# *Business and Professional Communication 1st edition Floyd Solutions Manual*

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Instructor's Manual to accompany

# Business and Professional Communication

## *Putting People First*

**1e**

by and Kory Floyd and Peter W. Cardon

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# Chapter 2
# Culture, Diversity, and Global Engagement

## Learning Objectives

LO2.1: Explain culture and co-cultures.
LO2.2: Identify primary forms of human diversity.
LO2.3: Explain the major cultural dimensions.
LO2.4: Describe behavioral strategies for adapting to cultural norms and customs.
LO2.5: Illustrate ways of engaging diversity in an ethical manner.
LO2.6: Demonstrate communicating with cultural proficiency.

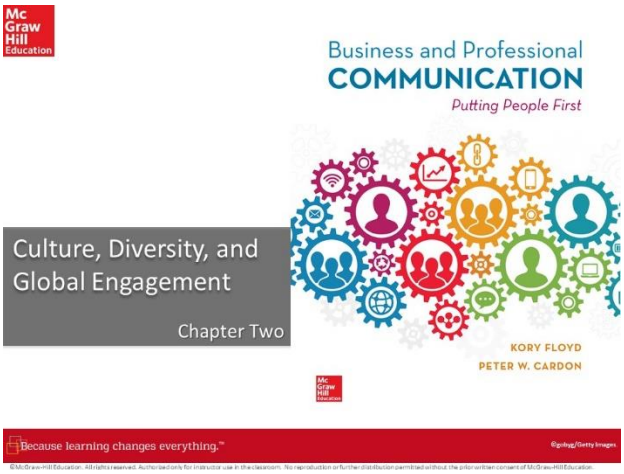
## Connect Application Exercises

Forms of Diversity
Identifying Cultural Dimensions and Religious Orientations
Identifying Cultural Dimensions
Identifying High and Low Context Communication
Cultural Differences Result in International Business Challenges
Demonstrating Cultural Intelligence


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# Chapter Outline




**SLIDE 2-1**

Chapter Two
Culture, Diversity, and Global Engagement




**SLIDE 2-2**

**LO2.1:** Explain culture and co-cultures.
**LO2.2:** Identify primary forms of human diversity.
**LO2.3:** Explain the major cultural dimensions.
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**LO2.5:** Illustrate ways of engaging diversity in an ethical manner.
**LO2.6:** Demonstrate communicating with cultural proficiency.




**SLIDE 2-3**

Developing the ability to communicate effectively with people of varying backgrounds starts with appreciating the influences of culture and human diversity, which take many forms.


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## How Do People Vary?

Effective communication requires appreciating that people vary in

- Cultures and co-cultures
- Race, ethnicity, and nationality
- Socioeconomic status
- Disability status
- Sex, gender, and sexuality
- Religion
- Generational identity

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**SLIDE 2-4**

Among the dimensions of human diversity that have implications for effective communication are culture and co-culture; race, ethnicity, and nationality; socioeconomic status; disability status; sex, gender, and sexuality; religion; and generational identity.

## Culture

**Culture** is the totality of learned, shared symbols, language, values and norms that distinguish one group of people from another

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**SLIDE 2-5**

We refer to groups of people who share the same **culture** as **societies**. Many people associate their culture with their nationality, such as U.S. culture, Mexican culture, and Japanese culture.

## Co-Cultures

**Co-cultures** are groups of people who share values, customs, and norms related to mutual interests or characteristics besides their national citizenship



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**SLIDE 2-6**

Many people belong to multiple cultures and **co-cultures** at once, such as a person who simultaneously identifies as Canadian, a gardener, a cancer survivor, an elderly person, and a member of the LGBTQ community.



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## What Culture Is Not

Culture is sometimes confused with

- Nationality
- Ethnicity
- Race

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**SLIDE 2-7**

Many people confuse culture with nationality, race, or ethnicity, but these are all different aspects of a person's identity. **Nationality** is our status as a citizen of a particular country, such as Nigerian, Finnish, or Thai. **Ethnicity** is our perception of our ancestry or heritage, such as Hispanic. **Race** refers to sets of physical characteristics—such as bone structure and color of skin, hair, and eyes—that have often been presumed to have a biological or genetic basis, such as Asian, African American, or Native American. Except for skin color, the evidence of a biological basis for race has been weak, so the concept of race itself is controversial.

## Racial and Ethnic Categories in 2010 Census

| Category | Subcategories, if Relevant |
|---|---|
| Asian | Chinese, Japanese, Filipino, Korean, Asian Indian, Vietnamese, Other Asian |
| American Indian or Alaska Native | |
| Black or African American | |
| Hawaiian or Pacific Islander | Native Hawaiian, Samoan, Guamanian or Chamorro, Other Pacific Islander |
| Hispanic origin | Mexican, Mexican American, Chicano; Puerto Rican; Cuban; Other Hispanic, Latino, Spanish origin |
| White | |
| Other race | |

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Source: U.S. Department of Commerce. (2010). *United States Census 2010* (official form). Washington, D.C.

**SLIDE 2-8**

Table 2.1 from the book. These were the racial and ethnic categories used in the 2010 U.S. Census.

## Socioeconomic Status

**Socioeconomic status**, or SES, is a measure of a person's financial or social position relative to that of others

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**SLIDE 2-9**

**Socioeconomic status** is usually measured by comparing a person's income, education, work experience, and occupation to those of other people in the same group or community. It is associated with power, health, and life expectancy.



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## Differences in Abilities

People can experience limitations in physical and mental capabilities, including

- Blindness
- Deafness
- Use of a wheelchair, walker, or crutches
- Disfigurements or deformities
- Autism or dyslexia

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**SLIDE 2-10**

The Americans with Disabilities Act (ADA) prohibits employers from engaging in unlawful discrimination based on a person's disability status. It also requires employers to provide reasonable work accommodations to employees with physical or mental limitations.

## Sex, Gender, and Sexuality

Communication is affected by differences in

- Sex
- Gender
- Sexuality (or sexual orientation)

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**SLIDE 2-11**

**Sex** is a genetic variable that determines whether someone is born female, male, or another sex, or of an indeterminate sex. **Gender** is a social and psychological variable that characterizes a person's identity as feminine, masculine, or androgynous. Sex is acquired genetically, but gender is learned. **Sexuality** (or sexual orientation) describes the sex or sexes to which a person is romantically or sexually attracted. Some argue that sexuality is best described as a continuum, but others recognize categories of sexuality, including heterosexuality, homosexuality, bisexuality, and asexuality.

## Religion

Populations differ greatly in their religious beliefs and traditions



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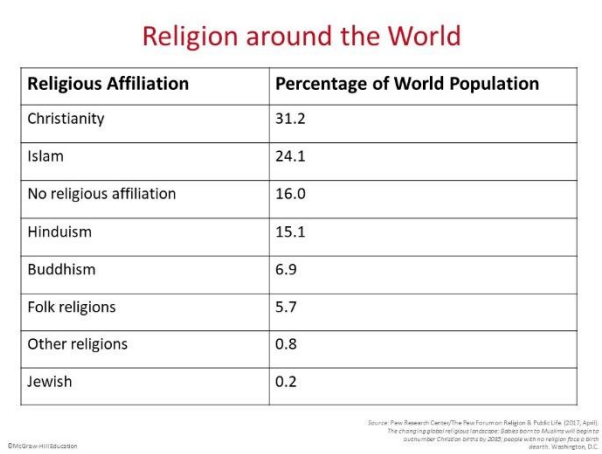
**SLIDE 2-12**

According to a Pew survey, 84 percent of the world's population identifies with a particular religious tradition. Religion is an important dimension of diversity because it influences many aspects of people's lives, including food and clothing choices, occupational options, political preferences and voting behaviors, use of technology, and marriage and parenting practices, among others.



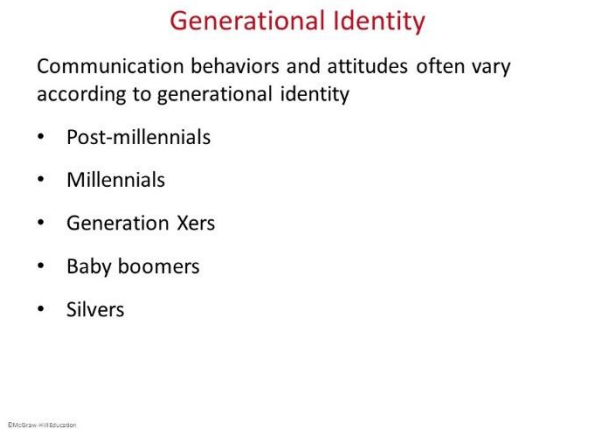
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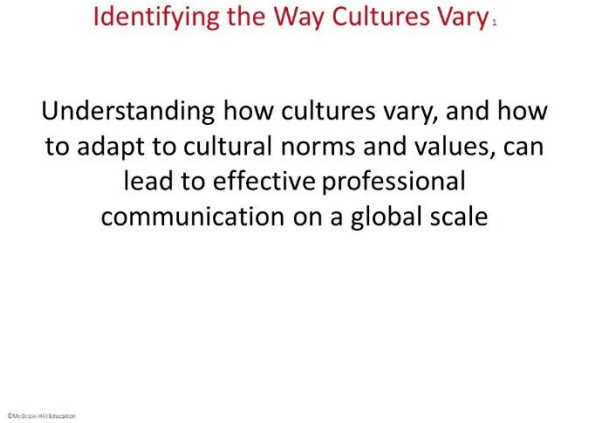

**SLIDE 2-13**

Table 2.2 from the book. Folk religions include African traditional religions, Chinese folk religions, Australian aboriginal religions, and Native American religions. Other religions include Sikhs, Jains, Bahai's, Shintoists, Taoists, Wiccans, Zoroastrians, and other faiths.




**SLIDE 2-14**

Post-millennials are defined as people born after 2000. Millennials are born between 1980 and 2000. Generation Xers (or GenXers) are born between 1965 and 1979. Baby boomers are born between 1945 and 1964. Silvers are born before 1945.




**SLIDE 2-15**

If you have ever had difficulty communicating with someone from a different cultural background, you have experienced the challenge of overcoming cultural differences in communication. Understanding how cultures vary and how you can adapt to different cultural norms and values, can help you accomplish effective communication on a global scale.


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## Identifying the Way Cultures Vary 2

At least five specific cultural differences influence how people think and act

- Individualism and collectivism
- Low- and high-context
- Power distance
- Uncertainty avoidance
- Cultural masculinity and femininity

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**SLIDE 2-16**

Cultures vary in multiple ways, but among the most important for communication are individualism and collectivism; low- and high-context; power distance; uncertainty avoidance; and cultural masculinity and femininity. Each dimension shapes how people who identify with a culture think, act, and interpret social behavior.

## Individualism and Collectivism

In an **individualistic culture**, people believe their primary responsibility is to themselves

In a **collectivistic culture**, people believe their primary responsibility is to their families, communities, and employers, rather than to themselves

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**SLIDE 2-17**

In an **individualistic culture**, children are raised to value their individuality and to think of themselves as unique and special. The United States, Canada, Great Britain, and Australia are among the most individualistic societies in the world. People in a **collectivistic culture** place a high value on duty and loyalty, and see themselves not as unique but as part of the groups to which they belong. North Korea, Japan, and many African and Latin American countries have highly collectivistic cultures.

## Low- and High-Context

People in a **low-context culture** are expected to be direct, say what they mean, and use language that is specific and concrete

People in a **high-context culture** are expected to speak in a less-direct manner, to maintain harmony, and avoid offense

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**SLIDE 2-18**

People in **low-context societies** (such as the United States, Canada, Israel, and most northern European countries) appreciate arguments that are explicit and avoid ambiguity, and expect others to live up to their word. People in **high-context societies** (such as South Korea, Native Americans, and the Māori of New Zealand) convey much of their meaning through subtle behaviors and contextual cues, such as facial expressions and tone of voice.


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## Low- and High-Power-Distance

In a **low-power-distance culture**, people believe all individuals are equal and no one person or group should have excessive power

In a **high-power-distance culture**, certain groups, such as royalty or the ruling political party, have great power, whereas the average person has much less

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**SLIDE 2-19**

People in a **low-power-distance culture** (such as the United States, Canada, Israel, New Zealand, and Denmark) aren't *necessarily* treated equally; they simply value the idea that they *should be.* People in a **high-power-distance culture** (such as Brazil, Saudi Arabia, India, and the Philippines) are taught to respect power and authority more than equality.

## Uncertainty Avoidance

**Uncertainty avoidance** is the extent to which people try to avoid situations that are unstructured, unclear, or unpredictable

- Uncertainty-avoidant societies
- Uncertainty-accepting societies

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**SLIDE 2-20**

Individuals in uncertainty-avoidant societies (such as Argentina, Portugal, and Uruguay) are drawn to people and situations that are familiar, are uncomfortable with differences of opinion, and favor rules and laws that maximize security. Those in uncertainty-accepting societies (such as Hong Kong, Jamaica, and New Zealand) are more open to new situations and more accepting of people and ideas that are different from their own.

## Masculinity and Femininity

People in a **masculine culture** cherish stereotypically masculine values, such as ambition, achievement, and acquisition of resources (such as money)

People in a **feminine culture** cherish stereotypically feminine values, such as nurturing behavior, quality of life, and service to others

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**SLIDE 2-21**

People in masculine cultures also value sex-specific roles for women and men. Austria, Japan, and Mexico all have strongly masculine cultures. People in feminine cultures tend not to endorse sex-specific roles for women and men. Sweden, Chile, and the Netherlands all have strongly feminine cultures. The United States has a moderately masculine culture.


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## Adapting to Cultures

Effective communicators learn to adapt to

- Social customs
- Norms for touch and proximity
- Expected levels of formality
- Time orientation
- Gender roles
- Tolerance for conflict

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**SLIDE 2-22**

Effective communication requires adapting to social customs; norms for touch and proximity; expected level of formality; time orientation; gender roles; and tolerance for conflict.

## Social Customs

Social customs are patterns of behavior considered traditional and meaningful in interpersonal interactions



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**SLIDE 2-23**

Examples of social customs include greeting customs and gift-giving customs. Both of these vary considerably from culture to culture.

## High- and Low-Contact

Culture affects how people negotiate touch and personal space

- In a **high-contact culture**, people stand or sit close to one another and touch one another frequently
- In a **low-contact culture**, people keep greater amounts of personal space between themselves and touch one another less frequently

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**SLIDE 2-24**

In general, **high-contact cultures** are found in warmer climates, such as Greece, Italy, and Spain. **Low-contact cultures** are found in colder climates, such as Scandinavian countries and Japan. Most researchers consider the United States to have a moderate-contact culture.


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## Zones of Personal Space

Anthropologist Edward T. Hall found that people respect four zones of personal space:

- **Intimate distance:** 0 to 1½ feet
- **Personal distance:** 1½ to 4 feet
- **Social distance:** 4 to 12 feet
- **Public distance:** 12 to 25 feet or more

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**SLIDE 2-25**

**Intimate distance** is the space we willingly occupy only with our closest and most intimate friends, family members, and romantic partners. **Personal distance** is the distance we typically maintain with other friends and relatives. **Social distance** is used with customers, casual acquaintances, and others whom we don't know very well, to convey more formal, impersonal interaction. **Public distance** is the space enforced between a presenter or performer and his or her audience.

## Cultural Formality

Formality expectations differ between cultures

- Some societies expect formality in professional interactions
  - Examples include Germany, Egypt, and Mexico
- Other societies generally prefer interactions that are less formal and more familiar
  - Examples include the United States, Canada, and Australia

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**SLIDE 2-26**

Formality includes using titles (Mr., Ms., Dr.) instead of first names in professional interactions. People in more-formal societies also tend not to strike up conversations with strangers, whereas those in less-formal societies are not put off when strangers initiate conversations.

## Time Orientation

Culture affects norms and expectations concerning the use of time

- In **monochronic** cultures, people view time as a valuable commodity and expect punctuality
- In **polychronic** cultures, people think of time as holistic and fluid and do not expect events to start "on time"

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**SLIDE 2-27**

**Monochronic** cultures include Germany, Switzerland, the United States, and Canada. **Polychronic** cultures include Latin America, the Arab part of the Middle East, sub-Saharan Africa, and traditional Hawaiian culture.


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## Gender-Appropriate Behavior

Societies differ in their expectations about gender-appropriate behavior

- Gender-role differences are often visible is in a culture's norms for dress

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**SLIDE 2-28**

A good example of differences in gender-appropriate behavior relates to norms for dress. Women and men in many cultures prefer to wear suits for business transactions, but some Arab businessmen prefer wearing a *thwab* and some women in Islamic societies may wear a *hijab* or veil.

## Tolerance for Conflict

Societies differ in their tolerance for conflict

- During negotiations, people from individualistic societies are usually explicit about which aspects of an offer they accept and which ones they reject
- People from collectivistic societies emphasize social harmony rather than winning a conflict and are taught to be more indirect when handling disagreements

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**SLIDE 2-29**

People in individualistic societies usually focus on expressing conflict and working toward resolving it. Those in collectivistic societies may not say *no*—even when they mean *no*—for fear of causing offense. Their goal may still be to win the negotiation, but their strategy for doing so emphasizes harmony over overt conflict.

## Addressing Diversity in an Ethical Manner[1]

Honor own cultural values

- Identify values that are important to you and your cultural group
  - For many U.S. Americans, one such value is low-power-distance (rejecting large power differences between people)

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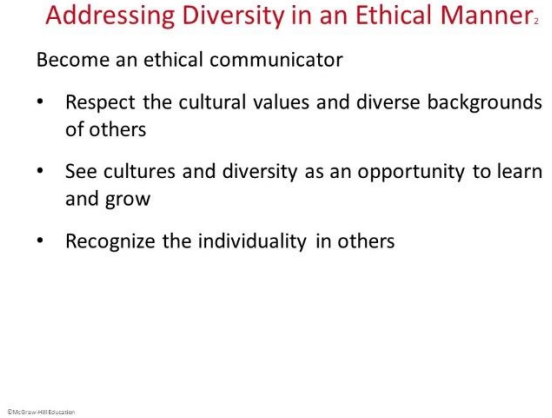
**SLIDE 2-30**

Addressing diversity ethically means asking what we should do to make our professional environments more inclusive, welcoming, and fair for everyone.



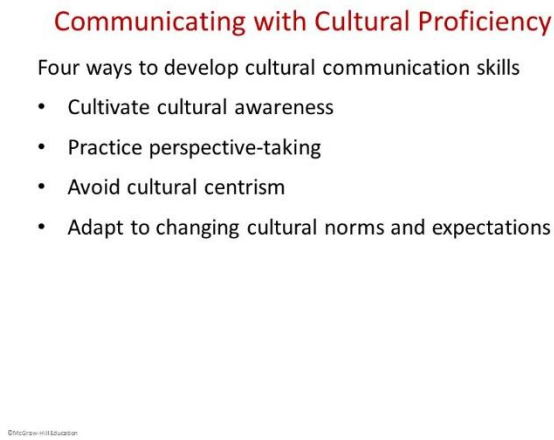
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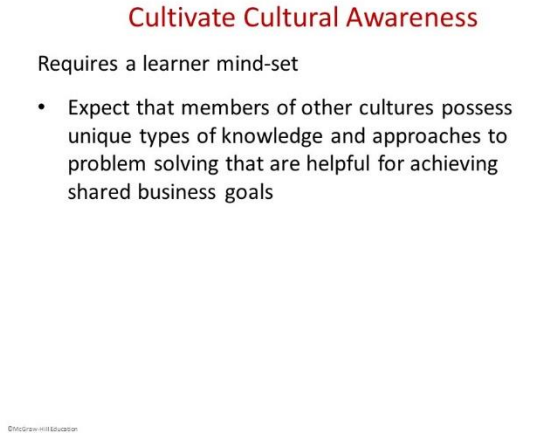

**SLIDE 2-31**

Respecting the cultural values and diverse backgrounds of others can be challenging, because many people have a tendency to see their own cultural values as the "correct" values. Instead of dismissing other cultural values as wrong, it is helpful to try to understand the legitimate reasons for those values and to adapt our behavior accordingly. When people spend time only with others who share their values, they miss the opportunity to learn from other cultures.




**SLIDE 2-32**

Communicating with cultural proficiency means developing skills and traits that help us collaborate more effectively with people of different cultural and identity backgrounds. It calls for a deep awareness of other cultures and graceful adaptation to their communication preferences. Here are four ways to develop these skills.




**SLIDE 2-33**

Developing strong cross-cultural relationships requires a learner mind-set. With the learner mind-set, you expect that members of other cultures possess unique types of knowledge and approaches to problem solving that will be helpful for achieving your shared business goals. You rely on their being full partners in the decision-making process.


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## Practice Perspective Taking

Remember there are many points of view

- Ask nonjudgmental, open-ended questions and listen carefully to the responses of others

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**SLIDE 2-34**

Perspective taking benefits from asking nonjudgmental, open-ended questions and listening carefully to the responses of others.

## Avoid Cultural Centrism (1 of 2)

People naturally develop **stereotypes**, or generalizations, to try to understand the attitudes and behavior of people we do not know

- **Cultural centrism** is the belief that your own culture is superior and the correct lens from which you judge other cultures
- **Projected cognitive similarity** is the tendency to assume others share your cultural norms and values

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**SLIDE 2-35**

**Cultural centrism** is the belief that your own culture is superior to others. Avoiding cultural centrism means being wary of **stereotypes**, which are generalizations made about individuals based on the groups to which they belong. Cultural centrism can lead to **projected cognitive similarity**, the tendency to assume others share your cultural norms and values.

## Avoid Cultural Centrism (2 of 2)

**Outgroup homogeneity effect** is the tendency to think members of other groups are all the same

- The reality is that all cultures contain a lot of diversity
- Negative stereotyping can emerge from popular culture

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**SLIDE 2-36**

**Outgroup homogeneity effect** is the tendency to think members of other groups are all the same. This is counterproductive to developing effective working relationships with members of other cultures. The reality is that all cultures contain a lot of diversity and will continue to change.

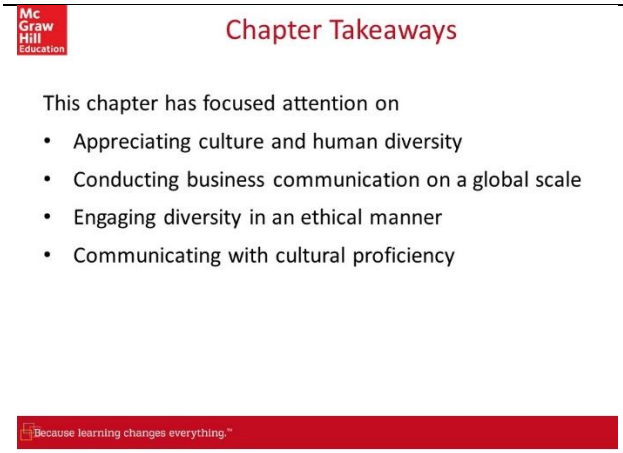

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**SLIDE 2-37**

As we learn about other cultures, it is helpful to recognize that they are constantly shifting, and that it is necessary to adapt to changing norms and expectations.




**SLIDE 2-38**

This chapter has focused attention on appreciating culture and human diversity, conducting business communication on a global scale, engaging diversity in an ethical manner, and communicating with cultural proficiency.


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# Suggested Approaches and Solutions to the Chapter Review Questions

1. **What is culture? What do we mean when we call culture "a property of people"? (LO2.1)**

   Culture is the totality of learned, shared symbols, language, values, and norms that distinguish one group of people from another. To call culture "a property of people" means that culture defines societies, or groups of people, rather than countries or ethnicities or economic classes.

2. **How is a culture different from a society? How is it different from a co-culture? (LO2.1)**

   A society is a group of people who share the same culture, so the society is the group itself and the culture is what those people share. A co-culture is a set of shared values, customs, and norms related to mutual interests or characteristics other than national citizenship.

3. **What does it mean to identify an individual's nationality, ethnicity, and race? (LO2.2)**

   Nationality is an individual's status as a citizen of a particular country. Ethnicity is the perception of an individual's ancestry and heritage. Race refers to differences in sets of physical characteristics that have often been presumed to have a biological or genetic basis.

4. **In what ways do socioeconomic status and disability status affect people culturally? (LO2.2)**

   Differences in socioeconomic status and/or disability status can translate into different values, opportunities, traditions, and assumptions about the world.

5. **How are sex, gender, and sexuality related to each other? How are they different? (LO2.2)**

   Sex is a genetic variable that determines whether someone is born male, female, of another sex, or of an indeterminate sex. Gender is a learned variable that characterizes a person's identity as feminine, masculine, or androgynous. Sexuality refers to the sex or sexes to which a person is romantically or sexually attracted. Each variable is related to an individual's sexual self-concept, but each can vary independently of the others.

6. **To what extent do various religious traditions or age groups qualify as different cultures? (LO2.2)**

   To the extent that religious groups or age groups differ in their symbols, language, values, and norms, they can constitute separate cultures (or, more specifically, co-cultures).

7. **Why might knowing whether someone is from an individualistic or collectivistic culture be beneficial for professional communication? (LO2.3)**

   As one example, it may help in determining how to build rapport with people from various cultures. Appeals to individuality and self-sufficiency may be well received by those from individualistic cultures, whereas appealing to loyalty and duty to one's group may be more effective in building rapport with those from collectivistic cultures.


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8. **Would you characterize your own cultural background as low-context or high-context? How do you know? (LO2.3)**

   Answers will vary, although U.S. American students are likely to characterize their backgrounds as low-context because they recognize the expectation for people to communicate in concrete, explicit ways and to avoid ambiguity.

9. **How are power distance, uncertainty avoidance, and cultural masculinity/femininity relevant for business communication? (LO2.3)**

   Power distance can affect how managers communicate with employees; they may appeal to their authority in a high-power-distance culture, whereas they may be more effective by appealing to their similarities with employees in a low-power-distance culture. Sales professionals may be more persuasive in an uncertainty-avoidant culture by appealing to rules, security, and certainty, whereas they may be more persuasive in an uncertainty-accepting culture by appealing to freedom and a "live and let live" approach. Businesses in a masculine culture may succeed by using advertising that highlights achievement and ambition and portrays sex-specific roles for women and men; those in a feminine culture may find greater success by highlighting quality of life, service to others, and roles that are undifferentiated by sex.

10. **Which social customs are important for your own culture? Why would failing to observe social customs in another culture be problematic? (LO2.4)**

    Answers will vary. Failing to observe social customs in another culture can be problematic because it can cause offense and limit the ability to build trust and rapport.

11. **Do you consider your own culture to be high-contact or low-contact? How does it feel to interact with people whose cultural norms for touch and proximity are highly different from your own? (LO2.4)**

    Answers will vary, although U.S. American students are likely to report that their culture is a fairly low-contact culture. Interacting with people from high-contact cultures can be uncomfortable for those who are unaccustomed to close proximity and frequent touch.

12. **Define and give an example of each of Edward T. Hall's four spatial zones. (LO2.4)**

    Intimate distance, ranging from 0 to 1½ feet, is the zone willingly occupied with close friends, family members, and romantic partners. Personal distance, ranging from 1½ to 4 feet, is the distance typically maintained with other friends and relatives. Social distance, ranging from 4 to 12 feet, is used with customers, casual acquaintances, and others whom we don't know very well. Public distance, ranging from 12 to 25 feet or greater, is the distance enforced when someone is giving a speech or performing in front of a large audience.

13. **How do you see formality observed in your own cultural practices? (LO2.4)**

    Answers may include the use of titles or formal address terms (as opposed to first names) and expectations about initiating conversations with strangers.


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**14. What is the difference between a monochronic and a polychronic culture? (LO2.4)**

People in a monochronic culture view time as a commodity and value punctuality. Those in a polychronic culture conceive of time as more holistic and fluid and have less-rigid expectations about punctuality.

**15. Why is it valuable to understand the gender roles and tolerance for conflict of a culture in which you are doing business? (LO2.4)**

It is valuable to understand another culture's gender roles and tolerance for conflict to avoid causing offense or experiencing misunderstandings when conducting business.

**16. What does it mean to recognize diversity in an ethical manner? (LO2.5)**

Recognizing diversity in an ethical manner means asking what we should do in the workplace to make our professional environments more inclusive and fair for all.

**17. Why is it important to recognize people both as individuals and as members of cultural groups? (LO2.5)**

All individuals are shaped by the cultures with which they identify, and honoring their cultural traditions is an important part of treating people ethically and of building rapport. Nonetheless, not everyone in a given cultural group is the same. People still think, feel, and communicate in unique ways, so connecting and collaborating with people are aided by getting to know them as individuals, as well as members of a specific cultural group.

**18. How can we cultivate cultural awareness? (LO2.6)**

Cultivating cultural awareness requires adopting a learner mind-set, which means expecting that members of other cultures possess unique types of knowledge and approaches to problem solving that can help you achieve your shared goals.

**19. Why is it useful to practice perspective-taking? (LO2.6)**

Practicing perspective-taking helps you understand the experiences, goals, and perspectives of others.

**20. What is cultural centrism, and why is it problematic? How is cultural centrism reflected in projected cognitive similarity and the outgroup homogeneity effect? (LO2.6)**

Cultural centrism is the belief that your own culture is superior to others and is the "correct" way of being. It is problematic because it often leads people to stereotype others in inaccurate and unfair ways. Projected cognitive similarity is the tendency to assume that other people have the same cultural norms and values as you, and it comes from being unaware of the rich ways in which cultures differ. The outgroup homogeneity effect is the tendency to think that members of other cultural groups are all the same, without recognizing that people in all cultural groups differ from each other.


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**21. Which stereotypes do you think others hold about you? Of those, which ones describe you inaccurately? Do any describe you accurately? (LO2.6)**

Answers will vary.


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# Connect Application Exercise Support

## Forms of Diversity

**Activity Summary:** Students demonstrate their understanding of the following forms of human diversity: race, ethnicity, nationality, socioeconomic status, disability status, gender, sexuality, and religion. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Click and Drag (Grouping)
**Learning Objectives:** 2.2 Identify primary forms of human diversity.
**Difficulty Level:** 1 Easy
**Blooms:** Understand
**AACSB:** Diversity
**Follow-Up Activity:** A discussion about how they can better understand and appreciate these forms of diversity in school and the workplace.

## Identifying Cultural Dimensions and Religious Orientations

**Activity Summary:** Students read a short case about two Nigerian professionals meeting an American professional for the first time in an online conference. Students demonstrate their understanding of the following cultural dimensions: individualism and collectivism, low- and high-context cultures, power distance, uncertainty avoidance, and cultural masculinity and femininity. They also demonstrate their understanding of religious orientations. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Case Analysis
**Learning Objectives:** 2.3 Explain the major cultural dimensions.
**Difficulty Level:** 2 Medium
**Blooms:** Apply
**AACSB:** Diversity
**Follow-Up Activity:** Instructors could create an activity in which students hold an online conference with students at a non-U.S. university.

## Identifying Cultural Dimensions

**Activity Summary:** Students demonstrate their understanding of the following three cultural dimensions: individualism and collectivism, power distance, and uncertainty avoidance. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Click and Drag (Grouping)
**Learning Objectives:** 2.3 Explain the major cultural dimensions.
**Difficulty Level:** 2 Medium
**Blooms:** Understand
**AACSB:** Diversity
**Follow-Up Activity:** Students could identify colloquialisms, metaphors, and other phrases that reveal the norms and values associated with these cultural dimensions.


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## Identifying High and Low Context Communication

**Activity Summary:** Students demonstrate their understanding of various communication behaviors associated with high-context and low-context communication. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Click and Drag (Grouping)
**Learning Objectives:** 2.3 Explain the major cultural dimensions.
**Difficulty Level:** 2 Medium
**Blooms:** Analyze
**AACSB:** Diversity
**Follow-Up Activity:** Students could create a list of various high-context and low-context communication behaviors.

## Cultural Differences Result in International Business Challenges

**Activity Summary:** Students watch a short video of American and Swiss professionals interacting in person and on an online conference. Students demonstrate their understanding of cultural dimensions and cross-cultural etiquette issues. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Video Case
**Learning Objectives:** 2.3 Explain the major cultural dimensions.
2.4 Describe behavioral strategies for adapting to cultural norms and customs.
**Difficulty Level:** 3 Hard
**Blooms:** Evaluate
**AACSB:** Diversity
**Follow-Up Activity:** Students could do research about Swiss business etiquette.

## Demonstrating Cultural Intelligence

**Activity Summary:** Students watch a short video of two American professionals and an Indian professional meeting online. Students demonstrate their understanding of cultural dimensions and cross-cultural etiquette issues. (Note: A keyboard accessible version of this activity is also available.)
**Type:** Video Case
**Learning Objectives:** 2.3 Explain the major cultural dimensions.
2.5 Illustrate ways of engaging diversity in an ethical manner.
2.6 Demonstrate communicating with cultural proficiency.
**Difficulty Level:** 3 Hard
**Blooms:** Apply, Evaluate
**AACSB:** Diversity
**Follow-Up Activity:** Students could do research about Indian business etiquette and holidays.


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