**ARIZONA STATE UNIVERSITY**

**GENERAL STUDIES COURSE PROPOSAL COVER FORM**

(ONE COURSE PER FORM)

<table>
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<tbody>
<tr>
<td>3.) COURSE PROPOSED: Prefix: IBS  Number: 109  Title: Cultural Dimensions for International Trade  Credits: 3</td>
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<tr>
<td>CROSS LISTED WITH: Prefix: Number:  ; Prefix: Number:  ; Prefix: Number:  ;</td>
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<tr>
<td>Prefix: Number:  ; Prefix: Number:  ; Prefix: Number:  ;</td>
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<tr>
<td>4.) COMMUNITY COLLEGE INITIATOR: D. J. Christian (CGCC)</td>
<td>PHONE: 480-732-7394</td>
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<td>FAX: 480-887-5122</td>
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ELIGIBILITY: Courses must have a current Course Equivalency Guide (CEG) evaluation. Courses evaluated as NT (non-transferable are not eligible for the General Studies Program.

MANDATORY REVIEW:

☐ The above specified course is undergoing Mandatory Review for the following Core or Awareness Area (only one area is permitted; if a course meets more than one Core or Awareness Area, please submit a separate Mandatory Review Cover Form for each Area).

POLICY: The General Studies Council (GSC-T) Policies and Procedures requires the review of previously approved community college courses every five years, to verify that they continue to meet the requirements of Core or Awareness Areas already assigned to these courses. This review is also necessary as the General Studies program evolves.

AREA(S) PROPOSED COURSE WILL SERVE: A course may be proposed for more than one core or awareness area. Although a course may satisfy a core area requirement and an awareness area requirement concurrently, a course may not be used to satisfy requirements in two core or awareness areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies course may be counted toward both the General Studies requirements and the major program of study.

5.) PLEASE SELECT EITHER A CORE AREA OR AN AWARENESS AREA:

| Core Areas: Select core area... | Awareness Areas: Cultural Diversity in the United States (C) |

6.) On a separate sheet, please provide a description of how the course meets the specific criteria in the area for which the course is being proposed.

7.) DOCUMENTATION REQUIRED

☒ Course Description
☒ Course Syllabus
☒ Criteria Checklist for the area
☒ Table of Contents from the textbook required and/or list of required readings/books
☒ Description of how course meets criteria as stated in Item 6.

8.) THIS COURSE CURRENTLY TRANSFERS TO ASU AS:

☒ DEC prefix
☒ Elective

Current General Studies designation(s): SB, G

Effective date: 2011 Fall  Course Equivalency Guide

Is this a multi-section course? ☒ yes  ☐ no

Is it governed by a common syllabus? ☒ yes  ☐ no

Chair/Director: Cindy L. Cloud  Chair/Director Signature: [Signature]

AGSC Action:  Date action taken:  ☐ Approved  ☐ Disapproved

Effective Date:
## ASU-[[C] CRITERIA

### CULTURAL DIVERSITY IN THE UNITED STATES

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<thead>
<tr>
<th>YES</th>
<th>NO</th>
<th>Identify Documentation Submitted</th>
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1. A Cultural Diversity course must meet the following general criteria:

- The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.

<table>
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<th>YES</th>
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2. A Cultural Diversity course must then meet at least one of the following specific criteria:

a. The course is an in-depth study of culture-specific elements, cultural experiences, or cultural contributions (in areas such as education, history, language, literature, art, music, science, politics, work, religion, and philosophy) of gender*, racial, ethnic and/or linguistic minority groups** within the United States.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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</table>

b. The course is primarily a comparative study of the diverse cultural contributions, experiences, or world views of two or more gender*, racial, ethnic and/or linguistic minority groups** within the United States.

<table>
<thead>
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<th>YES</th>
<th>NO</th>
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</table>

c. The course is primarily a study of the social, economic, political, or psychological dimensions of relations between and among gender*, racial, ethnic and/or linguistic minority groups** within the United States.

<table>
<thead>
<tr>
<th>YES</th>
<th>NO</th>
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*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.

**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Hispanics, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.
<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Number</th>
<th>Title</th>
<th>Designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBS</td>
<td>109</td>
<td>Cultural Dimensions for International Trade</td>
<td>CULTURAL</td>
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</table>

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

<table>
<thead>
<tr>
<th>Criteria (from checklist)</th>
<th>How course meets spirit (refer to textbook specific examples in next column)</th>
<th>Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)</th>
</tr>
</thead>
</table>

**Criterion 1:** The course must contribute to an understanding of cultural diversity in contemporary US society.

The goal of this course is for students to learn about the effects of cultural diversity, both domestic and international, that impact business and trade situations. Although the course content includes learning how to apply this knowledge, (competencies 5, 9, and 10) the course must focus primarily on teaching students about cultural diversity. The responsible study of cultural diversity in international trade cannot neglect the study of US cultural diversity. IBS 109 uses the context of business situations to facilitate students’ understanding of US cultural diversity first to deepen students; understanding of foreign cultural diversity.

Competencies (Outline):
Numbers 1, 2, 3, 4, 6, 8, 10. The course seeks a definition of culture and identifies problems and risks that occur in US intercultural communication and then in foreign intercultural communication; how to identify US cultures through a study of education, religion, and values related to work, wealth and achievement and apply this knowledge to the study of foreign cultures; how to avoid stereotyping of US ethnic/racial/gender groups and to value US cultural diversity before studying foreign stereotyping and cultural diversity; how historical forces, religious beliefs, cultural values, environment, politics, and economics motivates people of different cultures; how to adapt to intercultural needs of US and foreign workers in a domestic setting.

(Outline: I, II, III, IV, V)
See syllabus pages 9-11; suggested readings list, cultural awareness activity #1 page 12

Textbook: Transcultural Leadership
Chapter 1 - what is culture?
Chapter 3 - mindsets for
2a. The course is an in-depth study of culture-specific elements, cultural experiences or cultural contributions. In order to accomplish the course's primary goal, students must learn about US cultural diversity and must synthesize their perceptions of gender, racial, ethnic and/or linguistic minority groups with their research results.

See Competencies (Outline):
Numbers 1, 2, 4, 6, 8
The course examines the concept of culture; the effects of culture on communication; the importance of understanding stereotyping and values; the influence of political, economic, religious, and historical forces on culture; how to manage US and foreign multicultural relationships.

(Outline) I., II., III., IV., V Competencies (Outline) Numbers 2, 4, 5, 8
The course addresses difficulties encountered when communicating across cultures first in the US and then in other countries; how individual behaviors of the citizens of the US are associated with assimilation into a different culture; how people of US and other cultures are motivated by historical, religious, values and political/economic realities are explored.

Syllabus pages 9-11; cultural awareness activity #1 and #3; suggested reading list.

Textbook:
Transcultural Leadership
Chapter 6 - monocultural management, using values to manage those who are different, managing prejudice with American values
Chapter 9 - Gender in culture, gender and subordination, gender preferences

See Competencies (Outline) Numbers 2, 4, 6, 8, The course compares the communication
<table>
<thead>
<tr>
<th>2b. The course is primarily a comparative study of the diverse cultural contributions, experiences or world views.</th>
<th>Investigate the culture specific elements, cultural experiences and cultural contributions of Americans of the following ethnic origins: Middle Eastern, Latin Americans, Asians, Australians, Europeans, Africans and North Americans</th>
<th>styles of US cultures and the issues that arise in the communication process as a segue to the understanding of communication difficulties in foreign culture; predominant US cultural values among racial/ethnic/religious groups are compared to enhance understanding of foreign cultural values; comparisons of the US attitudes toward avoiding stereotyping and valuing cultural diversity are necessary for analysis of foreign attitudes; comparisons of the historical, religious, values, and political motivations of US cultural groups increase appreciation of similar motivation in a foreign setting. (Outline I, II, III, IV, V.) Syllabus pages 9-11; suggested readings list, cultural awareness activity #2</th>
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<tr>
<td></td>
<td></td>
<td>Textbook: Transcultural Leadership Appendix A Culture's Continuum Readings see Culture Awareness Activity #2</td>
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</table>
Official Course Description: MCCCD Approval: 05/25/99

IBS109 19996-99999

LEC 3 Credit(s) 3 Period(s)

Cultural Dimension for International Trade

The importance of cultural sensitivity in international business relations investigated by studying the impact of geography, history, religion, politics, customs and cross-cultural communications on society. Prerequisites: None.

Go to Competencies  Go to Outline

MCCCD Official Course Competencies:

IBS109 19996-99999 Cultural Dimension for International Trade

1. Identify the components that make up the term "culture." (I)
2. Describe the difficulties people have when trying communicate across cultures. (I)
3. Perform the steps necessary to connect to Internet and research database services concerning cultural conditions in a foreign country. (I)
4. Identify predominant U.S. cultural values, and explain how these may differ from cultural values of other countries. (II)
5. Identify individual behaviors or traits that are associated with success in international trade and/or living in a different culture. (III)
6. Explain the importance of avoiding stereotyping, valuing cultural diversity, and in understanding global situations. (II, III, IV, V, VI)
7. Demonstrate a basic knowledge of physical geography, specifically locations of countries, political boundaries, and major features. (IV)
8. Explain how people of other cultures may be motivated by historical forces, religious beliefs, cultural values and political/economic realities. (II, III, IV, V)
9. Explain how to prepare for and host foreign visitors. (V)
10. Explain how to manage multicultural relationships in a domestic setting. (V)

Go to Description  Go to top of Competencies

MCCCD Official Course Outline:

IBS109 19996-99999 Cultural Dimension for International Trade

I. The Basic of Culture
   A. Definition of "culture"
   B. Cultural risk and intercultural communication problems
   C. Access to cultural information sources
II. Culture and Human Motivation
   A. International differences in education
   B. International differences in religion
   C. Values related to work, wealth, and achievement

III. Social Organization and Human Behavior
   A. Regional differences in technology, context, and power
   B. Business relationships and organizational behavior
   C. Understanding different types of social organization

IV. Environmental Impacts on Culture
   A. Multinational home-country and host-country influences
   B. Physical environmental influences in various regions
   C. Political influences in various regions
   D. Economic influences in various regions

V. Impact of Cultural Differences in Domestic Settings
   A. Managerial and environmental approaches to foreign visitors
   B. Diverse business negotiations with foreign nationals in a domestic setting
   C. Preparation and adaptation to needs of foreign visitors
   D. Adaptation to intercultural needs of workers in a domestic setting
Course Syllabus
IBS-109 Cultural Dimensions for International Trade
Fall 2011

Class time/place: 9:50 – 11:05 TR CHO101
Instructor: D. J. Christian
Office/phone: E134/480-732-7394
Email: dj.christian@egmail.maricopa.edu
Required texts: Transcultural Leadership, Simons, Vazquez, and Harris
                 ISBN 0-872012999
                 Managing Cultural Differences, Moran, Harris and Moran
                 0-750682477

Suggested readings:
Kayyali, Randa A., The Arab Americans
Falconi and Mazzotti, The Other Latinos
Farrar, Straus and Giroux, Asian American Dreams: the Emergence of an American People
Renwich, George, A Fair Go for All: Australian/American Interactions
Sirvaitis, Karen, The European American Experience
Yewan and Togunde, Across the Atlantic: African Immigrants in the US Diaspora
Cunningham, Kevin, Canadian Americans
Taylor, Colin F., The Native Americans: the Indigenous People of North America

Course Description

The importance of cultural sensitivity in international business relations investigated by studying the impact of geography, history, religion, politics, customs and cross-cultural communications on society. Prerequisites: None.

Course Competencies

1. Identify the components that make up the term "culture."

2. Describe the difficulties people have when trying communicate across cultures.

3. Perform the steps necessary to connect to Internet and research database services concerning cultural conditions in a foreign country.

4. Identify predominant U.S. cultural values, and explain how these may differ from cultural values of other countries.

5. Identify individual behaviors or traits that are associated with success in international trade and/or living in a different culture.

6. Explain the importance of avoiding stereotyping, valuing cultural diversity, and in understanding international situations.

7. Demonstrate a basic knowledge of physical geography, specifically locations of countries, political boundaries, and major features.

8. Explain how people of other cultures may be motivated by historical forces, religious beliefs, cultural values and political/economic realities.

9. Explain how to prepare for and host foreign visitors.

10. Explain how to manage multicultural relationships in a domestic setting.
Course Requirements

Attendance/Participation Grade: Attendance/class participation is an opportunity to demonstrate proficiency in class activities. As a result, attendance/participation points will be deducted for absenteeism and late arrivals/early departures from class.

If students are considering withdrawing from the class, please talk with your instructor first. Our goal is to help students succeed. If students still decide to withdraw, it is the students’ responsibility to officially withdraw from class. Please be sure to indicate reason for withdrawal on the drop/add form.

There are no excused absences in this class. A student who exceeds five absences will be dropped from the class. Please communicate with your instructor if a situation causes you to miss several classes.

Homework/Class Preparation: The Arizona Board of Regents has established as a general guideline that each course should require a student to spend a minimum of two hours in preparation outside the class for each hour spent in class. The six hours of outside-class preparation should be devoted to reading, taking chapter notes, preparation for group activities, tests, quizzes, etc.

Homework and in-class assignments are very important parts of the grade in this class. Homework will be assigned at each class meeting. In the event of an absence, it is the student’s responsibility to secure the missed assignment(s). Late homework assignments will receive half credit. No exceptions. No make-up in-class assignments will be given.

The class will be divided into teams, representing regional cultural groups. The teams will be responsible for presenting (written and orally) a comparison of the cultural values of ethnic Americans to the cultural values held by the corresponding group’s native international region.

Course evaluation

Five, 25-point tests will be given. Only the scores from 4 out of the 5 tests will be counted. If all tests are taken, the lowest score will be dropped. No makeup tests will be given.

The final grade will be based on the total points received on the tests and on the homework and in-class assignments.

Grading scale:

<table>
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<th>Exam</th>
<th>Points</th>
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<tr>
<td>Exams</td>
<td>100 pts</td>
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<td>Homework (approx)</td>
<td>250 pts</td>
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<tr>
<td>In-class</td>
<td>150 pts</td>
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<tr>
<td>Total points possible</td>
<td>500 pts</td>
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90 – 100% = A
80 – 89% = B
70 – 79% = C
60 – 69% = D
Below 60% = F

Classroom Expectations: Some actions do interrupt and can disrupt teaching and learning. Please avoid late arrivals to and early departures from class, incomplete work, and under/over participation.

Please turn your cell phones and/or text messengers OFF during the class period. If you are on call and must answer a phone call or page, please set your phone or pager to mute, be prepared to leave the room quietly, and get any missed notes from a class member. If the class is interrupted due to your phone or pager, or you text message during class, you will be dismissed from the class. No exceptions.

Academic Integrity: Ethics and values are very important in the business, non-profits, and government organizations. We will consider ethical issues throughout this course.
Plagiarism: Plagiarism is defined as presenting the work of another as one's own. More than four consecutive words from a source other than the writer constitute plagiarism when the source is not clearly identified in appropriate documentation format.

*From the CGCC Handbook:* “Plagiarism includes, but is not limited to, the use of paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.”

**Special Needs:** If you have a disability or need special assistance, please inform your instructor.

**Student Handbook:** You are expected to obtain a student handbook and follow the policies and procedures of MCCCC and CGCC.

**Message from the Dean of Instruction:** The faculty and programs at CGCC are dedicated to effective teaching and successful learning with emphasis in the following areas: communication, critical thinking, literacy, and personal development.

Periodically, students will participate in formal and informal assessment activities that will help faculty improve programs and teaching strategies. These activities are designed to facilitate student growth in whatever combination of the above outcomes applies to a course.

**Message from the Dean of Students:** Any students with special needs should inform the instructor of any assistance that will be required. In order to accommodate your needs, you will need to give proper notice as to what accommodations will be necessary, and have documentation on file in the office of Disability Resources and Services. It is preferable that you identify yourself at the beginning of the semester. If this is not possible, you must give at least 48 hours notice before an accommodation is necessary. Special arrangements can be made regarding seating, hearing devices, testing time, as well as many other concerns. If there are any other concerns you may have, please address them with me as soon as possible or call the Office of Disability Resources and Services at 480-732-7050.

**Message from the Learning Center Coordinator:** The CGCC Learning Center’s mission is to support students; academic learning by providing free instructional support (tutoring) and resources to reinforce and supplement classroom instruction and to assist learners to achieve academic success. We are located on the second floor of the Library, Rooms L227 (Writing Center), L228 (Spanish, Accounting, Economics and other subject area tutoring), and L229 (Math and Science Tutoring).

The Center also provides instructional support resources in the form of videotapes, software, and print materials. Students needing additional information or assistance should contact the Learning Center Coordinator, Eva Falletta at (480) 732-7231, Room L232 or visit our website at: [http://www.cgc.maricopa.edu/lc](http://www.cgc.maricopa.edu/lc).
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<th>Date</th>
<th>Discussion Topics</th>
<th>Readings</th>
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<tbody>
<tr>
<td></td>
<td>Reading guide:</td>
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<tr>
<td></td>
<td>Transcultural Leadership (TC)</td>
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<td></td>
<td>Managing Cultural Differences (MC)</td>
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<tr>
<td>Week 1</td>
<td>Course introduction</td>
<td>Chapter 1 TC</td>
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<td>US Culture</td>
<td>“We are all immigrants” and other headlines for the 21st Century</td>
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<td>US Business Culture</td>
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<td>Internationalization</td>
<td>international Leaders and Culture</td>
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<td>Week 2</td>
<td>Cultural factors in US and international communication</td>
<td>Chapter 2 TC</td>
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<td>When Systems Crash</td>
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<td>Negotiating across US and international cultures</td>
<td>Chapter 3 TC</td>
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<td>Your mouth, your tiger</td>
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<td>International Leadership in Negotiations</td>
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<td>Week 4</td>
<td>Test #1</td>
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<td>Doing Business with North Americans</td>
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<td>North American indigenous culture</td>
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<td>Canadian business culture</td>
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<td>Week 5</td>
<td>Diversity in US international human communication</td>
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<td>Managing the US and international knowledge culture</td>
<td>Mastering the unspoken language of culture</td>
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<td>International Leaders learn from other management systems</td>
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<td>Week 7</td>
<td>Test #2</td>
<td>Chapter 11 MC</td>
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<td>Middle East business culture</td>
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<tr>
<th>Week 8</th>
<th>Defining US and International cultural diversity</th>
<th>Chapter 6 TC</th>
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<td>Managing a Diverse Staff</td>
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<th>Chapter 7 MC</th>
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<tr>
<td>Managing Diversity in the international work culture</td>
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<th>Week 9</th>
<th>Feedback – an American peculiarity</th>
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<td>US and international human performance</td>
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<td>The Gifts of Feedback</td>
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<th>Chapter 8 MC</th>
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<td>Effective performance in the international marketplace</td>
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<td>US and international synergy in organizational culture</td>
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<tbody>
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<tr>
<td>Leadership in creating cultural synergy</td>
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<td>The male managerial model</td>
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<td>Women and Men as teams</td>
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<td>US and international cultural stereotypes about women leaders</td>
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<table>
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<tr>
<th>Chapter 9 TC</th>
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<tbody>
<tr>
<td>Caution! Women and Women at Work</td>
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<th>Chapter 6 MC</th>
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<th>Test #4</th>
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<tbody>
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<th>Week 14</th>
<th>US and international obstacles to empowerment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>European-American culture</td>
</tr>
<tr>
<td></td>
<td>European business culture</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 10 TC</th>
</tr>
</thead>
<tbody>
<tr>
<td>All roads lead to empowerment</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Chapter 14 MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing business with Europeans</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th>Pan African-American culture*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Pan African business culture</td>
</tr>
</tbody>
</table>

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<tr>
<th>Chapter 15 MC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doing Business with Africans</td>
</tr>
<tr>
<td>Week 16</td>
</tr>
<tr>
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**Appendix A TC**
Culture's continuum: a model of how people think, work and relate to each other

*Pan African refers to countries on the African continent*
Cultural Awareness activities for criteria 1, 2a and 2b

Activity #1

In class: Individually, complete the culture survey for your own personal culture (family, education, age, gender), then complete the survey for what you perceive as mainstream American culture (your perceptions). Your group will be assigned an American city (NYC, Chicago, Omaha, Dallas, Miami, New Orleans, Seattle, Los Angeles) and will complete the culture survey with perceptions of the culture in that city.

Homework, Part A: Research the culture in the assigned city, using demographic and city websites. Respond to the following questions in a reflective essay comparing your perceptions of the city with the information on the websites. At the end of the essay, please list the URLs of the websites.

Describe your findings about the city you researched related to the following factors:

a. dominant ethnic group(s)
b. racial mix
c. gender influence
d. political philosophy
e. social/income class
f. educational level

What were the similarities to your personal culture?
What were the differences?

Homework, Part B: Complete a second survey with your perceptions of an international city (Paris, Beirut, Santiago, Perth, Bombay, Seoul, Istanbul) through research that reflects the same categories you evaluated for your personal culture and the culture of the American city you researched.

Activity #2

Suggested readings:

Kayyali, Randa A., The Arab Americans
Falconi and Mazzotti, The Other Latinos
Farrar, Straus and Giroux, Asian American Dreams: the Emergence of an American People
Renwich, George, A Fair Go for All: Australian/American Interactions
Sirvaitis, Karen, The European American Experience
Yewan and Togunde, Across the Atlantic: African Immigrants in the US Diaspora
Cunningham, Kevin, Canadian Americans
Taylor, Colin F., The Native Americans: the Indigenous People of North America

In Class: In preparation for Unit 2 Regional Cultural Specifics in Managing Cultural Differences, investigate the culture specific elements, cultural experiences and cultural contributions of Americans
of the following ethnic origins: Middle Eastern, Latin Americans, Asians, Australians, Europeans, Africans and North Americans. Each chapter in this section will be discussed during 2-3 class meetings.

**Homework:** Using the US State Department website, research cultural dimensions of Americans of Middle Eastern origin. Where do they live? What percentage is native (U.S.) born? What languages are spoken? What native cultural activities are still practiced? What income level and social status do they experience? What educational, political, artistic and religious contributions have they made?

**Activity #3**

**In class:** Many employees of companies with international operations never leave the US; therefore, it is important to investigate the business culture of those companies. In teams, complete a survey on your perceptions of how mainstream American business culture is evidenced. Discussion will follow to determine consensus regarding common components of American business culture.

**Homework, Part A:** Investigate the cultural diversity of US business culture, and answer the following questions in essay format.

How does regional location affect how business activities are performed?

How does the ethnic, racial, gender issues in those regions affect the business culture?

Some of the factors you should examine are:

a. comparative income level

b. gender mix of management

c. interaction formality (e.g. managers referred to by first-name or last-name)

d. racial mix of management

e. social interaction amongst employees

f. directive vs. participative management style

**Homework, Part B:** Compare your perception of American business culture to the business culture in the region you are evaluating, using the factors that were identified. Add to this, factors relating to Americans managing the workplace in the international city you are investigating.

Some factors you should examine are:

a. management style required (participative vs. directive)

b. home office (U.S.) vs. local control

c. employment practices (polycentric or ethnocentric)

d. use of time (polychronic or monochromatic)
MANAGING CULTURAL DIFFERENCES

GLOBAL LEADERSHIP STRATEGIES FOR THE 21ST CENTURY

ROBERT T. MORAN, PH.D.
PHILIP R. HARRIS, PH.D.
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CONTENTS

Foreword by Lewis B. Campbell, Chairman, President and CEO, Textron Inc., xi

Prologue, xiii

Acknowledgments, xv

UNIT 1

CULTURAL IMPACTS ON GLOBAL MANAGEMENT

1 GLOBAL LEADERS AND CULTURE ............ 2

Learning Objectives 2, Culture and Its Characteristics 6, Systems Approach to Culture 11, Key Cultural Terminology 13, Global Leaders as Influencers 22, Cultural Understanding and Sensitivity 24, Cross-Cultural Learning 25, Global Transformations 26, Key Concepts for Global Leadership 29, Global Organizations 30, Conclusions 36, References 38

2 GLOBAL LEADERS AND COMMUNICATIONS .................... 40

Learning Objectives 40, Cultural Differences as Communication Resources 43, Global Communication 46, Cultural Factors in Communication 48, Communication Keys—Low/High Context and Listening 49, Attribution 56, Variables in the Communication Process 60, International Body Language 62, Guidelines for English and Foreign Languages 64, Technology and Intercultural Communication 68, Handling Two Swords at the Same Time—A Global Shift 70, Conclusions 71 References 72
3 GLOBAL LEADERSHIP IN NEGOTIATIONS ........................................ 75


4 GLOBAL LEADERS AND THE CHANGING KNOWLEDGE CULTURE ................... 101

Learning Objectives 101, Changes in Life Spaces 102, Leadership in a Knowledge Culture 119, Leadership in Changing Organizational Culture 126, Managing the Knowledge Culture 137, Conclusions 139, References 140

5 GLOBAL LEADERS LEARN FROM OTHER MANAGEMENT SYSTEMS ................ 143

Learning Objectives 143, Global Study of Management 145, Challenges in International Management 150, Strategic Collaborations and Mergers 152, Conclusions 157, References 158

6 WOMEN AS LEADERS IN GLOBAL BUSINESS ........................................ 159


7 MANAGING DIVERSITY IN THE GLOBAL WORK CULTURE ....................... 180

Learning Objectives 180, Defining Cultural Diversity 181, People on the Move 183, Globalization and Diversity 185, A Macrosystemic Perspective on Organizational Diversity 189, A Microsystems Perspective 192, Empowering Workers 195, Conclusions 198, References 200
8 EFFECTIVE PERFORMANCE IN THE GLOBAL MARKETPLACE .......................... 202

Learning Objectives 202, Global Human Performance 208, Ethical Behavior in the Global Workplace 213, Culture, Management, and Technology Transfer 215, Conclusions 224, References 224

9 LEADERSHIP IN CREATING CULTURAL SYNERGY .................................. 227

Learning Objectives 227, Understanding Synergy's Implications 228, Cross-Cultural Conflict and Cultural Synergy 231, Synergy in Organizational Culture 236, Synergy in Global Organizations 239, Synergistic Team Management 243, Synergy Among Professionals 251, Transitioning into the Knowledge Culture 255, Conclusions 257, References 258

10 MANAGING TRANSITIONS AND RELOCATIONS IN THE GLOBAL WORKPLACE .......................................................... 260

Learning Objectives 260, Saga of My Brazilian Adventure 261, This Was My Arrival in Brazil 263, Coping With Transitional Challenges 265, Relocation Challenges 271, Fostering Acculturation 280, Business Etiquette and Protocol Abroad 298, Conclusions 301, References 302

UNIT 2
REGIONAL CULTURE SPECIFICS

11 DOING BUSINESS WITH MIDDLE EASTERNERS ........................................ 306

Learning Objectives 306, Middle East Overview 308, Characteristics of Arab Culture 316, Cultural Aspects of Egypt and Saudi Arabia 319, Saudi Arabia 325, Cultural Capsules of Other Middle East Countries 334, Middle East Business Customs and Protocol 337, Synergy: Middle East Hope 344, Conclusions 345, References 346

12 DOING BUSINESS WITH LATIN AMERICANS ............................................. 349

Learning Objectives 351, Latin American Overview 351, Mexico 354, Central American States 364, South American Cultural Development 366, Brazil 369, Argentina 383,
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TRANSCULTURAL LEADERSHIP

Empowering the Diverse Workforce

George F. Simons
Carmen Vázquez
Philip R. Harris

Gulf Publishing Company
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CONTENTS

ACKNOWLEDGMENTS ................................................................. x
FOREWORD ........................................................................ xi
SERIES PREFACE ................................................................... xiii
INTRODUCTION ...................................................................... xiv

CHAPTER 1: "WE ARE ALL IMMIGRANTS" AND OTHER HEADLINES FOR THE 21ST CENTURY .... 1

Workplace Headlines, 2. Immigrants to Tomorrow, 9.
Cultural Stress, 10. The Journey of Acculturation, 12. What
Paradoxes, 19.

CHAPTER 2: WHEN SYSTEMS CRASH .................................... 21

Breakdowns—A Manager’s Prime Concern, 21. Learning from
Breakdowns, 22. Unmanaged Fallout Contaminates the
Working Environment, 24. Fallout Helps Us Understand
Cultural Differences, 26. A New 80/20 Rule, 26. Distinguish
Systemic Problems from Personal Issues, 27. What We Don’t
Know, 28. Assuming We Know, 28. Confirmation Bias, 29. The
Rushdie Dilemma, 31. Close Neighbors Have Real Differences,
32. Look for the Context, 34. A Cultural Continuum, 35. Mixing
Contexts Creates a More Loosely Knit Environment, 38.
Managing a Cross-Cultural Breakdown, 40.

CHAPTER 3: YOUR MOUTH, YOUR TIGER ..................... 44

Saying It Right, 44. Mindsets for Communicating, 45.
Mismatched Contexts, 47. Negotiating Across Cultures, 52.
Small Talk and Harmonious Relationships, 53. Managing a
Breakdown by Listening and Communicating, 54. Language
Barriers, 55.
CHAPTER 4: MASTERING THE UNSPOKEN LANGUAGE OF CULTURE


CHAPTER 5: LEADING AND MOTIVATING A MULTICULTURAL WORKFORCE


CHAPTER 6: MANAGING A DIVERSE STAFF


CHAPTER 7: THE GIFTS OF FEEDBACK

Ms. Vázquez has written a management tipsheet for relating and communicating effectively in a multicultural setting, entitled "Working with People and Diverse Backgrounds." She was featured in Creative Management Newsletter, and has been quoted in both Newsweek and The Wall Street Journal.

Fully bilingual in English and Spanish, her recent clients include: Sky Chefs, the American Management Association, B.P. Chemicals, Chase Manhattan Bank, Kaiser Permanente, and Ortho Pharmaceutical (a division of Johnson & Johnson).

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As an international consultant in management and executive development, he has assisted more than 185 multinational corporations and associations, government and military agencies, and educational institutions. His clients have included Westinghouse, IBM, Diebold Europe, NASA, and the Department of Labor and the Department of the Navy of the United States.

A former college and corporate vice president, Dr. Harris was a Fulbright Professor to India and a visiting professor to many prestigious universities.

In addition to being the co-author of Managing Cultural Differences and co-editor of the series based on that classic book, he has written or edited more than 35 other volumes and 200 journal articles. He is currently a research project consultant with California's Law Enforcement Command College, as well as an editorial advisory board member for The European Business Review, a U.K. journal.
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