IDENTIFYING DATA

Leadership and communication skills

Subject	Leadership and communication skills			
Code	V55G020V01941			
Study programme	(*)Grao en Administración e Dirección de Empresas			
Descriptors	ECTS Credits	Choose	Year	Quadmester
	6	Optional	4th	2nd
Teaching language	English			
Department				
Coordinator	Jamardo Suárez, Begoña			
Lecturers	Jamardo Suárez, Begoña			
E-mail	begona.jamardo@ieside.edu			
Web	http://www.ieside.edu			
General description	This module is taught in English, therefore it is essential that students accredit a B2 level of English.			

Competencies

Code	
B1	(*)Capacidade de análise e síntese
B2	(*)Pensamento crítico e autocrítico
B3	(*)Habilidades relacionadas co uso de aplicacións informáticas utilizadas na xestión empresarial
B5	(*)Habilidades de comunicación oral e escrita
B6	(*)Habilidades de comunicación a través de Internet e, dominio de ferramentas multimedia para a comunicación a distancia
B7	(*)Ler e comunicarse en inglés como lingua estranxeira
B8	(*)Comunicarse con fluidez no seu entorno, incluíndo competencias interpersoais de escoita activa, negociación, persuasión e presentación
B9	
B13	(*)Capacidade de aprendizaxe e traballo autónomo
B14	(*)Capacidade de aplicar os coñecementos teóricos e prácticos adquiridos nun contexto académico especializado
C5	(*)Posuír e comprender coñecementos sobre a relación entre a empresa e o seu entorno avaliando a súa repercusión na estratexia, comportamento, xestión e sustentabilidade empresarial
C11	(*)Tomar decisións estratéxicas utilizando diferentes tipos de modelos empresariais
C12	(*)Solucionar de maneira eficaz problemas e tomar decisións utilizando métodos cuantitativos e cualitativos apropiados, incluíndo entre eles a identificación, formulación e solución dos problemas empresariais
C13	(*)Mobilidade e adaptabilidade a entornos e situacións diferentes
C16	(*)Habilidades na procura, identificación e interpretación de fontes de información económica relevante
D1	(*)Xestión persoal efectiva en termos de tempo, planificación e comportamento, motivación e iniciativa tanto individual como empresarial
D2	(*)Capacidade de lideranza, incluíndo empatía co resto de persoas
D3	(*)Responsabilidade e capacidade para asumir compromisos
D4	(*)Compromiso ético no traballo
D5	(*)Motivación pola calidade e mellora continua

Learning outcomes

Expected results from this subject	Training and Learning Results

To develop a global leadership profile by being able to differentiate culture from stereotyping and develop a non-ethnocentric attitude to cultural diversity.	B1 B2 B5 B7 B8 B9 B13 B14	C5	D2 D4 D5
To be able to apply a scientific model of cultural analysis to adapt the company's international expansion strategies to the objective host countries.	B1 B3 B5 B6 B7 B8 B9 B13 B14	C5 C11 C12 C13	D2
To self assess personal conflict-management approach and intercultural intelligence quotient in order to reinforce personal strengths and compensate weaknesses in students international leadership style.	B2 B5 B7 B8 B13	C13	D2 D5
To detect and analyse the main management & interpersonal communication style differences with target markets for Galician exports.	B1 B3 B5 B6 B7 B8 B9 B13 B14	C5 C11 C13 C16	D1 D3 D5
To train negotiation skills and improve communication strategies both at domestic and global level by observing and using universal non verbal signals.	B5 B7 B13 B14	C13	D2 D5

Contents

Topic

1. INTERNATIONAL LEADERSHIP.FUNDAMENTALS	1.1. What is an international leader? 1.2. How does culture affect our perception of reality and leadership style? 1.3. Are we becoming more global or more diverse, in cultural terms? 1.4. What is culture and what is a stereotype? 1.5. Cultural differences in international management
2. MODELS FOR INTERCULTURAL LEADERSHIP	2.1. Hall 2.2. Hampden Turner & Trompenaars 2.3. The Globe Project 2.4. The Lewis Pyramid 2.5. The world value survey
3. CHANGE MANAGEMENT: EXPATRIATION AND MANAGEMENT OF INTERNATIONAL TEAMS	3.1 Cultural differences in recruitment 3.2 Expat management: Reasons for failure 3.3 Cultural shock 3.4 Management of multicultural teams: virtual teams 3.5 Intercultural Quotient Test: A tool for intercultural leadership improvement
4. HOFSTEDE MODEL	4.1 Collectivist vs individualist 4.2 Egalitarian vs hierarchical 4.3 Masculine vs feminine 4.4 High uncertainty vs low uncertainty 4.5 Long term vs short term 4.6 Indulgent vs restrained
5. EFFECTIVE INTERNATIONAL COMMUNICATION	5.1 Advanced negotiation skills 5.2 The profile of the effective international negotiator 5.3 Communication styles: East vs West 5.4 Non-verbal communication in intercultural negotiation 5.5 Gestures: universal or culturally bound? 5.6 Revealing gestures: deceit and disagreement

Planning

	Class hours	Hours outside the classroom	Total hours
Case studies / analysis of situations	8	16	24
Presentations / exhibitions	6	18	24
Proceedings	4	4	8
Master Session	30	60	90
Long answer tests and development	2	0	2
Jobs and projects	0	2	2

*The information in the planning table is for guidance only and does not take into account the heterogeneity of the students.

Methodologies

	Description
Case studies / analysis of situations	In teams, students will analyze case studies showing leadership, strategy and communication conflicts in various functional areas of the company. In class they will present their views on the problems detected considering the impact of cultural diversity.
Presentations / exhibitions	In teams, students will give presentations about the cultural differences between Spain and one Galician strategic market, both from a socioligical and a management point of view. Interactive activities, games and deemonstrations (meeting & negotiations roleplays etc) will be required to exemplify contents and keep audience attention. Teams will be allowed to invite professionals from the target country under analysis.
Proceedings	Today's leaders must be up to date with global news. In order to reflect upon current iinternational conflicts that affect companies, pieces of news or documentaries will be presented and class debates will take place to analyse topics from different perspectives.
Master Session	The subject contents will be introduced by making use of extensive audiovisual materials and connecting issues with our current social and economic environment, always under a social responsible perspective.

Personalized attention

Methodologies	Description
Presentations / exhibitions	Supervision of class presentations: sources of information and accurate approach Advice on selection of topics for news analysis assignment.
Proceedings	Supervision of class presentations: sources of information and accurate approach Advice on selection of topics for news analysis assignment.

Assessment

	Description	Qualification	Training and Learning Results		
Case studies / analysis of situations	Individual inititiative and participation during the analysis of debate, case studies and readings will be assessed. Both for written and audiovisual work.	10	B1 B2 B5 B7 B8 B9 B13 B14	C5 C11 C12	D2 D5
Presentations / exhibitions	In teams students will have to carry out a presentation contrasting Spanish culture with that of another country. The contents (team), the supports (team) and the capacity to communicate in English (individual) will be assessed.	25	B1 B3 B5 B6 B7 B8 B9 B13 B14	C13 C16	D1 D2 D3 D4 D5
Long answer tests and development	The final exam that will cover the theoretical content of the module and will include a practical part with case studies, news analysis, exercises and anlysis on intercultural situations.	50	B1 B5 B7 B14	C5 C12	D1 D5

| Jobs and projects | In teams, students will choose an up-to-date and far-reaching international piece of news and will write a report analysing the article and applying the contents of the module. | 15 | B1 B2 B3 B5 B6 B7 B8 B9 B13 B14 | C5 C12 C13 C16 | D1 D3 D5 |

Other comments on the Evaluation

In order obtain a pass mark in the module, it is necessary to obtain a minimun grade of 3.5 (out of 10) in the final examination.

Plagiarism will be severely penalised.

Coursework will not be accepted after the deadline. This also applies to presentation dates.

Class attendance is compulsory. All absences, including those for which some type of evidence has been produced, will be taken into account when calculating the penalties applicable for non-attendance.

The penalties for non attendance will be as follows:
- Non attendance of more than 6 hours of class hours will be penalised by reducing the continuous assessment mark by one third.
- Non attendance of more than 12 hours of class hours will be penalised by reducing the continuous assessment mark by two thirds.
- Non attendance of more than 18 hours of class hours will be penalised by being awarded a zero mark for their continuous assessment mark.

The grade obtained in the continuous assessment mark will be maintained in the resit exam during academic session 2017/18.

Final exams are corrected using "blind marking".

The time and dates for exams for academic session 2017/18 will be determined by the Board of Studies of IESIDE.

In the case of differences, the dates and times published on the web page will prevail.

Sources of information

Basic Bibliography

Hofstede, G et al;, **Cultures and organizations: The software of the mind**, McGraw Hill, 2010

Complementary Bibliography

Alvarez, G, **La comunicación como reflejo cultural: elementos no verbales**, Mergablum, 2003

Trompenaars, F., **Riding the waves of culture**, The Economist, 1993

Jamardo, B., **Body language in intercultural negotiations**, Licolm Europe, 2006

Earley, P. et al.,, **Developing cultural intelligence at work**, Stanford Business books, 2006

Livermore, D., **The cultural intelligence difference**, Amazon books, 2011

Samovar,L.et al.,, **Intercultural Communication: A Reader**, 14th ed, Wadsworht, 2014

Llamazares, O., **Protocolo empresarial internacional**, Global Marketing Strategies, 2013

Gesteland, R, **Cross-cultural business behaviour**, CBS PRESS, 2002

Mole, J., **Mind your manners: Managing business culture in the New Global Europe**, Nicholas Brealey, 2003

Livermore, D., **Leading with cultural intelligence**, Amazon books, 2010

Dumetz, J. et al.,, **Cross-cultural management textbook**, Dumetz. Eds, 2012

Dowling,p.et al.,, **International Human Resources Management**, South Western Cencage, 2009

www.geert-hofstede.com,

www.business-negotiations.com,

www.pewresearch.org (country attitudes worldwide),

http://www.worldvaluessurvey.org/ (cultural values worldwide),

www.Kwintessential.co.uk (multicultural resources. On line quizzes.Free country guides),

Jamardo,B., **Lideranca intercultural: O grande desafio da globalizaciao**, 20 Valores nº.1. Angola, 2011

www.globalnegotiator.com/es,

Hannum, K; Mc Feeters, B & Booysen, L, **Leading across differences: Casebook**, Wiley, 2010

LLamazares, O, **Protocolo empresarial internacional**, Global Marketing Strategies, 2013

Simond, F, **Como negociar en inglés**, Global Marketing Strategies, 2010

www.CulturalQ.com,

Molinsky, A, **Global Dexterity: How to adapt your behaviour across cultures**, HBS Publishing, 2013

Livermore, D, **Driven by difference: How Great Companies Fuel Innovation through Diversity**, Amazom Books, 2016

Xiandong, D, & Guo-Ming, Ch., **Conflict management and intercultural communication: The art of intercultural harmony**, Routledge, 2017

Recommendations

Other comments

This module outline has been written in English. In the case of differences between the different language versions, the version in English will prevail.

VERY IMPORTANT:IESIDE will send all its communications to students to the students☐ IESIDE account, therefore this account should be checked on a daily basis. Students will not be able to allege lack of knowledge regarding any of these communications.