

International soft skills essentials (EM1F5M47A2)

Program	PGE
Course set (UE) / Credits (ECTS) / Track / Specialization	Module :International skills and competences : 9 ECTS. <ul style="list-style-type: none">• PGE 3A - International and European Business (IEB)
Discipline	Communication
Year	2020
Semester	A
Open for visitors	no
Available spots	35

Coordinator

Hélène LANGINIER

Coordinator

Patricia TEHAMI

Coordinator

Delphine THEURELLE-STEIN

Lecturers

Instructor	Population	Email
Delphine THEURELLE-STEIN	Population	delphine.theurelle-stein@em-strasbourg.eu
Hélène LANGINIER	Population	helene.langinier@em-strasbourg.eu
Patricia TEHAMI	Population	patricia.tehami@em-strasbourg.eu

Course format

Working language :	English
Volume of contact hours :	25 h
Workload to be expected by the student :	75 h

Course track

Track : Attendance

<p>Attendance track : Attendance at lectures/tutorials and intermediate/final assessments is mandatory. As in-class work constitutes an essential element of evaluation, any unjustified absence will be penalized (<i>see Study and Examination Regulations</i>) and factored into the final grade (<i>see Assessment</i>).</p> <p>Autonomous track : Attendance at intermediate/final assessments is mandatory, but students have the option of attending lectures/tutorials.</p> <p>Attendance at lectures/tutorials and intermediate/final assessments is mandatory for all degrees making up the Master's Program and all degrees involving co-op (<i>apprentissage</i>). Attendance track must therefore be selected.</p>

Contribution of the course to the educational objectives of the program

How the course contributes to the program :

Description

This class will help you to develop your intercultural & multilingual skills by triggering your self-reflection. You will learn about storytelling techniques to highlight your experience through an elevator pitch.

Educational organisation

In class

Lectures

Tutorials

In groups

Exercises

Oral presentations

Interaction

Games (educational, role play, simulation)

Role play

Discussions / debates

Learning outcomes

Upon completion of this course, students should be able to :

- **Identify** your strengths and weaknesses linked to the dimensions of intercultural effectiveness
- **Outline** the outcome of your international experience in a dramatic, compelling way
- **Predict** conflictual intercultural situations
- **Interpret** your interlocutor's behaviour according to his/her culture
- **Develop** your intercultural effectiveness
- **Assess** your level of intercultural sensitivity

Outline

The course will be divided in 3 parts

Part 1: H  l  ne Langinier

Develop your intercultural skills

In this module, students will learn to decipher cultural differences and will develop and work on how to best showcase their intercultural skills for their future job applications.

Part 2: H  l  ne Langinier

Develop your multilingual skills

Part 3: Patricia Tehami

"Storytelling to Enhance your Cross-cultural Awareness and Employability"

In the module, students will utilize their cross-cultural knowledge and self-discovery ability in order to better communicate in a global working environment. To achieve this goal, they will:

1. Use connotative narrative structures to both decode and encode cultural and personal messages,
2. Communicate on their overseas learning experiences to enhance their employability across diverse cultures.

As a result, students will be better able to:

1. Bridge the gap between their theoretical knowledge of cultures and cross-cultural interactions and their actual experiences of cross-cultural challenges.
2. Communicate in an individually distinctive manner in order to enjoy higher credibility as global thinkers and doers.

Prerequisites

Key concepts to understand :

Knowledge of :

None

Teaching material

Documents in all formats

- Syllabus
- Case studies

Recommended reading

Major works :

So What?: How to Communicate What Really Matters to Your Audience

by Mark Magnacca

Bibliography

Chatwin, Bruce. (1987). The Songlines. 1st ed. New York: Viking.

Gannon, Martin J. (2004). Cultural Metaphors. Metaphorical Journeys through 28 Nations, Clusters of Nations, and Continents. 3rd ed. Thousand Oaks, Calif.: Sage Publications, 7.

Gannon, M. J. (2011). Cultural Metaphors: Their Use in Management Practice as a Method for Understanding Cultures. Online Readings in Psychology and Culture. Retrieved from:
<http://scholarworks.gvsu.edu/orpc/vol7/iss1/4>

Hall, E. (1990). Understanding Cultural Differences. Yarmouth, ME: Intercultural Press.

Hofstede, G. (2010). Cultures and Organizations: Software of the Mind. 3rd ed. New York: McGraw-Hill.

La Fontaine, J. (1668). "The Funeral of the Lioness", Fables, Volume 2, Book 8, Fable 14 (1668)
<http://www.musee-jean-de-la-fontaine.fr/jean-de-la-fontaine-fable-uk-197.html>

La Fontaine, J. (1668). "The Cicada and the Ant", Fables, Volume 1, Book 1, Fable 1 in The Complete Fables of Jean de la Fontaine by Norman B. Spector, Northwestern University Press; 1st edition (June 1, 1988)

Further reading :

Research works by EM Strasbourg :

Stéphane Dangel, Patricia TEHAMI, "Storytelling and Self-Management : Les Frontières du vécu à la croisée des cultures", 43e Congrès UPLEGESS, Strasbourg, mai 2015

Patricia Tehami, "Enhancing Students' Cross-cultural Understanding and Employability through Storytelling", Decision Line, Vol. 48, n° 4, 2017
Codello, P. & Theurelle-Stein, D. (2020), Developing soft skills through social learning: A model implemented at a Canadian Business School, in Grasser, B., Loufrani-Fedida, S. and Oiry, E. (Eds), Managing competences: Research, Practice and Contemporary Issues, Taylor and Francis Group.
Langinier, Hélène; Froehlicher, Thomas (2018). "Context matters: Expatriates' adjustment and contact with host country nationals in Luxembourg", Thunderbird International Business Review, Vol. 60, N° 1, p. 105-119.

Assessment

Intermediate evaluation / continuous assessment 1 : During class

written + oral / individual / English / weighting : 20%

additional information : Participation in class

This evaluation serves to measure LO2.3

Final assessment :

oral (5 min) / individual / English / weighting : 80%

additional information : Five minutes self-introductory video highlighting your intercultural skills

This evaluation serves to measure LO2.3

Grounds for expulsion from classes

Behaviors such as

arriving late, leaving early, or exiting the classroom at inopportune moments during class

ostentatiously eating or drinking in class

using smartphones or laptops for non-class-related purposes

reading texts unrelated to the course

discussing topics unrelated to the course

disrespecting the lecturer

may lead to expulsion from the class/course.