

# Intercultural Communication

You do not always be motivated, that is why you need discipline - Clara Ma



**What's In It For Them?**  
**(WIIIFT)**

And don't forget the all-important factor:

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So how do you get high skim value?



# What did you learn from group presentation?

Challenges? Teamwork Spirit? Time management? Infographics?  
Managing conflict?

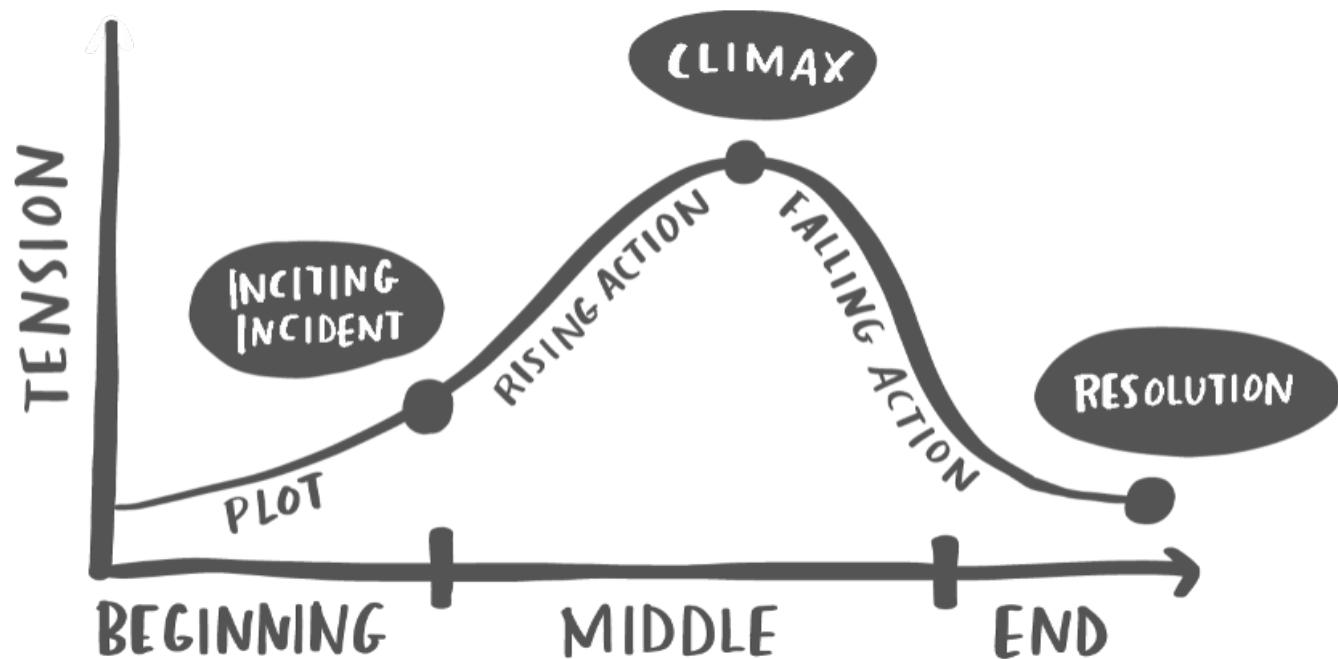
Kahoot!



# What is a story?

## Storytelling with Data

1. A status quo (everything's fine...)
2. That gets disrupted → a problem emerges
3. The solution creates a new order that's better than the status quo





# Healthy eating is hard to motivate

Imagine you are in advertising. You want to convey to the general public (via a print ad) that movie theater popcorn is unhealthy. **A medium bag contains 37 grams of saturated fat.**



# Here's How One Team Did It

- Center for Science in the Public Interest (CSPI)
  - “A medium size butter popcorn at a typical neighborhood movie theater contains more artery-clogging fat than a bacon-and-eggs breakfast, a Big Mac and fries for lunch, and a steak dinner with all the trimmings - combined.”



• Here's How One Team Did It



# Persuasion

Why was this advertisement persuasive/influential?

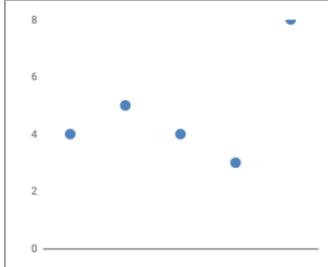
- **Simplified**, gets to the core of the idea
- **Surprising**, unexpected
- **Concrete** instead of abstract (Chatgpt)
- **Credible data**, believable, trustworthy source
- Elicits **emotional** reactions
- Tells a **story**



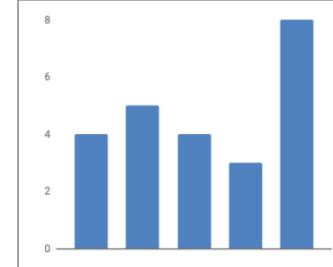
# Best types of data visualizations

**91**  
**%**

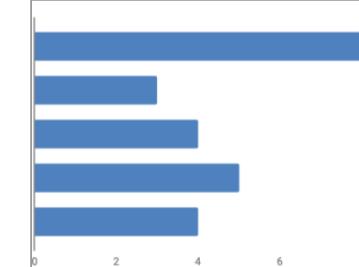
Simple text



Scatterplot



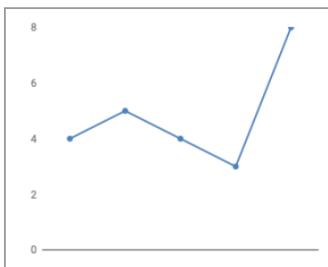
Vertical bar



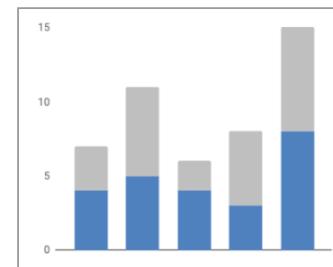
Horizontal bar

|            | A   | B   | C   |
|------------|-----|-----|-----|
| Category 1 | 15% | 22% | 42% |
| Category 2 | 40% | 36% | 20% |
| Category 3 | 35% | 17% | 34% |
| Category 4 | 30% | 29% | 26% |
| Category 5 | 55% | 30% | 58% |
| Category 6 | 11% | 25% | 49% |

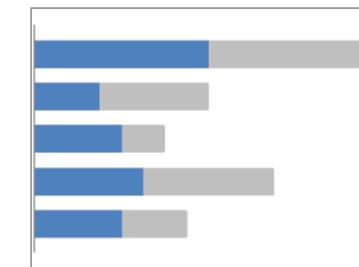
Table



Line



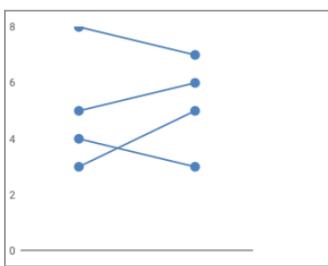
Stacked vertical bar



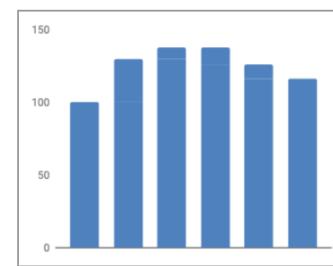
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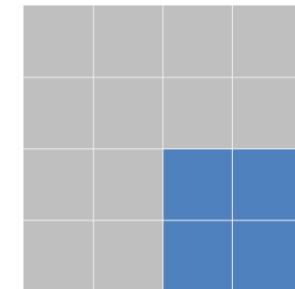
Heatmap



Slopegraph



Waterfall

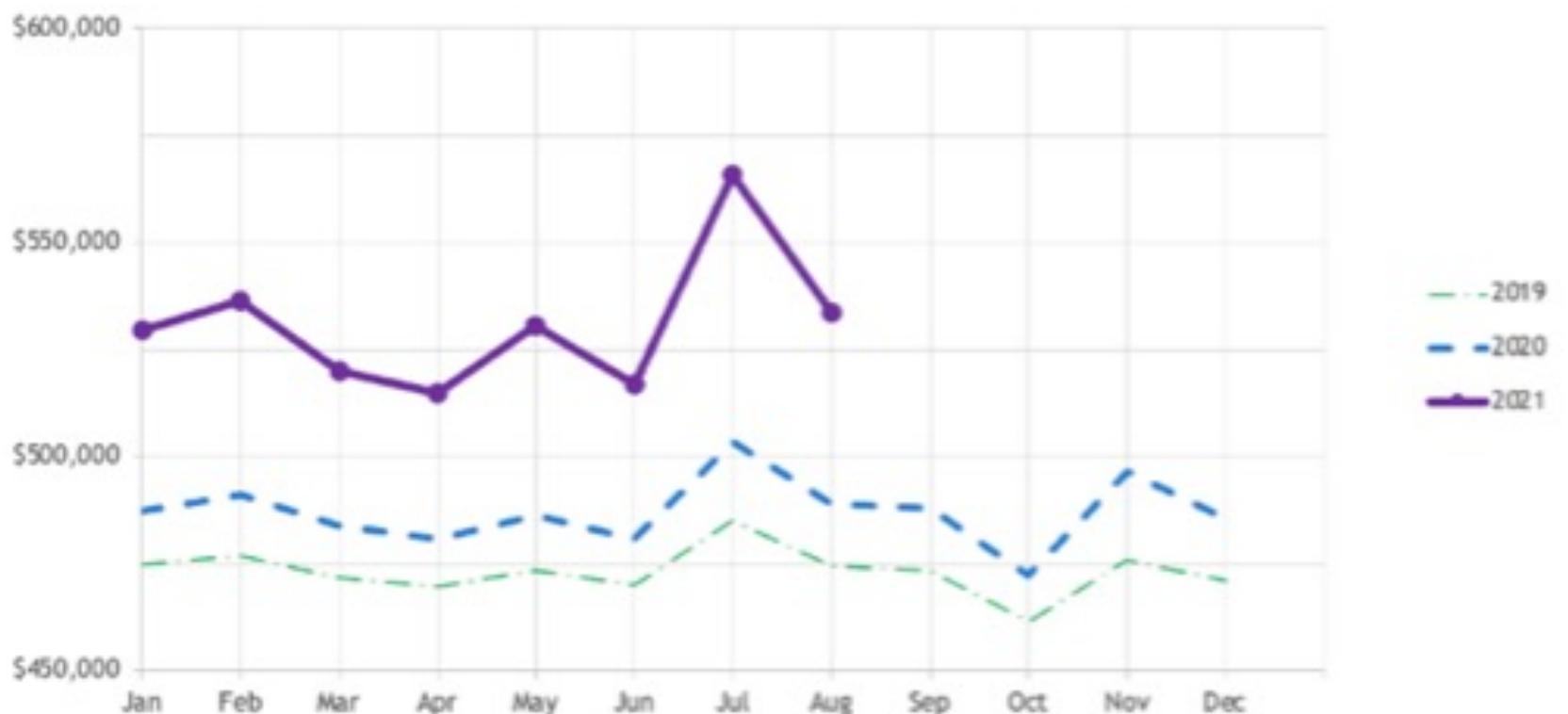


Square area



# BEFORE: SHOWING DATA

Avg. monthly home sales - Hamilton County  
2019-2021



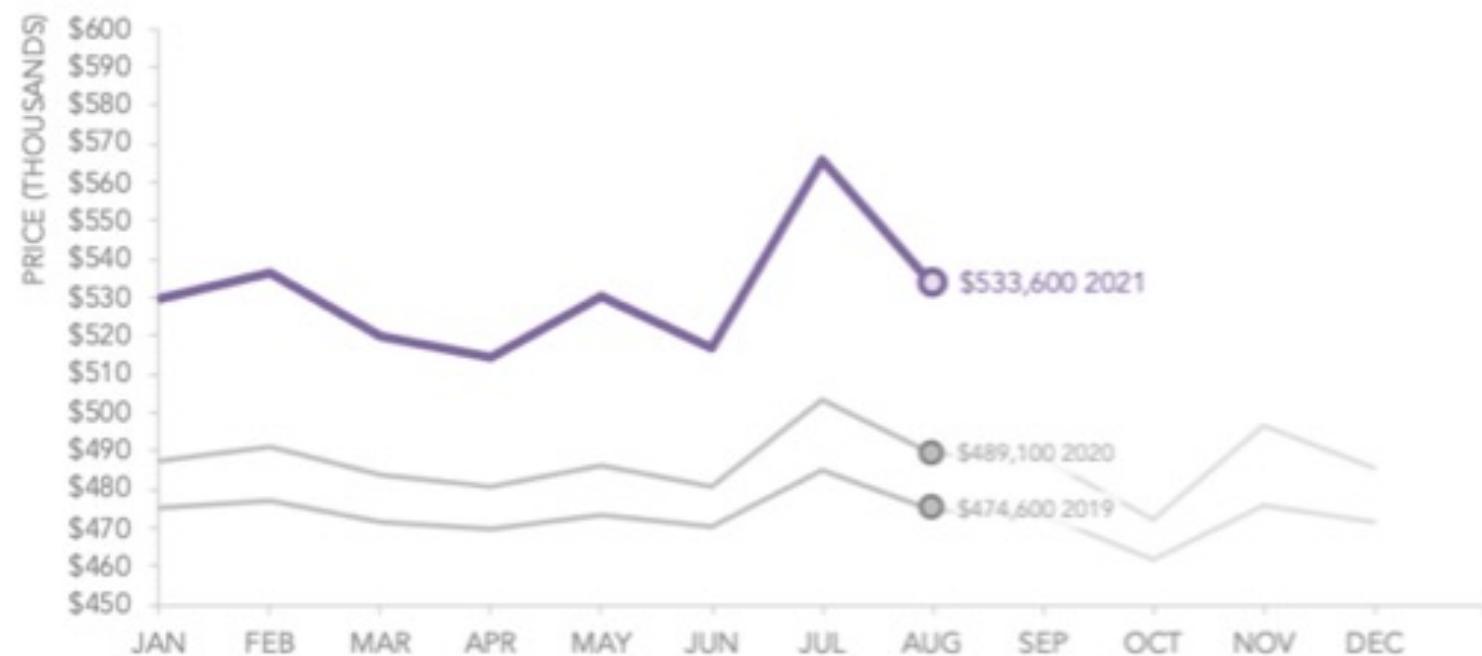


# AFTER: STORYTELLING WITH DATA

*Strategic*  
words  
and color  
bring  
data to  
life

From 2019 to **2021**, home prices have **increased year-over-year**

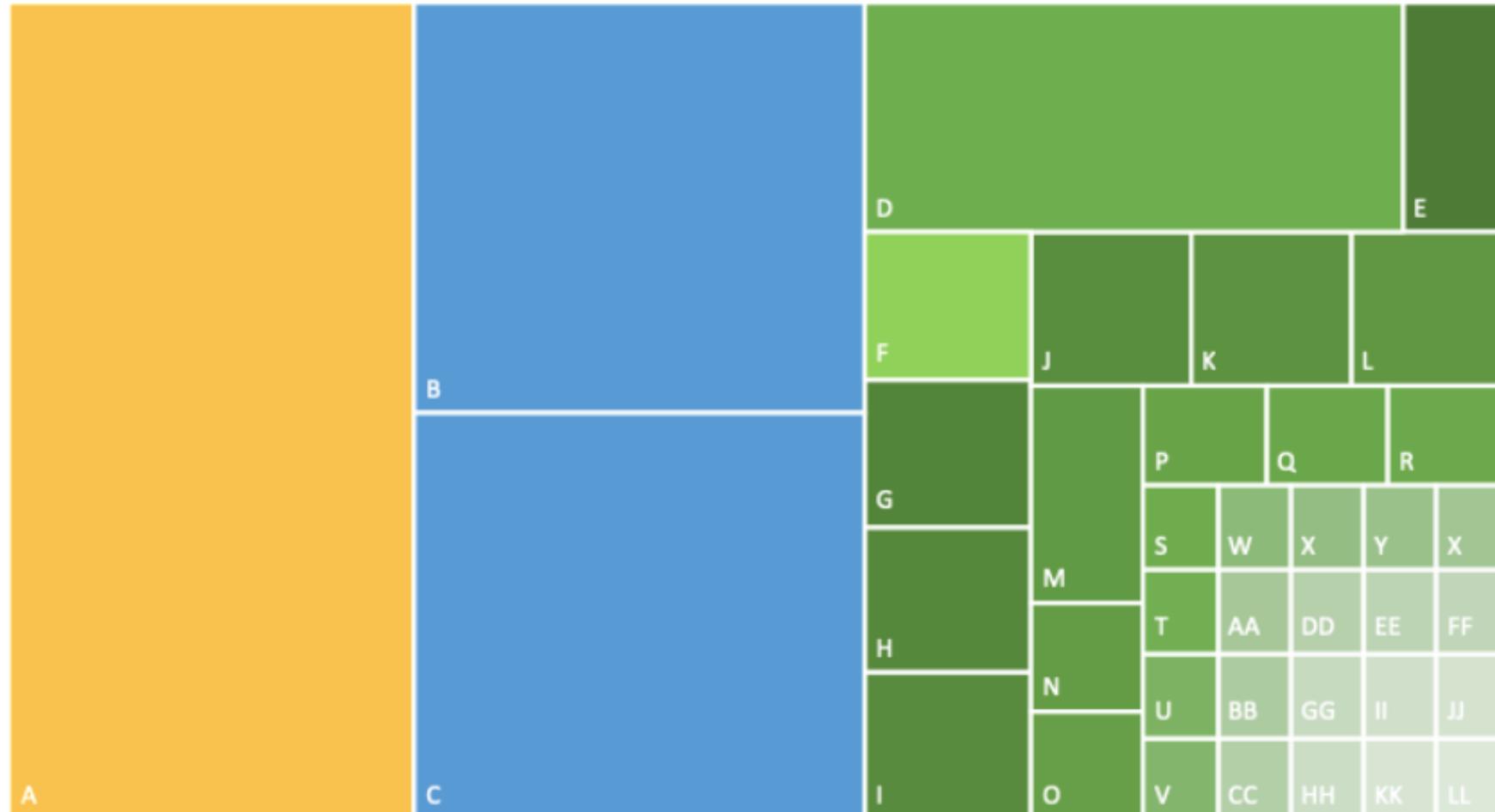
Hamilton County average monthly home sale price  
2019-2021





# BEFORE: SHOWING DATA

Returns and dollars claimed  
by customer



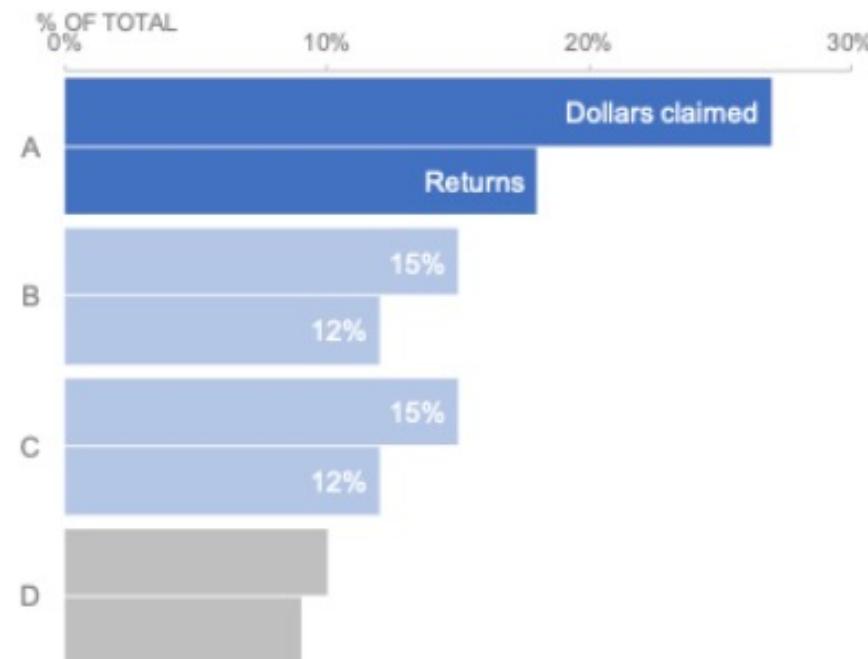


# AFTER: STORYTELLING WITH DATA

## Returns driven by Customer A

Choose graphs that are easy to read

Return activity: Top 4 customers



**MOST RETURNS: Customer A leads**  
Customer A's large percentage of dollars is coming from product categories x and y and other context here as needed for the specific scenario.  
Customers B and C ranked second and third respectively due to factors a,b,c

**CALL TO ACTION:** How might this impact our planned strategy?  
**Let's discuss.**



# Debrief

- How were you able (or what strategies did you use) to make sure that you had the same goal as your team?
- What decisions or ground rules were you able to establish beforehand that helped you create a better unified presentation?
- What ground rules do you wish you had established in retrospect?
- What team delivery skills did you like the best?
  - Which ones were the easiest to implement?
  - Which ones might you need to practice more?
- From everything you learned today, how is that going to change how you prepare for formal team presentations?



# What are the problems?

## Communication Strategies

The way we talk really matters!

- **Effective Communication**
  - Initiate a non-confrontational conversation
- **Active Listening**
  - Where the respect and understanding come from
- **Seek Common Ground**
  - Identify shared goals
  - Compromise





# What are the problems?

## **Actions during a conflict**

- ❖ Calm down and address the Core issue of the conflict
- ❖ Bring the other side back to talk
  - Distract from the ongoing
  - Make apologize
  - Showing this is not going to help to resolve the conflict



# What are the problems?

## Role Play



Harrison  
(Employee)



Terence  
(Boss)



Stella  
(Employee)

14



# What are the problems?

## Feedback

Group5:  
Cheng Gao  
Linjun Chen  
Xiaojia Wei  
Xinyi Lyu

A laptop screen shows four people (three men and one woman) working together on a laptop. The laptop screen displays the word "chrome". To the right of the laptop is a smartphone showing a messaging interface. The message content is as follows:

Hi Lucas, Thank you for joining the Auto Dealer app. Your profile has been created. You can view the status here: <https://www.mercy360.com>.

Hi Lucas, Did you happen to note what the problem is yet?

Yes, there was some uneven tire wear on the front driver's side tire. It cost \$225 to have it balanced. Ok to proceed?

Yes, thank you.



# What are the problems?

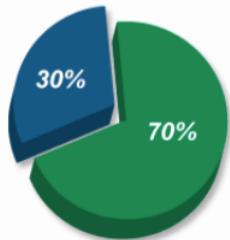
## Cross-Cultural Communication for Business



### 1. Cultural Misinterpretation:



Misinterpretation of cultural norms and practices can lead to unintended consequences and damage relationships with clients or partners.



70 percent of international ventures fail because of cultural differences.  
(Aimin Yan & Yadong Luo)<sup>3</sup>



# What are the problems?

## Setting Clear Boundaries



It's important to establish clear boundaries for time off.

Only be contacted in case of urgency.



# What are the problems?

## Reframing Rest



People worry that resting is unproductive or might let down colleagues.

Instead, it's suggested to enjoy and savor leisure time.



# What are the problems?

## It matters!



In the U.S., nearly 40% reported working at least 50 hours per week, and 18% work 60 hours or more.

Survey of 1,271 adults, aged 18 and older. .Saad, L. (2014). The "40-Hour" Workweek is actually longer – by seven hours. Gallup

Working overtime increases 33% depression, especially in men.

Drieson, K. et al. (2010). Depressed mood in the working population: Associations with work schedules and working hours. Chronobiology International 27(5): 1062-1079.

Increases the risk for health conditions like sleep problems, digestive disorders, and obesity.

Wirtz, A. & Nachreiner, F. (2010). The effects of extended working hours on health and social well-being – a comparative analysis of four independent samples. Chronobiology International 27(5): 1124-1134.



# What are the problems?

Hi Clara,

Hope all is well. I'm **Bohao**. A student in your business communication class and a member in Group 6.

I'm sorry we spent two days in Sequoia Park with no internet signal. So, now we have a chance to discuss a solution to finish our group presentation.

Actually, we started planning our Thanksgiving trip three weeks ago and booked our flights and hotels. But apologize for not being able to attend the in-person presentation. Since this trip was more than just the four of us, it was hard for us to cancel and change our plans.

We want to show respect to you and this course as you do. We also don't want to miss this opportunity to present our ideas. So we discussed two solutions to complete our group presentation,

- Option1: We can record a video of the group presentation and send it to your email, and we would like to schedule an online meeting with you to discuss more about group presentations and hear your feedback for us.
- Option2: We can make an appointment and attend your office hour next week to do our group presentation, if it's easier for you.

You can let us know which option you're comfortable with, or we can discuss other options.

Looking forward to your reply!

Best,  
**Bohao.**



# What are the problems?

[REDACTED]  
Date: Tuesday, November 21, 2023 at 1:15 AM  
To: Clara Fangfang Ma <[fma4@jhu.edu](mailto:fma4@jhu.edu)>  
Subject: Inquiry for Online presentation

Dear Dr.Ma,

I hope this email finds you well.

Due to we have a vote about online class before, I planed and organized a trip in Florida with some friends. As the host and organizer of this trip, I can't cancel that. All tickets, flights, hotel reservations are ordered by my name and unchangeable. My absence will be a damage to what we referred to as Guanxi.

Additionally, I have the duty to my group members, so I organized the presentation schedule, and gathered data. During my leisure while travel, I also recorded two presentation video, uploaded to Youtube so my group members can show my work in the presentation.

Fairly, Disney World is truly a nice place and this year marks its 100th birthday. So I prepared some gifts for you and your daughter, I hope you enjoy them.

Happy Thanksgiving! May the Force be with you!

Best Regards,  
[REDACTED]

PS:Attached are some photos from this amazing trip. And I'm really sleepy now...ZZZ



# What are the problems?

## Potential Impact of Negative Feedback on Individuals and Organizations

- Behavioral Impact: Negative feedback corrects unwanted behavior, steering employees toward more acceptable conduct.
- Reception Influence: Varies among employees; perceived non-constructively may weaken morale, impacting overall performance.
- Motivational Influence: Some use negative feedback as motivation, channeling anger into improved performance with an "I'll show you" attitude.
- Self-Reflective Response: Certain individuals see negative feedback as a learning opportunity, inspiring a commitment to enhance future performance and behavior.



# What are the problems?

## **1. Practice makes the perfect!**

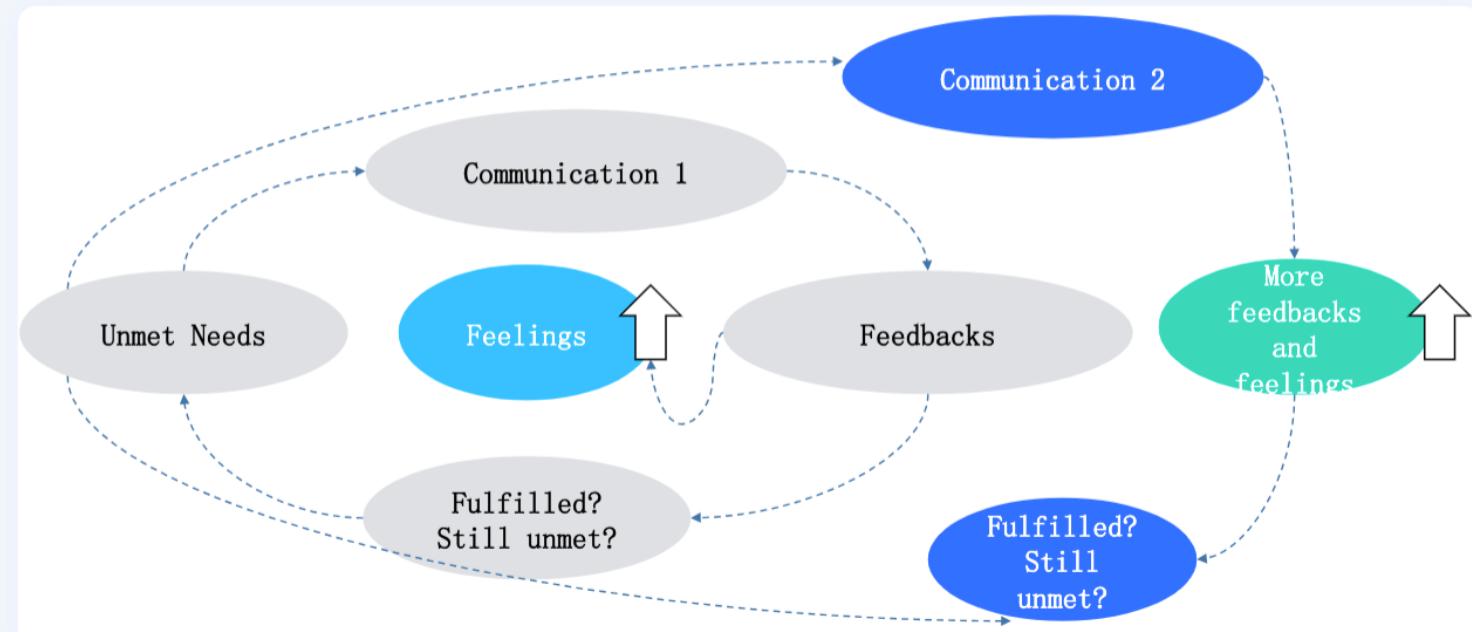
- Avoid reading or memorizing
- Rehearse loudly
- Concentrate on introduction
- Simulate the situation



# What are the problems?

## | What others do may be the stimulus of our feelings, but not the cause:

Emotional flywheel: “Our **needs** drive communication, and result in feelings”



Source from: Rosenberg, M. B. (2003). *Nonviolent communication: A language of life*. PuddleDancer Press.



# What are the problems?

## | Let's have a test: You feel, or You think?

### 1. Something happened



I failed in the accounting test

### 2. What I think I am

**"I feel inadequate as a finance major student"**

What I am really doing:  
Assessing my ability as a finance major student, rather than clearly express my feelings.

### 3. Expressions of actual feelings

**"I feel disappointed in myself As a Carey business school student."**

**"I am impatient with myself in Learning accounting."**

**"I feel frustrated."**

The actual feelings behind the assessment of being "inadequate" could therefore be disappointment/ impatience/ frustration....



# What are the problems?

## I The most primitive and direct approach to solve conflicts:

Resort to violence



Dispute: verbal violence



War: physical violence

“

Violence possesses a destructive nature, it will not be ended easily. An eye for an eye only ends up making the whole world blind.

----- Gandhi, M. K. (1943)

”



# What are the problems?

## Potential Solutions - Resolving Conflict

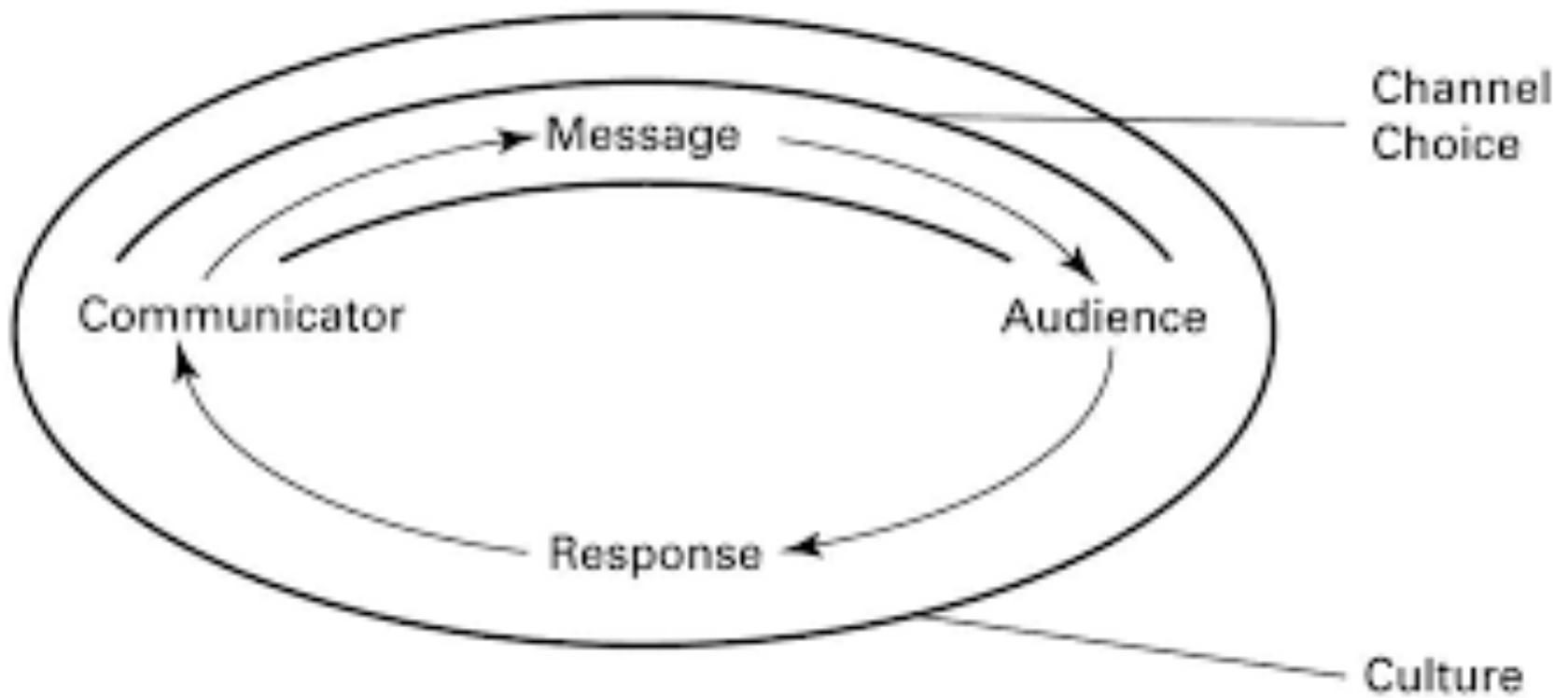
- Communication Strategies
- Culture and policies
- Building Positive relationships

# HSV = white space to keep your reader happy



Some strategies to achieve more white space:

- Short paragraphs
- Short sentences
- Bulleted / numbered lists
- Tables and illustrations
- Larger font sizes
- Minimalist fonts and font sizes
- Minimalist graphic design



Culture bounds our communication strategy



Most relevant



[Miriam Coleman] You look like you are having fun! Who are you traveling with? Enjoy!

7w



[Wenli Ding] [Miriam Coleman] why can't have fun and travel alone?

7w



[Miriam Coleman] [redacted] you most certainly can!! You've been gone for a while on your great adventure, and I assumed you may have gotten your friend from China to come along. So good you are enjoying!!

7w



[Wenli Ding] [redacted] who comes from China recently?

7w



[Miriam Coleman] [Wenli Ding] I was wondering about your friend, Jo.

7w

# Giving Feedback

Hi Clara,

Thanks for sharing and it is very insightful for the workshop steps. They are very practical approach for leadership training.

For the conference, perhaps you don't need to get into those detailed step because of the time limitation. For example, step 7 emotion regulation has a lot of relevant content to the panel, and it won't get attention because of other steps. Many other steps such as 3, 6, and 9 are known in the cross-cultural competence literature, so I don't think you need to include. However, the emphasis on the emotion regulation and some research review are wonderful.

Because the panel is to provide some literature review and provide some thoughts for future research, you could also provide some literature background to show the research gap on the relationship of mindfulness and global leadership. You may also show some research on the effectiveness of the workshop to develop mindful global leaders.

I would totally see the value of your presentation for practitioners, it just needs to be modified a little for the academic audience.

Let me know if you have any questions. We can have a call next week if you need discuss further.

So excited to see you soon!

Betty Fung



|                          | <b>Low-Context</b>   | <b>High-Context</b>                                       |
|--------------------------|--|---|
| <b>Example Countries</b> | US, UK, Canada, Germany, Denmark, Norway                   | Japan, China, Egypt, Saudi Arabia, France, Italy, Spain   |
| <b>Business Outlook</b>  | <b>Competitive</b>   | <b>Cooperative</b>  |
| <b>Work Ethic</b>        | <b>Task-oriented</b>                                       | <b>Relationship-oriented</b>                              |
| <b>Work Style</b>        | <b>Individualistic</b>                                     | <b>Team-oriented</b>                                      |
| <b>Employee Desires</b>  | <b>Individual achievement</b>                              | <b>Team achievement</b>                                   |
| <b>Relationships</b>     | <b>Many, looser, short-term</b>                            | <b>Fewer, tighter, long-term</b>                          |
| <b>Decision Process</b>  | <b>Logical, linear, rule-oriented</b>                      | <b>Intuitive, relational</b>                              |
| <b>Communication</b>     | <b>Verbal over Non-verbal</b>                              | <b>Non-verbal over Verbal</b>                             |
| <b>Planning Horizons</b> | <b>More explicit, written, formal</b>                      | <b>More implicit, oral, informal</b>                      |
| <b>Sense of Time</b>     | <b>Present/Future-oriented</b>                             | <b>Deep respect for the past</b>                          |
| <b>View of Change</b>    | <b>Change over tradition</b>                               | <b>Tradition over change</b>                              |
| <b>Knowledge</b>         | <b>Explicit, conscious</b>                                 | <b>Implicit, not fully conscious</b>                      |
| <b>Learning</b>          | <b>Knowledge is transferable<br/>(above the waterline)</b> | <b>Knowledge is situational<br/>(below the waterline)</b> |

| What the British say                                | What the British mean                                       | What the Dutch understand                    |
|---|---|--|
| With all due respect...                             | I think you are wrong.                                      | He is listening to me.                       |
| Perhaps you would think about... I would suggest... | This is an order. Do it or be prepared to justify yourself. | Think about this idea and do it if you like. |
| Oh, by the way...                                   | The following criticism is the purpose of this discussion.  | This is not very important.                  |
| I was a bit disappointed that...                    | I am very upset and angry that...                           | It doesn't really matter.                    |
| Very interesting...                                 | I don't like it.  | He is impressed.                             |
| Could you consider some other options?              | Your idea is not a good one.                                | He has not yet decided.                      |
| Please think about that some more.                  | It's a bad idea. Don't do it.                               | It's a good idea. Keep developing it.        |
| I'm sure it's my fault.                             | It's not my fault.  | It's his fault.                              |
| That is an original point of view.                  | Your idea is stupid.  | He likes my idea!                            |

...But disagreement is another matter

**FIGURE 2.2. EVALUATING**

|             |         |        |           |           |        |       |              |           |
|-------------|---------|--------|-----------|-----------|--------|-------|--------------|-----------|
| Russia      | France  | Italy  | US        | UK        | Brazil | India | Saudi Arabia | Japan     |
| Israel      | Germany | Spain  | Australia | Canada    | Mexico | China | Korea        | Thailand  |
| Netherlands | Denmark | Sweden |           | Argentina |        | Kenya | Ghana        | Indonesia |



**Direct negative feedback**

**Indirect negative feedback**

Source: Erin Meyer, *The Culture Map*

# American cultural-communication values?

- Low-context / direct
  - This is especially true in writing, less so orally.
  - Except when giving negative feedback
- Individualistic – what about me?
- Active voice – our voice should be heard
- Positive – historical reasons as well
- Multicultural – melting pot
- Tolerant - depends



# Reflection: Your “home” communication values - Slido

1. Can you recall a situation where you experienced a possible misunderstanding due to cultural barrier?
2. Think about your own communication style to your teammates. Do you naturally lean towards high-context or low-context communication? Give an example.
3. How could misinterpretations be minimized when someone from a low-context culture presents to an audience from a high-context culture?
-

# Present clearly and concisely to Sr. Executives

- Senior execs are a tough segment to reach.
- They usually have little time in their schedules to give.
- They must make huge decisions based on accurate information delivered quickly.
- Long presentations with a big reveal at the end do not work for them.
- They'll want you to get to the bottom line right away (and they often won't let you finish your presentation without interrupting with questions).
- S/W: When presenting to an audience of Sr. Execs, do everything you can to make their decision making easier and more efficient.



# Practice

- When do you use high-context communication style?
- When do you use low-context communication style?
- What kind of communicator are you?