

## Intercultural Awareness

Catalogue number  
5000ICN\_03

Course name in SIS  
Intercultural Awareness

Credits (EC, European Credits)  
4

Programme  
AMSIB

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### Description

Intercultural Awareness is essential for building productive relationships and operating effectively in an environment of globalization and international business. Business students must define, recognize, and relate to different cultures in order to plan effectively and to carry out strategies for coping with the challenges posed by inter-cultural operating environments and situations.

The main focus of this module is to elucidate the essence of culture in terms of values and beliefs that lie behind customs, habits, and symbols. The module helps students to prepare corresponding arguments and strategies for addressing and coping with various intercultural situations.

The module is presented in two parts. The first part focuses on the concept of culture and theories of culture developed by Hofstede, Hall and Trompenaars. Students are expected to develop an in-depth ability to use these theories and to break down, distinguish and compare situations by employing the respective dimensions. They are also expected to present practical illustrations and applications of the theories taken from their own experience and research.

The second part of the module looks at various models of how to cope with different sets of values as presented in the first parts. These include Earley's Cultural Intelligence, cultural shock, stereotypes, Development of Cultural Sensitivity (DCIM). Similar to the first part, students are required to research, cooperate, present and discuss case studies while demonstrating and developing the links between the studied theories and reality.

Students are required to work in groups and do in-depth research on a chosen topic that is related to the module content. By means of individual briefings and group projects, students will employ theories in analysing practical business cases or creating solutions and scenarios for a specific problem. Group project can vary from making a video or conducting a qualitative/ quantitative research such as: "In what way culture has influenced the economic development of East Asia?". The theories presented in the module are used as theoretical framework for their project.

### Subjects & Keywords:

1. Cultural value dimensions: Hofstede, Hall, Trompenaars theories.
2. Defining Culture: Culture as survival mechanism, dominant culture, co-culture, globalization, models of culture.
3. Cultural Awareness models: Cultural Intelligence, Stereotype, DCIM (Development of Cultural Sensitivity), Inverted Pyramid Model, Cultural Shock, DAE, Cultural relativism, Stereotype and Prejudices.

Intercultural Awareness is an elective module. It is especially relevant for students who are currently studying abroad as they can readily apply the knowledge gained from class to their daily working lives.

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Work Method	Total study hours per semester
Seminars	21
Self-Study	60
Assignment(s)	31
Total study hours (1 credit = 28 study hours)	112

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### Compulsory Attendance

Discussion with classmates and the instructor are vital for increasing intercultural awareness and passing the exam. Therefore, attendance is required. Students are allowed three absences per semester. Students who miss more than three classes risk consequences that may include a reduced exam score or exam ineligibility.

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### Assessment Methods

Test no.	Test form	Material
1	Project	Weekly lesson topic: assigned readings plus extensive additional research
2	Individual exam	Intercultural Awareness reader and in-class discussions.

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### Learning Objectives / Competencies

Upon completion of the Intercultural Awareness module, students should be able to anticipate situations and suggest solutions to culture-based misunderstandings. Students will be able to identify the relationship between values and culture. They will demonstrate their ability to work in an intercultural environment by completing an international group project. Using the knowledge gained in this module, students should be able to develop strategies to avoid culture-related misunderstandings.

At the end of this module, students will be able to identify the relationship between values and culture and be able to relate to specific situations. They will be able to use competency independently to develop and identify effective solutions in a relatively clearly arranged intercultural situations

#	Learning goals The student can:	Programme's profile competencies	Level
1.	Define and explain relevant terms	Intercultural	L3
2.	Describe the acculturation process	ntercultural	L2
3.	Explain and identify cultural dimensions with accurate examples	ntercultural	L3
4.	Determine whether cultural dimensions are relevant to the analysis of a situation.	ntercultural	L2
5.	Distinguish personal and cultural traits and between nationality and cultural background	ntercultural	L3
6.	Practice cultural relativism in intercultural discussions	ntercultural	L2
7.	Work and communicate effectively as part of a multicultural group	ntercultural	L2
8.	Develop strategies for working effectively with a multicultural group	ntercultural	L2
9.	Adapt behaviour to different cultural situations	ntercultural	L2



10	Demonstrate curiosity about other cultures	intercultural	L2
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Feedback

Much of the class consists of discussions to develop and check understanding of reading materials and lecture concepts. Students will receive direct feedback to their comments in class.

For the group project, students will receive oral and written feedback during the project development phase. The instructor will be available by email, during office hours, and by special appointment for further comment or guidance on the presentation. Students will receive written or/and oral feedback after completing the presentation.

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Literature

Title	Author(s)	Publisher	Year	Print	ISBN	Comp.
Cross-cultural communication: Diversity in Dialogue <sup>1)</sup>	Mai Nguyen-Phuong-Mai	CultureMove	2015			Yes
Cultural Intelligence. Harvard Business Review. October 2004 <sup>2)</sup>	Earley, P. C; Mosakowski, E.					Yes

1) Reader.

2) pages 139-146.