

Course Syllabus

Intercultural Communication

SOCI 3332 Culturology and Cross-Cultural Communication
(BINT 3366 Intercultural Communication)

Instructor:

Dr. Kevin MacGabhann kevin.macgabhann@em-strasbourg.eu

Course Introduction

Credit Hours: This course is recommended for 3 US semester credits. The class consists of 35 classroom hours (28 hours of teaching + 6 hours of interactive workshop) with an additional 10-12 hours spent outside the classroom, including excursions, visits to professional organizations, and activities.

Prerequisite Courses: none

Class Meets:

- Monday, June 2 2:00pm - 6:00pm
- Tuesday, June 3 9:00am - 1:00pm
 2:00pm - 4:00pm
- Wednesday, June 4 9:00am - 1:00pm
 2:00pm - 4:00pm
- Thursday, June 5 9:00am - 1:00pm
 2:00pm - 4:00pm
- Friday, June 6 9:00am - 1:00pm
 2:00pm - 4:00pm

Course Introduction:

The course combines lectures, discussion, video cases, group work, presentations, and emphasises a **dynamic interactive** approach encouraging student interaction.

There are 8 sessions to attend each lasting 2 to 4 hours. The course focuses on intercultural communication and sensitivity predominantly in the 21C workplace.

Course Learning Outcomes

The aim of the course is to enhance students' critical skills, evaluating and understanding intercultural communication in the context of their professional careers and personal development e.g. awareness and development of intercultural communication skills, intercultural sensitivity, managing multi-cultural teams, negotiating cross-cultural differences, cultural competencies, global leadership, cross-cultural training, and diversity management etc.

Instructional Materials

Required Instructional Materials:

(These two books may be available through your library as an e-book. Relevant chapters will be provided for students who do not have access to the electronic version.)

1. "International Dimensions of Organizational Behavior," by Nancy Adler (with Allison Gundersen), 2008, 5th edition, Thompson South-Western.
2. "Communicating Across Cultures," by Maureen Guirdham, 1999, by Purdue University Press. ISBN-13: 978-1-55753-167-4, ISBN: 1-55753-167-6

Class Schedule and Sequence of Instruction*

Class 1: 2nd June 2pm – 6pm

- Welcome, outline, course requirements and housekeeping
- Learning outcomes & objectives

Slides point (1)

Lecture: Introductions, intercultural communication, a global perspective and the human factor

Slides (2)

Importance of Intercultural communication and Intercultural Management (ICM)

Strategic considerations of ICM

Role/impact of Culture in workplace

- Self-assessment of your Intercultural Capabilities
In Class Team activity: Cog exercise (culture quiz)
Team building exercise

Assignments & Readings distribution & key dates. You will find out who your team is and your team assignment. Expectations of presentations, papers, grading and attendance

- How this course will serve you going forward

Presentation of Intercultural Skills for the workplace

Culture AT WORK: The value of intercultural skills in the workplace

In class team activity: Video Case 1 Wider than the River. Contrasting Cultural Values

Class 2: Tuesday, 3rd June 2024 9am -1pm

Slides (3)

The challenges/problems/dilema's of culture
Impact of Culture in our lives
Impact of Culture in our careers & workplaces
Critical incidents

In class team activity: Video Case 2: Part 1 International Teams/ Project Management

Class 3: Wednesday 4th June, 9am -1pm

Short Written Assignment 1 due today: *Emily in Paris*

Challenges continued

Slides (4)

Solutions to intercultural problems

Intercultural sensitivity & a developmental approach
Intercultural Competence
Intercultural competence & Intercultural sensitivity tests
Carbon Literacy as an extension of intercultural competence

Critical considerations for Global leadership

In class team activity: Video Case 3 Part 2. International Teams/Project Management.

(Prep Work in class) In small groups, students will analyze one of Hofstede's six dimensions: individualism, power distance, masculinity, uncertainty, avoidance, long-term orientation, or indulgence
In pairs or /pods of 3, students will analyze one of Hofstede's six dimensions: individualism, power distance, masculinity, uncertainty, avoidance, long-term orientation, or indulgence.

The pair/pod is expected to make a 10-minute-long presentation in **Class 4** that:

1. explains what the dimension reflects (how is it defined?)
2. compares you home country, France, and one more country of your choice on the dimension
3. provide examples of behavior from your home country, France, and third country that either support or contradict the Hofstede evaluation
4. provides suggestions for incorporating the cultural dimensions in a communication strategy

Class 4: Wednesday 4th June, 2pm-4pm

Slides (5) & (6) Culture A-Z: Part 1: The programming of the mind Part 1. Problems, REVIEW of cultural theory, communication styles, bridging the cultural gap and diversity management, DIEB and evolution of intercultural management:

Class Pair/pod presentations on one of Hofstede's six dimensions

In class team activity, Video Case 4: Expatriate in India: That could be you:

Class 5: Thursday 5th June, 9am-1pm

Culture A-Z part 2

Culture continued Part 2: Solutions, diversity management & bridging the cultural gap

Culture A-Z part 3

Principles and Modes of Communication

☑ In Class exercise:

Zoom on France. Cultural Differences

o Identify differences between the US and France (behaviors traditions, examining underlying beliefs, why do they do that way)

Which different forms of communication have you experienced in France?

In Class Activity: Video Case 5 Negotiating in Asia (China)

Class 6: Friday 6th June, 9am-1pm

Short Written Assignment 2 due today: Intercultural team video

A word on Eco-Responsibility in the intercultural competence context.

Slides (7) Diversity Management.

Management of Diversity case

Team work assignment preparation in class: Tutorial

Class 7: Wednesday 11th, June, 9am-1pm

Slides (8) Strategies for personal success

How this course will serve you going forward

Presentation of Intercultural Skills for the workplace

Culture AT WORK, www.britishcouncil.org

Selling your intercultural skills going forward on CV and in the interview.

New ideas in Intercultural Management for the 21C

Class 8: Wednesday 11th, June, 2pm-4pm

Team presentations due today.

Team presentations of their Cross-Cultural Team Building Scale

Wrap up

Written Team follow Paper Due today

Grading and Assessment

- Continuous Assessment: 30 % of total grade (details are below)
- Individual Assignments (2): 20% of total grade (details are below)
- Team Assignment: 50 % of total grade (details are below)

Grading Scale (Based on points)

93 – 100	A	73 – 76	C
90 – 92	A-	70 – 72	C-
87 – 89	B+	67 – 69	D+
83 – 86	B	63 – 66	D
80 – 82	B	60 – 62	D-
77 – 79	C+	59 – Lower	E

Grading & Course assessment method

Continuous Assessment /30%

Attendance & participation. All students will be required to attend class and participate in presentations, discussions, role-plays, team work, in class case studies, etc.

/20% two individual assignment(s) (10% each) based on in class activities. Instructions will be discussed in class

Team Assignment: :/50%

There is one team assignment with two parts: There is a written part (25 points %) and oral part (25 points %) part to the assignment. You will be placed on a team in class 1.

Team assignment: General Comment

During the program of lectures, expectations for the group assignment will be discussed and marking guidelines will be reviewed. While the bibliography and lectures of the course will provide some guidance, students are free to do independent reading, thinking and developing of ideas in order to complete each part of the group assignment.

The purpose of the group assignment is to enhance students' critical skills, evaluating and understanding intercultural management e.g. intercultural communication, awareness and development of intercultural negotiation skills, managing multi-cultural teams, cross-cultural differences, international leadership, cultural competencies, global leadership, cross-cultural training, intercultural sensitivity, diversity management etc.

Instructions for the written part of team assignment (25%)

Make sure to include a cover page with the names and nationalities of each team member and name/number of team on each document.

Your team assignment must be presented and structured in a professional way, with uniformity of grammar and English language. The assignment must be typed and spell-checked using 1.5 spacing, text justified, (2.5 margin) and using Arial or Times New Roman font 12. Assignments must use Harvard Referencing System.

Please note: Indicated assignment page recommendations for each **task represent a page minimum and maximum.**

The written assignment is due (hard copy) and electronically to be sent to kevin.macgabhan@em-strasbourg.eu by (Wed session 8, 2-4pm)

Cross-Cultural Team Building Scale

Directions: All human beings have values preferences which significantly impact work group cohesion.

Step 1: Each team member constructs their individual values profile. To do so, each member of the team chooses a letter (A, B, C, D,) and marks that letter along each continuum. Then connect each letter (i.e. connect all the A's, B's, C's through each continuum etc.). This will give a picture of each members value profile, and an overview/map of the collective team. You will then be able to see where the similarities and differences are among your team members. Please copy continuums (overview /map of the collective team, indicating your team values profile) on your answer/document. This is **not** included in the minimum/maximum page requirements.

Step 2 (2 pages min- 3 pages max, (double spaced) including references and bibliography): Discuss and explain by giving examples how your individual differences may be problematic in the process of the team working together. Refer to 3 differences (continuums) and highlight possible problems associated with these differences and explain why.

Step 3 (2 pages min-3 pages max (double spaced) pages including references and bibliography): Discuss and explain by giving examples how you make your individual differences a collective advantage. Refer to 3 continuums. *What are the determining factors, (techniques, methods, interventions) and skills required in order to manage and leverage the diversity of your group?*

Value Change	Value Tradition
Specificity in Communicating	Vagueness in communicating
Analytical, linear problem solving	Intuitive, lateral problem solving
Emphasis on individual Performance	Emphasis on group performance
Communication primarily verbal	Communication primarily non-verbal
Emphasis on task and product	Emphasis on relationship and process
Surface different views	Harmony
More horizontal Organization	More vertical organization
Informal tone	Formal tone
Competition	Collaboration
Rigid adherence to time	Flexible adherence to time

The managing Diversity Survival Guide © Lee Gardenswartz and Anita Rowe

Instructions for Team oral assignment

Your team is required to present their Cross-Cultural Team building scale (using power-point etc) in **Class 7 or 8 (Wed 11th June)** for **20 minutes** and be prepared to answer questions. More information will be given in class 2.

- Prepare and practice!!!
- Stay within time limit!!!

Contact details:

Any questions or concerns please contact me by email. kevin.macgabhann@em-strasbourg.eu
or you will see me every day in class.

Attendance, Participation and Last Assignment

Attendance and Participation Policy:

All students are required to attend each class and to arrive on-time. All students are expected to participate in presentations, role-plays, teamwork, case studies, etc. As class attendance and participation counts towards the final grade, missed classes will result in a lower participation score. Students who are not able to attend are asked to inform the instructor in advance.

Late Assignment and Missed Exam Policy:

Assignments, which are turned in late are marked down. Missed exams may be made up only under extenuating circumstances and in cases where students have made prior arrangements with the instructor.

Bibliography and reading list

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