



EUROPEAN CCROSS- CCULTURES EXPERIENCE (ECCE)

Course Guide 2021-2022

BMS group:	<u>C</u> hange <u>M</u> anagement & <u>O</u> rganizational <u>B</u> ehaviour (CMOB)
Programme:	ECIU programme
Period:	Quartile 3
Course code:	N/A
Credits:	2 EC

UNIVERSITY OF TWENTE.

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1. Summary

Get a taste of European cultural differences!

Do you have an adventurous spirit?

Do you dare to leave your cultural comfort zone and prepare yourself for a career abroad or with foreign colleagues?

This brand-new Micro-module (2EC) is an excellent opportunity to get thoroughly acquainted with three very different national cultures within Europe. Plus, you will be challenged to reflect on your own culture.

The lecturers of this course (staff and guest lecturers) will impart science-based knowledge and practical insights on a great variety of cultures across Europe. You will also learn how to apply this knowledge and these insights in guided case discussions in which real-world scenarios will be analysed and discussed. On the basis of what you have learned, you will write bi-weekly a one-page group reflection. You will be indeed divided into multinational groups of 5 people to share your insights and perspectives. At the end of the course, you will also individually submit an essay (2,000 words) on a topic relative to the course of your choice.

Since the University of Twente, following her Shaping2030 strategy, is destined to grow its student's inclusive and open mindsets, this course is open to all students of INSA Toulouse, University of Aveiro, University of Twente and Kaunas University of Technology with a cap number of 10 students per university.

2. Learning Objectives

Upon successful completion of this micro-module, you will:

1. Deepen your knowledge, identify and critically evaluate key tenets of different European cultures.
2. Acquired knowledge to real-word cases in order to prepare yourself and become familiar with challenging cross-cultural aspects that may influence international business and organisational operations.
3. Develop practical competences and insights as well as your own personal style to adapt effectively to different cultures.

3. Course Setup

This 10-week micro-module follows a specific structural pattern. More specifically, to equip you with practical insights and tips, case discussions tackling potential real-world scenarios will be presented and critically analysed in class. To provide you with theoretical knowledge on four

European cultures, you will be involved in deepening lectures conducted by experts from the four different universities. A weekly activity overview can be found on pages ##.

4. Examination & Assessment Methods

This micro-module has bi-weekly formative group reviews and a final summative individual assignment.

	Assessment Method	Description	Weight
1.	Formative Assessment: Bi-weekly Group Reviews	These reviews are submitted to the expert teacher who will assess them. To be submitted via CANVAS	They will be used to round up or down the final grade
2.	Summative Assessment: Individual Essay	2,000-word essay, related to a self-chosen topic pertinent to the course. To be submitted via CANVAS.	100%
			Total: 100%

4.2 Individual Essay

As final assessment, you will be asked to write a **2000-word essay** (word count with a **tolerance of $\pm 10\%$**). If the length of the essay is outside this tolerance, the final mark will be reduced by 20%. You will be allowed to choose a topic yourself that deals with cross-cultural differences. To thoroughly address the essay question you choose, you will be asked to provide a reference list of **at least 7 journal articles**, four of which were published within the last 10 years in pertinent academic journals. In this way, you will have the opportunity to explore a case/issue of your personal choice and come up with your own research question that you might wish to address through field research (e.g., by interviewing a person involved in the cross-cultural case you have chosen).

4.2.1 Preparing for the Individual Essay

When addressing a research question, it is always important to have a clear idea of what you want to critically discuss. How can you identify what you would like to discuss? There are different methods that depend on each person's way of reasoning. However, one common method is starting to draw **conceptual maps** with the words that indicate the "**what**" is at

stake as potential topics/concepts for the argument of your essay. Conceptual maps can look like the pictures (Figure 1 and Figure 2) in **Appendix C**.

Once you have identified the “what”, the concepts, you need to start connecting them. To do so, you may want to start answering these very broad questions: “**How** could I tackle this problem?” and “**Why** is this a problem in the first place?”. These two questions drive your flow of thinking and may help you to find a relationship between the topics of your argument. It is at this stage that the literature you have read can be critically integrated to support your storyline and perhaps help you in finding new links between concepts.

The structure of a good essay will have an Introduction, 3-4 paragraphs as its main body and a Conclusion. This is called the **5-paragraph model**. Some basic outlines for your final essay are provided in **Appendix C**.

The Individual Essay must be uploaded on Canvas **by April 4th, 23.59**.

4.2.2 Assessment Criteria for Individual Essay

The grading rubric used to assess your Individual Essay can be found in **Appendix B**. Hand in this assignment via Canvas.

4.3 Bi-weekly Group Reviews

Every two weeks you will be asked to write one-page review (roughly 500 words, font 12, spacing 1.5) on the cases discussed in class. Given the developmental nature of the review, there is no real structure regarding what it should contain and how it should be presented. The main point is to reflect on what you learnt/discussed in class and what you have learnt from it.

4.3.1 Assessment Criteria for Self-Reflection

Your lecturers will read and provide a score on your bi-weekly group review (for a total of five self-reflections through the course) in terms of “plus” (+), “minus” (-). These reviews will count towards the final grade since they can boost or downgrade your final mark.

5. Repair Opportunities

Repair opportunities are available for the Individual Essay.

You must redo the Individual Essay if you scored below 5.5. In this case, you must re-submit your initial assignment as an improved version. This improved version will be based on the comments you received from your lecturers. However, if you need to repair your assignments, your grade for that task will be a 6 at maximum.

6. Suggested Readings

This is a preliminary list of the key readings you might be asked to read before each class or that you might be interesting in consulting for your Individual Essay.

6.1 Reading Material

It will be available on CANVAS

7. Course Team & Office Hours

Course Coordinators and Examiners

Dr. A. (Arnold) H. Enklaar

☎ +31 622528932

✉ a.h.enklaar@utwente.nl

🖥 <https://research.utwente.nl/en/persons/arnold-h-enklaar>

Dr. L. (Lara) Carminati (RA 2416)

☎ +44 7591541763

✉ l.carminati@utwente.nl

🖥 <https://people.utwente.nl/l.carminati>

8. Your Activity Schedule

Week	Date	Time CET	Teaching Activities	Group Activities	Individual Activities	Advice
week 1	8 th February	18.15-20.00	Introduction			Choose a theme for individual paper
	9 th February	18.15-20.00	Nobles and commoners: Why the merger Renault-Volvo failed			
	10 th February	18.15-20.00	Catholics and protestants	Meet with team for reflection paper	Reading and prepare cases for the following week	
week 2	15 th February	18.15-20.00	Four cases Portugal (interactive session): non-Portuguese students			Contact teacher about the individual paper to discuss the topic
	16 th February	18.15-20.00	Four cases Portugal (interactive session): Portuguese students			Start with your paper
week 3	22 nd February	18.15-20.00	Deepening lecture Portuguese culture: all students	Meet with team for reflection paper	Reading and prepare cases for the following week	
week 4	1 st March	18.15-20.00	Four cases Lithuania (interactive session): non-Lithuanian students			
	2 nd March	18.15-20.00	Four cases Lithuania (interactive session): Lithuanian students			

week 5	8 th March	18.15- 20.00	Deepening lecture Lithuanian culture: all students	Meet with team for reflection paper	Reading and prepare cases for the following week	
week 6	15 th March	18.15- 20.00	Four cases France (interactive session): French students			
	16 th March	18.15- 20.00	Four cases France (interactive session): non-French students			
week 7	22 nd March	18.15- 20.00	Deepening lecture French culture: all students	Meet with team for reflection paper	Reading and prepare cases for the following week	
week 8	29 th March	18.15- 20.00	Four cases Netherlands (interactive session): non-Dutch students			
	30 th March	18.15- 20.00	Four cases Netherlands (interactive session): Dutch students			
week 9	4 th April		Deepening lecture Dutch culture: all students	Meet with team for reflection paper	Submit individual paper	
			Deadline Individual paper: submit the paper on CANVAS by 23.59			
	8 th April	18.15- 20.00	Final and closing session			

Appendix B: Individual Essay Grading Rubric

Assessment criteria	Level 1	Level 2	Level 3	Level 4	Level 5	Score
1. Evidence of reading/application theory (20 marks)	No evidence that relevant literature has been used. (1-4 marks)	Albeit additional reading has been done, only limited relevant literature has been used. Gives only rough descriptions without showing real understanding of the other culture. (5-7 marks)	The work shows an adequate use of existing literature but has difficulty understanding and applying it to concrete situations. There has been some engagement with the relevant literature and some use of examples. (8-11 marks)	The work shows a good use of existing literature, but it is still largely dependent on descriptions from literature for understanding the culture in question and less on personal insight. (12-15 marks)	The work has made use of an excellent variety of sources beyond the given materials. The work is focussed on responding to the question and evaluating the source material and ideas (16-20 marks)	
General Comment:						
2. Logical development – Discussion of the argument (30 marks)	There is very little or no demonstration of a clear line of argument and logical thinking. There are few or no examples from research and theories. (1-7 marks)	There is little demonstration of a clear line of argument and logical thinking. There is a lack of relevant examples from research and theories. (8-13 marks)	There is an adequate demonstration of attempts to develop arguments, but there is still a lack of focus on addressing the research question and limited support by relevant examples from research and theories. (14-19 marks)	The work presents a clear and define line of argument with good support of relevant examples from research and theories. (20-24 marks)	The work demonstrates a high degree of logical and or creative thinking. The connections between arguments are well made and there is a clear focus on addressing the research question throughout. The work is fully supported by relevant examples from research and theories. (25-30 marks)	
General Comment:						
3. Conclusions and recommendations (15 marks)	Irrelevant conclusions and recommendations are provided. (1-4 marks)	There is little attempt made to make recommendations from the essay discussion as a whole. Conclusions are poor. (5-7 marks)	Attempts are made to make recommendations from the essay discussion as a whole. Conclusions are adequate but based on a descriptive summary. (8-10 marks)	Clear recommendations from the essay discussion as a whole are given. Good and concise conclusions are drawn. (11-13 marks)	Elaborate and clear recommendations from the essay discussion are given. Excellent and well-thought conclusions are provided. (14-15 marks)	
General Comment:						

<p>4. Development of insights (30 marks)</p>	<p>The description of cultural phenomena is inadequate, superficial and does not surpass the level of stereotypes. Can only reason from the logic of own culture. There is little or no comparison and evaluation of the theory with other relevant research or theories. (1-9 marks)</p>	<p>The description of cultural phenomena is 'thin', precise, but includes only limited interpretation of the observed behaviour or the interpretation is not very plausible. The ensuing advice is only partly useful and plausible. There has been only limited comparison and critical evaluation of the theories with other relevant research or theories. The report is largely descriptive. (10-16 marks)</p>	<p>The description of cultural phenomena is 'thick'. It includes both what is observable for outsiders and a plausible interpretation of the observed behaviour. The advice is elaborated and useful, but still general in character. A good attempt is made at comparing and contrasting the theories with other research or theories. The main strengths and weaknesses of the theories are identified and there is an adequate discussion of them. (17-23 marks)</p>	<p>The description of cultural phenomena is 'thick'. It includes both what is observable for outsiders and a plausible interpretation of the observed behaviour. The advice is tailor-made and practically applicable to the situation under consideration. The work has transformed existing literature and other information into deeper personal understanding of the culture in question. The main strengths and weaknesses of the theories are identified, discussed, and evaluated, and support is provided for the arguments made. The theories are thoroughly discussed, compared and contrasted to other relevant research or theories. (24-30 marks)</p>	
<p>General Comment:</p>					
<p>5. Structure, style and referencing (5 marks)</p>	<p>The work has no real structure and is more a collection of loosely related issues. The comprehension of the text is hindered by severe errors. Referencing is inconsistent and / or incomplete. (1 mark)</p>	<p>The work lacks a central narrative which links the issues discussed together in a coherent way. The meaning of the sentences is understandable. Referencing is inconsistent and / or incomplete. (2 marks)</p>	<p>There is a clear underlying structure to the work which makes it easy to read and understand. Only few sporadic grammar and spelling mistakes. Referencing is consistent and complete. (3 marks)</p>	<p>The work is well structured, organised and reads smoothly. The language used is sophisticated and articulate. There are no spelling or grammar mistakes. Referencing is consistent and complete. (4-5 marks)</p>	
<p>General Comment:</p>					

Appendix C: Basic Outline for Individual Essay

Elements	Guidelines for Structure and Content (based on the 5-paragraph model)
Title, Abstract and Keywords	<p>On the first page of your essay you must have:</p> <ul style="list-style-type: none"> - Your name, student number, course code and date as header - An interesting title and (not obligatory) a subtitle for your essay - Abstract of no more than 150 words (not counted in the final 2,000-word essay) - 5 keywords
Introduction	<p>The Introduction should be a paragraph in which you make a summary of the content of your essay. In the Introduction you should state:</p> <ul style="list-style-type: none"> - The current situation regarding your topic - Why there is a potential issue - What the goal of your argument is regarding the issue and thus the overall goal (and potential research question) of the essay
3-paragraph structure	<p>In the paragraphs right after the Introduction you should put forward a well-supported argument that clearly conveys your point of view regarding the issue. Your argument must be supported by references from relevant literature on your topic. In each paragraph you should highlight:</p> <ul style="list-style-type: none"> - Pros regarding specific aspects of the “solution” you are offering - Cons regarding specific aspects of the “solution” you are offering - A sentence that still keep the reader on your same page (i.e. that keep the reader following your argument)
Conclusion	<p>In the Conclusion you should briefly recap the argument of your storyline:</p> <ul style="list-style-type: none"> - The state of the art of the situation in which the issue you have dealt with falls into - The main points of your argument - Suggest some limitations that could stimulate future research
References	<p>List only the material you explicitly used (it is not a Bibliography). Make sure you write your reference list in a coherent way. We suggest that you follow the APA reference style (www.apastyle.org), but as long as you are consistent you can choose the reference style you prefer.</p>
Appendices	<p>Use Appendices to include materials that would otherwise distract the reader from your main argument. For instance, if you interviewed someone you could add a table with some extra quotes that you did not include in the paper but that could enhance the strength of your argument. Another example could be the insertion of tables or figures that could, once again, further support your argument.</p>

Examples of Conceptual Maps

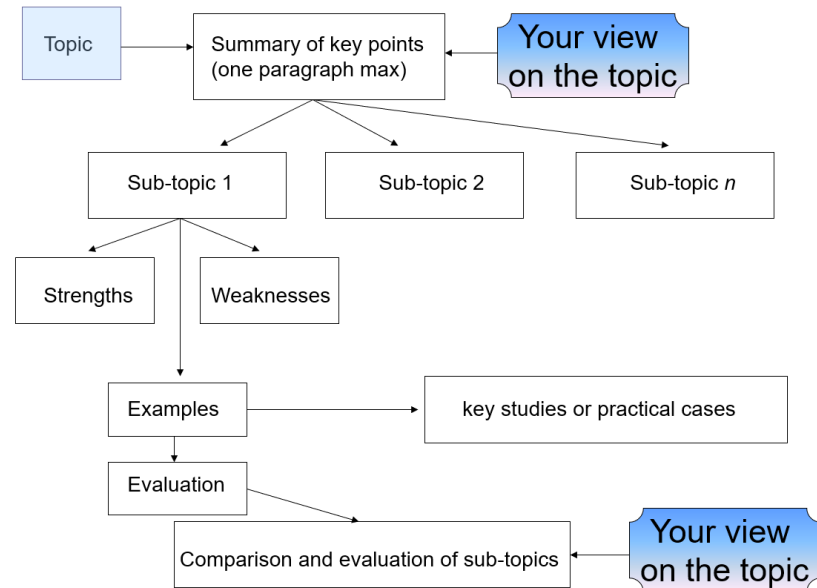


Figure 1: Conceptual map following a logical structure

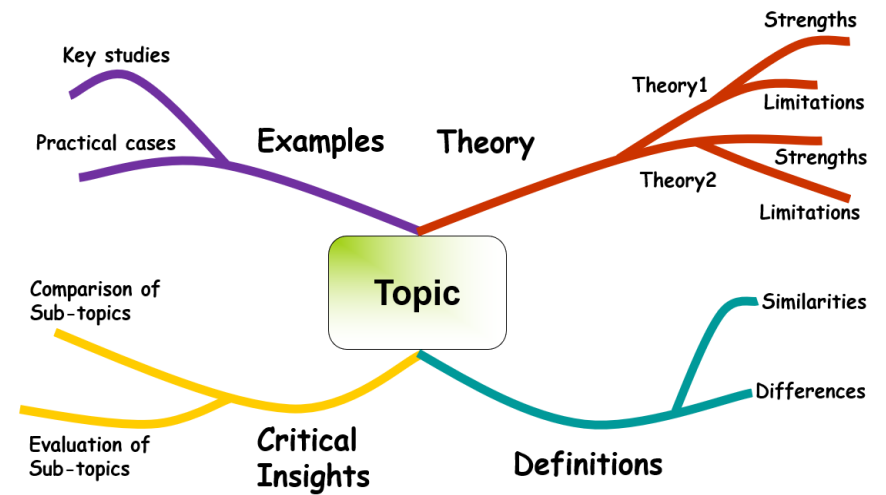


Figure 2: Conceptual map following a “more artistic” structure