### SESSION PLAN

**COURSE:** ABE Level 6: Contemporary Development in Global HRM

**ELEMENT:** Element 4: Integrating cross-cultural teams

## LEARNING OUTCOME 4

**Critically discuss the process of integrating cross-cultural teams (weighting 20%)**

* 1. Critically review cross-cultural models
	2. Critically review cross-cultural integration processes

**NUMBER OF SESSIONS:** Two - approximately eight hours in total, plus self-study.

**SESSION TOPICS:**  Session 1: Cross-cultural models

Session 2: Cross-cultural integration processes

**Note to tutors: these are the recommended session outlines for learning outcome 4, element 4 of ABE Level 6 Contemporary Development in Global HRM. You should follow the plan, using the resources (referenced as ‘slides’) and activities provided. It is important to enhance all sessions with local examples and case studies, involving the learners ACTIVELY wherever possible.**

### SESSION 1: Cross-cultural models

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4 hours | Introduction to session and learning outcomes | Use file: **6UGHR Tutor Presentation E4**Assessment Criterion 1.4 | 1 - 4 | Listen |  |
| The benefits and challenges facing a transnational worker | Debrief **Homework Activity 7 from Element 3**Share your thoughts on what policies and practices would reduce travel and burnout issues for transnational workers.Provide feedback. | 5 | Contribute to discussionListen, ask questions and make notes |  |
| Cross-cultural models | Background * Cross-cultural models seek to explain the challenge of designing IHRM systems across cultures
* Models explore differences between cultures and the influences that culture has on cross-border integration
* IHRM and management systems need to be built to design culturally appropriate practices and policies

Refer to Study Guide to expand | 6 | Listen, ask questions and make notes |  |
| Brief **Class Discussion** drawing out:* Providing opportunities for learning and education, and ensure that learning can be bought back into the workplace
* Create opportunities for in country employees to teach other parts of the global organisation about their country.
* Encourage opportunities to discuss what could be using open space technology, appreciative inquiry or other dialogic methods
* Provide access to sources of new thinking and different ideas
* Provide secondment opportunities, and the opportunity to visit other organisations doing things differently
* Develop problem solving methodologies
 | 7 | **Class Discussion**How can ideas be exchanged to expose transnational managers to different ways of thinking? Discuss. Contribute to discussionListen, ask questions and make notes |  |
| Hofstede’s model of cultural dimensions (1991)* Power distance
* Uncertainty avoidance
* Individualism v. collectivism
* Masculinity v femininity
* Long term v short term orientation

Refer to Study Guide to expand | 8 | Listen, ask questions and make notes  |  |
| Brief **Small group Activity 1**Facilitate brainstorm using a white board or flipchart and post it notes. Lead discussion and answer questions as necessary. Highlight themes that emerge and debrief activity | 9 | **Small Group Activity 1**National culture is just one of several factors that influences management decision making. Brainstorm other factors that influence management decision making. Contribute to discussionListen, ask questions and make notes | **6UGHR LO4 E4 Activity 1 – Factors that influence management decision-making** |
| Trompenaar’s model of national dimensions (1996)* Universalism v particularlism
* Individualism v communitarianism
* Specific v. diffuse
* Neutral v affective
* Sequential v synchronic
* Inner v outer directedness

Refer to Study Guide to expand | 10 | Listen, ask questions and make notes |  |
| The Lewis model (1996)* Multi-active
* Reactive
* Linear-active

Refer to Study Guide to expand | 11 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 2** One of the elements of Trompenaars model is internal v external control. How much do we control our environment and are we controlled by it? |  | Listen and ask questions as necessaryIndividual activity as homework | **6UGHR LO4 E4 Activity 2 – Environmental control** |

### SESSION 2: Cross-cultural integration processes

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| **Approx.****Duration** | **Topic** | **Tutor Activity** | **Slides** | **Learner Activity** | **Formative Assessment** |
| 4 hours | Introduction to session and learning outcomes | Use file: **6UGHR Tutor Presentation E4**Assessment Criterion 4.2 | 12 | Listen |  |
| Cross-cultural models | Debrief **Homework Activity 2** Review how ideas relating to how much we control our environment and how much we are controlled by it. Examine conflicting views, and manage disagreements.Facilitate discussion | 13 | **Homework Activity 2 –**Contribute to discussion. Listen and make notes on other people’s contributions. |  |
| Employee resourcing | Background* Cross-cultural integration is an important part of IHRM practice
* Need to ensure cross-border operations in multi-national corporations avoid conflict because of cultural differences
* The IHRM function must address is how to develop processes to support cross-cultural integration
* Support cross-cultural management across the organisation

Refer to Study Guide to expand | 14 | Listen, ask questions and make notes |  |
| Facilitate **Class Discussion** to bring out the following points:* Increased globalisation of workplace settings across most industries
* Need for managers to proactively engage in communication skills and address needs of increasingly diverse workforce
* Need to reach out to overseas investors/suppliers/customers/partners
* Some inter-cultural differences directly affect the workplace e.g. religious requirement to prayer during the day

Refer to Study Guide to expand | 15 | **Class Discussion**What are the factors that have created the requirement for effective inter-cultural and international communication in today’s business world?Contribute to discussionListen, ask questions and make notes |  |
| Developing cross-cultural communications* Cross-cultural communication strategy
	+ Developing a cross-cultural mind set
	+ Developing knowledge of cultural backgrounds
	+ Interpersonal skills
* Communication in developing norms and values
* Communication technology

 Refer to Study Guide to expand | 16 | Listen, ask questions and make notes |  |
| Brief **Paired Activity 3**Facilitate discussion and answer questions as necessary. Debrief activity | 17 | **Paired Activity 3**How has new communication technology enabled between cultural integration in MNC’s? Give reasons for your answer Contribute to discussionListen, ask questions and make notes | **6UGHR LO4 E4 Activity 3 – Cultural integration** |
| Cross cultural collaboration and innovation practices | Cross cultural collaboration and innovation practices* Knowledge management practices
* Employee voice
* Recognition and reward practices
	+ Personal recognition
	+ Work performance
	+ Quality of contribution
	+ Progress
	+ Results

Refer to Study Guide to expand | 18 | Listen, ask questions and make notes |  |
| Brief on **Homework Activity 4**Why does employee voice matter in global business?  |  | Listen and ask questions as necessaryIndividual activity as homework | **6UGHR LO4 E4 Activity 4 – Employee voice** |