

# **POSTGRADUATE CERTIFICATE IN HIGHER EDUCATION**

## **UNHE7006 TEACHING IN HIGHER EDUCATION 2**

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## **1.0. INTRODUCTION**

The content of this portfolio has been completed with a view to satisfy the Level 7 Postgraduate Certificate in Teaching in Higher Education. As Recognition/ Accreditation of Prior Experiential Learning was acknowledged and granted<sup>1</sup>, the compiled portfolio is thus focused on the requirements to meet and UNHE7006, but also in accordance with UK Professional Standards Framework (UKPSF), with the prospect to apply to be a Senior Fellow of the Higher Education Academy (HEA).

Whilst the work contained within this portfolio will be used to provide evidence to meet the abovementioned qualification and the related standard, the activities and the thought processes behind the content represent a genuine dedication and commitment to the teaching profession, with a focus on meaningful reflective practice, personal and professional development; that will ultimately result in benefits for students and their educational and learning endeavours.

## **2.0. TESTAMENT**

I am able to testify that I am contracted to complete over 500 hours per year and have surpassed the minimum number of 80 hours of teaching whilst completing this programme.

I also testify that the number of hours spent on development activities (for which accounts have been included), have been reported accurately.

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<sup>1</sup> Due to having over 10 years of teaching experience at the European College of Business & Management, with nearly 8 full years of full time teaching.

### **3.0. TEACHING INTERVENTION: INTERNATIONAL BUSINESS CULTURE FOR MANAGERS ON THE MASTERS IN INTERNATIONAL BUSINESS (MSC)**

#### **3.1. INTRODUCTION:**

The focus of this particular teaching interventions relates to the module: International Business Cultures for Managers (referred to as 'IBC' or 'the module' from this point onwards), which is one of six mandatory modules that students studying for their Masters (MSc) in International Business and Management must complete. This post graduate programme of study is delivered by The European College of Business and Management (ECBM), in association with Liverpool John Moore University (LJMU) as the awarding body. The module aims to support students to critically analyse, understand and foster an appreciation of how culture manifests itself within an organisational management structure by encouraging critical exploration of "cultural complexities", so that students might then "apply these skills and knowledge to the [international] business/management environment" (Hill, 2018). [A1, K1, V2].

According to Hayden and Chiu (2015), some of the most worthwhile learning experiences for educators come about as the direct result of intentional & purposeful exploration of existing practice. However, for true value to be attained, the former must then be combined with a willingness to employ improvements, or to make adaptations in the future<sup>2</sup>. The purpose of this intervention was thus, to take into account the stages learning that are conceptualised by Kolb, though later simplified within the form of Gibb's Reflective Cycle (Reece and Waker, 2007), in order to partake in "active, reflective analysis of teaching" (Hayden and Chiu, 2015: 135).

#### **3.2. TEACHING 'CULTURE' MEANS ACKNOWLEDGING THAT CULTURE IMPACTS UPON TEACHING**

Whether considered as a function, a profession or both, 'teaching' from a UK perspective; is much less associated with teachers being "the fount of all knowledge" (Reece and Walker, 2007:3), whereby the transference of information is expected to result in "meaning- making" for silent, yet attentive students (O'Grady and Cottle; 2016: 4), nor arguably; is it perceived as having the levels of social status that can be observed in some parts of the world such as Singapore (Dolton, 2013) where teachers are revered. Instead; 'competent teaching' requires the educator to assume the role of "facilitator" (Reece and Walker, 2007: 3), with the student being expected to contribute to the dissemination of ideas as co-creators of knowledge. [A2, K2,V1]

Whilst the abovementioned point provides a relatively simple means of acknowledging the influence that 'culture' can have on the 'teacher-student' "archetypal role pair" (Hofstede, 1987: 301), cognisance of cultural differences whilst planning and designing teaching and learning activities remains anything but simple. For instance, within the context of higher education (H.E), 'lectures' continue to be a mainstay, though practices inevitably differ in semblance both within, and between institutions. Thus, when contemporary literature<sup>3</sup>, emphasise that the 'best lectures' tend to be well- structured, engaging; are delivered at the appropriate level of challenge<sup>4</sup>, (Ausubel, 1968 cited by Hattie, 2012); to ultimately promote "active learning" (Fry et al 2015: 95), a questions regarding; whose version of 'well structured'

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<sup>2</sup> where recognised as necessary or appropriate

<sup>3</sup> which remains in keeping with the abovementioned UK perspective

<sup>4</sup> by acknowledging what students should already know or what they lack

or 'engaging', carries the most influence when such concepts are potentially subject to cultural framing (Lewis 2007). [A2, K2, V1&3]

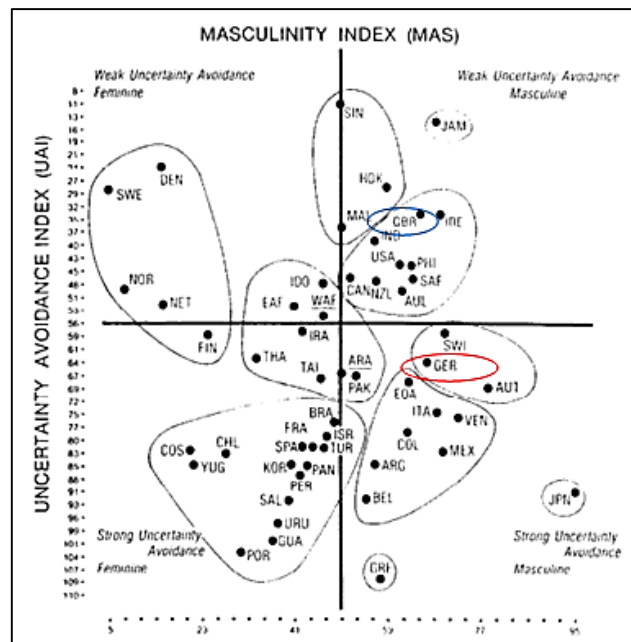
*"One of the reasons so many solutions do not work or cannot be implemented is that differences in thinking among the partners have been ignored" (Hofstede et al's, 2010: 4).*

### 3.3. CULTURAL DIFFERENCES: THE SUBJECT MATTER AND THE SITUATION:

The subject of 'culture' is both the central phenomenon for the IBC module and differentiator between the British lecturer and the (predominantly) German groups of students (Hofstede; 2010). Each of the two are likely to have been shaped by the education system(s) in which each were taught (Brookfield, 1995; Fell and Lukianova, 2015; Postareff and Lindblom Ylanne, 2011), which in turn; potentially impacts upon expectations of what 'teaching' and 'education' should look like for those concerned. The IBC module leader's<sup>5</sup> knowledge and understanding of 'culture'; both from experience as well as that which was acquired from the body of literature on the subject, provided a theoretical framing of how 'typical' German tendencies are likely to manifest within the context of teaching and learning.[A2, K2, V2]

One such tendency that had been frequently observed, was that German students would communicate dissatisfaction (usually via non-verbal cues), if presented with anything other than highly-structured content and activities, with precise learning objectives and detailed instructions (Hofstede, 1987).

**Figure 3.3: A masculinity-femininity x uncertainty avoidance plot for 50 countries and 3 Regions<sup>6</sup>**



<sup>5</sup> who is also the writer of this piece as well as the only teacher of the module at the college

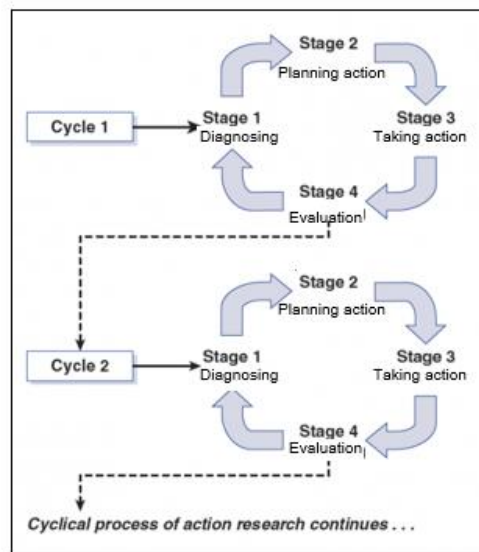
<sup>6</sup> Whilst both cultures are found to exhibit masculine traits, Germany can be identified as being more so, as well as having a much stronger level of 'uncertainty avoid, thus requiring preferring certainty in their achievement orientated endeavours.

Although brief, the collection of previously mentioned points serves as a short explanation as why the IBC module of the MSc programme was chosen as the major teaching intervention project. Onwards from this point more specific and detailed insight will follow. It should also be noted that the chosen approach to determining the problem also requires for the methodological approach to be explained together with the identified issues. [A2,V2,K2]

#### 4.0. METHODOLOGY:

A hybrid strategy which combined ‘action research’ (Trehan et al, 2018) together with ‘auto-ethnographic’ design strategy (Lawless and Allison, 2011); was unconsciously employed prior to its formal identification. By this, it is meant that the methodology, together with the corresponding methods were ‘emergent’ (Mertler and Hartley, 2018) and reflective, whilst the process itself was ‘systematic’ (Mertler and Hartley, 2018) and iterative; thus requiring a “participative” and “collaborative” approach to be taken (Saunders et al, 2016: 189), with the researcher remaining part of that which was being researched (Lawless and Allison, 2011). [A2,V2, K2,3]

##### 4.1. FIGURE XYZ: THE ONGOING, CYCLICAL PROCESS OF ACTION RESEARCH



Modified representation of Mertler and Hartley (2018) and Saunders et al, 2016: 191

## 4.2. CYCLE ONE: IDENTIFYING THE POTENTIAL ISSUES AS A THREE- FOLD REASON FOR THE EVALUATION

Once the context and purpose had been established<sup>7</sup>, the purpose of **Cycle 1** was to “teas[e] out the issues” through ‘fact finding’<sup>8</sup> (Saunders et al, 2016: 191) before subsequent cycles of activities could occur.

### 4.2.1. POTENTIAL ISSUE: CONTENT

Whilst the learning aims and intended learning outcomes are predetermined by LJMU, **all module content** is **compiled** and **taught by one faculty member** of the ECBM lecturing team (who is also the IBC module leader, as well as the writer of this report). Consequently, when determining how students are most likely to achieve the “stipulated level of understanding” (Biggs and Tang, 2011: 20) that brings about “conceptual change” (Biggs and Tang, 2011: 22) in accordance with the “success criteria related to learning intentions” (Hattie, 2012: 104); the balance between professional autonomy and accountability (Reece and Walker, 2007; Tarrant, 2013) could potentially result in a curriculum that is weighted towards the module leader’s specific areas of interests (O’Grady and Cottle, 2016) due to the **lack of input from others**. [A1, K2, V2, 3, 4]

### 4.2.2. KNOWN ISSUE: TIMING

**Timetabling decisions** regarding **classroom contact hours** and **assessment deadlines** for the module<sup>9</sup> also bring about various challenges for the teacher and students (Fry et al 2015), as classroom teaching MUST be delivered in two blocks, comprising of three consecutive days, followed by another two approximately one month after the first; (amounting to 30 hours in total). As part of the overall ‘blended learning’ approach (Page-Tickell, 2018; Schedlitzki et al, 2011), students are also required to complete a number of tasks prior to the initial input<sup>10</sup>, though there is usually already an assignment to be completed for another module during this time. Further, the deadline for the first of two assessments are due to be submitted 3- 4 weeks from the date of the initial input, with the first of the two typically coinciding with the Christmas holidays. The second teaching input is delivered soon after<sup>11</sup> meaning that for most students; **‘time pressures’** become a common concern. The IBC teaching content tends to then reabsorb aspects which have not been covered by the majority of students in their own time. [A1,2 K2,3, V2,3, 4]

### 4.2.3. SLIGHT ISSUE: REVIEWING

Lastly, it should be noted that; unlike most other subjects taught at the college, the module in question is **only taught once per academic year** with a **10-12-month period between cohorts**. It is also **without a comparable subject equivalent** across the other academic programmes delivered by the college<sup>12</sup>. As a

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<sup>7</sup> The purpose was to identify how IBC could benefit by being a chosen subject for a formalised teaching intervention to be planned.

<sup>8</sup> Note: the issues are stated in full in the next section.

<sup>9</sup> which are set at programme level

<sup>10</sup> as a way of supporting and guiding students through their studies (Reece and Walker, 2007).

<sup>11</sup> Though, before feedback for the first assessment has been received.

<sup>12</sup> Most topics are taught on both undergraduate and postgraduate programmes of study, and/or, relate to programmes that have multiple cohorts all requiring the same subjects, despite potentially being taught at a slightly different time, or in a different order.

result, there are far *fewer opportunities to regularly complete a full teaching-intervention cycle*, thus impacting upon the frequency at which potential changes can be tested and evaluated.

**Note:** whilst the 3<sup>rd</sup> and final point mentioned above was acknowledged as an issue to address, it did not was not featured on an individual basis beyond the point, though was indirectly addressed.

#### 4.3. CYCLE TWO: SOLIDIFYING THE UNDERSTANDING OF THE SITUATION BY ACCESSING EXTERNAL DATA

Since cycle one was able to support the process of diagnosing what potential issues exist (Saunders et al, 2016: 191), cycle two was then concerned with developing a “systematic approach” that would support the IBC teacher to enquire into the effectiveness of her professional practice in order to determine if improvements to its quality and/or; overall effectiveness were required (Mertler and Hartley, 2018). The activities of cycle one culminated in the following question, which also acted as the point of commencement for cycle two. [A1, V2, K2]

**THE ‘TASK’ STATED AS A QUESTION:** “Are there any actions that can be taken regarding the ‘IBC’ module on ECBM’s MSc programme, to improve upon the existing module design in order to enhance student learning effectively, within the identified limits for the 2018- 2019 cohort?”

**THE FOLLOWING QUESTIONS WERE THEN POSED AND THEN EXPRESSED AS A COMMON AIM<sup>13</sup>**

| QUESTIONS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | AIM 1.                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>a) How well have the explicit and implied guidance on teaching and learning been incorporated into the module design, as recommended by the LJMU curriculum guidelines?</li> <li>b) Can the assessment outcomes provide any insight into how module design decisions impact upon student learning?</li> <li>c) What is the opinion of students and other learning professionals regarding the teaching and learning approaches are actually used within the module?</li> </ul> | <p>To evaluate the appropriateness of the existing teaching and learning approaches to (a) the MSc IBC curriculum and (b) students’ learning needs (Clues and Charlton, 2007: 407)</p> |

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<sup>13</sup> **Note:** the emergent and iterative nature of the research approach meant that; rather than setting aims and objectives, questions were posed and the common aim was identified.

#### 4.3.1. RESEARCH METHODS EMPLOYED TO EXPLORE QUESTIONS A-B

##### A) DOCUMENT ANALYSIS OF LJMU MODULE AND PROGRAMME SPECIFICATIONS (QUALITATIVE)

An examination to establish whether all guidance on teaching strategy, design and expectations relating to student learning, is appropriately reflected in the way that the IBC module has been designed, delivered and assessments thus far. [V3]

**Limitations noted:** the analysis was conducted by the same faculty member who originally utilised LJMU's documents to develop teaching strategies together with the associated design, so could have interpreted the content in the same manner; resulting in an oversight of noteworthy guidance.

**Action to reduce potential limitations:** added diligence was applied to reduce the risk of the abovementioned point.

##### B) ARCHIVAL ANALYSIS OF ASSESSMENT OUTCOMES BETWEEN 2016-18 (QUALITATIVE & QUANTITATIVE)

A review of past assessment results together with tutor feedback (as a reminder of how the grades were arrived at) to identify whether there is any evidence of weaknesses in the teaching and learning approach.

**Limitations noted:** there will be a limited ability to attribute grades to specific teaching design elements. Also other factors such as individual student capability can impact upon the quality of the submitted work that the grades relate to.

**Action to reduce potential limitations:** Concentrate on "*effect size*" trends across the cohorts, rather than the results of individual students (Hattie, 2012: 271).

#### 4.3.2. RESEARCH METHODS EMPLOYED TO EXPLORE QUESTIONS C

**Note:** C is split into two, as different methods were required when gaining the opinions of students versus teaching professionals.

##### **C1) CONTENT ANALYSIS OF ARCHIVED STUDENT FEEDBACK (QUALITATIVE AND QUANTITATIVE)**

A review of archival data, consisting of anonymous post-delivery feedback, collected from 3 previous MSc cohorts between 2015- 2018, to identify opinions on what students reported as 'positive' features of the delivery experience, versus aspects for 'improvement'<sup>14</sup>.

| COHORT       | SAMPLE SIZE |
|--------------|-------------|
| MSc 15-16    | 17          |
| MSc 16-17    | 14          |
| MSc 17-18    | 14          |
| <b>TOTAL</b> | <b>45</b>   |

**C1) Sample:** Pre-existing, post-delivery IBC student feedbacks from previous 3 cohorts

**Limitations noted:** Potential lack of consensus or contradictions in the aspects considered as being 'positive' characteristics of the teaching and learning provision may create difficulties.

**Action to reduce potential limitations:** Only aspects where there are multiple indications of a similar nature that are also clearly teaching & learning orientated will be considered.

##### **C2) ACTION LEARNING SET WITH 8 TEACHERS ATTENDING A CULTURE WORKSHOP (QUALITATIVE):**

A facilitated workshop on the topic of 'teaching culture'. Teachers observe, participate and provide continuous feedback on the content and teaching methods discussed, followed by anonymous written feedback upon closing.

| PARTICIPANTS          | SAMPLE SIZE | DURATION     |
|-----------------------|-------------|--------------|
| 19-04 MUNICH TEACHERS | 8           | 3HR WORKSHOP |

**C2) Sample:** teacher group, self-selected participated pre and post-workshop input<sup>15</sup>

**Limitations noted:** Teacher participants could potentially withhold genuine thoughts and opinions. Additionally, the written aspect of feedback may lack the comprehensive detail due to the aforementioned point, or due to the assumption that opinions need not be duplicated if already shared verbally.

**Action to reduce potential limitations:** the introduction includes a reminder of the development objectives of all parties, thus placing a strong emphasis on honest and constructive criticism; during, as well as after the session.

<sup>14</sup> The aim would then identify teaching and learning strategies highlighted as 'positive' whilst minimising those recognised as 'negative', as commented on within the student post-delivery feedback and to incorporate some into the Munich teacher workshop (mentioned directly below), to gain both verbal and written feedback regarding the quality, methods, style and level appropriateness of the content in question.

<sup>15</sup> **Note on teacher sampling:** the teachers had already requested to have a workshop on teaching culture with the IBC module leader, following a successful session during the previous year. The format of the session was adjusted in order to meet both the aims of the teachers as well as serving the development of the IBC module itself. This can thus be identified as using non-probability sampling, on a self-selection basis.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>QUESTIONS</b></p> <p>D) What options of content design and delivery (other than those already being used), can effectively support student learning outside of classroom, whilst remaining within cost, expertise and time tolerance of the college?</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <p><b>AIM 2.</b></p> <p>To investigate into methods of delivery that could be used as a way of reducing some of the time related issues experienced on the course.</p> |
| <p><b>4.3.3. RESEARCH METHODS EMPLOYED TO EXPLORE QUESTIONS D</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                        |
| <p><b>CASE-BASED REASONING (CBR):</b></p> <p>According to Aamodt &amp; Plaza (1994; cited by He, 2014), past experiences are often used to solve problems by recalling that which appears to be similar to the current issue. Upon retrieving something that is suitably relevant, the approach is reused or adjusted in a way that fits the existing problem, whilst the scenario and related solution are stored for future reference (He, 2014; saad, 2013).</p> <p>CBR was thus conducted with an aim to identify an appropriate option that can potentially support distance learning activities, as a way of managing time constraints, whilst supporting one or more aspect of student learning and their ability to meet the related intended learning outcomes on the IBC module.</p> <p>The case-based reasoning process (Saad, 2013)</p> <ul style="list-style-type: none"> <li>- <b>Representation</b> of the problem (<i>identified during cycle one, thus resulting in question D, aim 2</i>).</li> <li>- <b>Retrieval</b> of information about a similar (<i>precedence<sup>16</sup></i>).</li> <li>- <b>Revision<sup>17</sup></b> of the similar case (<i>to better reflect the specifics of the current problem<sup>18</sup></i>).</li> <li>- <b>Reuse and validation</b> through application of the solution and testing its appropriateness</li> <li>- <b>Retain</b> information of the solution for future reference.</li> </ul> <p><b>Limitations noted:</b> based on anecdotal evidence and not robust research</p> <p><b>Comment regarding potential limitations:</b> a practical and pragmatic approach used to identify feasible solutions that is compatible with the existing Virtual Learning Environment (VLE)<sup>19</sup>.</p> <p>Note: the outcome of CBR will be discussed under ‘cycle three’, implementation of the teaching intervention.</p> |                                                                                                                                                                        |

<sup>16</sup> acknowledgement that no budget or additional time would be available to facilitate a course modification project

<sup>17</sup> And adaptation

<sup>18</sup> This point is explained within the actual findings section

<sup>19</sup> Moodle

## 5.0. FINDINGS

### 5.1. DOCUMENT ANALYSIS PROCESS

The document analysis process carried out in accordance with method A; found the module specifications<sup>20</sup> for “International Business Culture for Managers” (IBC), to already be fully incorporated into the module handbook as well as all other official module documentation. However, upon further scrutiny, the specifications for the ‘Master of Science in International Business and Management’ programme, was found to be far more comprehensive. Whilst it was acknowledged that the detailed descriptions did not distinguish between the various modules taught on the programme, it was possible to identify points that were applicable to the IBC module. Below are sections taken from the programme specification document that were identified as relevant<sup>21</sup>: [A4, K5, V3]

**TABLE 5.1: ‘Master of Science in International Business and Management’ Programme Specifications**

|                                                            |                                                               |  |
|------------------------------------------------------------|---------------------------------------------------------------|--|
| <b>PROGRAMME SPECIFICATION</b>                             |                                                               |  |
| Master of Science in International Business and Management |                                                               |  |
| <u>Awarding institution</u>                                | <u>Liverpool John Moores University</u>                       |  |
| <u>Teaching institution</u>                                | <u>Euro College Bus &amp; Mgmt</u>                            |  |
| JACS Code                                                  | N200                                                          |  |
| Programme Duration                                         | Part-Time: 2 Years                                            |  |
| Language of Programme                                      | All LJMU programmes are delivered and assessed in English     |  |
| Subject benchmark statement                                | General Business and Management (general masters degrees)     |  |
| Programme accredited by                                    |                                                               |  |
| Description of accreditation                               |                                                               |  |
| Validated target and alternative exit awards               | Master of Science in International Business and Management    |  |
|                                                            | Postgraduate Diploma in International Business and Management |  |
| Link Tutor                                                 | Susan Hill                                                    |  |

|                                                                                                                                                                                                           |                                                                                                       |                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| <b>Programme structure - programme rules and modules</b>                                                                                                                                                  |                                                                                                       |                                                             |
| <b>Programme rules</b>                                                                                                                                                                                    |                                                                                                       |                                                             |
| Completion of 120 taught credits provides the P-G Diploma in International Business and Management.                                                                                                       |                                                                                                       |                                                             |
| Completion of 180 credits provides the MSc in International Business and Management.                                                                                                                      |                                                                                                       |                                                             |
| Level 7                                                                                                                                                                                                   | Potential Awards on completion                                                                        | Master of Science                                           |
| <b>Core</b>                                                                                                                                                                                               | Option                                                                                                | Award Requirements                                          |
| 7210ECBM RESEARCH METHODS FOR MANAGERS (10 credits)<br>7310ECBM COMMUNICATION IN AN INTERNATIONAL BUSINESS WORLD (20 credits)<br><b>7320ECBM INTERNATIONAL BUSINESS CULTURE FOR MANAGERS (20 credits)</b> | 7230ECBM MANAGING HUMAN RESOURCING STRATEGY (20 credits)<br>7250ECBM ETHICS FOR BUSINESS (20 credits) | 160 core credits at level 7<br>20 option credits at level 7 |

Programme: 35106-3500001137 Version: 01.01 Start date of programme: 01-AUG-16

<sup>20</sup> A two-page document with limited detail beyond the aim of the module and the learning outcomes.

<sup>21</sup> Teaching, learning and assessment specific content have also been encased in a text boxes

**TABLE 5.1 Cont: ‘MSc in International Business and Management’ Programme Specifications [Cont’]**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>A2. Critically analyse and evaluate the appropriateness of existing and proposed options for resource allocation and utilisation.</p> <p>A3. Critically evaluate the role of effective communication strategies in international business.</p> <p>A4. Critically analyse the impact of cross-cultural and inter-cultural dynamics on business processes.</p> <p>A5. Evaluate the application of management tools in operational decision-making.</p> <p>A6. Critically evaluate appropriate quality systems and project management concepts and techniques</p> <p><b>Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated</b></p> <p>Teaching and learning strategies are based on a combination of structured tuition and student-centred learning. Methods adopted include lecture, tutorial, practical, workshops, assignments, case study, video, group work discussion and ‘real world’ business case studies. This approach is intended to facilitate students taking ownership and responsibility for their own learning.</p> <p>All are addressed formatively through contributions to discussions and direct contact with tutors and peers in group discussion.</p> <p>Materials required to support and inform learners to achieve all outcomes, are provided throughout the programme and include books, journal articles and case studies, as well as tutor notes. All modules are supported via Blackboard (the virtual learning environment).</p> <p><b>Assessment</b></p> <p>A variety of assessment methods are deployed throughout the programme. These methods include problem-solving exercises, practical projects, case studies, research-based projects, literature reviews, group presentations, group and individual reports, reflective reviews, class tests. Formative feedback is provided in all modules. In most modules more than one piece of formal assessment exists, which allows for further formative feedback to be given in the course of the module.</p> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

The points highlighted in turquoise correspond with some of skills that are encouraged, developed and used to assess learning on the IBC module on a formative<sup>22</sup>, as well as summative basis<sup>23</sup>. Those mentioned in points A3 & A4 (above), correspond with two L. O’s used for summative IBC module assessments.

It can also be seen that the guidance on teaching, learning and assessment (*highlighted in yellow*), have been applied in practice and remain consistent with all points that explicitly provide instruction of how teaching should be carried out, as well as the methods of facilitation that should be used.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Skills and other attributes</b></p> <p><b>Intellectual Skills</b></p> <p>A student who is eligible for this award will be able to:</p> <p>B1. Critically reason and analyse complex business issues both systematically and innovatively.</p> <p>B2. Analyse, interpret and evaluate information from different sources.</p> <p>B3. Collect, appraise and analyse quantitative, qualitative and multi-source data.</p> <p>B4. Utilise problem-solving and decision-making skills.</p> <p>B5. Critically appraise published academic and business literature.</p> <p>B6. Evaluate and critically appraise organisation policy and practice.</p> <p>B7. Reflect on personal learning.</p> <p><b>Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated</b></p> <p>Intellectual skills are developed through case study or ‘real world’ project work, tutorial work, coursework assignments and directed reading, enabling linking of theory to practical examples.</p> <p><b>Assessment</b></p> <p>The assessment methodology, as defined above, provides opportunities for the assessment of intellectual skills. The blending of group and individual assessment formats help to develop collaborative awareness and team perspectives in addition to individual reflection.</p> |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Types of methods that are expected to be employed; include “lectures [...], video [...] group work discussion and ‘real world case studies’” (Hill, 2016).

<sup>22</sup> During classroom contact hours

<sup>23</sup> Those highlight above under ‘skills and other attributes: intellectual skills’, as well as those detailed on the next page under the ‘transferable/ key skills’ headings.

The meaning that can be deduced from the range of listed options implicitly suggests that ‘variety’ is an expectation (Acker, 2003; cited by Slate et al 2009), with the range of facilitation, with methods being ‘well-balanced’ between ‘tutor- led’ and ‘student- centred learning’ strategies (Hill, 2016). [K2, K5]

Whilst the teaching plans and their execution provide clear evidence that almost all of the examples that are detailed within the programme specifications have been adopted, further clarification would be beneficial to determine whether the ‘correct’ balance had been employed?

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated</b></p> <p>Students learning activities <b>focus on problem solving</b> and <b>analytical activities</b> predominantly related to <b>case study scenarios</b>, thereby <b>linking theory to practice</b>. Throughout students will critically reflect on their learning process.</p> <p><b>Assessment</b></p> <p>All practical skills are assessed through a variety of coursework assessment methods including presentations, projects and formal reports, which require the demonstration of such skills.</p> <p>The analytical nature of the programme, particularly at the Research Project stage, will require students to investigate organisational issues and seek workable recommendations through a theoretical framework. The students will investigate a business or management problem/issue that require independent research and the synthesis of acquired knowledge and data to address the problem.</p> <p><b>Transferable / key skills</b></p> <p><i>A student who is eligible for this award will be able to:</i></p> <ul style="list-style-type: none"> <li>D1. <b>Structure and communicate ideas effectively both orally and in writing.</b></li> <li>D2. <b>Participate constructively as a member of a team.</b></li> <li>D3. <b>Manage time and work to deadlines.</b></li> <li>D4. <b>Work independently.</b></li> <li>D5. <b>Competently use ICT resources.</b></li> <li>D6. <b>Use creative, imaginative and innovative thinking in both problem-solving and decision-making activities.</b></li> </ul>                           |
| <p><b>Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated</b></p> <p>Transferable skills are generally incorporated within modules and related to relevant assessments as appropriate. Students will be provided with support during induction and throughout the programme in the development of key skills which culminates in the production of a Personal Development Portfolio and the Research Project. <b>The nature of classroom sessions is devised to create an interactive experience, with group activities playing a large part in the delivery. Students will be expected to undertake work in their own time</b> and, given the applied approach to assessment this will demand a degree of self management.</p> <p>Key skills will be developed throughout the programme commencing at the induction. Transferable skills will be important in providing students with the increased confidence and ability to address business problems. The final outcome of transferable skills will be the production of a Personal Development Portfolio and the Research Project including reflections on own learning.</p> <p><b>Assessment</b></p> <p>The transferable skills assessment is embedded into the modules. Where ICT packages are used, these will form part of the assessment submission.</p> <p><b>Programme structure - programme rules and modules</b></p> <p><b>Programme rules</b></p> <p>Completion of 120 taught credits provides the P-G Diploma in International Business and Management.</p> <p>Completion of 180 credits provides the MSc in International Business and Management.</p> |

Hill, S. (2016). *International Business and Management*. [online] Ljmu.ac.uk. Available at: <https://www.ljmu.ac.uk/study/courses/postgraduates/international-business-and-management> [Accessed 3 Oct. 2018].

## 5.2. CONTENT ANALYSIS OF ARCHIVED STUDENT FEEDBACK

According to Hattie 2012, effect size is a useful way of making multiple comparisons which remain “[...] independent of the original test score [...]” (p.3), so can potentially be used to make judgements about the range of influences which might have impacted upon outcomes<sup>24</sup> between groups and over time.

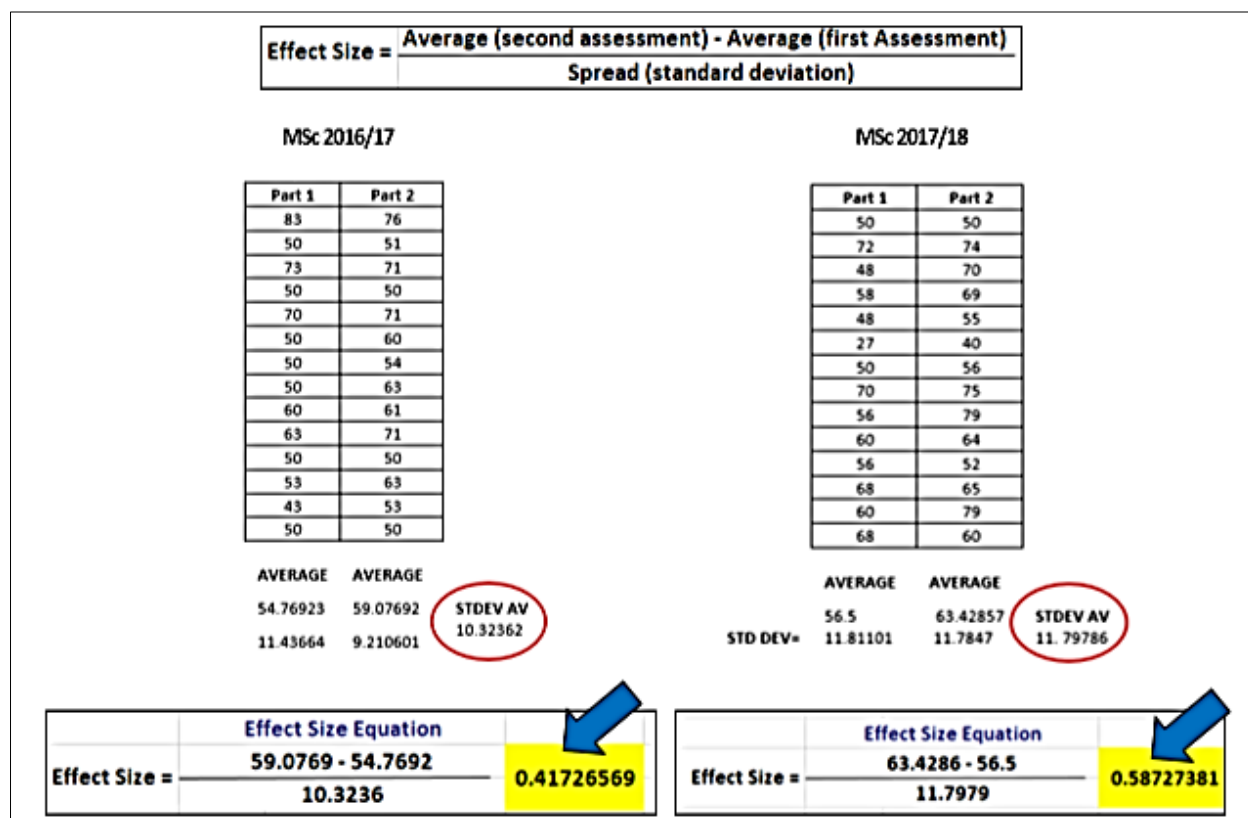


**FIGURE 5.2: CALCULATIONS TO DETERMINE EFFECT SIZE OF CHANGE BETWEEN THE FIRST AND SECOND TEACHING INPUT<sup>25</sup>**

Literature advises that, in order for an intervention to be considered as having had a positive influence on measured outcomes, an effect size of at least 0.4 as the “hinge-point” (Hattie, 2012: 3) or a slightly higher level of 0.5 (Tynan and Jones, 2019); should be reached.

Further, the results of Hattie’s (2012) 900+ meta-analysis (212-265), that sought to determine which factors are likely to have the most significant influence on learning and student achievement, suggest that “classroom discussions”, “feedback”, “worked examples” and “peer tutoring” could potentially be some of the specific factors responsible for the outcomes of cohorts 16-17 and 17-18 (Hattie 2012: 266). [K5]

<sup>24</sup> assessment results

<sup>25</sup> It can be assumed that the teaching and guidance from feedback should see a positive effect on the student ability to do better in the second assessment (overall, not individually).

The previous point highlighted within Hattie's research was also found to be evident when reading the opening statement of the IBC module markers report, for MSc cohort 17-18's second assessment (which followed the second teaching input), as it reads:

**"[...] performance of the group was good and it was clear that many of the students were likely to have taken on board the feedback from the first assignment which was completed in November"**

**TABLE 5.2: Abridged IBC marker's report for MSc cohort 17-18 with stronger outcomes marked in yellow and examples of weaknesses in grey:**

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>TASK TWO: STUDENTS WERE EXPECTED TO ADDRESS THE FOLLOWING FOUR ASPECTS:</b></p> <p><b>1. ELABORATE ON WHY CULTURAL AWARENESS IS OF THE UTMOST IMPORTANCE FOR BOTH DOMESTIC AND INTERNATIONAL MANAGERS AND WHY IT SHOULD BE RECOGNISED AS BEING SUCH A COMPLEX MATTER.</b></p> <p>This part of the task was <b>addressed relatively well by most</b>, though some students failed to truly illustrate the levels of complexity that culture can bring about in their lines of argumentation. [...] stronger responses used theory in a manner that clearly demonstrated that they were able to apply it in practice, whilst also providing suitable examples in order to further illustrate the points being made.</p> <p>Weaker students did not truly communicate any degree of complexity associated with the topic in their written response and instead tended to address matters by stating simplistic assertions.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>2. CRITICALLY DISCUSS WHY CULTURAL PRECONCEPTIONS OF LEADERSHIP, WHICH TEND TO DOMINATE WESTERN MANAGEMENT PHILOSOPHY, MAKE IT NECESSARY TO CHALLENGE STEREOTYPICALLY HELD MANAGEMENT IDEALS.</b></p> <p>This part of the task wanted students to consider the impact that culture can have on theories on management/ leadership, particularly by determining those theories which originated in UK/ US, and so, may demonstrate a degree of culturally bias in terms of the way that the function, focus, activities or priorities of leadership/ management should lie. Almost all students were able to address the above, though this was done with varying degrees of success. [...] the key difference was seen in the way that stronger students were able to incorporate a greater variety of theories [...] as well as the manner in which the lines of argumentation were able to demonstrate what, where, why and how stereotypical ideals can be identified in the associated theoretical notions under scrutiny. These students also ensured that adequate culture specific examples were continually woven into their lines of argumentation. Weaker students tended to focus on management from a relatively simplistic angle.</p>                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>3. ANALYSE HOW DIFFERENT MANAGEMENT AND NEGOTIATION STYLES WHICH ARE PREVALENT WITHIN DIFFERENT CULTURES, MAY IMPACT UPON CULTURALLY DIVERSE PARTIES WITHIN A DOMESTIC SETTING, AS WELL AS WHEN DOING BUSINESS ABROAD.</b></p> <p>This part of the task required students to consider some of the factors that come into play when managing business activities like negotiations, that either; occur within a culture that is different to that which the manager is from and/or if the team that is being managed is made up of one or more cultures that are different that managers culture. [...] As is the case with the first section, the main variations in grades could be attributed to whether the student was able to clearly define/ contextualise the assertions which were being put forward, by using clear and realistic examples. Furthermore, <b>examples needed to be rooted in academic theory</b> that related to culture, as well as any other related business related themes.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>4. DEVISE A COMPARATIVE FRAMEWORK OF CULTURAL CHARACTERISTICS THAT CAN BE CONSIDERED BY MANAGERS WHEN SEEKING TO DETERMINE AN APPROPRIATE STRATEGY, WHEN ASSESSING NEW INTERNATIONAL WORKING ENVIRONMENTS.</b></p> <p>Here <b>all students referred to existing theoretical notions relating to cultural characteristics</b>, 'cultural dimensions' and/ or other characteristic measures e.g. in order to devise their own framework that should seek to support managers in their cross-cultural endeavors. Hall's high &amp; low-context cultures, Hofstede's cultural dimensions, along with the works of - Lewis, Trompenaars, Weiss were all regularly seen within this section.</p> <p>Generally speaking, <b>all students recognised elements from at least one or more existing theoretical concept/ frameworks/ models (or methods), which was then built upon</b>. Many were able to clearly discuss the value that their various points would have in assisting with managing, planning and/ or facilitating differences, though the degree to which this was discussed went from being 'highly descriptive', 'overly simplistic' or 'potentially of no real value', through to being <b>'highly articulate and extremely comprehensive'</b>.</p> <p>Nearly all students presented their work in a format that was appropriately in line with how a report should look and were also <b>able to correctly apply their knowledge of the Harvard referencing system in their work</b>. It should be noted however, that the level of accuracy and also the degree of strictness to which it was applied; varied across the board.</p> |

### 5.3. APPRAISAL OF STUDENT OPINIONS

**Master in International Business and Management**  
Interim Feedback

Module: IBC

Group: MSc 17118

Date: 01.10.17

Please Note: Anonymity of all responses will be maintained

|                                                                                         | Strongly Agree | Agree | Disagree | Strongly Disagree | Associated Comments |
|-----------------------------------------------------------------------------------------|----------------|-------|----------|-------------------|---------------------|
| The module was taught in a clear and understandable way                                 | X              |       |          |                   |                     |
| The module was taught in an interesting and stimulating manner                          | X              |       |          |                   |                     |
| The tutor's explanations helped me to understand the subject                            | X              |       |          |                   |                     |
| The tutor provided clear additional guidance to support the written assessment criteria | X              |       |          |                   |                     |
| The overall quality of teaching was good                                                | X              |       |          |                   |                     |
| The module was delivered using a balanced range of teaching methods                     | X              |       |          |                   |                     |
| The teaching materials utilised were useful                                             |                | X     |          |                   |                     |
| The module was delivered in a well-structured manner                                    | X              |       |          |                   |                     |
| I found this module challenging but rewarding                                           | X              |       |          |                   |                     |
| The input from this module has increased my knowledge in this subject area              | X              |       |          |                   |                     |
| I had previous knowledge of this subject                                                |                |       | X        |                   |                     |

*very challenging*

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The ECIM is committed to Equal Opportunities.

**Master in International Business and Management**  
Interim Feedback

**Overall Module Satisfaction**

Very Satisfied ☒

Satisfied ☐

Dissatisfied ☐

Very Dissatisfied ☐

**A note of any positive aspects not yet noted above**

*Mr/Yah is a great teacher & has an amazing talent to make each complicated (and much!) content in an interesting manner*

**Recommendations for improvements not yet noted above**

*We need more time for the voluntary learning (e.g. 1 hour) or more days if that much content needs to be covered*  
*possibly keep the IBC lecture for the first 2 days while everyone is still "new" from & put content in a more easy learning style (e.g. more time on the way) & do formal, non-learning topic in Sunday afternoon*

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Figure 5.3: example of an ECBM feedback form populated by a student following the IBC teaching weekend for MSc 17-18.

|                                                                                         | MSc Cohort 15-16/ 16-17/ 17-18 Combined |       |          |                   |                                                                                                                                                           |
|-----------------------------------------------------------------------------------------|-----------------------------------------|-------|----------|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                         | Strongly Agree                          | Agree | Disagree | Strongly Disagree | Associated Comments                                                                                                                                       |
| The module was taught in a clear and understandable way                                 | 19                                      | 26    |          |                   |                                                                                                                                                           |
| The module was taught in an interesting and stimulating way                             | 23                                      | 22    |          |                   | ✓ "Guest Speaker"                                                                                                                                         |
| The tutor's explanations helped me to understand the subject                            | 26                                      | 17    | 2        |                   | ✓ "That was excellent!"<br>✓ "Tutor always rephrases aspects if not understood"<br>✓ "Lots of examples"<br>✗ "But way too many examples which cost time". |
| The tutor provided clear additional guidance to support the written assessment criteria | 29                                      | 16    |          |                   | o Cannot evaluate this yet                                                                                                                                |
| The overall quality of teaching was good                                                | 27                                      | 18    |          |                   | ✗ The constant talking was fatiguing unfortunately                                                                                                        |
| The module was delivered using a balanced range of teaching methods                     | 18                                      | 25    | 2        |                   | ✗ "Too much PowerPoint"<br>✓ "Guest speaker"<br>✓ "student led seminars"                                                                                  |
| The teaching material utilised were useful                                              | 19                                      | 26    |          |                   |                                                                                                                                                           |
| The module was delivered in a well-structured manner                                    | 15                                      | 29    | 1        |                   | ✗ A bit confusing (skipping slides going backwards). Also the long break of 5 weeks.                                                                      |
| I found this module challenging but rewarding                                           | 16                                      | 28    | 1        |                   | o Depends on the outcome of the assignment                                                                                                                |
| The input from this module has increased my knowledge in this subject area              | 23                                      | 21    | 1        |                   | o "Students need to do a lot more background reading"<br>o "Already had a deep knowledge"                                                                 |
| I had previous knowledge of this subject                                                | 11                                      | 28    | 3        | 3                 |                                                                                                                                                           |

TABLE 5.3: Overview of student feedback responses for IBC module for x3 MSc cohorts between '15- '18

| Table 5.3a: MSc Cohort 15-16/ 16-17/ 17-18 Combined |                 |
|-----------------------------------------------------|-----------------|
| Overall Module Satisfaction                         | Number Selected |
| Very Satisfied                                      | 22              |
| Satisfied                                           | 23              |
| Dissatisfied                                        | 0               |
| Very Dissatisfied                                   | 0               |

#### 5.4. QUALITATIVE DATA EXTRACTED FROM END OF MODULE FEEDBACK: MSC 15-16 COHORT

| Key: recurring themes within student feedback |                    |                            |
|-----------------------------------------------|--------------------|----------------------------|
| Group work                                    | Providing examples | Positive teacher demeanour |
| Supporting knowledge & understanding          | Timing             | Structure                  |
| Guest Speaker                                 | Missing aspects    | Amount of content          |

| STUDENT FEEDBACK | A NOTE OF ANY POSITIVE ASPECTS NOT YET NOTED ABOVE                                                                                                                                                                                                                       | RECOMMENDATIONS FOR IMPROVEMENTS NOT YET NOTED ABOVE                                                                                                                                                                                                                                                                                                                               |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Set 1:           | Found it interesting and really valued it a lot that a <b>guest speaker</b> was invited. This input was very helpful and also beneficial to <b>better understand</b> intercultural topics in general.                                                                    | I think that the module was a bit too 'frontal'? I would have liked to do some <b>more group work</b> or <b>group interaction</b> after each big teaching block. Moreover, I found the input <b>too theoretical</b> and <b>missed practical examples</b> from the business world- especially as it is often practiced differently and not as suggested in theory/ academic models. |
| Set 2:           | Very <b>well prepared</b> tutor <b>specialised on the topic</b> and <b>we felt that!</b> Often asked if we are able to follow and understand everything.                                                                                                                 | Most <b>slides are without academic backup</b> , not many sources are mentioned and there are <b>no footnotes</b> and <b>no bibliography in the end</b> . <b>Too many topics</b> to work on in a 3,500 word long assignment.                                                                                                                                                       |
| Set 3:           | No comment in this section (only improvements)                                                                                                                                                                                                                           | <b>It would be better if the teaching had begun earlier on Friday.</b>                                                                                                                                                                                                                                                                                                             |
| Set 4:           | Interesting and new aspects learned. The <b>guest speaker</b> contributed well to the overall task.                                                                                                                                                                      | The input often <b>too much</b> . Even the topic was mostly interesting; it was sometimes <b>hard to follow due to an information overload</b> . Maybe some topics could be shortened to decrease the <b>overload of information</b> .                                                                                                                                             |
| Set 5:           | I liked the <b>variety of teaching methods</b> : <b>guest speaker</b> , voice recordings and so on- <b>very interesting!</b>                                                                                                                                             | <b>Some repetition</b> could have been avoided to save time and so we wouldn't have <b>rushed through</b> some of the theories and parts as we did.                                                                                                                                                                                                                                |
| Set 6:           | I liked the <b>guest lecturer</b> and the <b>group discussions</b> . Maryah has a great and <b>enthusiastic</b> way of <b>delivering knowledge!</b> Really good!                                                                                                         | it was loud in the classroom. The ECBM should consider to find a better location for effective learning atmosphere.                                                                                                                                                                                                                                                                |
| Set 7:           | Great <b>guest lecturer</b> (very <b>interesting</b> , increased my <b>knowledge</b> in the subject. Overall the lecture throughout the weekend seminar was <b>taught very lively, integrating our thoughts &amp; opinions</b> , making us reflect upon them. Loved it!! | <i>No comment in this section</i>                                                                                                                                                                                                                                                                                                                                                  |
| Set 8:           | Very good <b>explanations</b> , especially <b>examples</b> from the business world. This really helped a lot! I just love your <b>examples</b> to almost every point! You rock Maryah:-)                                                                                 | Sometimes it was <b>too much information</b> and <b>time management problems</b> but that didn't matter. The module was definitely rewarding!                                                                                                                                                                                                                                      |
| Set 9:           | Maryah's lessons are always great!                                                                                                                                                                                                                                       | Very much input, <b>2 1/2 days were too short to cover all the content</b>                                                                                                                                                                                                                                                                                                         |
| Set 10:          | I really liked her convincing expression. Best preparation before the assessment.                                                                                                                                                                                        | Recommendations for ECBM: choose another location                                                                                                                                                                                                                                                                                                                                  |
| Set 11:          | <b>Good examples</b> & good atmosphere                                                                                                                                                                                                                                   | <i>No comment in this section</i>                                                                                                                                                                                                                                                                                                                                                  |
| Set 12:          | <b>Guest speaker</b>                                                                                                                                                                                                                                                     | <i>No comment in this section</i>                                                                                                                                                                                                                                                                                                                                                  |

## QUALITATIVE DATA EXTRACTED FROM END OF MODULE FEEDBACK: MSc 16-17 COHORT

| STUDENT FEEDBACK | A NOTE OF ANY POSITIVE ASPECTS NOT YET NOTED ABOVE                             | RECOMMENDATIONS FOR IMPROVEMENTS NOT YET NOTED ABOVE             |
|------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------|
| Set 1:           | The tutor was very motivated and encouraged to transfer knowledge.             | No comment in this section                                       |
| Set 2:           | It was very interesting and informative to have a Chinese guest speaker        | No comment in this section                                       |
| Set 3:           | No comment in this section                                                     | A bit more time, not rushing through the topics as much          |
| Set 4:           | Maryah gave use a lot of guidance for the assignment                           | No comment in this section                                       |
| Set 5:           | Interactive with students. Including of guest speaker with practical examples. | Structure was given but sometimes jumps between different topics |

## MSC 17-18 COHORT

| STUDENT FEEDBACK | A NOTE OF ANY POSITIVE ASPECTS NOT YET NOTED ABOVE                                                                                   | RECOMMENDATIONS FOR IMPROVEMENTS NOT YET NOTED ABOVE                                                                                                                                                                                                        |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Set 1:           | Maryah is a great teacher and has an amazing talent to teach complicated (and much) context in an interesting manner.                | We need more time- for the weekends (probably longer hours?) or more days if this much content needs to be covered.<br>Possibly keep the IBC lectures for the first two days while everyone is still 'awake' and fresh [remaining feedback is not legible]. |
| Set 2:           | Very good content, very well explained. THANK YOU!                                                                                   | No comment in this section                                                                                                                                                                                                                                  |
| Set 3:           | Excellent content delivery and presentation, valuable additional explanations                                                        | No comment in this section                                                                                                                                                                                                                                  |
| Set 4:           | Agile Lesson                                                                                                                         | It was almost impossible for me to sit there more or less 98% of the time listening without participation. Some slides did not require to speak about for 15mins each! We could have saved time.                                                            |
| Set 5:           | No comment in this section                                                                                                           | Too many examples of personal experiences which were time costly and the same as during the first teaching weekends. Maybe more in-class discussions                                                                                                        |
| Set 6:           | Maryah makes the lessons challenging but this has helped us broaden our knowledge on the impact of culture on management incredibly. | Don't be so harsh grading us☺                                                                                                                                                                                                                               |

The quantitative content of the combined data, together with the data sets which capture the qualitative aspects of the feedback for the three cohorts, demonstrate that collectively; students considered the teaching and learning experiences as having a positive impact on their learning. Overall, the majority stated that it was 'taught in an interesting way', provided 'clear explanations', 'clear assessment guidance' and supported them in 'increasing their knowledge', despite that fact that many also indicated that they had previous knowledge of the subject (Slate et al, 2009). [A1, A2, A4, K1].

The last of the aforementioned points demonstrates that the explanations and guidance of the IBC tutor provided “appropriate scaffolding” (Avis et al, 2019, p.93), resulting in students being able to ‘do more’ than if left unaided, by moving them into what Vygotsky’s (1978) refers to as the “zone of proximal development” (Vygotsky, 1978; cited by Avis et al, 2019: 93). [A2, K2, A5, V3].

The explanations as to why ‘balance of teaching methods’<sup>26</sup> and ‘usefulness of teaching material’<sup>27</sup> were rated positively, though; to a lesser extent than the former categories already discussed<sup>28</sup>, could be better understood by referring to the qualitative commentary. The same can also be done when seeking to determine why many more students ‘agree(d)’, rather ‘strongly agree(d)’, that the IBC module was ‘taught in an understandable way’ with ‘clarity of structure’. The last point in particular was one that the IBC lecturer had made conscious measures to manage<sup>29</sup>, however it was also important to demonstrate how previous material already covered; related to any new themes that were being introduced (Slate et al, 2009). Whilst this approach was of help to some students, it was considered to be confusing for those who were less academically able (Thompson, 1997). [A5, K1, K2, K4, V3]

### 5.5. MUNICH TEACHER GROUP: ACTION LEARNING SET

The workshop was facilitated by the IBC tutor/ module leader and provided an opportunity to share and also ‘test’ teaching techniques, as well as class-based activities<sup>30</sup>, which included both new and existing resources.

Objectives were agreed prior to the workshop and were devised to address the requirements of the group, whilst still supporting the research aims<sup>31</sup>.

- To create parameters for which discussions of international business culture may be discussed.
- To contextualise some of the requested topics looking at things from a UK, but also; international perspective.
- To create an open forum which allows a range of contemporary areas of debate to evolve.
- To enrich all participants existing understanding on the subject by way of knowledge sharing.

Collectively a ‘community of practice’ (Wenger, 2008’) with a shared desire to improve upon personal knowledge and professional practice was formed, which resulted in all parties exhibiting high levels of engagement. During the 3- hour session, planned activities and the emergent outcomes came together which made the interaction of teaching and learning visible, as each acted as structural resources for the other (Wenger, 2008). The designated leader of the teacher group also conducted a formal observation of the workshop<sup>32</sup>. One of the most interesting findings was that, in working within a community of teachers, the IBC tutor’s “critical theorist” tendencies (Miller, 2011: 35) were particularly supported by the group and this was identified as integral to providing “appropriate scaffolding” in order that complex concepts of culture be supported by someone that possessed more knowledge (Avis et al, 2019: 93) in a similar manner that it did for the MSc students. There were also similarities in the way that teachers responded to various tasks and activities. [A1, A2, A3, A4, A5, K2, K3, K4, V1, V2]

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<sup>26</sup> E.g. requests for more variation, less PowerPoint and more group work being required

<sup>27</sup> Potentially referring to some of the material that had been uploaded given to read independently

<sup>28</sup> Scoring more ‘agree(s)’ than ‘strongly agree(s)’.

<sup>29</sup> In accordance with ‘German’ cultural tendencies

<sup>30</sup> Four full length and four shortened

<sup>31</sup> All parties agreed to fully participating, were given the opportunity to withdraw and also agreed to be filmed

<sup>32</sup> Which will be discussed separately within a subsequent section within the contents of this portfolio.

Upon completion of the workshop, written feedback was positive, though provided far less insight into the views and opinions of the session than the session itself<sup>33</sup>.

**PDP Programme: Final feedback – course**

We maintain a database on your stay in London and it would be grateful if you help us by completing this sheet.

All information is given anonymously! Now is your chance to let us know what your feelings/thoughts/expectations about your course are. Please comment on the following points by ticking the appropriate boxes and by filling in the gaps where applicable!

Group name : 19-03 Munich Teachers

Dates : 28<sup>th</sup> – 29<sup>th</sup> March 2019

**A. Quality of seminars:**  
Please indicate your experience of the mix of teaching.

Consider for example:  
Lecture style, participation/interaction, discussion, group work, pair work etc:

**B. Quality of lecturers / guest speakers:**  
What do you think with regard to the standard of teaching at the end of the final week?

| Name of the teacher | Very good | Good | Average | Poor | Very poor |
|---------------------|-----------|------|---------|------|-----------|
| Bills, Richard      | X         |      |         |      |           |
| Wilkins, Lorraine   | X         |      |         |      |           |
| Tafri, Maryah       | X         |      |         |      |           |

*basel*

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The ECBM is committed to Equal Opportunities.

**PDP Programme: Final feedback – course**

**C. Other aspects:**  
Were your personal objectives fulfilled during the programme?

*yes, completely fulfilled (as always)*

Any other comments:

*Thank you :-)*

Thank you for your co-operation!

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The ECBM is committed to Equal Opportunities.

**Figure 5.5: example of an ECBM's instruments used to capture feedback from teachers following the CPD session which included 3-hour culture workshop.**

**PDP Programme: Final feedback – course**

We maintain a database on your stay in London and it would be grateful if you help us by completing this sheet.

All information is given anonymously! Now is your chance to let us know what your feelings/thoughts/expectations about your course are. Please comment on the following points by ticking the appropriate boxes and by filling in the gaps where applicable!

Group name : 19-03 Munich Teachers

Dates : 28<sup>th</sup> – 29<sup>th</sup> March 2019

**A. Quality of seminars:**  
Please indicate your experience of the mix of teaching.

Consider for example:  
Lecture style, participation/interaction, discussion, group work, pair work etc:

*great insight of Brexit topic  
interesting papers  
fascinating(?) information  
good discussion*

**B. Quality of lecturers / guest speakers:**  
What do you think with regard to the standard of teaching at the end of the final week?

| Name of the teacher | Very good             | Good | Average | Poor | Very poor |
|---------------------|-----------------------|------|---------|------|-----------|
| Bills, Richard      | ✓                     |      |         |      |           |
| Wilkins, Lorraine   |                       | ✓    |         |      |           |
| Tafri, Maryah       | <i>very very good</i> |      |         |      |           |

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The ECBM is committed to Equal Opportunities.

**PDP Programme: Final feedback – course**

**C. Other aspects:**  
Were your personal objectives fulfilled during the programme?

*yes: very good thoughts, ideas, material  
to be used in my own classes*

Any other comments:

*Thanks a lot  
it would be great to welcome you  
in Munich one day to share  
best practice in our surroundings*

Thank you for your co-operation!

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The ECBM reserves the right to change this information at any time.  
The ECBM is committed to Equal Opportunities.

<sup>33</sup> As written feedback was required to report on all sessions, despite the culture component amounting to over half of the time of the entire teacher programme

## 6.0. CYCLE THREE: THE RESULTING TEACHING INTERVENTION

### 6.1. CASE-BASED REASONING OUTCOME

Previously at ECBM prior to the introduction of the VLE, searches were carried out to identify possible solutions to enhance the facilitation of distance learning. A precedence was set whereby it was known that no financial backing could be granted to fund a development project prior to commitment for the organisation, nor could time be allocated for development activities. In the case of the IBC module, the priority was thus, to learn how to make greater use of existing resources, or to identify 'no cost' options. Both solutions initially appeared to carry similar challenges, though any 'new software' would only be free-of-charge if used within the 'free trial' period, no such time restrictions existed for anything developed via the existing VLE, though the options of what could be done were limited. The eventual decision was to utilise a piece of e-learning software called 'Rise' Which was part of the 'Articulate 360' Suite and had a trial period of 60 days<sup>34</sup>. Courses designed using rise were compatible with the existing VLE<sup>35</sup> and so, could be uploaded accordingly. [A2, K2, K4]

### 6.2. THE TEACHING INTERVENTION FOR MSC 18-19

The module leader designed and created e-learning content, which acted as an online induction to the IBC module<sup>36</sup>. The aim was to enhance learning for MSc 18-19 students by engaging and supporting them prior to starting the course rather than having various demanding resources uploaded onto an "institutional repositories" Avis et al (2019: 173). This was particularly important as this cohort had an assessment to do during the lead-up to their impending IBC teaching input, so needed something quite different to the usual pre-teaching tasks that IBC students are usually required to prepare (which are arguably much more demanding). [A2, K2, K4]

The created content for the online induction, together with the teaching inputs aim to recognise and thus; cater to various learning preferences in accordance with the VARK model (Fleming and mills 1992 cited by Fry et al, 2003: 95) so that "Visual", "Auditory", "Reading/writing learners" and those who are more readily engaged through "undertaking activities that simulate reality"<sup>37</sup> (Fleming and mills 1992 cited by Fry et al, 2003: 95); had aspects of the content that particularly appealed to their preferable style of learning. Again, it should be noted that pre-teaching activities used with previous cohorts did not include as many different variations in terms of its content. [A1, A2, K2, K3, V1]

Further, the earlier identified research findings were taken into account to ensure:

- A. The character of the teacher come through (using a photo avatar and voice recordings)
- B. Clarity of order & structure, including that of the Intended Learning Outcomes.
- C. Students had the option to prepare with prior reading (two short case studies and two articles)
- D. Examples were used to encourage a critical thinking disposition
- E. Other design features supported understanding; e.g. continuity between content and illustrations.
- F. Content promoted tactile interaction (finger touch and screen swipes)
- G. Variation in embedded content and the related activities: from scratch and pre-existing

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<sup>34</sup> The longest trial of all options that were compatible with Moodle

<sup>35</sup> Scorm version 1.2

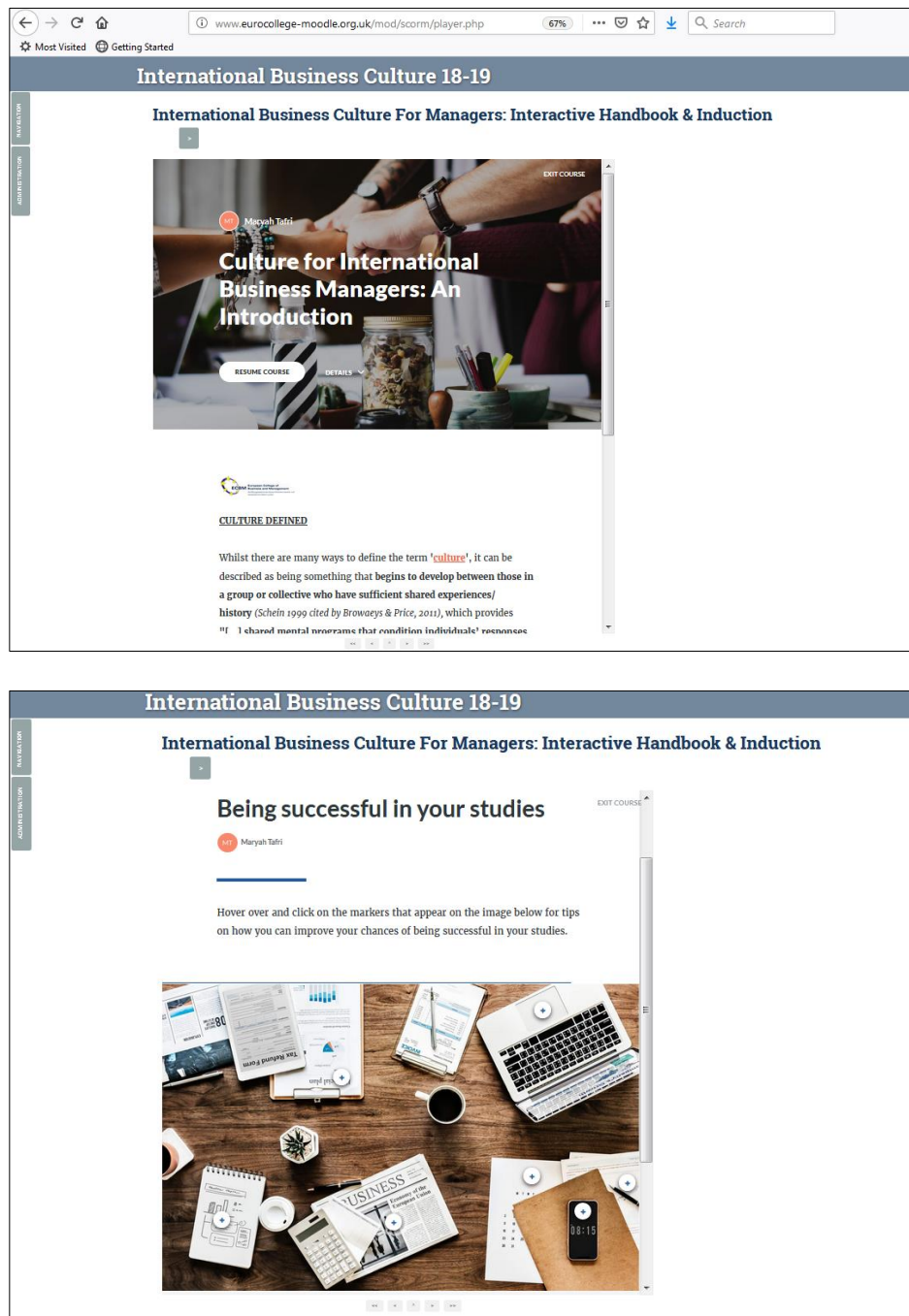
<sup>36</sup> Details of which are discussed within a corresponding CPD account

<sup>37</sup> Kinetic learners

The penultimate point (F.), was weaved into the course design, though was also made possible due to the “mobile-friendly playback control” (Articulate.com, 2019) [A1, A2, A4, K4].

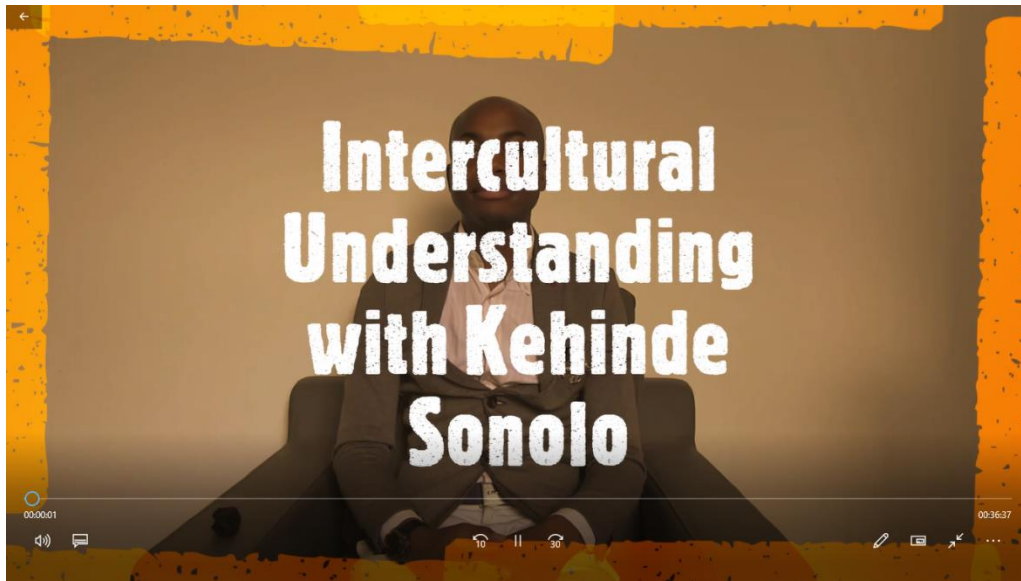
A ‘resource-based’ “andragogic approach” (Reece and Walker, 2007: 90) made best use of existing “multimedia sharing services” (Avis et al 2019: 171) such as TEDx videos via YouTube. [A1, A4, K4].

**Figure 6.2: Sample screenshots of interactive course component (see appendices for full range)**



Adjustments that were made to the teaching plan came as a direct result of the combined findings from the research, however most of the existing content remained suitably appropriate, so remained unchanged. [A1, K5].

One major change was that the usual guest speaker was unable to attend<sup>38</sup>. The IBC module leader therefore videoed an interview with a personal contact who had lived and worked in Japan for 9 years and the Middle East for 4 years. In making the video, specific aspects of theory that directly related to the ILO's could also be incorporated. [A1, A2, A4, K1, K4, V3].



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<sup>38</sup> though this was known whilst the module was being adjusted

## 7.0. MEASURING THE SUCCESS OF THE TEACHING INTERVENTION FOR MSC 18-19

The teaching input with the 18-19 cohort resembled that with previous groups. The in-house video production which simulated the presence of a guest speaker was very well received and was highlighted as a positive point in qualitative comments within the feedback. Modifications which were made to the teaching plans also went well. However, despite being positive, the feedback was very similar to that of previous cohorts, with some students communicating the desire to have more group work and more structure [A1, A2, K4].

| Student             | Part 1: Essay | Part 2: Report | Overall         | Resubmission              |         |                        |
|---------------------|---------------|----------------|-----------------|---------------------------|---------|------------------------|
|                     |               |                |                 | Resub 1                   | Resub 2 | Overall Before 50% Cap |
| 1.                  | 39            | 47             | 45              | 40                        | 54      | 50                     |
| 2.                  | 51            | 68             | 63              |                           |         |                        |
| 3.                  | 56            | 57             | 57              |                           |         |                        |
| 4.                  | 60            | 70             | 67              |                           |         |                        |
| 5.                  | 61            | 60             | 60              |                           |         |                        |
| 6.                  | 34            | 34             | 34              | 52                        | 62      | 57                     |
| 7.                  | 74            | 64             | 67              |                           |         |                        |
| 8.                  | 60            | 70             | 67              |                           |         |                        |
| 9.                  | 70            | 80             | 77              |                           |         |                        |
| 10.                 | 60            | 78             | 73              |                           |         |                        |
| 11.                 | 50            | 56             | 54              |                           |         |                        |
| 12.                 | 66            | 62             | 63              |                           |         |                        |
| 13.                 | 40            | 55             | 51              |                           |         |                        |
|                     |               |                | MODULE AVERAGE* | * including x2 fail marks |         |                        |
| ASSIGNMENT AVERAGES | 55.46153846   | 61.61538462    | 60              |                           |         |                        |
| STANDARD DEVIATION  | 12.17658535   | 12.48024079    |                 |                           |         |                        |
|                     |               | 12.32841307    | STD AV          |                           |         |                        |
|                     |               | 0.49915963     | EFFECT SIZE     |                           |         |                        |

TABLE 7.1: MEASUREMENT OF POTENTIAL IMPACT BETWEEN FIRST AND SECOND SUBMISSION

Interestingly, the calculation which measures the effect size between the set of first and second assessment grades for the entire group<sup>39</sup> was less than that calculated for cohort 17-18. [K5].

| MSc 18-19 Effect Size  |                                                 |            |   |
|------------------------|-------------------------------------------------|------------|---|
| Effect Size =          | $\frac{61.61538462 - 55.46153846}{12.32841307}$ | 0.49915963 |   |
| MSc 17-18: Effect Size |                                                 |            |   |
| Effect Size =          | $\frac{63.4286 - 56.5}{11.7979}$                | 0.58727381 | ← |
| MSc 16-17: Effect Size |                                                 |            |   |
| Effect Size =          | $\frac{59.0769 - 54.7692}{10.3236}$             | 0.41726569 |   |

FIGURE 7.2: MEASUREMENT OF POTENTIAL IMPACT BETWEEN FIRST AND SECOND SUBMISSION

<sup>39</sup> The first being completed after one teaching input, whilst the second being completed after having received feedback on the first assessment and both teaching inputs.

## 8.0. CONCLUSION AND RECOMMENDATION

The IBC module leader has consistently received positive feedback regarding the quality of teaching, the passion and enthusiasm that it is delivered with, the manner in which students are supported as well as the quality of written feedback, though remains committed to identify areas that could potentially result in improved students learning. [A2, A3, K1, K2, V2].

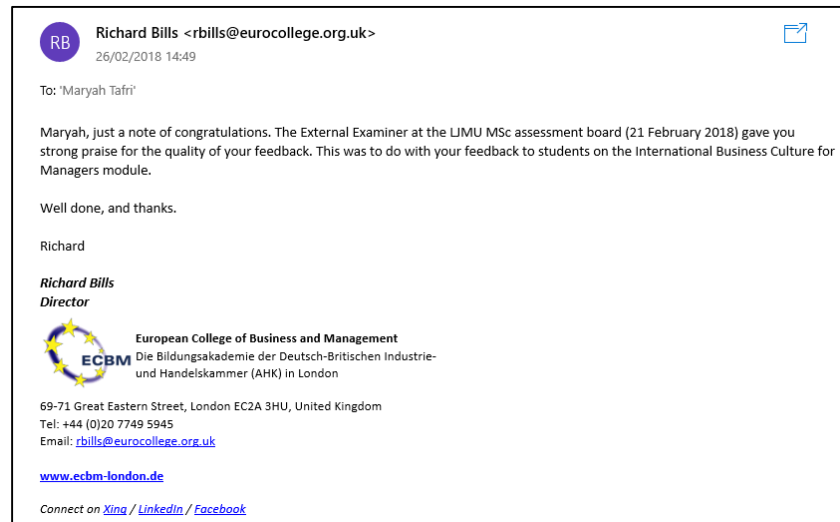


FIGURE 8.0: EMAIL FROM ECBM DIRECTOR REGARDING IBC FEEDBACK FROM EXTERNAL EXAMINER IN 2018

The teacher group who participated in the action learning set, supported the idea that the IBC module leader was able to use existing strengths, 'personality type' and personal learning style (Thompson, 1995: 126) to facilitate and promote an environment conducive towards supporting a student-centred learning environment. [A1, A2, A4, A5, V2].

In considering quantifiable measures, such as assessment and feedback outcomes, the "social constructivist perspective" (Luedekke 1999, cited by Sykes et al, 2010: 175) supports the idea that such outcomes, as well as the formation of new concepts and knowledge are dependent upon a range of factors such as; student ability (Biggs and Tang, 2011), their levels of interest, what the learner already knows (or thinks), as well as how these and other factors come together within the IBC learning context (Luedekke 1999, cited by Sykes et al, 2010). Ultimately, whilst many of the aforementioned points are outside of the control of the teacher/ facilitator, there are aspects which should be capitalised upon (Biggs and Tang, 2011) in order to ensure that student learning remains the focus throughout. [A3, A4, A5, V4].

# Teaching Intervention and Action Learning Combine: A Teacher Workshop to Develop the Facilitator and Participant's Practice

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## Abstract:

A teaching intervention used a combined format which involved a structured workshop on the topic of 'teaching culture', which then incorporated the principles of 'Action Learning'. The workshop was developed to benefit from synergies that existed between the participants pre-identified areas for development, whilst at the same time; addressing the facilitator's own research aim, which was to redevelop an MSc module on the same topic. Rather than cause restrictions, the structured workshop: (1) acted as a guide which allowed progress to be made through the range of prepared themes; (2) presented the German delegates with certainty that their requirements would be covered (Hofstede, 1987) and (3) also; naturally accommodated the raising of relevant questions and issues regarding the central phenomenon. Furthermore, potential approaches, solutions and physical resources, were provided by the facilitator, though suggestions and contributions were made by all (Fry et al 2015). In conclusion, the session proved to be an effective demonstration of knowledge sharing.

## Rationale:

The aim of the intervention was therefore to ensure that the teachers received something of value, which related to their initial brief, whilst addressing the facilitators aim of testing and gaining feedback on teaching strategies and the related methods. Further, the facilitator aimed to encourage all participants to acknowledge how questions, issues and actions relating to the teaching of culture, which were raised as part of the action learning set, needed to be acknowledged "from a social constructivist perspective" (Yeo and Gold, 2011; p.512). This is because the dynamic interplay between action and learning must be "realized through mental framing and its relevance to a particular context" (Yeo and Gold, 2011; p.512).



## Objectives within the context of all parties learning and development

- .To provide parameters for which aspects of culture may be discussed.
- .To contextualise agreed topics into real-life, theoretical & practice settings
- .To facilitate forum that allows issues to be raised
- .To collectively identify solutions by providing actions to be taken forward.



## The Action Learning Process:

In keeping with the basic principles of Action Learning (Pedler, 2008):

1. All participants cooperated voluntarily
2. Each required ideas & actions to solve issues when teaching 'culture'
3. Each attended to benefit from the input of the facilitator and others
4. All were willing to take action upon returning back to work.

## Responses & Feedback

Both the verbal and written feedback confirmed that the teachers valued the professional development opportunity, particularly due to it being "interactive, engaging and relevant for their students, as "practical ways to deliver content" (Matherson and Windle, 2017; p. 30) which were specific to their particular environments; had been put forward. Further, the facilitator was able to gain extensive insight into how other teaching professionals felt they would benefit by using many of the teaching strategies that were highlighted, as much of the featured content also acted as the solutions that would be utilised when each returned to teaching aspects of culture to their own students.

## Discussion & conclusion

The use of 'action learning' (Revens, 2011) promoted "active learning" (Fry et al 2015; p. 95), whilst the semi-structured workshop design which was used to facilitate the action learning set itself; appeared to be aligned with the "70:20:10" approach to learning design ;(McCall, 1988; cited by Johnson et al, 2018). By this, it is meant that the formalised aspects of training; (likely to accounting for approx. 10% of what occurred) and the peer support and interaction which took place during the session (approx. 20%), did not represent the majority of what was intended, as the facilitator and the participating group members were still required to apply the actionable tasks that came about as part of the session. Further, each party's future 'actions' had been arrived at within the group, whilst verbal evidence demonstrated that the 'reflective observations' and 'abstract conceptualisation' (Kolb, 1984; cited by Reece and Walker, 2007, p.421) aspects of the 'experiential learning' process (Kolb, 1984; cited by O'grady and Cottle, 2016, p. 38) had begun within the group setting. This was of course, before each was then expected to embark upon the act of 'doing' on an individual basis.



## 10.0. CPD Session: PRINCE2 Practitioners Course with Examinations

**30 hours Classroom Time (including Examinations) plus 30 hours Reading & Revision (Pre Course and During)**

This particular reflective evaluation relates to a 5-day Classroom- based PRINCE2 2017 course<sup>40</sup>, which culminated in the sitting and passing of two examinations during that period<sup>41</sup>. The aim of the course was for delegates to gain an understanding of the “PRINCE2 methodology” and was designed to be ‘interactive and engaging’ in its delivery<sup>42</sup> (QA,com, 2019) in order to support the learning of related concepts at the required level, through the undertaking of suitably relevant tasks” (Biggs and tang, 2011). The reason for attending this particular course was to gain insight into a subject area for which I had observed a colleague teaching, though recognised that had very little theoretical knowledge on, despite having an interest. I also recognised that there appeared to be an increasing trend towards recruiters of non-PM specific roles communicating a ‘preference’ towards candidates who are PRINCE2 accredited.

The ‘foundation’ element of the course went slightly beyond the ‘knowledge’ level of ‘Blooms Taxonomy’ (Bloom, 1956; cited by Bissell and Lemon, 2006), as the course design sought to promote a basic understanding of the related PM methodology, so that delegates would then be able to effectively and accurately ‘recall’ comprehensive sets of data in the way that would allow for the correct facts to be identified in amongst that which was slightly, or wholly inaccurate during time-constrained examination conditions. This is what Entwistle and Entwistle (1997; cited by Biggs and Tang, 2011: 85) would identify as “reproduce”

Following the successful completion of the first exam, it then became necessary go beyond the “surface learning” that had been crucial up to this point (Marton and Säljö, 1976 cited by Avis et al 2019: 85), to a level whereby learnt concepts, principles and method could be appropriately applied to varied project-based case scenarios, thus now elevating thinking to levels of “comprehension” and “application” (Bloom, 1956; cited by Fry et al, 2015: 90).

What I observed was that all learners; myself included, were encouraged to take “a strategic approach” to learning (Jennifer moon, 2004: 6) by working out what needed to be done to “meet the requirements of the assessment” (Fry et al, 2015: 283), whilst paying less attention to those aspects that appear not to aid us in our endeavours. On various occasions I found myself analysing the course material in a manner that was not required, as my natural inclination was to consistently critically consider the information provided. I later managed to maintain a “flow” and found myself completely focussed, ‘energised’ and immersed in all tasks (Csikszentmihalyi’s, 2008; cited by Collins, 2016: 114).

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<sup>40</sup> Project Management (PM)

<sup>41</sup> Prince2 foundation exam on day two and the practitioner’s exam on the final day.

<sup>42</sup> video-based’ pre-course learning activities

During the course, I also found myself constantly viewing things from the perspective of an educator, so felt as though I were conducting a peer observation, whilst also participating as a learner. The trainer invited me to critique her approach (Brookfield, 1995) as a fellow educator. Following a few discussions with the trainer regarding her background, my evaluation was that her “teaching effectiveness” was not simply down to her knowledge and familiarity with the subject, nor was it simply down to the teaching strategy employed, but instead; appeared to be positively impacted by her natural “desire to become a better educator” herself (Markley, 2009; cited by Choy & Oo, 2012: 169-170). In fact, I reflected upon my own teaching practices throughout the duration of the course, as it is this constant desire to improve which drives me to adapt and modify my own approach(es); whenever the need to do so arises (Choy & Oo, 2012: 176).

### 11.0. CPD: Teaching Using Games and Video: 3 hours Session

This particular reflective piece focuses on a CPD session, whereby 10 educators (myself included); with varied levels of experience and also from differing educational environments, were invited to share their teaching practices with one another.

Almost all of the teaching strategies discussed focus on the use of gamification (Collins, 2016) and video as a means of enhancing student engagement. For instance, one teacher described how she regularly created resources which resemble the game; BINGO, as a way to encourage students to learn specialist vocabulary in a language other than that of their native tongue. Upon reflection it appeared as though the dominant school of thought within the room, was aligned with a ‘humanistic perspective’ (Avis et al, 2019), as discussion points emphasised the importance of motivating students and encouraging them to participate through social approaches to learning.

My thoughts were initially that many of the approaches were much more geared towards learning in young people on lower ability programmes than those which were run at ECBM, rather than “andragogical” concepts which specifically focus on the learning of adults (Reece and Walker, 2007: 90).

Later however, I was able to think back to specific lessons and student groups who I had used games and videos with. For instance, during the first few minutes, prior to teaching the subject ‘intercultural understanding’, I found it useful to show a three- minute video of a song<sup>43</sup> from the 1994 Disney film; ‘The Lion King’. Students would be asked: “what does this cartoon clip have to do with what we are about to study”? Despite the seemingly juvenile appearance of the task, this ‘constructivist’ approach to learning (Vygotsky, 1978; cited by O’Grady and Cottle, 2016) consistently resulted in students contributing valid and useful thoughts and ideas on culture. Furthermore, many would build upon the contributions of others, or critique what had already been said, after which I then provided formative feedback before proceeding onwards to the next part of the lesson. By this point, each had actively

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<sup>43</sup> Hakuna Matata, which shows a young lion cub being introduced to a new way of life by two other animals of a different species. As he matures, he begins to internalise the learnt ‘philosophy’

identified the significance of the activity, rather than being told of its relevance beforehand (Reece and Walker, 2007). The aforementioned example can be related to what Hattie (2009a; cited by Biggs and Tang, 2011: 60) identifies as being “characteristics of good learning context”<sup>44</sup>, which are said to be those things which support: (1) Meta-cognitive control, reflective learning; (2) relevant learner activity; (3) Formative feedback; (4) Appropriate motivation; (5) A base of interconnected knowledge; (6) Social learning teaching quality; (7) Teaching quality.

What was very interesting for me was that “reflection as a collective, relational, and organizing process” (Vince, 2002, cited by Tomkins and Ulus, 2015: 596) was evident when considering the way in which discussions regarding how games and videos had previously been utilised<sup>45</sup>, by teachers within the various contexts. Reflection as an individual activity, was also occurring, as I thought about what I was thinking, whilst I was engaged in hearing about what others wanted to share. It could be seen that “reflection-on-action”, as well as “reflection-in-action” (Schön, 1995; cited by Fry et al, 2015: 395) were taking place simultaneously. Further to the aforementioned point, it can be said that, this kind of reflective practice can only really take place if the knowledge and experience of what effective teaching practices should look like (and also; how and when to apply them) exists (Marzano et al, 2012).

In conclusion, the take-home for me was that, the appeal of allowing students to learn through mediums that are typically associated with entertainment is one that has been adopted by many, though it remains important to have a clear rationale which make clear the usefulness of the activity, even if the way in which it is intended to support student learning is not fully revealed.

## **12.0. CPD Reflective Evaluation: Attending Governing Board Meetings as a New Trustee for a Multi-Academy Trust: 3 Hour Meeting (plus 10 hours of reading ahead of the meeting)**

This particular reflective account looks at my introduction to developing the strategic planning and governance skills that I have not been able to, whilst operating within my current capacity as a lecturer at ECBM.

In reflecting upon my initial meeting, I identified that there were many parallels between me, in my new role as ‘trustee’<sup>46</sup> and the role of a ‘student’/ ‘learner’. In particular, I recognised that my existing knowledge of business and education was not able to compensate for my lack of experience in matters pertaining to primary education and its governance. It seemed appropriate to compare myself to a student who is highly capable in many respects though whose lack of familiarity with a new subject matter means that she requires “scaffolding” to support her understanding (O’Grady and Cottle, 2016:

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<sup>44</sup> Of which there are said to be seven

<sup>45</sup> with varying degrees of success

<sup>46</sup> which legally makes me one of the Directors on the board upon which I now sit.

37) in the way that a less academically able student might; if only whilst a degree of self- efficacy is developed, which then allows her move forward to learn independently (Bandura, 1994; Fry et al 2015).

Prior to the meeting, members of the board were sent a zip folder containing many documents. All were titled, and corresponded to the agenda, though the number of items<sup>47</sup> which had to be shifted through and information that needed to be navigated around would have benefited from more thought. In particular, some items only required a glance, though were anything from 10-100 pages long, so guidance on what was relevant for the meeting would have been appreciated.

The way in which material was provided led me again to consider aspects of theory together with my own practice. In particular, **‘Coherence Principle’ came to mind, whereby** learning is more likely to be effective when superfluous content is excluded, as unnecessary content has the potential to result in ‘overload’ for the learner. This is particularly likely to be the case when ‘extraneous’ words, data, diagrams and pictures restrict student’s ability to select “relevant stimuli when sorting through instructional clutter” (Burke, 2007: 423). Whilst this was exactly what I was experiencing both prior to and during the meeting, I acknowledged that there had been occasions whereby I had provided students with many resources via the student platform, as a way to support them in their self-guided learning efforts, however, the explanation regarding the value of each piece may have been limited.

Another point was that the content of various sections often contained information that had previously been discussed many meetings ago<sup>48</sup>. This led to two options which can also commonly occur when teaching. The first is that a lot of additional time could be spent to explain things<sup>49</sup> at the expense of other agenda items having less time and existing members becoming bored or disengaged, or the second was to move on without explaining things, so that the majority could then address matters without the need for repetition or time-costly elaboration. I reflected upon those particular occasions when I had gone in favour of the less able to the detriment of others, or vice versa and began to devise strategies that would present equality of learning for students, in the event that similar circumstances were to arise in the future, I concluded that finding a balance, so that no students are left bored whilst supporting those that require more explanation, or none feel overwhelmed whilst those that are being challenged are stretched would be one way. This could be achieved by delegating the task of providing explanations to more-able students (a strategy already used), or to provide additional or more challenging tasks if required (a strategy that I do not use enough).

By reflecting upon the what it is like to be the novice in the room, it encouraged me to truly empathise with the student (Thomas and Sedell, 2018) that may be behind, or less knowledgeable than the majority and to identify ways in which more support can be provided to ensure that the less able receive appropriate scaffolds whilst remaining challenging enough for those who require it (O’Grady and Cottle, 2016).

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<sup>47</sup> Multiple slide decks, financial reports, data sets, draft papers (including multiple versions)

<sup>48</sup> So were not necessarily contained in minutes from the previous meeting

<sup>49</sup> To me as the newcomer

### 13.0. DEVELOPMENT AS A REFLECTIVE PRACTITIONER WHILST ON THE PG CERT IN HE AND BEYOND

In referring to Boud et al's 'three-stage model', (1985: 36; cited by Avis et al, 2019: 97), it is proposed that reflection is a process whereby experiences are transformed in a way that changes perspective, modifies behaviour and/or; creates a commitment to act differently, by (re)evaluating but also; attending to feelings and ideas about those experiences (Boud et al, 1985; cited by Avis et al, 2019).

Being of a naturally critical disposition, I instinctively seek to improve upon much of what I do, wherever the motivation to do so arises. This tendency is especially prominent within my capacity as a teaching professional. In particular, when there is a personal feeling that improvements could be made, or if feedback<sup>50</sup> indicates that this could be the case, the urgency to act becomes more intensified.

In a study which looked at teaching adaptation of teachers<sup>51</sup> and their reflective practices, Hayden and Chiu (2015) state that it is unrealistic for these educators to reflect upon every aspect of their practice all of the time. Whilst the aforementioned assertion remains entirely rational, it can also be said that when a practitioner has been tasked to be reflective and to do so over a sustained period of time, whilst also providing evidence of this, it can strength or add to their tendency towards maintaining a reflective disposition. Further if serious and committed to their practice, this becomes something that they adhere to even more so than usual. In my own case, it can be said that the "pervasive nature of learning" (Rogers and Freiburg, 1994: 36; cited by Avis et al, 2019: 95) impacted upon both my attitude as well as further building upon existing capabilities.

Despite having been in a full time teaching role since 2011, the growth that I underwent during the programme can be attributed to the above mentioned continual state of reflection. It would also be accurate to state that there were also development activities that may not have occurred, had there not been a stipulation to do so<sup>52</sup>.

The training, professional accreditation and membership that came as a direct result of the development activities undertaken, support my current teaching role<sup>53</sup>, as well as potentially providing opportunities for the future (Reece and Walker, 2007). Additionally, it can be said that the level of engagement that the programme elicited, supported educational, or rather; learning outcomes, which built upon existing experiences in a way that resulted in 'conceptual change' (Biggs and Tang, 2011: 23).

Remaining within this reflective state has also enabled me to acknowledge those areas which have yet to see any significant change, despite the intention to do so existing. These are the areas that I aim to address beyond the completion of the programme, though are the most difficult to change, as they are

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<sup>50</sup> Whether from students or through the observation of peers

<sup>51</sup> Preservice teachers

<sup>52</sup> As the requirements of the role which also includes international travel can often result in development plans being put on hold.

<sup>53</sup> Project Management and Strategic planning & Governance

much more connected to my personality rather than practice alone<sup>54</sup>. Ultimately, the aim is for any positive developments to go beyond me as an individual, by positively impacting upon the learning of students (Hattie, 2012).

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<sup>54</sup> Including things like spending too much time on elaborating on details which impact upon time management; e.g. when reading and preparing.

## 14.0. TEACHING OBSERVATION: ONE

**Date:** 29/03/19

**Name of staff member:** Maryah Tafri

**Name of Observer:** Kathrin Munzert

**Number in class:** 8

**Student level:** Experienced Teachers

**Location:** ECBM London

**Topic(s):** Intercultural Business Environment and Cultural Understanding  
**Start Time:** 09:45 **Finish Time:** 12:45

**Teaching Characteristics** comments relating to things such as: degree of preparation, opinions relating to the choice/ selection and organisation of content. Choice of teaching/learning methods.

Maryah was - as always – well prepared and it had been obvious that she knows her topics very well. The content had been chosen by us, but she really grasped our needs. We wanted to gain some deeper knowledge so she provided us with a lot of theoretical background. Nevertheless she always made sure that we could also use the material provided in our classes/for our students. She explained how she would use it in her classes and her explanations were easy to follow. It was a great combination of theory and practice.

**Presentation:** Comments regarding: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.

We started the class on time and Maryah always made sure that the atmosphere was friendly and relaxed but also very productive. We covered a lot of topics, but never felt rushed.

We were very happy that she provided us with the documents/slides she presented so that we can take all the information home with us. We are looking forward to participating in one of her courses in the future and hope that she could come to Munich and visit us at our school one day.

**Technique and Aids:** General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

We had some slight problems with the video presentation but it could be fixed quickly. We really liked her handouts and PowerPoint slides. The instructions were clear and she always made sure that our statements were combined and linked so that everyone felt included and the answers and opinions appreciated.

**Student Responses:** General class atmosphere, level of participation, attention and interest. Student attitude and ability to carry out class work. Were learning problems identified and overcome? Awareness of individual needs. Attitude towards students.

The atmosphere in the class room was very positive, friendly and productive. I think everyone felt appreciated and included and everyone could follow her instructions and explanations (even though we had different levels of English).

**General Comments:** Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

Everyone was really pleased with the results. We learned a lot, got some deeper insights into the topics but also got inspirations how to use the information and materials in the classroom. There had been a very good student – teacher rapport. Thanks very much for everything.

**Observer:** Kathrin Munzert

**Date:** 17/04/19

**Observee:** Maryah Tafri

**Date:** 17/04/19

**On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences.**

## 15.0. TEACHING OBSERVATION: TWO

**Date:** Fri 8<sup>th</sup> February 2019

**Group:** PDP Group: BS Kempton (Level: 4)

**Subject:** Communications at Work

**Duration:** 1.5 hours x 2

**Observation by:** Kempton Group Leader

Maryah welcomed the students when they arrived and was greeted with a lack lustre response. She countered the tired sounding replies with an energetic, friendly and somewhat humorous response which was well-received by the students. From there on in, she was able to build an excellent level of rapport with her students and this helped to enthuse them into action.

Students were provided with clear learning objectives and were also told how they could best achieve them. Maryah then went straight into an activity. The class was divided into small groups and were advised that they should listen to instructions, though were not allowed to ask questions from that point. Each team also had a team leader, who had been briefed prior to the activity. Unbeknown to the teams, each of the team leaders had been given a leadership persona to act out, though were told to keep it a secret. The task was for all groups to try their best to interpret Maryah's instructions (with the help of the actor/ leader), with the result being a picture that should resemble a predetermined image.

The results caused a lot of laughter. Maryah then asked students to highlight what they thought of the task. Many responded with points relating to the lack of clarity of instruction, not being able to ask questions, having an unhelpful team leader, noise, etc. Maryah then asked students to reflect upon whether they have ever experienced similar difficulties in the workplace. This initiated excellent points that then helped to highlight the importance of the topic which was 'communication at work'.

The teaching helped students to bring together practical aspects of business together with communication theory. They were regularly provided with tasks that aimed to test their understanding of a particular concept that had been explained. Students were also regularly invited to answer questions, but many also made contributions as and when they had a relevant point to make.

My favourite thing was that Maryah had a really nice way of telling students if their answer wasn't quite right, without demotivating them or putting them off from answering another question. She would say something like "that is such a good point, but not quite the one that we wanted to address this question", or things like that.

It was very nice to see such a diverse range of activities during the 1.5hr x2 classes. She used: the g task (with role play incorporated for some), instructions, video clips, PowerPoint presentation with spoken information, notes written on flip chart, discussions.

Overall I found Maryah's teaching to be effective, as I judge this from what the students would get out of it.

If I had to make any suggestions for improvements, I would suggest that Maryah slows down just a little bit, as I noticed that there were one or two students who had slightly weaker levels of English than the others. Maryah did regularly check whether students were able to follow and the weaker ones that I observed did not state their difficulties and said that they were fine when the class was asked about the pace. I noticed due to where I was sitting.

## 16.0 TEACHING OBSERVATION: THREE

**Name of staff member:** Maryah Tafri

**Date:** 25/04/19

**Name of Observer:** Matthias Reindl

**Number in class:** 20

**Student level:** Vocational (L4/ L5 Equivalent)

**Location:** ECBM London

**Topic(s):** Human Resource Management

**Start Time:** 13:30 **Finish Time:** 15:00

**Teaching Characteristics** comments relating to things such as: degree of preparation, opinions relating to the choice/ selection and organisation of content. Choice of teaching/learning methods.

The students had already been working for quite some time before the observation had begun, so were already operating in groups in between sections of input, which were included to provide clarity to the various concepts that they were required to use as part of their task.

Students were tasked to discuss a case study working in small groups (2-3).

The deliver was clear and provided instructions as needed. Students had the slides open in front of them via laptop and took notes as and when they saw fit.

**Presentation:** Comments regarding: Beginning class, introduction, continuity with other sessions, students' prior knowledge. Clarity of presentation. Pace. Attitude to subject matter. Use of appropriate reinforcement. Ending the session – summary, future work etc.

There were a few students that were much quicker to grasp some of the concepts, though the pace of delivery was steady and set in order to ensure that all students were able to understand the basic principles that were needed in order to apply them. There was a lot of positive reinforcement used, as well as anecdotal contributions (e.g. one which related to a gaming company). This was particularly useful when considering that the age of the learners was approximately 18-22.

**Technique and Aids:** General apparatus – board, data projector, use of handouts. Question and answer technique. Other evaluation procedures, class management, instructions to students.

Methods used:

- PowerPoint Presentation Slides coupled with verbal explanations
- Handout (some accessing content via laptop)

- Case study working in small groups (3's)
- Problem solving questioning and further probing.
- Class- wide discussions

**Student Responses:** General class atmosphere, level of participation, attention and interest. Student attitude and ability to carry out class work. Were learning problems identified and overcome? Awareness of individual needs. Attitude towards students.

The classroom atmosphere was energised and promoted sensible behaviour with limited chatting about unrelated content. As a result, students were also well-prepared to be able to get on with each aspect of the task that was presented to them.

**General Comments:** Was effective communication achieved? Was there good student – teacher rapport? Were the aims/outcomes achieved? Appropriateness of teaching/learning methods

The tutor had managed to build a good level of rapport with the class. When questions were posed, she attempted to tease out answers from the students and then made references to their assessment and what things might help the students to reach a better outcome. This was another way of ensuring that attention remained on the task and appeared to be effective.

The outcomes would likely be achieved based upon what was observed.

#### **Examples of good practice:**

Examples of good practice would be the way that the tutor regularly referred back to what had already been covered in order to encourage students to apply what they had recently learnt. This was done really well.

The session also supported students in their ability to tackle some of the assignment during the teaching input. This was a good way of providing formative feedback and checking how successful learning was and was done in a way that potentially benefited all students who were in attendance.

#### **Action points:**

More could be said that a little more could be done to encourage some of the less vocal students to put their contributions forwards. There also could be a little bit more of 'listening in' on student discussions whilst they carrying out the tasks in order to aid the aforementioned point.

**Observer .....Matthias Reindl.....**

**Date: 26/04/19**

**Observee .....Maryah Tafri.....**

**Date: 26/04/19**

**On completion of the peer observation reports for each module, compose a short reflective paragraph on your observation experiences.**

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## APPENDIX I: TEACHING PLAN: INTERNATIONAL BUSINESS CULTURE FOR MANAGERS

|                                                                                                                       |                                                                                                                                                                                                                         |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>PROGRAMME:<br/>MODULE TITLE:</b>                                                                                   | <b>'MASTER OF SCIENCE IN INTERNATIONAL BUSINESS AND MANAGEMENT'</b><br><b>7320 ECBM: INTERNATIONAL BUSINESS CULTURE FOR MANAGERS (IBC)</b>                                                                              |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| <b>CLASS:</b>                                                                                                         | <b>MSC 18-19</b>                                                                                                                                                                                                        |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| <b>DATE:</b>                                                                                                          | <b>WED 14<sup>TH</sup> – THU 15<sup>TH</sup> NOV 2018</b>                                                                                                                                                               |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| <b>TIME:</b>                                                                                                          | <b>09:30- 16:45 DAILY (17:00 ON SECOND DAY)</b>                                                                                                                                                                         |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| <b>ENTRY ABILITY<br/>&amp; BEHAVIOUR:</b>                                                                             | <b>BACHELOR DEGREE</b> (business related and others): all with own/ practical/ real world/ knowledge of culture(s). Some with basic knowledge of academic concepts related to the subject. Few with in-depth knowledge. |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| <b>MODULE<br/>LEARNING<br/>OBJECTIVES:<br/>BY THE END OF<br/>THIS MODULE,<br/>STUDENTS<br/>SHOULD BE<br/>ABLE TO:</b> | <b>1.</b> Use the analytical approaches identified in your answer to task one to identify appropriate management style(s) in this new country market.                                                                   | <b>2.</b> Critically evaluate the impact of cultural diversity when managing in the context of your new country. | <b>3.</b> Use an appropriate comparative framework of cultural characteristics to assess this new working environment.               | <b>4.</b> Demonstrate how cultural awareness and management skills should be synthesised with relevance to the new country market |
|                                                                                                                       | <b>CONTENT</b>                                                                                                                                                                                                          | <b>TEACHER ACTIVITY</b>                                                                                          | <b>STUDENT ACTIVITY</b>                                                                                                              | <b>RESOURCES</b>                                                                                                                  |
| <b>PRIOR TO<br/>TEACHING</b>                                                                                          | Online induction to the module inc. expectations, L.O, study tips, etc                                                                                                                                                  | Check engagement levels via data analytics functions and test included.                                          | Become familiar with: Level of learning/ expectations, L. O's, study tips. Also must read uploaded case studies and prepare answers. | Accessible via PC, tablets & smart phone devices.                                                                                 |
| <b>14TH NOV'18</b><br><b>TIME</b>                                                                                     | <b>CONTENT</b>                                                                                                                                                                                                          | <b>TEACHER ACTIVITY</b>                                                                                          | <b>STUDENT ACTIVITY</b>                                                                                                              | <b>RESOURCES</b>                                                                                                                  |
| 09:30- 10:00                                                                                                          | Registration, welcome & Introduction                                                                                                                                                                                    | Provide a warm welcome and overview of the days ahead                                                            | - Listening<br>- Taking Notes<br>- Asking Questions                                                                                  | - PowerPoint Presentation                                                                                                         |
| 10:00- 10:10                                                                                                          | Learning objectives (L.O): revisited                                                                                                                                                                                    | Refer students to guidance on L.O provided via the online induction                                              | - Refer to VLE via smartphone or laptops                                                                                             | - Live demo using laptop & whiteboard                                                                                             |
| 10:10- 10:15                                                                                                          | Software of the mind                                                                                                                                                                                                    | - Present the analogy<br>- Facilitate feedback                                                                   | 5 min discussion in pairs                                                                                                            |                                                                                                                                   |
| 10:15- 10:30                                                                                                          | Levels of mental programming                                                                                                                                                                                            | - Discussion                                                                                                     | - Participation                                                                                                                      | PowerPoint                                                                                                                        |
| 10:30- 10:45                                                                                                          | Critical Incident Interpretation & analysis                                                                                                                                                                             | - Verbal guidance                                                                                                | - Work in groups of 3-4                                                                                                              | Student workbook (devised for the module)                                                                                         |
| 10:45- 11:00                                                                                                          | Activity review                                                                                                                                                                                                         | Facilitate feedback                                                                                              | - Provide feedback                                                                                                                   |                                                                                                                                   |
| 11:00- 11:15                                                                                                          | -----BREAK-----                                                                                                                                                                                                         |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| 11:15-11:45                                                                                                           | Components of culture                                                                                                                                                                                                   | - Tutor-led discussion                                                                                           | Contribute                                                                                                                           | PowerPoint                                                                                                                        |
| 11:45- 12:15                                                                                                          | Forces on Culture                                                                                                                                                                                                       | - Lecture & discussion                                                                                           | - Listen<br>- Read and comment                                                                                                       | PowerPoint<br>Student workbook                                                                                                    |
| 12:15-12:45                                                                                                           | Turkish immigrant youths in Germany (viewing things from the perspective of coexisting cultures)                                                                                                                        | Facilitate the discussion and ask questions to initiate critical reasoning                                       | - Read case study extracts<br>- Take note<br>- Contribute                                                                            | Case study presented within the slides                                                                                            |
| 12:45- 13:30                                                                                                          | -----LUNCH-----                                                                                                                                                                                                         |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |
| 13:30- 13:45                                                                                                          | Schein's layers of culture                                                                                                                                                                                              | Explanation                                                                                                      | Provide                                                                                                                              | PowerPoint Slides                                                                                                                 |
| 13:45- 15:00                                                                                                          | Models of culture                                                                                                                                                                                                       | - Lecture & discussion                                                                                           | - Watch, listen, take notes<br>- Contribute                                                                                          | - PowerPoint Presentation                                                                                                         |
| 15:00- 15:15                                                                                                          | -----BREAK-----                                                                                                                                                                                                         |                                                                                                                  |                                                                                                                                      |                                                                                                                                   |

|                                    |                                                                                              |                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                               |
|------------------------------------|----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 15:15- 16:00                       | Culture & management                                                                         | - Support groups if required<br>- Encourage students to bring theories together with practice.          | - Group work: how management styles can be explained by theory                                                                                                                                                                     | Culture management guides by country.                                                                                         |
| 16:00- 16:45                       | Culture & management styles                                                                  | - Provide feedback<br>- Show how literature links to assertions made                                    | - Present findings                                                                                                                                                                                                                 | Refer to accessible content such as Ouchi, 1981 theory Z.                                                                     |
| <b>15TH NOV '18</b><br><b>TIME</b> | <b>CONTENT</b>                                                                               | <b>TEACHER ACTIVITY</b>                                                                                 | <b>STUDENT ACTIVITY</b>                                                                                                                                                                                                            | <b>RESOURCES</b>                                                                                                              |
| 09:30- 10:00                       | Registration and recap                                                                       | Ask key questions relating to previous day's learning                                                   | Participate by answering.                                                                                                                                                                                                          | Previous day's slides (if required) to act as a reminder.                                                                     |
| 10:00- 10:20                       | Review pre-teaching task: Twin-track training case study followed by student led- discussion | - Brief into to the activity<br>- Pick students if nobody volunteers to contribute<br>- Listen          | Students refer to their pre-teaching work (notes and answers to case study).                                                                                                                                                       | Case study downloaded from interactive module handbook                                                                        |
| 10:20- 11:00                       | More on models of culture                                                                    | - Lecture & discussion                                                                                  | - Listen & take notes<br>- Make contributions                                                                                                                                                                                      | - PowerPoint Presentation                                                                                                     |
| 11:00- 11:15                       | -----BREAK-----                                                                              |                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                               |
| 11:15-11:45                        | Case Study: The Venezuelan Manager                                                           | -Brief into to the activity<br>- Facilitate delivery of answers during feedback                         | - Read case study, then work on answers in small groups, followed by making contributions                                                                                                                                          | Case study incorporated into the PowerPoint slides.                                                                           |
| 11:45- 12:45                       | Value Orientations & Cultural Dimensions; inc: Kluckhohn & Strodtbeck, Trompenaar, Hofstede, | - Lecture & discussion<br>- Encourage students to consider how values/ dimensions impact upon workplace | - Listen & take notes<br>- Develop critical scenarios<br>- Draw upon true life experience<br>- Share thoughts<br>- Make contributions                                                                                              | -PowerPoint slides including theory in action e.g. effect of (Hofstede's) masculinity/ femininity dimension in the workplace. |
| 12:45- 13:30                       | -----LUNCH-----                                                                              |                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                               |
| 13:30- 14:00                       | Lewis model                                                                                  | -Encourage students to synthesis theories and to also consider limitations                              |                                                                                                                                                                                                                                    |                                                                                                                               |
| 15:00- 15:15                       | -----BREAK-----                                                                              |                                                                                                         |                                                                                                                                                                                                                                    |                                                                                                                               |
| 15:15- 16:00                       | Assessment briefing: task 1                                                                  | -Talk students through the LO's within the context of the task.<br>Answer questions                     | -Ask questions<br>- Take notes                                                                                                                                                                                                     | - Incorporated into the PowerPoint slides                                                                                     |
| 16:00- 16:45                       | Walking/ talking case study: culture in the workplace in action.                             | Observe how much students are able to gain from this new resource.                                      | Watch, listen & take notes on the <b>virtual guest-speaker: Ken</b> , who has worked in Japan for 9 years and the Middle East for 4, discussing aspects of culture. Followed by students comments regarding what they had watched. | Video: shot and edited by lecturer.                                                                                           |
| 16:45-17:00                        | Feedback & Close                                                                             | Round-up                                                                                                | Students complete feedback                                                                                                                                                                                                         | Feedback forms                                                                                                                |

## APPENDIX II: SCREENSHOTS OF IBC INTERACTIVE HANDBOOK AND INDUCTION MATERIAL DESIGNED USING ARTICULATE 360 SUITE (RISE)

The screenshot shows a web browser window displaying a Moodle course page. The browser's address bar shows the URL [www.eurocollege-moodle.org.uk/mod/scorm/player.php](http://www.eurocollege-moodle.org.uk/mod/scorm/player.php). The page title is "International Business Culture 18-19". Below the title, the course is identified as "International Business Culture For Managers: Interactive Handbook & Induction".

The main content area features a large image of hands clasped together, with the text "Culture for International Business Managers: An Introduction" overlaid. Below the image are buttons for "RESUME COURSE" and "DETAILS". To the right of the image, there is a vertical sidebar with "EXIT COURSE" and "100%".

Below the image, the text "CULTURE DEFINED" is followed by a paragraph: "Whilst there are many ways to define the term 'culture', it can be described as being something that begins to develop between those in a group or collective who have sufficient shared experiences/ history (Schein 1999 cited by Browaeys & Price, 2011), which provides '1 shared mental programs that condition individual's responses".

The bottom of the page shows a user profile for "Maryah Tafari" with a "LOG OUT" button. The AHK (Association of Higher Education) logo is also visible. The Windows taskbar at the bottom shows the time as 14:58 on 19/08/2019.

ADMINISTRATION



Whilst there are many ways to define the term '**culture**', it can be described as being something that **begins to develop between those in a group or collective who have sufficient shared experiences/ history** (Schein 1999 cited by Browaays & Price, 2011), which provides "[...] **shared mental programs that condition individuals' responses to their environment**" (Hofstede, 1980; cited by Thomas & Inkson; 2009: 23) and **as a result; serves as a code of attitudes, norms and values and a way of thinking** (Lustig & Koester; 2013).

- 📁 Culture for International Business Manager: An Introduction
- 📄 Module Learning Objectives
- 👤 Being successful in your studies
- 📖 Lessons from China
- 📄 Pre-Teaching Tasks
- 📝 Quick Quiz

ADMINISTRATION



## EXIT COURSE

The role of management in the 21st Century is often dynamic in nature, and so can be extremely demanding. Additional complexities arise when the workforce and/ or operational activities span across differing cultures.

The International Business Culture for Managers module seeks to encourage students to acknowledge the wide and varying perspectives which should be considered critically, in order to address the sorts of challenges that may arise for the modern day manager working within an international context.

This module therefore attempts to identify the various themes which may impact upon a manager's role within a range of organisational settings, across a range of diverse national cultures.

This module seeks to explore both “hard and soft” management issues, at both an operational and strategic level, whilst also revealing the way in which many subject areas are closely intertwined.

Ultimately, this module has been designed with an aim to arm students with practical and theoretical knowledge & understanding, which will enable them 'contribute to effective organisational performance on an international basis'.

Okay- Let's get started!



## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

17/11/18 - your first submission deadline

Make reading and study a priority

00:57

You will be required to go through the recommended reading material, as well as carrying out a suitable amount of independent research, in order to find many more additional sources (e.g. via LJMU on-line library databases, as well as other credible avenues). It is especially important to ensure that the material you draw upon is suitable for Masters level study. Ultimately, you will be required to complete the first assignment by this point, which is a 1,500 word literature review, that is to be submitted before or by the advised deadline



## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

18/01/19 - 20/01/19

Your teaching input in Munich

00:52

After a short recap on content covered during the first teaching input, a small amount of additional content (lecture/ facilitator-led discussions, case study work; as before). There will also be a briefing for second assessment, as well as additional feedback regarding the overall performance relating to the first written assessment.





## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

Formulate an analytical approach to identifying different management styles in various international contexts

Critically evaluate the impact of cultural diversity when managing in an international context.

Devise a comparative framework of cultural characteristics that can be considered when assessing new international working environments.

Synthesise cultural awareness and management skills in a contextually relevant manner in international management.

## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

#### Taking Ownership Of Your Learning

YOUR STUDIES. YOUR RESPONSIBILITY...

YOUR EXPERIENCES COUNT

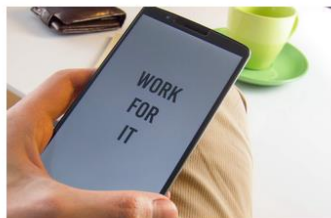
THINK CRITICALLY

You will have recognised from the module information read thus far, that in order for you to get the best from the teaching experience and optimise your own ability to learn and gain knowledge, you have a responsibility as students to ensure that you fully immerse yourself in your studies.

The nature of the module content can be quite challenging, so you will not be able to simply just come to class, sit through slides and discussions and expect to gain what is needed to do well.

It is therefore recommended that you recognise that it is your responsibility to read, prepare and contribute to the various activities which make up the 'blended-learning experience'.

As your lecturer, I will of course, teach and guide you, as well as encourage you to work hard in order to perform to the best of your ability.



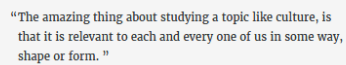


## EXIT COURSE

**THINK CRITICALLY**



EXIT COURSE





### EXIT COURSE

MIT Maryah Tafri

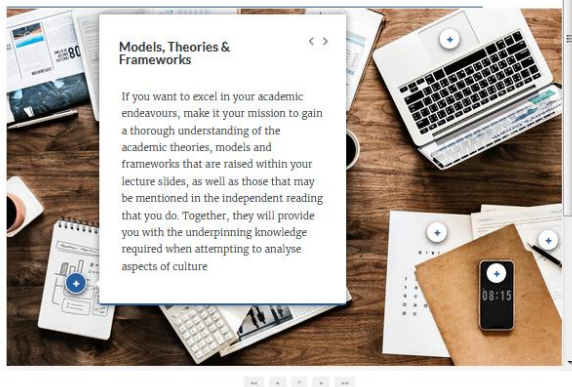
Hover over and click on the markers that appear on the image below for tips on how you can improve your chances of being successful in your studies.



## EXIT COURSE

MT Maryah Tafri

Hover over and click on the markers that appear on the image below for tips on how you can improve your chances of being successful in your studies.



## EXIT COURSE

MT Maryah Tafri

**Accessibility**

Some people find it useful to **download articles to their mobile and/ or tablet devices**, as a way of **keeping on top of their reading** (e.g. whilst commuting to work on the train). It's definitely Maryah's main way of fitting reading into as much of her day as possible!



## EXIT COURSE

MT Maryah Tafri

Online Resources

It is **absolutely essential** that you **log on** to the **student platform** and access any instructions, information and / or resources that have been provided in order to complete *pre-teaching tasks*, *recommended reading*, *set homework* and *work- based assessments*.

Please also make it a habit to regularly log onto the university's online library resources, as it will provide you with access to a good range of publications that are suitable for the level of academic study that you are currently undertaking.

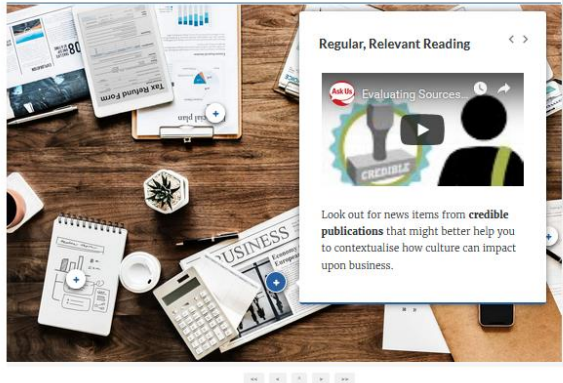
## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

#### Being successful in your studies

Maryah Tafti

Hover over and click on the markers that appear on the image below for tips on how you can improve your chances of being successful in your studies.



## International Business Culture 18-19

### International Business Culture For Managers: Interactive Handbook & Induction

#### Lessons from China

It can be useful to gain information and insight from a range of sources; videos included, however, as mentioned in the previous section; credibility is key.

Here's a Tedx Talk video that uses anecdotal evidence as a means of communicating the importance of 'cultural differences in business'. When watching a video like this, it would not be wise to simply rely on restating information from the mentioned experiences and accounts, though it might be a good idea to take notes of some of the key words, phrases and ideas that you feel may have future relevance for your studies and to later on use them to form new searches whilst going through online academic databases.



International Business Culture 18-19

International Business Culture For Managers: Interactive Handbook & Induction

Lesson 5 of 6

Pre-Teaching Tasks

Maryah Tafri



"Please read the material that has been provided below and answer all questions, ensuring that you take notes. Please also ensure that you bring the case studies to class along with your notes and answers and be prepared to discuss these within a wider class debate."

### Task One: Twin-Track Training Case Study

1. Read the case study below and identify the key differences between the German and Chinese culture that had to be acknowledged and addressed in order to facilitate the successful and smooth running of business activities in China.
2. Continue to focus on the points that you identified when answering question one, though this time read through the in-depth culture guides

International Business Culture 18-19

International Business Culture For Managers: Interactive Handbook & Induction

Lesson 6 of 6

Quick Quiz

Maryah Tafri

Now that you've explored some aspects the culture module and what to expect, it's time to take a short quiz. Let's see what you've learned so far!

[TAKE AGAIN >](#)



International Business Culture 18-19

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True

False

Correct

Cultural differences may arise due to a range of reasons, so should not only be considered when working outside of one's home nation. For instance, colleagues may come from differing cultural backgrounds, or your organisation may be required to communicate with customers from diverse cultures. It could be that an organisation is producing products for markets whereby cultural factors must be considered (e.g. in terms of usage, design, etc). The point is that there are lots of reasons which make it necessary to consider the impact that cultural differences can have from a range of business orientated perspectives.

NEXT

EXIT COURSE

International Business Culture 18-19

International Business Culture For Managers: Interactive Handbook & Induction

Question 02/04

How many assessments do I need to complete on the culture module ?



None

One

Two

Three

EXIT COURSE

International Business Culture 18-19

International Business Culture For Managers: Interactive Handbook & Induction

None

One

Two

Three

Correct

The first assessment is a 1500 word literature review (+/- 10%)  
The second is a 2500 word scenario- based report.

NEXT

EXIT COURSE

International Business Culture 18-19

International Business Culture For Managers: Interactive Handbook & Induction

bring it to class during the first teaching input

pre-teaching task

Accountable resources: Pre-teaching task, Pre-teaching tasks, Pre-teaching activities, Pre-teaching tasks, Homework, Pre-class activities, Pre-teaching tasks, Pre-teaching task

Correct

There has been so much mention of this requirement that it would be difficult not to get this right!

NEXT

EXIT COURSE

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International Business Culture 18-19

Navigation

- Introduction
- ADMINISTRATION

International Business Culture For Managers: Interactive Handbook & Induction

Question04/04

Which of these sections should I have completed by the time you get to this quiz?



☒ Being Successful in Your Studies

☒ Module Learning Objectives

☒ Pre-Teaching Tasks

SUBMIT

EXIT COURSE

International Business Culture 18-19

Navigation

- Introduction
- ADMINISTRATION

International Business Culture For Managers: Interactive Handbook & Induction



☒ Being Successful in Your Studies

☒ Module Learning Objectives

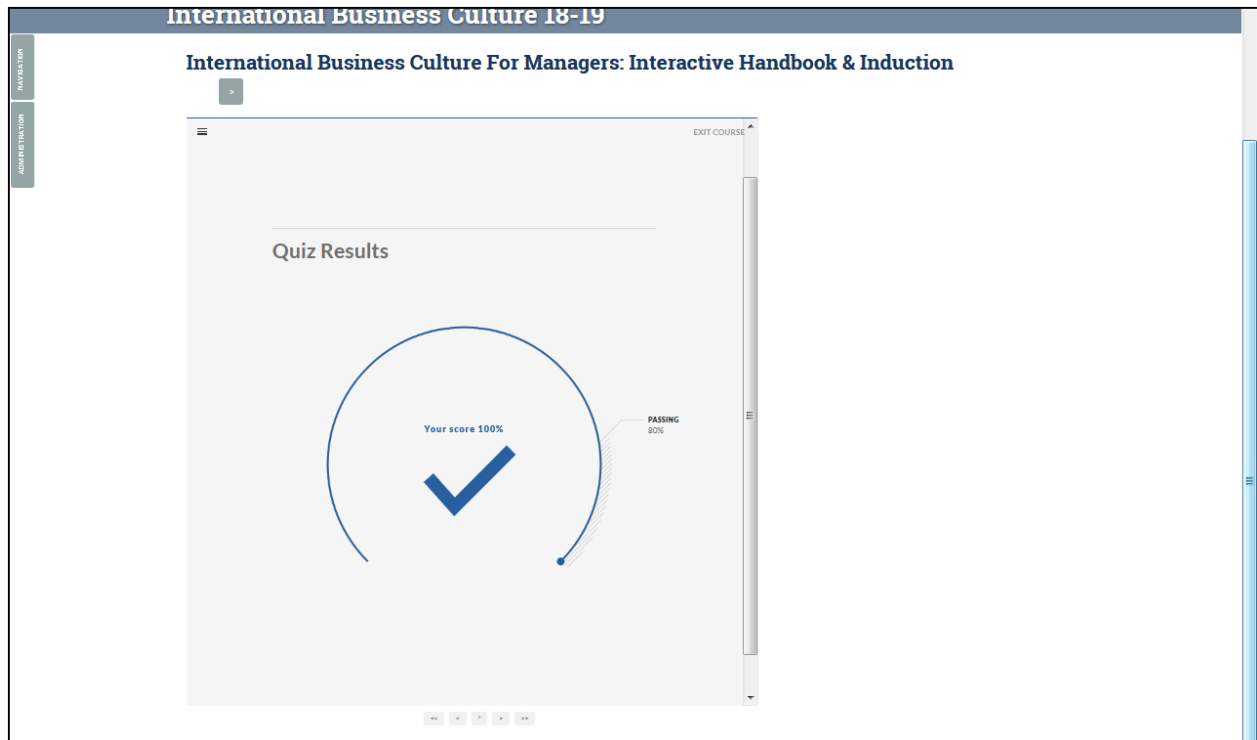
☒ Pre-Teaching Tasks

Correct

All should be completed, as well as any other section that have not been mentioned above!  
In fact, the entire content of this online session has specifically been designed to prepare you for the teaching input, so please work through all of the sections and make sure that you explore everything that has been provided prior to your first teaching input in November.

NEXT

EXIT COURSE



**APPENDIX III: VIRTUAL GUEST SPEAKER. VIDEO, PRODUCED AND SHOT AND EDITED IN-HOUSE BY IBC TUTOR**



## APPENDIX IV: IBC FIRST 12 SLIDES




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# International Culture for Business Managers



## Learning Outcome

By the end of this module, students will be expected to:

- ❑ Formulate an analytical approach to identifying different management styles in various international contexts.
- ❑ Critically evaluate the impact of cultural diversity when managing in an international context.
- ❑ Devise a comparative framework of cultural characteristics that can be considered when assessing new international working environments.
- ❑ Synthesise cultural awareness and management skills in a contextually relevant manner in international management.



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Industrie- und Handelskammer



## Remain active in your thought process



- ❑ As we go through the slides, try to consider how the mentioned research findings, various assertions and highlighted points, can be applied to business.
- ❑ Try to draw upon relevant experiences; e.g. related to your own cultural background or extensive exposure to cultures other than your own. Feel free to make your point.



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## Begin with the end in mind



Read the assessment and the associated criteria now and then again before each session, in order for it to be fresh in your mind. This will allow you identify topics of relevance as we go, will encourage you to generate useful search terms and also to formulate ideas which are both relevant to lines of argumentation in preparation for your written assessment. However, please note: the assignment is not your only focus.

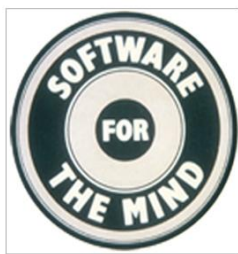


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## Culture: software of the mind

“Culture is to people what software is to computers [...] the programming of people’s thinking and behaviour”



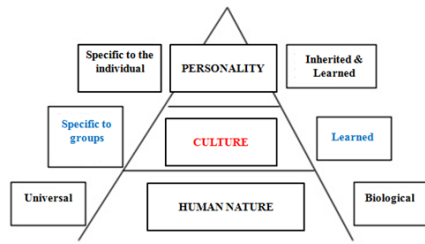
Henry Lane et al. (2000) cited by Gill (2006: 154)



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## Three levels of mental programming



Hofstede (1991) reproduced by Thomas & Inkson (2009: 24)

“All people are the same. It is only their habits that are so different”. Confucius



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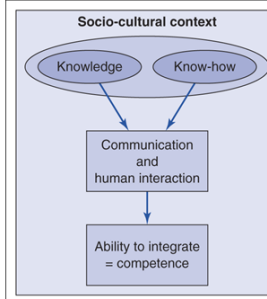
If culture is so complex, what is the point in trying to understand it?



- Internationalisation has reinforced the importance of cultural diversity rather than reducing it.
- It is important to **acquire tools and working methods** to develop the necessary competencies required when operating within a range of cross-cultural contexts.
- There are **increasing demands for people who are able to operate successfully in the midst of cultural differences**- both inside and outside of the organisational setting.



What is cultural competence?



**Cultural competence involves a full range of resources:**

- *Knowledge, skills and cognitive abilities.*
- Key to competence:**
- *ability to integrate these resources*
- *through the channel of communication and human interaction.*

A challenge for global leaders



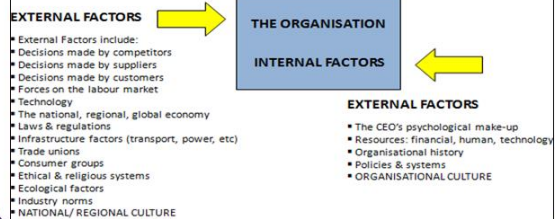
According to Alder & Bartholomew (1992, cited by Northouse; 2010), the global leader needs to develop the following five cross-cultural competencies:

1. The ability to understand a range of differing business, political and cultural environments worldwide.
2. The ability to view things from the perspectives of many other cultures, as well as having an understanding of differing tastes, trends and technologies.
3. The ability to be able to work simultaneously with people from many cultures.
4. Leaders must be able to adapt to living and communicating in other cultures
5. They need to learn to relate to people from other cultures from a position of equality rather than cultural superiority.

Factors that influence businesses and decision-making



Decision-making in the company is influenced by both internal and external factors. Many of the internal factors (such as strategy) are also influenced by the **EXTERNAL ENVIRONMENT** within which the company operates.



Critical Incident Interpretation & Analysis



☐ In Groups of 3-4; read, discuss and then try to explain what you think is happening in the situation that relates to the number that you have been given:

☐ What further comments are worth noting if considering the questions posed under '*reflection, inquiry and analysis*'

1. *The important business negotiation*
2. *Asked to manage the overseas branch of the company.*
3. *A misunderstanding with the head office*
4. *Transferred to the foreign office of the company*

Culture: the collective



☐ Culture begins to develop between those in a group who have collectively share experiences and have a "sufficient shared history" (Schein 1999 cited by Browways & Price, 2011: 13)

☐ Thus culture can evolve, be learnt, shared and therefore be identified at *family, group*, according to *social class* (Cohen & Varnum, 2016), at *regional and/ or at country level*.

- *E.g. Think about the German word "Landeskunde" and then think about the differences in culture between Berliners, Schwaben & Bavarians.*

☐ Whilst culture can be divided within the same nation, culture can also be ascribed *across nations*: e.g. between those who share a *common history, religion, language*, or who have *ethnicity* in common which led to the development of that group.

## APPENDIX V: IBC FIRST 4 SLIDES OF SECOND INPUT'S RECAPPING ACTIVITIES





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### International Culture For Business Managers

Second Teaching Input:  
Student Recapping Activity



Student Recapping Activity: Some of the main practical & theoretical points already covered

1. "Culture is a multifaceted phenomenon," mainly rooted in: A. \_\_\_\_\_
2. The components of cultural patterns can be identified as:
 

I. \_\_\_\_\_  
 II. \_\_\_\_\_  
 III. \_\_\_\_\_  
 IV. \_\_\_\_\_
3. Some of the forces that impact upon culture include: History, Ecology, Technology, Biology and Interpersonal Communication Patterns. It also includes 'Institutional Networks, but what is meant by this last term?
4. What is meant by 'Artefact', 'Espoused Values', & 'Basic Underlying Assumptions' when referring to Schein's levels of culture?



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Student Recapping Activity: continued

5. "Culture is ..." 1. Inherited. 2. Learned. 3. Both. 4. Neither (\*delete as appropriate)
6. Which of these aspects are not impacted by culture and why?
 


7. -----> time is seen and therefore used in a linear way: one activity at a time  
 -----> refers to the way in which people tend to focus on multiple tasks



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Student Recapping Activity: continued further

8. Why is the term **egalitarianism** relevant to the study of culture from a business and management perspective?
9. What practical implications relating to business might be seen as relevant when considering what Hall describes as 'high' & 'low' context cultures?
10. Match the appropriate cultural dimension to the most relevant statement:
 

| Cultural dimensions                                      | Relevant statement                                                                    |
|----------------------------------------------------------|---------------------------------------------------------------------------------------|
| 1. Power distance                                        | A. The extent to which plans are made                                                 |
| 2. Uncertainty avoidance                                 | B. The degree to which competition and results are emphasized                         |
| 3. Individualism versus collectivism (group orientation) | C. Certain rewards are likely to be more effective than others                        |
| 4. Masculinity versus femininity                         | D. Tendency to rely on rules & procedures to reduce unpredictability in future events |
| 5. Short-term versus long-term orientation               | E. Degree of Management participation                                                 |



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## APPENDIX VI: EXAMPLE OF FEEDBACK WRITTEN FOR A STUDENT FOR THE FIRST IBC ASSESSMENT

| Feedback                                  |              |  |  |
|-------------------------------------------|--------------|-------------------------------------------------------------------------------------|--|
| MSc International Business and Management |              |                                                                                     |  |
| Student:                                  | 857136       |                                                                                     |  |
| Module:                                   | 7320ECBM     | International Business Culture for Managers                                         |  |
| Assessment Method:                        | Assignment 1 |                                                                                     |  |

| Outcome                                                                                                               | Feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Critically evaluate the impact of cultural diversity when managing in an international context.                    | This piece of writing goes straight into trying to acknowledge the impact that cultural diversity can have on managers and raises a few good points (such as the many different stakeholder groups that may also contribute to the cultural diversity that the manager may be confronted with). It appears that some attempt was made to conduct a 'critical evaluation', by looking at things from a range of perspectives, however the end result was far too descriptive and did not necessarily highlight any of the many challenges that literature would likely have revealed (for instance; if a little more reading had been carried out). <b>13/25</b>                                                                                                                                                                                                                                                                             |
| 2. Formulate an analytical approach to identifying different management styles in various international contexts.     | <p>In the section that focuses on different management styles, far too much focus was placed on being descriptive. What this means is that, the theories were simply described, with almost no real attempt to identify how literature has been able to illustrate why some of these management styles can be seen as more suitably relevant in certain cultural contexts, though maybe not others. The only direct acknowledgement to culture that was made related to the statement which read "[...] the theories of X and Y of McGregor might therefore appeal differently in distinct countries [...]" (page 5, 1<sup>st</sup> paragraph).</p> <p>Tip: when tackling the aspect in the next assignment that requires you to look at management styles, make sure that any theoretical contributions are fully framed within the context of culture and are not simply discussed on a standalone or superficial basis. <b>12/25</b></p> |
| 3. Synthesise cultural awareness and management skills in a contextually relevant manner in international management. | As is the case with some of the previous points made above, it can be seen that suitably relevant reference was made to related concepts such as cultural intelligence (CQ), together with other relevant skills that relate to acknowledging cultural differences. The issue here is that, the aspects of literature chosen failed to include theoretical points that would have been present throughout the literature (which was mentioned within your bibliography), if more quality reading had been done (and these aspects of theory would have directly related to the points that were already being made). For instance, when talking about things like the "perception of space", the work of Edward T Hall should have been mentioned (as it was cited elsewhere in your essay)                                                                                                                                                 |

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Research, Analysis  
Innovation and Sustainability

1 | Page

## Feedback

MSc International Business and Management



|                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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|                                                                                                                                                           | <p>anyway), so you should have been aware of the concept of 'proxemics'. Similarly, when using terms such as 'individualism', 'competition' or 'equality' (at the top of page 4, when referring to the work of Spinks and Wells (1997), you could easily have related them to the relevant aspects of Hofstede's cultural dimensions, which you also cited elsewhere in this written piece. <b>13/25</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>4. Devise a comparative framework of cultural characteristics that can be considered when assessing new international working environments.</b></p> | <p>As has already been explained in some of the above sections, there was a tendency to 'describe' what theory states, which provided very little time to 'actually' bring aspects of theory together in a manner that could better demonstrate what literature suggests regarding how managers <u>could</u> utilise such concepts in a useful way. In future, try to ask yourself, 'why is this particular aspect of theory useful'? This question to one's self should then hopefully initiate you to shape your lines of discussion, points raised and/ or; arguments in a way that highlights what uses, benefits and/ or; drawback/ limitations can be found when utilising such a framework. <b>13/25</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <p><b>Overall Comments</b></p>                                                                                                                            | <p>This piece of writing begins with a nicely written introduction, but unfortunately goes quite a bit downhill from there. Whilst the overall writing style is fine, many improvements can and should be made.</p> <p>Firstly, it is important not to forget that you should always try to ensure that it adheres to academic convention throughout. In the case of this piece, there are a number of instances whereby the referencing could have been more accurately applied. For instance, on page 2, you refer to the words of Hofstede without putting the term "mental programming" into inverted commas (1<sup>st</sup>/ 2<sup>nd</sup> line of second paragraph). Also, when referring to the work of Hall (1959), you initially state a range of page numbers, but then when referring to "the language of friendship" and "the language of things" no specific page numbers are given.</p> <p>Another thing to also consider is that, if certain terms tend to take on a particular meaning within a particular topic or academic discipline, try to use alternative terms, so as to not cause confusion. For instance, the term 'cluster' should probably not have been used when describing the way in which Cavusgil et al (2007) differentiates between the different levels in which culture can be categorised at societal level (page 2 last paragraph). If, however, this is a term that the authors used themselves, then it should therefore be treated as such (using inverted commas, as already explained above).</p> <p>As mentioned above, one of the most important points is <b>not be so overly descriptive</b>, as whilst it may allow you to meet the word count, it fails to add value. Remember that this is a Masters programme, so it</p> |

## Feedback

MSc International Business and Management



is not enough to simply state things! The same goes for being repetitive. Do not simply re-mention what has already been said in order to create a conclusion. Instead a conclusion should be a decision or judgement that is based upon evidence and sound reasoning.

**Agreed Mark:** 51%

**Tutor:** M.T

**Date:** 23/01/19

## APPENDIX VII: EXAMPLE OF FEEDBACK WRITTEN FOR THE SAME STUDENT, THOUGH FOR THE SECOND IBC ASSESSMENT

| Feedback                                  |              |  |  |
|-------------------------------------------|--------------|-------------------------------------------------------------------------------------|--|
| MSc International Business and Management |              |                                                                                     |  |
| Student:                                  | 857136       |                                                                                     |  |
| Module:                                   | 7320ECBM     | International Business Culture for Managers                                         |  |
| Assessment Method:                        | Assignment 2 |                                                                                     |  |

| Outcome                                                                                                                                        | Feedback                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Use the analytical approaches identified in your answer to task one to identify appropriate management style(s) in this new country market. | This section was well thought-out, well-written and made very good use of theory in order to really consider how the Colombian workforce could and should be managed. The manner in which data from the GLOBE study was used was done in a very good, analytical manner and as a result, a number of appropriate management styles were identified and also justified in terms of the perceived level of suitability (from a range of perspectives). There was however a slight issue regarding the fact that no reference was used when referring to "implicit leadership theory (ILT)" on page 11. 19/25                                                                                                                                                                                                                                                                                                                                                              |
| 2. Critically evaluate the impact of cultural diversity when managing in the context of your new country.                                      | The section which deals with looking at the extent to which Colombia and its people already display a degree of diversity, based upon the country's heritage and the various influences that has left its mark of the overall makeup of its people, was clearly acknowledged. Furthermore, apart from recognising the degree of heterogeneity that is characteristic of the people, it was also identified that cultural diversity (or at least influences of cultures coming from outside of Colombia), can often occur depending upon where the head office/ founding company of a company might be (irrespective of having a presence in Colombia). These were very good points, however this section should also have looked a bit more at <u>how</u> the described <u>diversity of the population</u> and/ or, <u>the influence</u> that head office actually has on the act of managing (in order to be much more in keeping with what the task was asking) 15/25 |
| 3. Use an appropriate comparative framework of cultural characteristics to assess this new working environment.                                | This section mainly focused on the cultural dimensions of Hofstede and comparative typologies which are presented within the various works of Hall. Whilst there were also a few mentions of Lewis, it is thought that a bit more could have been done in order to bring in the views of other academic theorist/ writers (that also had opinions on the works that you had chosen to use and concentrate upon). Despite the mention line of critique, what can be said is that the way in which the analysis was carried out was still very good, as some highly relevant points were made and this was also done in a manner which read very well. Granted, the GLOBE model was also referred to in a section which came after this, (though this has already been mentioned above, under the heading relating to '[...] management                                                                                                                                   |

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|----------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                            | <p>styles'</p> <p>Quick note: 'Indulgence' is not just to do with gratification in the traditional sense, but also to do with how freely emotions are displayed as part of the communications process (passion, anger, playfulness, frustration, etc). 18/25</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| 4. Demonstrate how cultural awareness and management skills should be synthesised with relevance to the new country market | <p>In seeking to demonstrate how cultural awareness and management skills can be combined in ways that are relevant to the new cultural context, the work of Schein was included, though this began in a manner that was unnecessarily descriptive (page 6), particularly as the related concepts are so well known. Despite the aforementioned point, some good attempts were also made to ensure that theory was actually applied to the Columbian context/ culture. This was then followed on by the work of Hall being highlighted, though here, it probably would have been useful to elaborate into how or why observing certain factors such as space; are particularly important, (the same point goes for the way in which 'time' was discussed).</p> <p>Similarly, when it was mentioned that expats should start a meeting with 'small talk' (page 7) in accordance with the typical way that Columbian's do, it could have been much more meaningful if some very brief guidance had been given to simply highlight what was okay to discuss, verses those topics that are off-limits, and to link this to well-researched explanations. For instance, it probably would not be appropriate to talk about Pablo Escobar (as this is said to be a topic that is quite distressing for many Columbians, though to an outside it might be seen as relevant small talk, as it the first thing that they think of when Columbia comes to mind, due to stereotypes). The point is, that even the concept of 'small talk' means different things in different cultures, so it is important to demonstrate that whilst a particular topic is discussed quite casually in some contexts, in another culture this or others topic may not be. 16/25</p> |
| Overall Comments                                                                                                           | <ul style="list-style-type: none"> <li>- <b>Writing style:</b> avoid wasting valuable word count by including lots of descriptive content related to theory (as was the case when Schein's levels of culture were explained on page 5). Furthermore the actual points that followed simply highlighted the extent to which certain aspects of culture can be observed, or understood, so the applied examples could have been stated without any such previous description.</li> <li>- A tip to overcome the above which may (or may not) be helpful, is to read your work aloud and to try to identify whether what is being read is simply telling the reader about the theory, or</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

whether it is telling the reader about how the theory relates to a specific point (whether that might be a specific line of argumentation, or the need to compare, contrast, demonstrate weaknesses of the theory, or its strengths). The point is that whenever theory is mentioned, it should not be simply to describe what it looks like, but SOMETHING MUST BE DONE WITH IT as quickly as possible, in order for it to have a clear purpose of being included.

- **Referencing:** Some aspects of this work appeared to be overly reliant on the same sources again and again, which demonstrates that a greater diversity of reading could have further improved upon an already good piece of work. Although referencing appeared to be fine at a glance, there was at least some indication that improvements could be made. For instance, there was no reference was given after mentioning the "implicit leadership theory (ILT)" (page 11).
- **Going forward:** try also to think about how necessary it is to simply re-state things on a word-for-word basis, versus putting things into your own words and where necessary, refer to more academic terms which may better reflect the level at which you are writing. For instance, on page 6, reference was made to page to the work of Hall (1959) and the "language of space", though it may have been more appropriate to use the term "Proxemics"? This point has been raised, as overall, this work demonstrates that there a very good writing ability within the pages of the associated assignment. The aim now is to improve even further.
- Please read all of the comments that are mentioned above and see how those areas of critique that have been included can be translated in order to apply improvement principles within any other given context.

|                     |     |
|---------------------|-----|
| <b>Agreed Mark:</b> | 68% |
|---------------------|-----|

|               |     |              |          |
|---------------|-----|--------------|----------|
| <b>Tutor:</b> | M.T | <b>Date:</b> | 14/03/19 |
|---------------|-----|--------------|----------|