

INSTRUCTOR'S MANUAL

INTERCULTURAL BUSINESS COMMUNICATION

Sixth Edition

Lillian H. Chaney

The University of Memphis

Jeanette S. Martin

The University of Mississippi

TABLE OF CONTENTS

PART I.	INTRODUCTION	1
	Organization	1
	Teaching Strategies	1
	Sample Syllabus	3
	Instructional Resources	6
PART II.	END-OF-CHAPTER ACTIVITIES	12
	Chapter 1: The Nature of Intercultural Communication	
	Questions	12
	Cases	13
	Activities	14
	Chapter 2: Universal Systems	
	Questions	15
	Cases	16
	Activities	17
	Chapter 3: Contrasting Cultural Values	
	Questions	19
	Cases	20
	Activities	21
	Chapter 4: Cultural Shock	
	Questions	22
	Cases	23
	Activities	25
	Chapter 5: Language	
	Questions	26
	Cases	27
	Activities	28
	Chapter 6: Oral and Nonverbal Communication Patterns	
	Questions	30
	Cases	31
	Activities	32
	Chapter 7: Written Communication Patterns	
	Questions	33
	Cases	34
	Activities	35
	Chapter 8: Global Etiquette	
	Questions	38
	Cases	40
	Activities	41
	Chapter 9: Business and Social Customs	
	Questions	42
	Cases	43
	Activities	44
	Chapter 10: Intercultural Negotiation Process	
	Questions	45
	Cases	46
	Activities	47

Chapter 11: Intercultural Negotiation Components	
Questions	48
Cases	49
Activities	51
Chapter 12: Laws Affecting International Business and Travel	
Questions	52
Cases	52
Activities	53
PART III. TEST BANK AND ANSWER KEYS	55
Chapter Tests	55
Answers to Chapter Tests	92
Final Exam	95
Answers to Final Exam Questions	102
Chapters 1-6 Test	103
Answers to Chapters 1-6 Test	112
Chapters 7-12 Test	113
Answers to Chapters 7-12 Test	121

PART I

INTRODUCTION

Organization

The Instructor's Manual is divided into three parts. Part I contains teaching strategies and suggested instructional resources. Part II contains answers to questions at the end of each chapter as well as comments to facilitate discussion of cases and completion of activities. Part III includes suggested test questions for each chapter, a comprehensive final examination, and answers to the test questions.

Teaching Strategies

A course in Intercultural Business Communication should emphasize organizational and interpersonal communication and negotiation skills needed in an integrated world economy. Topics selected for *Intercultural Business Communication* were those considered important or essential by three Delphi panels of experts: international employees of multinational corporations, college professors who teach intercultural communication, and members of the Academy of International Business. Since the topics were recommended by experts in the three areas, all topics should be included in the course. (Other appropriate course titles are International Business Communication and Negotiation, Multicultural Communication, Cross-cultural Communication, Multicultural Management, International Management, Global Communication, and Global Management.) The amount of time devoted to each topic would, of course, depend on the number of class meetings, the level and background of the students, the instructor's intercultural background and expertise, and the focus of the course. The order of topics, however, could be changed somewhat to accommodate the special interests of the instructor or students. For example, the two chapters on negotiation could be covered earlier in the course.

Each chapter contains exercises for student self-evaluation with answers in Appendix B. Questions are provided at the end of each chapter; they are appropriate for out-of-class assignment or in-class discussion. Cases provided for each chapter could have several plausible explanations/solutions; they are intended to stimulate thought and serve as a basis for class discussion. Activities provided for each chapter may be assigned at the instructor's discretion.

An Intercultural Business Communication course should be activity-oriented. Lectures and class discussion related to chapter material should be supplemented by such activities as:

1. Using films, videotapes, and other media as appropriate. Many times You-tube current events are also good for discussions. Possible video recordings include:

Working with Japan, 1992, is a six-part video series concerning preparation, negotiation, women in business, business entertaining and keys to long-term success; available from Big World Media.

Negotiating in Today's World: Successful Deal Making at Home and Abroad, 1992. This two-video set features making global deals and seven principles of negotiating; it is available from Big World Media.

Doing Business in Asia, 1990, features four videocassettes, each about one hour and each containing a case study on Japan, Hong Kong, Taiwan, and South Korea. Originally prepared by Northwest Airlines, these videos are now available from Big World Media.

Doing Business in Southeast Asia, 1998, features videos on Malaysia, Singapore, and Indonesia. They are available from Big World Media.

Doing Business in the Americas: Argentina, Brazil, Chile, and Mexico, 1997;

available from Big World Media.

Yen for a Dollar: Doing Business in Asia, 2001, is a four-part series of 27 minutes each. This series makes an excellent introduction for foreigners to the subtleties and challenges of successfully conducting business in Asia by profiling leaders of some of the biggest companies in the region who are examples of the new trends sweeping the continent.
<http://www.srpublications.com.FFMBVL31123V>.

Your Cultural Passport to International Business, 1995. People who have worked in different cultures offer insights into international business.
<http://ffh.films.com>.

2. Inviting foreign students to share personal experiences on such topics as intercultural protocol, cultural shock, language problems, and cultural differences in nonverbal communication. Panel discussions, in which U.S. students are included along with students of other cultures, would also add interest to many topics.
3. Using critical incidents (short summaries of specific events), to illustrate how people of different cultures interact. Incidents could be selected from television news reports, newspaper or journal articles, or from personal accounts by friends or family members. The class could be divided into small groups of three to five members with each group assigned an incident; after allowing about 20 minutes for group discussion, group members would explain their analysis of the incident and possible solution to problems presented.
4. Assigning students a *faux pas* that may have caused offense, resulted in embarrassment, or conveyed the impression that the person lacks social skills. Students would research the topic to determine what was inappropriate about the behavior and what the person should said or done. For example, a *faux pas* reported by Axtell (1998) was the use by a U.S. businessman of a business card of a Japanese colleague to dislodge food from between his teeth. Research would reveal that business cards are treated with great respect by the Japanese and that they should not be written upon, placed in a back pocket, or used as a toothpick. Students could also be encouraged to share an example of a *faux pas* they have observed or committed related to intercultural communication.
5. Providing numerous intercultural cases, in addition to those included at the end of each chapter, to help students identify and understand issues dealing with cultural diversity and interaction.
6. Inviting guest speakers who represent multinational firms, government agencies, and educational institutions to share first-hand knowledge of intercultural encounters.
7. Assigning as a term project for students to study a country in which they would like to work and/or visit and submit a written report including information on cultural differences in oral and nonverbal communication.
8. Asking students to write a résumé and letter of application emphasizing their qualifications for a particular job with a multinational corporation or government agency.
9. Using role play to help students identify potential problems in intercultural encounters and to increase their awareness of how perception can affect communication effectiveness. For example, role play may be used to illustrate various stages of the negotiation process or to demonstrate how U.S. executives introduce themselves to business associates and how the Japanese introduce themselves.

Sample Syllabus 1

The following syllabus has been used at The University of Memphis.

Course Description

MGMT 4510. INTERNATIONAL BUSINESS COMMUNICATION AND NEGOTIATION.

Study of the importance of business communication to conducting global business effectively. Emphasis on organizational and interpersonal communication and negotiation skills needed in an integrated world economy. Includes culture-based assumptions, contrasting cultural values, negotiation strategies, verbal and nonverbal patterns, cultural shock, and business and social etiquette and customs.

Prerequisites: ENGL 1101 and 1102, English Composition, and MGMT 3510, Business Communication.

General Objectives

1. To provide a theoretical and practical basis for conducting effective global communication.
2. To examine the role of managing cultural synergy within the global business environment with emphasis on organizational and interpersonal communication and negotiation skills.

Specific Objectives

1. To develop an understanding of cultures and subcultures and the role they play in communicating and negotiating effectively in a global business environment.
2. To increase understanding of universal systems as they relate to communicating and negotiating in a global setting.
3. To examine contrasting cultural values and their impact on the international communication and negotiation process.
4. To evaluate verbal thought patterns and nonverbal cues as they relate to conducting business abroad or in a multicultural domestic environment.
5. To increase communication and negotiation effectiveness across cultures by examining language diversities, verbal dueling, high and low content language, and conversation taboos.
6. To sharpen interpersonal and group communication skills as they relate to conducting world business.
7. To examine country-specific dress, behavior, taboos, and other business and social customs as they relate to conducting business with persons from other cultures.
8. To study international law, as well as home country and host country laws, that relate to conducting business in multicultural environments.
9. To address aspects of cultural shock and re-entry shock as they affect effective intercultural communication and negotiation.

Course Content

The Nature of Intercultural Communication

Universal Systems

Contrasting Cultural Values

Cultural Shock

Language

Oral and Nonverbal Communication Patterns

Written Communication Patterns

Global Etiquette

Business and Social Customs

Intercultural Negotiation Process

Intercultural Negotiation Components

Laws Affecting International Business and Travel

Suggested Text

Chaney, L. H., & Martin, J. S. (2014). *Intercultural business communication*. (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Testing and Evaluation

Final grade in the course will be based on the following:

Objective and short-answer essay examinations on course content (50%)
Reports on journal articles (10%)
Term project on country of student's choice (20%)
Other activities as assigned (20%)

Sample Syllabus 2

The following syllabus has been used at the University of Mississippi during the two-week intersession course.

Intercultural Business Communication, MGMT 392 May Intersession (M-F, 6-9 p.m.)

Course Description

Study of the importance of business communication to conducting global business effectively. Emphasis on organizational and interpersonal communication, and negotiation skills in an integrated world economy.

Textbook

Chaney, L. H., & Martin, J. S. (2014). *Intercultural Business Communication*, (6th ed). Upper Saddle River, NJ: Prentice Hall.

Objectives

1. To learn how cultures are similar and different.
2. To learn where to find materials concerning other cultures.
3. To learn how to communicate verbally and nonverbally and in other cultures.
4. To learn global etiquette.
5. To learn how to negotiate interculturally.
6. To write an intercultural business communication term paper and give a presentation on the paper.

Attendance and Makeup Policy

Since MGMT 392 is an activity-oriented course, attendance will be taken. If you do not sign in, it will be your problem. **Four absences without excused absences will reduce your final grade by 5%.** If you need assistance, please meet me after class or call for an appointment. **Class assignments can only be made up if prior arrangements are made or there is a certifiable illness.** Late work will be accepted only **if prior arrangements** are made with the instructor. If there is an emergency, please call as soon as possible. The policy pertains to makeup examinations and regular course work.

Evaluation

Exams: One exam and a final exam are 40% of the final grade. These exams will be multiple choice and essay.

Assignments: In-class assignments or out-of-class written assignments will be 15% of the final grade. Assignments completed outside of class must be keyed and submitted on time.

Paper: 25% of the final grade

Paper Oral Presentation: 15% of final grade

Oral: The remaining 5% will be for class discussion, participation, and presentation of the written report. **Two percentage points will be deducted for each day of presentations that is missed.**

Final Grading Scale

A = 90 to 100%

B = 80 to 89%

C = 70 to 79%

D = 60 to 69%

F = 0 to 59%

Date

Assignments

Mon., May 10	Introduction, Gap Test Chapter 1, The Nature of Intercultural Communication Complete Activity 1, page 20, before class. (All activities should be keyed.) Choose countries or topic for paper, Discuss paper requirements. Copy sample report and report grade sheet from Blackboard and bring to class.
Tues., May 11	Chapter 2, Universal Systems Watch video, <i>Gung Ho</i>
Wed., May 12	Chapter 3, Contrasting Cultural Values Chapter 4, Cultural Shock Chapter 5, Language Complete Activity 2, Page 112, before class
Thurs., May 13	Watch video, <i>Cross Cultural Understanding</i> HD62.4.C7, 1999 Chapter 6, Oral and Nonverbal Communication Patterns Review for Exam I, Chapters 1 through 6
Fri., May 14	Exam I
Mon., May 17	Watch video, <i>The Wall Street Journal Management Blunder Skits, Activity 2, page 136.</i> Pair off with another classmate and use your two countries to demonstrate a cultural difference.
Tues., May 18	Chapter 7, Written Communication Patterns Chapter 8, Global Etiquette Papers Due
Wed., May 19	Chapter 9, Business and Social Customs