



BOSS

WOMEN IN FAMILY BUSINESSES

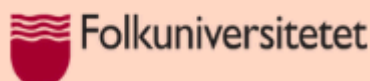


TRAINING PROGRAMME FOR LEADER WOMEN
IN EUROPE FAMILY BUSINESSES

MODUL 4 MANAGING MULTICULTURALISM
IN GLOBAL BUSINESS

PRACTICAL PART

2022-1-SE01-KA220-ADU-000087596



EXERCISES

EXERCISE NO	1
NAME OF EXERCISE	The Effects Of Global Business
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To examine the changes that have taken place in the world economy and society in the recent past. • To explore the impact this has had on national cultures and on behavior.
DURATION	2 hours
DESCRIPTION	<p>Introduce the idea of how, for many people, contact with other nationalities and cultures has increased because of easier international travel and communication. Ask for examples, such as better telecommunications, satellite TV, the internet, cheaper and more frequent flights, more tourist facilities, and increased educational exchanges. Ask for ideas as to how this might change people's attitudes as well as their behavior. Travel broadens the mind – or does it?</p> <p>2 Introduce task</p> <p>1. Ask students to read through the statements and make sure the meaning is clear. Most of them refer to the world of business, but there are also references to education (3), customer service (9), politics (12) and society in general (15). Form pairs or small groups and ask them to read and respond to the statements, trying to produce one set of answers for the group, but allowing individual differences if preferred.</p> <p>3 Ask a spokesperson from each group to report back the results. Either ask each group to illustrate the results on the whiteboard, and then compare; or go through each statement one by one, comparing each group's results. Encourage discussion.</p> <p>4 Introduce task</p> <p>2. Each group should draw up a list after a brief discussion. Changes may have been observed in the students' own lifetime, or they may have heard parents or elderly people comparing life in their youth with life today. Try to bring in examples both from the world of work and from society in general.</p>
SUPPORTING TOOLS (videos, links, ppts, etc)	Discussion-report
Bibliography	35–51, 'Communication in a Global Village', by Dean Barnlund, in Basic Concepts of Intercultural Communication: Selected Readings, edited by Milton J. Bennett, 1998, Yarmouth: Intercultural Press

EXERCISE NO	2
NAME OF EXERCISE	The Culture Iceberg
LEARNING OBJECTIVES	<ul style="list-style-type: none"> • To explore how features of cultures range from the easily recognisable to the almost imperceptible. • To develop an awareness of this range.
DURATION	1 hours
DESCRIPTION	<p>1. Ask students what they know about icebergs in order to elicit the fact that a large part (about seven eighths) is normally below water level. They may observe similar characteristics in, for example, people (some have well-hidden characteristics) or families.</p> <p>2. Check that students understand the significance of the illustration and then present task 1, which deals with national culture in general, rather than one specific culture. Ask them to put each of the components from the list into one of the categories A, B and C. They should work in pairs or small groups to complete the task.</p> <p>3. Take each section – A, B and C – separately, asking a spokesperson from each group to run through their list, and ask for comparisons and comments from other groups.</p> <p>4. Now do task 2, which relates this topic to a specific culture. Form groups to examine one particular culture (the members may be from that culture or not, but should have some experience of it). They should list at least two components from each category which are important in that culture.</p> <p>5. Ask a spokesperson from each group to briefly summarize what the group has discussed. Invite comment and discussion.</p> <p>6. Brainstorm task 3, which will collect any elements identified in the discussions which do not appear in the list.</p>
SUPPORTING TOOLS (videos, links, ppts, etc)	text
Bibliography	Culture's Consequences: Comparing values, behaviors, institutions and organizations across nations, by Geert Hofstede, 2001 2nd Edition, Thousand Oaks, CA: Sage Publications

TASK

Task No:	1
Name of Task:	Defining the word 'CULTURE'
Description of Task	Culture can mean different things to different people. Think about:

	<ul style="list-style-type: none"> •how culture is created – by geography, climate, history, coincidence? •What groups of people can be said to have a culture – races, countries, companies? •in what ways you see, hear or experience it – by behavior, attitudes, gestures?
Understanding the task (Watching or Reading about the task)	Reading
Performing the task	<p>Look at these five definitions of culture.</p> <ol style="list-style-type: none"> 1.Select the one you think is closest to your own idea. 2.Identify any missing elements in each definition. 3.If not satisfied, produce your own, better definition. <ul style="list-style-type: none"> *The sum total of all the beliefs, values and norms shared by a group of people. *The way you have been conditioned in a society to think, feel, interpret and react. *A large pool of experience composed of learned programmes for action and passed on from generation to generation. *All you need to know and believe in order to be accepted in a society. <p>My definition:</p>
Bibliography	Culture: A Critical Review of Concepts and Definitions, by A.L. Kroeber, C. Kluckholm and W. Untereiner, 2001, New York: Greenwood Press.

Task No:	2
Name of Task:	Cultural briefing
Description of Task	<p>Cultural briefing is the process of finding out about another culture, especially in preparation for a period of residence, a business trip or a holiday.</p> <p>Some types of information can be learnt about beforehand, such as the organization of the public transport system, and forms of address (Doctor, Mr, etc.),</p>

	but it may be better to discover others through direct experience.
Understanding the task (Watching or Reading about the task)	Reading-
Performing the task	<p>Look at the list below.</p> <p>1 Choose a country whose culture you know little about, and from the list pick out the six things you would find it most useful to know before you visited the country on a business trip.</p> <p>2 Choose a country whose culture you are familiar with, and do the same.</p> <p>3 Prepare a short introduction (spoken or written) which would be useful for people about to make a business trip to that country.</p> <p>Attitudes to alcohol Attitudes to foreigners Dealing with emergencies Demography – population spread Formality of dress in business Geography History Hospitality Housing standards Local products Meal times Money – paying restaurant bills Physical distance between people when they speak Political system Preparation for meetings Public transport Regions Religion and its importance Respect for authority Shop opening times Silence – its acceptability in conversation and meetings Thinking – analytical or intuitive? Tipping in restaurants Titles – Mrs, Dr, etc., and their equivalents</p>
Bibliography	'Intercultural Communication

Education and Training Goals, Content and Method', in International Journal of Intercultural Relations, Vol. 29, No. 1, by Virginia Milhouse, 1996.