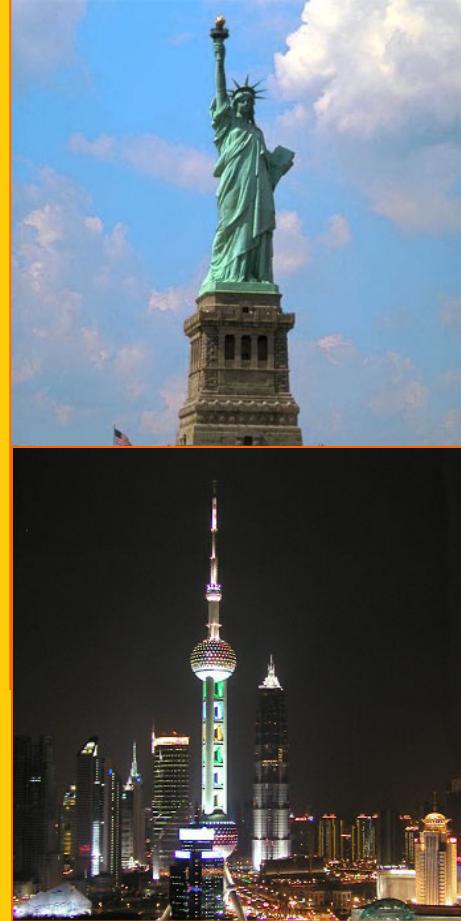


# Epita

# Cross-Border Management Class

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Cross-Cultural Management and Communication

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# Cross-border Management

First class

# Objectives of this class

- ❖ Preparing you to your future professional world
  - For face-to-face as well as distant cross-cultural interactions
  - Taking this class as an experimental but real cross-cultural team
- ❖ Learning seven cross-cultural dimensions ('your' toolbox'), using them to analyze work situations
- ❖ Building strategies to bridge the gaps and leverage similarities in work styles
- ❖ Discovering tips and building best-practices by yourself
- ❖ Learning about and adapting to the French work style

# Table of contents

1. Class #1 – Building on your previous cultural shock class and discovering 3 major intercultural dimensions
2. Class #2 – Continuing discovering 4 dimensions and deepening the learning on all 7 dimensions (your ‘toolbox’)
3. Class #3 – Class divided in 2 sub-groups (3A then 3B) – Practicing dimensions and developing cultural self-awareness
4. Class #4 – The French work culture in a nutshell + **in-class test**
5. Class #5 – Continuing the French business culture and working internationally at a distance
6. **A final exam** (A two-hour supervised exam consisting in a case study analysis) will take place after the end of classes (Jan 28, 2022)

# My expectations and intention towards you

## My intention for you

- ❖ You take ownership of your own learning, thrive, and have fun!

## My expectations

- ❖ No electronics in class
  - Turn off cellphones and computers please!
- ❖ As soon as you arrive to class, do three things:
  - Rearrange the class layout in the shape of a parliament
  - Put up your name tent in front of you
  - Mark your presence in class online (<https://student.epitamasters.com>).
- ❖ Prepare the homework as specified at the end of the previous class and included at the end of the previous class PDF
- ❖ Turn in all required homework **BY** the deadline (**not past the deadline**)
- ❖ **Speak up in class** = participate by spontaneously raising your hand or answering my questions (30% of your final grade – see next page):
  - Sharing a personnel experience with a certain point with the rest of the class
  - Asking for clarification
  - Sharing your understanding of the point with the rest of the class

# Grading system in this class

- ❖ The grading system will be based both on in-class participation and attitude as well as on assignments / presentations to be done between classes and in-class tests.
- ❖ **Active participation in class -> 30% of the grade**
  - Making relevant comments, and analysis of situations, answering questions about homework in class when asked, spontaneously making remarks linked to class content
- ❖ **Assignments: in-class test + final exam case study -> 70% of the grade**
  - In-class test = 40% of the 70%
  - Final case study = 60% of the 70%

# How we are going to function in this class?

- ❖ As soon as possible after class, I send you by email the PDF of the previous class including homework in the last pages to be done for the following class.
- ❖ Any communication will be done in-between classes by email
  - Check your mailbox regularly!
- ❖ For important information, contact me a few days in advance.
  - Please **don't contact me at the last minute – Take a minimum of a few days before the next class**
- ❖ Absence – Rules (reminder)
  - Anyone arriving to class 15 minutes after the beginning will be refused to class.
  - Anyone leaving class before the end even if arrived on time will be considered as absent.
  - The only valid excuse is an official visit to prefecture or sickness with doctor appointment.
    - In both cases, to be accepted, I need an email from you with the official proof (appointment notification letter from prefecture or doctor's official note) + copy to Stéphanie Châtelet.
    - No other circumstances will be accepted (job interviews, bank appointments, holidays etc.)  
-> Considered as absent

# How we are going to function in this class? (Con't)

- ❖ If subgroups were to be made for class #3, no changing of groups can be allowed. If you have an issue with one date, tell me at class #2:
  - If you are enrolled in group 3A, you should attend all classes listed for group 3A.
  - If you are enrolled in group 3B, you should attend all classes listed for group 3B
  - **No change will be accepted or would lead to be marked as absent to class.**
- ❖ You will be in charge of keeping up-to-date your own attendance to class (<https://student.epitamasters.com>).

# Alliance – Part one

❖ What qualities and attitudes from your teacher and from other students will help you make the most of this course? (Your answers below)

- Interaction
- Comparisons with different styles, cultures, and details
- Contribute to class
- Try things out
- Other students/teacher to point out both good points and areas of improvement
- Other students/teacher to encourage the student who spoke up/did an activity/being the focus of attention by underlining the good points
- Openness – Listen to and understand different perspectives
- Not judging others
- Friendly conversations,
  - i.e. respect and no criticism. Feedback to be given in a constructive way
- Get professional and correct input from the teacher
- Help one another
- Learn to unlearn (beginner's mindset)
- Speak international English
- Focus on several countries to get an array of examples
- Confidentiality

## Alliance – Part Two

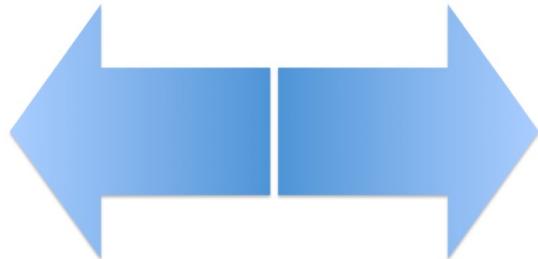
- ❖ And if things get a bit difficult (= you are confused / lost / in disagreement with the course content or what the teacher says or with other students' position or behavior), how do you want the other students and the teacher to be with you? (Your answers below)
- Be transparent, don't keep issues for ourselves
  - Be open to others' perspectives and try to understand them
  - Ask questions instead of assuming
  - Be patient
  - Leave enough time for one person to speak up and finish their sentences without interrupting them
  - Prefer facts over opinions
  - Don't take things personally

# Alliance – Part Three

- ❖ The burden of making the course great does both on you and on the teacher. So what can you be personally held accountable for the success of the class both for your personally and for the entire class? (Your answers below)
  - Actively participate in class
  - Take actions
  - Listen to others' stories and input + impact on me and express it to the rest of the class
  - Be punctual
  - Do your homework (teacher's input)

# Cross-cultural theory

## ❖ What is the cross-cultural field?



## ❖ Cross-cultural main theories

- **Clyde Kluckhohn (1905-1960), US anthropologist**
- **Edward T. Hall**, US anthropologist, deceased in 2009
- **Geert Hofstede**, Dutch psychologist, born in Harlem, 1928
- **Fons Trompenaars**, current Dutch consultant and writer
- And many other specialists!

# Core recommended biography

- ❖ *International Dimensions of Organizational Behavior*, Adler (2007), Cincinnati, Ohio: South Western, a division of Thomas Learning
- ❖ *Understanding Cultural Differences: Germans, French and Americans*, Hall E. & Hall R. (1990), Yarmouth: Intercultural Press
- ❖ *Cultures and Organizations: Software of the Mind*, Hofstede G. (1991), London: Mc Graw-Hill
- ❖ *Riding the Waves of culture. Understanding cultural diversity in Business*, Trompenaars F. & Hampden-Turner C. (Hardcover - Dec 20, 2011), 3rd edition, Mc Graw-Hill
- ❖ *The Culture Map, Decoding How People Think, Lead, and Get Things Done Across Cultures*, Erin Mayer (January 2016)
- ❖ *Au contraire! Figuring out the French*, Gilles Asselin & Ruth Mastron, 2nd edition, Intercultural Press (2001)
- ❖ *Sixty Million Frenchmen can't be wrong. What makes the French so French*, Jean-Benoît Nadeau and Julie Barlow, Robson (2003)
- ❖ *The Bonjour Effect – The Secret codes of French Conversation Revealed*, Jean-Benoît Nadeau and Julie Barlow, Robson (2016)
- ❖ *La Prouesse française. Le management du CAC 40 vu d'ailleurs*, Ezra Suleiman, Frank Bournois, Yasmina Jaïdi, Editions Odile Jacob (March 2017) -> IN FRENCH ONLY

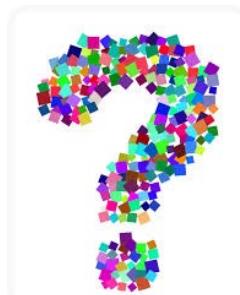
# Reflect on this situation

- ❖ A Danish Manager, Soren, has been transferred to Tokyo and reports to his new Japanese boss. This superior asks him to write a market analysis. Soren stops by his boss' office to hand over his report. His boss Fukuoka-san is not present, so he drops the report off with his Personal Assistant.
- ❖ Soren returns about one week later, seeking Fukuoka-san's input. The Japanese Personal Assistant tells him that the boss is not present, but that Soren can take the report, which is lying on the corner of the desk. She explains further, that Fukuoka-san unfortunately did not have the time to review it...Soren tells her: "No problem, I'll leave it and return in a few days..." The PA seems very embarrassed ...
- ❖ What is going on? What should Soren have done?



# Reflect on this second situation

- ❖ Jean Fournier, French procurement manager, is still waiting for the consolidated figures from Chen Ming, one of his purchasers. Impatient of sending emails and hearing that they would be forthcoming, Jean Fournier walks into Chen Ming's office un-announced. He asks Chen Ming what is hindering his turning in the consolidated figures. Chen Ming tells him he's waiting to get the results from his colleague, Li Hui. Reaching for the phone, Jean Fournier asks who Li Hui's boss is and Chen Ming tells him. Jean Fournier phones the boss, exposes the problem and asks for immediate action. By the end of the afternoon, Chen Ming has emailed the consolidated figures through to Jean Fournier. Jean Fournier is perplexed to notice a definite distance in Chen Ming's reaction to his warm thanks and a chilling in his general demeanor.
- ❖ What do you think of Jean Fournier's attitude?



When working across cultures, never assume anything!



**ASSUMPTION**

*It makes an ass out of you and me*

# Cultural Self-Awareness: Seeing Differences

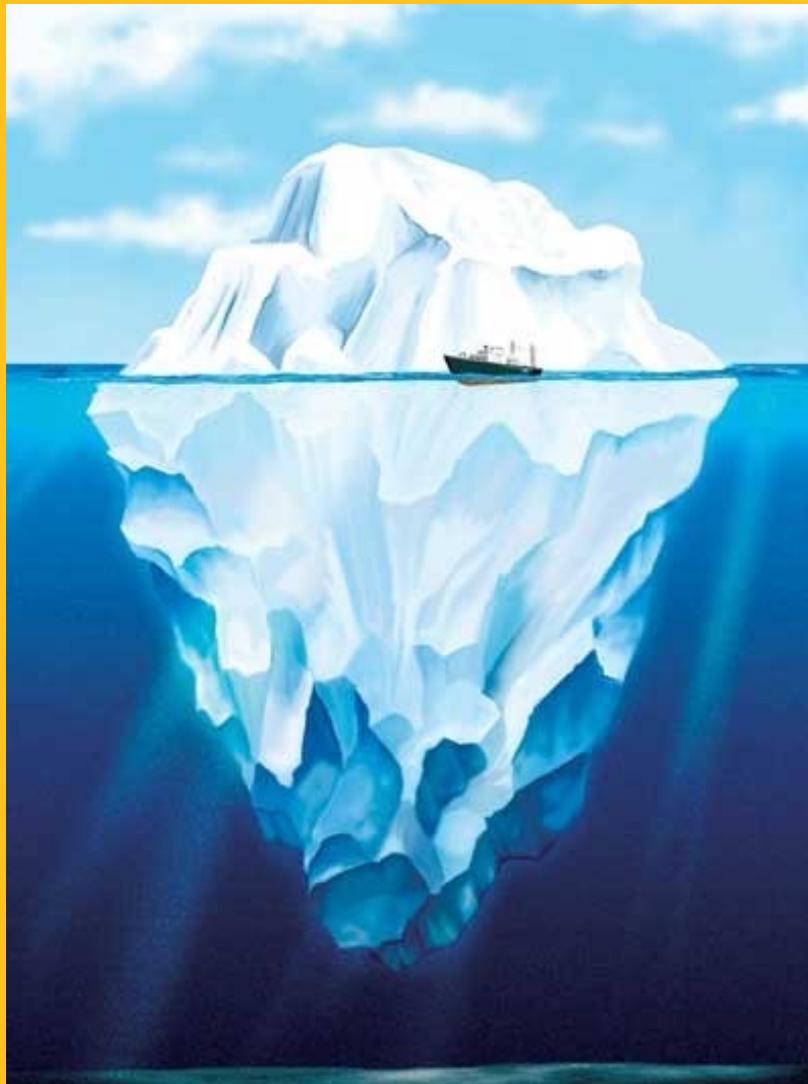
## Cultural Self-Awareness

Able to see one's own management and leadership practices as shaped by a cultural environment.



“A fish only discovers its need for water when it is no longer in it. Our own culture is like water for the fish. It sustains us. We live and breathe through it.”

# Culture as an iceberg



# Iceberg



## Visible part:

Behavior  
Language  
(Food, gestures,  
buildings...)  
Etc.

## Invisible and often unconscious part:

Values  
Norms  
Beliefs,  
Ways of looking at the world  
Mental attitudes  
Etc.

# What is culture?

“Culture consists of the socially transmitted behavior patterns, attitudes, norms, and values of a given community, whether a nation, an ethnic group, or even an organization.”

Harvard Business School

# Beliefs, norms, and values

## ⌘ Beliefs

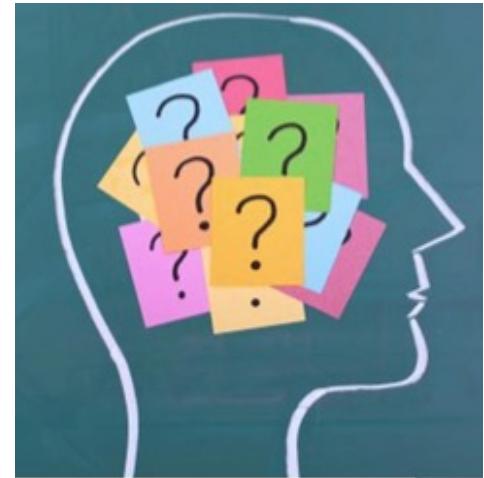
- What is your truth?
- What do you consider as true/ false?

## ⌘ Norms

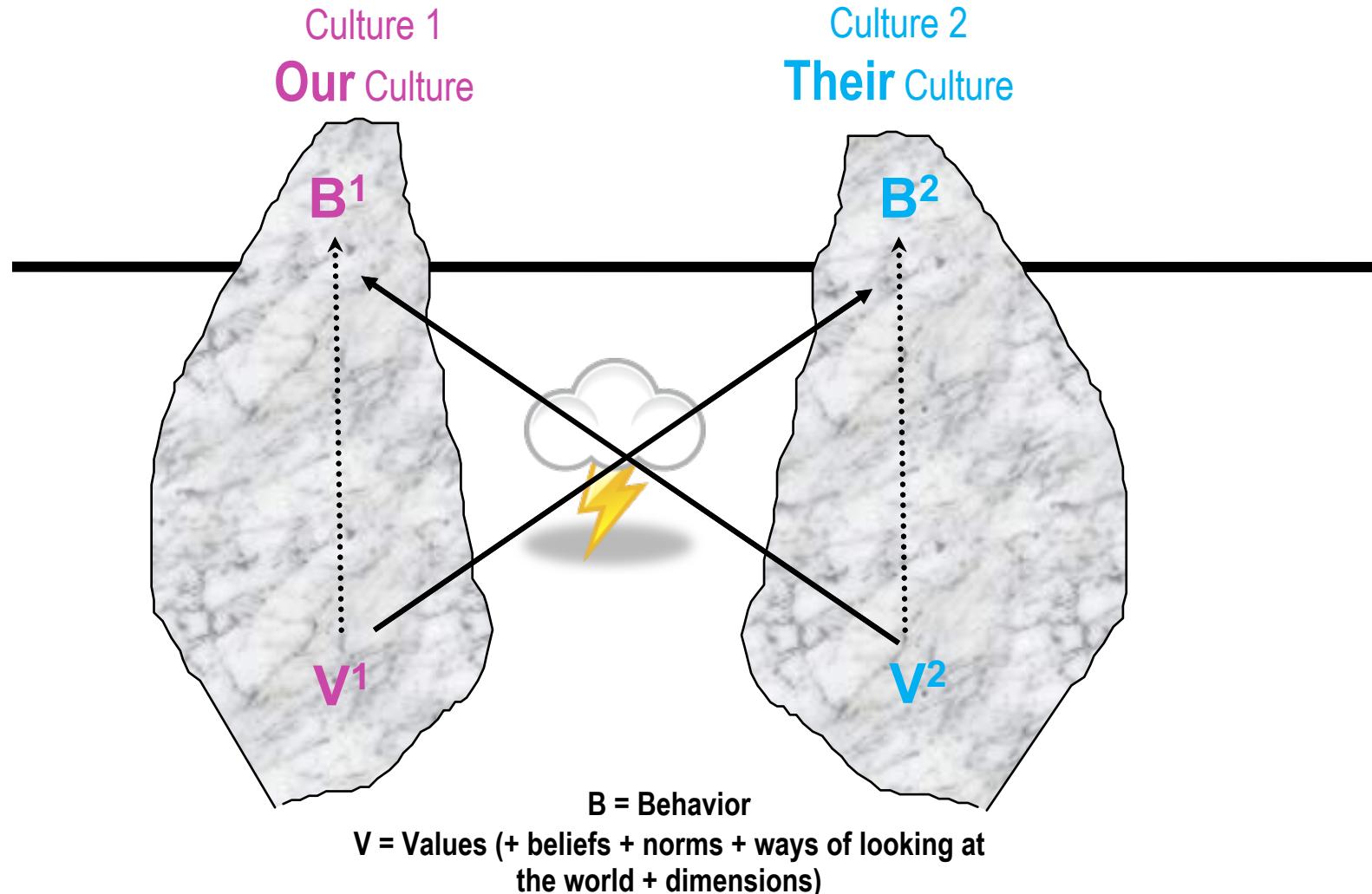
- What do you consider as appropriate / non appropriate, adequate / inadequate?
- Practically speaking, what are the rules guiding your life?

## ⌘ Values

- What is important to you?
- How do you embody these values?

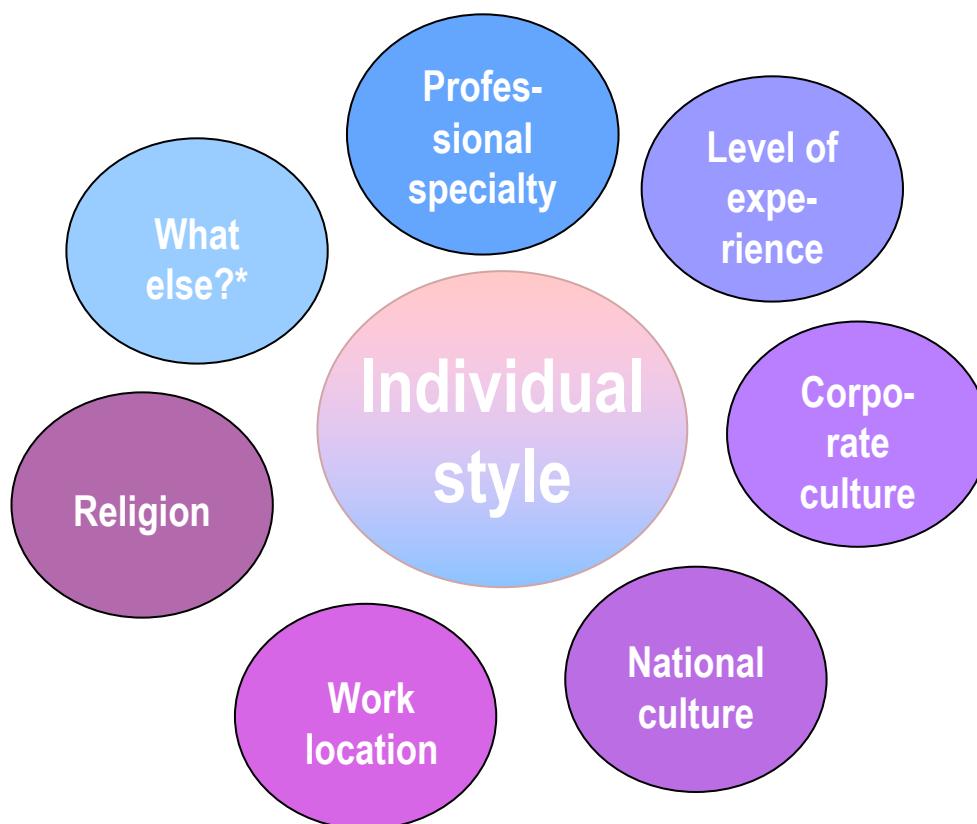


# The iceberg model



# Scope or this class: cultural aspects

- ❖ What makes a person unique and determines his/her working style far exceeds the cultural aspects.



\* Sexual orientation,  
age,  
ethnicity, personality,  
social background,  
language,  
job level,  
education level  
etc.

# The relativity of cultures

Two cultural groups are describing the French.  
Guess who are the Brazilians and who are the Japanese.

Group A



The French are:

- Organized and structured.
- Too serious.
- Time-conscious.
- Quite reserved.
- Workaholic.
- Formal.

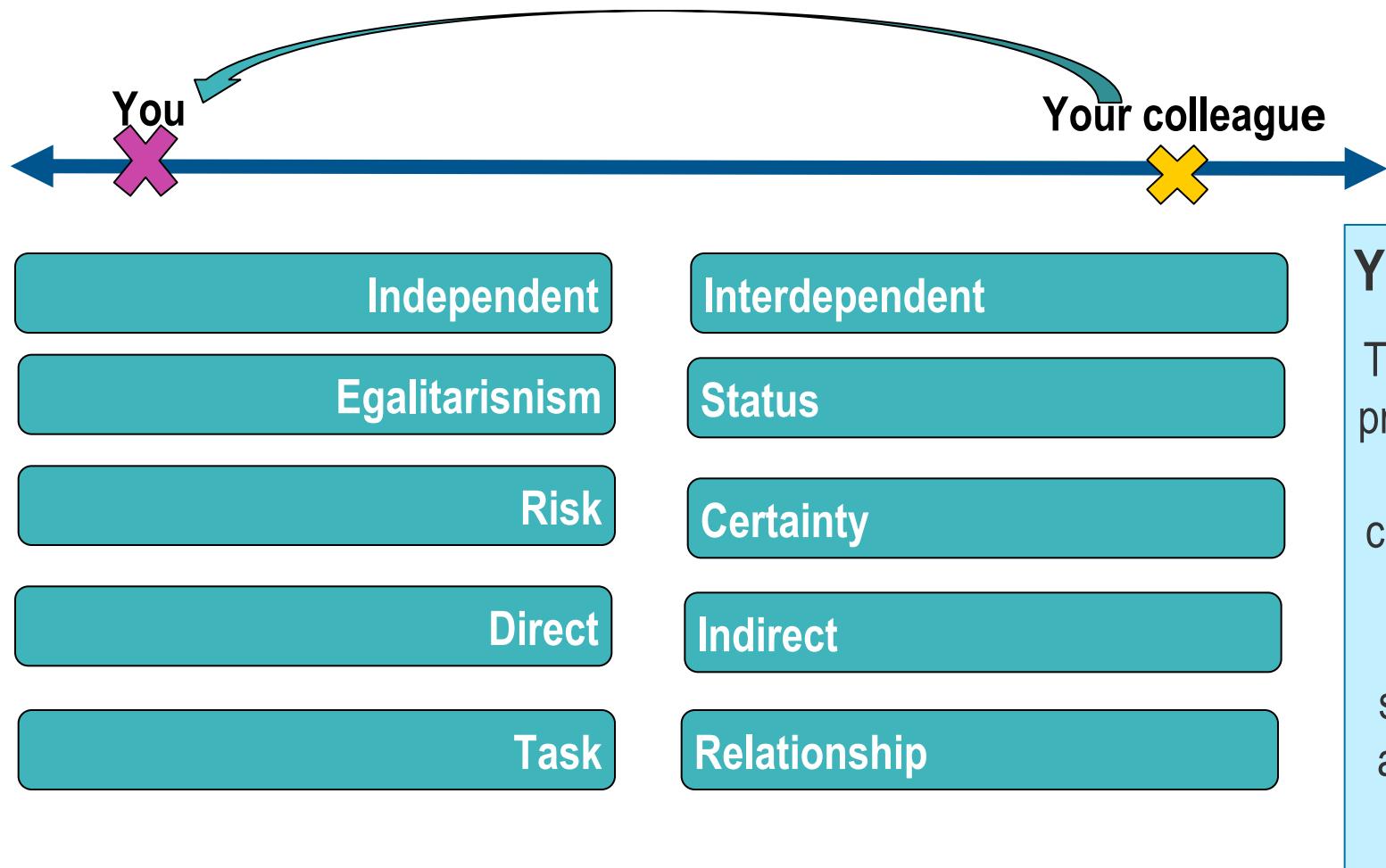
The French are:

- Disorganized and unstructured.
- Warm and welcoming.
- Often late to meetings.
- Very talkative
- Romantic and they enjoy life.
- Rather informal.



Group B

# GlobeSmart® dimensions



# Five cultural dimensions GlobeSmart®

GlobeSmart® has been developed by the American company Aperian Global.



A photograph showing a large, dense crowd of Indian women, likely at a market or social gathering. They are all wearing traditional saris in a variety of bright colors including pink, orange, yellow, red, and green. Many are wearing bindis and gold jewelry. The women are packed closely together, filling the frame.

What is the smallest  
unit in society?

# Independent-Interdependent

How do I derive my identity?

Independent ('me'-culture)



Interdependent ('we'-culture)



- ❖ Place great importance on individual identity
- ❖ Derive identity from personal choices and achievements
- ❖ Prefer taking action on one's own

- ❖ Place great importance on group harmony and cooperation
- ❖ Derive identity from group affiliation
- ❖ Feel a sense of duty, obligation, and loyalty to ascribed groups

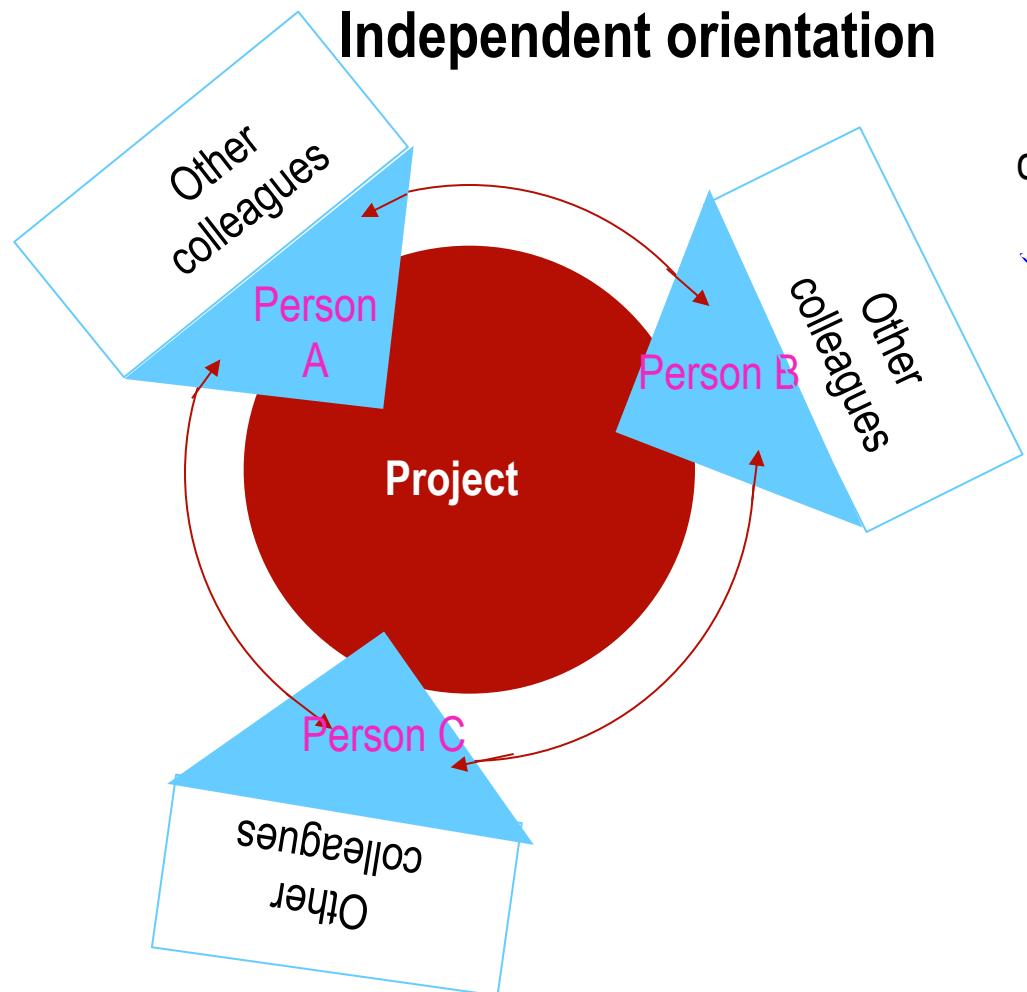
# Activity

Discuss in sub-groups:

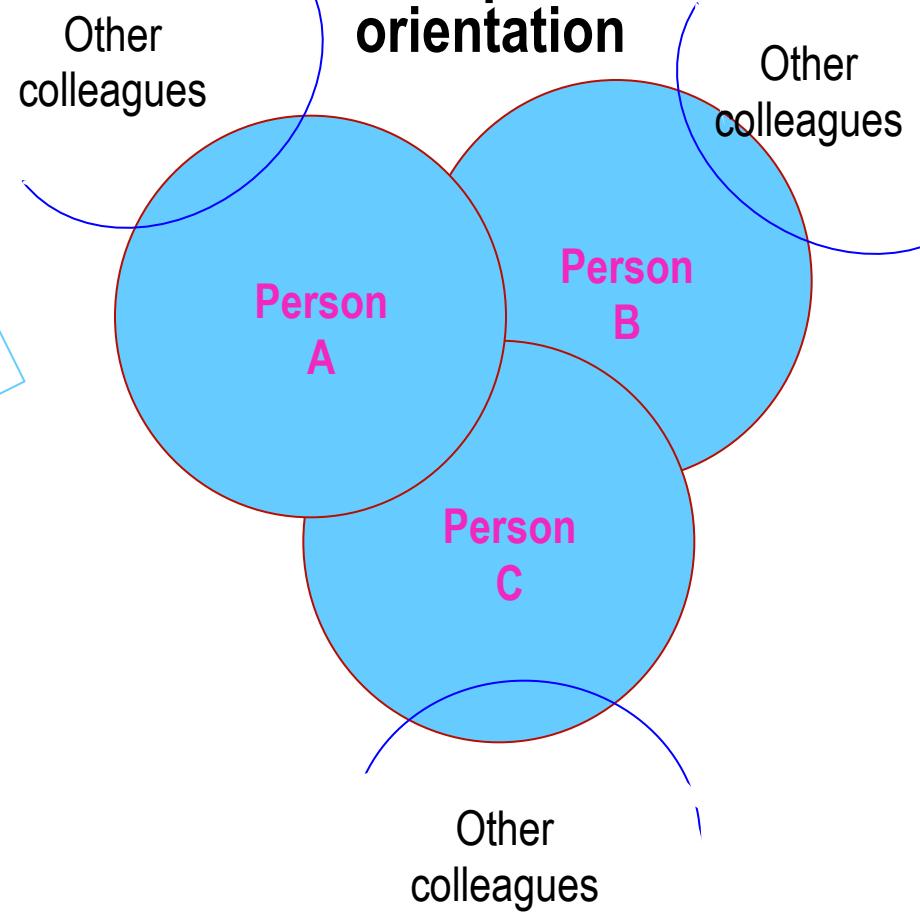
- ❖ What could be the behavior of an independent-oriented student in class?
- ❖ And in a meeting?
- ❖ What are his/her needs?
- ❖ What could be a typical attitude of an interdependent employee in a project at work?

# Team-work

## Independent orientation

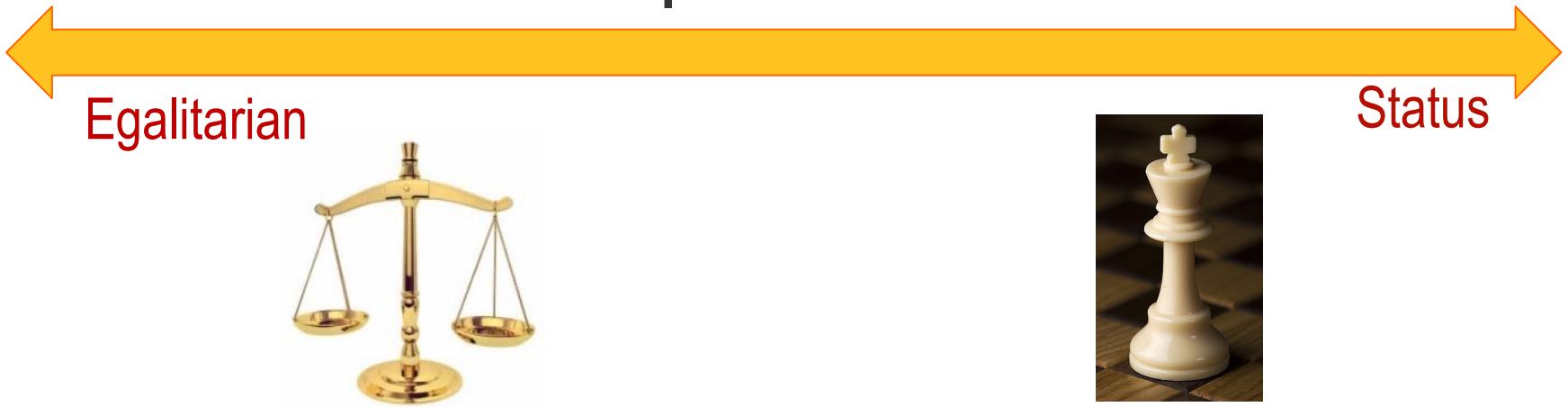


## Interdependent orientation



# Egalitarian-status

**What is my preference for how my group should be structured and how power should be distributed?**



- ❖ Be comfortable challenging the views of superiors
- ❖ Be flexible about roles
- ❖ Treat everyone much the same
- ❖ Assume power and authority should be shared broadly among a group
- ❖ Prefer not to challenge those above them
- ❖ Be deferential to superiors
- ❖ Adapt behavior depending on relative status
- ❖ Assume power and authority should be reserved for a few members of a group

# Guess the positioning on the dimension



# Guess the positioning on the dimension

- ❖ What dimension is at play?
- ❖ What is the positioning you perceive of each president on this dimension?



# Risk-certainty

## How do I make decisions in uncertain or ambiguous circumstances?



Risk



Certainty



- ❖ Prefer rapid decision-making and quick results
- ❖ Place great importance on flexibility and initiative
- ❖ Value speed over thoroughness
- ❖ Spend significant time on background research
- ❖ Establish proper procedures before starting a project
- ❖ Value thoroughness over speed

# Homework for class #2 (1/2) – PIs send me your homework by email by **November 10**

- ❖ 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=kClAb6hvPgY>
- ❖ 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 dependent, egalitarian to status, and risk to certainty) so 3 examples in total that illustrate each dimension.
  - Please send me your homework by email by **November 10**

# Homework for class #2 (2/2) – PIs send me your homework by email by **November 10**

- 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

# Cross-border Management

Second class

# Direct-Indirect

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



Direct

Indirect



- ❖ Concise, concrete, to the point
- ❖ Not afraid to say 'it is like it is'.
- ❖ Difficulties confronted openly
- ❖ OK to give and receive 'constructive' feedback.

- ❖ Great attention given to how messages are expressed
- ❖ Preserve harmony in group
- ❖ Pay attention to saving face and preserving personal dignity
- ❖ Unwillingness to say no

# Say it in the opposite style!

## Direct communication

- ❖ ‘We cannot do this.’
- ❖ ...
- ❖ ...
- ❖ ‘This cannot be done today.’
- ❖ ...
- ❖ ‘Yes’ means ‘I agree’.
- ❖ ...
- ❖ ‘No’ indicates rejection.

## Indirect communication

- ❖ ...
- ❖ ‘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.
- ❖ ....

# Say it in the opposite style! – Possible answers

## Direct communication

- ❖ ‘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 communication

- ❖ ‘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.

# 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...

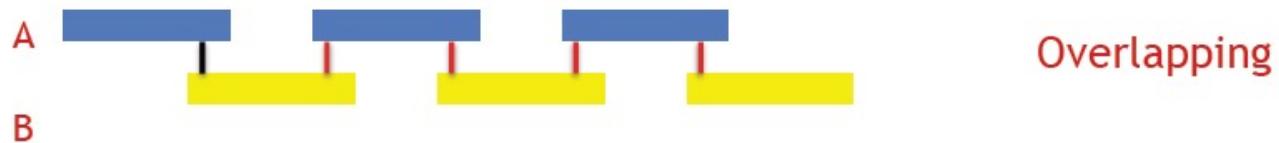
## ‘Yes’, ‘no’ or neutral

(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)

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

# Conversation styles



Overlapping



Alternating



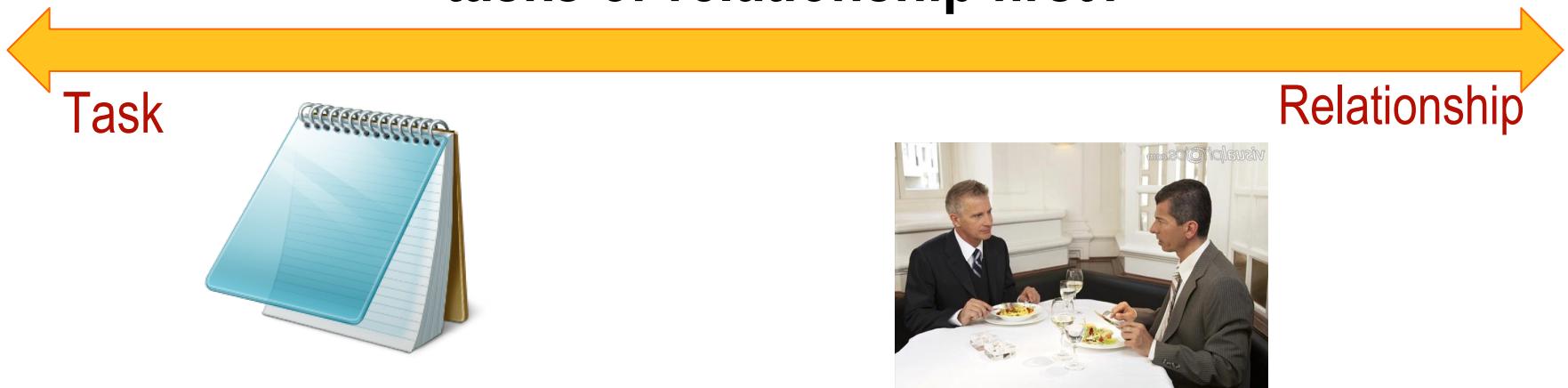
Punctuated

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



# 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

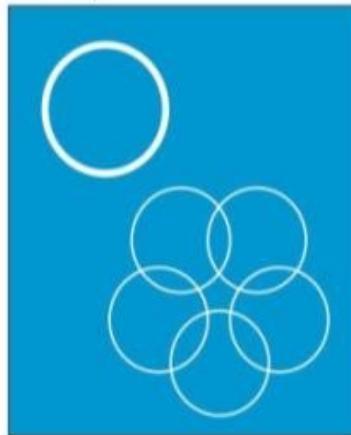
# Summary of GlobeSmart 5 Dimensions of Culture



## Independent

- Place great importance on individual identity
- Derive identity from personal choices and achievements
- Prefer taking action on one's own

How do I derive my identity?



## Interdependent

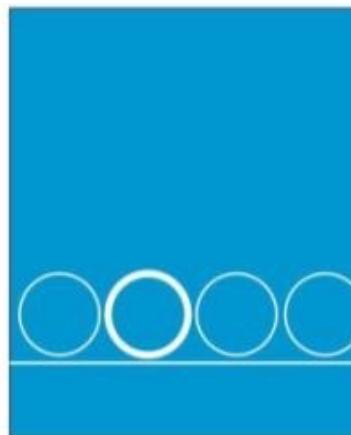
- Place great importance on group harmony and cooperation
- Derive identity from group affiliation
- Feel a sense of duty, obligation, and loyalty to ascribed groups



What is my preference for how my group should be structured and power should be distributed?

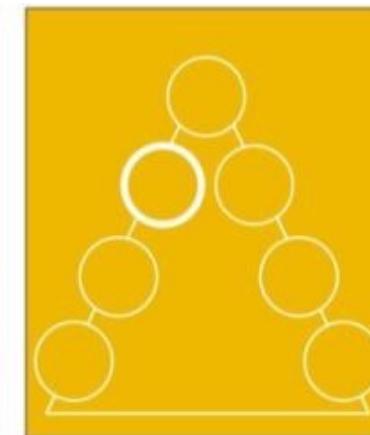
## Egalitarianism

- Be comfortable challenging the views of superiors
- Be flexible about roles
- Treat everyone much the same
- Assume power and authority should be shared broadly among a group



## Status

- Prefer not to challenge those above them
- Be deferential to superiors
- Adapt behavior depending on relative status
- Assume power and authority should be reserved for a few members of a group



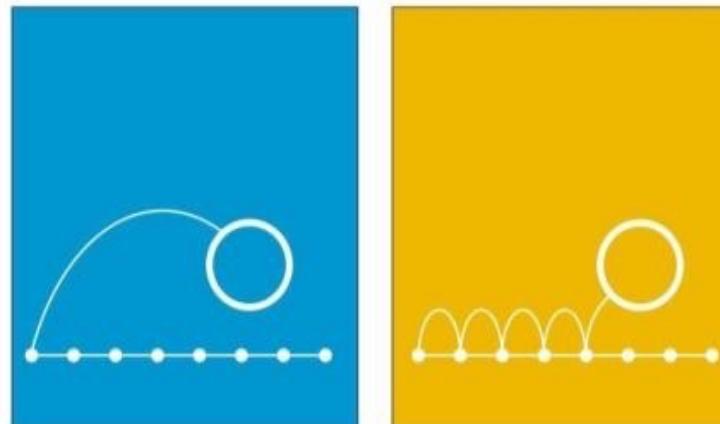
# Summary of GlobeSmart 5 Dimensions of Culture



How do I make decisions in uncertain or ambiguous situations?

## Risk

- Prefer rapid decision-making and quick results
- Place great importance on flexibility and initiative
- Value speed over thoroughness



## Certainty

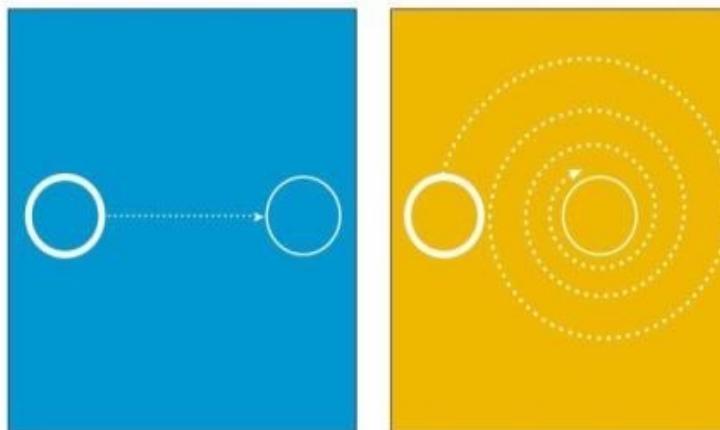
- Spend significant time on background research
- Establish proper procedures before starting a project
- Value thoroughness over speed



## Direct

- Come to the point quickly
- Be forthright in asking questions in most settings
- Be comfortable making requests, giving direction, or disagreeing with others
- Give negative feedback directly

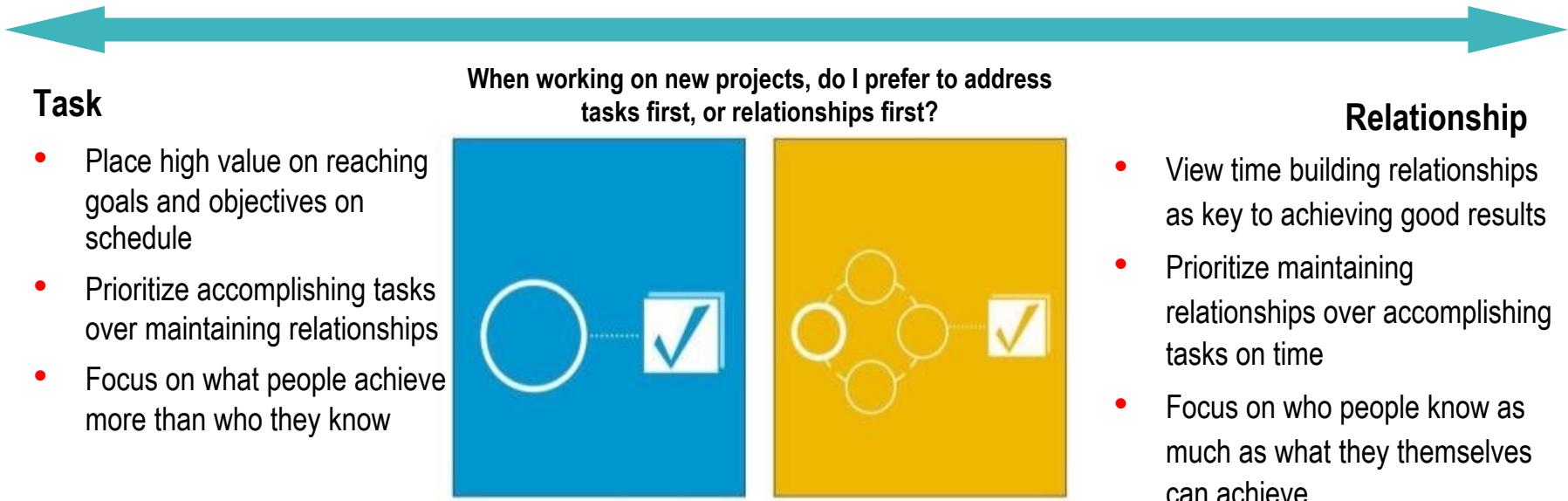
How do I communicate requests, tasks, and feedback?



## Indirect

- Spend time explaining the context before coming to the point
- Avoid asking questions in public settings
- Express disagreement in subtle ways
- Give negative feedback indirectly

# Summary of GlobeSmart's 5 Dimensions of Culture



# 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?**



## 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?**



## 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?**



# 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 an 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?

# Homework - 2/8

- ❖ 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.
- ❖ Think and prepare bulletpoints in writing on what differences in behavior there are between someone who is **relationship-oriented** and someone who is **interdependent**.

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



= 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.	
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	8a. It's important, in a meeting or a conversation, not to become distracted or digress. You should stick to the agenda.	8b. D 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 Wise Schools, [www.PeaceCorps.gov/wws](http://www.PeaceCorps.gov/wws)

# Homework – GlobeSmart profile – 4/8

- ❖ **Pair up with another student from the same subgroup (3A or 3B) – How to find him or her?**
  - You may do the exercice as explained below **over the phone or face-to-face**. Find a student who **shows a significative 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**

# Homework – Practice style switching in pairs (5/8)

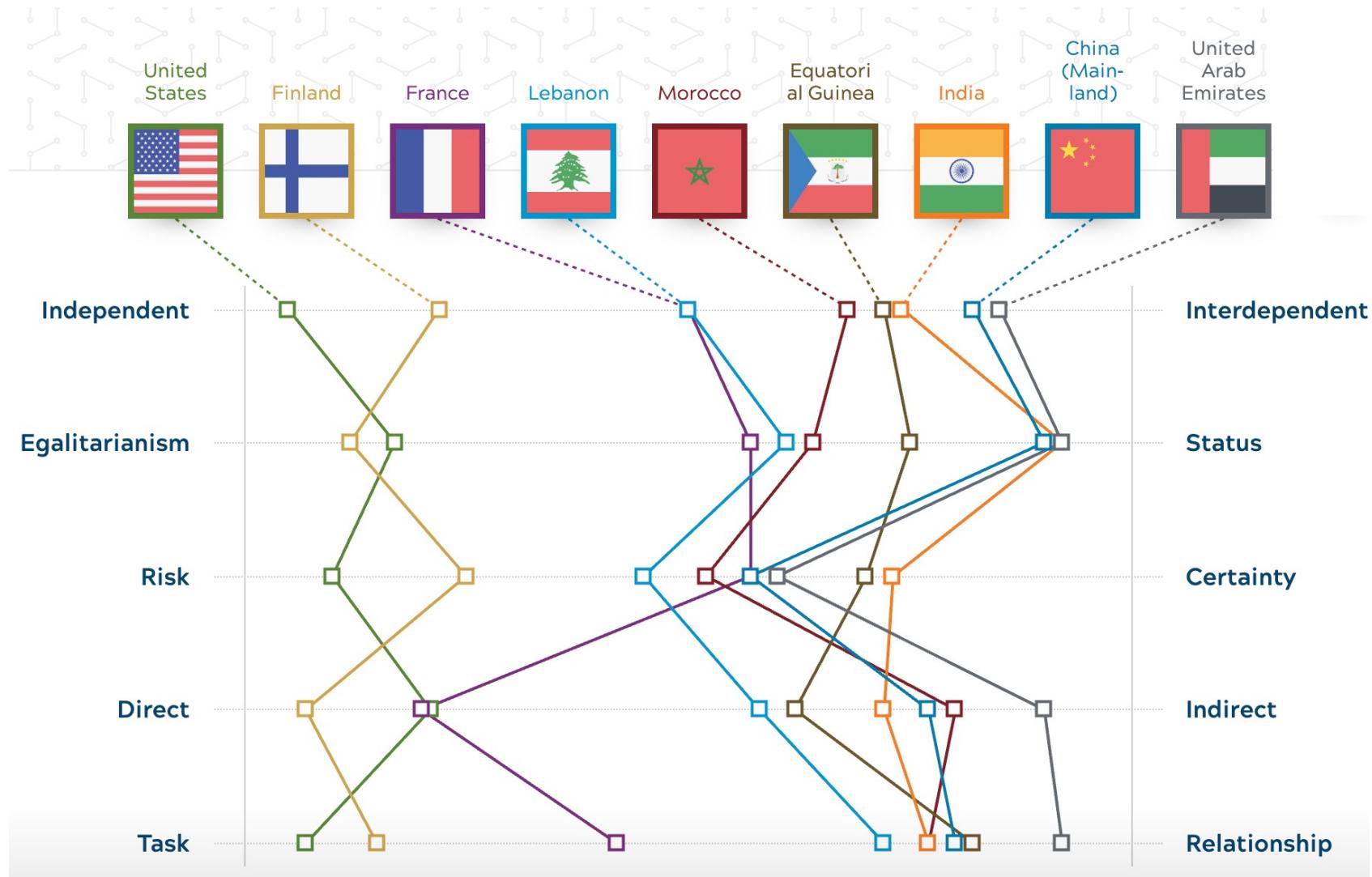


Direct

Indirect

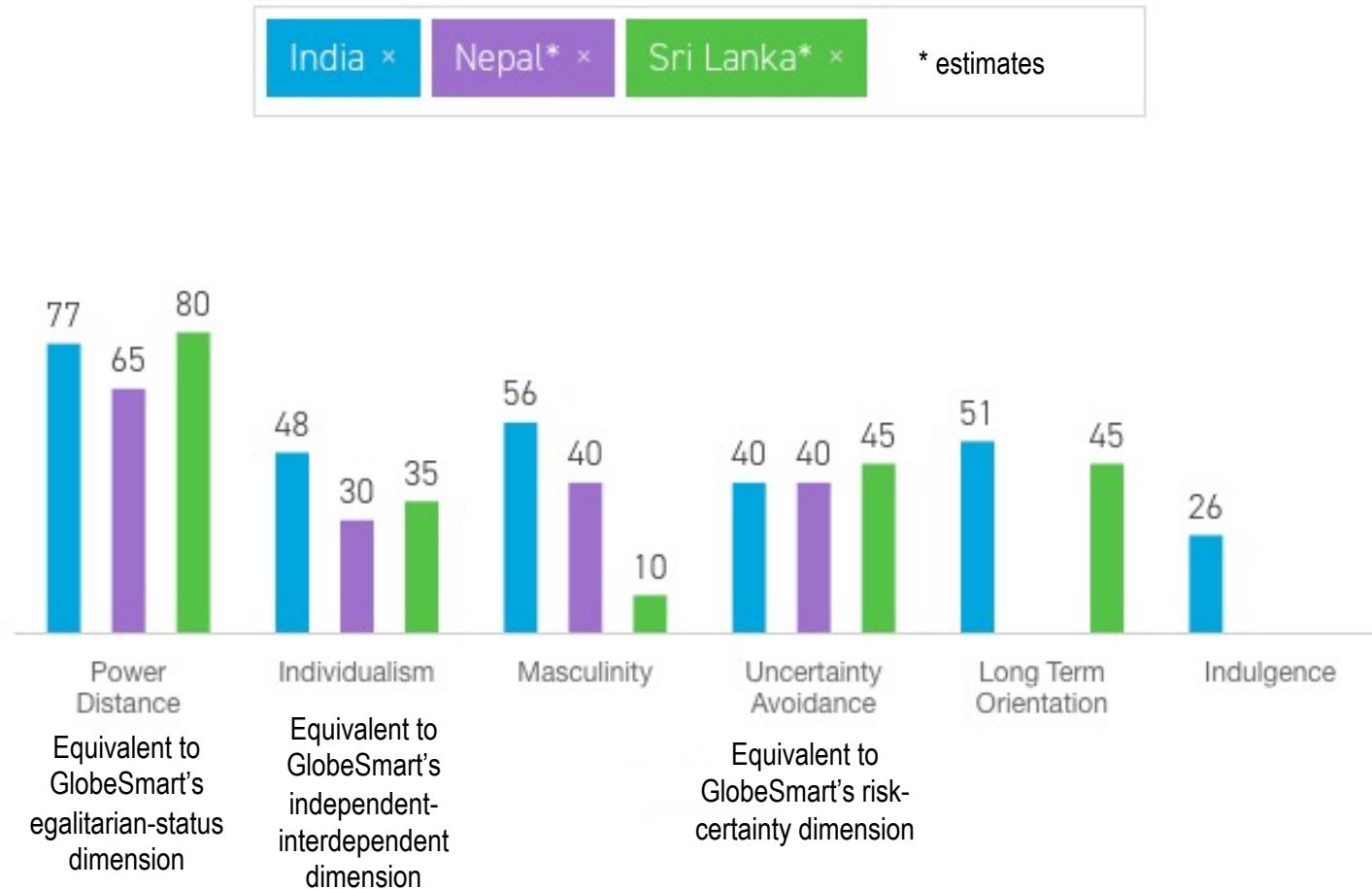
- ❖ Decide who plays which role. Student A keeps her/his normal style on the communication style and student B takes the opposite style (style switching) **trying to mirror as closely as possible B's style** (i.e. on the dimension you selected, either direct-indirect or egalitarian-status).
- ❖ Play for 2 minutes.
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# Our class profile 1/3 – 6/8



# Our class profile 2/3 – Nepal (Hofstede's model) – 7/8

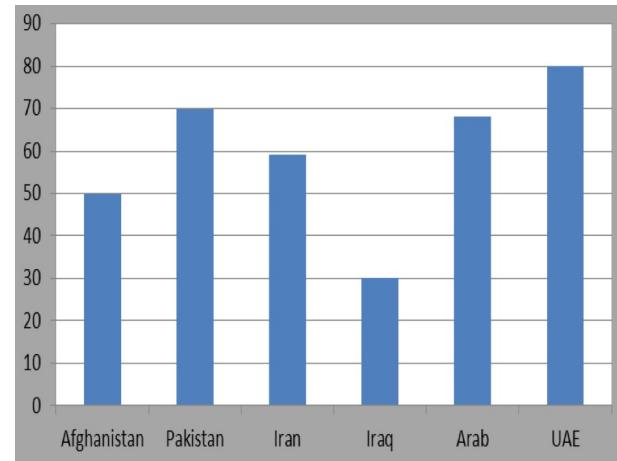
## ❖ Hofstede's country profiles



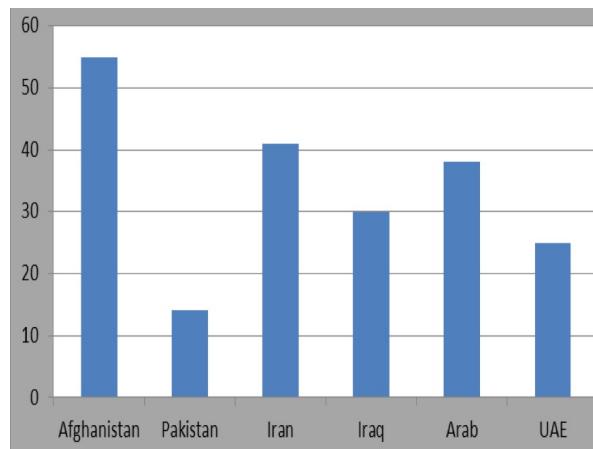
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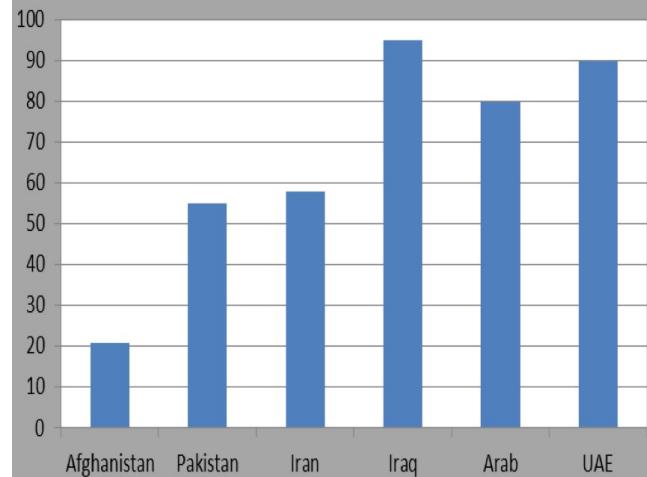
Equivalent to GlobeSmart's risk-certainty dimension



Equivalent to GlobeSmart's independent-interdependent dimension



Equivalent to GlobeSmart's egalitarian-status dimension



# Cross-border Management

Third class

## 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.

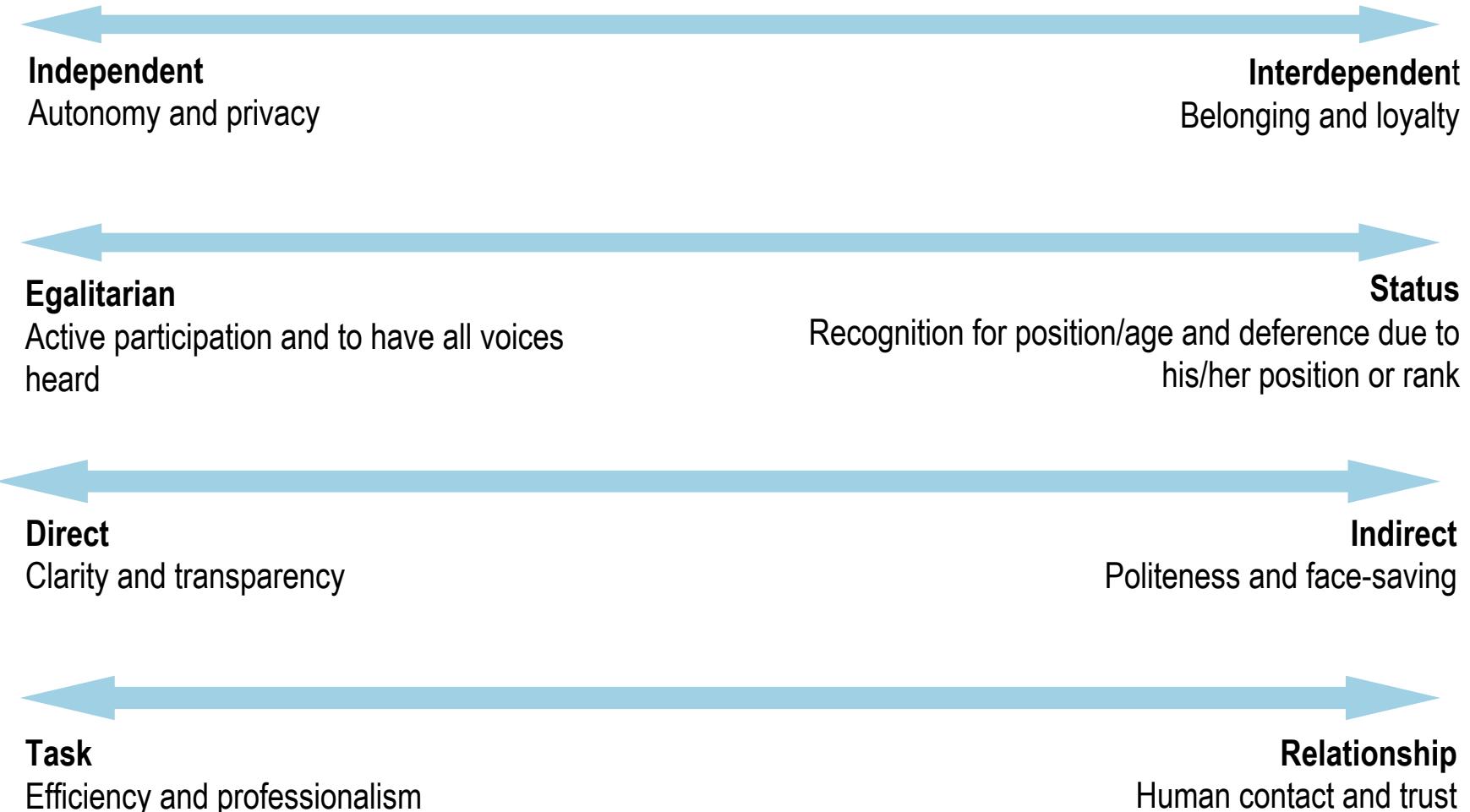
- ❖ **What dimension(s) is/are at play in this situation?**
- ❖ **What should have the German boss said and done to obtain a positive feedback from Martine Moreau?**



# 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 an 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?

# Needs for each dimension



# Homework - 2/8

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



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

## LOW CONTEXT

**WORDS** are key in the delivery of a message plus to a limited degree:

- Facial expressions
  - Gestures...



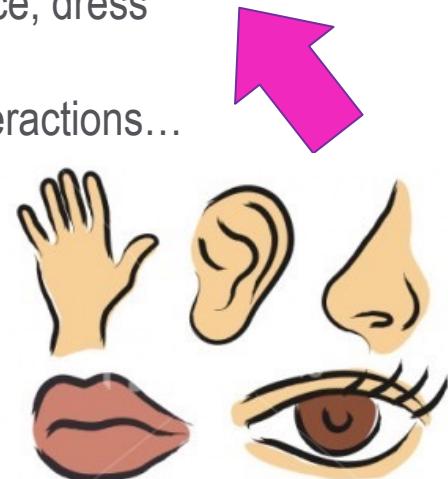
# **EXPLICIT**

## communication style

# HIGH CONTEXT

Words are only part of a message, the whole **CONTEXT** carries information.

- Facial expressions, gestures
  - Tone of voice, silence
  - Eye contact
  - Posture, place, dress
  - Relationship
  - Previous interactions...



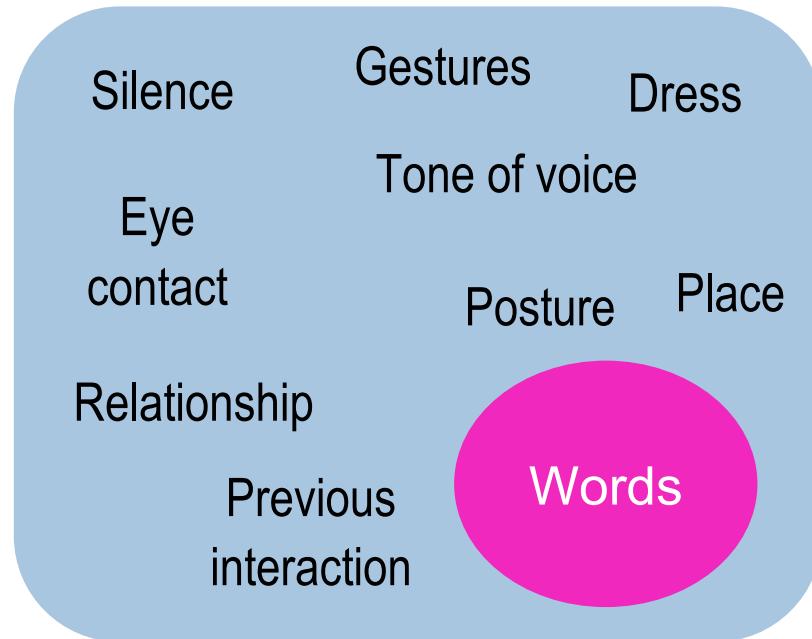
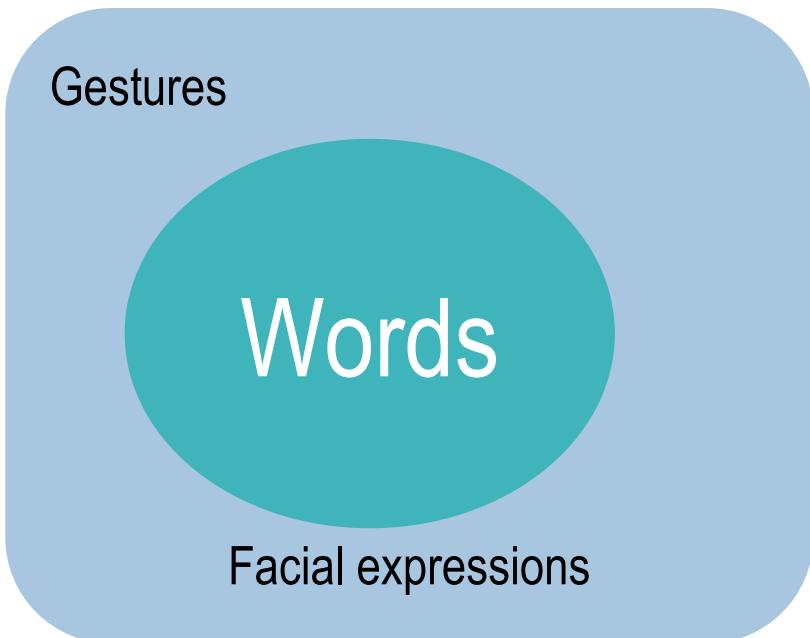
# IMPLICIT

## Communication style

# How important are words?

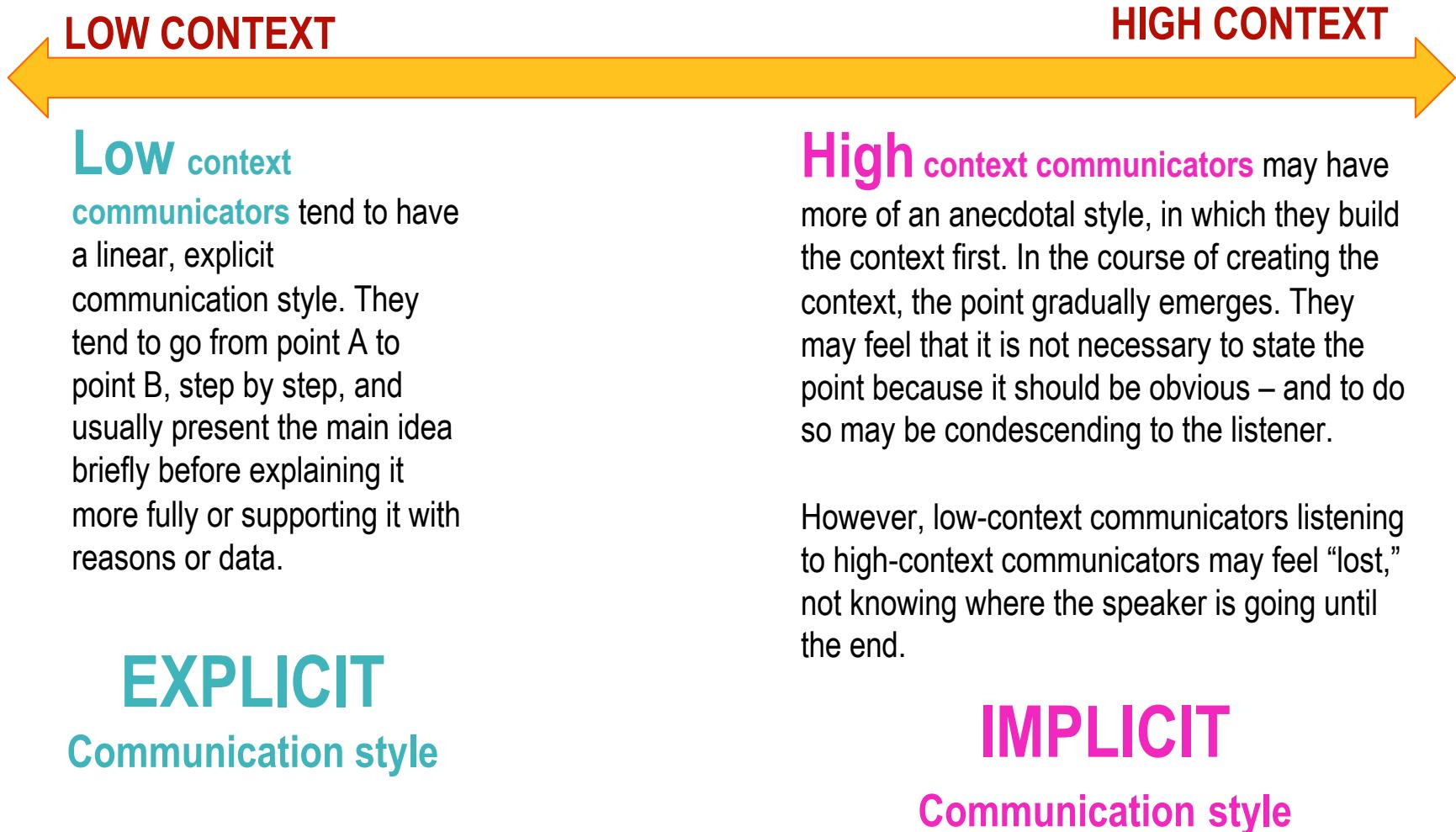
**Low context communication**

**Content**



**High context  
communication**

# How important are words?



# Low to high context countries



Source: Worldwork



# Time orientation (E. Hall)



## Monochronic

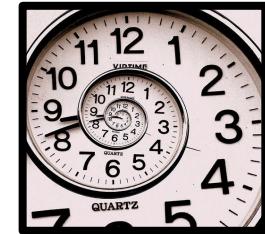


Time is fixed and objective

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

# Homework – GlobeSmart profile – 4/8

- ❖ **Pair up with another student from the same subgroup (3A or 3B) – How to find him or her?**
  - You may do the exercice as explained below **over the phone or face-to-face**. Find a student who **shows a significative 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
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  - What are the areas where you should pay most attention?
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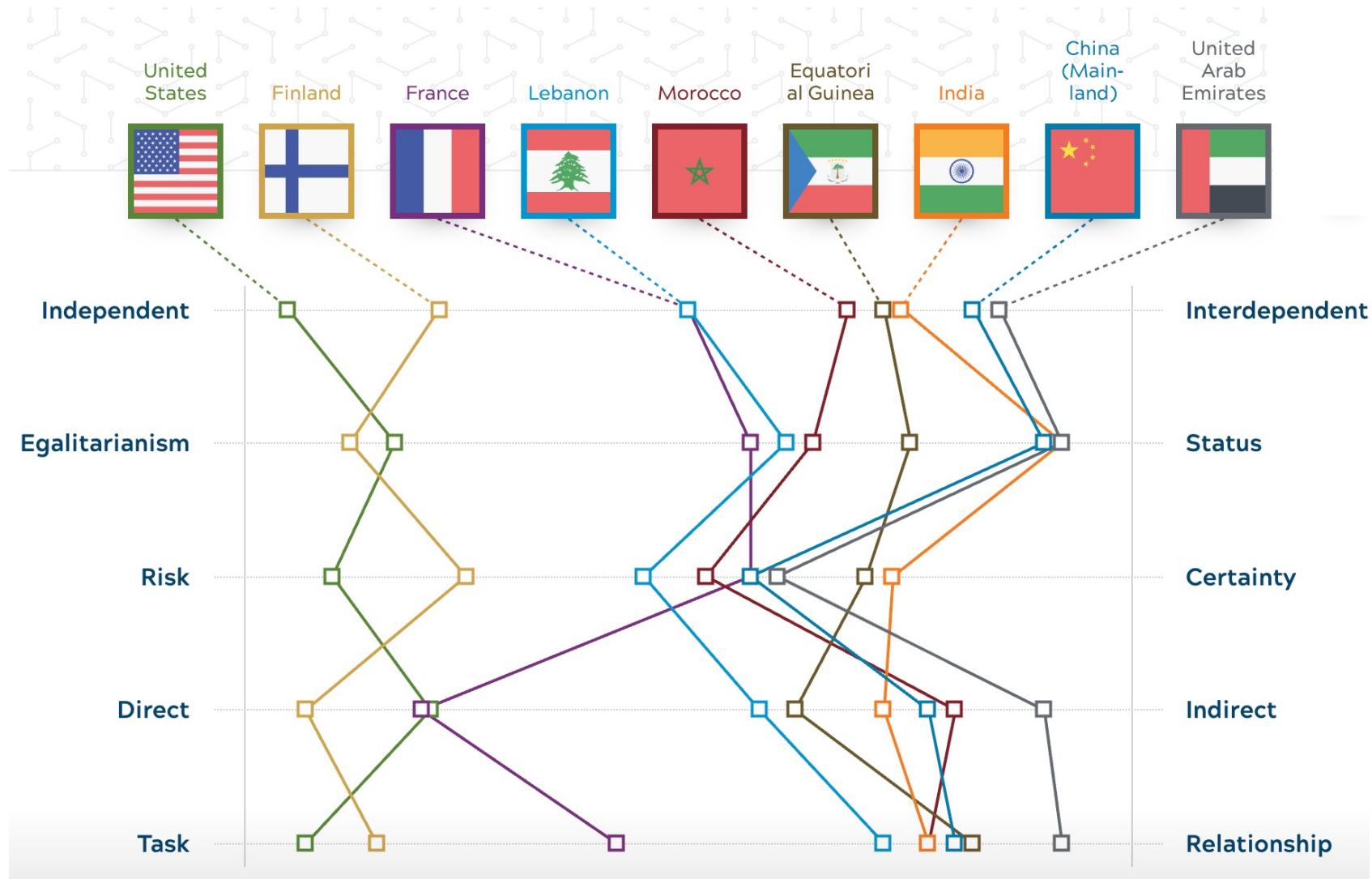


Direct

Indirect

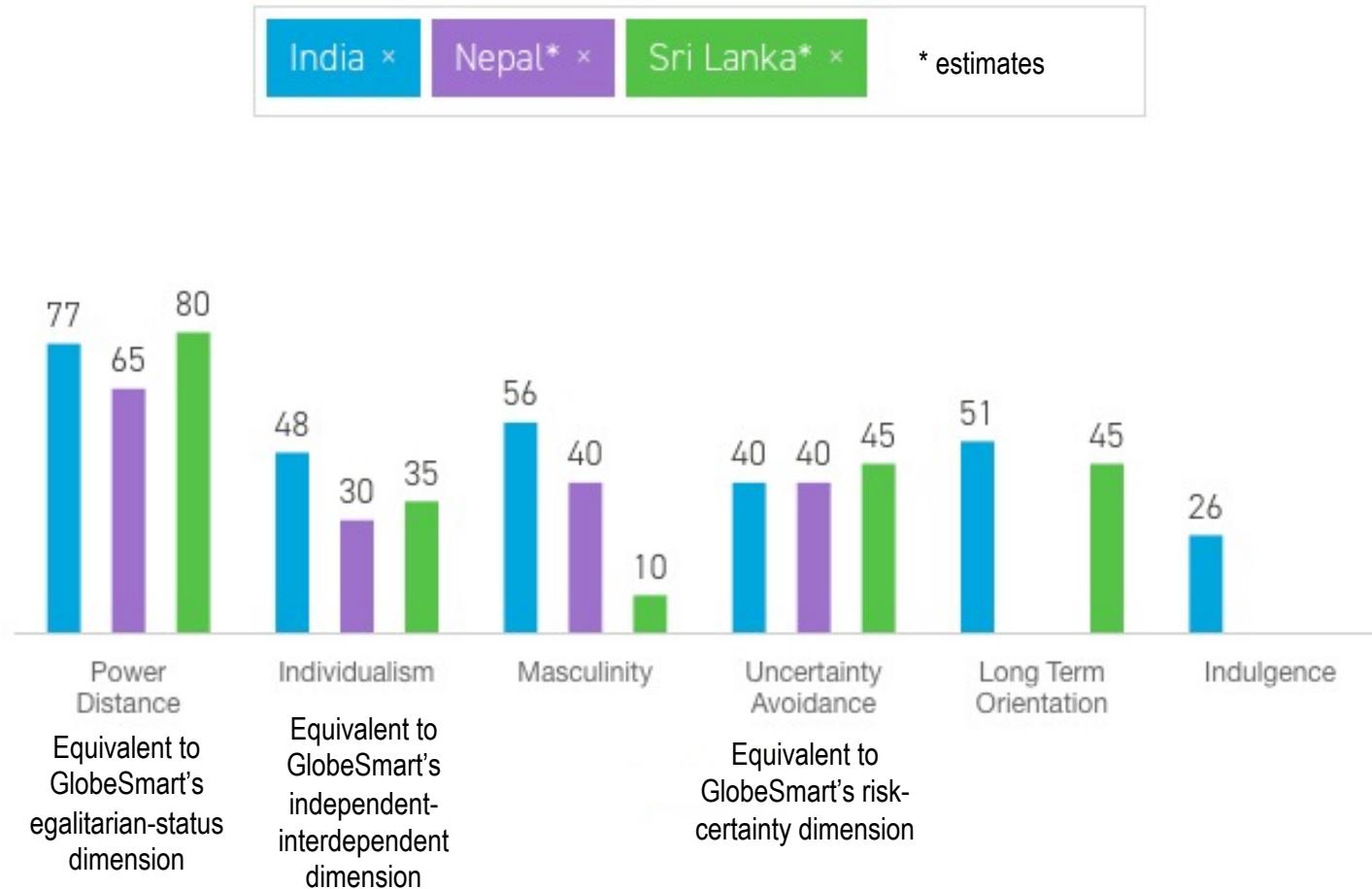
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# Our class profile 1/3 – 6/8



# Our class profile 2/3 – Nepal (Hofstede's model) – 7/8

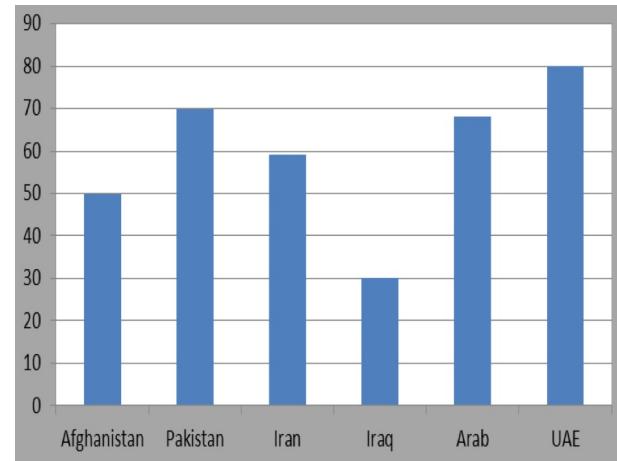
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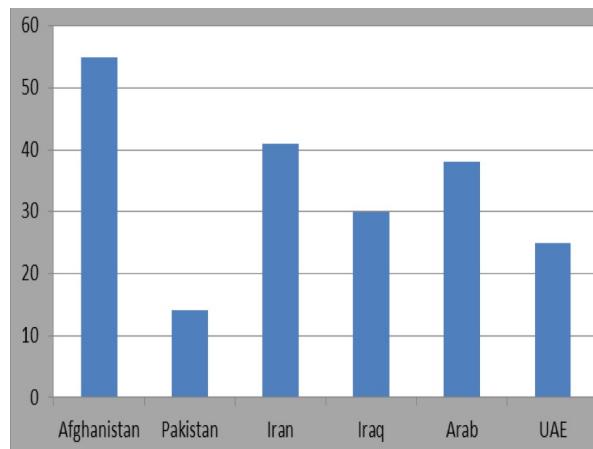
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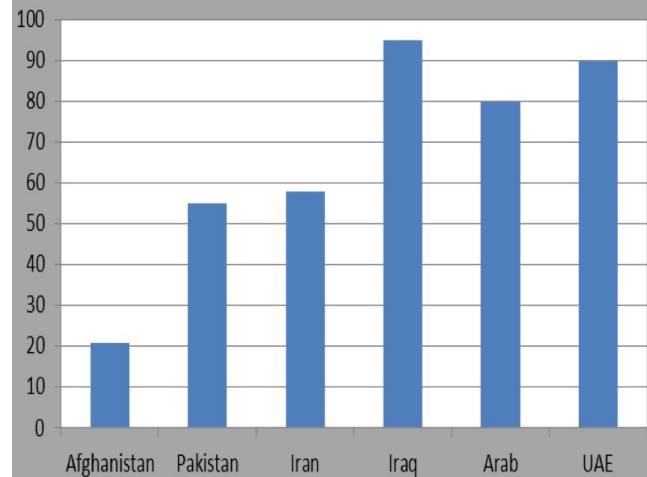
Equivalent to GlobeSmart's risk-certainty dimension



Equivalent to GlobeSmart's independent-interdependent dimension

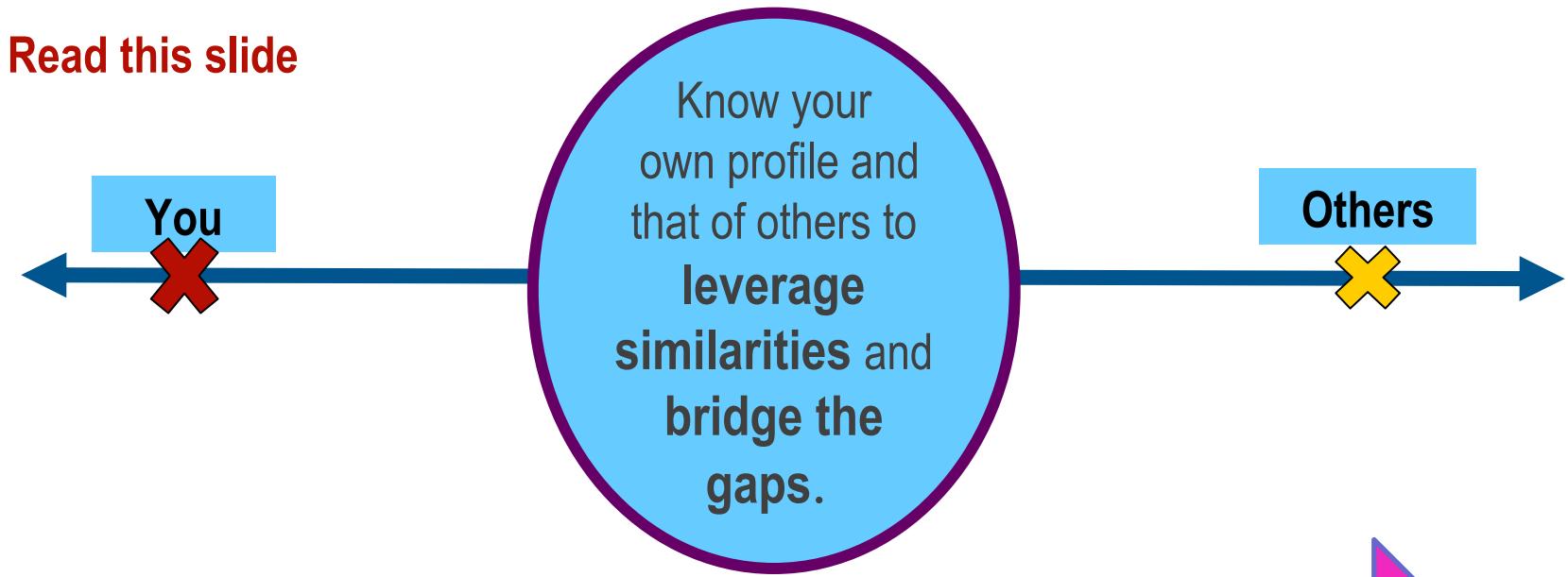


Equivalent to GlobeSmart's egalitarian-status dimension



# GlobeSmart® - Interpreting cultural positionings

Read this slide



Dimensions are on a continuum.

There is no ‘right’ or ‘wrong’ style.

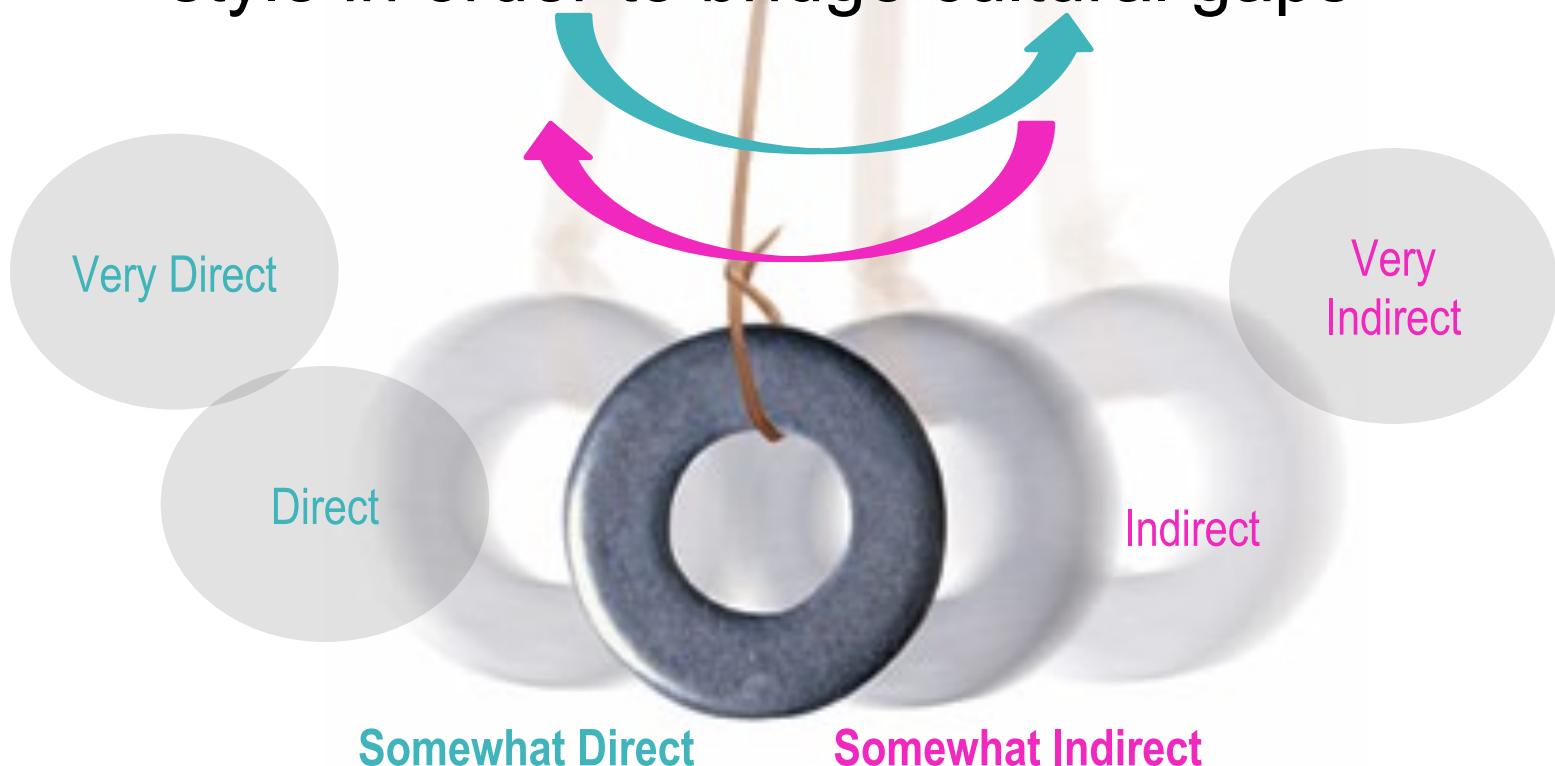
It’s not a success predictor.

# Homework – 2/ Frame Shifting or Style Switching

(To be done one dimension per dimension)

Read this slide

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



# 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!



# 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 alternative solutions. Come to class prepared with a list of concrete ideas.

## ❖ Read the following three situations and decide what dimension(s) is/are at play.

## ❖ Read the following slide on cross-cultural strategies.

- Imagine in which situations which strategy is the most efficient

## ❖ 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.

# Homework for class #4 – 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 ampitheater 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.**

# Homework for class #4 – Situation 2

- ❖ 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?



# Homework for class #4 – Situation 3

- ❖ 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?



# Cross-border Management

Fourth class

# Homework for class #4

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- ❖ What dimension is at play here?



# Time management – Examples of cultural differences (1/2)

- ❖ An Hungarian company started a joint project with German, Austrian and Croatian partners one year ago. The lead partner was a company from Germany but the kick off meeting was organised in Hungary. The German partner sent the Hungarian company in advance a detailed agenda:
  - Greetings – 5 minutes
  - Two breaks – 2x10 minutes
  - Presentations – 2x15 minutes
  - Question time – 20 minutes
- ❖ During a meeting, an Hungarian team member asks a question to a German colleague in the middle of his presentation, the German colleague replied immediately: It is not question time now!
- ❖ What does this tell you about the German manager's time orientation?

## Time management – Examples of cultural differences (2/2)

- ❖ A Hungary female employee works in Hungary for a German company. One of her German colleagues mentions he wants to speak to her. So as soon as she has a minute available she rushes to his office. The German colleague was on the phone and sitting when she entered his office. He kept on speaking and did not told her to sit down. She had been standing in front of his desk 12 minutes and when he finished telephone conversation he told her smiling: Deadline is deadline. It was urgent to speak . . . .
- ❖ The Hungarian employee is stunned. She thinks that a situation like this would have never happened with Hungarians.

# Video learning: A *World of Difference*



- ❖ The company Morel plans to launch a new accounting software around the world. This is the first bi-monthly meeting in Rome of the international team working on this project. It is headed by Gavin Hales, based in London.
  - What do you foresee will be the outcome of this meeting and why?
  - What are the reasons for the unease? (or else said what are the issues at stake?)

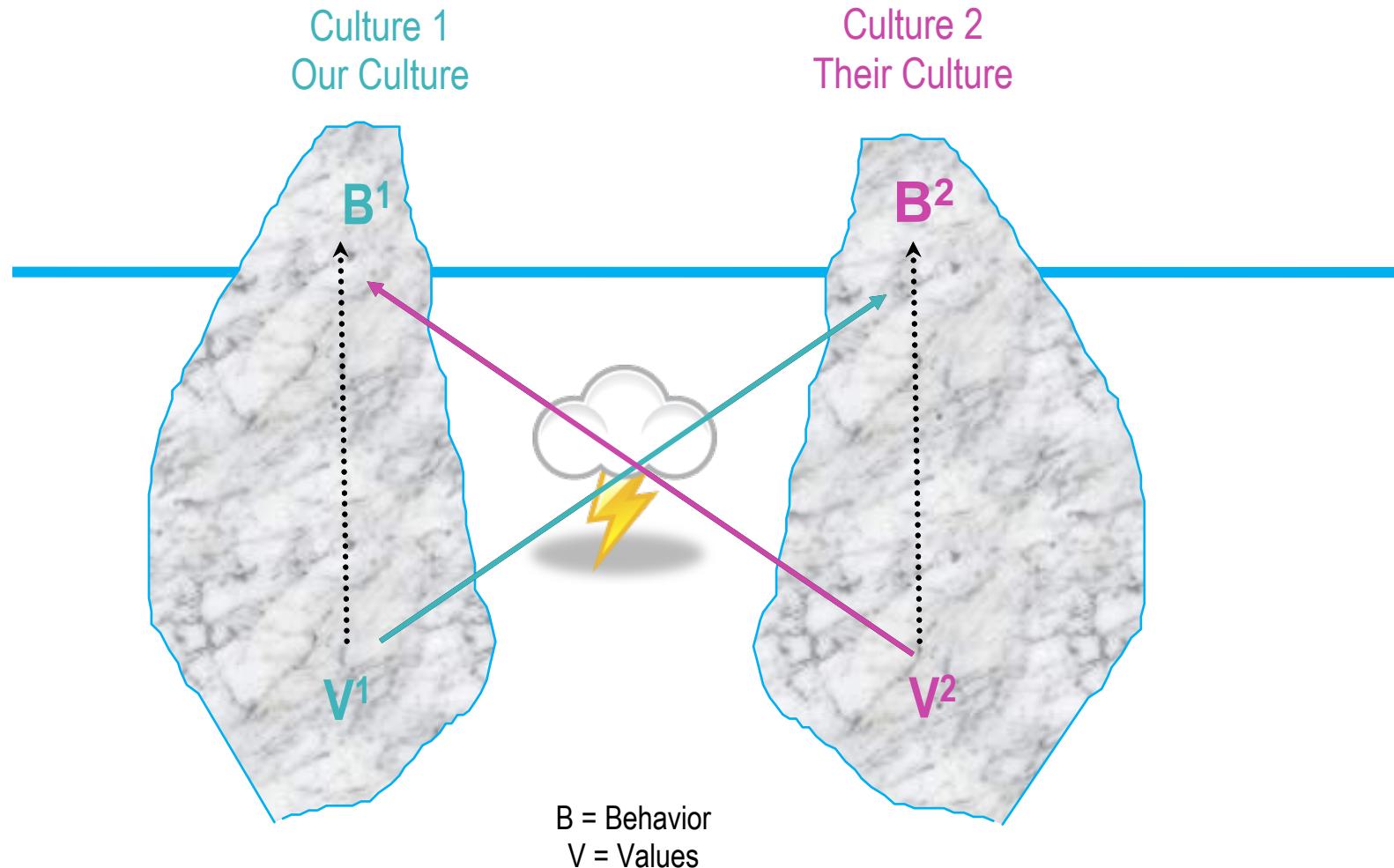
# DVD analysis – A World of Difference

## Questions



- 1/ OBSERVE - Write down the **exact wording** and report the **body language** of a few participants
  
- 2/ ANALYZE - Find out the value behind them  
**THEN** dimensions and possible national core values.

# Reminder - Iceberg model

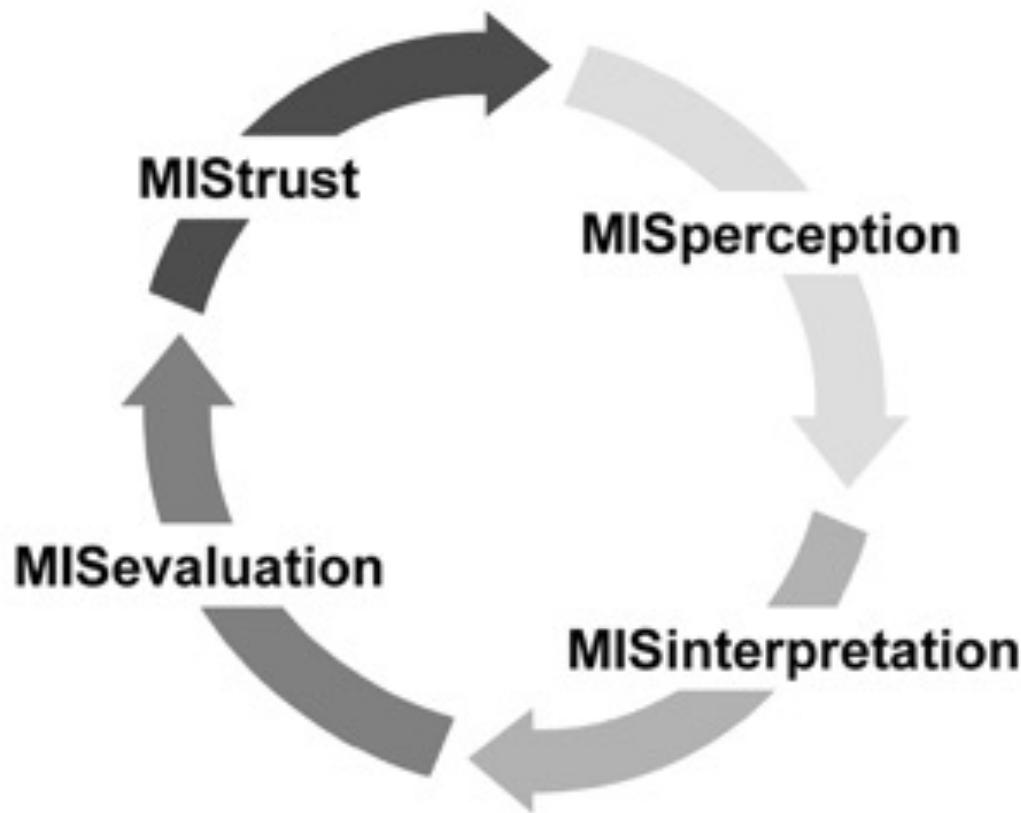


# The MIS factor

- ❖ Not seeing or hearing things as they were intended (**MISperception**) – often because we see and hear what we want to see and hear
- ❖ Interpreting or making sense of this behavior using our own cultural filters not theirs (**MISinterpretation**)
- ❖ Evaluating our interpretation of their behavior as negative, according to our own beliefs and values (**MISEvaluation**)
- ❖ Mistrusting others because of our negative evaluation (**MISTRUST**)
- ❖ This, in turn, leads to looking and listening for confirmation of our own negative impressions in their later behavior.
- ❖ And the cycle continues...

# The MIS factor

Cross-cultural breakdowns often occur because of a vicious circle of:



# Homework for class #5

- ❖ Watch the following Youtube video on how to work with the French (10 tips):
  - <https://www.youtube.com/watch?v=Pxyuby8ULu8>
- ❖ Reflect / do research on French core values and prepare examples of how they come up in everyday life and/or in business.
- ❖ Read and start analyzing *An American in Paris* case study.
  - Read the instructions (separate document) on how to go about a case study
  - Display an analytical approach.
  - Prepare recommendations in writing (bullet points) to the case study and bring this preparation to class #6.

# Cross-border Management

Fifth class

# Video learning: A *World of Difference*



- ❖ The company Morel plans to launch a new accounting software around the world. This is the first bi-monthly meeting in Rome of the international team working on this project. It is headed by Gavin Hales, based in London.
  - What do you foresee will be the outcome of this meeting and why?
  - What are the reasons for the unease? (or else said what are the issues at stake?)

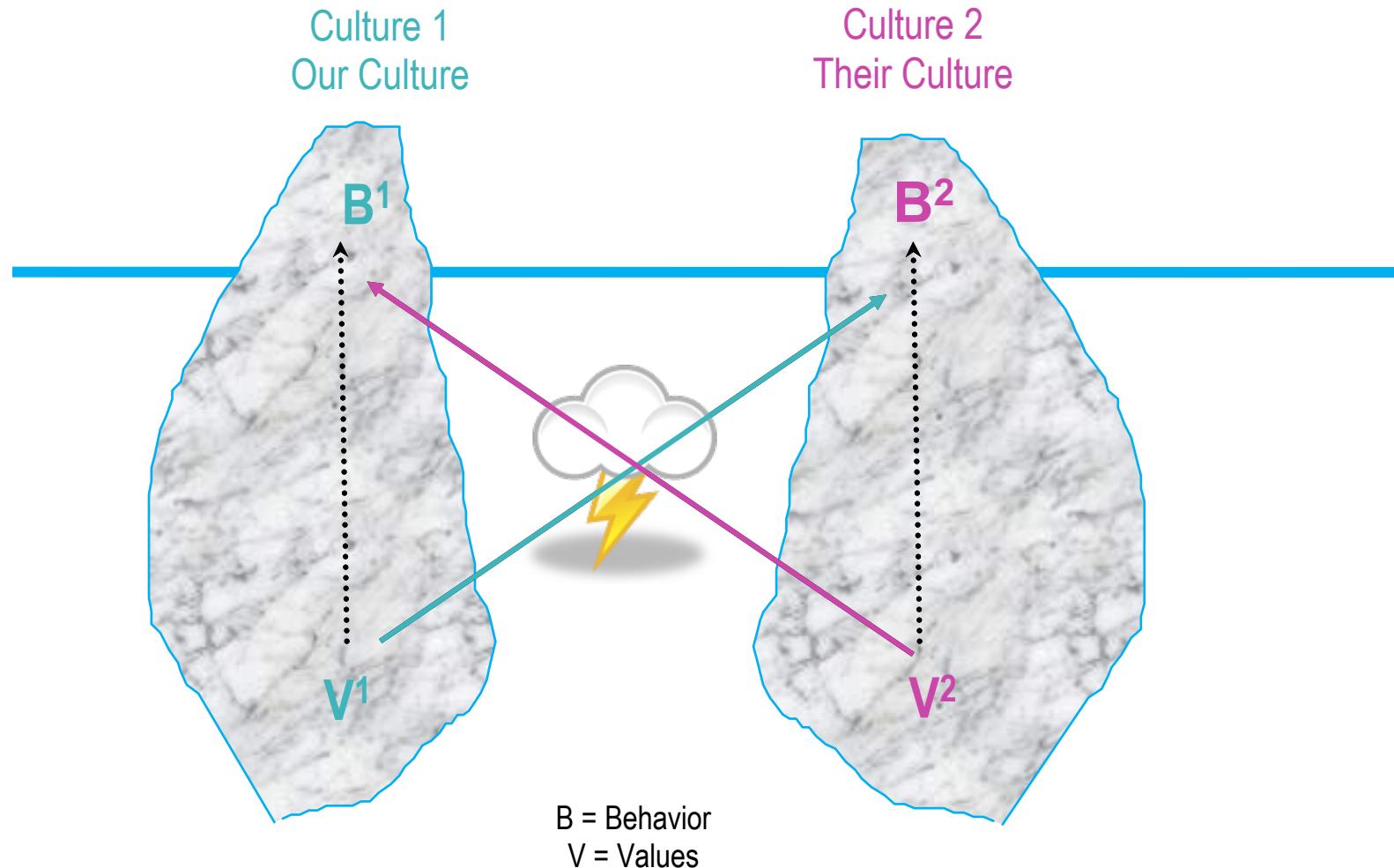
# DVD analysis – A World of Difference

## Questions



- 1/ OBSERVE - Write down the **exact wording** and report the **body language** of a few participants
  
- 2/ ANALYZE - Find out the value behind them  
**THEN** dimensions and possible national core values.

# Reminder - Iceberg model

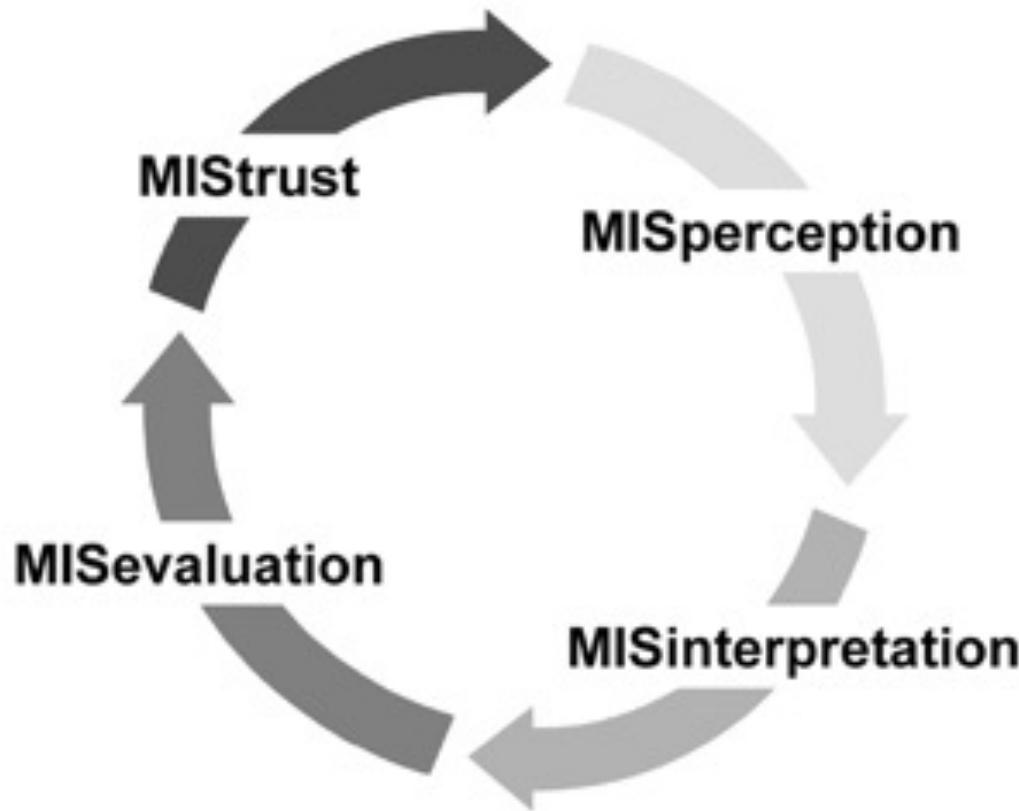


# The MIS factor

- ❖ Not seeing or hearing things as they were intended (**MISperception**) – often because we see and hear what we want to see and hear
- ❖ Interpreting or making sense of this behavior using our own cultural filters not theirs (**MISinterpretation**)
- ❖ Evaluating our interpretation of their behavior as negative, according to our own beliefs and values (**MISEvaluation**)
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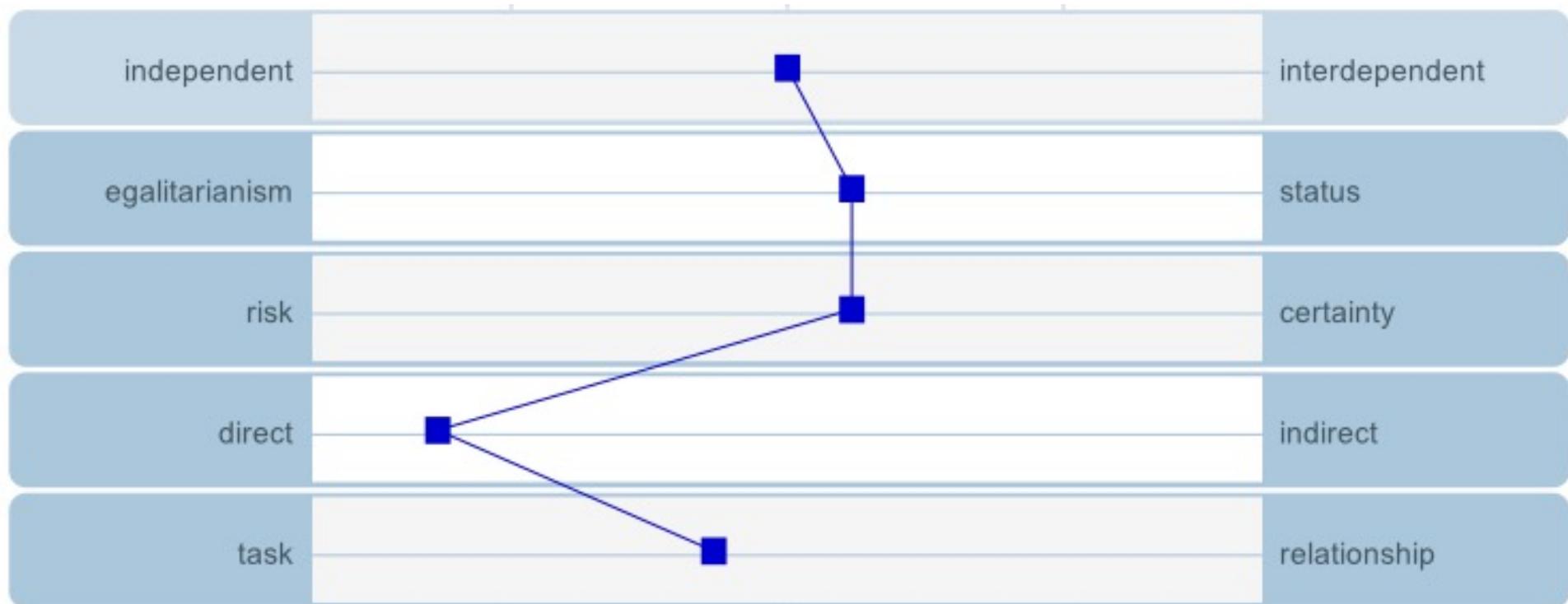
# The MIS factor

Cross-cultural breakdowns often occur because of a vicious circle of:



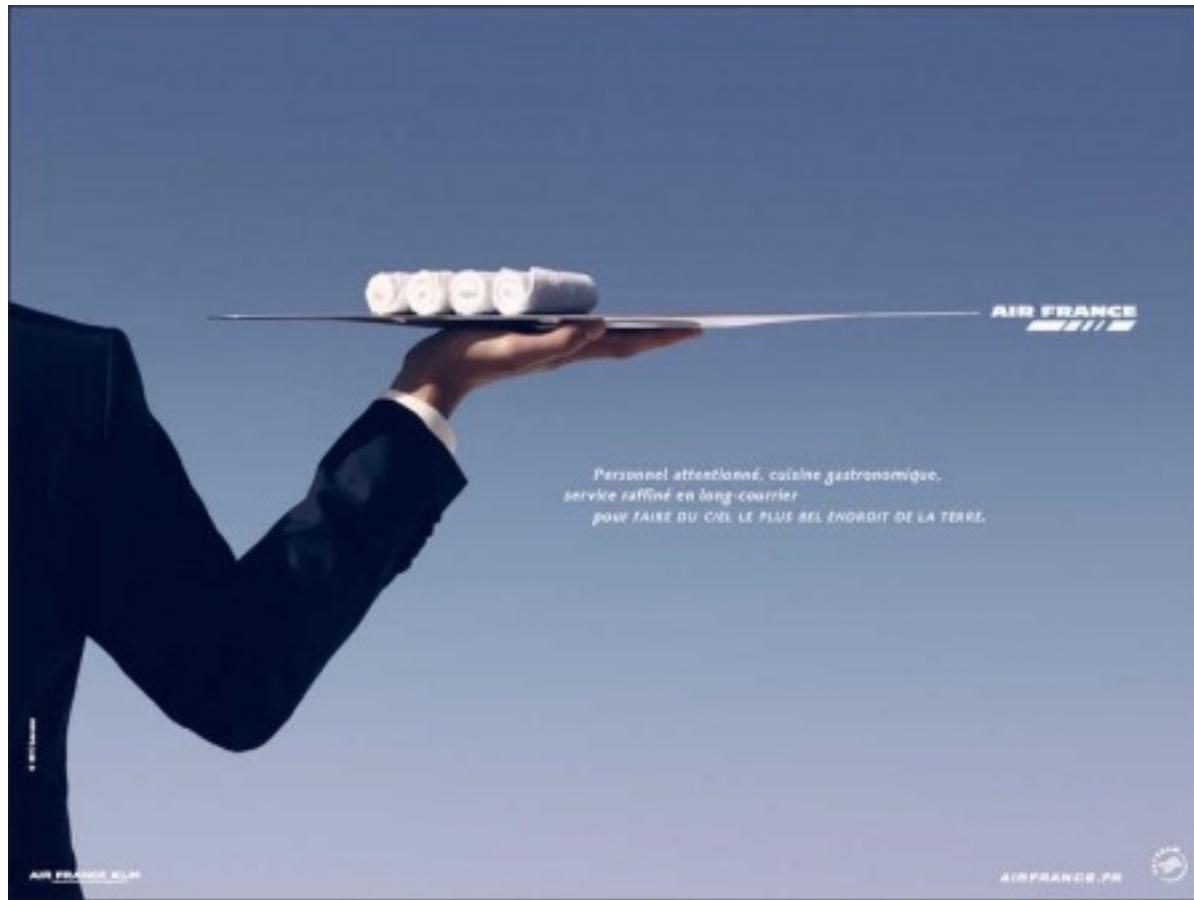
# French culture in action

# France's GlobeSmart® profile



# An Air France advertisement

**What are the French core values at play here?**



**TEXT**

Caring staff,  
gourmet food,  
exquisite service on  
long-distance  
flights

Making the sky the  
most beautiful place  
on earth.

# Lufthansa ad

## TEXT

Checking-in while on the go.

Receiving one's boarding card electronically on one's mobile phone, without printing paper

Enjoying the most important thing, time.

Everything for the moment.

Von unterwegs mobil einchecken.  
Die Bordkarte papierlos per Handy empfangen.  
Um das Wichtigste zu nutzen, nämlich Zeit.  
Alles für diesen Moment.

Jetzt die Mobile Bordkarte selbst ausprobieren. Einfach Code mit dem QR Reader Ihres Handys abfotografieren oder eine SMS mit „Lufthansa“ an 72000 senden.\*  
\*Verbindungskosten gemäß Mobilfunkvertrag

Reisen wird jetzt noch flexibler. Mit den eFly Services mobil buchen, einchecken und Ihren Sitzplatz direkt auf dem Handy auswählen. Mehr Informationen unter [lufthansa.com](http://lufthansa.com)

There's no better way to fly.

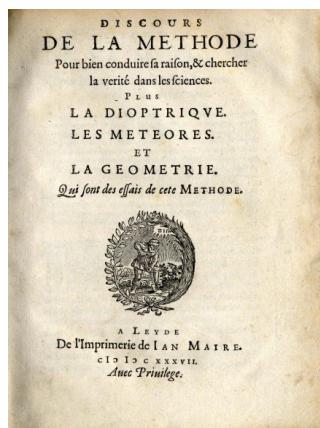
A STAR ALLIANCE MEMBER

# Homework #4 (con't) - The French mindset

- ❖ Cartesian passion for classification and definition
  - Driven more by concepts/theory than by pragmatism
  - Praise and reward for demonstrating an intellectual attitude
  - High degree of **logical** (deductive) reasoning and **analysis**
- ❖ Logic and reasoning developed by the Enlightenment thinkers (18th century)
  - Philosophers such as Voltaire, Montesquieu, and Diderot.



René Descartes  
(1596-1650)  
Mathematician and philosopher



René Descartes' most famous book:  
***Discourse on the Method* (1637)**

- > Je pense donc je suis. (I think, therefore I am.)
- > Reasoning helps to get out of difficult situations.

# Homework #4 (con't) - French thinking style

## ❖ Thinking is key in French education

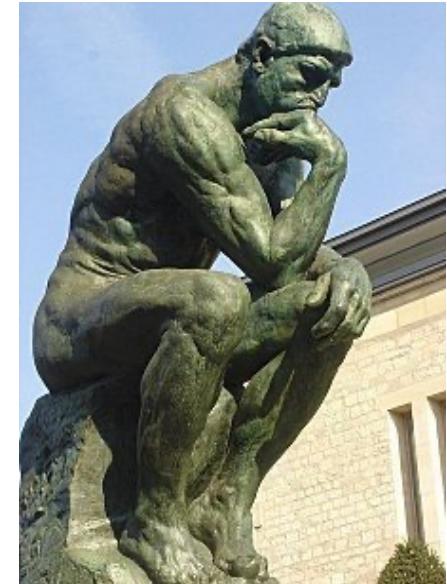
- Value of ideas and thoughts
- Reasoning backed by knowledge/facts
- Nicolas Boileau (1636-1711), a French poet and critic:

« Ce que l'on conçoit bien s'énonce clairement  
et les mots pour le dire arrivent aisément. »\*

\* What is well-conceived is expressed clearly, and the words to say it come easily.

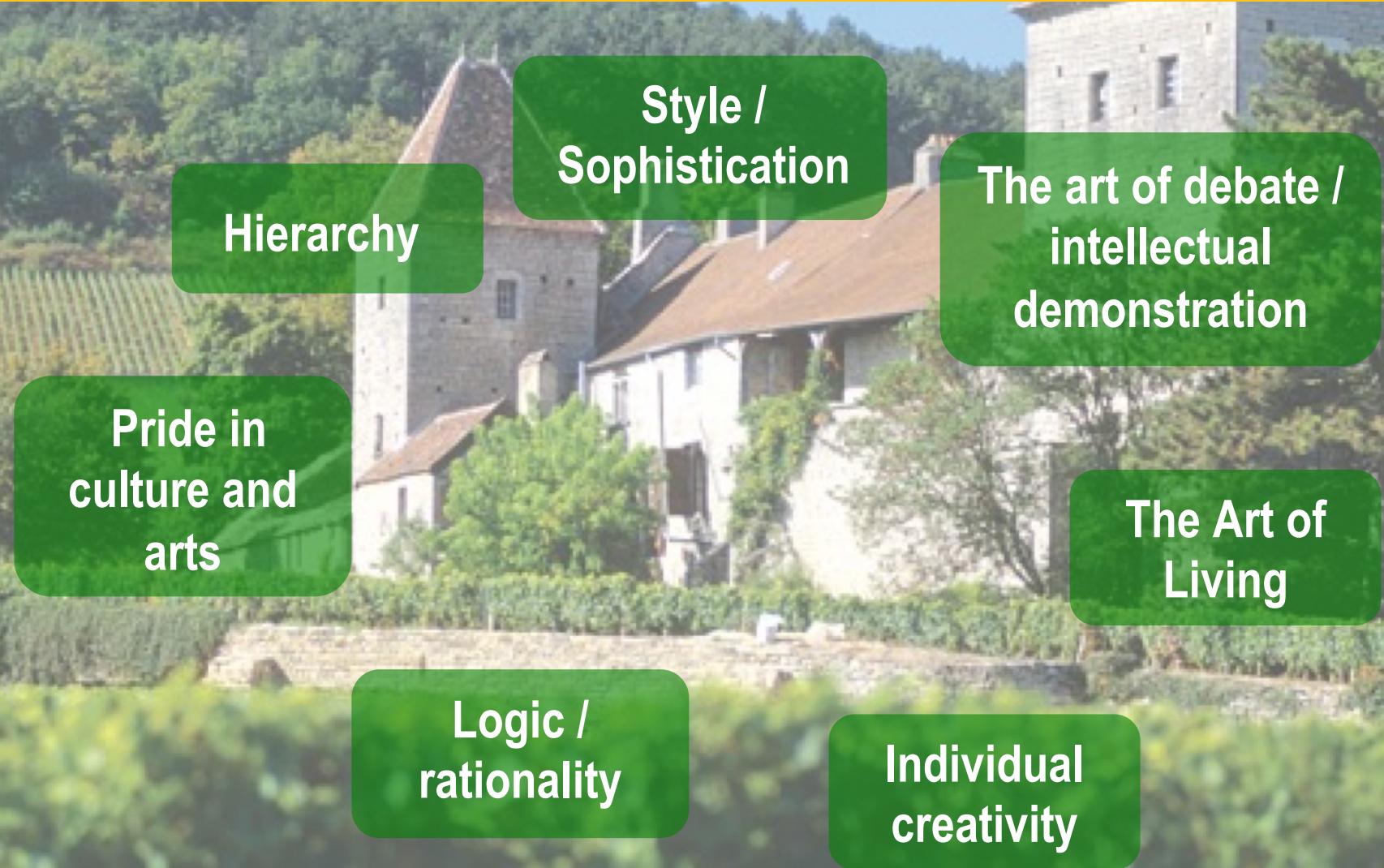
## ❖ At school, the French are taught to develop “l'esprit critique”.

- Compulsory philosophy class in the last year of high school
- In essays (thèse – anti-thèse – conclusion -> solution)



Le Penseur  
(the Thinker),  
modelled in 1880-1882  
by famous French  
sculptor Auguste  
Rodin

# French core values



# Situation – The French no



Mr. Dupont: *We will need to keep the production lines open this Saturday.*

**Ms. Moreau:** *Ah, really?*

Mr. Dupont: *Can you come in on Saturday?*

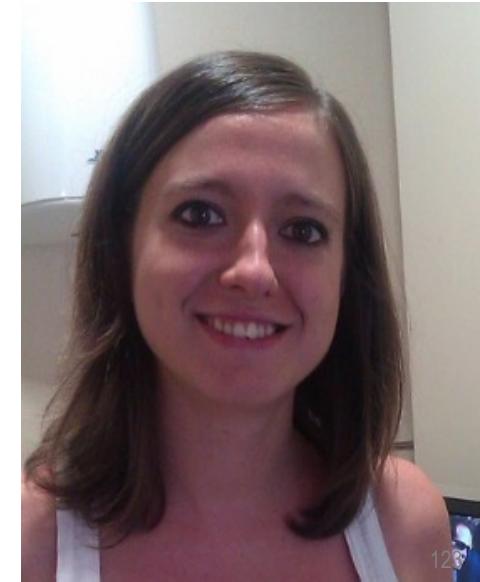
**Ms. Moreau:** *Ur! (silence) No, I don't think so.*

Mr. Dupont: *It would be of great help if you could make an exception. It's just an emergency.*

**Ms. Moreau:** *You know, my work contract does not say I have to work on Saturdays.*

Mr. Dupont: *I understand, you'd prefer to stay home. What about if I compensate Saturday with another day off?*

**Ms. Moreau:** *Well, I guess this could be feasible.*



# Homework #4 (con't) - French communication style

Please read

## ❖ Love for debate

- Enjoy a good argument and do not avoid **verbal confrontation**
- Enjoy challenging another person's line of thinking and will argue at length to convince you of their position
- **Heated** discussions may even arise between friends - **Strong expression of emotions**



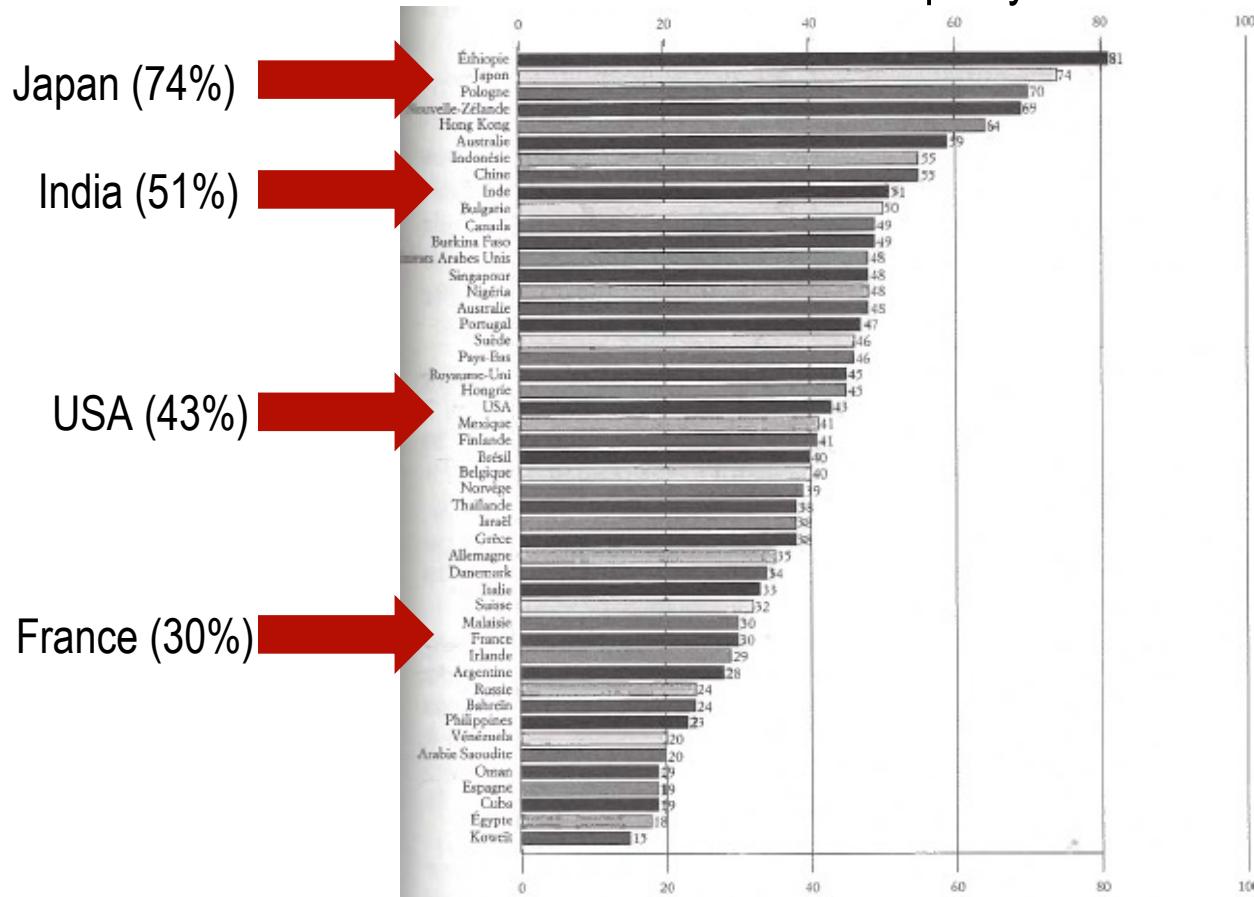
## ❖ "No" may not mean "no".

- Is the person asking you to convince him/her of the value of your idea?
- Present a logical argument to convince your boss/colleague -> The "no" may eventually become a "yes."
- But the French tend to be **very direct (and negative)** when expressing criticism.

# France - Display of emotions in the workplace

**Question: Is it OK to display emotions openly at work?**

% of who would NOT show emotions openly at work



Source: Trompenaars, F. & Hampden-Turner, C. (1997)

# Situation – The French way of thinking

Ted Baker:

Did Alain turn in his final draft yet?

Jean Albert:

No, he's still working on it. You know Alain: always thinking, pondering, and changing!

Ted Baker:

But I needed that report last week.

Jean Albert:

I know, Alain never meets his deadlines, it's a real problem. But his ideas are wonderful, aren't they?

Ted Baker:

I've complained about him twice to Monsieur Chaput but he doesn't seem to do anything...

Jean Albert:

You've complained? Why?

Source: Craig Storti, cross-cultural dialogues

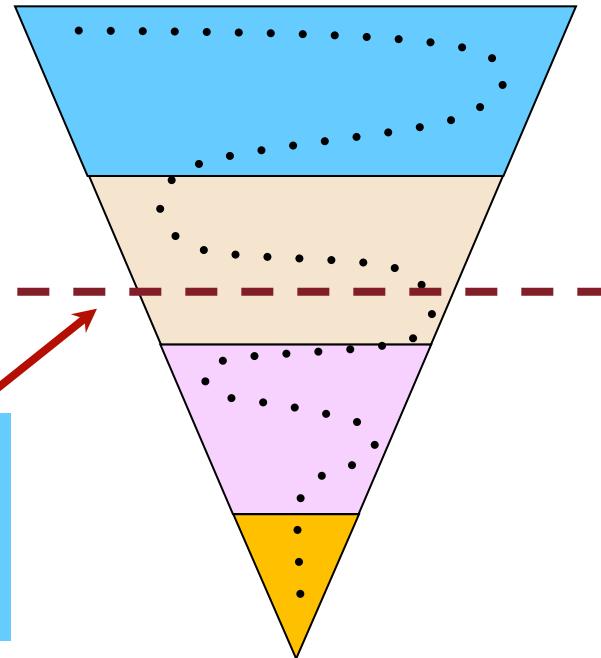
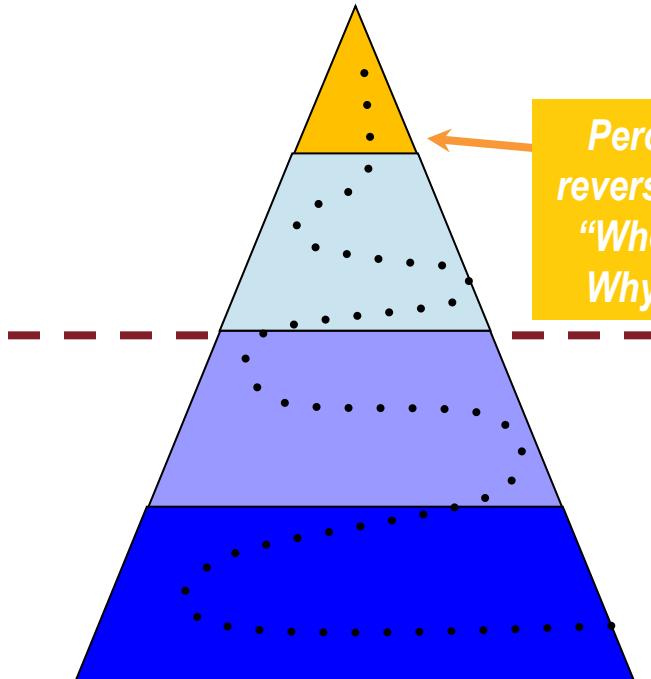
# Presenting Information to the French

## Bullet Points

Provide high level overview up front. If you want more information, ask questions

## Background

Solid foundation up front provides needed context for the main point



This is the French approach.



# Homework #1 - Case study assignment

- ❖ Analyze thoroughly *An American in Paris* case study.
  - Display an analytical approach.
- ❖ Prepare recommendations in writing (bullet points) to the case study and bring this preparation to class #5.

## Instructions

- ❖ Please follow the methodology how to go about a cross-cultural case study (document enclosed)
- ❖ At your Master 2 level, I expect **high-level** recommendations. Be creative!

# Homework #2 and #3

## ❖ Watch the following video:

- Dean Foster: Doing business in France
- [https://www.youtube.com/watch?v=YqnY1NoWI\\_E](https://www.youtube.com/watch?v=YqnY1NoWI_E)

## ❖ Email exercise

- Please rewrite the email written on next page with the objective to write effectively to a French counterpart (imagine it's a French colleague). In other words, practice style switching in a written format. I have enclosed France's GlobeSmart profile for your review.
- Please send me your homework by email **at the latest on Thursday Jan 28, 21.**

# Homework #3 (con't) – Email

Subject: Time Sensitive: Feedback Needed

Hi Stéphanie,

Happy New Year! I hope you had a wonderful holiday season.

Would you mind taking a look at the attached PowerPoint slides for the meeting on Thursday? Please note the following:

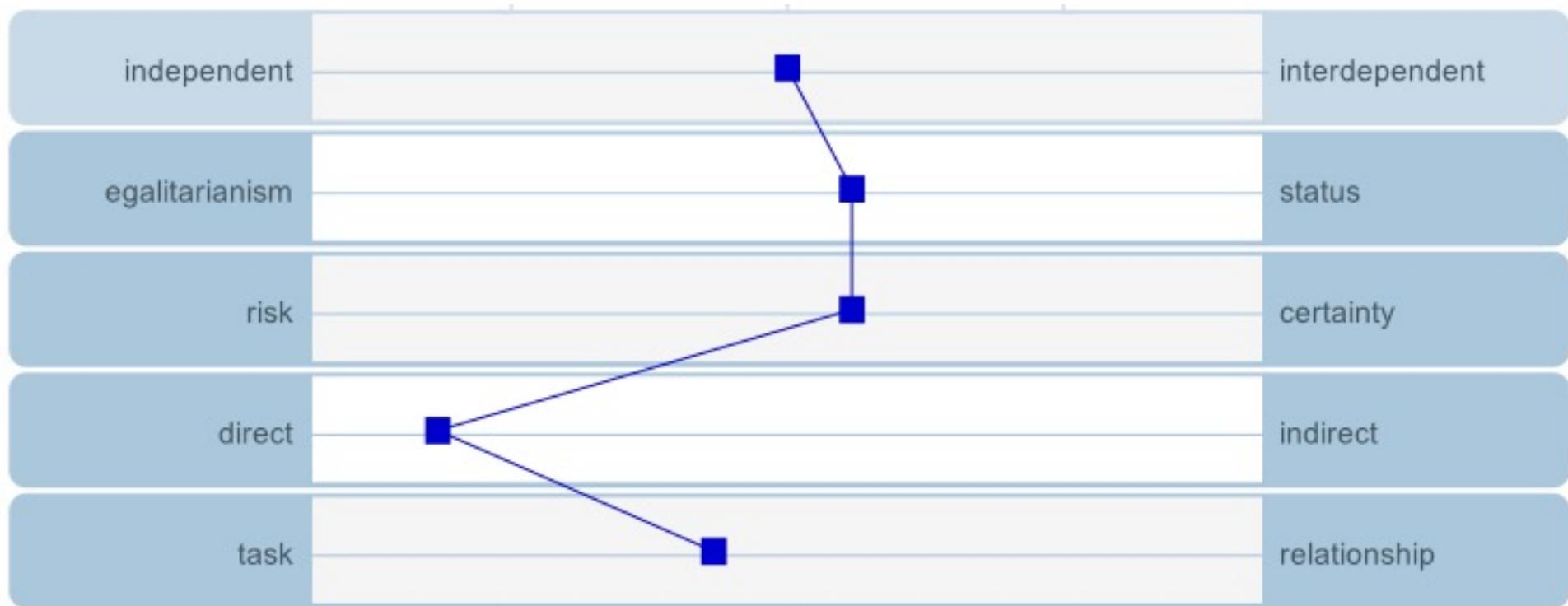
1. **Slide 3:** Company Organization Chart – graphic might need to be modified to reflect recent changes
2. **Slide 5:** New Picture Added – feel free to replace, if needed.

We would also like an outline of the main points. Let me know if you have any questions or if there is anything else we missed. We would need your input by the *end of the day tomorrow*, if possible.

Thank you!

Juanita Hering

# Homework #3 (con't) - France's GlobeSmart™ profile



NB: Please keep in mind that the French:

- 1/ Tend to become **very direct when voicing negative feedback** (i.e. criticism) face-to-face or over the phone
- 2/ But are much more indirect in other circumstances.

# Homework #4

- ❖ Carefully read the following slides on key drivers + what to expect when convincing the French.
- ❖ Please prepare with at least one classmate how to best convince French management. Topic: The benefits of launching a series of cross-cultural training sessions for the employees of your company (Details of the situation provided in the next slide). Prepare both:
  - ❖ Your cross-cultural approach (how to start, what to do and say to a French manager etc.)
  - ❖ The arguments you would use to defend your position (write down bullet points).
- ❖ Bring your written preparation (bullet points OK) to the next class.



# Homework #4 (con't) - Working with the French - Role play

- ❖ You have been newly hired by a French company in France. The managing director is considering developing cross-cultural training programs for the managers dealing at the international level. He is interested hearing the benefits and drawbacks you experienced by attending a cross-border management class at EPITA. He wants to hear your feedback AND your recommendations:
  - Key concepts of the course that had an impact on you.
  - The benefits of this course on your professional and personal life
  - Any change (if any) that you would recommend to suit the company's managers
  - Any criticism that you have about the course.
- ❖ To this end, he invites you to present this topic at the company steering committee that all top French directors attend.
- ❖ **Your goal is to convince the MD** of your viewpoint (for or against such workshops for the company). You have **3 minutes** for the presentation.

NB: Make sure to develop a cross-cultural approach which would be different from how you would do things in your home country.

# Homework #4 (con't) - Convincing the French

Please read

## ❖ Key drivers

- Build a good relationship
- Start with background information and place the proposal in context
- Use both sophistication and logical arguments (facts)
- Provide details (e.g. statistics and/or financial facts), use examples

## ❖ What to expect

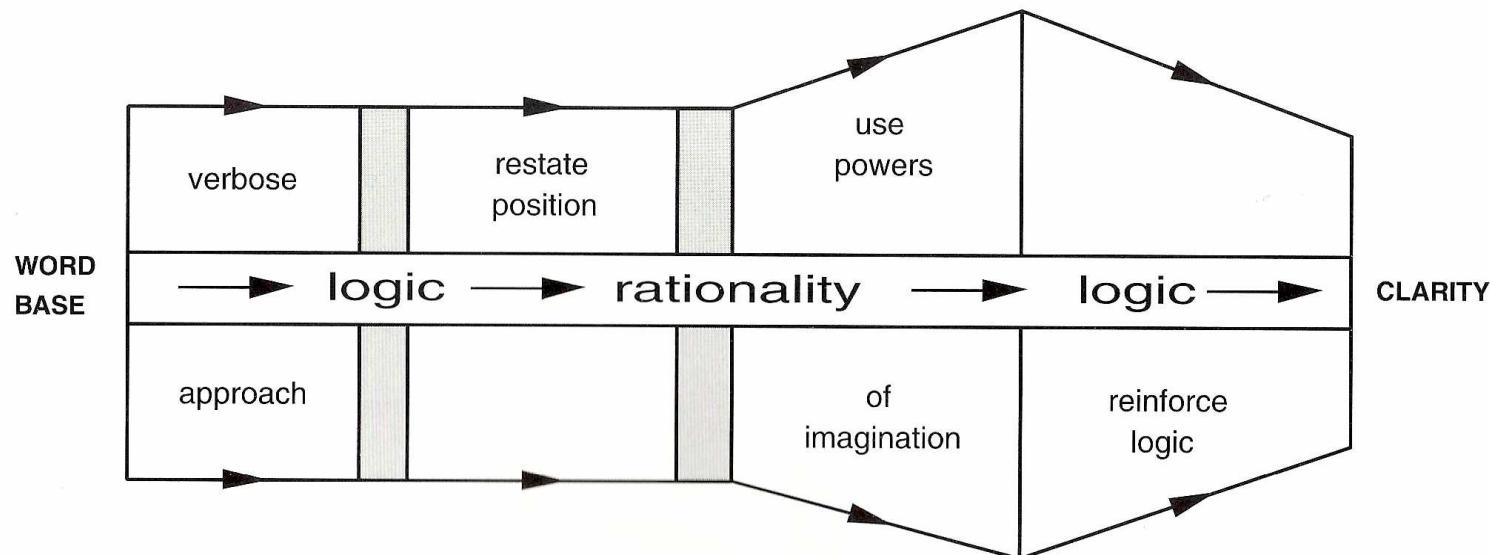
- Be ready to be challenged and to defend the merits of your position
- Be ready to go through heated debates (emotions)
- Be ready to first receive negative feedback (e.g. 'It's not possible.')

# Homework #4 (con't) - French communication style

Please read

In meetings

France



Source: Richard D. Lewis

# Cross-border Management

Sixth class

# Reminder – Homework #4

- ❖ Carefully read the following slides on key drivers + what to expect when convincing the French.
- ❖ Please prepare with at least one classmate how to best convince French management. Topic: The benefits of launching a series of cross-cultural training sessions for the employees of your company (Details of the situation provided in the next slide). Prepare both:
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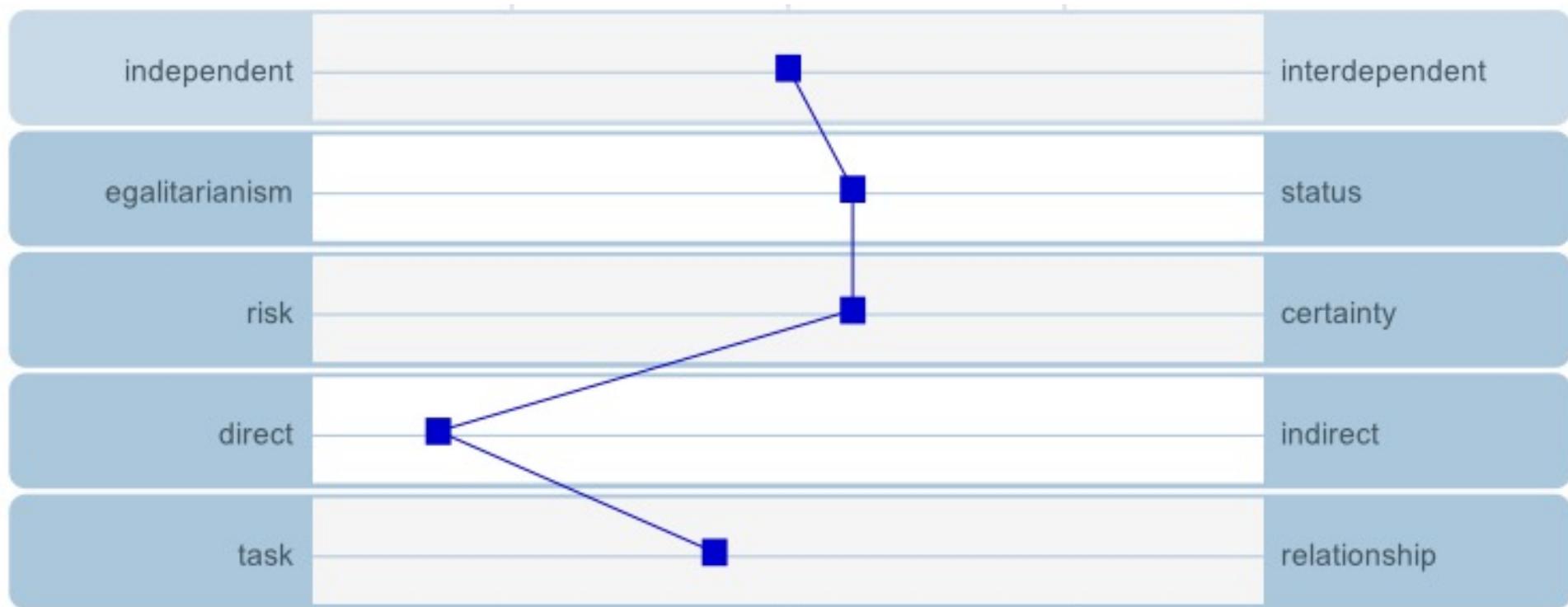


## Homework #4 (con't) - Role play

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NB: Make sure to develop a cross-cultural approach which would be different from how you would do things in your home country.

# Homework #4 (con't) - France's GlobeSmart™ profile



NB: Please keep in mind that the French:

- 1/ Tend to become **very direct when voicing negative feedback** (i.e. criticism) face-to-face or over the phone
- 2/ But are much more indirect in other circumstances.

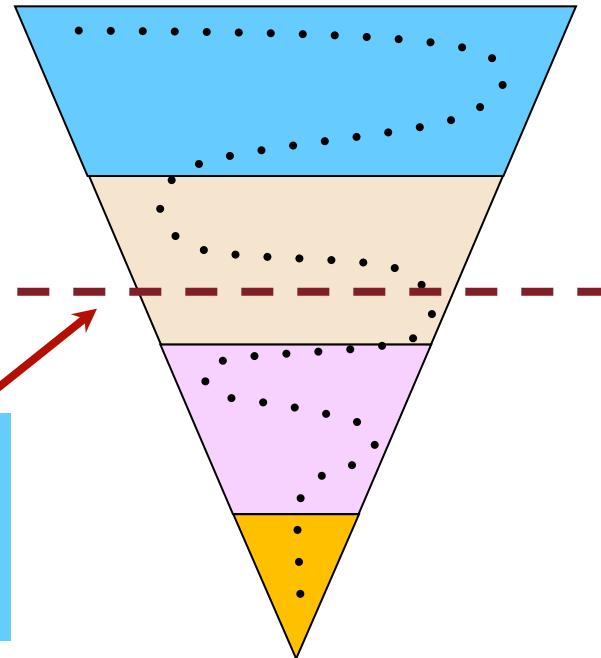
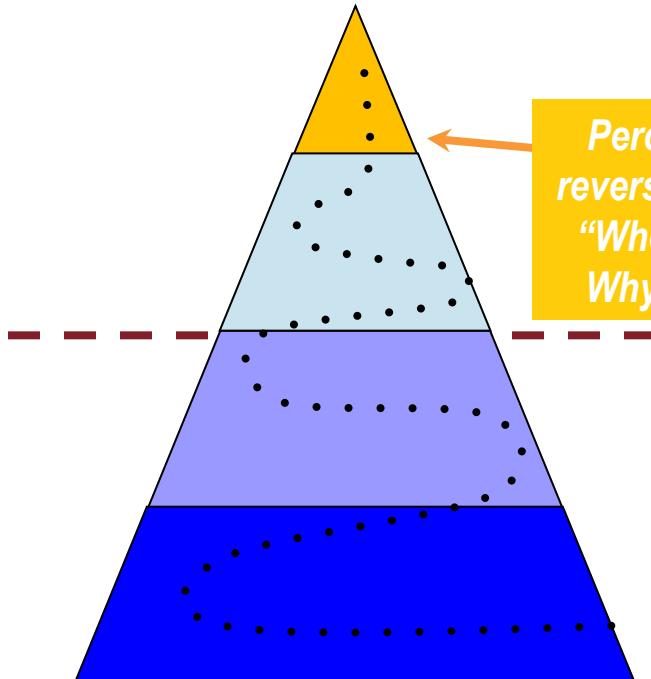
# Reminder – Presenting Information to the French

## Bullet Points

Provide high level overview up front. If you want more information, ask questions

## Background

Solid foundation up front provides needed context for the main point



This is the French approach.



# Homework #4 (con't) – Reminder – Convincing the French

Please read

## ❖ Key drivers

- Build a good relationship
- Start with background information and place the proposal in context
- Use both sophistication and logical arguments (facts)
- Provide details (e.g. statistics and/or financial facts), use examples

## ❖ What to expect

- Be ready to be challenged and to defend the merits of your position
- Be ready to go through heated debates (emotions)
- Be ready to first receive negative feedback (e.g. ‘It’s not possible.’)

# 6.1. Case study debriefing – An American in Paris

# Case study analysis – Character analysis

	Philippe	Sophie	French administration	Dan
Independent-interdependent	?	?	?	Independent
Egalitarian-status	Status?	Status	?	Egalitarian
Risk-certainty	?	?	Certainty	Risk
Direct-indirect	Direct (only when criticizing)	?	?	Direct
High-low context	High context	High context	?	Low context
Task-relationship	Relationship	?	?	Task
Monochronic-polychronic	Polychronic	?	Polychronic (1)	Monochronic

- Please **cite one or several relevant sentences or phrases from the case study as a proof** to state that a character has the cultural orientation dimension per dimension that you will have mentioned in the chart like the one above.
- When you don't have information or not enough information to make a definitive choice on a character's positioning on a cultural dimension, say so. Explain what you know.
- Bullet points answers are perfectly fine so as to save time

## Case study (con't) – *Example of an adequate answer*

- ❖ Dan perceives himself as a problem-solver whereas Sophie sees her manager as an expert (status orientation). According to Laurent (1983), French managers are often perceived as not deserving their position if they are not able to give clear answers to everyday questions.
- ❖ Dan on the opposite is convinced that it is because he will ask specific questions that he will stimulate Sophie's creativity and sense of initiative (egalitarian orientation).
- ❖ Dan does behave like an expert—what she expects from him—. Sophie therefore interprets this attitude as incompetence. As a consequence, she moves away from him and makes him understand that she has lost respect for him because he does not seem to be able to fulfill his role as an expert. This explains Sophie's attitude towards work: coming in late, having protracted, lingering coffee breaks etc.
- ❖ **NB: Important!** When analyzing a case study, you need to cite excerpts from the case study that illustrate your viewpoint (on dimensions or core values)

# Case study: *An American in Paris* (con't)

## 4/ France and USA core values at play (if possible)

- ❖ France's core values =>
- ❖ USA core values =>

## 5/ Recommendations

## 6.2. Working efficiently at a distance

# Distance communication – DVD analysis (con't)

To the end of Gavin's telephone call with Jack:

- ❖ List any misunderstandings between Gavin and individual members of his team that arise in the scene, both in writing and over the phone.
- ❖ Why do they occur?
- ❖ Where possible, draw on the cultural orientation model we have seen throughout this course.

# Distance communication – DVD analysis

## Eva's email to Gavin

From: Eva  
To: Gavin  
Cc:  
Subject: A problem

Dear Gavin,

Please find attached the market research figures for Europe. The statistics are accurate, but there is a problem to find a clear match with figures for America and the Far East.

We are all concerned that we meet our deadlines.

Regards.

Eva

## Gavin's email to Alberto and Eva

From: Gavin  
To: Alberto; Eva  
Cc: Darren; Jack; Mohammed; Jesse  
Subject: A slight hitch with the Market Research

Dear Alberto and Eva,

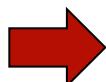
Thank you for your input, however there seems to be a bit of a problem with the European market research.

I think we might want to consider cooling some of the marketing activities until everything is OK.

I'll be in touch soon.

All the best.

Gavin



Read the two emails and predict what kind of misunderstandings are about to take place.

# Reminder – Homework – Email

Subject: Time Sensitive: Feedback Needed

Hi Stéphanie,

Happy New Year! I hope you had a wonderful holiday season.

Would you mind taking a look at the attached PowerPoint slides for the meeting on Thursday? Please note the following:

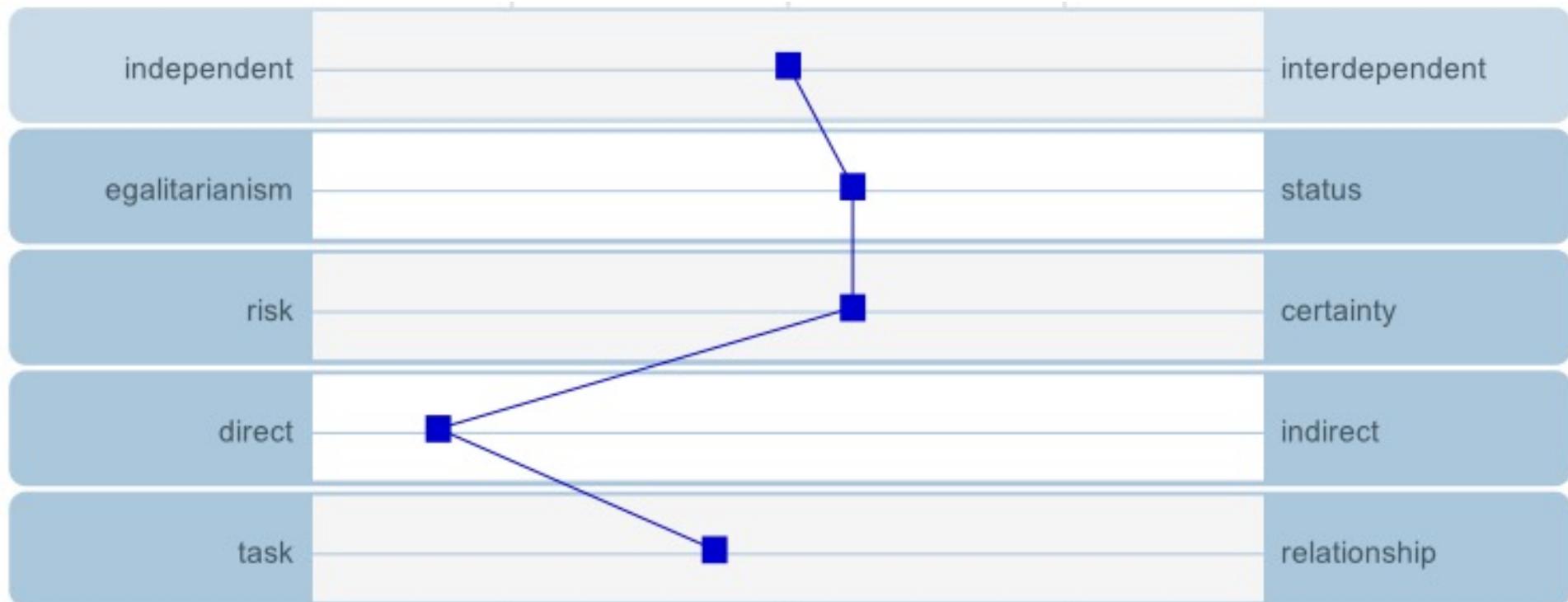
1. **Slide 3:** Company Organization Chart – graphic might need to be modified to reflect recent changes
2. **Slide 5:** New Picture Added – feel free to replace, if needed.

We would also like an outline of the main points. Let me know if you have any questions or if there is anything else we missed. We would need your input by the *end of the day tomorrow*, if possible.

Thank you!

Yoichi

# France's GlobeSmart™ profile



NB: Please keep in mind that the French:

- 1/ Tend to become **very direct when voicing negative feedback** (i.e. criticism) face-to-face or over the phone
- 2/ But are much more indirect in other circumstances.

# Sample effective email to a French counterpart

Subject: Urgent - Feedback Needed by Friday January 8<sup>th</sup>

Bonjour Antoine / Monsieur Dujardin / bonjour Monsieur,

Happy New Year! I hope you had a wonderful holiday season. I tried to reach you over the phone but you were out of the office. I need your help for our meeting on Thursday. Would you mind having a look at the attached PowerPoint slides?

1. **Slide 3:** New Company Organization Chart -> please check the graphic and the accuracy of the information
2. **Slide 5:** Picture -> please validate it or recommend a better one.

We would also like a detailed outline of the main points of this presentation.

My schedule is pretty flexible today and tomorrow for a phone conversation to discuss the project in more detail. We will need your feedback and input by tomorrow 7.00 pm.

Thank you for your time!

Cordialement,

Juanita Herning

# Email writing tips (whatever the target culture)

## ❖ Before you send an e-mail

- Decide if e-mail is the best means of communication for what you are trying to accomplish.
- Communicating by email is common for initial introductions and ideal after the introduction is made as well as an effective tool to follow up after a meeting (in person or virtual), sharing information or maintaining a relationship.
- In some cases, a phone call is a better option than an e-mail.

## ❖ If you are to send an e-mail, consider the following guidelines when communicating with someone who has Task and Low Context orientation.

- Structure your e-mail using bullet points, numbers, short paragraphs and questions
- Be detailed and specific, keep sentences short
- Provide reasonable and explicit timeframe for a response
- Consider task/relationship needs of recipient
- Focus – provide quick answers and solutions
- Summarize a list of next steps or actions

# Email orientation to a French team-member

- ❖ Start with a **short relationship-oriented introduction** (1 to 2 lines)
  - For ex: « Hi Pierre, I hope this email finds you well and that you are enjoying being part of our international team. »
- ❖ **Give a short context** in the beginning with specific facts or perceptions
- ❖ Mix the ‘I’ (**independent orientation**) as the writer of the email (who takes the initiative of writing it) with the ‘we’ (the project, the team) who are concerned with the difficulties resulting from the French team member (**face-saving**)
- ❖ No finger-pointing (see above comment) -> Choose a mid high-context approach
  - ‘It seems to me that...’ ‘The team-members have voiced concerns....’ etc. – Friendly tone!
  - But still ensure the clarity of the message.
- ❖ Suggest a debrief discussion over the phone as it will clarify the situation (why the person is not doing his/her job) and satisfy the rather relationship-oriented French.
- ❖ **Keep the email rather short** (1 screen, readable page max)

# Analyzing an email from a cross-cultural standpoint

## Possible orientations

### For relationship-oriented, interdependent, indirect/high context cultures

- ❖ Problem is a « We » issue - no finger pointing
- ❖ Relation focus is high
- ❖ Feedback to be delivered in higher context mode
- ❖ Indirect / implicit language
- ❖ Face saving important

### For task-oriented, independent, direct/low context cultures

- ❖ ‘I’ have a problem with ‘you’ issue
- ❖ Task focus is high
- ❖ Feedback delivered within the email message
- ❖ Direct/explicit language
- ❖ Clarity important

# Grades

I will send you by email after I will have graded all your papers  
an Excel file with you detailed grade and your final  
compounded grade looking like this:

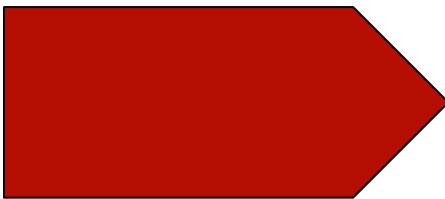
Student ID	Group	Assignments (70%)						Class participation (30%)						Global Grade	Comments
		In-class test	in-class @ 40%	Case study Gring o	Gring o @60 %	Sum of assig n grad es	Assi gnt @ 70%	#2	#3	#4	#5	Oral grad e	oral partic ip @ 30%		

# Wrap-up: Best practices from the CBM class

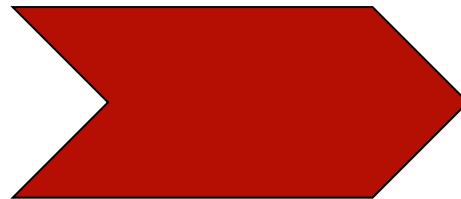
- ❖ **Use the dimensions of your toolbox as the first step**
  - Look at the positioning of the country of origin of your counterpart
  - Check if the person is aligned or not to the country's positioning (what could be the factors influencing a divergence?)
- ❖ **Adapt your communication style**
  - **Style switch (or use one of the other three strategies)** with your key stakeholders to ease out communication and to connect more quickly
  - Decide on a **communication strategy** with your key stakeholders
- ❖ Do not take anything for granted, always **explore, ask questions and be curious about the other person's needs and culture**
  - Observe and ask questions to better understand the situation / the person
- ❖ Do **background research** on the culture of your major stakeholders
  - What are the key values of this country?
- ❖ **Be patient** and do not jump into **judgements** right away
- ❖ Always start with the idea that your counterpart displays **goodwill**.
- ❖ In a multicultural team
  - Make sure to **have all voices heard**
  - **Connect** even distantly with other team-members and **develop rapport**
- ❖ As a team-leader, make sure to **communicate instructions both directly and in a low-context format** to avoid any misunderstandings/ any wrong interpretation.

# Cross-cultural learning process

**Step 1**



**Step 2**



**Step 3**



**Developing  
awareness**

**Developing  
knowledge**

**Developing  
skills**

(put into practice  
communication and  
behavioral elements)

# The Nations of the World



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Robinson Projection



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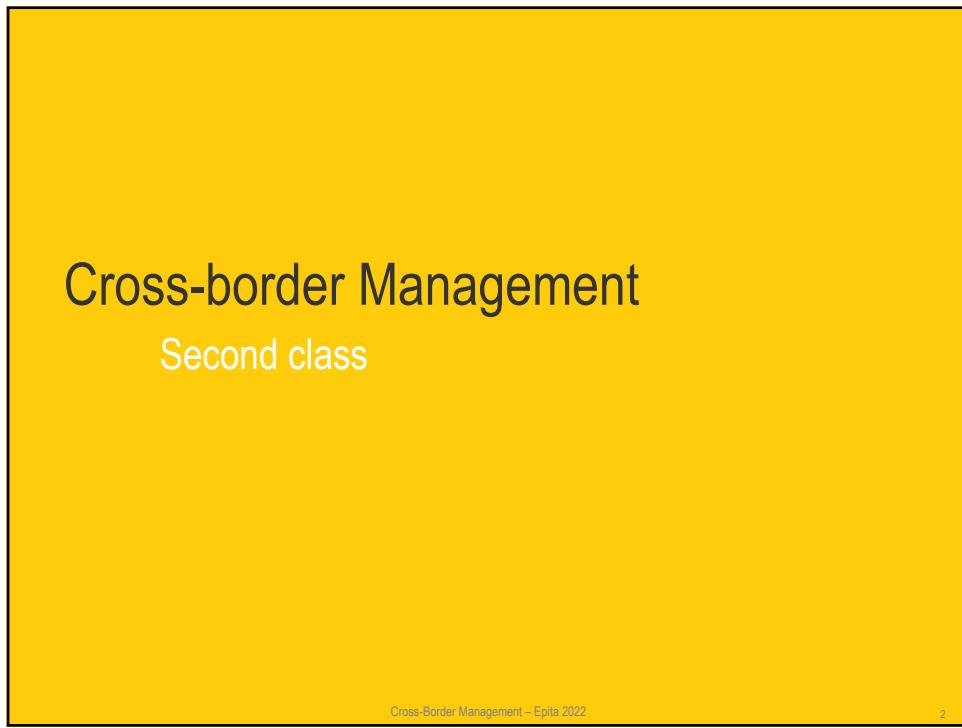
Epita  
Cross-Border Management Class

Sylvie Tournier 席乐薇  
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1



Cross-border Management  
Second class

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2

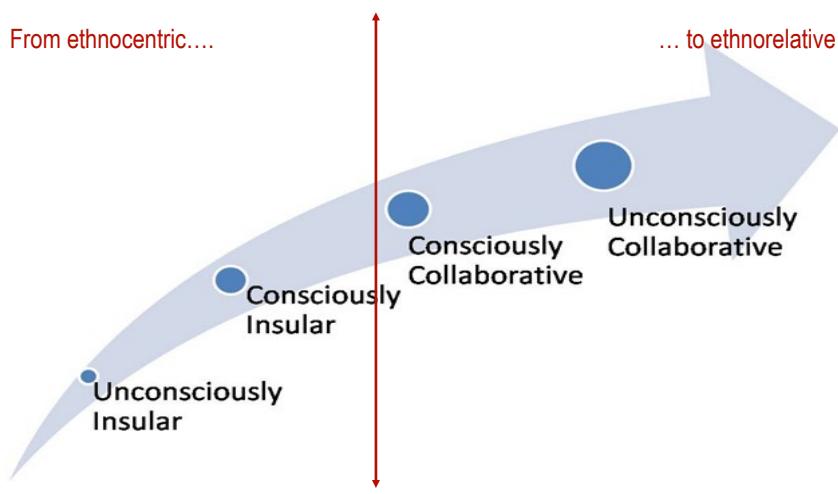
## Homework for class #2 (1/2)

- ❖ 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=kClAb6hvPgY>
- ❖ 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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3

## Stages of cultural awareness



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4

## 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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5

5

## Direct-Indirect

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



- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>❖ Concise, concrete, to the point</li><li>❖ Not afraid to say 'it is like it is'.</li><li>❖ Difficulties confronted openly</li><li>❖ OK to give and receive 'constructive' feedback.</li></ul> | <ul style="list-style-type: none"><li>❖ Great attention given to how messages are expressed</li><li>❖ Preserve harmony in group</li><li>❖ Pay attention to saving face and preserving personal dignity</li><li>❖ Unwillingness to say no</li></ul> |
|--|--|

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6

6

## 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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7

## 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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8

## 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...

### ‘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)

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

## Conversation styles

A      B      Overlapping

A      B      Alternating

A      B      Punctuated

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



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11

### Task-relationship

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

Task



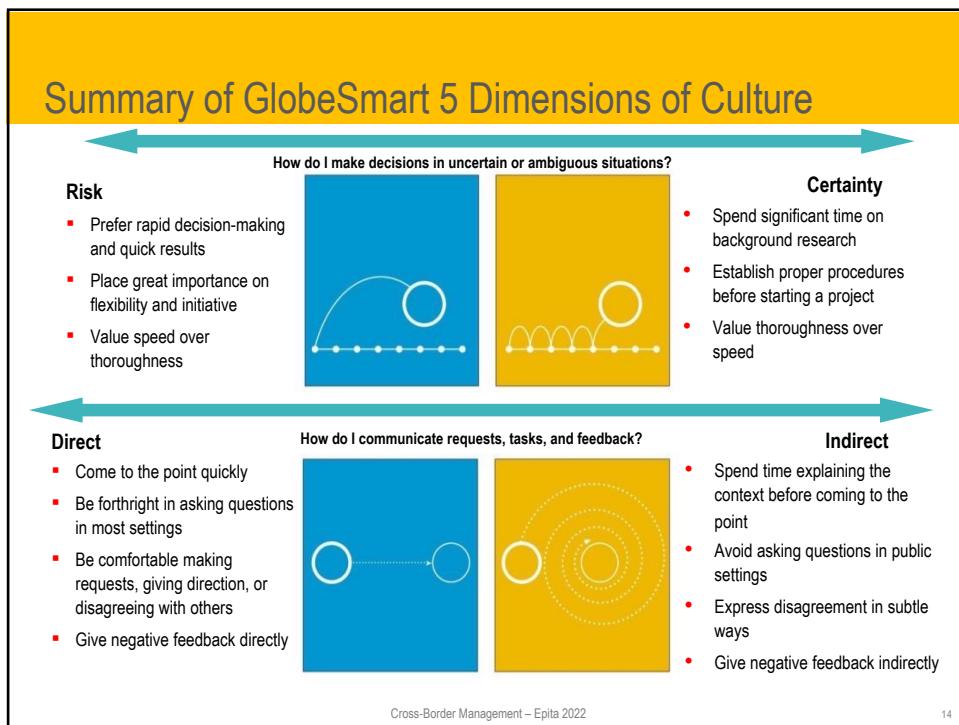
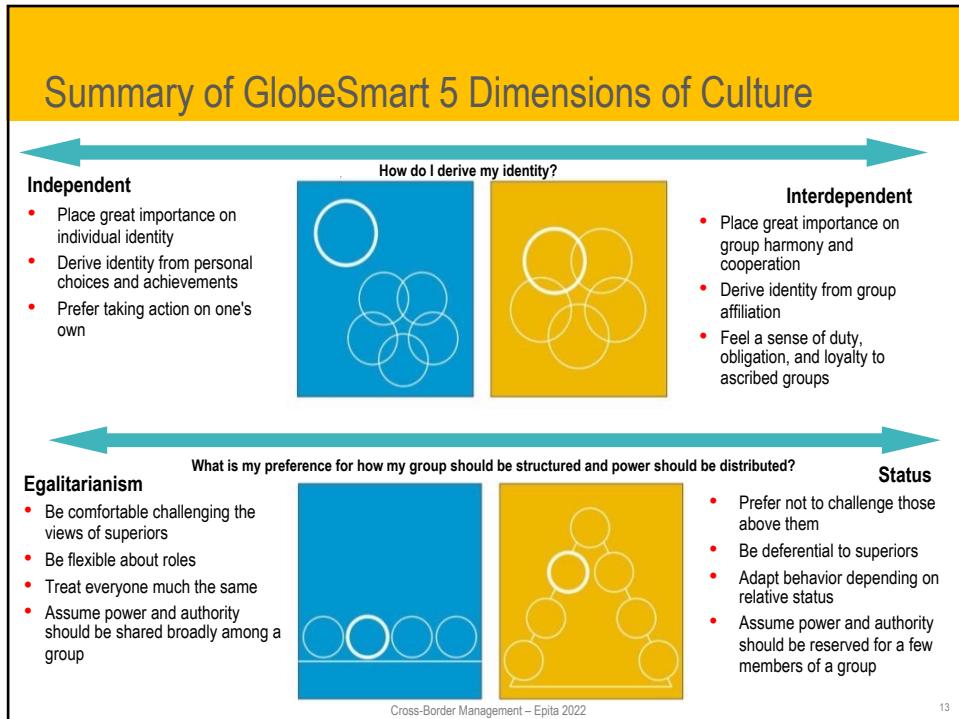
Relationship



- ❖ 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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12



## Summary of GlobeSmart's 5 Dimensions of Culture

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

**Task**

- 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

**Relationship**

- 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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15

## 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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16

## 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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17

17

## 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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18

18

## 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 an 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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19

19

## 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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20

20

## 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.

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21

21

## 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 significative 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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22

## Our class profile subgroup A – 5/6

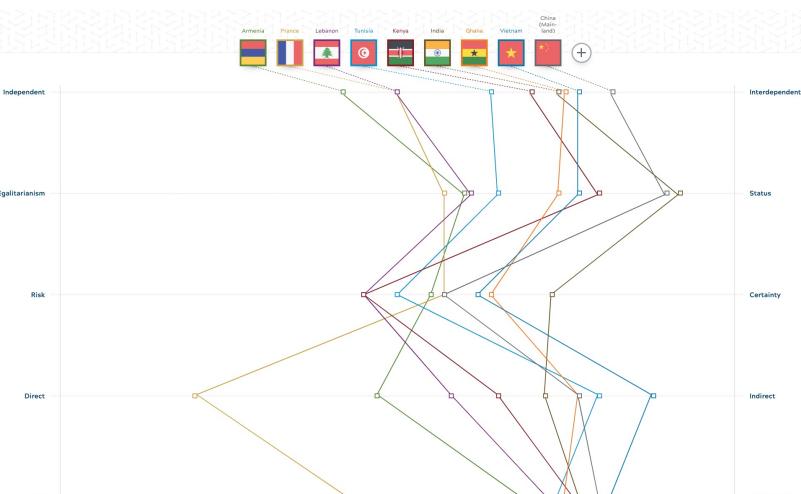


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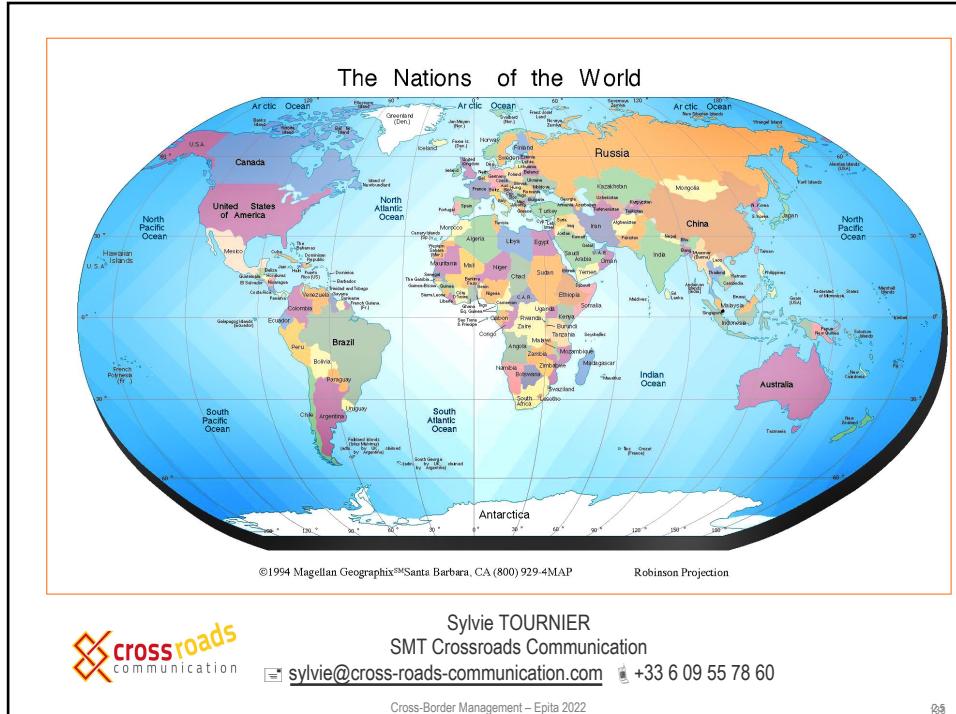
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## Our class profile subgroup B – 6/6



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24



25



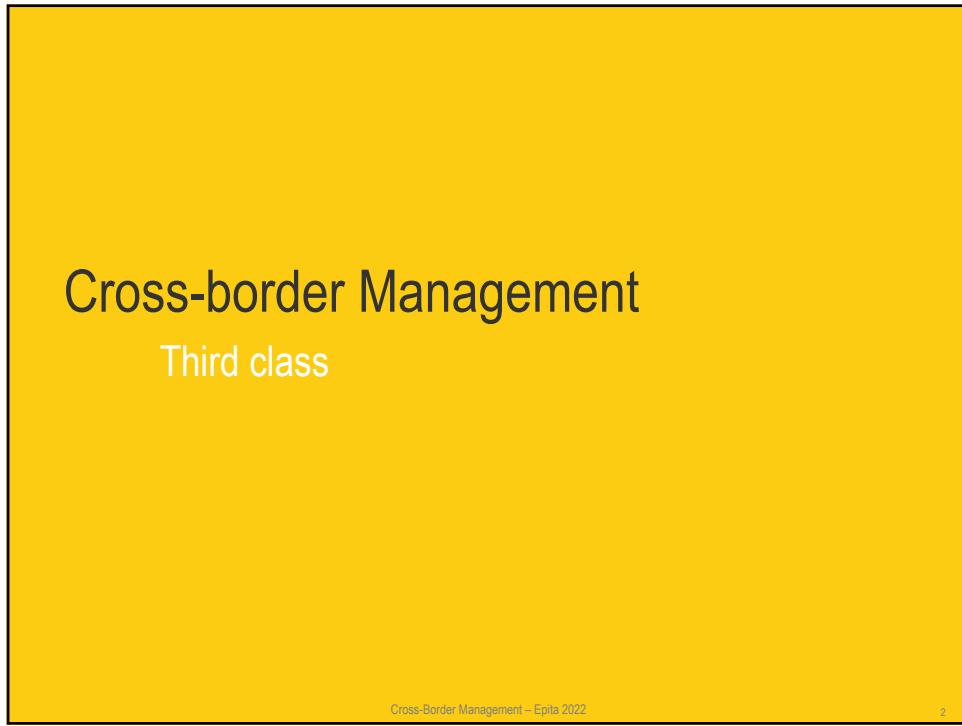
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1



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Third class

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2

## 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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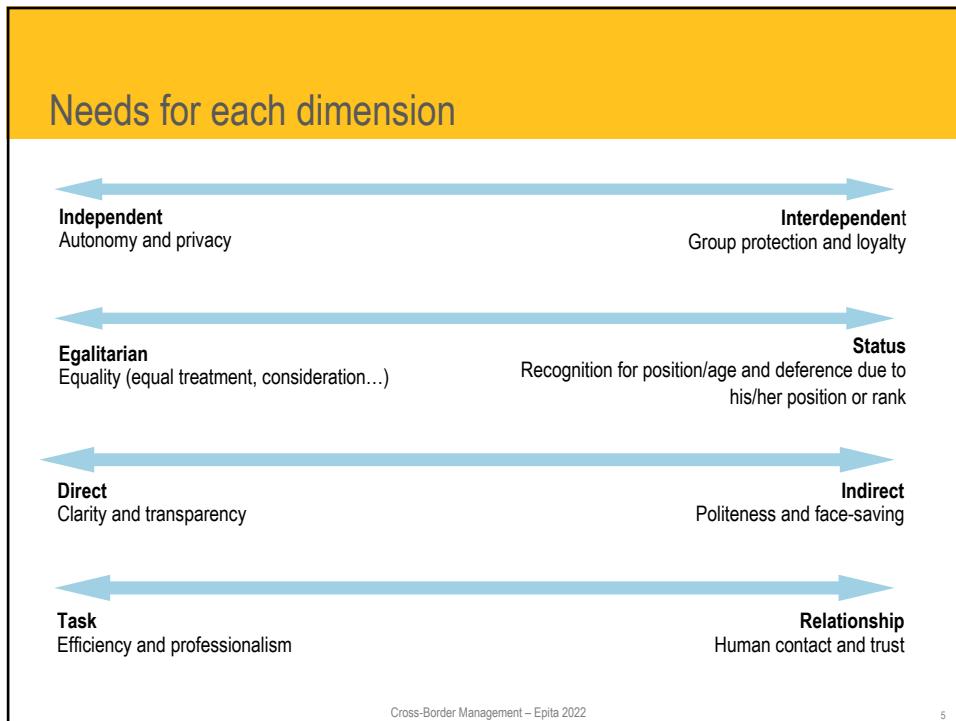
3

## 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 certainty, 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 an 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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4



### Homework - 2/8

- ❖ 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.
- ❖ 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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6

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

 = 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.
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7

## 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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8

## 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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9

9

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



**LOW CONTEXT**

**HIGH CONTEXT**

**WORDS** are key in the delivery of a message plus to a limited degree:

- Facial expressions
- Gestures...



**EXPLICIT**  
communication style

Words are only part of a message, the whole **CONTEXT** carries information.

- Facial expressions, gestures
- Tone of voice, silence
- Eye contact
- Posture, place, dress
- Relationship
- Previous interactions...

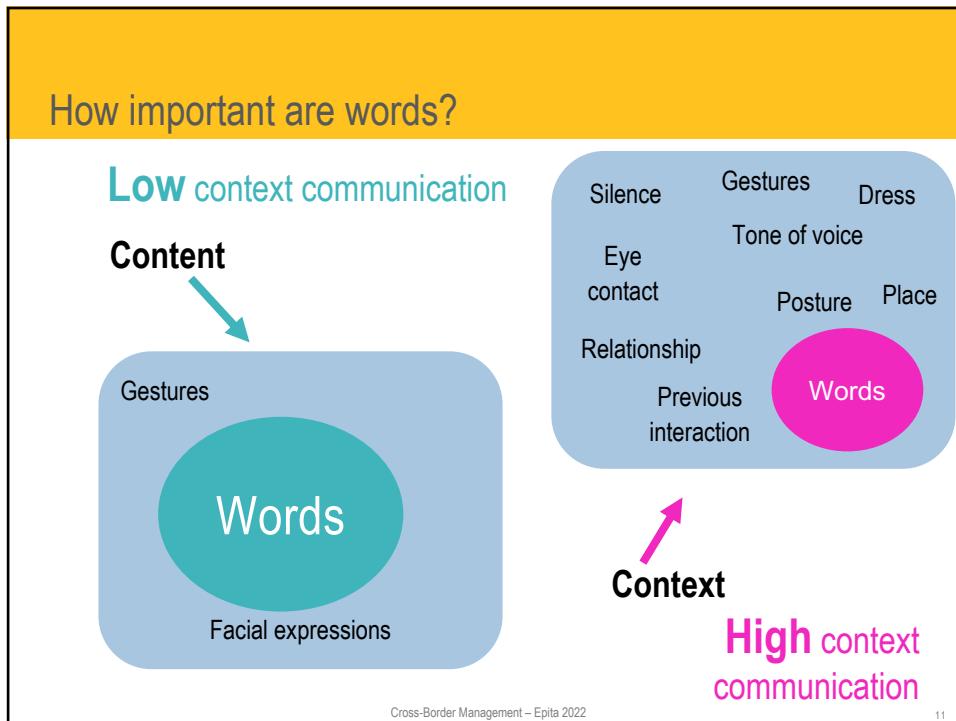
**IMPLICIT**  
Communication style



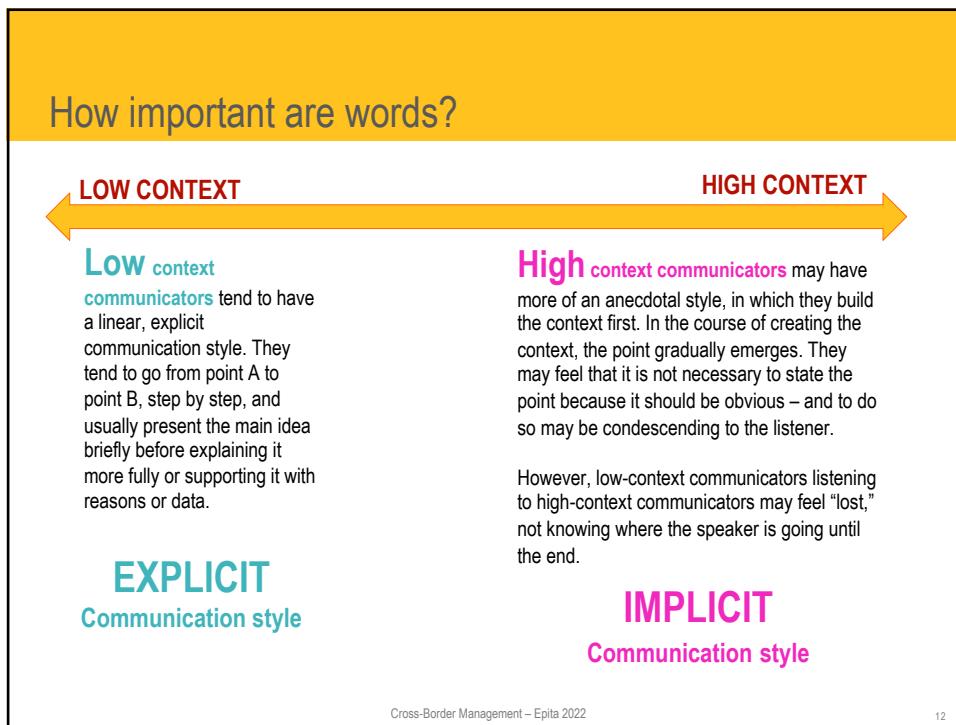
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10

10



11





13

### 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 significative 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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14

## Our class profile subgroup A – 5/6

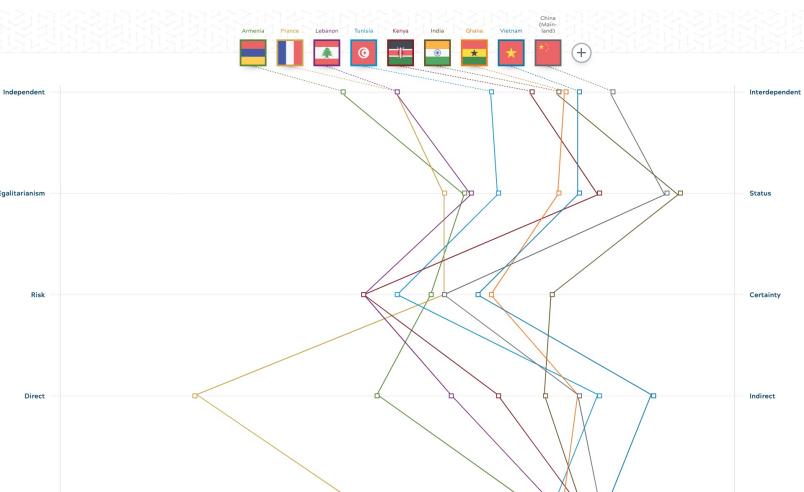


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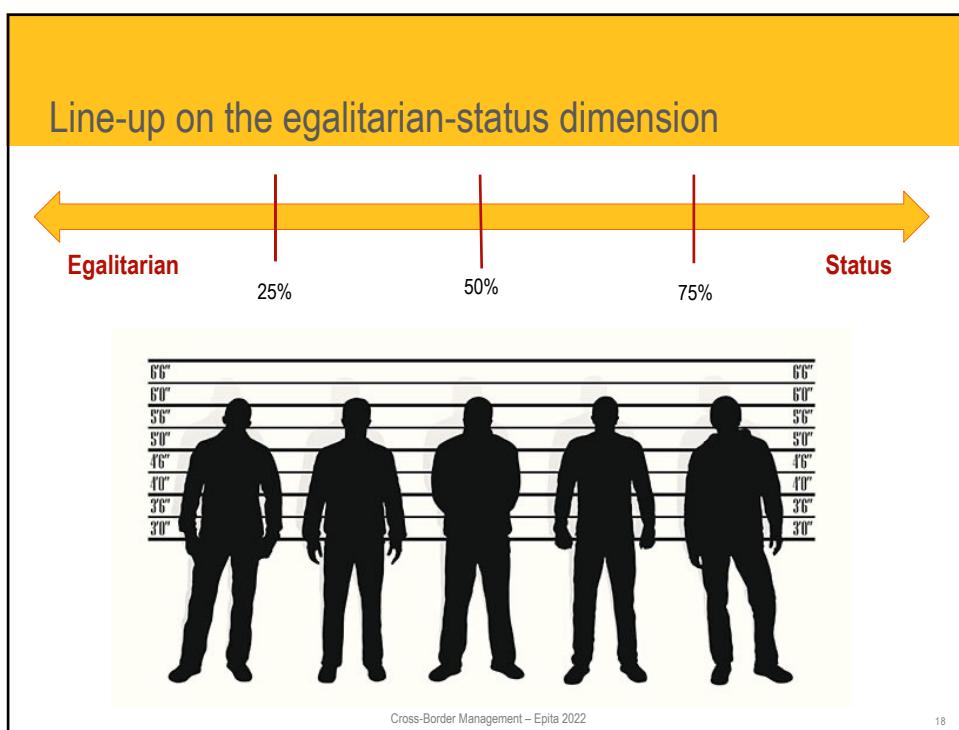
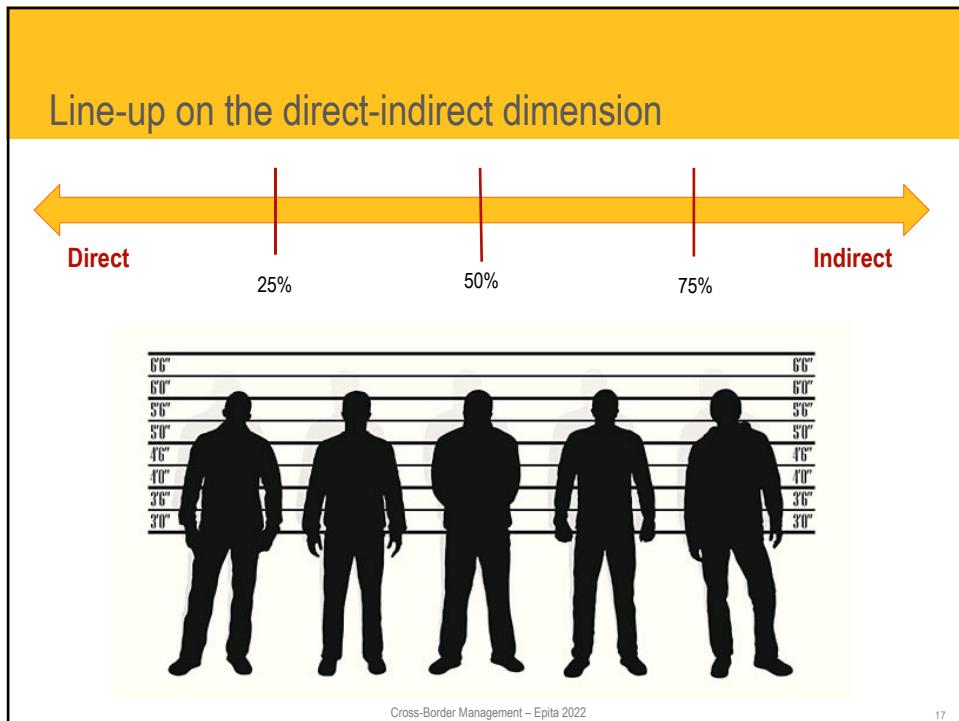
## Our class profile subgroup B – 6/6



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16

16



## 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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19

19

## GlobeSmart® - Interpreting cultural positionings

You

Others

Know your own profile and that of others to **leverage similarities and bridge the gaps.**

Dimensions are on a continuum.

There is no 'right' or 'wrong' style.

It's not a success predictor.

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20

20

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

Indirect

Somewhat Direct

Somewhat Indirect

Very Indirect

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21

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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22

## 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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23

23

## 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).
- ✉ 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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24

24

## 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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25

25

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

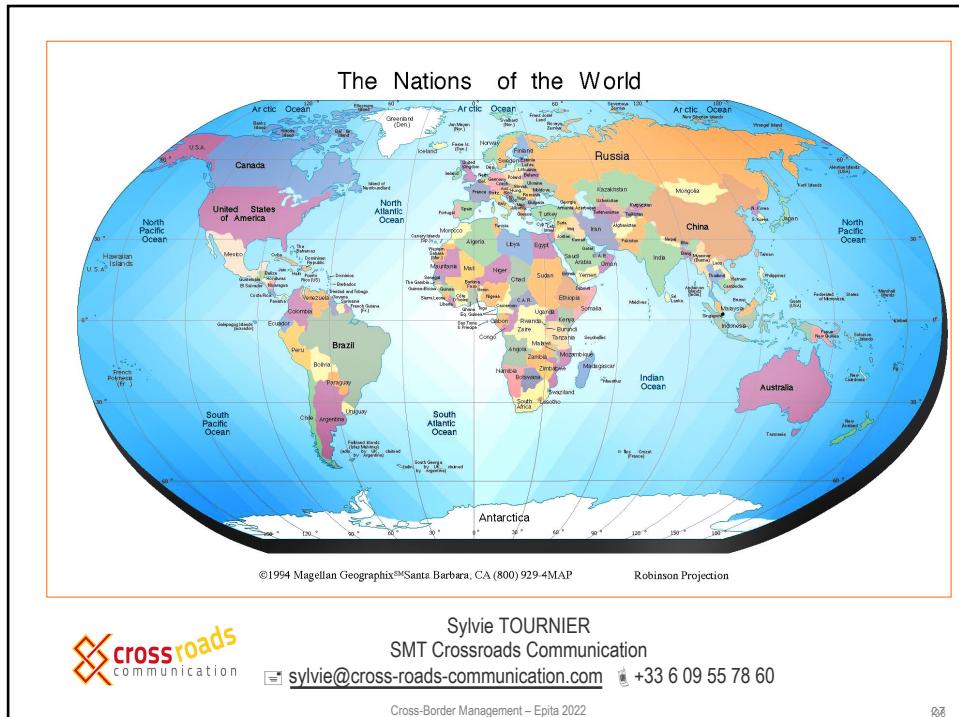
- ❖ Mr. Yamada is a manager in a Japanese company based in Osaka. He heads a team of five. Everyone in the team usually prepares and hands over a report to Mr. Yamada. The manager compiles and sends the report the first day of the month to the finance department. Individual reports have not yet been 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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26

26



27