

## FUC - Ficha de Unidade Curricular

### Curricular Unit's File

|  |   |
|--|---|
| <b>Code</b>  | L0558   |
| <b>Name (PT)</b>   | Gestão Comparada Internacional  |
| <b>Name (EN)</b>   | Comparative International Management  |
| <b>Regime</b>  | Semestral   |
| <b>Level</b>   | 1.º Ciclo   |
| <b>Teaching language</b>   | Inglês  |
| <b>School</b>  | Escola de Gestão (EG)   |
| <b>Department</b>  | DMOG  |
| <b>Scientific area</b>   | Gestão Geral (GG)   |
| <b>Responsible academic staff</b>  | António da Silva Robalo   |
| <b>Pre-requisites</b>  | None  |
| <b>Objectives</b>  | <p>This course focuses on the study of management and organisational behaviour across different countries, identifying differences and similarities, reasons for them and the impact they have on management.</p> <p>Get to know the main models in this area.</p> <p>Increase the participants' awareness to cultural differences, helping them to overcome the considerable difficulties which arise when negotiating and doing business in an international setting and when interacting with persons from different nationalities.</p>  |
| <b>Learning outcomes</b>   | <p>At the end of the course students should be able to:</p> <ol style="list-style-type: none"> <li>1. Have a good knowledge of the main models within the Intercultural Management field and relate these models to international management issues.</li> <li>2. Be aware of the importance of national culture in the different areas of management.</li> <li>3. Increase their intercultural intelligence.</li> <li>4. Communicate and negotiate in an effective way with partners from different countries and cultures</li> </ol>   |
| <b>Syllabus</b>  | <ol style="list-style-type: none"> <li>1. Management and organisational behaviour in different contexts: differences and similarities across countries. Economic development and culture. The field of Intercultural Management/Comparative Management. Types of studies.</li> <li>2. Culture as an explanatory factor. Hofstede's dimensions: power distance, uncertainty avoidance, individualism, masculinity. Additional dimensions. Other models.</li> <li>3. Intercultural communication. Negotiating across the globe. Gesteland's model.</li> <li>4. Country profiles. How to communicate and negotiate in specific countries.</li> </ol> |
| <b>Assessment</b>  | <p>Evaluation may be continuous or final.</p> <p>Continuous: Individual and group assignments, class participation and attendance (40%), mid-term test (20%) and final test (45%). Attendance must be 80% or higher.</p> <p>Students may opt for a final written exam (two dates) at the end of the semester.</p>   |
| <b>Teaching methodology</b>  | <p>The course is structured upon 2 types of classes:</p> <p>Expositional ? presentation of concepts and theoretical perspectives</p> <p>Practical/seminars with presentations based on group reports followed by class discussion</p> <p>Learning methodologies (LM):</p> <ol style="list-style-type: none"> <li>1. Expositional</li> <li>2. Participative</li> <li>3. Active</li> <li>4. Self-study</li> </ol>   |
| <b>Demonstration of the syllabus coherence with the curricular unit's objectives</b> | <p>This "demonstration of consistency" stems from the interconnection of the syllabus (S) with learning goals (LG) and is explained as follows:</p> <p>LG1 - S2 and S3<br/>         LG2 - S1<br/>         LG3 - S4<br/>         LG4 - S3 and S4</p>   |

|  |   |
|--|---|
| <b>Demonstration of the coherence between the teaching methodologies and the learning outcomes</b> | <p>The learning-teaching methodologies are aimed at the development of the students' main learning competences that allow to fulfill each of the learning goals, therefore, in the grid below, the main interlinks between the learning-teaching methodologies and the learning goals are presented.</p> <p>Learning-Teaching Methodologies (LTM)<br/>         Learning Goal (LG)</p> <ol style="list-style-type: none"> <li>1. Expository, to the presentation of the theoretical reference frames LG1 LG2 and LG3</li> <li>2. Participative, with analysis and discussion of case studies Transversal to all the LGs</li> <li>3. Active, with the presentation of group works LG4</li> <li>4. Self-study, related with autonomous work by the student Transversal to all the LGs</li> </ol> |
| <b>Main Bibliography</b>   | <p>Horário de atendimento a alunos é facultado online.</p> <p>Os alunos abrangidos pelo "Regulamento Interno para Estudantes com Estatutos Especiais" deverão contactar o docente da UC, ou o Coordenador da mesma, na primeira semana de aulas de cada semestre, com vista ao enquadramento dos processos de aprendizagem e avaliação na UC.</p>   |
| <b>Complementary Bibliography</b>  | <p>Support hours for students will be displayed online</p> <p>Students under the "Internal regulation for Students with Special Statutes" should contact the Curricular Unit professor or coordinator during the first week of classes of each semester to allow for framing of learning processes and evaluation of the curricular unit.</p>   |