

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

College/School Thunderbird School of Global Management Department/School Undergraduate Program-West

Prefix: TG Number: 268 Title: Intercultural Communicationa Units: 3
M

Course description: **In a dynamic and interactive format, this course presents a framework of models and skills for building communication performance in a global context**

Is this a cross-listed course? No If yes, please identify course(s):

Is this a shared course? No If so, list all academic units offering this course:

Note- For courses that are crosslisted and/or shared, a letter of support from the chair/director of each department that offers the course is required for each designation requested. By submitting this letter of support, the chair/director agrees to ensure that all faculty teaching the course are aware of the General Studies designation(s) and will teach the course in a manner that meets the criteria for each approved designation.

Is this a permanent-numbered course with topics? Yes

If yes, all topics under this permanent-numbered course must be taught in a manner that meets the criteria for the approved designation(s). It is the responsibility of the chair/director to ensure that all faculty teaching the course are aware of the General Studies designation(s) and adhere to the above guidelines. Chair/Director Initials Yes (Required)

Requested designation: Cultural Diversity in the United States–C **Mandatory Review:** No

Note- a separate proposal is required for each designation.

Eligibility: Permanent numbered courses **must** have completed the university’s review and approval process. For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu.

Submission deadlines dates are as follow:

For Fall 2019 Effective Date: October 5, 2018

For Spring 2020 Effective Date: March 8, 2019

Area(s) proposed course will serve:

A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas. With departmental consent, an approved General Studies program may be counted toward both the General Studies requirement and the major program of study.

Checklists for general studies designations:

Complete and attach the appropriate checklist

- Literacy and Critical Inquiry core courses (L)
- Mathematics core courses (MA)
- Computer/statistics/quantitative applications core courses (CS)
- Humanities, Arts and Design core courses (HU)
- Social-Behavioral Sciences core courses (SB)
- Natural Sciences core courses (SQ/SG)
- Cultural Diversity in the United States courses (C)
- Global Awareness courses (G)
- Historical Awareness courses (H)

A complete proposal should include:

- Signed course proposal cover form
- Criteria checklist for General Studies designation being requested
- Course catalog description
- Sample syllabus for the course
- Copy of table of contents from the textbook and list of required readings/books

It is respectfully requested that proposals are submitted electronically with all files compiled into one PDF.

Contact information:

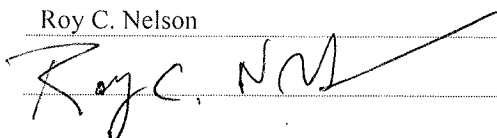
Name Cheri Roberts E-mail Cheri.roberts@asu.edu Phone 602-543-6325

Department Chair/Director approval: (Required)

Chair/Director name (Typed): Roy C. Nelson

Date: Aug 15 / 18

Chair/Director (Signature):



Arizona State University Criteria Checklist for

CULTURAL DIVERSITY IN THE UNITED STATES [C]

Rationale and Objectives

The contemporary "culture" of the United States involves the complex interplay of many different cultures that exist side by side in various states of harmony and conflict. The history of the United States involves the experiences not only of different groups of European immigrants and their descendants but also of diverse groups, including, but not limited to, American Indians, Latinos, African Americans, and Asian Americans--all of whom played significant roles in the development of contemporary culture and together shape the future of the United States. At the same time, the recognition that gender, class, and religious differences cut across all distinctions of race and ethnicity offers an even richer variety of perspectives from which to view ourselves. Awareness of our cultural diversity and its multiple sources can illuminate our collective past, present, and future and can help us to achieve greater mutual understanding and respect.

The objective of the Cultural Diversity requirement is to promote awareness and appreciation of cultural diversity within the contemporary United States through the study of the cultural, social, or scientific contributions of women and minority groups, examination of their experiences in the U.S., or exploration of successful or unsuccessful interactions between and among cultural groups.

Revised April 2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[C] CRITERIA			
CULTURAL DIVERSITY IN THE UNITED STATES			
YES	NO		Identify Documentation Submitted
		1. A Cultural Diversity course must meet the following general criteria:	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	The course must contribute to an understanding of cultural diversity in contemporary U.S. Society.	See Syllabus
		2. A Cultural Diversity course must then meet at least one of the following specific criteria:	
<input type="checkbox"/>	<input type="checkbox"/>	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.	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	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.	Examine theories of culture, communication and cross-cultural communication interactions and how business relationships are impacted. Student's self awareness of their cultural "baggage" is evaluated with the use of cultural self evaluation tools. The ability to embrace and understand cultural norms requires self awareness first.

ASU--[C] CRITERIA

<input type="checkbox"/>	<input type="checkbox"/>	<p>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.</p> <p>*Gender groups would encompass categories such as the following: women, men, lesbians, gays, bisexuals, transgender individuals, etc.</p> <p>**Cultural, racial, ethnic, and/or linguistic minority groups in the U.S. would include categories such as the following: Latinos, African Americans, Native Americans/First Peoples, Asian Americans, Jewish Americans, Muslim Americans, members of the deaf community, etc.</p>	
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Course Prefix	Number	Title	General Studies Designation
TGM	268	Intercultural Communication For Global Management	C

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.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
Example-See 2b. Compares 2 U.S. cultures	Example-Compares Latino & African American Music	Example-See Syllabus Pg. 5
See 2B Understanding cultural differences.	Students complete a cultural orientation self assesment in order to understand their own perspectives and how they impact there views. Understanding cultural norms in the US and abroad equips students to solve problems and take advantage of a wider range of cultural opportunities.	See Syllabus Pg. 2- Cultural Orientation Inventory

Intercultural Communication for Global Management (TGM 268)

In a dynamic and interactive format, this course presents a framework of models and skills for building communication performance in competitive global business settings. Assists in implementing strategies for mastering interpersonal encounters, including conflict resolution, in multicultural environments. Examines theories of communication (the basic concepts, principles and skills vital for understanding and improving communication across racial, ethnic and cultural differences). Places students in experiential situations in order to develop valuable global management skills. Using cases, self-assessment questionnaires, multicultural team exercises and simulations, equips the global manager with the ability to solve problems and take advantage of opportunities in a multicultural world. Explores in depth intercultural theories from the TGM three regional areas--China, Latin America and the Middle East.

Allow multiple enrollments: No **Primary course component:** Lecture

Repeatable for credit: No **Grading method:** Standard Grading

Offered by: Thunderbird School of Global Management -- Thunderbird School of Global Management

Prerequisite(s): Thunderbird School of Global Management undergraduate student

TGM 268: Intercultural Communication

Credits: 3

Prerequisites: N/A

Contact Information:

Professor: Denis Leclerc, Ph.D.

Phone: 480-518-2323

Office Hours: M/W: 12.00pm-1.30pm: FAB 292N

Email: denis.leclerc@thunderbird.asu.edu

SKYPE: globalcultures

TWITTER: @globalcultures

Course Description/Overview:

In a dynamic and interactive format, this course presents a framework of models and skills for building communication performance in competitive global business settings. This course assists you in implementing strategies for mastering interpersonal encounters, including conflict resolution, in multicultural environments. We will not only examine theories of communication, but will place you in experiential situations in which you'll develop valuable global management skills. Using cases, self-assessment questionnaires, multicultural team exercises and simulations, this course equips the global business person with the ability to solve problems and take advantage of opportunities in a multi-cultural world.

Course Objectives:

The course will provide you with knowledge, skills, insights, and experiences necessary to be a communicatively competent individual. Upon completion of this course, you should be able to:

1. Examine theories of culture, communication and cross-cultural communication interactions and how business relationships are impacted;
2. Develop an empirical understanding of how cultures of the world compare to one another- what are similarities and differences.
3. Understand the impact of cultural differences on managerial communication and learn to be an effective communicator in a cross-cultural setting.
4. Gain insight into personal and cultural "baggage" that influences cognitive, affective, and cross-cultural behavioral processes; and
5. Expand your skills in cross-cultural communication competence via understanding and practicing increased appropriateness, flexibility, and adaptability.

Required Reading Material:

1. CULTURAL INTELLIGENCE: People skills for global business. Thomas D, and Inkson, K. (2010) BK Publishers.
2. CASE STUDIES COURSE PACKET:
 1. The Road to Hell: HBS 9-480-074, 9-480-075, 9-480-076
 2. Grupo Financiero Inverlat IVEY 9A97L001

- Cultural Orientation Inventory: log in from Blackboard.

Grading:

The criteria for evaluating exams and papers are made explicit on assignment sheets. Your final grade for this course is based on your meticulous attention to the grading criteria. Final grades are carefully calculated.

Your final grade will be the result of your case study discussions, cross-cultural communication simulations, final exam, and project.

The following are the points available for each assignment:

ASSIGNMENT	POINTS
Report (either alone or in pair) (Grupo Financierco Inverlat),	50
Group Exercise	20
Class participation	30
Group report	100
Final exam	100
Total	300

Email and Internet

ASU email is an official means of communication among students, faculty, and staff. Students are expected to read and act upon email in a timely fashion. Students bear the responsibility of missed messages and should check their ASU-assigned email regularly.

All instructor correspondence will be sent to your ASU email account.

Late or Missed Assignments

Notify the instructor **BEFORE** an assignment is due if an urgent situation arises and the assignment will not be submitted on time. Published assignment due dates (Arizona Mountain Standard time) are firm. Please follow the appropriate University policies to request an accommodation for religious practices or to accommodate a missed assignment due to University-sanctioned activities.

Drop and Add Dates/Withdrawals

This course adheres to a compressed schedule and may be part of a sequenced program, therefore, there is a limited timeline to drop or add the course. Consult with your advisor and notify your instructor to add or drop this course. If you are considering a withdrawal, review the following ASU policies: Withdrawal from Classes, Medical/Compassionate Withdrawal, and a Grade of Incomplete.

Grade Appeals

Grade disputes must first be addressed by discussing the situation with the instructor. If the dispute is not resolved with the instructor, the student may appeal to the department chair per the University Policy for Student Appeal Procedures on Grades.

Student Conduct and Academic Integrity

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>. Additionally, required behavior standards are listed in the Student Code of Conduct and Student Disciplinary Procedures, Computer, Internet, and Electronic Communications policy, and outlined by the Office of Student Rights & Responsibilities. Anyone in violation of these policies is subject to sanctions. Students are entitled to receive instruction free from interference by other members of the class. An instructor may withdraw a student from the course when the student's behavior disrupts the educational process per Instructor Withdrawal of a Student for Disruptive Classroom Behavior. Appropriate online behavior (also known as *netiquette*) is defined by the instructor and includes keeping

course discussion posts focused on the assigned topics. Students must maintain a cordial atmosphere and use tact in expressing differences of opinion. Inappropriate discussion board posts may be deleted by the instructor.

The Office of Student Rights and Responsibilities accepts incident reports from students, faculty, staff, or other persons who believe that a student or a student organization may have violated the Student Code of Conduct.

Prohibition of Commercial Note Taking Services

In accordance with ACD 304-06 Commercial Note Taking Services, written permission must be secured from the official instructor of the class in order to sell the instructor's oral communication in the form of notes. Notes must have the notetaker's name as well as the instructor's name, the course number, and the date.

Course Evaluation

Students are expected to complete the course evaluation. The feedback provides valuable information to the instructor and the college and is used to improve student learning. Students are notified when the online evaluation form is available.

Syllabus Disclaimer

The syllabus is a statement of intent and serves as an implicit agreement between the instructor and the student. Every effort will be made to avoid changing the course schedule but the possibility exists that unforeseen events will make syllabus changes necessary. Please remember to check your ASU email and the course site often.

Accessibility Statement

In compliance with the Rehabilitation Act of 1973, Section 504, and the Americans with Disabilities Act as amended (ADAAA) of 2008, professional disability specialists and support staff at the Disability Resource Center (DRC) facilitate a comprehensive range of academic support services and accommodations for qualified students with disabilities.

Qualified students with disabilities may be eligible to receive academic support services and accommodations. Eligibility is based on qualifying disability documentation and assessment of individual need. Students who believe they have a current and essential need for disability accommodations are responsible for requesting accommodations and providing qualifying documentation to the DRC. Every effort is made to provide reasonable accommodations for qualified students with disabilities.

Qualified students who wish to request an accommodation for a disability should contact the DRC by going to <https://eoss.asu.edu/drc>, calling (480) 965-1234 or emailing DRC@asu.edu. To speak with a specific office, please use the following information:

West Campus

University Center Building (UCB), Room 130
602-543-8145 (Voice)

EMAIL ASSIGNMENTS WILL NOT BE ACCEPTED. Your name and **class time MUST** be on every assignment. If you want your assignment back, you **MUST** write your Post Office box. **The penalty will be 2 points for not following these standards.**

You will be held responsible for material covered in class lectures/discussions, documentaries and material in the textbooks and readings. Late papers will not be accepted without my PRIOR permission, and there will be a **15%** grade penalty. Examinations can be made up only if arrangements are made PRIOR to the originally scheduled exam date and time.

Strict adherence to all of the Thunderbird Honor Code requirements is required. Failure by any student will result in faculty actions as described in the Honor Code. A violation of the Honor Code will have serious consequences, including dismissal from the program. If you have any questions, please review the Honor Code and/or discuss it with me.

Grading Scale:

Excellent Performance A: 94 - 100 or A-: 90-93

- Initiates information relative to topics discussed
- Accurately exhibits knowledge of assignment content
- Demonstrates excellent listening by remaining on the "same page" as the rest of the class as demonstrated by comments
- Brings up questions that need to be further explored
- Clarifies points that others may not understand
- Draws upon practical experience or personal opinion, as appropriate
- Offers relevant/succinct input to class
- Actively participates in simulations and classroom exercises
- Demonstrates ability to apply, analyze, evaluate, and synthesize course material
- Prepares all assignments on time, thoughtfully

Good Performance B+: 85-89 or B: 82-84

- Regularly participates in discussions
- Shares relevant information
- Gives feedback to classroom discussions
- Consistently demonstrates knowledge of reading assignments
- Demonstrates ability to analyze/apply course material
- Demonstrates willingness to attempt to answer questions
- Prepares most assignments on time with some thoughtfulness

Fair Performance B-: 80-81 or C: 70-80

- Participates in group discussion when solicited
- Demonstrates some knowledge of course material
- Offers clear, concise information relative to class assignment
- Offers input, but tends to reiterate the intuitive
- Attends class regularly
- Prepares most assignments on time with some thoughtfulness

Poor Performance D: 60-70

- Does not attend class regularly
- Occasional input, often irrelevant, unrelated to topic or fails to participate, even when specifically asked (in large/small group discussion)
- Reluctant to share information
- Does not follow the flow of ideas
- Drains energy from the class
- Behaves toward others in a disruptive fashion, for example: sarcastic comments aimed at others who are attempting to participate
- Fails to prepare assignments on time or with thought

F - 0 attendance and participation

You are responsible for material covered in class lectures/discussions, documentaries and material in the textbooks and readings. There is a 15% penalty for all late papers. Examinations can only be made up if arrangements are made PRIOR to the originally schedule exam time.

Strict adherence to all of the Thunderbird Honor Code requirements is also required. Failure by any student will result in faculty actions described in the Honor Code. A violation of the Honor Code can have serious consequences, up to and including dismissal from the program. If you have any questions, please review the Honor Code and/or discuss them with the professor.

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Case Study Report 1.

How would you describe the communications climate at Inverlat? Since Grupo Financiero Inverlat had been traditionally run like it is 8 different regional banks, or “fiefdoms” with separate “feudal” lords (managers) that run the business, the communication had

been fragmented because it was decentralized and the bank managers were not communicating with one another and unsupportive of one another. This is evidenced by the attitude that the employees

had, as a result of the separation of each bank as an autonomous unit, as “the power struggle within

the regions demanded such loyalty that employees of

ten had to say: “I cannot support you (in some initiative) because my boss told me not to.”

However, after BNS had purchased a large stake in Inverlat for \$154m, the BNS culture became more pervasive and Inverlat had absorbed much of this cultural shift from a localized Mexican style to a bilingual and western culture, as well as adapt to Canadian behaviors of influence.

These cultural shifts, including a change of management- also indirectly changed the communications climate for Inverlat and allowed some of the culture to additionally allow Canadian BNS managers to become more bilingually-aware, since management had been primarily Mexican (bilingual-speaking). Two types of communication were present in the bilingual Inverlat climate, based on the Canadian and Mexican management and their respective individual style/behavior: 1> Mexican management style

—

expressed a polite, free, informal style of communication and during managerial meetings they could get up and move about, and engage in side conversations.

▪

Mexican management would speak English during meetings with other senior Canadian managers and afterwards communicate in their own native

Spanish with their Mexican cohorts.

▪

This is when they discovered that they had interpreted the messages from the other Canadian managers incorrectly along with the factor of bias

in their perceptions, or hearing what they had wanted to hear based on events during meetings 2> Canadian management style

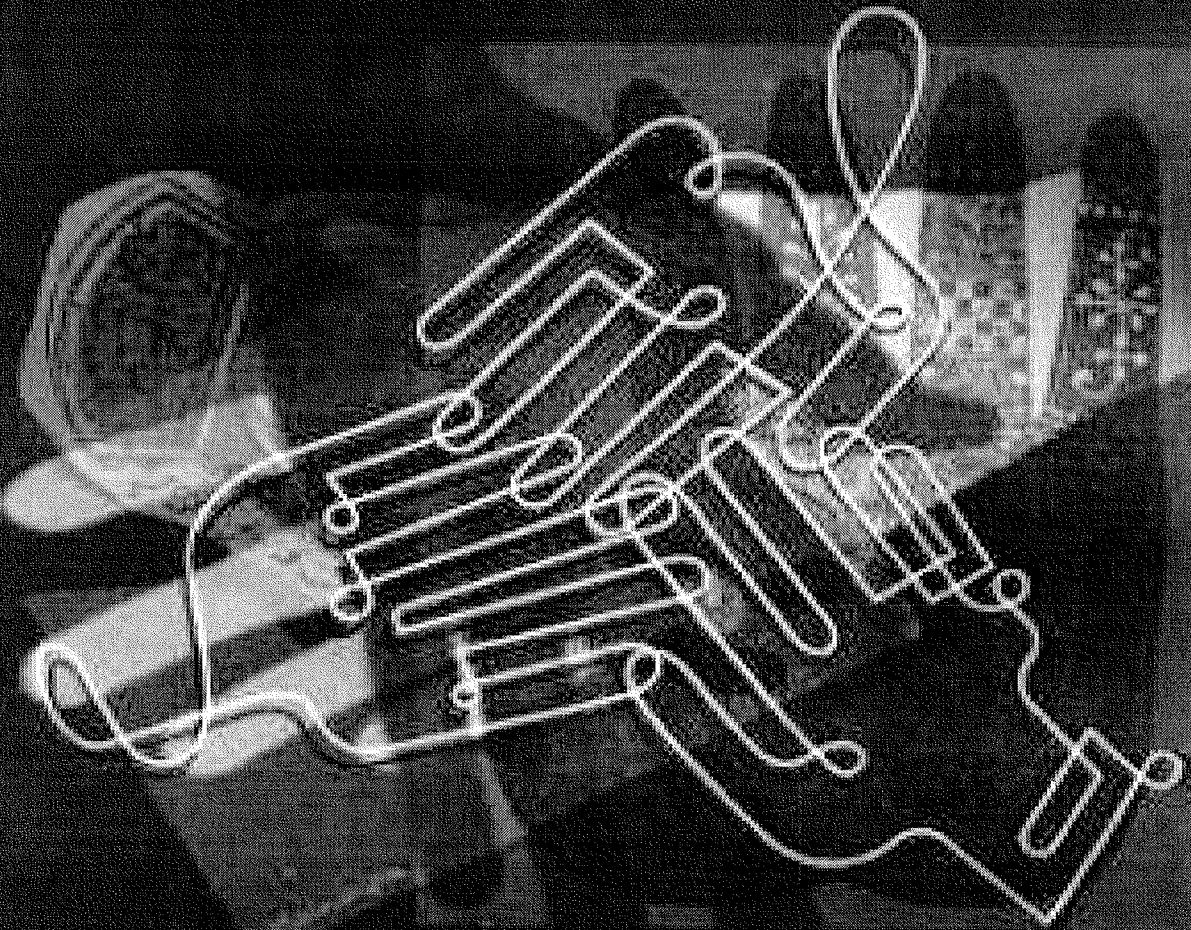
—

expressed strict, direct, and formal style of communication that was abrupt in manner. They were more “disciplined” which meant that they took more infrequent breaks during meetings, which they had under tight controls. Also, since they had not been formally trained in Spanish previously, they had to communicate with interpreters frequently and through senior management officials with the Inverlat employees, making them feel like “dictators”.

▪

People Skills for Global Business

CULTURAL INTELLIGENCE



David C. Thomas and Kerr Inkson

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BERRETT-KOEHLER PUBLISHERS

235 Montgomery Street, Suite 650
San Francisco, CA 94104-2916
Fax 415.362.2512
www.bkconnection.com

Ken Lupoff, Senior Publicity Manager
Phone: 415.743.6469 Email: klupoff@bkpub.com
Tiffany Lee, Publicity Assistant
Phone: 415.743.6477 Email: tlee@bkpub.com

For Immediate Release

Cultural Intelligence

People Skills for Global Business

By David C. Thomas and Kerr Inkson

Does Your CQ Measure Up?

In today's polyglot world managers need to be prepared to do business with people from all kinds of cultures—both abroad and at home. Although there are many books available on how to do business in other countries, it's usually not possible for managers to learn the particular customs and traits of every culture they might encounter in the course of their business. This is because of the subtlety of cultural variations across and within ethnic groups and the sheer magnitude of the agenda. What is needed is a systematic way to approach the tremendous variety of interactions that business people face in different cultures across the globe everyday.

Cultural Intelligence: People Skills for Global Business teaches a specific set of techniques that will enable managers to function effectively in any culture. Authors David C. Thomas and Kerr Inkson do not provide a list of specific cultural "do's and don'ts". Instead, they show how to acquire the kinds of universal global people skills that will allow managers to adapt quickly to, and thrive in, any cultural environment.

Everybody has heard of IQ, the measure of the ability to reason. More recently people have become familiar with EQ—emotional intelligence. Cultural intelligence, or CQ, is a new idea that builds on these earlier concepts, while incorporating the capability to interact effectively across cultures.

Cultural Intelligence helps readers acquire a basic understanding of the wide-ranging effects of culture on behavior. They will discover how to disable the "cultural cruise control" that makes them unaware of how their own culture affects their perceptions, and instead learn to pay careful attention, in a reflective and creative way, to cues in cross-cultural situations. Over time, readers will develop a repertoire of behavioral skills appropriate to different intercultural situations and will be able to choose the right ones for a given interaction.

Illustrated throughout with real-life stories depicting what is and is not culturally intelligent behavior, ***Cultural Intelligence*** will help business-people everywhere to become more effective in making decisions, communicating and negotiating across cultures, leading and motivating others who are culturally different, and managing their international careers.

More