

SYLLABUS

Cross-Cultural Business Communications

Instructor: Javier Bernabe

Language of Instruction: English

UO Credits: 4

Contact Hours: 40

Total Hours of Student Engagement: 120

Level:300

SEGOVIA, SPAIN

COURSE DESCRIPTION

As global markets and diverse consumer needs drive interdependence among countries, understanding and appreciating cultural differences is critical for international business success. This course is intended to develop cultural awareness and intercultural communication skills, applying them to practical business communication contexts. Emphasis is placed on enhancing verbal and non-verbal communication, building trust, and understanding the Spanish business environment.

COURSE OBJECTIVES

This course is explicitly geared toward one of Lundquist's six undergraduate student learning goals: "Our students will recognize global and intercultural challenges operating in a global environment." In pursuit of this goal, students in this course will:

- Examine theoretical approaches to cultural value dimensions.
- Analyze the impact of cultural variables on business interactions.
- Recognize communication barriers and develop strategies for minimizing communication barriers in global contexts.
- Foster self-awareness of personal cultural biases and their effects on business relationships.
- Analyze and understand cross-cultural business practices in Spain through integration of site visits, case studies and individual research.
- Understand and recognize cross-cultural commonalities.

INSTRUCTIONAL METHODOLOGY

- **Lectures:** Foundational theories and concepts in cross-cultural communication.
- **Case Studies:** Analysis of real-world business scenarios to identify and solve intercultural challenges.
- **Interactive Sessions:** Group discussions and exercises for hands-on learning.
- **Excursions:** Reflection assignments on site visits to connect theory with practice.

METHOD OF EVALUATION (GRADING)

The distribution by assignment is as follows:

Class participation	20 %
Essays	20 %
Midterm	20 %
Group project and presentation	35 %
Peer review	5%
Total	100 %

- **Class Participation:** 20%
Includes active participation in discussions, group exercises, and interactive sessions during each unit. Students are expected to come prepared, having completed assigned readings, and contribute thoughtfully to class activities.
- **Essays:** 20%
Comprises four essays (5% each), requiring critical analysis of course materials, reflection on case studies, and application of concepts to real-world scenarios. Essays are designed to enhance written communication and critical thinking skills.
- **Mid-Term Exam:** 20%
A comprehensive exam covering units 1 through 4. The exam will include multiple-choice questions, short answers, and case analysis, evaluating students' theoretical understanding and practical application of intercultural communication principles.
- **Group Project and Presentation:** 35%
This project involves collaborative research on a cross-cultural business issue, integrating course concepts, excursion insights, and case studies. Students will present

their findings and recommendations in a professional format.

- **Peer Review:** 5%

Students will evaluate the contributions of their team members during group assignments and projects. Peer feedback ensures accountability and reflects collaborative engagement.

Final letter grades will be based on total points accumulated in the course on a 100 scale:

A 94% - 100%

A- 89% - 93%

B+ 86% - 88%

B 83% - 85%

B- 80% - 82%

C+ 76% - 79%

C 73% - 75%

C- 70% - 72%

Performance below 70% constitutes a D or an F.

COURSE OUTLINE

- **Course Duration:** 10 weeks.
- **Session Structure:** Two weekly sessions of 2 hours.
- **Excursions:** Integrated within weekly schedule as outlined in specific units.

UNIT	LEARNING OBJECTIVES
1. Introduction to Cross-Cultural Communication	<ul style="list-style-type: none"> ● Learning Objective: Understand the importance of cultural competence in navigating volatile, uncertain, complex, and ambiguous (VUCA) contexts. ● Reading: <i>The Culture Map</i> (Ch. 1). ● Activity: TED Talk: Erin Meyer. ● Reading: Clarifying the conceptual map of VUCA.



2. Hofstede's Cultural Dimensions and Models	<ul style="list-style-type: none">• Learning Objective: Explore how cultural dimensions influence individual behaviors, organizational practices, and global business interactions.• Reading: Dimensionalizing cultures: The Hofstede Model in context.• Essay 1: Analysis of multicultural teams.• Excursion: Madrid Business & Commerce. Visit the Stock Exchange and luxury retail districts to explore global finance and marketing dynamics.
3. Communication Styles and Adaptation	<ul style="list-style-type: none">• Learning Objective: Identify strategies to effectively adapt communication and working styles in diverse cultural environments.• Reading: <i>When Cultures Collide</i> (Ch. 2 & 3).• Activity: Role-play exercises for negotiation styles.
4. Cross-Cultural Business Communication in Spain	<ul style="list-style-type: none">• Learning Objective: Gain insights into Spanish verbal and non-verbal communication norms and their impact on professional interactions.• Reading: Hooper, <i>The New Spaniards</i>.• Essay 2: Spanish workplace norms.• Excursion: Real Sitio de La Granja. Examine the evolution of Spain's industrial heritage and cultural export strategies.
5. Values, Beliefs, and Cultural Profiles	<ul style="list-style-type: none">• Learning Objective: Understand how personal cultural biases impact business relationships.



	<ul style="list-style-type: none">● Reading: <i>The Culture Map</i> (Ch. 6: Decoding Culture for Organizational Success).● Reading: <i>Understanding Global Cultures</i> (Ch. 2: The Eight Archetypes of Cultures).● Group Discussion: How values influence decision-making in different cultural contexts and the role of cultural self-awareness in business interactions.● Self-Reflection Exercise: Students will complete a cultural bias self-assessment and reflect on how their own biases might impact business relationships.
6. Technology in Global Communication	<ul style="list-style-type: none">● Learning Objective: Discuss the role of digital tools in enhancing cross-border teamwork and communication efficiency.● Reading: The Culture Factor Group – Global Report 2023.● Essay 3: Differences between Spain and the USA in the workplace.● Excursion: Medieval Tourism Sites. Study the economic impact of heritage tourism.
7. Leadership in Cross-Cultural Teams	<ul style="list-style-type: none">● Learning Objective: Develop leadership strategies for managing diverse teams in global contexts.● Reading: Meyer, <i>The Culture Map</i> (Ch. 8).● Activity: Leadership simulation exercise.● Excursion: Whisky DYC Factory. Analyze Spain's first whiskey distillery as a case of cultural adaptation and export.
8. Group Presentations	<ul style="list-style-type: none">● Learning Objective: Deliver comprehensive final projects, integrating key learnings from the course and excursions.● Activity: Presentations and peer reviews.● Essay 4: How technology impacts corporations.

9. Group presentations	<ul style="list-style-type: none"> ● Learning Objective: Deliver comprehensive final projects, integrating key learnings from the course and excursions. ● Activity: Presentations and peer reviews.
10. Course Wrap-Up and Feedback	<ul style="list-style-type: none"> ● Learning Objective: Summarize key concepts and reflect on their application in professional contexts. ● Activity: Group feedback session and course evaluation.

INTEGRATED EXCURSIONS

1. **Madrid Business & Commerce:** Visit the Stock Exchange and luxury retail districts to explore global finance and marketing dynamics.
2. **Real Sitio de La Granja** (Royal Industry and Leisure): Examine the evolution of Spain's industrial heritage and cultural export strategies.
3. **Medieval Tourism in Rural Spain:** Study the economic impact of heritage tourism.
4. **Whisky DYC Factory:** Analyze Spain's first whiskey distillery as a case of cultural adaptation and export.

COURSE READINGS

- Meyer, E. *The Culture Map: Decoding How People Think, Lead, and Get Things Done Across Cultures*.
- Lewis, R. D. *When Cultures Collide*.
- Gannon, M. J. *Understanding Global Cultures: Metaphorical Journeys Through 34 Nations, Clusters of Nations, and Continents*.

- Hooper, J. *The New Spaniards*.
- Case Study: *Starbucks: Delivering Customer Service Globally* (Harvard Business School Case Study).
- The Culture Factor Group – *Global Report 2023*.
- TED Talk: Erin Meyer, *The Culture Map and Leading Across Cultures*.
- Documentary: *Rick Steves' Andalucía: The Best of Southern Spain* (available on PBS or YouTube).

Academic Misconduct

The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor. Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas) and use only the sources and resources authorized by the instructor. If there is any question about whether an act constitutes academic misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at <https://researchguides.uoregon.edu/citing-plagiarism>.

Generative AI Course Policy

Students may use GenAI tools in this class to help with course work and assignments. Helpful uses include brainstorming ideas, creating outlines, editing, and so forth. However, if you include in your assignment submissions any *content* that is generated by GenAI, such as text, images, graphics, etc., you must cite the GenAI tool that is your source, in the same way that you must cite any content you use from other sources, such as books, articles, videos, the internet, etc. In class and on Canvas, I will provide guidelines for how you need to cite GenAI as well as other sources. I will also provide helpful resources for how best to use GenAI to support your learning process and work. Although open use of GenAI is allowed in this class, be advised that GenAI suggestions or content can be inaccurate, incomplete or otherwise problematic; using GenAI can impact negatively the quality of your work and your grades. I welcome questions and discussion about GenAI use in this course – let's talk!

Accessible Education

The University of Oregon and I are dedicated to fostering inclusive learning environments for all students and welcomes students with disabilities into all of the University's

educational programs. The Accessible Education Center (AEC) assists students with disabilities in reducing campus-wide and classroom-related barriers. [If you have or think you have a disability](#) and experience academic barriers, please contact the AEC to discuss appropriate accommodations or support. Visit 360 Oregon Hall or aec.uoregon.edu for more information. You can contact AEC at 541-346-1155 or via email at uoaec@uoregon.edu.

Pregnancy Modifications. Pregnant and parenting students are eligible for academic and work modifications related to pregnancy, childbirth, loss of pregnancy, termination of pregnancy, lactation, and related medical conditions. To request pregnancy-related modifications, students should complete the [Request for Pregnancy Modifications form](#) on the OICRC website. OICRC coordinates academic and other modifications for pregnant and parenting students to ensure students can continue to access their education and university programs and activities.