

Epita Cross-Border Management Class

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Cross-border Management

Third class

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Situation 4

- ✂ Martine Moreau is an experienced French accountant based in Paris, France. She works for an international company. Her boss is German and based in Munich.
- ✂ One day, she sends out documents to him. He sends a short email back as follows: 'Your calculations are incorrect. Please check your document and resend it to me by tomorrow'.
- ✂ She was so upset by such rudeness that she did not reply. The German manager was equally shocked by the lack of responsiveness and professionalism of his team member.

- ✂ **What dimension(s) is/are at play in this situation?**
- ✂ **What should have the German boss said and done to obtain a positive feedback from Martine Moreau?**



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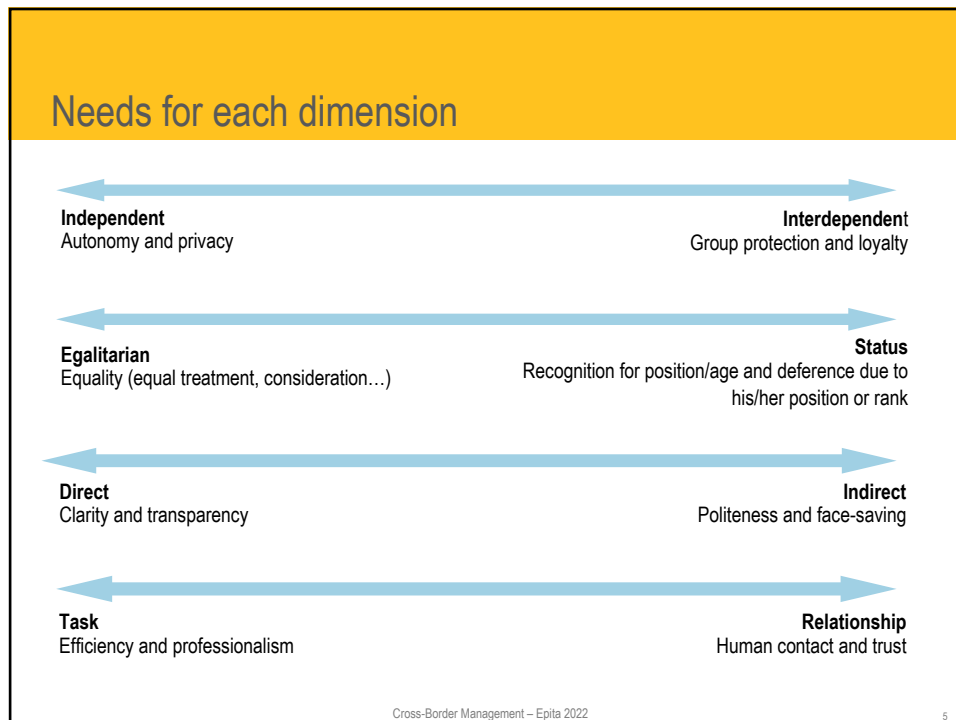
Homework for class #3 - 1/8

- ✂ **Think of personal experiences related to your home country, France, or any other country with which you have some experience.**
 - Prepare one example per dimension (risk to certainly, direct to indirect, and task to relationship) so 3 examples in total that illustrate each dimension.
 - No need to send me your homework but come prepared with personal notes to class #3
- ✂ **Prepare and reflect on the following three questions:**
 - What are the needs of an indirect person? And of a direct one?
 - What are the needs of a risk-oriented person? And of a certainty one?
 - What are differences btw. someone who is relationship-oriented and s.o. who is interdependent?

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Homework - 2/8

- ⌘ Watch the video on high/low context: www.youtube.com/watch?v=9oYfhTC9IIQ
- ⌘ Take the Time orientation – E. Hall test shown on after the high/low context slide
 - The exercise can help you to discover whether your own concept of time is more monochronic or polychronic. After reading the paired statements (a. and b.), circle the one that best describes the action you want to take or the way you feel about the particular topic.
 - Then count how many 🌟 and how many 🌙 you have (come up with a total). Please have this number ready next to you for class #3.
- ⌘ Think and prepare bulletpoints in writing on what differences in behavior there are between someone who is **relationship-oriented** and someone who is **interdependent**.

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Homework - Time orientation (E. Hall) - 3/8

✖ = 0 points
★ = 1 point

<p>✖ 1a. People should stand in line so they can be waited on one at a time.</p>	<p>★ 1b. There's no need to stand in line. As people will be waited on as they are ready for service.</p>
<p>★ 2a. Interruptions usually cannot be avoided and are often quite beneficial.</p>	<p>✖ 2b. Interruptions should be avoided wherever possible.</p>
<p>✖ 3a. It's more efficient if you do one thing at a time.</p>	<p>★ 3b. I can get as much done if I work on two or three things at the same time.</p>
<p>★ 4a. It's more important to complete a transaction.</p>	<p>✖ 4b. It's more important to stick to a schedule.</p>
<p>✖ 5a. Unanticipated events are hard to accommodate and should be avoided where possible.</p>	<p>★ 5b. Unexpected things happen all the time; that's life.</p>
<p>✖ 6a. You shouldn't take a telephone call or acknowledge a visitor when you are meeting with another person.</p>	<p>★ 6b. It would be rude not to take a telephone call if I'm available or to ignore a visitor who drops by.</p>
<p>★ 7a. You shouldn't take deadlines too seriously; anything can happen. What's a deadline between friends?</p>	<p>✖ 7b. Deadlines are like a promise; many other things depends on them, so they should not be treated lightly.</p>
<p>✖ 8a. It's important, in a meeting or a conversation, not to become distracted or digress. You should stick to the agenda.</p>	<p>★ 8b. Digressions and distractions are inevitable. An agenda is just a piece of paper.</p>
<p>★ 9a. I tend to be people oriented.</p>	<p>✖ 9b. I tend to be task-oriented.</p>
<p>★ 10a. Personal talk is part of the job.</p>	<p>✖ 10b. Personal talk should be saved for after hours or during meal time.</p>


From: Culture Matters The Peace Corps Cross Cultural Work Book
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Dimension #6 – Time orientation (E. Hall)


Monochronic



Time is fixed and objective
Tasks performed one at a time in a linear and sequential fashion

- ✖ Time commitments are taken seriously
- ✖ Approach to tasks are more linear, orderly and sequential
- ✖ Low tolerance for interruptions
- ✖ Value punctuality
- ✖ Time is a tangible commodity that can be used, saved, wasted
- ✖ Task priority related to deadline

Polychronic



Time is relative and fluid - an elastic concept viewed conditionally

- ✖ Rooted in relationship, collectivism, fate
- ✖ Deadlines are flexible
- ✖ Interruptions are accepted
- ✖ Plans are relationship- and process-oriented.
- ✖ Time commitments are desirable but not necessarily promises; Consider other contingencies

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Time orientation – Making recommendations

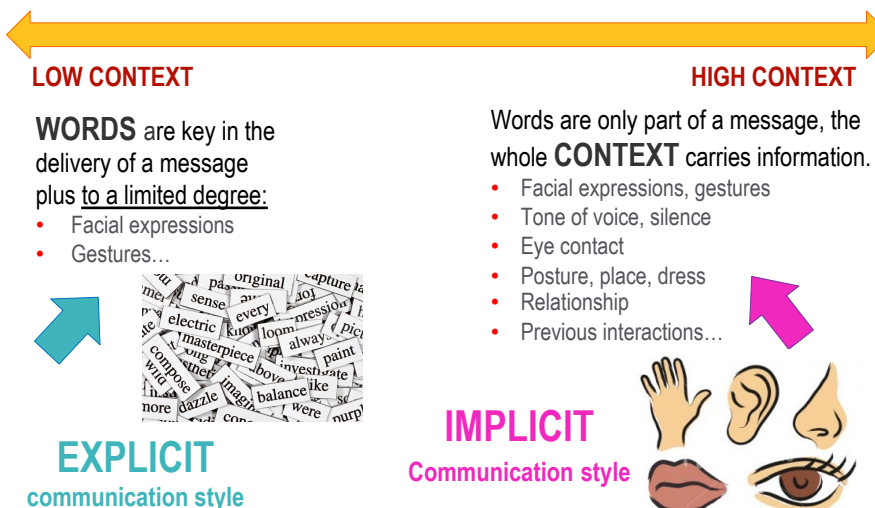
- ✧ An international body based in Geneva, Switzerland, organizes a symposium that will welcome high-level delegations from all over the world and will spread over three days. In total, hundreds of participants are expected from dozens of countries. Every day, there will be a keynote speaker in the main amphitheater of the venue with the entire audience followed by workshops run in parallel in several rooms. Lunch will be organized on the spot as a way for the delegates to network. In the morning and the afternoon, additional networking sessions will be offered in-between conferences (so-called coffee breaks).
- ✧ The organizing committee, being very monochronic, is very concerned about the time line and abiding by the schedule. Several voices already voiced their concerns about the two African delegations as the African continent has the reputation of having a relaxed attitude towards time. The organizing committee therefore decides to send the invitation to the African delegations moving forward the start of the symposium by one day to ensure that they will be on time for the beginning of the symposium. In the meantime, the African delegations have 'done their homework' knowing that deadlines are taken very seriously in Switzerland. They therefore booked their flights and hotels and made sure to arrive at the exact specified time and date. They are extremely surprised to notice that nobody is there at the venue, neither other delegates nor the organizing committee. They cannot even register early and get their badges. They are consequently very disappointed about the organization and decide to file a complaint.
- ✧ The strategy used by the organizing committee obviously was a bad one. Reflect on what should/could have been done instead to prevent a loss of face on the African delegates' side and still ensuring that they will arrive before the start of the sessions. Come up with specific and very concrete ideas.

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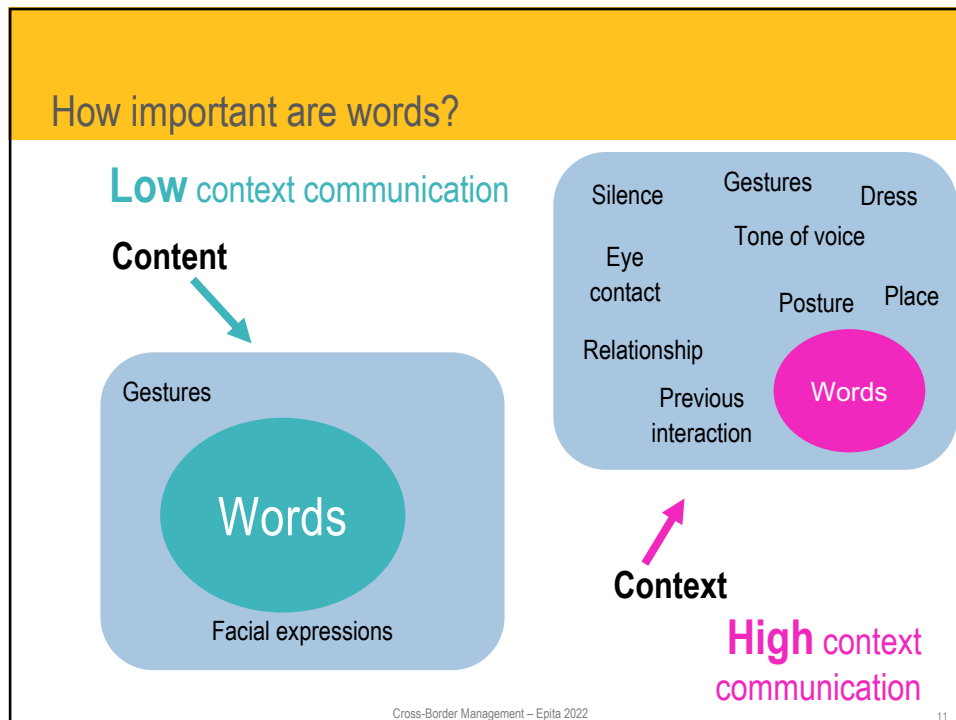
Dimension #7: High-low context - E. Hall (3/7)



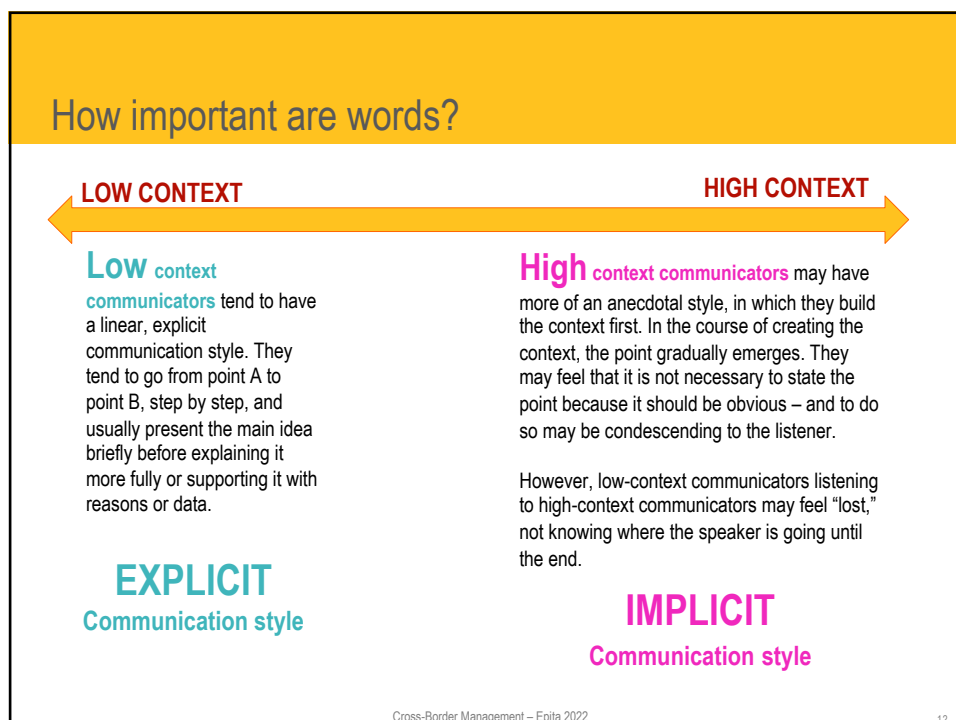
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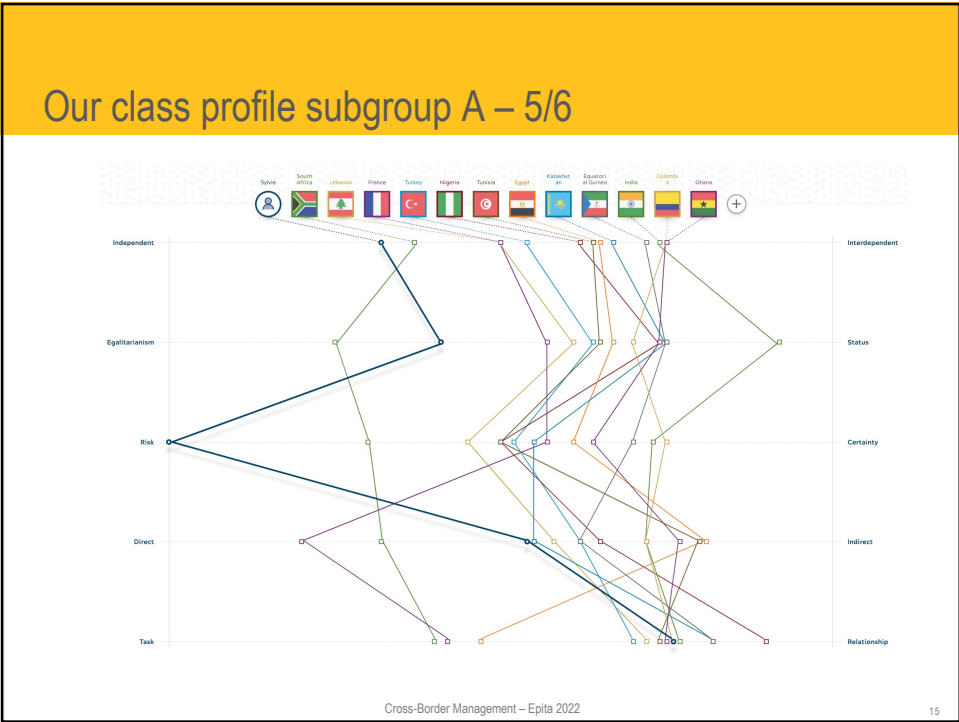
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Homework – GlobeSmart profile – 4/6

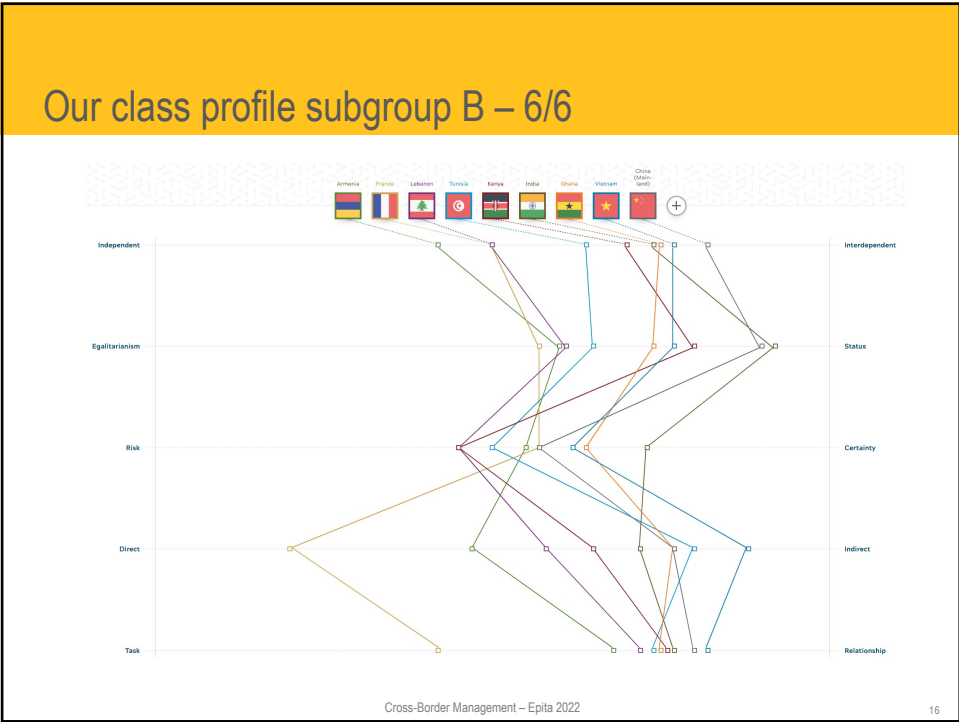
- ✂ **Pair up with another student from the same subgroup (3A or 3B) – How to find him or her?**
 - You may do the exercise as explained below **over the phone** or **face-to-face**. Find a student who **shows a significant gap compared to your profile** (a distance of 1/4 of the total line is good) on the direct-indirect OR on the egalitarian-status dimension
- ✂ **Discuss your GlobeSmart® positioning with your learning partner to get feedback.**
 - Does your classmate agree / disagree with your positioning? (i.e. is it the way he/she perceives you?)
 - Are you surprised by the results?
- ✂ **Compare your profile with that of your country of origin (see following pages– GlobeSmart®)**
 - Do you notice any gaps?
 - What could be the reasons for it?
- ✂ **Now compare your profile with that of France**
 Imagine you'd have to interact with a typical profile from that country and discuss with your designated partner the questions below:
 - What are your strong points?
 - What could be the pitfalls?
 - What are the areas where you should pay most attention?
 - What could you do concretely to bridge the gaps or leverage similarities?
- ✂ **Do with your learning partner the role play explained on next slide**

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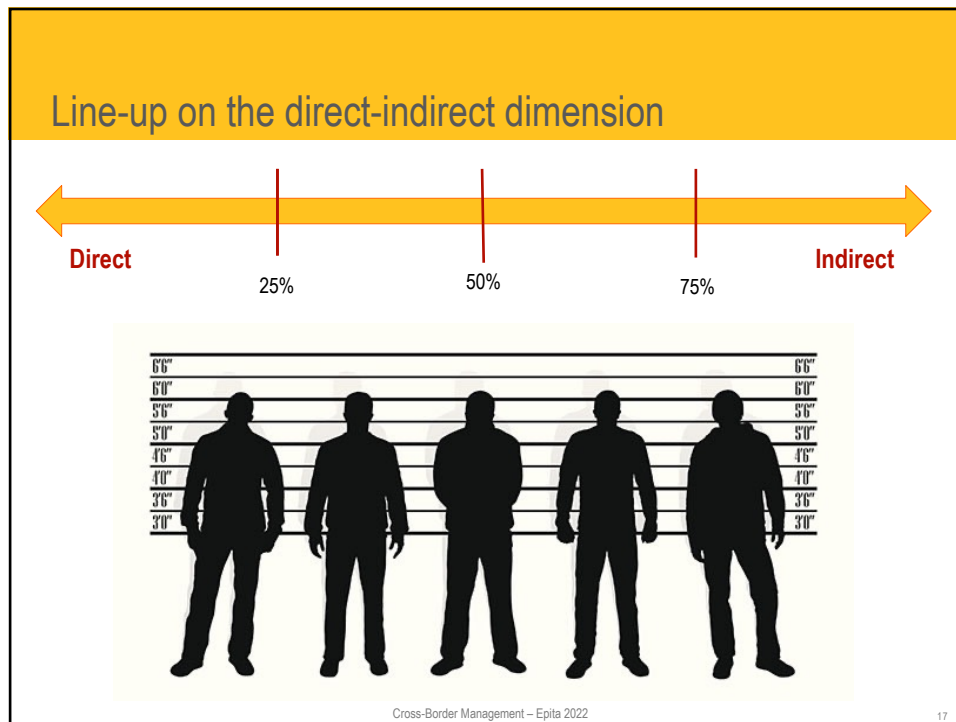
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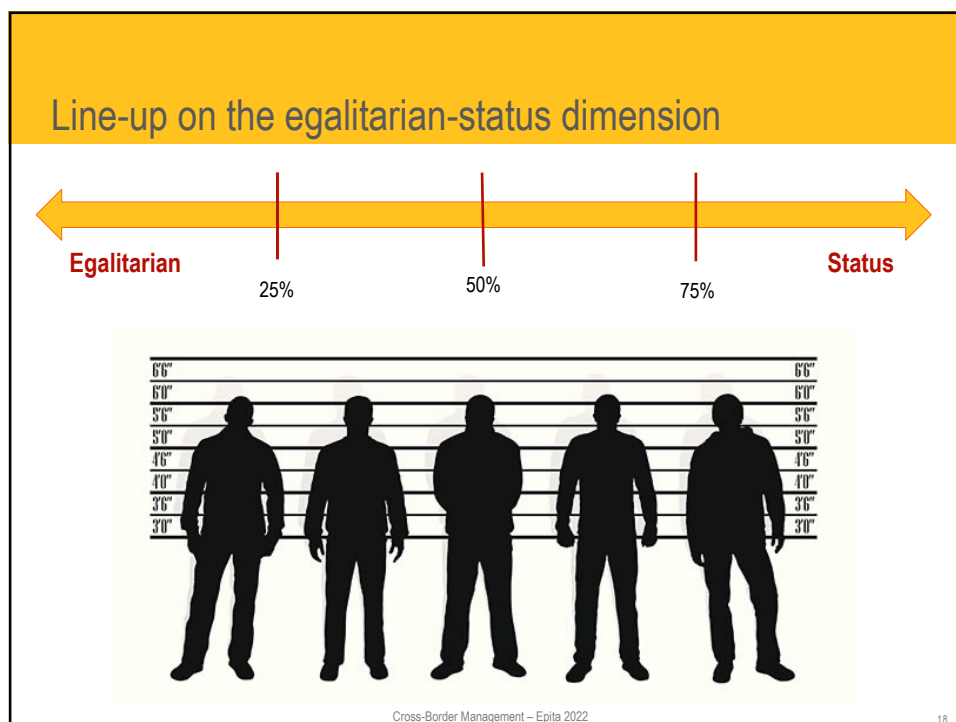
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Practice style switching in pairs



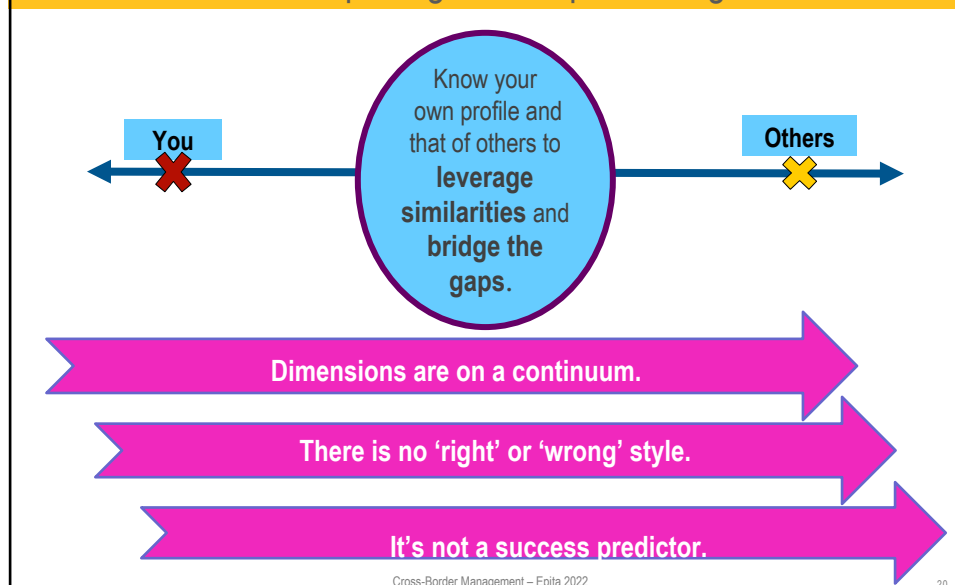
Direct **Indirect**

- ✂ Decide who plays which role. Student A keeps her/his normal style on the communication style and student B takes the opposite style (style switching) **trying to mirror as closely as possible B's style** (i.e. on the dimension you selected, either direct-indirect or egalitarian-status).
- ✂ Play for 2 minutes.
- ✂ A will report for 1 minute on the experience:
 - Did he/she perceive B rather similar to him/her or not?
 - What was efficient in the style used by B? What was not and should be changed?
- ✂ Change roles: B will keep his/her normal style and A will style-switch, trying to mirror as **as closely as possible A's style**. Then again 1 minute feedback from B to A.
- ✂ Role play
Two team-members are talking with one another over the phone. It is a Friday and almost time to go home for the one located in a distant time zone. The first colleague calling the other needs to know how far his/her colleague is in the completion of his/her part of a report that is due on Monday for a conference call with their boss.
- ✂ NB: If you selected the egalitarian-status dimension, change the role play into a boss/team member exchange.

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GlobeSmart® - Interpreting cultural positionings



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Frame Shifting or Style Switching (To be done one dimension per dimension)

A **tactic** that allows you to adapt your style in order to bridge cultural gaps

Very Direct Direct Somewhat Direct Somewhat Indirect Indirect Very Indirect

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Key learnings from the style switching exercise

- ✂ It's one of the existing cross-cultural techniques. Its objective is to get quickly closer to one's stakeholder and to appear more similar to him/her.
 - Cannot be sustained for a long period of time as it is a difficult exercise
 - The more you practice the more flexible you will become
 - In the beginning you can only flex a little bit, over time you can adapt to bridge a bigger gap with your counterpart.
 - You can only style switch on one dimension at a time!

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Homework for class #4

- ⌘ Time dimension (monochronic to polychronic)
 - Think of a personal experience related to your home country, France, or any other country that you know that describes one end or the other of this dimension.
 - Read the situation described in the following slide and reflect on recommendations. Come to class prepared with a list of concrete ideas.
- ⌘ Read the following two situations and decide what dimension(s) is/are at play.
- ⌘ Watch the following Youtube video on how to work with the French (10 tips):
 - <https://www.youtube.com/watch?v=Pxyuby8ULu8>
- ⌘ Case study (attached to the email)
 - Read *An American In Paris* for class #4.
 - Start analyzing the positioning of the French major characters (or national culture if referring to a group of people from the same country) on all 7 dimensions that we studied. **Give evidence (short excerpts) from the case study to support your position.**
 - We will study the whole case study in more detail in class #5.

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Homework for subgroup 3A only– Make recommendations

- ⌘ An international body based in Geneva, Switzerland, organizes a symposium that will welcome high-level delegations from all over the world and will spread over three days. In total, hundreds of participants are expected from dozens of countries. Every day, there will be a keynote speaker in the main amphitheater of the venue with the entire audience followed by workshops run in parallel in several rooms. Lunch will be organized on the spot as a way for the delegates to network. In the morning and the afternoon, additional networking sessions will be offered in-between conferences (so-called coffee breaks).
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Homework for class #4 – Situation 1

- ⌘ A coachee is writing a short message to his/her professional coach. It's a Saturday before the coaching appointment due on the next Monday afternoon. The coachee works in the professional makeup field (for artists).
- ⌘ The "Hello xx, I have just had a job offer. Could we talk about it ?"
- ⌘ What dimension is at play here? What is the message?



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Homework for class #4 for 3B only – Situation 2

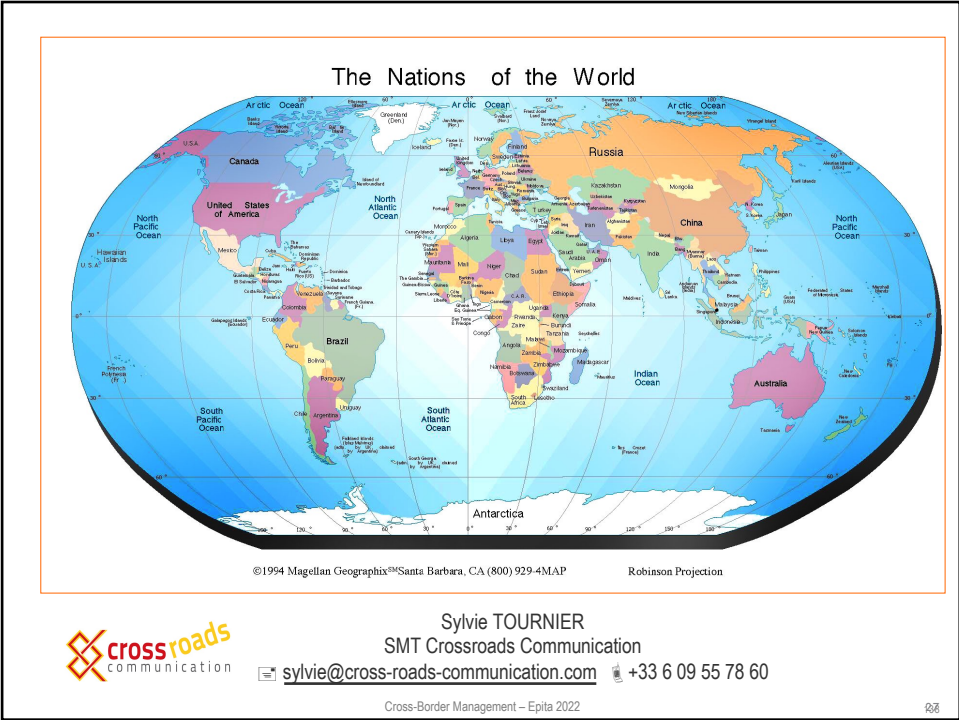
- ⌘ Mr. Yamada is a manager in a Japanese company based in Osaka. He heads a team of five. Everyone in the team usually prepares and hands over a report to Mr. Yamada. The manager compiles and sends the report the first day of the month to the finance department. Individual reports have not yet been passed onto Mr. Yamada.
- ⌘ Mr. Yamada talks to his team members in this way: "Suzuki-san has not yet asked for the monthly report. I wonder when he will do so."
- ⌘ If you were one of Mr. Yamada's team members, what would you have understood? What would you do?
- ⌘ What dimension is at play here?



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