



COURSE DATA

DATA SUBJECT

Code: 43730
Name: Intercultural management
Cycle: Master's Degree
ECTS Credits: 4
Academic year: 2025-26

STUDY (S)

| Degree | Center | Acad. year | Period |
|--|---------------------|------------|----------------|
| 2166 - Master's Degree in Economic Globalisation: International Trade Management | Facultat d'Economia | 1 | Second quarter |

SUBJECT-MATTER

| Degree | Subject-matter | Character |
|--|-----------------------|------------|
| 2166 - Master's Degree in Economic Globalisation: International Trade Management | International markets | COMPULSORY |

COORDINATION

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SUMMARY

Operating in international markets has become a daily activity for a large number of companies of all sizes and from all sectors of activity. The globalisation of the economy, a well-known phenomenon driven by the processes of economic liberalisation, technological evolution and business activity itself, oblige companies to deal with negotiation processes and manage their activities in contexts far removed from their country of origin. In recent years, the geopolitical context has been marked by an increase in protectionism and trade restrictions. In this sense, it is becoming more and more necessary to develop intercultural skills that allow companies to operate successfully in diverse contexts. The subject Intercultural Management aims to train students to acquire the basic knowledge to interpret the opportunities and threats presented by the global scenario, to prepare them to successfully tackle negotiation processes in which multiculturalism is the dominant axis and to be prepared to design and coordinate international human resources management policies in companies. Likewise, the student must be able to assimilate the dimensions that mark the cultural differences between the different regions of the world, having knowledge of the particularities of each region in what affects the way of communicating and doing business.

pecifically, it aims to achieve the following objectives:

- ¿ To understand the global environment as the source from which the opportunities and threats that affect companies arise.
- ¿ To provide students with the necessary knowledge to negotiate with people from different cultures, as



well as the ability to obtain good results in the process and avoid cultural conflicts.

¿ To use the different tools for analysing cultural differences between countries to facilitate business decision-making.

¿ Understand international human resource management as a process in which people and their family environment are the fundamental element.

To understand the differences between the dominant business structures in the different regions of the world.

¿ To analyse the business culture in each of the regions of the world, focusing on the most significant countries in the current business scenario.

PREVIOUS KNOWLEDGE

RELATIONSHIP TO OTHER SUBJECTS OF THE SAME DEGREE

There are no specified enrollment restrictions with other subjects of the curriculum.

OTHER REQUIREMENTS

COMPETENCES / LEARNING OUTCOMES

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Articular de forma sòlida arguments crítics con las posiciones defendidas por los compañeros de actividad o los posibles socios en los negocios, a la par que desarrollar la autocrítica respecto a los propios posicionamientos.

Conocer las prácticas y costumbres de los sectores económicos en su vertiente internacional, así como las peculiaridades inherentes a las diferentes áreas económicas.

Desarrollar la capacidad de trabajar en equipo, respondiendo a situaciones problemáticas de manera colectiva.

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Desarrollar las capacidades de análisis y síntesis precisas para abordar problemas complejos.

Desarrollar un conocimiento suficiente y un empleo efectivo de las fuentes estadísticas y documentales necesarias para sustentar las propuestas efectuadas.

Diseñar programas de adaptación de las prácticas de negocio a países distintos del propio.

Entender y adaptarse a los distintos entornos culturales que caracterizan cada mercado internacional y a los agentes que operan en los mismos.

Estimular la capacidad de adaptación a y la preparación para el desarrollo de la actividad profesional en medios culturales distintos al país de origen.



Promover el desarrollo de actitudes y valores que establezcan condiciones favorables para un comportamiento ético en el desarrollo de la actividad profesional

Students should apply acquired knowledge to solve problems in unfamiliar contexts within their field of study, including multidisciplinary scenarios.

Students should be able to integrate knowledge and address the complexity of making informed judgments based on incomplete or limited information, including reflections on the social and ethical responsibilities associated with the application of their knowledge and judgments.

Students should communicate conclusions and underlying knowledge clearly and unambiguously to both specialized and non-specialized audiences.

Students should demonstrate self-directed learning skills for continued academic growth.

Students should possess and understand foundational knowledge that enables original thinking and research in the field.

DESCRIPTION OF CONTENTS

Topic 1. Culture and cultural differences between countries

- 1.1. Concept of culture.
- 1.2. Hofstede's model.
- 1.3. Gesteland's model.
- 1.4. Trompenaars' model.

Topic 2. Influence of culture on international business.

- 2.1. Key concepts related to global leadership. 2.2.
- 2.2. Intercultural communication
- 2.3. Managing global virtual teams.
- 2.4. Intercultural negotiation
- 2.5. The use of translators
- 2.6. Influence of Sharia on business.

Topic 3. Management of expatriation processes

- 3.1. International human resources policy: expatriation vs. local recruitment.
- 3.2. The expatriation process.
- 3.3. The process of acculturation and culture shock.

Topic 4. Enterprise and business in Europe

- 4.1. Introduction. Enterprise and business in Europe.
- 4.2. Business culture in the United Kingdom.
- 4.3. Business culture in France.
- 4.4. Business culture in Germany.
- 4.5. Business culture in Italy.



4.6. Business culture in Russia.

Topic 5. Enterprise and business in Asia

- 5.1. Introduction. Company and business in Asia.
- 5.2. Business culture in Japan.
- 5.3. Business culture in China.
- 5.4. Business culture in India.
- 5.5. Business culture in South Korea
- 5.6. Business culture in Kazakhstan and Central Asia.

Topic 6. Enterprise and business in North America

- 6.1. Introduction. Enterprise and business in North America.
- 6.2. Business culture in the United States.
- 6.3. Business culture in Mexico.

Topic7. Enterprise and business in Latin America

- 7.1. Introduction. Enterprise and business in Latin America.
- 7.2. Business culture in Venezuela.
- 7.3. Business culture in Brazil.
- 7.4. Business culture in Argentina.
- 7.5. Business culture in Chile.

Topic 8. Enterprise and business in Africa

- 8.1. Introduction. Enterprise and business in Africa.
- 8.2. Business culture in Morocco and the Maghreb.
- 8.3. Business culture in South Africa.

WORKLOAD

PRESENCIAL ACTIVITIES

| Activity | Hours |
|--------------------|--------------|
| Tutorials | 2,00 |
| Theory | 27,00 |
| Seminar | 2,00 |
| Other activities | 2,00 |
| Group work | 7,00 |
| Total hours | 40,00 |

NON PRESENCIAL ACTIVITIES

| Activity | Hours |
|---------------------------------------|-------|
| Attendance at other activities | 2,00 |
| Individual or group project | 15,00 |
| Independent study and work | 20,00 |
| Preparation of lessons | 8,00 |
| Preparation for assessment activities | 15,00 |
| Resolution of case studies | 10,00 |



TEACHING METHODOLOGY

The method used in theory classes will be the participative lecture. The lecturer will present the different contents of the programme using the technological means that allow the projection of digitalised documents as well as online access to the updated contents found on the internet.

In each of the subjects, the teaching resources are structured as follows:

- Basic bibliography, which includes those materials that allow the subject to be dealt with as a whole. Given the dynamism of the publishing market, it is possible to consider the convenience of reducing the number of basic bibliography manuals in order to facilitate the student's task, recommending, as far as possible, manuals that are in line with the global contents of the subject.
- Complementary bibliography, including specialised manuals that go into aspects that the basic bibliography deals with in a more superficial way.
- Readings, these are specialised articles for those students who wish to gain a broader knowledge of some aspect of the programme.
- Internet addresses, in the field of international business there are abundant online resources available to the student. From the websites of other universities to international organisations that offer teaching material, data, articles and addresses of interest.

With regard to the practical sessions, the aim is to use the means at our disposal to promote dynamic and participative learning that allows us to consolidate the theoretical knowledge imparted and to develop the management, intercultural communication and teamwork skills established in the module objectives:

- Readings, based on theoretical or applied approaches that allow the analysis and discussion of issues related to intercultural management.
- Practical cases, which highlight aspects related to the objectives, based on real situations in companies.
- Audiovisual material, the viewing and analysis of video material related to the subject allows concepts to be assimilated in a simple way, reinforcing the use of other didactic methods.
- Practical exercises, exercises and practical work that, based on the collection of information by the student, allow reports to be presented that contribute to consolidating the knowledge acquired and developing intercultural skills useful for international practice.

EVALUATION

The assessment consists of two parts that must be passed separately: a written exam and continuous assessment:



- The exam will account for 50% of the final grade and will consist of short essay questions.
- The continuous assessment will account for 50% of the final grade. This percentage will be distributed as follows: 30% individual work and 20% teamwork.

In compliance with article 6.9 of the Universitat de València's Assessment and Grading Regulations, attendance in practical classes is compulsory. It will be considered that the student has complied with the attendance if he/she has attended at least 80% of the hours of these sessions and if he/she has adequately justified the impossibility of attending the remaining sessions due to force majeure.

The student's final grade will be the result of the weighted sum of the marks obtained in the synthesis test and in the continuous assessment, provided that a minimum of 4.5 has been achieved in this test (exam).

REFERENCES

Gesteland, R.R. (2012): Cross-cultural business behaviour: A guide for global management, Copenhagen: Copenhagen Business School Press.

Moran, R.T., Abramson, N.R. y Moran, S.V. (2014). Managing cultural differences. Routledge.

Hofstede, G.; Hofstede, G.J. & Minkov, M. (2010): Cultures and Organizations: Software of the Mind, Third Edition: Intercultural Cooperation and Its Importance for survival, McGraw-Hill