



UK

SYLLABUS 2026-2027

Cultural Intelligence in Practice

MODULE SPECIFICATION

Module Code	2627_RHO_1_EN_006
Campus	Oxford
Department(s)	Organisational and HR Studies
Level / Semester	Undergraduate Year 2 (U2); Equivalent to FHEQ level 6 Semester 03
Language of Instruction	English
Teaching Method	☒ In-person (face-to-face) ☐ Distance learning (live online) ☐ e-Learning (asynchronous) ☐ Hybrid: _____
Pre-requisite(s)?	None
ECTS <i>Reminder: 1 ECTS = between 20 and 30hr- student workload</i>	4
Equivalent FHEQ credits	8
Study Hours	100 hours which comprise of 28 directed learning and 72 independent learning/assessment hours

MODULE DESCRIPTION

Module Aims	This module explores the theory and application of Cultural Intelligence (CQ) and develops the capability to function effectively across cultural contexts. Students will learn frameworks for understanding cultural differences, develop self-awareness about their own cultural lenses, and practice strategies for culturally intelligent communication and collaboration in real-world scenarios. Additionally, students will learn why this knowledge is important and
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	where can it be applied in their professional lives nowadays.
Teaching Arrangement	This module relies on two pedagogical approaches in order to maximise learning and application. The first is theory-based learning through lectures, where students acquire the necessary information and expand their knowledge in the field. The second is application-based learning, where students see, create, and apply their learnings onto real-life examples through different activities and exercises.
Learning Outcomes	By the end of this module, students should be able to: 1. Evaluate the concept of Cultural Intelligence (CQ) and its significance in global, multicultural, and organisational contexts 2. Apply established CQ frameworks to interpret, analyse, and respond effectively to culturally diverse behaviours, interactions, and professional scenarios 3. Compare, contrast, and assess major cultural models and theoretical frameworks used to understand cross-cultural differences and dynamics 4. Demonstrate and adapt effective cross-cultural communication strategies across diverse environments 5. Reflect on personal and societal biases and evaluate their influence on perception, decision-making, and intercultural interactions
Competency Goals <i>(Knowledge, expertise and interpersonal skills)</i>	PGE_U_CG06 - Students will be responsible managers
Alignment with Programme Learning Goals	PGE_U_CG06_LO03 - To lead projects responsibly by applying innovative methods and addressing stakeholders needs to achieve defined goals

SESSION TOPICS / MODULE SCHEDULE

(Please note, a session/sequence may be more than one scheduled class)

<u>Session 1: Introduction to the Module</u> Content: • Expectations, outcomes, and assessments • Globalisation and the world today • Defining culture • What is cultural intelligence (CQ) • CQ vs. EQ and IQ • Importance of CQ in the context of multiculturalism References: • Browaeys, M. -J. And Price, R. (2024) <i>Understanding cross-cultural management</i>. 5th edn.

Last reviewed: 23/09/2026

Pearson. (Chapter 1)
<u>Session 2: Cultural Models and their Applications (Pt. 1)</u> <i>Content:</i> ● Iceberg Model ● Onion Model ● Hofstede Model <i>References:</i> ● Browaeys, M. -J. And Price, R. (2024) <i>Understanding cross-cultural management</i>. 5th edn. Pearson. (Chapter 2)
<u>Session 3: Cultural Models and their Applications (Pt. 2)</u> <i>Content:</i> ● Eren Meyer's cultural map ● Trompenaar's cultural dimensions ● Cultural shocks and acculturation ● Reverse cultural shocks and acculturation <i>References:</i> ● Browaeys, M. -J. And Price, R. (2024) <i>Understanding cross-cultural management</i>. 5th edn. Pearson. (Chapter 2)
<u>Session 4: Cultural Models for Communication</u> <i>Content:</i> ● Hall's Model ● High/low context cultures ● Verbal and non-verbal communication ● Listening as part of communication <i>References:</i> ● Browaeys, M. -J. And Price, R. (2024) <i>Understanding cross-cultural management</i>. 5th edn. Pearson. (Chapter 13)
<u>Session 5: Continuous Assessment</u> <i>Content:</i> ● Application of theoretical frameworks onto real-life examples ● Experimenting, practicing, and discussing cultural intelligence
<u>Session 6: Cultural Intelligence in Negotiations</u> <i>Content:</i> ● Negotiation styles ● Cross-cultural negotiation ● Overcoming barriers in cross-cultural negotiation ● Mindfulness in cultural intelligence <i>References:</i> ● Browaeys, M. -J. And Price, R. (2024) <i>Understanding cross-cultural management</i>. 5th edn. Pearson. (Chapter 14)
<u>Session 7: Identity and Culture</u>

Content:

- Social Identity Theory
- Stereotypes
- Biases and prejudices
- Discrimination
- Cultural awareness as a tool to overcome barriers

References:

- Browaeys, M. -J. And Price, R. (2024) *Understanding cross-cultural management*. 5th edn. Pearson. (Chapters 3-5)

Session 8: Management and Cultural Intelligence

Content:

- Working in multi-cultural teams
- Cross-cultural cooperation
- Decision-making across cultures
- Motivating and leading groups with cultural diversity

References:

- Browaeys, M. -J. And Price, R. (2024) *Understanding cross-cultural management*. 5th edn. Pearson. (Chapter 6 & 7)

KEY TEXTS

1. Browaeys, M. -J. And Price, R. (2024) *Understanding cross-cultural management*. 5th edn. Pearson.

SUPPLEMENTARY TEXTS

1. Meyer, E. (2014) *The culture map: Breaking through the invisible boundaries of global business*. New York, NY: PublicAffairs.
2. Butters, L. (2025) *Cultural intelligence in practice: Expert insights for trainers in a multicultural, globalised world*. Right Book Press.
3. Liao, Y. and Thomas, D. C. (2020) *Cultural intelligence in the world of work: Past, present, future*. Springer.

MODES OF ASSESSMENT

Continuous Assessment (40%)	Oral presentation	20%
	Group case study	20%
Final Exam (60%)	Closed-book written exam	

MODULE DESIGN TEAM

- Author: *Lynn Chahine*
- Reviewer: *Kolawole Yusuff*
- External Reviewer: *Emanuela Giangregorio*