

Intercultural Communication for Business

MBCM-70520

Spring 2014 Mod 3

*The Eugene D. Fanning Center for Business Communication
Mendoza College of Business
University of Notre Dame*

Welcome to my class. I look forward to teaching you this term!

Intercultural Communication, a two-credit graduate elective course, examines the concepts associated with culture and communication and how this relates to global leadership. It analyzes intercultural communication case situations and integrates conceptual understanding with “real life” intercultural experiences and observations in management. This course moves beyond the functional side of business and specifically focuses on the antecedents for being successful in business – we begin by developing awareness and then move on to cultivating knowledge in order to build a repertoire of human communication competencies that are critical for a diverse workplace.

This course is scheduled for Mon/Wed, 1:00-2:50 p.m., Mendoza, Room 160.

The instructor is Dr. Elizabeth A. Tuleja, Room 234D Mendoza College of Business; etuleja@nd.edu
Tel: 574.631.3385 (o). Office hours are Wednesdays from 3:30 – 5:00 p.m., BUT it’s usually best to stop by or e-mail for a time that is convenient for you (Mon-Thurs). I am not available on Fridays.

Required Readings (to be read before class)

1. Tuleja, Elizabeth A., *Intercultural Communication for Business, Management Communication Series*; Thomson South-Western (2009); ISBN: 0-324-15258-2 (buy it, borrow it, or read it in the BIC)
2. Additional required readings will be posted on Sakai. These are short and to the point, selected with the MBA student audience in mind.

Learning Objectives

If you remain engaged in this course and participate to the fullest extent, you should:

- Cultivate an appreciation for the importance of intercultural communication in business and society;
- Develop an understanding of intercultural communication processes;
- Expand your skills in analyzing intercultural communication situations;
- Improve your self-awareness and communication behavior in intercultural settings;
- Understand the ethical issues related to intercultural communication.

After taking this course you will have a deeper self-awareness of who you are as a global leader, as well as be able to identify and deal with situations, issues and challenges that come up when dealing with people from diverse backgrounds.

Teaching and Learning Philosophy

As your **instructor**, I will:

1. Design my class so you can achieve the goals listed in the course description.
2. Come prepared to every class and provide you with organized information on Sakai.
3. Create a respectful classroom environment.
4. Be available to meet with you when needed by making every attempt to accommodate your schedule.
5. Be open and responsive to questions you may have about the purpose for each assignment and attempt to be clear about each of them.
6. Grade in a way to help you improve; be open to your questions about the grading; and return grades/feedback/comments to you within a reasonable amount of time.
7. Challenge you in your thinking and *not* be easy on you.

As my **students**, I expect you to:

1. Come prepared and on time to every class.
2. Engage in class discussion and activities, whether you are an introvert or extrovert, or whether your cultural preferences indicate that you prefer to listen.
3. Be willing to let others speak, especially if you have already had much to say.
4. Not use electronic devices as they are distracting to all and hinder learning.
5. Complete all assignments thoughtfully and on time.
6. Ask questions when you need clarification.
7. Treat everyone in the classroom, both classmates and instructor, with respect.
8. Read my comments/feedback carefully, and understand that I grade and comment in a way to help you improve.

GENERAL COURSE REQUIREMENTS

The purpose of this section is to explicitly outline the expectations of the course and the instructor so that you may plan your time accordingly. It is the instructor's hope that you will use this detailed information in this syllabus as a guide for success, as well as take advantage of the helpful materials found on Sakai.

In order to get the most out of this course and heighten your individual learning, it is critical to be prepared before class. Please do the readings as indicated for each class session. Being prepared before class will enable us to engage in high level executive-style coaching sessions that include simulations, discussions and case analyses.

Class Participation. Participation will be measured by attendance, preparation for the class, and full participation in class discussions.

Class participation is a very important part of the learning process in this course. You will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties:

- offer a different or unique, but relevant, perspective
- contribute to moving the discussion and analysis forward
- build on or challenge comments from other students
- apply concepts in the readings to cross-cultural experiences and insights

While your participation grade is subjective, it will not be random or arbitrary. Nevertheless, students are in control of whether they objectively display certain behaviors or not. Attitude, teach-ability and respect are three key factors that go into determining your final class participation grade.

Quality of Writing and Speaking. All Fanning Center for Business Communication courses have an emphasis on effective writing and speaking. Considering that effective writing is an aspect of persuasion and a requirement for success in business, the quality of your written assignments will be a major component of the grades given on the assignments – so it's not just the content, but how you have organized it and processed it (organization, clarity, mechanics, tone and scope

Please see the "Writing/Speaking Tips" posted on Sakai. If you have any concerns about your writing skills, bring those concerns to the professor's attention **early in the course**. Check out the ND Writing Center, which has two locations in: Coleman-Morse and the Hesburgh Library. <http://www.nd.edu/~writing/>. The hours are flexible and you can get all sorts of help there *but you need an appointment* – go to website or call 574.631.5390 to schedule an appointment.

Additionally – international students have a special opportunity to use the English for Academic Purposes (EAP Program). You must make an appointment for a tutorial session by going to the website: <http://cslc.nd.edu/eap/tutoring>. The EAP Fellows will provide linguistic feedback to help you improve your academic English. The EAP is located in 329 DeBartolo (CSLC – The Center for the Study of Languages and Cultures Office).

PLEASE NOTE: There are plenty of useful tools neatly organized in our Sakai site for your convenience. Take a few moments to become familiar with the site in order to take advantage of these materials.

COURSE POLICIES AND STANDARDS

Deadlines. There are no automatic extensions, make-ups, or incompletes. If you cannot meet your responsibilities in the course, see or call your instructor in advance of deadlines. We know that, from time-to-time, everything from a job interview to illness may keep you from attending class.

Absence. We will have about 13 meeting sessions in this course. We regard your presence as especially important and you will be required to make up class in some way, so, if you cannot be here, let your instructor know *in advance* by email.

Incompletes. As a rule, we do not award incompletes. In unusual cases, though, such as hospitalization or genuine emergency, an incomplete will be assigned. The student must complete all class assignments within one semester or the Registrar will assign a grade of “F”, unless an extension is approved by both the instructor and the Dean, and we notify the Registrar.

The Notre Dame MBA Honor Code. Much of the educational process in the Mendoza College of Business involves group discussion and collaborative activities. Neither the College nor the Fanning Center for Business Communication wish to hinder the learning that can and often does take place in that environment. Fairness, however, requires that certain limits be observed in the actual production of assignments.

All writing and speaking tasks are to be accomplished by each student working independently. No student should copy another student’s work or represent work done by someone else as if it were his or her own (i.e., graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc.). This also includes viewing the previously completed work of students in prior courses or different sections of the course.

For the group project, teams must work completely independently. Relying on solutions from other groups, whether or not they are currently in the course, constitutes plagiarism. All cases will be run through a computer program, “Turnitin” so please make sure that you paraphrase and quote accordingly. There are plenty of resources on Sakai to help you with this.

Students will not give or receive aid on exams – whether paper or online. This includes, but is not limited to, viewing the exams of others, sharing answers with others, texting, calling, e-mailing, surfing the Internet, and using books or notes while taking the exam. The exam should not be copied in any manner and shared with others.

Evidence of plagiarism or cheating is cause for serious disciplinary action by the College. Please, do your own work. We strongly endorse and support the principles and process outlined in the *University of Notre Dame Graduate Business Honor Code*. Please read that document and use its precepts as a guide: <http://www.nd.edu/~hnrcode/docs/handbook.htm>.

GRADING POLICIES

Grading Scale

A:	93.000	and	above	B-:	80.000	to	82.999
A-:	90.000	to	92.999	C+:	77.000	to	79.999
B+:	87.000	to	89.999	C:	73.000	to	76.999
B:	83.000	to	86.999	C-:	70.000	to	72.999

Grading Weights

Images of Culture 1 & 2	10%
International Current Issues Paper	20%
Team Case Study	25%
Final Exam	25%
Participation & Attendance	20%

Grading Specifics for All Assignments

We understand that grades are important to you. However, grades are less important than learning outcomes. Your careful attention to classroom discussion and written assignments is of considerably greater importance than whether you earned an A, A-, B+, or perhaps, a B in a 2 credit-hour course.

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can grade only on the basis of what you give us, not on what you had sincerely intended to do.

Please remember that the Mendoza College of Business Management Department Grading guideline calls for a grade point average for an MBA section of between **3.3 and 3.6**. This means that the average grade will be a B+ and it is up to your professor to distinguish among subpar, adequate, above average, and truly superior work.

Once a grade has been assigned and recorded, it will not be changed unless evidence is provided that your professor has made an error. A difference of opinion between you and your professor about the quality of your work is not evidence of error!

For this class, it is important to remember that everyone has different strengths and weaknesses, so it is counterproductive to compare your work to other students – as highly qualified and experienced educators we work very hard to ensure fairness to all.

The following grading standards align with what would be expected of students or employees in an actual business setting. Texts (and presentations) should be:

- **Clean.** Appearance and format are important. The proper use of headings, white space, margins, and other visual devices all contribute to readability and accessibility of information. Please make sure you staple the paper before giving it to your instructor – and make sure your name is on it.
- **Error-free.** Simple mechanical and grammatical accuracy is absolutely necessary. Nothing destroys an author's credibility faster than spelling or grammatical errors; typos; or poorly constructed sentences.
- **Audience-appropriate.** Readability (or “hear-ability”), a style and tone chosen for clarity of expression and suitable to the target audience are extremely important in good writing and speaking.

- **Purposeful and well supported.** Whether you set out to explain, analyze, or persuade, your documents (and/or presentation) should have a clear purpose that is supported by appropriate facts and details. Research should be properly documented in both the individual paper and the case study. Critical thinking, strong grasp of the course concepts, and clear synthesis of multiple course concepts/authors, creates credibility and sound logic.
- **Overall.** The written assignments must have an introduction with purpose statement and preview of key ideas; a body that highlights one key point per paragraph, linked together by proper transitions; and then a conclusion that summarizes all key points. Make sure you use citations (footnotes or endnotes) within the paper in order to support the statements that you will make – it is important to use sufficient examples that EXPLAIN your points BASED UPON the theories, readings, lectures, and examples presented in this course = you SYNTHESIZE all of the concepts in order to demonstrate what you have learned. Even though you are writing for your professor, you will need to demonstrate that you know what the concepts are by briefly explaining them in your papers.

In terms of the actual letter, this might be helpful to show how your work deserves the following grades:

- **A/A-** When an employer would be impressed with the professionalism and clear understanding of purpose, audience, content, expression, organization, style, and mechanics. There is strong evidence of intellectual ability (depth of thought and analysis) in that multiple ideas are synthesized in order to show connections between issues/concepts/etc. This document/presentation would make your boss proud and you could deliver it on her/his behalf.
- **B+** When a document is geared toward an audience and has some good points – but is not well organized and/or content could be more specific; when there are stylistic problems; when the logic is faulty. There *is* evidence of intellectual ability, but varying degrees of depth and/or analysis and/or synthesis. It is good, but in other words, it still needs some work.
- **B or lower** When there is a deficiency in content, arrangement, concept of audience, mechanics, and style, and the employer has to take time out of his or her schedule to correct the work and send it back for revision. Little if any analysis and/or synthesis – not much depth of thought has been put into this document/presentation. In other words, it would make your boss apprehensive if left as is.

Please see all Feedback Forms/Grading Rubrics in Sakai to help you prepare for your assignments.

THE ETHICS OF INTERCULTURAL COMMUNICATION

Three basic principles guide our discussion of ethics in this course. First, we contend that all parties in the communication process have ethical responsibilities. Second, ethical writers, readers, speakers, and listeners possess attitudes and standards that pervade their character and guide their actions before, during, and after they communicate. Third, management communication is not value-neutral. What we say and what we do in this class matters – have respect for both your instructor and your fellow classmates.



Wow! This is a lot of information – but it *is* necessary! In any class we have many different learning styles and needs and expectations. Because we are a communication program, we strongly believe in communicating our expectations in a clear and organized manner. All of this information is meant to set you up for success. Please don't ever hesitate to ask questions or raise concerns – our goal is to make this the best learning experience for each person.



Our syllabus is subject to change depending on student engagement and needs.

As faculty members, we are required to remind you to fill out the CIFS. This comes down from the Board of Trustees to the Provost – to the Deans – to the Department Chairs – to us, and finally – to you. That's the way it works. When it comes time to do the CIFS, you will receive only one reminder email – I will not 'bug' you about it.

While positive feedback is always welcome; you are, of course, welcome to include constructive feedback. However, you should note that no one but your professor sees these, so please frame appropriately! Thank you in advance for your courteous participation.



ASSIGNMENTS:

Assignment: Image of Culture

Learning Objectives:

- To identify the important elements of culture.
- To engage in creative yet critical thinking.
- To underscore the diversity among individuals regarding impressions and understandings of culture.

Metaphors are an important part of understanding culture. The saying, “a picture is worth a thousand words” is used – in different words/concepts – in all cultures. Often we can best describe something through an image or a picture, and this is what we’ll do through the course.

Part I: Find an image on the Internet that depicts your understanding of the concept of culture. *Don’t look up any definitions – just go with what you think – there are no right or wrong answers.* Copy and paste it, along with its URL to a **PPT** slide. Put your name on the slide and write 100 words or less that describes your image of culture. Post to the **Images of Culture #1** folder in Sakai. You will receive full credit if you follow these instructions. See example in Sakai.

Part II: Now that you have thought about culture and intercultural communication in business for the past few weeks, find another image on the Internet that depicts your understanding of the concept of culture. **HOW DO YOU UNDERSTAND THE CONCEPT OF CULTURE NOW?** Copy and paste it, along with its URL to a **PPT** slide. Put your name on the slide and write 100 words or less that describes your image of culture. Post to the **Images of Culture #2** folder in Sakai. You will receive full credit if you follow these instructions. See example in Sakai.

Assignment: International Current Issues Paper

Learning Objectives:

- To critically and closely examine an intercultural issue currently happening in the world.
- To analyze this issue (event, situation, challenge, problem) and identify cultural dimensions regarding this issue.
- To write as objectively as possible about this issue by applying the cultural dimensions in a thorough discussion.
- To examine your own world view and assumptions that you make while analyzing this intercultural situation and examine it from multiple perspectives.

Overview:

This assignment will help you to use the concepts from this course to analyze a current business issue, problem, or challenge happening outside U.S. borders. Analyze it as if you were a business consultant asked to provide insight (or perhaps solve a problem) across cultures. It must be an international issue (event, problem, challenge) that is related to business, government, non-profit, or society.

- 1) Choose a current international event/situation/issue/challenge/problem happening in the news.
- 2) Analyze it according to applicable concepts offered in this course. In this paper you may analyze the issue using course terminology as well as COI terminology.
- 3) State the issue; analyze it according to cultural dimensions of your choice; provide a conclusion (you may choose to solve the problem, or leave your analysis open-ended – it is up to you).
- 4) Create a title that reflects the overall theme for the paper.
- 5) Write an objective response to that issue (that is, try not to be ethnocentric in what you say and how you say it). Of course, you may include your opinions – however, you need to consider how you frame them. Think like a diplomat – how would another person who has different values and beliefs react to what they read?
- 6) Your focus should be on an international issue – i.e., while there are intercultural issues happening in the U.S., the focus of this paper is to go beyond U.S. borders to learn more about other cultures. That said, you may write about a U.S. company, organization, individual (etc.) but it must deal with intercultural/international issues beyond U.S. borders. If you are not sure about a specific topic that you want to address, please clear it with your instructor.
- 7) Read the article/handout by Daudelin, “The Reflective Practice” (see Sakai folder: SYLLABUS). This will help you articulate your personal perspectives/analysis of the issue. There is also a helpful handout and PPT slide on effective writing.

Specifics:

This paper should be anywhere from 3-6 pages depending on your writing style. It will be double-spaced; 1” margins; 12 point font; stapled; pages numbered, your name and paper title on separate cover sheet. While information should be concise, you will need to be thorough in your identification of the issue and your analysis of it regarding cultural concepts. Turn in a hard copy in class; post soft copy to your private Drop Box folder in Sakai.

Synthesize the information you provide and make sure that you briefly explain what the concepts mean. Your audience will be any organization that has asked you to help them understand this intercultural issue, so you must make sure that they understand what you are saying.

This paper should be professional, following all of the conventions of good writing – organization, mechanics, style, etc. That means you will have an introduction with preview of key points; body that discusses your points in an organized fashion; and a conclusion that

summarizes your recommendations. Please use **endnotes** to cite your sources from the research you will conduct. You can use the “references” tab (Microsoft Word) where it is possible to “insert endnotes”.

Topic Examples:

See examples in Sakai.

Title of paper could be: “*Cultural ‘Faux Pas’ or ‘Proprement’? Awareness of Cultural Practices is Critical for the Business Person*”

In April of 2013, Bill Gates got much press regarding his handshake with the President of South Korea. It was all over the news – he had much criticism regarding his casual stance with one hand in pocket. Discuss why this might be a problem for people (generally) from Korea – e.g., they have a hierarchical society; they are based on formality and respect; etc. Give some suggestions for what Gates (and business leaders in general) should know regarding cultural intelligence (e.g., basic awareness is critical) and make recommendations as thoughtfully and objectively as possible.

You can take a look at one of my blogs – please note that I have not put any of our course terminology here (because of my general audience) – for our learning purposes, I want you to include course concepts. <http://globalbizleader.com/why-awareness-is-critical-in-intercultural-encounters/>

Assignment: International Case Team Project

Learning Objectives:

- Improve your skills in collaborative writing
- Improve your knowledge of communication challenges and opportunities in an organizational setting
- Continue to hone your analytical and critical thinking skills

Overview:

Teams of 2 students will research and write an intercultural business case study along with teaching notes. Based on an *intercultural communication* problem, opportunity or challenge in business, government or non-profit organization (e.g., as found in the news), each team will research the nature of the issue, background on the companies/industry involved, the cultural conflict (or other issue) and the overall context/climate of the situation.

Read the handout, “Case Study Writing,” that is posted on Sakai under “Writing, Speaking, Research, Case Info/Case Tools” for specific instructions on researching, analyzing, and writing the case study and teaching note. You may also refer to the “Writing a Case Study” by

O'Rourke, which includes valuable information about the teaching notes.). You can also observe the cases in our textbook, as these follow the Fanning Center style for case writing.

A good case will be: thoroughly researched, using and citing authoritative sources; demonstrate logical, organized and effective writing; explore the theories and concepts covered in class; and include a teaching note. This assignment will be graded on the thoroughness of the research and the completeness of the application of the concepts discussed in class. Please follow all of the writing guidelines for this course. If you have questions, please ask!

A. THE CASE:

This case will be approximately 6-8 pages (of content) in length, 1" margins, single spaced, title page, numbered, stapled) and will be graded based upon your depth of thought and analysis of the situation, as well as sound writing capabilities (i.e., clear purpose, organization, clarity of thought, strong transitions, vivid examples, having an intro/body/conclusion, etc.). Consult Purdue OWL if you have any questions about writing: <http://owl.english.purdue.edu/owl/>.

Case Format

1. Creative introduction
2. Background of company
3. Discussion of what happened
4. Summary/Conclusion Remember – do NOT solve the case within the case! You can include concluding remarks but the issues must be left open handed.
5. Case questions

Case Specifics

- The Case should be approximately 6-8 pages in length, single spaced, double spaced between paragraphs (can be longer if you desire).
- Number all pages in both the Case and the Teaching Note. Include a cover page for each.
- Include citations [citations must be done using **endnotes** with **APA style**] at the end of the case. You should consider whether additional tables or figures would be appropriate for the case; although, it will likely not involve financial analysis since the case should be focused on intercultural communication issues. You can put any figures of images in an Appendix at the very end.
- Please make sure that you paraphrase accordingly and carefully document your sources. All cases will be run through the plagiarism checker, "Turnitin". If you have questions about paraphrasing, quoting and citing sources, please seek out your instructor and see the information posted in the 'Case Writing' folder in Sakai.
- Please note – for this assignment do not make reference to the COI (MBA) or the IES (Ugrad) in the case, as most readers will not know what this is. It's best if you do not

mention general course concepts (e.g., Hofstede) within the case, because you will do so in the Teaching Notes.

- Please post your final version of Case and Teaching Notes in **WORD document** (that means **NO PDF!!**) in your assigned Sakai folder. Please fill out the permission form should we choose to use your case for publication.

If you do not know how to do this, use the Citations Manual found on Sakai or go to the Purdue OWL: <http://owl.english.purdue.edu/owl/section/2/10/>

There are two handouts on Sakai that contain valuable web sources for both business and intercultural issues. Our excellent librarians in the BIC can also assist with any questions you may have.

B. TEACHING NOTE:

The teaching note is an important foundation for a successful case study. The Teaching Note should be about 2-3 pages (single spaced, double spaced between paragraphs) with a cover sheet that includes a compelling title and your names. There is an example in Sakai (you do not have to do the part labeled “Teaching a Case” on pp. 4-5).

Teaching Note Format (in a nutshell):

- I. Case Overview
- II. Teaching Objectives
- III. Company Background
- IV. Country Analysis
- V. Case Analysis
- VI. Conclusion
- VII. Assignment Questions

For your Country Analysis Section, you will briefly include a country/countries specific profile. Based upon our readings, as well as additional research you will develop a cultural profile for a country of your choosing (following our discussion in class). For example, what are the prevailing attitudes toward time (long-term/short-term); uncertainty; individualism/collectivism; masculinity/femininity; power distance; high/low context; universalism/particularism; values, world views, communication context, leadership, etc. Please do not just stick to one author (e.g., Hofstede) but include a thorough grounding of the course concepts within your case.

For example, you could look at it from the angle of a manager from a foreign subsidiary who would need to know valuable information about the country/cultures involved should s/he go to work there. Explain how differences of dimensions are likely to affect your management tasks. What suggestions do you have for dealing with these differences in the workplace?

PLEASE NOTE: As we have discussed in class, there are limitations to using sophisticated generalizations for any culture group – how might you address this in your case so that you don't sound prescriptive? This (tone) is a very important aspect of your paper.

Previous Case Topics:

- *Google and YouTube: Understanding Freedom of Expression in a Global Environment*
- *Brew Time: Starbucks in the Indian Market*
- *Groupon: Advertising Fiasco at Super Bowl XLV*
- *Urban Outfitters' Nava-No-No: The Exploitation of the Navajo Culture*
- *Wal-Mart Bribery in Mexico: A cultural issue of simply a cost of doing business?*
- *Foxconn Suicides and Its Impact on Apple*
- *Target Corporation and the "Urine Sandal" Scandal*

An Exciting Opportunity

Cases that are top-notch will be considered for publication through the Fanning Center for Business Communication and possibly for inclusion in Prof. Tuleja's next edition of *Intercultural Communication for Business*.

Assignment: Final Exam

The test will be in a multiple-choice format that reviews key elements of each of the course content. If you have kept up with the readings, come to class and participated in the discussions, then you will do fine – I only test you on what you should know. We'll discuss some examples beforehand in preparation for your learning throughout the course and so that you will be prepared to do well. The exam will consist of multiple choice questions based upon all class readings, lectures and discussions to date.

There will also be some questions related to the COI (MBA) or IES (BBA). After taking the inventory and discussing it in class, you will apply your understanding to case scenarios and demonstrate your critical thinking skills, upon which you will be tested (multiple choice). We will go over an example in class before it is time to take the test.

COURSE CONTENT AND ASSIGNMENTS AT A GLANCE

Week 1	Reading/Lesson/Activity
<p>Class 1 Mon 1/13</p> <p>Culture Defined</p> <p>Globalization</p>	<p>♦Lecture: <i>Overview of Course: What is Culture and Why is ICC Important?</i></p> <p>♦Readings: +Tuleja, Chpt. 1 (<i>Please note: only Chpt 1 of Tuleja is on Sakai</i>)</p> <p>♦We will discuss the Dewey Ballentine case in class.</p> <p>Exercise: PaddleSports</p> <p>♦Assignment Due: Post “Image of Culture” to Sakai [Find an image on the Internet that depicts your understanding of the concept of culture. <u>Don’t look up any definitions – just go with what you think.</u> There are no right or wrong answers and surely no need to impress! Copy and paste it, along with its URL to a PPT slide. Put your name on the slide and write 100 words or less that describes your image of culture. Post to the Images of Culture #1 folder in Sakai by Class #2. See additional instructions in syllabus.]</p> <p>If you follow instructions accordingly and post on time, you will receive full credit (10 points total for Image #1 and #2)</p>
<p>Class 2 Wed 1/15</p> <p>Cultural Intelligence (CQ)</p>	<p>♦Lecture: <i>CQ (Cultural Intelligence)</i></p> <p>♦Readings: +Thomas, Chapters 1-3 (Sakai) + Groupon – Advertising at Super Bowl XLV (Sakai)</p> <p>♦Exercise: Cultural Sense-Making & Cultural Bridging</p>
Week 2	Reading/Lesson/Activity
<p>Class 3 Mon 1/20</p> <p>Cultural Identity (CI)</p> <p>Research & Writing Skills</p>	<p>♦Lecture: <i>CI (Cultural Identity)</i></p> <p>♦Read: +Ting-Toomey Chpt. 4 Identity +Writing a Case Study - Sakai</p> <p>♦Exercise #1: “Who Am I? Individual Identity” You will do this with your case study partner.</p> <p>Form Teams for Case Study – You will form groups of 2 people. In-class group time to identify potential topics</p> <p>♦Exercise #2: Communicating through writing: <i>Case Study & Int’l Issues</i></p>

<p>Class 4 Wed 1/22</p> <p>Hofstede's Dimensions</p>	<p>◆Lecture:+<i>Hofstede's 5 Dimensions of Culture</i></p> <p>◆Read: +Tuleja, Chpt. 3 +Handout on Hofstede's 5 Dimensions (Sakai)</p> <p>◆Exercise: +Cultural Values Inventory + Case: Nike Air (Sakai)</p>
<p>Week 3</p>	<p>Reading/Lesson/Activity</p>
<p>Class 5 Mon 1/27</p> <p>Edward T. Hall- Context & Communication</p> <p>Time & Space</p>	<p>◆Lecture: <i>Language, Time and Space</i></p> <p>◆Read: +Tuleja, Chpt. 2 (and chapter's case)</p> <p>◆Exercise: +Connotative Meanings +Direct and Indirect Communication</p> <p>◆Due: Topic Description for your case (1-2 pages typed):</p> <ul style="list-style-type: none"> • Problem statement • Brief outline of potential themes, issues, and foci of your case • Initial source list (at least 10 sources from different periodicals) <p>OTHER: Preparing to take the COI (Cultural Orientations Indicator). All students will complete the Inventory by next class session and prepare for class by reviewing their scores. Instructor will provide you with your password and details to take this instrument online</p>
<p>Class 6 Wed 1/29</p> <p>COI Part I</p>	<p>◆Lecture: -<i>Cultural Orientations (COI) Part I</i></p> <p>◆Read: +Walker, Chpt. 2 (Sakai) & +Brew Time: Starbucks in the Indian Market (Sakai) +Review your scores and familiarize yourself with your results.</p> <p>◆Exercise: Discussion of COI and Scenario Exercise</p> <p>◆Due: +CO (Cultural Orientations Indicator) and print out your COI (the personalized results generated by taking the COI online) - bring to class</p>
<p>Week 4</p>	<p>Reading/Lesson/Activity</p>
<p>Class 7 Mon 2/3</p> <p>COI Part II</p>	<p>◆Lecture: <i>Cultural Orientations (COI) Part II</i></p> <p>◆Read: Chapter 4, Tuleja; Continue to examine your COI Results</p> <p>◆Exercise: Style-Switching Exercise</p> <p>DUE: International Issues Paper</p>

<p>Class 8 Wed 2/5</p> <p>Perceptions & Stereotypes</p>	<p>◆Lecture: - <i>Perceptions and Stereotypes</i></p> <p>◆Read: + Case: Urban Outfitters’ Nava-No-No (Sakai) + Singer (Role of Culture & Perception pp. 1-3; first paragraph on p. 4; 8-11) on Sakai</p> <p>◆Exercise: Discussion of ‘sophisticated stereotypes’ and cultural metaphors</p>
<p>Week 5</p>	<p>Reading/Lesson/Activity</p>
<p>Class 9 Mon 2/10</p> <p>Leadership & Culture</p>	<p>◆Lecture: <i>Leadership: GLOBE Study (House)</i></p> <p>◆Read: Northouse, Culture and Leadership Chpt 13 (Sakai)</p> <p>◆Exercise: +Case (We’ll discuss one or two of the mini cases at end of the chapter,pp. 327 - 332) +Discussion of Leadership Questionnaire +Take and score the Leadership Questionnaire (p. 333-337 Northouse)</p>
<p>Class 10 Wed 2/12</p> <p>World Views And Values</p>	<p>◆Lecture: <i>World Views and Values</i></p> <p>◆Read: +Kluckhohn & Strodtbeck handout (Sakai) & +Trompenaars, Chpt. 2 (Sakai) + NYT article on Hmong woman and medical care(Sakai)</p> <p>◆Exercise: +Parable Exercise</p> <p>◆Due: 3-4 page outline/draft of your case with case overview and updated sources. By this time you should be well underway with your research and crafting the focus of your paper.</p>
<p>Week 6</p>	<p>Reading/Lesson/Activity</p>
<p>Class 11 Mon 2/17</p> <p>Non-Western Views of ICC</p>	<p>◆Lecture: <i>Non-Western Views of ICC</i></p> <p>◆Read: +Nisbett: Living Together Vs. Alone & +Public Speaking Patterns in Kenya (these are quick reads - both in Sakai)</p> <p>◆Exercise: +Discussion on biases in intercultural communication research</p>

<p>Class 12 Wed 2/19</p> <p>Wrap-Up</p> <p>Exam</p>	<p>♦Lecture: <i>We will wrap up and conclude the class, then have the rest of the time for the final exam.</i></p> <ul style="list-style-type: none"> +Create action plan going forward +Discuss key takeaways from course <p>♦Read: Tuleja, Chpt. 5</p> <p>Post “Image of Culture” to Sakai Find another image on the Internet that depicts your understanding of your concept of culture. HOW HAS YOUR IMAGE OF CULTURE CHANGED? Copy and paste it, along with its URL to a <u>PPT</u> slide in the IMAGES OF CULTURE #2 (No PDFs please!).</p> <p>Put your name on the slide and write 100 words or less that describes your image of culture at this point in time.</p> <p>EXAM: This will be an In-Class Exam (50 questions from text, readings, lectures, class discussions, etc.). You will have 60 minutes to complete.</p>
<p>Week 7</p>	<p>Reading/Lesson/Activity</p>
<p>Class 13 Mon 2/24</p> <p>Team work</p>	<p>Work on case in teams.</p>
<p>Tuesday 2/25</p>	<p>CASE STUDY DUE: 12:00 noon – submitted BOTH in hard copy to Room 234 and soft copy to your TEAM folder in Sakai, labeled as your final copy [Case and Teaching Notes in Word – no PDFs].</p> <p>Thank you for your cooperation and attention to these details and I look forward to reading your work!</p>



Before You Take the COI

The Cultural Orientations Indicator COI is a useful executive development tool to determine your cross-cultural PREFERENCES at work. This assessment is non-judgmental and non-evaluative – and will help you to become more familiar with yourself and how you prefer (like; have an affinity) to communicate in cross-cultural settings.

VERY IMPORTANT: In order to elicit the most accurate results, please note that when you take the assessment, you must focus on how you PREFER to interact in a situation at WORK (think of how you would like to act in an ideal professional situation) - NOT how you actually behave. WHY? The psychometrics behind this carefully developed scientific instrument have determined that there is a discrepancy between what we prefer and what our actual behavior is. Therefore, this instrument is able to accurately measure preferences over behaviors because without 360 degree input, such an online instrument cannot measure behavior as reality. SO, by focusing on your PREFERENCES, this instrument will show the differences between what you prefer and what you actually do. Ultimately, this instrument is set up to help professionals realize the frustrations that occur when there are gaps between your preferences and behaviors.

Here's a specific example. Let's look at the aspect of time: If I like to be punctual (my preference) but I'm often late to meetings because other work situations force me to be late (my behavior) then there is a gap between my preference and my behavior. I would appreciate that both I and others arrive on time, but the reality is that this doesn't always happen. So, while I want to be punctual ('fixed' in the COI terminology) I end up having to act in a 'fluid' manner (be flexible). This discrepancy will illuminate the frustrations that could arise between what I prefer and what I actually do.

Make sure that you think only in terms of WORK PLACE PREFERENCES because how we prefer/act at work can be quite different than at home.

Before you take the COI (the assessment) you can take a look at the Cultural Navigator, which is the overall platform that serves as the learning pathway for the COI. All you have to do is to login and take the COI – you do not have to do anything else – we will discuss the COI during two class sessions dedicated specifically to the COI and I will highlight these extra tools on the Cultural Navigator website. If you want to do some advanced learning on your own, you are welcome to explore! <http://www.youtube.com/watch?v=EQ7L-YTd8K8&feature=youtu.be>

If you have any questions before you take the inventory, please do not hesitate to contact me at etuleja@nd.edu.



**BEFORE TAKING THE COI, PLEASE SEE THE PPT EXAMPLE
POSTED IN THE COI FOLDER IN SAKAI**

Cultural Orientations Indicator In-A-Nutshell

The COI's three dimensions provides a way in which users can understand and discuss with their colleagues how they prefer to interact, process information and view themselves in their work environment.

I. Cultural Dimensions

- a. Interaction Style:** Orientations that impact how you communicate and engage with others in work situations.

Fixed/Fluid
Being/Doing
Direct/Indirect
Instrumental/Expressive
Formal/Informal
Particularistic/Universalistic

- b. Thinking Style:** Orientations that impact how you conceptualize and process information in work situations.

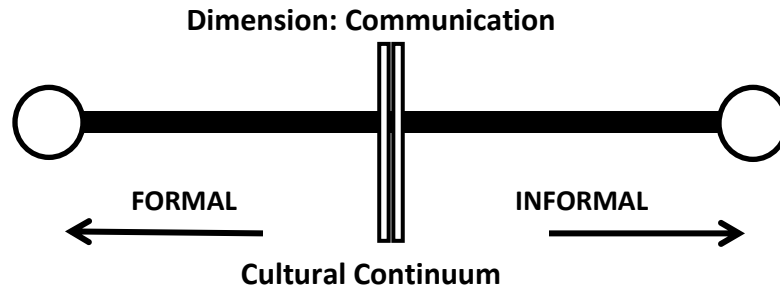
Single-focus/Multi-focus
Past/Future
High Context/Low Context
Deductive/Inductive
Systemic/Linear

- c. Sense of Self:** Orientations that define how you view yourself and are motivated in the workplace.

Control/Constraint
Private/Public
Equality/Hierarchy
Collectivistic/Individualistic
Competitive/Cooperative
Flexibility/Order

II. Cultural Continuum

A cultural continuum is a spectrum between opposing orientations within a cultural dimension.



III. Cultural Orientations

Cultural orientations define each side of the Cultural Continuum. A cultural orientation is a particular culture-based value which is (a) more or less favored, expected or desired by the members of a given social group, or (b) expected, reinforced and rewarded in a given social situation or environment.

In the figure above, the cultural orientation is either *formal* or *informal*. If a given social group were indicated as *informal*, we could assume that this group and the majority of its members will:

- exhibit more informal behavior patterns,
- experience more discomfort with formal behaviors, and
- generally strive to reduce formal situations.

An informal orientation would *NOT* indicate the absence of formality, but a relative reduction and dislike of formality as compared to other groups. In fact, much like dominant or recessive genes, cultural orientations may describe dominant or recessive characteristics of groups. The relationship between cultural orientations may not be as linear as the above cultural continuum suggests. It may be more useful to think of their relationship of interdependence and dynamic counterbalance, much like the relationship between Ying and Yang. ☯