Intercultural Communication for Business

MBCM-70520

Spring 2015 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 158.

The instructor is Dr. Elizabeth A. Tuleja, Room 234D Mendoza College of Business; etuleja@nd.edu Tel: 574.631.3385 (o). Office hours are open and on-going, so please feel free to stop by my office or e-mail for a time that is convenient for you (Mon/Wed until 4pm and Tues/Thurs until 5pm). I am not available on Fridays.

Required Readings (to be read before class)

1. Tuleja, Elizabeth A., *Intercultural Communication for Business, Management Communication Series*; GlobeComm Press (2015); **ISBN: 978-1-4575-3362-4.** The most recent version is available through Amazon, Barnes & Noble, and Apple; an e-version through these distributors as well (It’s only $9.99); and a personal copy is on reserve in the BIC. Please use this version – I am no longer using the 2nd edition (brown and white cover).

2. Additional required readings will be posted on Sakai. These are short and to the point, selected with the business 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.
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 the 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 and pre-class work 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. Expect to be called upon in class to demonstrate your grasp of the material.

Absence. Mendoza has an attendance policy to which all instructors must adhere. Since we only have about 13 meeting sessions in this course, we regard your presence as especially important. So, if you cannot be here, let your instructor know in advance by email. Interviews are important, but multiple absences can become problematic because you miss important course content and other students might believe that special treatment is being given. In order to be fair to all, please do a make-up assignment for any missed class:

Pick something related to the reading for the day you missed and which interests you (could be a concept, an issue, a cultural fact, an ‘ah hah’ moment, etc.). Write a one-page, double-spaced, reflection on that topic. This is to be posted to your personal Drop Box folder no later than the last day of class. It is your responsibility to remember as there will be no reminders.

Class Participation. Participation will be measured by attendance, preparation for the class, and full participation in class discussions. Participation means just that – being actively engaged and not simply present. Class participation is an important part of the learning process in this course, so 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
- respond when called upon by the instructor
- 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. Perfect attendance does not equal perfect participation.

Use of Electronic Devices in Class
I would appreciate that you refrain from using laptops for anything other than classwork. Texting, surfing the Internet, and using social media in class is a distraction for all. Many like to be able to take notes, look up related information, or use a dictionary, etc., and it’s important to allow your creativity and curiosity for things that come up during the class. Please be respectful to all. Your emails, texts, and Candy Crush can all wait.

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 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, presented, and communicated it (organization, clarity, mechanics, tone and scope).

There are plenty of useful tools neatly organized in our Sakai site in the Writing Info folder for your convenience, as well as in the Handouts. Take a few moments to become familiar with the site in order to take advantage of these materials. 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/](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://csld.nd.edu/eap/tutoring](http://csld.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).

Students with Disabilities. If you have any physical or learning challenge, please notify me as soon as you receive this syllabus and I will strive to provide the appropriate accommodation and support to assist you in meeting the goals of the course.

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 and 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. Attitude, teach-ability, and respect for both classmates and instructor are three key factors that go into determining your final class participation grade.

COURSE POLICIES AND STANDARDS

Deadlines. There are no automatic extensions, make-ups, or incompletes. If you cannot meet your responsibilities in the course, discuss with 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.

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 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.

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 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

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<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
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<tr>
<td>A</td>
<td>93.000</td>
<td>and above</td>
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<tr>
<td>A-</td>
<td>90.000</td>
<td>to 92.999</td>
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<td>B+</td>
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<td>B</td>
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<td>C+</td>
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<td>73.000</td>
<td>to 76.999</td>
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<tr>
<td>C-</td>
<td>70.000</td>
<td>to 72.999</td>
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Grading Weights

- Critical Incident White Paper: 25%
- Critical Incident Presentation/Discussion: 25%
- Self-Appraisal (IDI): 30%
- 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.

The Mendoza College of Business Management Department Grading guideline calls for a grade point average for an MBA section between 3.3 and 3.6 and a BBA section between 3.0 and 3.4. This means that the average grade will be an A- (MBA) and a B+ (BBA). It is up to your professor to distinguish among subpar, adequate, above average, and truly superior work.

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. 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!

Please don't ever hesitate to ask questions or raise concerns – my goal is to make this the best learning experience for each person.
GRADED ASSIGNMENTS:

Assignment: Critical Incident White Paper

Learning Objectives:

• Improve your knowledge of intercultural challenges and opportunities in an organizational setting
• Sharpen your analytical and critical thinking skills as demonstrated through effective business writing (which is specific, clear, and targeted towards a specific goal)

Overview:
Find a recent critical incident in the news that relates to any intercultural business, social, government, etc. topic. You will need to do some independent research on your topic. Analyze it regarding the concepts we have discussed in class:

- Globalization
- Complexity
- Interdependence
- Cultural Intelligence
- Culture
- Particularism
- Stereotypes
- Identity
- High/Low Context
- Power Distance
- Ambiguity
- Gender
- Short/Long Term
- Universalism
- Perceptions
- Mindfulness
- Environment
- Structure
- Action
- Communication
- Space
- Individualism
- Paradox
- Frame of Reference
- Competitiveness
- Time
- Thinking
- Mindfulness
- Enthnocentrism
- Ethnorelativism
- Collectivism
- Values, Beliefs, Attitudes
- Other...

Instructions
Write a 4-6-page “white paper” (See example in Writing Info folder in Sakai; White Paper Info in Course Handout.)

- single-spaced
- one-inch margins
- indent paragraphs
- one space between paragraphs (no double-double spaces, please)
- title page with your name and date
- stapled
- pages numbered
- sources cited (endnotes at end of document – not part of the 4-6 pages)

1. Provide a title that focuses the topic of your paper.
2. Create an introduction that grabs the reader’s attention.
3. Describe the intercultural issue/problem/challenge. (Describe the issue and provide some background information via your research.)
4. Give your analysis of it. (This means that you will need to show depth of understanding through careful synthesis of course concepts with descriptive explanations. Please show and tell – not just tell!)
5. Provide a brief country analysis. (Use the COI and other course information.)
6. Present your conclusion – or recommendation if warranted.
7. **Create several discussion questions.** (After researching and understanding this issue, what other questions come to mind [for further inquiry]? That is, what else might you want to know; to investigate?)

These White Papers will be graded based upon your depth of thought, analysis, and synthesis 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 all resources in Sakai and even the excellent “Purdue OWL” (Online Writing Lab) if you have any questions about writing: [http://owl.english.purdue.edu/owl/](http://owl.english.purdue.edu/owl/). And, it is always wise to make an appointment ahead of time with the Writing Center or EAP, so that you can get help with revisions.

- Please make sure that you paraphrase accordingly and carefully document your sources. All papers will be run through the plagiarism checker, “Turnitin”. If you have questions about paraphrasing, quoting and citing sources, please see information in the **Writing Info** folder in Sakai and use the Citations Manual and/or PPT slides or go to the Purdue OWL.

- Please note – when explaining concepts whether from COI or other authors we have read, simply state the dimension/orientation and explain it as if you are writing to the general public and they do not know what you are talking about – this means that on the one hand you will need to be concise, but on the other hand you will also need to be descriptive. Please use END NOTES to cite your sources. (Again, see Citations Manual, PPT slides in Sakai, or Purdue OWL.)

- Please post to the appropriate Assignment folder in Sakai.

For your Country Analysis Section, you will **briefly** include a country/countries specific profile (based upon our readings, additional research, COI, etc.). For example, in relation to your (specific) topic, what are the prevailing attitudes toward uncertainty; or universalism/ particularism; or values, world views, etc.? **Please do not** simply refer to Hofstede (he is a favorite – and often the default) but examine **different course concepts**, such as in the list provided, on the previous page.

**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.

**IDEAS:**

- Consider the BRICS countries: Brazil, Russia, India, China, South Africa.

- Other cultures: Arab (Saudi Arabia, North Africa, Middle East); Latin America (Mexico, Central America, South America); Southern Asia (Thailand, Malaysia, Philippines, Indonesia); Eastern Europe (Greece, Hungary, Slovenia, Kazakhstan), Sub-Sahara Africa (Nigeria, Zambia, Kenya, Malawi, etc.)

**Notes:**
Assignment: Presentation/Discussion for Critical Incident

Learning Objectives:

- To share your research and expertise in intercultural knowledge about a critical incident with the class.
- To practice your presentation skills as applied to a business briefing.

Overview
You have spent significant time researching and preparing a White Paper that highlights a critical intercultural incident in the news. Now it is time to share your findings with the class.

Instructions

- You will prepare a 5-minute briefing that highlights the key components of your White Paper.
- Then, you will have 5 minutes for Q&A.
- This is a briefing – you are highlighting key findings from your research while making explanations resulting from your understanding of the COI concepts as well as other course concepts. When you mention concepts such as “instrumental” or “systemic” then, in one simple phrase, explain what that means. Then give a specific example that is telling.
- Your presentation should have an introduction, a body and a conclusion. In your introduction you should clearly state what your specific purpose is and lay out a preview of key ideas. If you do not know how to do this, then please use the “Speaking/Writing Tips” in the Writing Info folder in Sakai.
- You should refer to your sources (e.g., Don’t just say, “A recent study indicated that...” but rather, “According a 2014 UN Proceedings Report...” Then put the source on the final slide which is reserved for sources. Make your presentation credible. But when you present, end on a “strong note” – don’t just end with, “…and here are my sources.”
- Please create a brief PPT deck that contains:
  - cover slide with name and title
  - agenda slide
  - slide for each key point
  - concluding slide with key-takeaways
  - questions for further inquiry and discussion
  - reference slide at the very end
  - copy of the PPT (6 slides/page) for your instructor.

Evaluation criteria:
You will be graded on the content of your presentation, your organization, your synthesis and descriptive explanation of your points, as well as your performance (and evidence of preparation).

Please see the Writing/Speaking Handout posted in Sakai for helpful tips on giving presentations: SP15-ICC-70520 Resources / WRITING / Tools for Writing & Speaking / Writing Tools

Notes:
Assignment: Self-Appraisal (IDI)

Learning Objectives:
- To engage in reflective practice and analyze who you are for leadership development.
- To become aware of your individual intercultural competencies by identifying them through the IDI and COI tools.
- To strategize best practices for improvement when communicating with people who are different from you.

Instructions:
Your boss has identified you as a possible candidate for an overseas position. You recently attended a seminar on global business communication and used the IDI and COI to assess your level of intercultural competence and communication preferences. You’ve been given the opportunity to work with an executive coach who has asked you to reflect on your ability to handle inevitable challenges you will encounter. Doing so honestly and realistically will strengthen your chances for being chosen. You will write a succinct 2-3 page memo.

In preparation for reflection, read the “Reflective Practice by Daudelin” handout as well as review a sample Memo format found in the Writing Info folder in Sakai.

Write a 2-3 page memo that responds to the IDI Plan (See your specific IDI document – and refer to it.). If the page limit hinders your exploration you may write up to 4 pages.

- Identify your IDI Developmental Orientation and explain what this means (in your own words).

- Reflect on your experiences with culturally diverse groups.
  - What kinds of experiences have you had with people from different cultural communities? (See IDI Step 2.1)
  - What has been both challenging and rewarding when interacting with people who are different than you? (See IDI Step 2.1)

- What are your primary Diversity Dimensions? (See IDI Step 2.2)
  - How have these influenced your perspective toward cultural similarities and differences as well as work practices? (See IDI Step 2.3)
  - How have these experiences influenced your perceptions about what you find challenging in working with people from different cultures? (See IDI Step 2.4)

- Identify 1-2 goals and progress indicators that you are willing to commit to achieving in the immediate future. (See IDI Step 3.1)
  - Write out this goal.

- Identify work-related, personal or social challenges/situations in which cultural differences will ‘make a difference’. (See IDI Step 4) Make sure that these relate to your goals (This section talks about ‘stress points’.)
  - What are some specific actions you might take in order to overcome these stress points/challenges?
**Evaluation criteria:**

- Format matters: make your memo single-spaced, one inch margins, pages numbered, and document stapled. One space between paragraphs (not two). Make sure that you use headings and sub-headings to delineate each section. Follow example posted in the WRITING folder in Sakai. You may use bullets but do so sparingly.

- Pay attention to all of the aspects of good writing: clarity of purpose, organization, style, grammar, clear and vivid supporting examples, strong analysis and synthesis, etc.

- For the purposes of this assignment – while your audience (me – as the coach) knows all of the terminology, please write it for someone who does not = briefly explain all intercultural concepts so that anyone reading this document would know what you are talking about = show that you know what you know.

- You do NOT have to cite sources for this memo – but you do need to explain concepts in your own words. Please do not copy the text from the ID – or even the COI –verbatim – rather, paraphrase in your own words. That said, you may use any of the course concepts as well as the COI concepts – just refer to them by name and explain.

THIS MEMO IS NOT A ‘STREAM OF CONSCIOUSNESS’ essay BUT A DEEP REFLECTION that pulls together your experiences, insights and knowledge from the IDI and course learning. Also, it is NOT about how great a communicator you are – rather, it is about reflecting on specific areas in need of improvement. The best Memos will be those where students challenge their assumptions and ways of behaving when communicating with others who are different.

In other words, show your ‘coach’ that you have emotional and cultural intelligence in terms of understanding your areas for improvement as well as your strengths so that she can recommend you for this overseas assignment that, if successful, could set your career on the fast-track. Being able to demonstrate knowledge (understanding) – mindfulness (ability to reflect) – and competence (skills) – is critical. This is a powerful learning opportunity for you to develop your personal leadership skills.

See the Syllabus, Handouts, and Sakai for helpful tips. If you have any questions, please ask!

Notes:
# COURSE CONTENT AND ASSIGNMENTS AT A GLANCE

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading/Lesson/Activity</th>
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<tr>
<td><strong>Class 1</strong>&lt;br&gt;Mon Jan 12</td>
<td><strong>Overview of course</strong>&lt;br&gt;  <em>Lecture:</em> Overview of Course: Why is ICC Important? Emotional Intelligence and Cultural Intelligence  &lt;br&gt;  <em>Read:</em> <a href="http://globalbizleader.com/the-why-behind-the-what-active-participants-versus-passive-spectators-in-culture-learning/">http://globalbizleader.com/the-why-behind-the-what-active-participants-versus-passive-spectators-in-culture-learning/</a>&lt;br&gt;  <em>In-Class Activity:</em> PaddleSports Simulation  &lt;br&gt;  <em>For Class Discussion:</em> After reading the link above about the importance of engaging in mindful understanding of culture in business, reflect on the question below in preparation for today’s class:  &lt;br&gt;  <strong>Learning Objectives:</strong>&lt;br&gt;  To begin to contemplate why you need to develop as a global leader and what this actually means.&lt;br&gt;  1. What are three things that you want to learn from this course?&lt;br&gt;  2. How will you make this course intellectually challenging for you; and what will you do to achieve this?</td>
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<td><strong>Class 2</strong>&lt;br&gt;Wed Jan 14</td>
<td><strong>What is culture and why does it matter in business?</strong>&lt;br&gt;  <em>Lecture:</em> What is Culture &amp; Why Does It Matter for Global Leadership  &lt;br&gt;  Writing a White Paper (if no time today, we’ll talk about it next class)&lt;br&gt;  <em>Read:</em> Tuleja, Chapter 1 (If you have not yet purchased the text, it is on reserve in the BIC.)  &lt;br&gt;  Chocolate Cake/Candy Bar Example (Sakai)  &lt;br&gt;  Dewey Ballentine (Tuleja text, p. 30)&lt;br&gt;  <em>In-Class Activity:</em> CASE DISCUSSION  &lt;br&gt;  <strong>Learning Objectives:</strong>&lt;br&gt;  To examine why culture matters when addressing potentially offensive perspectives from another point of view.&lt;br&gt;  <strong>For Class Discussion:</strong> Reflect on the following in preparation for today’s class:&lt;br&gt;  1. Why does ‘culture matter’ in this case?&lt;br&gt;  2. Thinking back to our PaddleSports exercise from the previous class what are some of the competencies that the Ballentine leadership team should develop?&lt;br&gt;  3. It was only a joke, right?! What does this incident teach us about humor in the workplace? Stereotypes?</td>
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<td>Week 2</td>
<td>Reading/Lesson/Activity</td>
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<td><strong>Class 3</strong>&lt;br&gt;Mon Jan 19</td>
<td><strong>Lecture:</strong> <a href="#">IDI Intercultural Development Inventory</a>&lt;br&gt;<a href="#">Individual Identity</a>&lt;br&gt;&lt;br&gt;<strong>Do and Read:</strong> ➤ Take the IDI assessment – follow the instructions given to you.&lt;br&gt;➤ Read your Individual IDI Report &amp; IDI Plan (these will be emailed to you automatically once you take the assessment)&lt;br&gt;&lt;br&gt;<strong>In-Class Activity:</strong> <a href="#">IDI Discussion</a></td>
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<td>Individual Identity</td>
<td><strong>Learning Objectives:</strong> To understand the concepts of ethnocentrism and ethnorelativism</td>
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<td>DID Inventory</td>
<td><strong>For Class discussion:</strong> Reflect on the following in preparation for today’s class:&lt;br&gt;&lt;br&gt;1. After taking the IDI, save and/or print out your IDI Report and IDI Plan. Read through your Report and Plan. You can use your laptops in class for this.&lt;br&gt;2. Contemplate your IDI Report and bring questions for class. In your PLAN choose a question from Section 1 or 2 – reflect on this and be ready for discussion.</td>
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<td><strong>Class 4</strong>&lt;br&gt;Wed Jan 21</td>
<td><strong>Lecture:</strong> - <a href="#">Cultural Orientations (COI)</a>&lt;br&gt;&lt;br&gt;<strong>Read:</strong> ➤ Take COI and review your scores; familiarize yourself with results.&lt;br&gt;&lt;br&gt;<strong>In-Class Activity:</strong> <a href="#">Cultural Orientations Indicator &amp; Pairs Exercise</a></td>
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<td>COI Inventory</td>
<td><strong>Learning Objectives:</strong> To identify your personal communication preferences through this online executive coaching tool&lt;br&gt;&lt;br&gt;Get ready to take the COI online by reading the instructions given to you (in ICC Handouts). You will want to pay careful attention to the instructions – if the password is not typed exactly as-is and if you don’t save the new password that you are prompted to generate – you will be locked out of the system and will have to wait until week day business hours to get assistance.&lt;br&gt;&lt;br&gt;3. Follow instructions in your ICC Handouts. When you take the COI, think about preferences (not behaviors) in workplace settings.&lt;br&gt;4. Take the COI online.&lt;br&gt;5. Save your report and/or print the complete document. You can use your laptops in class for this.&lt;br&gt;&lt;br&gt;<strong>For Class discussion:</strong> Reflect on the following in preparation for today’s class:&lt;br&gt;&lt;br&gt;Go to your Course Handouts (given in-class and also in Sakai) and fill out the “Worksheet 1: Work-style Preferences Self-Reflection” – bring to class.</td>
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<td>Week 3</td>
<td>Reading/Lesson/Activity</td>
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<td><strong>Class 5</strong>&lt;br&gt;<strong>Mon Jan 26</strong>&lt;br&gt;Communication Context Frame of Reference</td>
<td>♦ Lecture: ➢ <em>Context and Communication</em> &lt;br&gt;♦ Read: ➢ Tuleja, Chapter 2 &lt;br&gt;➢ CASE: Wal-Mart in Germany (Sakai) &lt;br&gt;➢ ‘Kwintessential” Series on Int’l. Retail (Sakai) &lt;br&gt;♦ In-Class Activity: ➢ CASE DISCUSSION</td>
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<td><strong>Learning Objectives:</strong>&lt;br&gt;To examine how a person’s frame of reference cannot be taken for granted when dealing with cultural differences in overseas business expansion.</td>
<td><strong>For Class discussion:</strong> Reflect on the following in preparation for today’s class: &lt;br&gt;1. Using the Triangle of Meaning Model (Tuleja, Chapter 2) what were some of the assumptions that Wal-Mart’s leadership team made about expansion into Germany? &lt;br&gt;2. How might Wal-Mart have communicated its core values within the German cultural context? (Do a Country Profile GAP analysis between the U.S. and Germany.) &lt;br&gt;3. What are some of your gaps with Germany? Click on the “Debrief” and “Challenges” tabs – what is something that you have learned about your communication preferences?</td>
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<td><strong>Class 6</strong>&lt;br&gt;<strong>Wed Jan 28</strong></td>
<td>♦ Lecture: ➢ <em>Individualism &amp; Collectivism</em> &lt;br&gt;➢ <em>Worldview</em> &lt;br&gt;♦ Read: ➢ Tuleja, Chapter 3 &lt;br&gt;➢ CASE: Urban Outfitters Nava No-No (Sakai) &lt;br&gt;➢ Handout: Kluckhohn &amp; Strodtbeck Values Orientation &lt;br&gt;♦ In-Class Activity: ➢ CASE DISCUSSION &lt;br&gt;..........................➢ Parable Exercise</td>
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<tr>
<td><strong>Learning Objectives:</strong>&lt;br&gt;To distinguish between individual and collective beliefs and how worldview affects outlook on life.</td>
<td><strong>For Class discussion:</strong> Reflect on the following in preparation for today’s class: &lt;br&gt;1. We’re all ‘Americans’, right? Why were the Navajo people upset about this incident? How has the history and cultural values of the Navajo tribe made Urban Outfitters’ mistake particularly offensive? &lt;br&gt;2. Were the Navajos, as well as Native Americans across the United States, overreacting over Urban Outfitters using the “Navajo” name in its product line? Why/why not? &lt;br&gt;3. If you were on the leadership team at Urban Outfitters, what steps might you take to help improve long-term relations with the Navajo Nation/ Native American People?</td>
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<td>Week 4</td>
<td>Reading/Lesson/Activity</td>
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<tr>
<td>Class 7 Mon Feb 2</td>
<td>✷ Lecture: ➤ Cultural Sense-Making</td>
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<td>✷ Read: ➤ Nothing for today – paper is due. During class you will have time to read the Ted Dorman in Mexico scenario (found in Course Handouts) or you can read it beforehand.</td>
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<td>✷ In-Class Activity: ➤ Style Switching and Cultural Sense-Making ➤ Scenario: Ted Dorman in Mexico (Sakai)</td>
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**Learning Objectives:**  
To practice style switching skills in order to see things from a different cultural perspective.

**For Class discussion:** Reflect on the following in preparation for today’s class (should you decide to read ahead):

1. We will discuss the Ted Dorman in Mexico scenario – should you read ahead – Using the COI, do a GAP analysis between the U.S. and Mexico and reflect on how both Ted and Manuel needed to style switch in order to get along.
2. If you were there to counsel Ted, what would you suggest?

**DUE: Critical Incident White Paper**

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<tr>
<th>Class 8 Wed Feb 4</th>
<th>Reading/Lesson/Activity</th>
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<tbody>
<tr>
<td></td>
<td>✷ Lecture: ➤ Power and Culture</td>
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<td>✷ Read: ➤ Tuleja, Chapter 4 ➤ Conoco Phillips &amp; Luk Oil in Russia (Sakai)</td>
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<td>✷ In-Class Activity: ➤ CASE DISCUSSION</td>
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**Learning Objectives:**  
To apply Hofstede’s dimensions – especially power – to handling business in cultures that have a more traditional and hierarchical focus.

**For Class discussion:** Reflect on the following in preparation for today’s class:

1. According to the COI – what are some of Russia’s cultural dimensions? Do a GAP analysis of you and Russia. What are some of the differences? Click on the “Debrief” and “Challenges” tabs. What is a key takeaway?
2. Go to the Country Guides in the COI and look up Russia. Examine the “Negotiating” tab and read something about negotiating with Russians. What insights might you be able to give the leaders in this case?
3. What are all of the assumptions that Jack has made regarding this complex situation?
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<tr>
<th>Week 5</th>
<th>Reading/Lesson/Activity</th>
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| **Class 9**<br>Mon Feb 9 | ✧ Lecture: [Leadership and the GLOBE Study](#)  
✧ Read: The Globe Study Leadership Styles (Sakai)  
CASE: Brew Time – Starbucks India (Sakai)  
✧ In-Class Activity: CASE DISCUSSION  
**For Class discussion:** Reflect on the following in preparation for today’s class:  
1. What are the cultural differences among the United States, Britain, China, and India that are relevant to Starbucks’ entry into the Indian retail coffee market?  
2. What leadership traits and styles would be most effective in India? Britain? China? Does it differ for leaders at the corporate level to the retail level? |
| **Class 10**<br>Wed Feb 11 | ✧ Lecture: [Applications for Intercultural Communication in Business](#)  
[Stumbling Blocks to Intercultural Communication](#)  
✧ Read: Tuleja, Chapter 5  
CASE: Nike Air Bakins (Sakai)  
✧ In-Class Activity: CASE DISCUSSION  
Wrapping Up and Key Take-Aways  
Discuss upcoming presentations and final assignment  
**Learning Objectives:**  
**For Class discussion:** Reflect on the following in preparation for today’s class:  
1. What is the difference between being Arab and being Muslim? Why does this distinction matter?  
2. As we wrap up this course, we will summarize by talking about challenges and solutions to intercultural communication within business. Today’s reading talked about stumbling blocks to intercultural communication. What are some of these stumbling blocks as depicted in this case?
<table>
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<th>Week 6</th>
<th>Reading/Lesson/Activity</th>
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<tr>
<td><strong>Class 11</strong>&lt;br&gt;Mon Feb 16</td>
<td>PART I&lt;br&gt;<em>In-Class Activity: Discussion of your Critical Incident Papers</em>&lt;br&gt;During this Module, we will have three classes dedicated to sharing your Critical Incident topics.&lt;br&gt;You will select ahead of time when to present a concise briefing on your topic (no more than 5 minutes) which will be followed by 5 minutes of Q&amp;A.&lt;br&gt;While you will only have a few minutes to showcase your topic, this will provide interesting insights into a variety of intercultural issues.</td>
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<td><strong>Class 12</strong>&lt;br&gt;Wed Feb 18</td>
<td>PART II&lt;br&gt;Same as above</td>
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<td>Week 7</td>
<td>Reading/Lesson/Activity</td>
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<td><strong>Class 13</strong>&lt;br&gt;Mon 2/23</td>
<td>PART III&lt;br&gt;Same as above</td>
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**DUE: Self-Appraisal Memo** – Any time between Wednesday, February 25th and Friday, February 27th by 3:00 pm. Please submit a hard copy to Room 234 AND also post to your personal DROP BOX folder in Sakai. You will receive feedback via email.