

GE302: Intercultural Communications in a Global Workplace

3 credit hours

(Transcribed for major credit in Communications or as elective credit in International Studies)

Location:	Variable
Instructor:	To be provided
Instructor email:	To be provided

Course Overview

Students will learn to identify culture, cultural differences and how to navigate a multicultural workplace. They will build their own intercultural competence in terms of their own awareness, skills, and knowledge as a necessary basis for learning about communication in the global workplace, especially as it may be applied to their host country and their individual internship experience.

The course will begin with a basic introduction of cultural concepts, teach the student how to identify a country's culture, and how to recognize their own cultural background. These concepts will then be applied to workplace settings. Students will have the opportunity to identify underlying cultural concepts and how these impact workplace practices and communication so that they may develop their own competencies in the workplace and apply these new understandings to their own internship experience. Through the studied and practiced outcomes, the student will be able to reflect on their own cultural lens and learn how to identify and adapt to new professional settings.

While every intercultural communication model is different, Fairfield University and Global Experiences (GE) use the Deardorff Process Model of Intercultural Competence as a necessary foundation for building intercultural competence and communication skills in a global workplace. The criteria are as follows:

1. Knowledge
2. Competencies
3. Attitudes

Course Objectives

Through this curriculum, the student will learn the foundation of intercultural differences beginning with their own cultural self-awareness and leading to the ability to recognize cultural influences in various facets of human interaction, especially communication. The student will be able to take the knowledge and skills gained and apply them to their own internship experience and future professional work settings.

Students will be tasked with a variety of projects, assessments, group work, interviews, observations, and reflections. This will be an applied learning experience. The student will be encouraged to assess and interpret different communication styles, modes of communication, and the impact culture has on these. Their understandings of these concepts will be applied to a workplace and business environment.

Learning Outcomes

- Understand own cultural background
- Able to identify cross-cultural differences in the workplace

- Identify cross-cultural communication styles
- Understand differences in business and workplace etiquette
- Develop agility to adapt to new workplace environments based on cultural differences
- Gain the tools to recognize cultural misunderstandings and the ability to improve competency after the conclusion of the course

Prerequisites:

- Have completed one year of full time enrollment at a higher education institution and be in good academic standing at home institution.
- Students should have a minimum overall GPA of 2.5 to be considered eligible for the program. (Students under this GPA must petition to Global Experiences for entry into the program).
- Must meet home institution internship eligibility requirements.
- Students should have no code of conduct violations on their record at their home institution.
- Note: Some academic departments may have a different requirement for completion of specific curriculum as part of the internship.

Instructor/Instruction:

Students enrolled in GE302 will register with Global Experiences. Once registered students will access the course via Moodle. Grading and assignments will be assessed by GE Faculty. A final transcript will be generated by Fairfield University.

Students will be communicating with the instructor via Moodle. Students will be responsible for attending live webinars and submitting weekly or bi-weekly assignments.

Required Texts / Readings:

1. Kozai Group. Intercultural Effectiveness Scale:
<https://www.kozaigroup.com/intercultural-effectiveness-scale-ies/>
2. Lillian Chaney & Jeanette Martin (2014). Intercultural Business Communication. 6th ed.
3. Aperian Global – Globe Smart: <https://www.aperianglobal.com/modes-of-delivery/globesmart/>
4. Article covering social, political and economic climate in your host country. (Week 2 assignment). Here is an example of an article for Ireland: Kimiko de Freytas-Tamura. [Where Did Ireland Go? Abortion Vote Stuns Those on Both Sides](#)
5. Hofstede Insights. Compare Countries:
<https://www.hofstede-insights.com/product/compare-countries/>
6. Storti, Craig. Cross-cultural dialogues. 74 Brief Encounters with cultural difference. 2017 & The Art of Doing Business Across Cultures.

Assessment:

10% - Completion of the pre and post test Intercultural Effectiveness Assessment

40% - Completion of weekly and bi-weekly reflections and exercises

50% - Final assessment and Final paper – Reflection on your results of the Intercultural Effectiveness Scale and how your intercultural competencies have developed. You should relate these skills to your own internship experience as well as how they apply to a global workplace in general. Thinking ahead to your professional career: Select one global competency from the IES that you feel would be most useful for you to apply in a professional setting to increase your intercultural effectiveness. Papers will be uploaded to Moodle. This paper should be 2700 words.

Week	Topic	Lecture	Tasks – <i>to be completed after the subject lecture and to be submitted on-line prior to the following week lecture.</i>	Readings - <i>to be completed prior to lecture</i>
1	Introduction to Moodle and course & introduction to assessing cultural competency baseline	- Overview of syllabus, using an online platform, and submitting assessments - Completing assessment	Intercultural Effectiveness Scale pre-test	
2	Historical, Political, Economic, and Social Context of a host country	- Shaping a country context: Major country drivers and distinguishing country profiles	- Access major historical events from your host country via the Moodle and place these and modern social and political events on a timeline based on lecture material, your reading, Globe Smart Portal, and your own research. <i>Timeline should list 10 – 15 historical and 10 – 15 social events. Expectation is that students reflect on how their host country's events differ from their own home country and process how their host country's events shaped its current climate.</i>	- Read article on your country's current social and economic state - Review the country facts and statistics on the Aparian Global – Globe Smart Portal
3	What is culture and how does it impact business?	-Definitions of culture -Identifying culture (Iceberg concept of culture) -Identifying a country's culture -Applying culture to the workplace and doing business	- In a written piece, apply the Iceberg concept of culture, identify three examples of visible and non-visible culture and how it manifests in the workplace. <i>Written piece should be 2 – 3 pages. Student should focus on either their home country or host country culture</i>	-Read Chapter 2 The Nature of Intercultural Communication – Universal Systems
4	My Culture & National culture	-Hofstede cultural dimensions & values in doing business -Norms and cultural business practices	-Hofstede Insights website, select your home country and your host country in a country comparison exercise. Answer one of the two questions on Moodle: 1. How	-Read Chapter 1 The Nature of Intercultural Communication – Dimensions of Culture

			<p>would you expect a manager to lead their team based on one of the value dimensions? 2. How would you expect a meeting to take place in your host country</p> <p><i>Written answers should be 3 – 4 paragraphs long, site examples from Hofstede and utilize examples (where possible) of the current internship location.</i></p>	
5	Multicultural teams in the workplace	-Working with a multicultural team in a globalized world	<p>-Aperian Global – Globe Smart Portal: Take the Global Profile and compare yourself to your home country culture, host country's culture as well as other GE program participants who completed the Globe Smart Profile. Write a journal reflection on the differences of your profile.</p> <p><i>Written piece should be a page in length and be reflective in nature. Students should focus on how the differences would impact working together and if possible, use real internship examples.</i></p>	-Aperian Globe Globe Smart Profile
6	Verbal Communication in the workplace	<p>-Verbal communication</p> <p>-Examples of non-verbal communication in the workplace</p> <p>-Disagreeing in the workplace</p> <p>-Management communication</p>	<p>Verbal communication: Critical Incident from Cross-Cultural Dialogues. Read the critical incident and then the explanatory note. What is the underlying cultural value affecting this miscommunication? --Read about communicating effectively in your country on your Aperian Global portal. Write a reflection on Moodle.</p> <p><i>Written piece should be a page in length and be reflective in nature. Students should focus on what are the key things to keep in mind when communicating with your manager in your workplace and should use tangible examples of either a) What they've used in a previous or current workplace or b) a situation</i></p>	<p>-Read Chapter 6: Oral and non-verbal communication patterns</p> <p>- Storti, Craig. Cross-cultural dialogues. 74 Brief Encounters with cultural difference. 2017 & The Art of Doing Business Across Cultures.</p>

			<i>that could have resolved faster or better should have they have communicated more effectively.</i>	
7	Non-Verbal Communication in the workplace	<ul style="list-style-type: none"> -Non-verbal communication -Examples of non-verbal communication in the workplace -Disagreeing in the workplace -Management non-communication 	<ul style="list-style-type: none"> -Complete observation sheet during typical day at your internship and note the non-verbal communication (gestures, personal space, facial expressions, touching etc.) <p><i>There is no formal template for this observation, however this exercise will help students recognize and look for non-verbal communication cues and therefore reflect upon patterns. These observations should clearly throughout the day what the patterns were noted, when they occurred, and the setting in which they occurred and what message it was perceived as conveying.</i></p>	-Read Chapter 6: Oral and non-verbal communication patterns
8	High & Low context Culture: Doing business	<ul style="list-style-type: none"> -Direct and indirect communication -Negotiating in the workplace 	<ul style="list-style-type: none"> -Complete the direct vs. indirectness sheets to practice the skill of indirect communication (detect and translate indirect communication) -Determine whether your host country is high or low context. Watch the LifeSwap Video and create your own set of rules for communicating in your host country for someone visiting. <p><i>A document outlining the rules the student has created for themselves should be uploaded into the Moodle platform.</i></p>	<ul style="list-style-type: none"> -Read Chapter 10: Intercultural Negotiation Process -LifeSwap Video – Episode 2 – The Tea Towel Stinks
9	Written Communication: Writing an email to a colleague	<ul style="list-style-type: none"> -Writing tone & style -Email etiquette 	<ul style="list-style-type: none"> -Interview colleague about sending emails to a client vs. a coworker and note the differences. <p><i>Students should upload a minimum of 5 key points as a reflection document on Moodle. It is hoped that an “electronic” best practices would be an outcome.</i></p>	-Read Chapter 7: Written Communication Patterns

10	Business Customs & Etiquette	- Intercultural Conflict in the workplace -Cultural practices with gift giving, card exchanges, introductions, asking for recommendations, interacting with colleagues, and organizational missions and values	-Observe coworker interactions over a day and note the number of informal interactions and formal interactions as outlined in the worksheet. Students should also reflect on how conflict was resolved. <i>Written piece should be a page in length and be reflective in nature. Students reflect upon what forms of conflict they have seen during their internship and how customs/etiquette and communication have played a part in the resolution.</i>	-Read Chapter 8: Global Etiquette and Chapter 9: Business and Social Customs
11	Applying cultural competency	-Introduce RADAR (Recognize, Analyze, Decide, Act, Review) in managing cultural miscommunication -Importance of cultural competency in a globalized world		
12	Growing cultural competency	-Interpreting your results -Being a continuous cultural learner going forward	-Take the post-test of the Intercultural Effectiveness Scale -Pair up with someone from a different host city to discuss your results	
13	Final Assignment		Final Paper <i>Criteria outlined in Assessment.</i>	

Grade Criteria:

Letter Grade	Grade Range
A	93-100
A-	90-92
B+	87 – 89
B	83 – 86
B-	80 – 82
C+	77 – 79
C	73 – 76
C-	70 – 72
D+	67 – 69
D	60 – 66
F	0 - 59

Academic Honesty: A standard of honesty, fairly and equally applied to all students, is critical to the learning environment fostered with this educational program delivery. Students not following along with below outlined processes will be subject to consequences. Serious cases may result in dismissal from the program.

Attendance and Class Participation: Students are expected to attend / participate in each class and to come prepared by reading assigned material and participating in discussion either through discussion forums, on-line delivery options, group discussions or other delivery methods. Should a student not be able to attend a class, they are responsible for assignments as well as obtaining notes, handouts, or other relevant content.

Plagiarism / Submission of work taken directly from another source (including material developed by another student) will be considered as grounds for no credit on the assignment. See the APA Guide for the correct method to cite another authors' work.

Assignments should use correct spelling, grammar, and punctuation. All assigned work is due at the beginning of class on the due date designated in the course syllabus. Work submitted late will receive an reduction from the earned grade. Students are encouraged to submit all assignments on time.