **throughout the semester consistently** fails to demonstrate **progress in achieving the expected learning outcomes of a subject (module)** during the practical classes (seminars, exercises, laboratory work, etc.) and (2) fails to complete all interim assessment requirements and tasks within the time specified in the course description, is not allowed to participate in the examination session.

Author	Year of publication	Title	Number of periodical publication or publication Volume	The place of publication and publisher or online link
Compulsory reading				
Kris Acheson and Sundae Schneider-Bean	2019	Representing the intercultural development continuum as a pendulum: addressing the lived experiences of intercultural competence development and maintenance		https://doi.org/10.1504/EJCCM.2019.097826
Dean Tjosvold ; Kwok Leung	2016	Cross-Cultural Management : Foundations and Future		
Simon L. Dolan ; Kristine Marin Kawamura	2015	Cross Cultural Competence : A Field Guide for Developing Global Leaders and Managers		
Marrie Joelle Browaey	2019	Understanding cross cultural management		
Optional reading				

edited by Bettina Gehrke and Marie-Thérèse Claes	2014	Global leadership practices : a cross-cultural management perspective		
Denisova-Schmidt, Elena ; Markovina, Irina ; Nicolas-Kryzhko, Lena	2020	The lacuna model: A new approach to cross-cultural management research	International journal of cross cultural management : CCM, 2020, Vol.20 (3), p.329-344	
Grosskopf, Sina ; Barmeyer, Christoph	2021	Learning from multi-paradigmatic sensitivity in cross-cultural management? Empirical and theoretical considerations	International journal of cross cultural management : CCM, 2021, Vol.21 (2), p.181-202	
Jackson, Terence	2021	A theory of everything and everywhere: Broadening the horizons of cross-cultural management studies	International journal of cross cultural management : CCM, 2021, Vol.21 (1), p.3-7	
Jackson, Terence	2011	International Management Ethics : A Critical, Cross-cultural Perspective Jackson, Terence		