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Carleton University
BUSI3700-B 2022 / Winter
Cross-Cultural Communications

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Office Hours: By request online
Location: **Online Delivery** **Modality: Online Asynchronous**

Cross-cultural Communications

Globalization and the increasing flow of people and capital around the world has produced an integration of business, markets, diplomacy and even culture. The ability to work, manage and communicate in diverse settings is a vital skill today, yet, will become even more important in the workforce of the future. Understanding cross cultural communications is not simply how people from differing cultural backgrounds communicate. It is more complex than simply language and encompasses non-verbal communications, cultural norms and taboos, values, and proxemics and more. It includes understanding how cultural patterns and core values impact the communication process. From an international business perspective, a bad first impression or breaching etiquette can have disastrous consequences in negotiations or diplomacy. It is also important to understand from a multinational perspective when managing cross cultural teams.

1. COURSE PREREQUISITES

The School of Business enforces all prerequisites. It is your responsibility to ensure that you meet the prerequisite requirements for this course. Lack of prerequisite knowledge may lead to failure in the course. Only the Undergraduate Program Advisor of the School can waive prerequisite requirements.

Prerequisite(s): restricted to BIB students who are participating in an academic exchange.

2. COURSE DESCRIPTION:

Course Calendar Description: Principles of communication across cultural boundaries are applied to both interpersonal and commercial interactions. Critical incidents and commentary are analyzed. Students submit periodic reports, evaluated by the instructor at Carleton.



What to expect: In today's world of globalization, technological advancements, travel, and immigration emphasizes the importance of understanding cross-cultural communications. Cross-cultural or intercultural communications occur at all levels of business from multinationals to small organizations. CEOs, CFOs, entrepreneurs, marketing, and sales managers all work towards an understanding of cultural management to prevent misunderstandings. Yet there is often misinterpretation of cultural traditions, a bad first impression, or even a breach of a cultural taboo. All of which can result in cultural misconceptions, conflict and even prejudices. Understanding cross-cultural communications and inter-cultural communications is important to mitigate these issues. It also improves one's own self-awareness and deconstructs the concept of the "other".

This course prepares students who are interested in international business, cultural exchanges, travel, exploring cultural self-awareness and mutual exchange of ideas and cultural norms. It also provides students with an overview and application of cross-cultural interactions, including cultural differences of locality, gender and will include worldwide Indigenous perspectives. Overall, this course is designed to increasing one's cultural intelligence within a business context. Practical examples involving problematic cross-cultural interactions will be introduced. The course involves a combination of interactive sessions, lectures, cases and of course humour.

LEARNING OUTCOMES: Upon completion of this course, each participant should be able to:

- ***Understand the foundations of cross-cultural communication***
Understanding of cross-cultural communications practices in different cultural contexts. Exhibit cultural intelligence and cross-cultural communication skills relevant to diplomacy, business, and travel.
- ***Understanding of cultural diplomacy***
Demonstrate foundational knowledge in diplomacy and the field of cultural management. Understand the foundations of cross-cultural management strategies at all levels of a company and in the context of managing unique, culturally diverse and various teams.
- ***Apply strategies of conflict resolution in a cultural context***
Adopt the necessary skills and points of view of an effective CEO, Owner, Manager or Senior Manager or a multi-national company or organization and apply knowledge of cross-cultural communications to business practices and mitigate conflict.
- ***Engage in strategic thinking***
Appropriately question and criticize traditional strategic models in favour of approaches, which encompass variables such as culture, different approaches to business, international complexity, innovation, different culture corporate strategists, virtual representations and other technologies.
- ***Enhance ones own self awareness and biases***
Critically Reflect one's own individual communication strengths and gain insights into one's own personal values, biases, and cultural background.

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>			X	
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>		X		
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

3. COURSE MATERIAL

Required Text. Additional reading materials will be posted on Brightspace

- Ahrndt, S. (2020). Intercultural Communication. University of Missouri, St.Louis. Open text <https://irl.umsl.edu/oer/24/> FREE!

Supplemental Reading and Links. Extra reading material links will be posted on Brightspace.

Recommended Readings (access through your library or directly online)

The following books that are recommended for students who wish to enhance their understanding of, and may work in, cross-cultural or intercultural global marketing and management are encourages to read the following:

- Axtell, Roger E. (1997). Gestures: The Do's and Taboos of Body Language Around the World, Revised and Expanded Edition, Parker Pen Company.
- Beamer, Linda and Varner, Iris. (2006). Intercultural Communication in the Global Workplace. McGraw-Hill
- Chaney, Lillian H. and. Martin, Jeanette S. (2010). Intercultural Business Communication, Fifth Edition, Prentice Hall
- Hall, Edward. (1976). Beyond Culture, Random House.
- Mattock, John. (2007). Cross-Cultural Communication; The Essential Guide to International Business. Kogan Page Publishing.
- Min-Sunkim. (2002). Non-Western Perspectives on Human Communication: Implications for Theory and Practice. London: Sage Publications.
- Storti, Craig. (2017). Cross Cultural Dialogues: 74 Brief Encounters with Cultural Differences, Second Edition, Intellectual Press.
- Samovar, L., & Porter, R. (Eds.). (1999). Intercultural Communication: A Reader (9thedition). Belmont, CA: Wadsworth Publishing Company.
- Suen, E. and Suen, B. (2019). Intercultural Communication: A Canadian Perspective. Canadian Scholars.
- Thomas, David C. (2008). Cross Cultural Management: Essential Concepts, 2ndEd., Sage.
- Thomas, David C., and Inkson, K. (2009). Cultural Intelligence: Living and Working Globally. San Francisco, CA: Berrett-Koehler Publishers.
- The Importance of Cross Cultural Understanding in English Language Training (2020) <http://www.openjournal.unpam.ac.id/index.php/Proceedings/article/view/4347/3279>
- Students will find the following online journal useful: *Journal of Intercultural Communication*. <http://www.immi.se/intercultural/>

4. METHOD OF INSTRUCTION:

This course is presented through a mixture of learning styles including lectures, group work and presentations. There is also a peer reviewed component to the grade which will be discussed in class. It is up to you to do the readings and come to the class prepared. In class discussions are encouraged and your own personal experiences will make the class relevant.

5. EVALUATION:

Reflecting the real world of Ethics and Cross-Cultural Communications, your grade performance will depend upon both individual and group contributions as outlined below:

Grade Breakdown

	% of Final Grade
a. Personal Journals (4)	20%
b. Country Profile (Case Study)	30%
c. Cross Cultural Learning Project. Proposal (5%), Paper (30%)	35%
d. Presentation (group of 4 students)	15%
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TOTAL	100%

Individual assignments:

Personal Journals. Starting from week 2, you will be required to post short journal entry on Brightspace. These journal entries should be around 500 words or less and are proofread. These journal entries are informal reflections on the previous week's topic and how it can be applied or is relevant to your daily life or future self. The goal of this assignment is encouraging you to reflect on the importance of the class material on cross-cultural communications and its applications to daily life.

Country Profile (Case Study). Part of going to a new country is doing your research on their customs and traditions. In this assignment you will create a profile of a country that is your intended country of study. This will include an in-depth look at cultural traditions and norms as it applies to cross-cultural communications and class material. You can explore various elements such as non-verbal communications, religious influences, taboos, traditions and other elements you may discover during your research.

Group Assignments:

Cross Cultural Learning Project. The primary objective of group projects in this course is to provide experiential learning in the skills necessary for developing real business opportunities with high performance teams. Your team will plan, design and present a cross-cultural training program, designed to train employees preparing for their next job assignment in a foreign country of your choosing (outside North America unless with an Indigenous culture). This project should be conducted in groups of 4 and will be not be your intended country of study abroad. At the completion of the course, the instructor may adjust group assignment marks awarded to individuals based on peer feedback. The peer evaluation forms will be made available to you prior to the class due dates.

Group Presentation

Your group will prepare and deliver their training program in the form of a presentation to the class. Further details will be provided in class.

I strongly suggest keeping a backup of all your work in case of the loss of your work

Note Carleton requires that correspondence with professors be carried out through your Carleton email account only.

6. CONDUCT

Professional conduct is built upon the idea of mutual respect. Such conduct entails (but is not necessarily limited to):

- **Attending the class.** Each class benefits from the attendance and participation of all students. Your grade for participation will be affected by absences. Regular class attendance is important and required. I expect you to attend class and contribute to a quality discussion. Class and team discussion of the materials (e.g., readings, assignments, and cases) are an important part of the learning process. Missing more than 2 classes without a certified reason (e.g. medical certificate) will lead to failure in this course regardless of the performance on assignments, presentations and reports.
- **Arriving on time.** Late arrivals are disruptive to both lectures and class discussion and show disrespect to those who are on time.
- **Team based projects.** Teams for the group projects are created in class during week one and two of the course. Students arriving after should email the course instructor.
- **Being prepared for class.** You should be ready to discuss any assigned readings and to answer any assigned questions for each day's class.

7. ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>

SCHEDULE

WEEK	DATE Week of	TOPICS	ASSIGNMENTS (due dates)	Readings on Brightspace (read before class)
1	Jan 10	Introduction to the course. Culture and communications.		Miner
2	Jan 17	Pandemics and Global Communications	reflection writing	Ahrndt ch 1
3	Jan 24	Interpersonal Communications, cultural identity and the Canadian context		Gilmore and GOC, Ahrndt ch 2
4	Jan 31	Travel, culture shock and cultural patterns	Country Profile (Case Study)	Readings on Brightspace, Ahrndt ch 3
5	Feb 7	Nonverbal Communications and the Silent Language	reflection writing	Hall
6	Feb 14	Negotiation and conflict in cross-cultural management	Proposal for CCL	Mayer, Margery, Bello, Yan Ahrndt ch 5
February 22th -25th Winter Break				
7	Feb 28	Creating cultural competence: Asia-Pacific	reflection writing	Readings on Brightspace
8	Mar 7	Creating cultural competence: EU		Readings on Brightspace Ahrndt ch 6
9	Mar 14	Creating cultural competence: Africa and the Middle East	reflection writing	Readings on Brightspace
10	Mar 21	Creating cultural competence: The Americas		Readings on Brightspace
11	Mar 28	Presentations	Presentations and Cross-Cultural Learning Project final due	Readings on Brightspace Ahrndt ch 4
12	Aril 4	Final Thoughts on Intercultural communications		