Intercultural Communication for Business

MBCM-70520

Fall 2014 Mod 1

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 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: 978-0-324-58420-2. Please note: this book is temporarily out of print and until the 3rd edition is published, I will provide you with electronic copies on Sakai. These chapters may not be used for any other purposes than this term’s class. There is also a personal copy on reserve in the BIC.
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.
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 – this course requires quite a lot of effort!

As my students, I expect you to:

1. Come prepared and on time to every class so that you take responsibility for your learning.
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. And, be willing to let others speak, especially if you have already had much to say.
3. Not use electronic devices as they are distracting to all and hinder learning.
4. Complete all assignments thoughtfully and on time.
5. Ask questions when you need clarification.
6. Treat everyone in the classroom, both classmates and instructor, with respect.
7. Read my comments/feedback carefully, and understand that I grade and comment in a way to help you improve – while grades are important, learning is more important.

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 homework 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. To that end, treat each class session as a key work meeting. If your excuse wouldn’t be legitimate for missing work, it’s not legitimate for missing class.

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. Multiple absences can become problematic (e.g., interviews) because you miss important course concepts, are not present for your team projects, and other students feel that special treatment is being given. While your instructor understands how important interviews are, please discuss ahead of time and students may be asked to make up the missed class.
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.

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. 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. 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 (CSDL – 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, 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.

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

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<th>Grade</th>
<th>Minimum</th>
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<td>A</td>
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<tr>
<td>A-</td>
<td>90.000</td>
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Grading Weights

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<tr>
<td>Homework</td>
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<tr>
<td>Reflection Paper</td>
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<td>Quiz</td>
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<td>Team Case Study</td>
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<td>Participation &amp; Attendance</td>
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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 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.

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!

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 (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 – 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 assignments.

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 or 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, analysis, and/or synthesis. It is very good, but in other words, it still needs some work.

• **B or lower** When there is an insufficiency 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, your boss would not allow this to represent you, him/her, or the company and a key goal would be to mentor you through the process of adapting to her/his/company’s work standards.

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

**Use of Electronic Devices in Class**

Texting, surfing the Internet, and using social media in class is a distraction for all. While many like to be able to take notes, look up related information, or use a dictionary, it is not possible to know what is being done legitimately. We will use laptops at certain times in our classroom discussion and I will let you know when it’s time to pull them out (e.g., when exploring the IDI and COI tools).

I look at being in class as if you were at a meeting, and I need you to be present and ready to engage. Check out this interesting article about mobile manners and the effect on advancement at work: [http://smallbusiness.foxbusiness.com/technology-web/2013/10/29/poor-mobile-manners-not-lost-on-bosses/](http://smallbusiness.foxbusiness.com/technology-web/2013/10/29/poor-mobile-manners-not-lost-on-bosses/). And, your learning IN CLASS is important to me – please read this balanced article from Psychology Today that discusses a recent and interesting Stanford University study on multitasking: [http://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms-o](http://www.psychologytoday.com/blog/hot-thought/201007/banning-laptops-in-classrooms-o).
Wow! This is a lot of information – but it is necessary! In any class we have many different learning styles, needs and expectations. Because we are a communication program, we strongly believe in communicating our expectations in a clear and organized manner. Knowing my particular expectations will set you up for success in this class.

Please don’t ever hesitate to ask questions or raise concerns – my 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 appreciated, you are of course, welcome to include constructive feedback (e.g., descriptive comments that could be implemented in future classes). Since this course focuses on developing appropriate approaches for communication, it would be appreciated that any feedback be given with the respect that has been afforded to you. Inappropriate comments are unhelpful so please frame appropriately! Thank you in advance for your courteous participation.
NON-GRADED WORK

Homework for reading response/class preparation

In order to help you achieve the best learning of the concepts covered in class, you will be required to submit non-graded homework for the classes indicated for that day (see day-by-day Assignments ‘At A Glance’ at the end of the syllabus).

In order to receive full credit, the assignment needs to be submitted to Sakai [Assignment Folder] BY CLASSTIME on the day it is indicated in the syllabus.

Print a copy to reference for our class conversation (we will not be using laptops for most discussions). NOTE: Because the reading response is designed to generate class discussion, late submissions will only receive partial credit and a hasty “placeholder” submission will not receive credit.

GRADED ASSIGNMENTS:

Assignment: Self-Reflection Paper (IDI-COI)

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 tool.
• To strategize best practices for improvement when communicating with people who are different from you.

Instructions:
Reread your IDI Report and then review IDI Plan. You will organize your paper according to these questions from the IDI Plan (found on pp. 8-11):

1) Make sure to have an introductory paragraph that grabs the reader’s attention and lays out the specific purpose of the paper (= thesis + preview of key ideas – see Writing/Speaking Handout in Sakai for helpful examples). A strong introduction with thesis is critical, as the rest of your paper will rely upon your opening paragraph and whether you lay out the paper accordingly.

2) Reflect on your experience with culturally diverse groups.
   a. What kinds of experiences have you had with people from different cultural communities?
   b. What has been challenging and what has been rewarding when interacting with people from different cultures?

3) Reflect on your Individual Cultural Identity (the exercise that we did in class)
   a. What are three ‘diversity dimensions’ (see 2.2 p.8) that have most influenced your views of cultural commonalities and differences?
   b. How have your top three diversity dimensions influenced your perspective toward cultural similarities and differences and your work practices?
4) What do you find challenging when working with people from different cultures?
   a. Provide specific examples.
   b. If you can’t think of work examples, then use examples from other contexts.

5) Review the ‘contexting questions’ that you filled out at the end of your IDI profile.
   a. Identify 3-5 goals and their progress indicators (i.e., How you will know that you’re achieving your goals?) that you are willing to commit to achieving in the immediate future. Make sure these goals are important to you and are directly related to increasing your ability to effectively navigate cross-cultural differences and commonalities.
   b. Write about these goals according to the description 3.1 on p. 10.

6) The next step is to identify those work-related, personal, social, or community challenges or situations that you are facing or will be facing in which cultural differences and commonalities ‘make a difference’. These challenges or situations should be related to your goals to be more interculturally successful that you identified regarding your 3-5 goals (see p. 11).
   a. Identify 3-5 intercultural stress points that you find challenging in effectively responding to cultural differences. These intercultural stress points should describe situations you face that you believe interfere with your effectively accomplishing the goals you have identified.
   b. How do these stress points act as barriers to you being as effective as you’d like to be? Consider factors over which you have some control and the removal of which would enhance your capability in navigating cultural differences and commonalities.

7) Wrap up your essay with some concluding points. (The conclusion should not have new information but should summarize the key ideas – again, take a look at the handouts in Sakai that show how to write a good essay.)

Evaluation criteria:
- Write a 4-6 page essay (it can be longer if you desire).
- Format matters: make your document double spaced, one inch margins, pages numbered, and document stapled.
- Pay attention to all of the aspects of good writing: specific purpose statement, clarity, organization, style, grammar, clear and vivid supporting examples, strong analysis and synthesis, etc.
- Include course concepts and ideas and explain them briefly – the best papers will demonstrate integration, synthesis, and mastery of course content up to date.
- Make sure that anyone picking up this paper could understand what the various terms are (e.g., You should describe the IDI tool in a few sentences, as well as what your developmental stage means. As in any piece of writing, do not assume that the reader knows what you mean – show what you mean and be specific – do not simply tell (a list) but SHOW and tell).
- Please include a title page with your name – and come up with a creative title – this helps you, as the writer, focus your topic and guide your writing.

THIS PAPER IS NOT A ‘STREAM OF CONSCIOUSNESS’ essay BUT A DEEP REFLECTION that pulls together all of the concepts, your experiences, as well as insights. 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 papers will be those where students challenge their assumptions and ways of behaving when communicating with others who are different. This is a powerful learning opportunity for you to develop your personal leadership skills. See the Syllabus, Handouts, and Sakai for helpful tips. Also, reread the “Reflective Practice by Daudelin”. If you have any questions, please ask!
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 2-3 students will research and write an intercultural business case study along with teaching notes. Based on an intercultural 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. The goal is to look for a situation that has TENSIONS and analyze it according to intercultural communication and leadership as discussed in this class.

For ideas about an intercultural issue, explore the concepts discussion in class, such as: values, world views, ethnocentrism, identity, context, power, leadership, etc., in light of what is happening in the news. For example, there has been recent press about the closing of McDonald’s in Russia. What are the political and cultural issues surrounding this occurrence and if you were on the leadership team, what cultural considerations (relating to politics, business, etc.) would you need to consider?

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.

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!

I. **THE CASE:**
This case will be approximately 8-10 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/](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.

**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 8-10 pages in length, single spaced, double spaced between paragraphs.

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

- Please note – for this assignment do not make reference to any of the various online tools used in this class (e.g., COI or IDI). Because your case might be eligible for publication with the Fanning Center cases, most readers will not know what these tools are. Also, when you mention various intercultural concepts (e.g., cultural dimensions by Hofstede) within the case, please make sure that you ALSO include a brief description what those concepts are within the case. You will also do this at length 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 team folder. If you would like to be considered for publication, please fill out the permission form.

II. TEACHING NOTE:
The teaching note is an important foundation for a successful case study. The Teaching Note should be about 3-4 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 different 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:
All of the cases used in this course have been written by students. These are currently under revision for publication in the Fanning Center Case Studies. Please be patient with us because we are still editing and wanted to be able to introduce these interesting cases to you this term – your feedback on where we can improve would be appreciate.

An opportunity to become published:
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.

QUIZ

In good teaching and learning, there are multiple forms of assessment in order to appeal to various learning styles. This also serves as a means to reinforce the reading and critical thinking which you have done during this course.

The quiz will be in a multiple-choice format (50 questions) 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.

There will also be some questions related to the online intercultural assessments tools used in class. After taking the inventories and discussing them 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

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Reading/Lesson/Activity</th>
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| **Class 1**<br>Mon 8/25 | **Lecture:** Overview of Course: Why is ICC Important?  
**Homework:** Go to the URL above and read about the importance of engaging in mindful understanding of culture in business. Respond, in writing to the questions below. Feel free to include any other insights as well. Submit to the Assignment Folder in Sakai:  
**Learning Objectives:**  
- To begin to contemplate why YOU need to develop as a global leader and what this actually means.  
1) What are three things that you want to learn from this course?  
2) What are three developmental issues that you want to work on (i.e., actionable items that would help you increase your intercultural awareness, knowledge or skills?)  
PLEASE NOTE: all readings and homework are to be done FOR the day listed – for example, for today's class, you are expected to have read the selection indicated above and uploaded your written response to the Assignment Folder in Sakai. These writing assignments are non-graded and you earn full-credit when submitted by the start of class each day. Please put in the ASSIGNMENT folder unless otherwise stated. |
<table>
<thead>
<tr>
<th>Week 1 continued</th>
<th>Reading/Lesson/Activity</th>
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</table>
| **Class 2**  
**Wed 8/27** | **Lecture:** What is Culture & Why Does It Matter for Global Leadership |
| **Reading/Lesson/Activity** | **Read:** Tuleja, Chapter 1  
CASE: Brew Time - Starbucks in India |
| **In-Class Activity:** | **Discuss Images of Culture**  
Case Discussion: BREW TIME - STARBUCKS IN INDIA |
| **Homework A:** | Respond, in writing (up to a page), to the questions below. Set free to include any other insights as well. Submit to the Assignment Folder in Sakai: |
| | 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? Does it differ for leaders at the corporate level to the retail level? |
| **Homework B:** | Images of Culture #1 - please post to the special folder provided in Sakai, labeled, IMAGES OF CULTURE #1. |

**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 as we try to understand the complexity of culture.

A) 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.
B) 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.
C) For this particular homework, please post to the Images of Culture #1 folder in Sakai. See example in Sakai.

**Notes:**
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<tr>
<th>Week 2</th>
<th>Reading/Lesson/Activity</th>
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| **Class 3**<br>Mon 9/1 | ♦ Lecture: ➢ CQ (Cultural Intelligence)  
♦ Read: ➢ Thomas, Chapters 1-3  
➢ CASE: Groupon – Advertising at Superbowl  
♦ In-Class Activity: ➢ CASE DISCUSSION: Groupon  
➢ Preparing to take the IDI (Intercultural Development Inventory)  
♦ Homework: ➢ Learning Objectives: |
|       | • To understand the concept of ethnocentrism and how it affects you.  
Respond to the following questions in the Assignment Folder: |
|       | 1. What is one key learning from the Thomas readings? Please explain with sufficient detail.  
2. Given general knowledge about the cultural orientation of people of U.S. American and Chinese descent, how do you think Groupon’s commercial was received?  
3. Compare and contrast the subgroup culture of Groupon (i.e., their attitudes) with the overall culture in the United States. Do you believe these differences would have been further amplified as Groupon tried to expand to foreign markets (e.g. China)?  
4. To what degree did the ethnocentrism of Groupon’s leadership team contribute to this mishap? |
<p>|       | Notes: |</p>
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<tr>
<th>Week 2 continued</th>
<th>Reading/Lesson/Activity</th>
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<tr>
<td><strong>Class 4</strong></td>
<td><strong>Reading/Lesson/Activity</strong></td>
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<tr>
<td><strong>Wed 9/3</strong></td>
<td><strong>Lecture:</strong> CI (Cultural Identity) &amp; the IDI (Intercultural Development Inventory)</td>
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</table>
| Cultural Identity| **Read:** Ting-Toomey Chpt. 4 Identity  
|                  | Identity – “Understanding the Influence of Social Roles and Mianzi” |
|                  | **In-Class Activity:** Debrief the IDI – Intercultural Development Inventory  
|                  | “Who Am I? Individual Identity” (prepare for class – handout)  
|                  | You will do this exercise with your partner/s for the Case Assignment – today you will form groups of 2-3 people. Please look ahead in the syllabus as you will need to generate a list of possible Case topics which is due Class # 6. |
|                  | **Homework:** Learning Objectives:  
|                  | • To examine your concept of self in relation to both identity and developmental level of intercultural competence |
|                  | There are two parts to this homework:  
|                  | 1. Follow the instructions given for taking the IDI Intercultural Development Inventory. Save and/or print out your IDI REPORT & IDI PLAN. Contemplate your initial reaction to the IDI? Did it bother you? Why/why not? What questions will you bring to the debrief session? How can you have an open mind?  
|                  | 2. What are 2-3 key learnings that you have taken away from today’s reading about Identity? Submit your response to the Assignment Folder in Sakai. |
| Notes:           | |


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<th>Week 3</th>
<th>Reading/Lesson/Activity</th>
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<tr>
<td><strong>Class 5</strong>&lt;br&gt;<strong>Mon 9/8</strong>&lt;br&gt;COI: Cultural Orientations Indicator</td>
<td>✧ <strong>Lecture:</strong> -Cultural Orientations (COI)&lt;br&gt;&lt;br&gt;✧ <strong>Read:</strong> ➤ Walker, Chpt. 2&lt;br&gt;➤ Take COI and review your scores; familiarize yourself with results.&lt;br&gt;&lt;br&gt;✧ <strong>In-Class Activity:</strong> ➤ Discussion of COI and “Treasure Hunt” (preparing aggregate team profiles)</td>
</tr>
</tbody>
</table>

**HOMEWORK**

**Learning Objectives:**

- To begin to understand your personal communication preferences through this online executive coaching tool
- To become familiar with the Cultural Navigator – the online platform that houses the COI – we will be using this tool to analyze cases throughout the rest of the course.

Get ready to take the COI online by reading the explicit instructions given to you. Please 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.

1. Follow instructions in the PPT slides posted to Sakai. When you take the COI, think about preferences (not behaviors) in workplace settings.
2. Take the COI online.
3. Save your report and/or print the complete document. You will be permitted to use your laptops at a specified time during class.
4. In the HOME section of the CN, go to LEARNING PATHS (middle of the screen) and click on “view all” and select ONE Learning Path and complete it. Prior to class, explain one key insight (one paragraph max) from what you learned and post to Assignment Folder for this class.

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<th>Week 3 continued</th>
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<tr>
<td><strong>Class 6</strong>&lt;br&gt;<strong>Wed 9/10</strong>&lt;br&gt;Writing for Specific Purposes</td>
<td><strong>Lecture:</strong> The Reflective Leader Part I: Writing a Reflection Paper</td>
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<td><strong>Learning Objectives:</strong> These next two classes are dedicated to discussing issues that will help you become an articulate leader and will include some tips on writing, research, and documenting sources.</td>
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<td><strong>Read:</strong> Daudeline on Reflection&lt;br&gt;Writing – Handouts on Sakai</td>
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<td><strong>In-Class Activity:</strong> Continue to explore the COI and the IDI (in small groups)&lt;br&gt;Generate a list of topics and perform some preliminary research</td>
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<td>- What are the current issues you are reading about in the news? What interests you? The topic and country is entirely up to you, but Latino, Arab, Slavic or South Asian issues are encouraged.</td>
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<td>- Your working Case outline will be due Class # 8.</td>
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**HOMEWORK**<br>**Learning Objectives:**
- To prepare a working outline for your first graded assignment: the Reflection Paper.  

Take a look at the assignment section of the syllabus (p. 7) for the Personal Reflection Paper.

1. Reflect on the questions.<br>2. Review your IDI results.<br>3. Begin to respond to each question to create a working outline which you will post to the Assignment Folder in Sakai. You should have at least 2 pages.

**Notes:**
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<tr>
<th>Week 4</th>
<th>Reading/Lesson/Activity</th>
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| Class 7 | Lecture: The Reflective Leader Part II: Writing a case study  
| Mon 9/15 | Creating Credibility through Appropriate Citations  
| COI Part II | Read: Case Writing documents in Sakai (2)  
|          | In-Class Activity: Utilize the many resources for research within the COI |

**HOMEWORK**

- No official homework today because the Reflection Paper is due. 😊
- You will post your Reflection Paper to the **DROP BOX folder** in Sakai.
- You will also turn in a hard copy in class.

**DUE: Reflection Paper**

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<td><strong>Class 8</strong></td>
<td><strong>Reading/Lesson/Activity</strong></td>
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<tr>
<td>Wed 9/17</td>
<td>Lecture: Language, Time and Space</td>
</tr>
<tr>
<td>Edward T. Hall</td>
<td>Read: Tuleja, Chpt. 2</td>
</tr>
<tr>
<td>-Context</td>
<td>Nike Samoan P'EA Case</td>
</tr>
<tr>
<td>-Time</td>
<td>In-Class Activity: CASE DISCUSSION – Appropriating the Samoan Culture: Nike P'EA Faux Pax Connotative &amp; Denotative Meanings Exercise</td>
</tr>
<tr>
<td>-Space</td>
<td>HOMEWORK</td>
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</table>

**Learning Objectives:**

- To apply the concept of Cultural Identity to a specific business problem.
- To look at potentially offensive perspectives from another point of view.

Read the Nike Samoan P'EA case and respond in writing to several of these key case questions (Assignment Folder in Sakai).

1. How do the concepts of individualism and collectivism pertain to Nike and the Indigenous Peoples of the Pacific?
2. Why were the indigenous people of Fiji, Samoa and New Zealand offended? What identity issues pertain to the Nike Tech Tights scenario?
3. The launch of the Nike Tattoo Tech Tights offended people from various geographic regions. Explain why they experienced similar reactions.
4. Was it enough to acknowledge that the tights were “inspired by tattoo graphics”, or should the company have communicated the use of the design more directly? What would Nike have accomplished by directly communicating their use of the design?
5. How can Nike improve their product vetting process to account for potential errors caused by cultural insensitivity?
6. Should a company the size of Nike be concerned with being culturally sensitive even if the negative implications don't affect their bottom line?

**Due:** Topic Description for your case (1-2 pages typed): This is non-graded but is due today to get you started on your research:

- Brief outline of potential themes, issues, and foci of your case
- Initial source list (at least 10 sources from different periodicals)

**Notes:**
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<tr>
<td><strong>Class 9</strong>&lt;br&gt;Mon 9/22</td>
<td><strong>Lecture</strong>: Hofstede’s 5 Dimensions of Culture</td>
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<tr>
<td>Hofstede's Cultural Dimensions</td>
<td><strong>Read</strong>: Tuleja, Chapter 3</td>
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<td>- Handout on Hofstede’s 5 Dimensions</td>
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<td><strong>In-Class Activity</strong>: Hofstede’s Cultural Values Inventory</td>
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<td>- CASE: Walmart in Germany</td>
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<tr>
<td><strong>HOMEWORK</strong>&lt;br&gt;Learning Objectives:</td>
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<td>- To demonstrate the need for Cultural Intelligence in international business.</td>
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<td>- To examine through the Hofstede Cultural Dimensions why Wal-Mart’s attempt to apply its U.S. success formula in Germany proved to be a failure.</td>
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<td>Respond to several of the following questions and submit to the Assignment Folder in Sakai.</td>
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<tr>
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<td>- Who is most affected by Wal-Mart’s mistakes?</td>
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<td>- What sources or models can Wal-Mart use to research cultures and understand what strategies to use?</td>
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<td>- What considerations should Wal-Mart take into account as it tries to expand in other countries, such as China?</td>
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<td>- How could Wal-Mart have altered its international expansion strategy to account for Hofstede’s dimensions and how would this have affected the end result?</td>
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<td>- What developmental stage/s (IDI) are Wal-Mart executives probably in? Support your view.</td>
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<th>Week 5 continued</th>
<th>Reading/Lesson/Activity</th>
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<tr>
<td><strong>Class 10</strong>&lt;br&gt;Wed 9/24</td>
<td><strong>Perceptions &amp; Stereotypes</strong>&lt;br&gt;<strong>Lecture:</strong> - <em>Perceptions and Stereotypes</em>&lt;br&gt;<strong>Read:</strong> <em>Tuleja, Chapter 4</em>&lt;br&gt;  - Scenario: Ted Dorman – Doing Business in Mexico&lt;br&gt;  - Singer (Role of Culture &amp; Perception pp. 1-3; first paragraph on p. 4; 8-11)&lt;br&gt;<strong>In-Class Activity:</strong> <em>Cultural Sense-Making</em></td>
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**HOMEWORK**

**Learning Objectives:**
- To analyze Ted Dorman’s situation using the COI tool and develop proficiency in giving sensitive feedback.

Respond to the following questions (up to a page) and submit to the Assignment Folder in Sakai.

1. Analyze Ted according to what you know about the COI – what do you think his specific communication preferences might be and why?
2. What are the GAPS that Ted is experiencing right now?
3. Let’s say that Ted hired you as a consultant to help him figure out how to become more culturally aware and sensitive and – hopefully successful – with the time he has left in Mexico. What would you say to him?
4. What are Ted’s perceptions of Manuel and vice versa (re: Singer reading)? How could you help them to understand each other better?

**Notes:**
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<td><strong>Class 11</strong></td>
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<td><strong>Mon 9/29</strong></td>
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<tr>
<td>World Views And Values</td>
<td><strong>Lecture:</strong> World Views and Values</td>
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<td><strong>Read:</strong> Kluckhohn &amp; Strodtbeck Values Orientations</td>
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<td>Trompenaars, Chpt. 1</td>
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<td>CASE: Urban Outfitters Nava No-No</td>
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<td><strong>In-Class Activity:</strong> Case Discussion – Urban Outfitters</td>
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<td>Parable Exercise</td>
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<td></td>
<td>Update on Case progress (nothing is due – just checking in)</td>
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**HOMEWORK**

**Learning Objectives:**

- To learn from Urban Outfitter's experience as a business leader so that you may become more culturally aware and sensitive through increased research and due diligence.

Respond to several of these questions (up to a page) and submit to the Assignment Folder in Sakai.

1. Were the Navajos, as well as Native Americans across the United States, overreacting over Urban Outfitters using the “Navajo” name in its product line?
2. What could Urban Outfitters have done to prevent such a backlash from the Native American Peoples?
3. What steps should Urban Outfitters take to help improve long-term relations with the Navajo Nation/ Native American People?
4. In the future, what can Urban Outfitters do to prevent problems such as the one it has encountered with the Navajo Nation?
5. How has the history and cultural values of the Navajo tribe made Urban Outfitters’ mistake particularly offensive?

**Notes:**
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<td><strong>Class 12</strong></td>
<td><strong>Leadership Exam</strong></td>
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<td><strong>Wed 10/1</strong></td>
<td><strong>Lecture:</strong> <em>Culture &amp; Leadership: The GLOBE Study</em></td>
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<td><strong>Read:</strong></td>
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<td><em>Northouse, Chapter 13</em></td>
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<td><em>Scenario: Stuck in the Middle in Japan</em></td>
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<td><strong>In-Class Activity:</strong> <em>Discussion of “Stuck in the Middle...”</em></td>
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<td><strong>Quiz:</strong></td>
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<td>In good teaching and learning, there are multiple forms of assessment in order to appeal to various learning styles. This also serves as a means to reinforce the reading and critical thinking with which you have done during this course. You will have 45 minutes to complete the 50 question quiz (50 questions from text, readings, lectures, class discussions, etc.). If you need special accommodation, please inform your instructor ahead of class.</td>
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<td><strong>HOMEWORK</strong></td>
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<td>- No official homework today because today’s quiz. 😊</td>
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<th>Week 7</th>
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<tr>
<td><strong>Class 13</strong> &lt;br&gt;Mon 10/6  &lt;br&gt;Last Class Wrap-Up</td>
<td>✤ Lecture: ➤ <em>We will wrap up and conclude the class</em>  &lt;br&gt;✤ Read: Tuleja, Chapter 5  &lt;br&gt;✤ In-Class Activity: ➤ Create action plan going forward and discuss key takeaways from course.  &lt;br&gt;➤ The 2nd part of class will be dedicated to giving you feedback on your Case Drafts. <strong>BRING A WORKING COPY OF YOUR CASE DRAFT TO CLASS</strong> – by now you should be editing your work for completion.  &lt;br&gt;HOMEWORK: <strong>“Image of Culture #2”</strong>  &lt;br&gt;• Find another image on the Internet that depicts your understanding of your concept of culture. <strong>HOW HAS YOUR IMAGE OF CULTURE CHANGED?</strong>  &lt;br&gt;• Put your name on the slide and write 100 words or less that describes your image of culture at this point in time.  &lt;br&gt;• Also write three key learning take-aways in the Notes Section.  &lt;br&gt;• Copy and paste it, along with its URL to a PPT slide. <strong>No PDFs please!</strong>  &lt;br&gt;• POST TO: <strong>IMAGES OF CULTURE #2</strong>  &lt;br&gt;Extra credit – if you’d like to make up a homework assignment that you might have missed, you can go back to one of your responses to a specific assignment and answer the following: Knowing what you know now, how might you respond differently? POST TO YOUR <strong>DROP BOX FOLDER</strong>.</td>
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<tr>
<td><strong>NOT A CLASS</strong>&lt;br&gt;Thurs 10/9 &lt;br&gt;MBA Exam Schedule</td>
<td><strong>CASE STUDY DUE:</strong> 3:00 pm – submitted BOTH in hard copy to Room 234 and soft copy to your TEAM Case Folder in Sakai, labeled as your final copy [Please submit Case and Teaching Notes in Word – no PDFs].  &lt;br&gt;Thank you for your cooperation and attention to these details and I look forward to reading your work!</td>
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