

MODULE DATA

MODULE TITLE	International Management Competence				
MODULE LEVEL	7				
MODULE CREDIT POINTS	15				
SI MODULE CODE (if known)	25-7D03-00S				
MODULE JACS CODE	N120				
SUBJECT GROUP	SG-44010 - International Business - SBS				
MODULE DELIVERY PATTERN (✓ as applicable or give dates for non-standard delivery) NB "Semester 3" ends on 31 July each year					
LONG (2 semesters)		SHORT (1 semester)		NON-STANDARD DELIVERY	
Sem 1 & 2		Sem 1		Start Date	
Sem 2 & 3		Sem 2		End Date	
		Sem 3			
MODULE ASSESSMENT PATTERN (✓ as applicable - also complete Table A, Section 5, below)					
Single Module Mark with Overall Module Pass Mark of 40%					✓
Single Module Mark - Pass/Fail only					
Up to Three Assessment Tasks with Pass Mark of 40% for each Task and Overall Module Pass Mark of 40%					
Up to Three Assessment Tasks - Pass/Fail only					
Other - if choosing "Other" please give further details of assessment pattern in the blank space below. "Other" should be chosen where, for example, a PSRB has specified an overall Module Pass Mark of higher than 40% - if so, give details below and specify higher pass mark. Or, e.g., where PSRB has specified an Individual Task Pass Mark of higher than 40% give details in space below and complete final column in Table A, Section 5)					
Overall Module Pass Mark if other than 40% (subject to approval)					%
MODULE INFORMATION (✓ as applicable - also complete Table A, Section 5)					
Is a timetabled examination required for the assessment of this module?					
Is a timetabled examination required for the reassessment of this module?					
Is the module delivered wholly by Distance Learning (i.e. not timetabled at SHU)					
Are any staff who are responsible for teaching on this module non-SHU employees?					
MODULE STATUS (✓ as applicable to status of module in the context of current proposal)					
Unchanged: an existing module, presented as unchanged from previous years					
Modified: an existing module being modified as a result of this validation, e.g. changes to delivery or assessment pattern, title, credit weighting etc					✓
New: new module to be approved through current validation process					
If status is 'Modified', please give date when modified version is to be available from				Modified Version Available from 1/9/2010	
Breakdown of notional study hours by type (Typically requires 10 hours of notional study time for 1 CATS credit)	Tutor-Led (Contact Hours)	Tutor-Directed Study	Self-Directed Study	TOTAL STUDY HOURS for this Module	
	36		114	150	
OTHER COURSES FEATURING THIS MODULE (please list below)					
MSc Managing Global Business					
MSc International Business Management					

1 AIM OF THIS MODULE

Today's business graduates need both a solid understanding of business theory as well as the interpersonal and social skills required for managing and working together with people in organizations. Competent interpersonal skills are considered to be an important, if not the most important, characteristic for managerial effectiveness. For those working in organizations that have an international dimension, such a capability is influenced and made more difficult by the need to be effective in a variety of cultural environments. This module aims to facilitate the development of international management competencies relevant to functioning in the multicultural environment of international business organizations. It will provide practical underpinning for all other modules and significant opportunity for personal development relevant to international management.

2 BY ENGAGING SUCCESSFULLY WITH THIS MODULE YOU WILL BE ABLE TO

1. Identify and utilize self development opportunities through reflective practice in the context of a personalised self development plan, with the aim of enhancing international management competence.
2. Appreciate the different management styles appropriate to specific cultural contexts.
3. Exercise cultural intelligence.
4. Demonstrate critical appreciation of the literature relating to culture and management competence.
5. Demonstrate and evidence the application of relevant theoretical concepts and frameworks.

3 THESE ARE EXAMPLES OF THE CONTENT OF THE MODULE

- Continuing professional development and reflective practice.
- The nature of cross cultural management.
- Exploration of the construction and implications for management of cultural identities.
- Theoretical frameworks of cultural analysis.
- The nature and practice of international management competencies including communication, negotiation, decision making, leadership and group functioning.

4 THESE ARE THE MAIN WAYS YOU WILL BE SUPPORTED IN YOUR LEARNING TO ACHIEVE THESE OUTCOMES

Given the multicultural nature of the student cohort and their wide range of international work experience, learning activities will focus on utilizing these characteristics. We will seek to maximise the opportunity for learning from

interaction which can strengthen critical reflection. A wide range of activity will include class and small group discussion, role play, exchanges of cultural observation and experience, presentations, practical application of theory, individual and group reflective activity.

5 THESE ARE THE WAYS THAT WILL BE USED TO ENABLE YOU TO DEMONSTRATE YOU HAVE MET THE LEARNING OUTCOMES

Formative assessment

Students will be required to keep a learning logbook relating to their whole SBS postgraduate experience. This will record reflections on the development of the student's knowledge, attributes, skills and competencies relevant to a future career in international management. The first six weeks of the Log will be assessed. In the light of this reflection students will identify a particular competence for development over the next six weeks and will devise a SMART development plan.

Formative and summative assessment

At the end of module students will undertake a self-evaluation of their attributes, skills and competencies relevant to a future career in international management. This evaluation will relate to relevant academic literature and will be evidenced. Student's will review and evaluate their progress in relation to the logbook development plan. They will conclude with a SMART development plan relating to the remaining duration of their course.

During the module delivery students will be allocated in pairs one of the eleven module topics. They will be required to select a recent journal article that considers one aspect of their topic. They will then prepare and deliver a short presentation that summarises, applies and critiques the article. Presentations will contribute to the seminar considering that topic and it is intended that they will generate some discussion.

Assessment Criteria Assignment 1 Journal Article Presentation

Learning Outcome	Below 40%	Pass	Merit	Distinction
Select and summarise an appropriate journal article	An inappropriate journal article Failure to summarise.	An appropriate article Some attempt to summarise.	An appropriate article. A concise, competent summary.	An appropriate article. A well informed, discriminating summary.
Demonstrate awareness of relevance to culture and management competence .	No awareness of relevance.	Some awareness of relevance.	Competent and justified awareness of relevance.	Sophisticated and justified awareness of relevance.
Demonstrate critical thinking.	No demonstration of critical thinking.	Limited critical thinking.	Comprehensive and credible critical thinking.	Sophisticated and justified critical thinking.

Assessment Criteria Assignment 2 Logbook

Learning Outcome	Under 40%	Pass	Merit	Distinction
Demonstrate reflective ability in relation to the task..	Insufficient reflection.	Reflection evident.	Competent and objective reflection.	Incisive, comprehensive, sophisticated reflection.
Produce a viable development plan	No viable development plan is produced	Viable development plan produced.	A viable, well articulated plan with SMART goals produced.	Actions identified are synthesised into a clear and reasoned action plan for personal/ professional development. A comprehensive, well articulated, SMART plan is developed.

Assessment Criteria Assignment 3 Self Evaluation and Development Plan

Learning Outcome	Under 40%	Pass	Merit	Distinction
Undertake self -evaluation of attributes, skills and competencies relevant to international management.	No relevant self -evaluation.	Self -evaluation in limited areas presented.	Competent objective self-evaluation.	Comprehensive, objective and sophisticated self-evaluation.
Employ relevant theoretical concepts and frameworks.	No relevant theoretical concepts or frameworks.	Employment of a limited number of relevant concepts and frameworks.	Rigorous employment of a wide range of relevant concepts and frameworks.	Critical employment of relevant concepts and theoretical frameworks including some from beyond the taught module.
Employ evidence to support analysis	There is no or weak supporting evidence.	Examples are provided.	Examples used are relevant, recent, and drawn from different contexts. . Evidence is provided.	Examples used are relevant recent, and drawn from different contexts. Justified evidence is obtained for all areas.

TABLE A: ASSESSMENT TASK INFORMATION

ASSESSMENT TASK	% weightin g of overall module mark	Duration of task / word count / length of exam	In- module retrieval available ?	Individual task pass mark ONLY IF OVER 40%**
Journal article presentation	30%	15minute presentation prepared and delivered in pairs.	No	
Learning logbook	20%	Individual informal reflection Five weekly entries and a self development plan	Yes	
Self evaluation and development plan	50%	2,500 words. Individual report	No	

6 THIS IS HOW YOU WILL BE GIVEN FEEDBACK ON YOUR PERFORMANCE

The journal article presentation will receive informal verbal feedback at the end of the class and written feedback using an assessment grid one week after the presentation.

The learning Log is a formative assignment that will receive individual written feedback using an assessment grid and in class general feedback within two weeks of submission.

The Self evaluation and Development plan will receive individual written feedback using an assessment grid three weeks after submission.

7 THESE ARE EXAMPLES OF THE KEY LEARNING RESOURCES YOU WILL USE

Student's own experience and observations
 Relevant books and Journals.
 Journal of European Industrial training.
 Journal of Management Development
 Harvard Business Review
 American Journal of Psychology
 Journal of Management Education

Key text

Browaeys M. and Price R., 2008, 'Understanding Cross- cultural Management',
 Prentice Hall
 You will need to complete reading from this book every week.

Deresky H., 2006, international management Managing across Borders and Cultures.
 Pearson

Hofstede,G. ,2005, Cultures and organizations;Software of the mind., 2nd edition, London:McGraw-Hill.

Bartlett C.and Goshal S., 1997, 'The Myth of the Generic Manager',California Management Review, Berkley.

Drew S. and Bingham R., 2000, 'Student Skill Pack'(a range of titles), S.H.U. Also available via SHU student intranet as Keyskillsonline.

Early and Mosakowski, 2004, 'Cultural Intelligence', Harvard Business Review, October.

Goleman,D., 2000, 'Leadership that gets results", Harvard Business Review, March/April.

Holden,NJ 2002, 'Cross-Cultural Management', Financial Times.

Jackson T.,1995, 'Cross-Cultural Management', Butterworth Heinemann.

Koen, C., 2005 'Comparative International Management',Pearson Prentice Hall.

Lane,Di Stefano and Maznevski,2001, 'International Management Behaviour' Blackwell

Mead,R., 1998, International Management', Blackwell.

Schneider S. and Barsoux J.,2003, 'Managing across Cultures', Prentice Hall.