**The Federal State Autonomous Institution of Higher Education   
""National Research University – Higher School of Economics," Saint Petersburg**

School of Economics and Management St. Petersburg Campus

Department of Management

**Cross-Cultural Communication**

Areas of studies: 38.03.04 «State and municipal management», 46.03.01 «History», 38.03.02 «Management» (ОП «Logistics and Supply Chains Management»), 41.03.04 «Political science», 39.03.01 «Sociology», 38.03.01 «Economics», 40.03.01 «Jurisprudence», 41.03.03 Eastern and African area studies for Bachelor level  
**(for minor «International Business»)**

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**Санкт-Петербургский филиал федерального государственного автономного**

**образовательного учреждения высшего образования**

**«Национальный исследовательский университет «Высшая школа экономики»**

Факультет Санкт-Петербургская школа экономики и менеджмента  
Департамент менеджмента

**Рабочая программа дисциплины**

**Кросс-культурная коммуникация (Cross-Cultural Communication)**

для направлений 38.03.04 «Государственное и муниципальное управление», 46.03.01 «История», 38.03.02 «Менеджмент» (ОП «Логистика и управление целями поставок»), 41.03.04 «Политология», 39.03.01 «Социология», 38.03.01«Экономика», 40.03.01 «Юриспруденция», 41.03.03 Востоковедение и африканистика подготовки бакалавра

(для майнора «Международный бизнес»)

2 курс (3-4 модуль 2015/2016 уч. года)

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Санкт-Петербург, 2016

# Настоящая программа не может быть использована другими подразделениями университета и другими вузами без разрешения департамента-разработчика программы

**Аннотация курса «Кросс-культурная коммуникация» (читается на английском)**

**Общая информация**

Майнор «Международный бизнес», 4 ECTS, 1-2 модуль 2015-2016 учебного года.

1. **Краткое описание курса**

***Цели***

Главная цель этого курса – подготовка студентов к работе и общению в межкультурной среде и развитие у них Культурного Интеллекта (CQ). Студенты познакомятся с основными стратегиями и аспектами кросс-культурной коммуникации, научатся использовать CQ в роли сотрудника, профессионала и лидера. Особый акцент делается на умениях, необходимых для ведения успешных переговоров в кросс-культурной среде и умению работать в кросс-культурных командах. Курс способствует включению ВШЭ в международную среду и его продвижению как ведущего исследовательского университета в современной России.

***Задачи и результаты обучения***

Студенты познакомятся с базовыми понятиями и моделями кросс-культурной психологии и научатся их использовать. Курс нацелен на отработку практических навыков эффективной коммуникации в реальных ситуациях. Обсуждаются основные факторы и модели кросс-культурной коммуникации, способствующие развитию кросс-культурной компетентности и CQ. Культурные феномены рассматриваются на различных уровнях: отрасль, компания, структурное подразделение, проектная команда, поскольку в сегодняшних организациях гомогенные культурные среды быстро сменяются «культурными микстами».

Студенты анализируют кейсы, представляющие различные бизнес-ситуации, требующие коммуникативной компетентности и выполняют исследовательские проекты (разрабатывают культурные профили и рекомендации для успешной коммуникации и ведения бизнеса в одной из стран).

Студенты в командах из 4-5 человек работают над исследовательскими проектами, результат которых – презентация и аналитический документ, описывающий культурный и коммуникационных профиль выбранной ими страны, и предлагающий рекомендации по специфике коммуникации, переговоров и деловых контактов с партнерами из этой страны.

***Компетенции и умения***

Студенты, изучившие курс, смогут:

* Определять культурный профиль коммуникаторов и реципиентов.
* Понимать специфику коммуникации при решении различных профессиональных задач.
* Адаптировать свой стиль вербальной и невербальной коммуникации в различных культурных средах.
* Использовать различные стратегии и тактики переговоров в бизнесе и в повседневной коммуникации.
* Эффективно работать в межкультурных командах.
* Грамотно выстраивать коммуникацию в организациях, вырабатывать стратегии эффективной коммуникации и реализовывать их для достижения целей организации.
* Разбираться в современных сетевых структурах, налаживать в них контакты, использовать различные инструменты коммуникации для развития межличностных контактов внутри организации и во внешней среде.
* Верно оценивать и использовать невербальные коммуникации коды в межкультурной среде.

1. **План курса**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  | Всего часов | Аудиторные часы | | Самостоятельная работа | |
| № | Темы |  | Лекции | Семинары |  | |
|  | **Культура** |  |  |  |  | |
| 1 | Культуры, субкультуры, контркультура, этноцентризм. | 10 | 2 |  | 8 | |
| 2 | Элементы культуры: ценности, мировоззрение, аттитюды и представления, традиции, мифы. | 12 | 2 | 2 | 8 | |
| 3 | Культуры, культурные кластеры или «цивилизации», национализм и «гражданские религии». | 10 | 2 |  | 8 | |
| 4 | Культурные предубеждения и стереотипы | 12 | 2 | 2 | 8 | |
| 5 | Impression management styles, strategies and tactics in different cultures. | 10 | 2 |  | 8 | |
|  | **Коммуникация** |  |  |  |  | |
| 6 | Маршалл Маклюэн, управление неопределенностью, культурная компетентность. | 8 | 2 |  | 6 | |
| 7 | Глубинные структуры культуры: основания реальности. | 10 | 2 | 2 | 6 | |
| 8 | Артефакты, нарративы, ритуалы | 10 | 2 | 2 | 6 | |
| 9 | Идентичности – личные и культурные. | 8 | 2 |  | 6 | |
| 10 | Язык, вербальная межкультурная коммуникация. | 8 | 2 |  | 6 | |
| 11 | Невербальная коммуникация | 10 | 2 | 2 | 6 | |
| 12 | Межкультурные отношения и коммуникация | 8 | 2 |  | 6 | |
| 13 | Межкультурные конфликты | 10 | 2 | 2 | 6 | |
| 14 | Коммуникация онлайн | 8 | 2 |  | 6 | |
| 15 | Погружение в новую культуру | 8 | 2 |  | 6 | |
|  | **Переговоры** |  |  |  |  | |
| 16 | Природа переговоров: ситуация, факторы планирование | 8 | 2 |  | | 6 |
| 17 | Стратегия и тактики дистрибутивного торга | 10 | 2 | 2 | | 6 |
| 18 | Стратегия и тактики интегративных переговоров | 10 | 2 | 2 | | 6 |
| 19 | Поиск и использования преимуществ в переговорах | 10 | 2 | 2 | | 6 |
| 20 | Региональные и национальные стили переговоров | 10 | 2 | 2 | | 6 |
|  | **Всего:** | **180** | **40** | **20** | **130** | |

**3**. **Требования к уровню знаний студентов:**

Обязательное: знание английского на уровне «intermediate» или «advanced»

Желательное: курс общей или социальной психологии

1. **Преподаватели:**

Читают лекции и ведут семинары:

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1. **Тип экзамена:**

Тест, состоящий из открытых и закрытых вопросов по курсу.

Студенты, получившие накопленную оценку от 8 до 10 баллов могут не сдавать итоговый экзамен: им выставляется накопленная оценка.

# 1. Area of Application and Regulatory References

The program of the discipline sets the minimum requirements for knowledge and skills of management students and determines the content and the forms of educational activities and assessment.

The program is designed for the instructors of the “Cross-Cultural Communication,” teaching assistants and students of minor “International Business”.

The program of the “Cross-Cultural Communication” course has been developed in accordance with:

* for bachelor level education, approved by the Academic Council of NRU HSE (record #15 dated 02.07.2010). URL: <http://spb.hse.ru/umuspb/structure%20standards-hse>
* Educational Program of NRU HSE for bachelor level education, area of studies 080200.62 "Management"
* University Academic Plan of NRU HSE – Saint Petersburg for Bachelor level education, 38.03.02 "Management" area of studies, the 2ND year of education.

# 2. Course Goals

***Goals***

The major goal of this Course is internationalization & development of communication skills, especially in the field of business communication and Cultural Intelligence (CQ) among Russian and exchange students. Students will acquire the necessary understanding what Cultural Intelligence is and how to use it in communication strategies and actions they take as managers, leaders and professionals. The special emphasis is placed on the skills required for effective cross-cultural negotiations. The Course supports internationalization of HSE and its status as a leading research university in modern Russia.

***Objectives & Learning Outcomes***

Students will learn basic ideas and models of cross-cultural psychology and their application. The Course offers practical training of communication skills, which facilitate usage of cross-cultural communication models and ideas in real situations. Key models of cross-cultural communication are discussed, helping to increase “cultural awareness” and SQ. Students learn international standards of modern professional quality communication.

Culture is considered at various levels, such as industry, company, department, team, interpersonal levels etc., because today any environment is a cultural mix and there is a strong process of rapid transformations of homogeneous cultures into multicultural environments.

Discussions of business cases and other exercises provide opportunity for the students to step up at higher level of cross-cultural competence.

**Requirements for team projects: Cultural profiles of countries or regions**

* Teams of 5 (preferable) or 4 participants.
* Teams should include students from both “hard sciences” (econ, logistics) and “soft sciences” (sociology, history, political science, oriental languages)
* Every team prepares:
  + **Text document (essay)** 10 – 15 pages
  + **Presentation**, which will be delivered in class in the end of May – beginning of July.
* Issues to be covered (*based on academic publications, periodicals, personal experience, cinema, TV, stories shared by friends etc.*):
  + Important for this country cultural ideas, symbols, myths, legends etc.
  + Cultural norms, styles of communication, stereotypes specific to this culture/region
  + Negotiations style and business style characteristic for this country/region and advices on doing business with people from country/region

# 3. Students' competencies to be developed by the course

As a result of studying the discipline a student is expected to:

•​  Define a cultural profile of communicator and recipient of communication based on thorough understanding of a cultural mix. Describe effects on communication in specific communication tasks.

•​  Adjust their verbal and non-verbal communication styles to various cultural environments.

•​  Use different negotiation strategies and tactics in business and everyday communication.

•​  Work effectively in multicultural teams.

•​   Develop understanding of internal, external and conversational communication of an organization, define strategy and its implementation to support the organization’s goals.

•​  Develop clear understanding of the modern international concept of networking, the role and communication instruments for internal and external networking for an organization.

•​  Select and use effectively communication channels basing on the pre-set goal and detailed assessment of the audience’s cultural profile.

•​  Appreciate the semantic function of non-verbal codes on business communication in cross-cultural environment.

•​  Analyze effectiveness of internal communication and its instruments for achieving pre-defined management goals.

**The course develops the following competencies:**

| Competencies | NRU-HSE Code | Descriptors –  the learning outcomes  (the indicators of achievement) | Forms and methods  of studies that contribute to  the development of  a competency |
| --- | --- | --- | --- |
| Student is able to learn and acquire new knowledge and skills, including spheres of activity other than student’s major specialization. | SK-B1 | Student can look beyond his professional sphere, prepared to read and analyze professional texts in the areas of communication, negotiation and team-building. | Literature reviews, working with full-text databases. |
| Student is able to plan and conduct research. | SK-B7 | Student can conduct research projects, including problem analysis, setting of goals and determining tasks, choosing methods of research and evaluation of the results of the project. | Self-study and teamwork with fellow students, working with various data sources. |
| Student can work with information: to find, estimate and use information from various sources for performing academic and professional tasks. | UK-5 | Student is able to use different sources of information, including electronic data bases, and also to survey and analyze core publications, related to the theme of research. | Working independently with different publications and electronic data bases. |
| Student is able to work in a team | UK-7 | Student can collaborate with the others in groups, prepare and present results of group work. | Lectures in interactive format, discussions of cases and self-study. |
| Student is able for applied and production activities in international environment. | UK-10 | Students knows specifics of cross-cultural communication, can learn and use the experience acquired in international environment. | Lectures in interactive format, discussions of cases and self-studies. Preparing and delivering presentations. |
| Student can suggest management decisions and evaluate their consequences. | PK-2 | Student analyzes a situation, suggests compares possible decisions, evaluates environmental factors and consequences. | Lectures in interactive format, discussions of cases and self-studies. Preparing and delivering presentations. |
| Student can apply the major concepts of the theories of motivation, leadership and power | PK-6 | Student is familiar with modern theories of behavior, including organizational behavior, is able to analyze organizational environment and results of organizational activities, can suggest management decisions. | Lectures in interactive format, discussions of cases and self-studies. Preparing and delivering presentations. |
| Student is able to analyze and design interpersonal, group and organizational communications. | PK-8 | Students knows various model of organizational communications and methods of their application. | Lectures in interactive format, discussions of cases and self-studies. Preparing and delivering presentations. |

**4. How the Course Fits into the Curriculum**

The present course is an essential part of the curriculum and the successful mastering of the course is crucial for the development of the competencies for research and practical work.

The “Cross-Cultural Aspects in Business Communication” is a required course for the Minor “International Business”.

The course has the following prerequisites (at the bachelor level):

* English (advanced intermediate or advanced level)
* Courses “Introductory Psychology” or/and “Introductory Sociology” are advisable, but not required

The Course requires the following students' competencies and knowledge:

* Basic knowledge of MS office

The main provisions of the course should be used for further studies of the following courses:

* International Marketing
* International Management
* Scholarly Research Seminar

**5. Thematic plan of the course**

The course is organized in 20 topics. This course is built around practical tasks, students work in teams of 4-5 students, preparing analytical reports on the country, which was assigned to a team and solving cases, related to cross-cultural communication and business.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  |  | Classroom Activities | |  |
| № | Topic | Total amount of hours | Lectures | Seminars | Self-Study |
|  | **Culture** |  |  |  |  |
| 1 | Cultures, subcultures, countercultures, ethnocentrism. | 10 | 2 |  | 8 |
| 2 | Elements of culture: values, worldviews, attitudes and beliefs, traditions, myths. | 12 | 2 | 2 | 8 |
| 3 | Cultures, cultural clusters or “civilizations”, nationalism and civil religions | 10 | 2 |  | 8 |
| 4 | Cultural biases and stereotypes | 12 | 2 | 2 | 8 |
| 5 | Impression management styles, strategies and tactics in different cultures. | 10 | 2 |  | 8 |
|  | **Communication** |  |  |  |  |
| 6 | McLuhan, uncertainty management, communication competence. | 8 | 2 |  | 6 |
| 7 | The Deep Structure of Culture: Roots of Reality | 10 | 2 | 2 | 6 |
| 8 | Artefacts, narratives, rituals. | 10 | 2 | 2 | 6 |
| 9 | Identities, personal, cultural. | 8 | 2 |  | 6 |
| 10 | Language, verbal intercultural communication | 8 | 2 |  | 6 |
| 11 | Nonverbal communication | 10 | 2 | 2 | 6 |
| 12 | Intercultural relations and communication | 8 | 2 |  | 6 |
| 13 | Intercultural conflicts | 10 | 2 | 2 | 6 |
| 14 | Communicating online | 8 | 2 |  | 6 |
| 15 | Venturing into a new culture | 8 | 2 |  | 6 |
|  | **Negotiation** |  |  |  |  |
| 16 | Nature of negotiation: strategizing, framing, planning | 8 | 2 |  | 6 |
| 17 | Strategy and tactics of distributive bargaining | 10 | 2 | 2 | 6 |
| 18 | Strategy and tactics of integrative bargaining | 10 | 2 | 2 | 6 |
| 19 | Finding and using negotiation leverage | 10 | 2 | 2 | 6 |
| 20 | Regional and national negotiation styles | 10 | 2 | 2 | 6 |
|  | Total: | 180 | 40 | 20 | 130 |

# 6. Tests and control tasks

|  |  |  |
| --- | --- | --- |
| Type of control | Form of control | Requirements |
| Current  (week) | Class activity, recorded as entries into The Journal of Class Participation | Students are expected to read and analyse assigned literature and be able to participate in discussions in class. |
| Intermediate | Class participation | Students make in-class presentations, based on lectures and assigned readings. Students analyse cases dealing with cross-cultural business communication |
| Intermediate written in-class test | Test includes assignments dealing with the topics covered in the first half of the course. |
| Intermediate presentation | Students present preliminary versions of their research projects in the end of the third module. |
| Final research project presentation | Final presentation of team projects on cultural profiles of the country assigned for a group. |
| Final | Final exam | Multiple choice test, covering all course materials |

**6.1 Grading criteria**

Students’ final grade for the course is determined by their compliance with the course requirements and the overall performance in the course.

Final grade is made of the grades for

1. Home assignments throughout the course, including case analyses *G class participation*.

Criterion: grades for every assignment (in 10-point scale) are summed up and averaged

1. The intermediate written test *G intermediate test*

Criterion:

10 points – no less than 80% of correct, answers

1 point – no more than 10% of correct answers, other grades (from 9 to 2) are calculated proportionally to the percentage of correct answers.

1. Intermediate presentation *G intermediate presentation*

Criterion: the average of two marks:

* Oral presentation – 10 points is assigned for the perfect presentation, corresponding to all requirements.
* Presentation text – 10 points is assigned for the perfect content, corresponding to all requirements.

1. The final research project presentation G final *presentation*

Criterion: the average of three marks:

* Oral presentation – 10 points is assigned for the perfect presentation, corresponding to all requirements.
* Presentation text – 10 points is assigned for the perfect content, corresponding to all requirements.
* Analytical document – 10 points is assigned for the perfect content, corresponding to all requirements, which includes comprehensive cultural profile of the country chosen, recommendations for communicating, negotiating and doing business with partners from the country, based on unique literature besides assigned literature.

The final grade accounts for the results of a student’s performance as follows:

G accumulated = 0,15\**G class participation* + 0,2\**G intermediate test* + 0,15\**G intermediate presentation*

+*0,5\**G final *presentation*

G final = 0,8\**G accumulated* + 0,2\**G exam*

Final exam G final

Criterion:

10 points – no less than 80% of correct, answers;

1 point – no more than 10% of correct answers, other grades (from 9 to 2) are calculated proportionally to the percentage of correct answers.

Rounding procedure for the grades is following: if the score, which is calculated by the formula above, is greater than or equal to the arithmetic mean between the nearest integer values​​, then the higher of the nearest integer value is taken, otherwise – the lower of the nearest integer values is used​​.

Students whose accumulated grade is 8 – 10 points are not required to pass final exam: in this case their final grade (G final) is equal to their accumulated grade (G accumulated).

**7. The Course Content**

**Topic 1. Cultures, subcultures, countercultures, ethnocentrism.**

Globalization and interconnectedness. Classification of cultures. Samuel Huntington: Civilizations. Dominant culture and co-culture. Primary elements of non-material culture: History, Religion, Social organizations, Language. Methodology of cross-cultural research.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012)

Davidov, Eldad, Peter Schmidt, Jaak Billiet - Cross-Cultural Analysis. Methods and Applications, Routledge (2014)

Huntington, Samuel P. - The Clash of Civilizations and the Remaking of World. Order-Simon & Schuster (1996)

**Topic 2. Elements of culture: values, worldviews, attitudes and beliefs, traditions, myths.**

Material and non-material culture, values and their significance. Milton Rokeach ends-values and means-values. Worldviews, integrating values and attitudes. Cultural traditions and models of behavior. Cultural diffusion. Significance and persistence of cultural myths.

*Core readings:*

Hofstede, Geert H; Gert Jan Hofstede; Michael Minkov - Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival. McGraw-Hill (2010)

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012)

*Additional readings:*

Matsumoto, David and Fons J. R. van de Vijver (eds.) - Cross-Cultural Research Methods in Psychology (Culture and Psychology). Cambridge University Press (2010)

King, Thomas F. (ed.) - A Companion to Cultural Resource Management, Wiley-Blackwell (2011)

**Topic 3. Cultures, cultural clusters or “civilizations”, nationalism and civil religions**

Cultural values dimensions and classification. Schwartz, ESS: cross-cultural research of values and personal traits. Ingelhart: modernization theory, World Values Survey (WVS), dimensions: “traditional vs. secular-rational values” and “survival vs. self-expression values. Hofstede cultural dimensions and GLOBE project: Power distance index (PDI), Individualism (IDV) vs. collectivism, Uncertainty avoidance index (UAI), Masculinity (MAS), vs. femininity, Long-term orientation (LTO), vs. short term orientation, Indulgence versus restraint (IVR). Robert Bellah: civil religion.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012)

Moll, Melanie - The Quintessence of Intercultural Business Communication. Springer Berlin Heidelberg (2012)

*Additional readings:*

Martin, Judith Thomas - Nakayama-Intercultural Communication in Contexts (5th Edition). McGraw-Hill (2009)

Jackson, Jane (ed.) - The Routledge handbook of language and intercultural communication. Routledge (2013)

**Topic 4. Cultural biases and stereotypes**

Prejudice. Discrimination. Stereotype. Cognitive and social functions of stereotypes (explanation, justification, social differentiation). Factors and mechanisms of stereotype formation (correspondence bias, illusory correlation, common environment, socialization and upbringing, intergroup relations). Self-fulfilling prophecy. Scape-goating. Face-ism. Dealing with stereotypes.

*Core readings:*

Martin, Judith Thomas - Nakayama-Intercultural Communication in Contexts (5th Edition). McGraw-Hill (2009)

Shiraev, Eric B. and David A. - Levy-Cross-Cultural Psychology: Critical Thinking and Contemporary Applications, 4th Edition. Allyn & Bacon (2010)

*Additional readings:*

Gesteland, Richard R - Cross-cultural business behavior: negotiating, selling, sourcing and managing across cultures. Copenhagen Business School Press (2005)

**Topic 5. Impression management styles, strategies and tactics in different cultures.**

Erwin Goffman: dramaturgical analysis. Front-stage and back-stage.Frames, props (artefacts, dressing styles, vocabulary, accents), implicit expectations and aligning actions. Ingratiation, Self-promotion, Exemplification, Intimidation, Supplication.

*Core readings:*

Livermore, David - The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy Hardcover. AMACOM (2011)

*Additional readings:*

Peterson, Brooks - Cultural Intelligence: A Guide to Working with People from Other Cultures. Intercultural Press (2004)

Livermore, David - Leading with Cultural Intelligence: The New Secret to Success. AMACOM (2009)

Thomas, David C. and Kerr Inkson - Cultural Intelligence: People Skills for Global Business. Berrett-Koehler Publishers (2004)

**Topic 6. McLuhan, uncertainty management, communication competence**

Marshall McLuhan’s imperatives for cross-cultural communication: technological, economic, demographic, personal, ethical, peace. Reasons for cultural differences: history, ecology, technology, biology, institutional networks, interpersonal communication patterns. Uncertainty avoidance (Berger) and three strategies for dealing with uncertainty.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 1.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 7. The Deep Structure of Culture: Roots of Reality**

Deep structures of any culture (family, history, and religion) define, create, transmit, maintain, and reinforce the basic elements of every culture. Forms and functions of family. Individualistic and collectivistic families. History: a) explains character of the culture; b) helps remember and transmit events and articles. Arthur Schlesinger: history cycles. Features and types of religions. BASIC by Margaret Olebe.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 4.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 8. Artefacts, narratives, rituals.**

Artifacts, narratives and rituals as descriptors of deep structures. Artifacts as tangible manifestations of values. Cyclical relationship between artifacts and culture. Types of artifacts: music, art, literature, movies and TV, foods, dance, sports, media, dress and decoration, holidays. Components of Narratives: characters, plots, outcomes, ACTION. Types of narratives. Rituals and their functions: showing commitment, giving access, building trust, indicating social relationships.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 5.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 9. Identities, personal, cultural.**

Stella Ting-Toomey’s definition of identity as a “reflective self-conception or self-image”. Identity as a dynamic phenomenon. Multiple identities: human, social, personal. Specifics of racial, ethnic, gender, national, regional, organizational, personal and cyber and fantasy identities. Stages of identity formation. Identity manifestations in communication.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 7.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 10. Language, verbal intercultural communication**

Functions of language: social interaction, social cohesion, expression of identity. Language variations: accent, dialect, argot, slang. Conversational taboos. Cultural considerations in interpretation and translation. Recommendations for communications with people, using second language (mindfulness, speech rate, vocabulary and nonverbal feedback).

Most influential languages in contemporary world and their specifics: Chinese, Spanish,

English, Arabic, and Russian.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 8.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 11. Nonverbal communication**

The functions of nonverbal communication: expressing internal state, creating identity, regulating interaction, repeating the message, substituting for words. Intentional and nonintentional messages. Ambiguity and multiple meanings in nonverbal communication. Classification of nonverbal communication means: appearance, body movement (posture, gestures), facial expression, eye contact and gaze, touch, paralanguage, vocal qualities (volume, rate, pitch, tempo, resonance, pronunciation, tone). Space and distance, personal space. Sense of time: monochronic or polychronic. Silence and its significance in different cultures.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 9.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 12. Intercultural relations and communication**

Worldview is a culture’s orientation toward God, humanity, nature, the universe, life, death, sickness, and other philosophical issues concerning existence. Worldviews and their impact on communication. Reconciling historical disagreements. Ethical issues in cross-cultural relations. Immigration and other phenomena of intercultural penetration. Problems related to acculturation. Perception in conflicts. Monitoring actions and counter-actions.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 4.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 13. Intercultural conflicts**

Basic aspects or conflict situation. Communication norms and models in conflict situations. Conflict sequence. The factors, facilitating and complicating conflict resolution. Reframing conflict situation: conflict as an opportunity. Persuasion in conflict interaction. Cross-cultural competence in conflict resolution and collaborative problem-solving.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012)

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 14. Communicating online**

Advantages and limitations while communicating online. Ethical issues in online communication. Security issues in online communication. Advices for efficient online cross-cultural communication in business. Creating and deciphering identities in online communication. Typical obstacles and misunderstanding in cross-cultural communication online. Balancing online communication and “real life” communication. Intercultural competence in online communication.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 7

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 15. Venturing into a new culture**

The basic components of communication competence: motivation, knowledge, skills, sensitivity, and character. Determining and monitoring communications style. Dealing with culture shock. Empathy and communication flexibility. Coping mechanisms: assimilation, separation, integration, and marginalization. Adaptation strategies: making personal contact with the host culture, learning about the host culture, and participating in cultural activities.

*Core readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Communication Between Cultures. Cengage Learning (2012) – Chapter 11.

*Additional readings:*

Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)

**Topic 16. Nature of negotiation: strategizing, framing, planning**

Bargaining and negotiation. Attributes of negotiation situation. Alternatives to negotiation. Tangibles and intangibles in negotiations. Planning negotiations. Negotiating individually and in teams. Preparing for negotiations. Perception and empathy in negotiations. Competent negotiator’s qualities.

*Core readings:*

Lewicki, Roy, Bruce Barry , David Saunders - Essentials of Negotiation 6th Edition. McGraw-Hill (2014) – Chapters 1- 2

*Additional readings:*

Brett, Jeanne M. - Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries. John Wiley & Sons (2007)

Faure, Guy Olivier (ed.) - How People Negotiate: Resolving Disputes in Different Cultures. Springer (2003)

Gelfand, Michele, Jeanne Brett - The Handbook of Negotiation and Culture. Stanford Business Books (2004)

**Topic 17. Strategy and tactics of distributive bargaining**

Distributive negotiations (Win-Lose). Target point, walk-away or resistance point, initial offer. Give-and-take process. Tactics of distributive negotiations: Auction, Brinksmanship, Bogey, Defense in Depth, Deadlines, Flinch, Good Guy/Bad Guy, Highball/Lowball, The Nibble, Snow Job, Foot-in-the-Door, Door-in-the-Face

*Core readings:*

Lewicki, Roy, Bruce Barry , David Saunders - Essentials of Negotiation 6th Edition. McGraw-Hill (2014) – Chapter 3

*Additional readings:*

Gates, Steve – The Negotiation Book: Your Definitive Guide to Successful Negotiating –John Wiley & Sons, Inc. (2016)

**Topic 18. Strategy and tactics of integrative bargaining**

Integrative negotiations (Win-Win). Positions and interests. Cooperative problem-solving. Separating the person from the problem. Tactics of integrative negotiations: Expanding Pie, Bridging, Logrolling. Claiming value and creating value.

*Core readings:*

Lewicki, Roy, Bruce Barry , David Saunders - Essentials of Negotiation 6th Edition. McGraw-Hill (2014) – Chapter 4

*Additional readings:*

Gates, Steve – The Negotiation Book: Your Definitive Guide to Successful Negotiating –John Wiley & Sons, Inc. (2016)

**Topic 19. Finding and using negotiation leverage**

Power in negotiations. Sources of power: Reward: Raises, perks, promotions; Coercive: Punishment, firing, walk away; Legitimate: Position, approval authority; Expert: Specialized knowledge; Reference: Charisma, charm. BATNA – best alternative to negotiated agreement. Balanced and unbalanced leverage. Positive and negative leverage. Influence and persuasion tools.

*Core readings:*

Lewicki, Roy, Bruce Barry , David Saunders - Essentials of Negotiation 6th Edition. McGraw-Hill (2014) – Chapters 5 and 8.

*Additional readings:*

Brett, Jeanne M. - Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries. Jossey-Bass (2007)

Gesteland, Richard R - Cross-cultural business behavior: negotiating, selling, sourcing and managing across cultures. Copenhagen Business School Press (2005)

**Topic 20. Regional and national negotiation styles**

Key cultural variables, influencing negotiations (indirect dealing vs direct dealing, high-context vs low-context, relationship oriented vs task-oriented, holistic vs contractually oriented, Dimensions of negotiation styles. Competitive and problem-solving styles of negotiations. Russian, British, American, Arabic, Chinese, French, German negotiating styles. Interplay of cultural styles and personal styles of negotiating.

*Core readings:*

Moore, Christopher W., Peter J. Woodrow – Handbook of Global and Multicultural Negotiation - Jossey-Bass (2010)

*Additional readings:* McCarthy, Alan, Steve Hay – Advanced Negotiation Techniques, Apress (2015)

**8. Educational Technologies**

The course syllabus, reading texts, presentations, practical tasks and home assignments will be available in the LMS where all student will be assigned, and also sent by e-mail on demand. Students are expected to log in to the course web-site on a regular basis.

**8. 1. Recommendations for teachers**

Cross-cultural communications are a very dynamic and fluid fields. There are many contradictory conclusions and recommendations in both academic and popular texts. The major task for the lecturer is to engage students in discussions, which will help to develop students’ ability to compare, analyze, criticize and choose among various approaches.

For this purpose, we use during the seminars analysis of cases, based on real situations dealing with cross-cultural communication and negotiations both in business and everyday life.

It is highly recommended to inspire students to share with class their personal experience of cross-cultural communication.

**8. 2. Recommendations for students**

Teamwork on research projects is especially important for this course. Excellent research projects require extra materials besides literature recommended for the course. Some Internet sites could be also very helpful, such as World Cultures Encyclopedia <http://www.everyculture.com/> and TED Talks. <http://www.ted.com>.

Participation in discussions should concentrate on comparison of different cultural phenomena and especially on their role in planning and performing communication in cross-cultural perspective.

**9. Evaluation tools for current and final control**

To keep up with the requirements for the course students should study lectures and assigned literature and use electronic resources, especially full-text journal data bases, such as ProQuest, Jstor, Science Direct, Emerald and EBSCO.

**9.1 Example of assignments for intermediate test**

1. Please, compare cultural dimensions, suggested by Ingelhart – Welzel and by Hofstede.

What are similarities and differences?

What are comparative advantages and disadvantages of these two models of culture and cultural dimensions?

Please, provide arguments, supporting your opinion.

1. Please select any culture of your choice, and give me one example of that culture's artifact, narrative and ritual in any of this culture's deep structures. Give an example of how this artifact, narrative and ritual affect communication in that culture.

**9.2 Examples of questions for the final test**

1. Polish communication style is ….
2. very direct with a lot of eye contact
3. very indirect with very little eye contact
4. very indirect with a lot of eye contact
5. You are making a series of proposals and your Bulgarian counterpart keeps nodding her head. Does this mean …
6. Yes, I agree completely.
7. Go on, I’m listening.
8. No, I don’t agree.
9. You are making a series of proposals and your Japanese counterpart keeps nodding his head. Does this mean …
10. Yes, I agree completely.
11. Go on, I’m listening.
12. No, I don’t agree.
13. You’re in Japan. A client gives you his card. You should take it with …
14. your left hand
15. your right hand
16. both hands
17. And then what should you do with it?
18. Look at it carefully and then put it away in your pocket
19. Look at it carefully and place it on the table in front of you during the meeting.
20. Look at it carefully and then pass it to your colleagues so they can see it.
21. You are talking to a German whom you have already met several times. You should call him by…
22. his first name – Klaus
23. his surname - eg Schmidt
24. “Mr” + surname – Herr Schmidt
25. his title - Doctor
26. his title and surname – Doctor Schmidt
27. “Mr” + title + surname - Herr Doktor Schmidt
28. In which three of the following countries is it important to be on time for a business meeting?
29. Mexico
30. Portugal
31. Sweden
32. Germany
33. Egypt
34. China

**10. Information basis for the course**

**10.1. Core Textbooks**

Cambie, Silvia and Ooi, Yang May – International Communications Strategy: Developments in Cross-cultural Communications, PR and Social Media. Kogan Press (2009)

[http://web.b.ebscohost.com/pfi/detail/detail?sid=38b0fcb3-bb66-413b-8572-43c56f07aa82%40sessionmgr113&vid=0&hid=123&bdata=JnNpdGU9cGZpLWxpdmU%3d#](http://web.b.ebscohost.com/pfi/detail/detail?sid=38b0fcb3-bb66-413b-8572-43c56f07aa82%40sessionmgr113&vid=0&hid=123&bdata=JnNpdGU9cGZpLWxpdmU%3d)

Carayol, Valérie and Frame, Alex – Communication and PR From a Cross-cultural Standpoint: Practical and Methodological Issues – Peter Lang Publishing Group (2012)

<http://web.b.ebscohost.com/pfi/detail/detail?sid=8cb6c6e3-0836-4b77-b865-d859b81fcde6%40sessionmgr102&vid=0&hid=123&bdata=JnNpdGU9cGZpLWxpdmU%3d#AN=edp1484095&db=edspub>

**10.2. Internet resources**:

World Cultures Encyclopedia. <http://www.everyculture.com/>

European Social Survey. <http://www.europeansocialsurvey.org>

European Values Study. <http://www.europeanvaluesstudy.eu>

Global Leadership Project (GLOBE).  <http://www.geert-hofstede.com/>

TED Talks. <http://www.ted.com>

**10.3. Supplementary Reading**

1. Adler, R. B., Proctor, R.F. (2013). Looking Out – Looking In, 14th ed. Boston, MA: Cengage Learning.
2. Brett, Jeanne M. - Negotiating Globally: How to Negotiate Deals, Resolve Disputes, and Make Decisions Across Cultural Boundaries. Jossey-Bass (2007)
3. Davidov, Eldad, Peter Schmidt, Jaak Billiet - Cross-Cultural Analysis. Methods and Applications, Routledge (2014)
4. Deardorff, Darla K. - The SAGE Handbook of Intercultural Competence. Sage Publications, (2009)
5. Faure, Guy Olivier (ed.) - How People Negotiate: Resolving Disputes in Different Cultures. Springer (2003)
6. Gelfand, Michele, Jeanne Brett - The Handbook of Negotiation and Culture. Stanford Business Books (2004)
7. Gesteland, Richard R - Cross-cultural business behavior: negotiating, selling, sourcing and managing across cultures. Copenhagen Business School Press (2005)
8. Jackson, Jane (ed.) - The Routledge handbook of language and intercultural communication. Routledge (2013)
9. Hofstede, Geert H; Gert Jan Hofstede; Michael Minkov - Cultures and organizations: software of the mind: intercultural cooperation and its importance for survival. McGraw-Hill (2010)
10. Hurn, Brian J., Barry Tomalin – Cross-Cultural Communication: Theory and Practice. Palgrave Macmillan (2013)
11. Huntington, Samuel P. - The Clash of Civilizations and the Remaking of World. Order-Simon & Schuster (1996)
12. King, Thomas F. (ed.) - A Companion to Cultural Resource Management, Wiley-Blackwell (2011)
13. Lewicki, Roy, Bruce Barry, David Saunders - Essentials of Negotiation 6th Edition. McGraw-Hill (2014)
14. Livermore, David - Leading with Cultural Intelligence: The New Secret to Success. AMACOM (2009)
15. Livermore, David - The Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy Hardcover. AMACOM (2011)
16. Martin, Judith Thomas - Nakayama-Intercultural Communication in Contexts (5th Edition). McGraw-Hill (2009)
17. Matsumoto, David and Fons J. R. van de Vijver (eds.) - Cross-Cultural Research Methods in Psychology (Culture and Psychology). Cambridge University Press (2010)
18. McCarthy, Alan, Steve Hay – Advanced Negotiation Techniques, Apress (2015)
19. McLaren, Margaret - Interpreting Cultural Differences: Challenge of Intercultural Communication. Peter Francis Publishers (1998)
20. Moll, Melanie - The Quintessence of Intercultural Business Communication. Springer Berlin Heidelberg (2012)
21. Moore, Christopher W., Peter J. Woodrow – Handbook of Global and Multicultural Negotiation-Jossey-Bass (2010)
22. Samovar, Larry A., Richard E. Porter, Edwin R. McDaniel, Carolyn S. Roy - Intercultural Communication: A Reader. Cengage Learning (2014)
23. Peterson, Brooks - Cultural Intelligence: A Guide to Working with People from Other Cultures. Intercultural Press (2004)
24. Shiraev, Eric B. and David A. - Levy-Cross-Cultural Psychology: Critical Thinking and Contemporary Applications, 4th Edition. Allyn & Bacon (2010)
25. Thomas, David C. and Kerr Inkson - Cultural Intelligence: People Skills for Global Business. Berrett-Koehler Publishers (2004)
26. Tirmizi, S. Aqeel, Claire B. Halverson, S. Aqeel Tirmizi - Effective Multicultural Teams: Theory and Practice. Springer (2008)
27. Trompenaars, Fons and Peter Woolliams - Business Across Cultures (Culture for Business Series) - Capstone (2004)
28. Walker, Danielle, Thomas Walker, Danielle Medina Walker - Doing Business Internationally: The Guide To Cross-Cultural Success, 2nd ed. McGraw-Hill (2002)

**10.4. Software packages**

Students need the following software, provided in HSE computer clusters:

Microsoft Office 2010 or 2014

**11. Technical support**

Each lecture, seminar and practical session is supported by PowerPoint presentations, shown by OHP projector.

**12. Academic Integrity**

Each student in this course is expected to abide by the Higher School of Economics’ Academic Honesty Policy. For this course, collaboration is allowed for pairs and work groups during seminars (Modules 1 – 4). Both in-class and home tests should be performed individually.

**13. Accommodations for Students with Disabilities**

The Higher School of Economics is committed to ensuring equal academic opportunities and inclusion for students with disabilities based on the principles of independent living, accessible universal design, and diversity. The instructor is available to discuss appropriate academic accommodations that may be required for student with disabilities. Requests for academic accommodations should be submitted during the first three weeks of the semester, except for unusual circumstances. Students are encouraged to register with Disability Services Center to verify their eligibility for appropriate accommodations.