

# Epita Cross-Border Management Class

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# Cross-border Management

## Second class

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## Homework for class #2 (1/2)

- ✂ Go online and complete your GlobeSmart profile (The website to be given by email).
  - Answer questions spontaneously without thinking too much
  - Keep in mind, you have access to a student version with offers limited information
- ✂ Review the three dimensions we studied in class and answer the following questions:
  - What could be the behavior of a risk-oriented employee towards his/her boss?
  - And towards his/her colleagues in a meeting?
- Watch the enclosed video on ethnocentrism:  
<https://www.khanacademy.org/test-prep/mcat/individuals-and-society/perception-prejudice-and-bias/v/ethnocentrism-and-cultural-relativism-in-group-and-out-group>
- ✂ Watch the enclosed video on direct-indirect communication:  
<https://www.youtube.com/watch?v=kCIAb6hvPgY>
- ✂ 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 (i.e. interdependent to independent, egalitarian to status, and risk to certainty) so 3 examples in total **that illustrate each dimension.**

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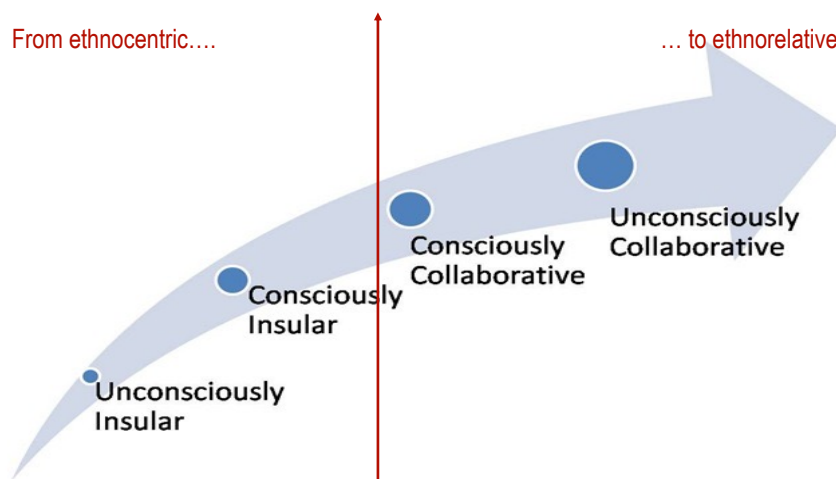
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## Stages of cultural awareness

From ethnocentric....

... to ethnorelative



Source: Stu Downes, Musings on Productivity, Technology & the Workplace ([www.stdownes.co.uk](http://www.stdownes.co.uk)) - 19 Jan 2013)

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## Homework for class #2 (2/2)

### INDEPENDENT-INTERDEPENDENT

- ⌘ What could be the behavior of an independent-oriented student in class?
- ⌘ What could be the behavior of an interdependent employee in a work project? And in a meeting?

### EGALITARIAN-STATUS

- ⌘ What could be the behavior of a status-oriented employee towards his/her boss?
- ⌘ What be the behavior of a status-oriented boss towards his/her employee?
- ⌘ How can an egalitarian employee show respect to his/her boss? Give examples making sentences in English

### RISK-CERTAINTY

- ⌘ What could be the behavior of a risk-oriented colleague in a team meeting?
- ⌘ What could be the behavior of a certainty-oriented student in class when the teacher asks him/her a question?

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## Direct-Indirect

### How do I communicate tasks, requests, feedback?



- |   |  |
|---|--|
| ⌘ Concise, concrete, to the point                 | ⌘ Great attention given to how messages are expressed          |
| ⌘ Not afraid to say 'it is like it is'.           | ⌘ Preserve harmony in group                                    |
| ⌘ Difficulties confronted openly                  | ⌘ Pay attention to saving face and preserving personal dignity |
| ⌘ OK to give and receive 'constructive' feedback. | ⌘ Unwillingness to say no                                      |

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## Say it in the opposite style!

### Direct communicators say

- ⌘ 'We cannot do this.'
- ⌘ ...
- ⌘ ...
- ⌘ 'This cannot be done today.'
- ⌘ ...
- ⌘ 'Yes' means 'I agree'.
- ⌘ 'We will consider it' signals ...
- ⌘ 'No' indicates rejection.

### Indirect communicators say

- ⌘ ...
- ⌘ 'We need time to think about it.'
- ⌘ 'This is an interesting perspective.'
- ⌘ ...
- ⌘ We must be respectful of others.
- ⌘ 'Yes' means ...
- ⌘ 'We will consider it' signals skepticism or rejection.
- ⌘ ....

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## Say it in the opposite style! – Possible answers

### Direct communicators say

- ⌘ 'We cannot do this.'
- ⌘ 'Your proposal is unacceptable.'
- ⌘ 'This is not correct.'
- ⌘ 'This cannot be done today.'
- ⌘ 'I'm just calling things what they are.'
- ⌘ 'Yes', means 'I agree'.
- ⌘ 'We will consider it' signals interest.
- ⌘ 'No' indicates rejection.

### Indirect communicators say

- ⌘ 'This may be difficult.'
- ⌘ 'We need time to think about it.'
- ⌘ 'This is an interesting perspective.'
- ⌘ 'We will see.'
- ⌘ 'We must be respectful of others.'
- ⌘ 'Yes' means 'I heard what you said.'
- ⌘ 'We will consider it' signals skepticism or rejection.
- ⌘ 'No' is rarely used.

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## France - Deciphering a French 'no' from A 'yes'

### Rather 'no'

- Really?
- Je voudrais mettre un bémol\*
- Do you really think that...?
- It could be maybe better if
- Your remark needs to be qualified a bit
- I am not sure this idea is basically the best one
- I am not fully convinced that
- I'm afraid it could be difficult
- Honestly (à vrai dire)
- Yes, but...

\* I'd like to be more cautious / I need to put a damper on...

### 'Yes', 'no' or neutral

(depending on the context or the intonation)

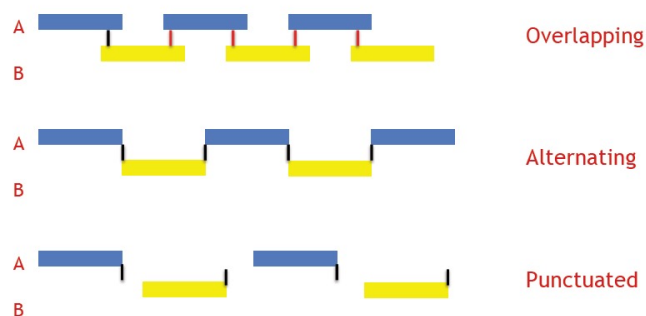
- One can see things this way.
- Why not?
- It's an idea.
- It's possible.
- It remains to be seen (c'est à voir)

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## Conversation styles



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What is the first thing you do when  
you arrive to the office in the  
morning?

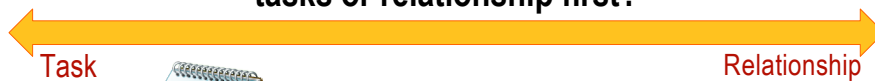


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## Task-relationship

When working on projects, do I prefer to address  
tasks or relationship first?



- ⌘ Place high value on reaching goals and objectives on schedule
- ⌘ Prioritize accomplishing tasks over maintaining relationships
- ⌘ Focus on what people achieve more than who they know

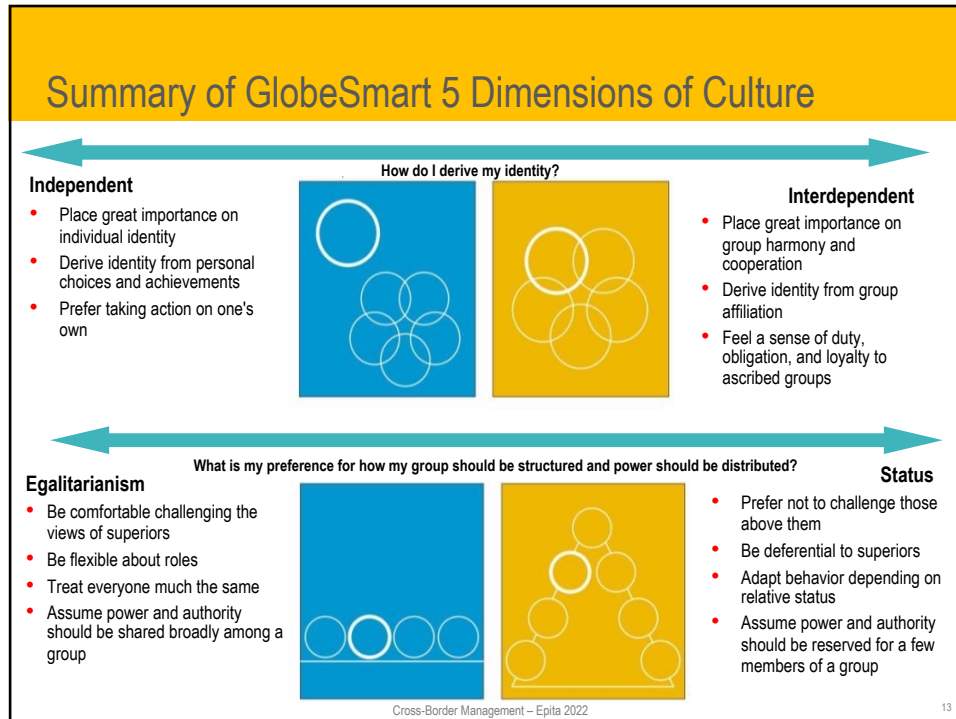


- ⌘ View time building relationships as key to achieving good results
- ⌘ Prioritize maintaining relationships over accomplishing tasks on time
- ⌘ Focus on who people know as much as what they themselves can achieve

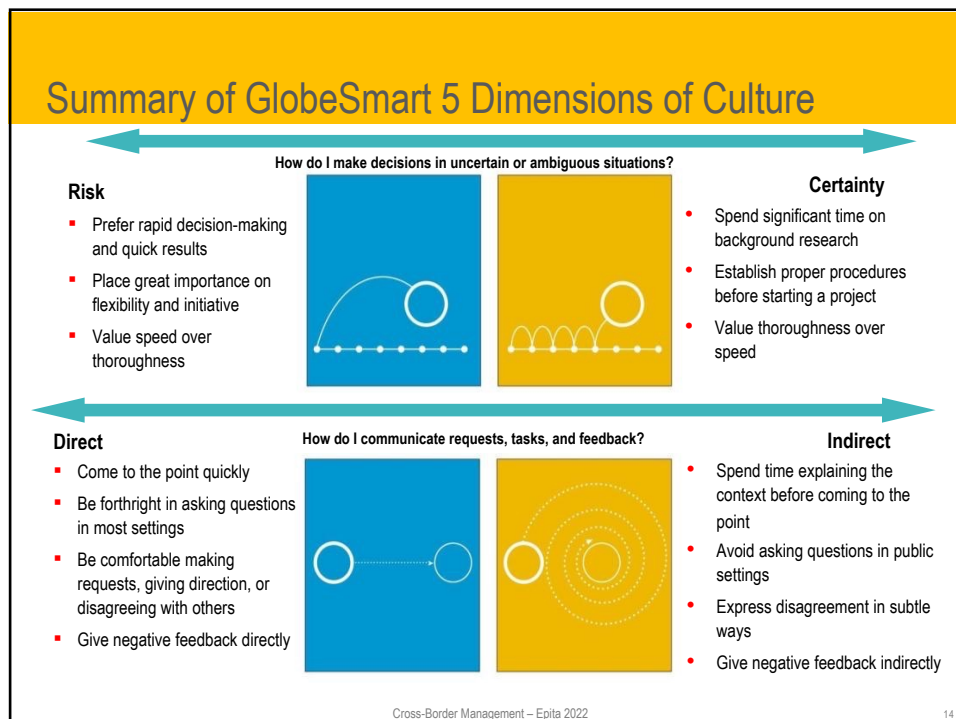
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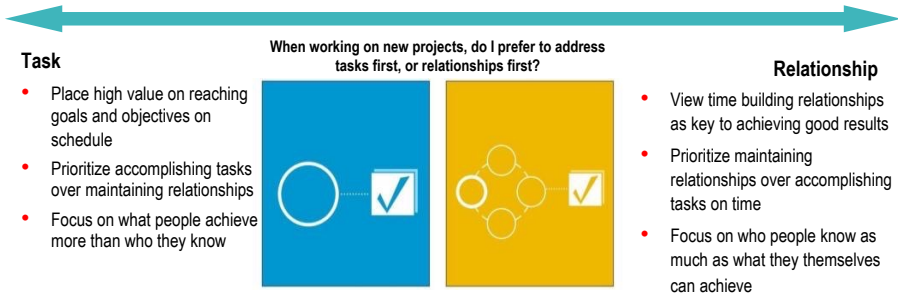


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## Summary of GlobeSmart's 5 Dimensions of Culture



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## Situation 1

- ❖ An American company specializing in e-commerce wants to publish a new updated version of the website. Lots of bugs are still unsolved. The manager (boss) of a virtual team is an American based in the US; his team is made up of 10 employees dispersed on three continents. The French team member (a manager) is concerned about users' complaints. To him quality is the utmost priority. The reactions of the other team members are mixed, and he cannot use them as arguments to sustain his position.
- ❖ As the next team meeting is due only in two weeks but the update is to happen shortly, many emails are exchanged back and forth. Finally the US boss and his team member in France have a heated conversation and at 8.00 pm French time a decision is made ending the discussion.

⌘ **What dimension(s) is/are at play in this situation?**



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## Situation 2

- ✂ Pierre is a French citizen on a business trip to China for 10 days. Since he studied there for a while and worked for two years in a Franco-Chinese Joint-Venture before returning home, he knows quite a few people in Shanghai. He is now employed in another company in Paris. He is particularly eager to see his Chinese friends since he rarely has this privilege.
- ✂ He has been traveling around a lot during the first week of his trip and is tired when he finally returns to Shanghai. He feels he needs to rest, spend a bit of time alone in his hotel room and 'walk off the pressure' before seeing his friends. But his friends keep on calling him on his cell phone to arrange a meeting.
- ✂ He explains that he needs to spend a bit of time alone first and that he will call them back as soon as possible.

- ✂ **What dimension(s) is/are at play in this situation?**



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## Situation 3

- ✂ An American company with subsidiaries on four continents is streamlining its HR policy. For annual employee evaluations, one unique document is available to all the subsidiaries providing the same questions. The manager will evaluate the employee during an annual interview session. The evaluation sheet is then centralized and accessible by HR, both centrally and locally. The ultimate objective is to be able to compare employees of the same level of qualifications and competences all over the world.
- ✂ In the Argentina operations, one employee is considered highly competent by both his direct line report and the local head. They both agree he needs to be promoted. Instead of evaluating the person on the pre-defined criteria during an interview, the two managers filled out the sheet so as to match the central HR expectations and make sure their protégé will be eligible for promotion.

- ✂ **What dimension(s) is/are at play in this situation?**



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## Homework for class #3 - 1/6

- ⌘ 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 certainty, direct to indirect, and task to relationship) so 3 examples in total that illustrate each dimension.
- ⌘ 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 task-oriented person? And of a relationship one?
  - What are differences btw. someone who is relationship-oriented and s.o. who is interdependent?

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## Homework - 2/6



- ⌘ Watch the video on high/low context: [www.youtube.com/watch?v=9oYfhTC9IIQ](https://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.

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## Homework - Time orientation (E. Hall) - 3/6

 = 0 points	 = 1 point
1a. People should stand in line so they can be waited on one at a time.	1b. There's no need to stand in line. As people will be waited on as they are ready for service.
2a. Interruptions usually cannot be avoided and are often quite beneficial.	2b. Interruptions should be avoided wherever possible.
3a. It's more efficient if you do one thing at a time.	3b. I can get as much done if I work on two or three things at the same time.
4a. It's more important to complete a transaction.	4b. It's more important to stick to a schedule.
5a. Unanticipated events are hard to accommodate and should be avoided where possible.	5b. Unexpected things happen all the time; that's life.
6a. You shouldn't take a telephone call or acknowledge a visitor when you are meeting with another person.	6b. It would be rude not to take a telephone call if I'm available or to ignore a visitor who drops by.
7a. You shouldn't take deadlines too seriously; anything can happen. What's a deadline between friends?	7b. Deadlines are like a promise; many other things depends on them, so they should not be treated lightly.
8a. It's important, in a meeting or a conversation, not to become distracted or digress. You should stick to the agenda.	8b. Digressions and distractions are inevitable. An agenda is just a piece of paper.
9a. I tend to be people oriented.	9b. I tend to be task-oriented.
10a. Personal talk is part of the job.	10b. Personal talk should be saved for after hours or during meal time.

From: Culture Matters The Peace Corps Cross Cultural Work Book  
used with permission from Peace Corps World Wide Schools, www.peacecorps.org/wws

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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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## Our class profile subgroup A – 5/6



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## Our class profile subgroup B – 6/6



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