



GE302: Intercultural Communication in a Global Workplace

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

3 credit hours

Term:	Fall 2020, 8-week sessions
Location:	Virtual/Worldwide
Instructor:	To be assigned
Instructor email:	To be assigned

Course Platform

This course is delivered online via the Global Experiences Moodle site:

<https://global-experiences.moodle.school/>

Prior to the start of your program you will be enrolled in the course by Global Experiences staff. All interns will have a separate login and password. Your assignments will be posted online along with a copy of this syllabus. All assignments must be submitted through the Moodle platform by the due date in order to receive full credit. Submissions are time stamped and late assignments are subject to a reduction in points.

Course Overview

Students will learn to identify culture, cultural differences, and how culture manifests in the 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 where their virtual internship is taking place.

The course will begin with an intercultural competency assessment using the standards outlined by the in order to provide a baseline for their intercultural skills. Students will be asked to create a development plan they will apply throughout the course and refer back to in their final assignment. From there, they will move on to a basic introduction of cultural concepts, how to identify a country's culture, the impact of culture on communication, and how to recognize their own cultural lens. Students will have the opportunity to identify underlying cultural concepts and how these impact workplace practices and behavior so that they may develop their own competencies. 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

The Association of American Colleges & Universities (AAC&U) Intercultural Knowledge and Competence VALUE (Valid Assessment of Learning in Undergraduate Education) Rubric will be used to assess students' level of achievement in learning outcomes of the Deardorff Process Model of Intercultural Competence.

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 as it relates to global business norms. The student will be able to take the knowledge and skills gained and apply them to their own virtual internship experience and future professional work settings.

Students will be tasked with a variety of dynamic interactive work, observations, and reflections. This will be an applied learning experience and students will be expected to think critically about the course material and show aptitude in applying it throughout each week's assignments. The student will be encouraged to assess a variety of media outlets to complement their virtual internship experience and become agile in their digital fluency.

Learning Outcomes

- Understand own cultural background
- Able to identify cross-cultural differences in the workplace
- Identify cross-cultural communication styles
- Understand differences in business practice and identify the roots of misunderstandings in the workplace
- Develop agility to adapt to new workplace environments
- Think critically about how culture impacts behavior
- Gain the tools to recognize and improve intercultural competencies even 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 virtual 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 submitting weekly or bi-weekly assignments. Please consult the course schedule below for assignment deadlines. Any assignments submitted late will lose points. If the final assignment is past due, 10 points will be deducted each week the final assignment is late.

Materials / Readings:

1. Lillian Chaney & Jeanette Martin (2014). *Intercultural Business Communication*. 6th ed.
2. Aperian Global interactive learning platform, learning modules and assessments - Globe Smart: <https://www.aperianglobal.com/modes-of-delivery/globesmart/>
3. Hofstede Insights interactive country comparison profiles and descriptions: <https://www.hofstede-insights.com/product/compare-countries/>
4. Storti, Craig (2017). *Cross-cultural dialogues*. 74 Brief Encounters with cultural difference. 2nd ed.
5. Organizational vs. National Culture by Lothar Katz; www.leadershipcrossroads.com
6. Mitchell R. Hammer, *Intercultural Development Continuum*: <https://idiinventory.com/generalinformation/the-intercultural-development-continuum-idc/>
7. Association of American Colleges and Universities (AAC&U). (2009). *Inquiry and analysis VALUE rubric*. Retrieved from <https://www.aacu.org/value/rubrics/intercultural-knowledge> AND the Attitudes, Skills & Knowledge Short Scale (A.S.K.S.²) scale developers: Horane A. Holgate, M.A., Heidi E. Parker, Ph.D., Charles A. Calahan, Ph.D.

Assessment:

20% - Four Personal Development Plan (PDP) updates - During week one, students will decide on an intercultural competency domain, as outlined by AAC&U Intercultural Knowledge and Competence VALUE Rubric, that they will work to develop throughout the course. They will be required to submit four “artifacts” of their efforts to grow in that domain as evidence of their learning throughout the course. They will be expected to submit these in weeks 3, 4, 5, and 6.

60% - Completion of weekly assignments and exercises: The Concept of Culture and Identifying It in the Workplace, Contrasting Values in the Workplace, My Culture in the Workplace, Verbal Communication, Non-verbal Communication, Doing Business Across Cultures, and Organizational vs. National Culture

20% - Final paper – In the final written assignment, students will be asked to study the Intercultural Development Continuum (IDC) and watch a video describing how the monocultural mindset to intercultural mindset continuum model can predict workplace outcomes. Drawing on the outcomes of their Personal Development Plans and referencing the AAC&U Intercultural Knowledge and Competence VALUE Rubric as a measurement of their development during their virtual internship program, they will be asked to identify areas where they can continue to focus and develop their intercultural competencies growing toward a intercultural mindset as they progress in their career. They will be asked to consider ways they can continue to grow their competencies and become lifelong interculturalists as it relates to their professional field. They will then be assessed on applying the knowledge and skills learned throughout the course, especially as it relates to their career and professional goals.

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 & Assignment Submission

APA formatting will be used in this course to cite another author’s work. The integrity of the learning process is dependent upon an accepted code of academic honesty. Academic honesty can mean many things including not cheating on assessments, correctly citing sources in written papers, handing in one’s own work not that of another student, not faking illness to get out of class, etc. Course instructors have considerable flexibility as to how to handle instances of academic dishonesty. In this course, if the instructor concludes that an assessment instrument does NOT represent the true work of the student, the student will receive a zero (0) for that instrument. If it happens twice, the student will receive an F for the course. Attendance and

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.

Final Grades & Transcripts

Upon successful completion of the course, Global Experiences will post grades to Fairfield University, our School of Record who is responsible for issuing transcripts. Grades are posted at the close of the term, and are typically processed within four weeks. For transcripts, it can take up to 8 weeks for the transcripts to be processed and sent to the Registrar's Office at your home institution. Your transcript will travel from Registrar to Registrar, unless otherwise specified by you or your study abroad office.

Course Schedule by Week

Week	Topic	Lecture	Tasks / Assignments	Readings/Materials
1	The Concept of Culture and Creating a Personal Development Plan	<ul style="list-style-type: none"> - Defining culture and identifying features of culture - Behavioral manifestations of culture in the workplace - Introduction to assessing intercultural competence and developing an intercultural Personal Development Plan (PDP) using the AAC&U Intercultural Knowledge and Competence VALUE Rubric 	<ul style="list-style-type: none"> - Complete the AAC&U Intercultural Knowledge and Competence VALUE survey. Based on your results, choose two competencies you'd like to develop and complete the PDP Handout - Complete GlobeSmart Module - Complete Features of Culture Worksheet - Respond to prompts about features of culture in the U.S. workplace, reflecting on similarities and differences to your own virtual internship experience 	<ul style="list-style-type: none"> - GlobeSmart – <i>Why Culture Matters Module</i> - YouTube video – <i>Iceberg Concept of Culture</i> - Features of Culture worksheet - AAC&U Intercultural Knowledge and Competence VALUE Rubric
2	Contrasting Values in the Workplace	<ul style="list-style-type: none"> - Introducing Hofstede's value dimensions - Value dimensions in the workplace using country comparisons 	<ul style="list-style-type: none"> - Complete the Hofstede Dimensions Handout identifying the value dimensions to each scenario - Conduct a country comparison using Hofstede Insights website. Write a reflection comparing your host country, home country, and another country of your choice, focusing on differences in values and how they impact behavior in the workplace. 	<ul style="list-style-type: none"> - Chapter 3, <i>Contrasting Cultural Values in Intercultural Business Communication</i>. 6th ed. - Hofstede Dimensions Handout (scenario examples) - Hofstede Insights country comparison website
3	My Culture in the Workplace	<ul style="list-style-type: none"> - Working styles across cultures - Profiling your working styles 	<ul style="list-style-type: none"> - Measure your working styles using your GlobeSmart profile and make comparisons to your home and host country. Reflect on your results, similarities and differences in a written response. Make observations of the working styles at your virtual internship and within your career field. 	<ul style="list-style-type: none"> - Globe Smart interactive working styles profile & videos

4	Verbal Communication	<ul style="list-style-type: none"> - Degree of directness - Role of context - The importance of Face -Task vs. Relationship orientation - Identifying cultural misunderstandings through dialogue 	<ul style="list-style-type: none"> - Watch the Cultural Dimension: direct vs. indirect communication video. - Watch “Lifeswap” short animation video on a cultural misunderstanding and reflect on the unwritten rules in verbal communication to manage confrontation as are outlined in the video. - Complete Moodle exercises: categorizing direct and indirect behaviors, translating indirect language into direct language, and interpreting ‘Critical Incidents’ cultural misunderstandings. - Write a reflection on general observations of communication styles at your virtual internship. Think about how being virtual might impact verbal communication styles 	<ul style="list-style-type: none"> - High and low context cultures YouTube video - “Lifeswap” animation video - Moodle exercises materials - Storti, Craig (2017). <i>Cross-cultural dialogues. 74 Brief Encounters with cultural difference</i>
5	Non-Verbal Communication	<ul style="list-style-type: none"> - Non-verbal communication in your host country - Identifying communication styles in the workplace 	<ul style="list-style-type: none"> - Using your GlobeSmart portal, study the communication styles in your host country. Make comparisons to your home country. - Watch video clip and complete the observation handout noting greeting, gestures, personal space, eye contact, and other non-verbal cues. - Find your own video clip from another cultural context and identify distinct non-verbal forms of communication 	<ul style="list-style-type: none"> - Chapter 6, Oral and non-verbal communication patterns in <i>Intercultural Business Communication</i>. 6th ed. - GlobeSmart Culture Guides tools
6	Doing Business Across Cultures	<ul style="list-style-type: none"> - Negotiating, Relationship building, working with customers and colleagues, managing meetings, presenting ideas, influencing decision, establishing credibility, and other key business etiquette. - Building cultural guidelines to be successful in doing business abroad 	<ul style="list-style-type: none"> - Read GlobeSmart Culture Guides - Develop a short guide to doing business in your host country or a country of your choice - Drawing from your studies, reading, and virtual internship experience, submit a comprehensive set of guidelines for someone visiting your host country and how they might communicate effectively, avoid misunderstandings, and demonstrate cultural competency in their host society. - Submit your guide using an alternative form of media 	<ul style="list-style-type: none"> - GlobeSmart Cultural Guides - Chapter 11, Intercultural Negotiation process in <i>Intercultural Business Communication</i>. 6th ed.

7	Organizational vs. National Culture	<ul style="list-style-type: none"> - Identifying similarities and differences between company culture, national culture, and personal culture 	<ul style="list-style-type: none"> - Read Organizational vs. National Culture article - Watch webinar recording on <i>Corporate Values in a Cross-Cultural Context</i> - Choose a major corporation in your host country and use their mission statement, core values, and/or vision statement to examine the company culture. Compare your findings to the country profile. 	<ul style="list-style-type: none"> - <i>Organizational vs. National Culture</i> by Lothar Katz - Webinar recording on <i>Corporate Values in a Cross-Cultural Context</i> - GlobeSmart - <i>Core Values and Implications for Business</i>
8	Growing Cultural Competency in the Workplace & Final Assignment	<ul style="list-style-type: none"> - Intercultural Development Continuum (IDC): Monocultural mindset to intercultural mindset) - Developmental framework for intercultural learning 	<ul style="list-style-type: none"> - Study the IDC handout and watch the Workplace Impact of the IDC YouTube video. - Research growth mindset, grit, and personal leadership to complete the final assignment as outlined above. 	<ul style="list-style-type: none"> - IDC - AAC&U Intercultural Knowledge and Competence VALUE Rubric