

Course Syllabus

Intercultural Communication

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

Instructors:

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Course Introduction

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

Prerequisite Courses: none

Class Meets:

Monday, May 29 – Friday, June 24, 2023

Detailed course schedule with hours and locations of classes is TBC

Course Introduction:

The course focuses on intercultural communication and sensitivity predominantly in the 21C workplace. The course has two sections. The first section, taught by Dr. Marketa Lepicovsky consists of 14 classroom hours and focuses on the theoretical perspectives which shape organizations' intercultural communications strategies. The second section is taught by Dr. Kevin MacGhabban and combines lectures, discussion, video cases, group work, presentations, and emphasizes a dynamic interactive approach encouraging student interaction.

Course Learning Outcomes

The aim of the course is to enhance students' critical skills in evaluating and understanding intercultural communication in the context of their professional careers and personal development including 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.

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

Assessment

Section 1

Journal 10% of total grade

Journal entries: Each entry should be your reflection on and response to the daily question. You may write using a free-flowing thought approach to express your ideas, experiences, or opinions, and therefore it is not necessary to research your topic. However, make sure others can understand your message, check your use of idioms or slang, and do not forget the importance of spelling and grammar. Entries should be one page (double-spaced), 300 – 350 words.

Dimensions assessment 10% of total grade

In small groups, students will analyze one of Hofstede's six dimensions: individualism, power distance, masculinity, uncertainty, avoidance, long-term orientation, or indulgence. The pair is expected to make a 10-minute-long presentation that:

1. explains what the dimension reflects (how is it defined?)
2. compares your 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

Section 2

Continuous Assessment: 30 (% of total grade) (details are below)

Team Assignment: 30 (% of total grade) (details are below)

Class Schedule and Sequence of Instruction*

Section 1

Session 1	<p>Introduction: What is Culture?</p> <ul style="list-style-type: none"> • Welcome, outline, course requirements and housekeeping • Learning outcomes & objectives • Examine culture and identity according to the groups we belong to • Identify differences in behaviors and traditions • Class exercises: <ul style="list-style-type: none"> ○ Identify your individual, social, and national cultural identities ○ Map your culture according to the Values Orientation Dimensions Model (Kluckhohn and Strodtbeck) • Assignments for next class: <ul style="list-style-type: none"> ○ Reading in International Dimensions Of Organizational Behavior: What is culture (pp.18 – 35) ○ Journal Assignment: What are your cultural expectations? Write about what you wish to experience, see, or learn while you are in France.
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Session 2	<p>How Culture Affects Communication</p> <ul style="list-style-type: none"> • Principles and Modes of Communication • Cultural diversity, multiculturalism, and bi-culturalism • Class exercises: <ul style="list-style-type: none"> ○ Which different forms of communication have you experienced in France? ○ Identify differences between the US and France (behaviors traditions, examining underlying beliefs, why do they do that way) • Assignments for next class: <ul style="list-style-type: none"> ○ Reading: Chapter 4 in <i>Communicating Across Cultures</i> (pp.79 – 114) ○ Journal Assignment: Today’s outdoor leadership seminar has the motto, “Use your brain, listen to your heart, and move your body.” In addition to cultural differences, people also differ in the ways they approach difficult decisions. Some rely on instinct and feelings (“follow your heart”) while others make difficult decisions based on reason and logic (“use your head”). Which type are you? Write about a difficult decision you had to make using one of these strategies.
Session 3	<p>Cultural Differences in Leadership and Management</p> <ul style="list-style-type: none"> • Outdoor leadership seminar reflections • Principles of negotiation • Theoretical foundations of Hofstede’s cultural dimensions and country differences. • Class exercise: <ul style="list-style-type: none"> ○ Identify negotiation strategies based on the cultural dimensions ○ Form pairs for cultural analysis and discuss dimensions • Assignments for next class: <ul style="list-style-type: none"> ○ Reading in <i>International Dimensions Of Organizational Behavior: How Cultural Differences Affect Organizations</i> (pp.50 – 65)

Session 4	<p>Further Cultural Factors and Unwritten Rules</p> <ul style="list-style-type: none"> • Council of Europe reflections • High-context versus low-context cultural factors by Edward T. Hall • Universalism (low context) versus particularism (high context) by Fons Trompenaars • Class exercise: Communicate your experiences abroad in a professional setting. Identify situations in which you have been confronted with cultural differences, describe the situation and how you solve it in various contexts (i.e., job interview). • Assignments for next class: <ul style="list-style-type: none"> ○ Reading in Communicating Across Cultures: High-context, low-context communication (pp.60 – 69)
Session 5	<p>Cultural Dimensions Analyses</p> <ul style="list-style-type: none"> • Lieu d'Europe reflections • Group Presentations

Section 2

Class 1: Friday, 1/7, 14h00-17h30

- 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
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

Video Case 1. NAFTA:

Class 2: Monday, 4/7, 9h00-12h30

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: International Teams/ Project Management Part 1

Class 3: Tuesday, 5/7, 9h00-12h30

Challenges continued

Slides (4)

Solutions

Intercultural sensitivity & a developmental approach
Intercultural Competence
Intercultural competence & Intercultural sensitivity tests

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

Critical considerations for Global leadership

Class 4: Wednesday, 6/7, 9h00-12h30

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:**

In class team activity video case. Negotiating in China

Class 5: Thursday 7/7, 9h00-12h30

Culture A-Z part 2

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

Culture A-Z part 3

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

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

Team work assignment preparation in class: Tutorial

Class 6: Friday 8/7, 9h00-12h30

Slides (7) Diversity Management.

Management of Diversity case

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

Team presentations

Team presentations of their Cross-Cultural Team Building Scale

Individual hand-in of journals/ worksheets

Wrap up

In Class quiz on cultural styles

Grading & Course assessment method

Continuous Assessment /30

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

/20 Completion and hand in of your 25page Intercultural communication work sheet/journal which will be given to you in class 1. To be handed in on **Class 6?**

/20 Short individual assignments based on in class activities. TBA in class. Date to be handed in class.

Team Assignment: :/30

There is one team assignment: There is a written (15 points) and oral (15 points) part to the assignment. You will be placed on an international 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



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 on the **TBA** electronically to be sent to kevin.macgabhann@em-strasbourg.eu

Instructions for Team oral assignment

Your team is required to present their Cross-Cultural Team building scale (using power-point etc) in Class 9 for **20 minutes** and be prepared to answer questions. More information will be given in class 2.

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

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- 4 pages max, 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 5 differences (continuums) and highlight possible problems associated with these differences and explain why.

Step 3 (2 pages min-4 pages max pages including references and bibliography): Discuss and explain by giving examples how you make your individual differences a collective advantage. Refer to 5 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

Communication

primarily verbal	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

Instructor/Course

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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