

French Email

Subject: Send your Feedback ASAP

Bonjour Stéphanie,

I will need your approval for the attached PowerPoint documents for the next meeting we will have on Thursday. Better if you send it earlier so we will have time to work on details. Find the necessary notes to make it polished.

1. Slide 3: Company Organization Chart - Graph needs to be modified to have the most updated changes. It is a must so we need to have it.
2. Slide 5: New Picture Added - Change it with a proper one to not be out of the context. Try to find a clear picture so everyone will get at a glance.

I will also need an outline to elaborate the main points. Prepare it before tomorrow or earlier and ping me to go through on it again together. I am looking forward for your feedback.

Happy new year,
Juanita Hering,
Product Manager

Cross-Border Management Class

METHODOLOGY - How to go about a cross-cultural case study?

Analyze the case study thoroughly and come up with comprehensive recommendations. You will be required to answer questions listed in the case study following the analysis-recommendations approach described below.

ANALYSIS

- 1/ List all key characters / group of people at play in the case study
- 2/ List the seven dimensions we studied in class
- 3/ Position each character / group of people on each of the seven dimensions. If you lack information to position the character, say so.
- 4/ Cite the one or several sentences in the case study that lead you to state the cultural orientation of the character group of people (i.e. John is status-oriented because...). **Please also use line numbering to avoid confusion.**
- 5/ Once you will have finished the complete analysis, decide which dimensions play a key role in the case study. **Make sure to underline the oppositions in profiles (dimension per dimension) that are the root cause of the problem(s) highlighted in the case study.**
- 6/ Add any other relevant elements from class that is important in the analysis of the case study.
- 7/ Find out – if any and if relevant – country core values (the country of origin of the characters or group of people that play a role in the case study)
- 8/ Do research online if need to complement your findings.

RECOMMENDATIONS

- 8/ Make appropriate, detailed and concrete recommendations to solve the issues raised in the analysis part. The more adequate and creative recommendations you will make the more points you will get. Any general and vague recommendation will not be accepted (will lead to getting no point)

FORMAT

Analysis and recommendations in the form of bullet points are perfectly fine. Make sure to structure your paper to make it easily readable and understandable.

Cross-Border Management Class

METHODOLOGY - How to go about a cross-cultural case study?

Analyze the case study thoroughly and come up with comprehensive recommendations. You will be required to answer questions listed in the case study following the analysis-recommendations approach described below.

ANALYSIS

- 1/ List all key characters / group of people at play in the case study
- 2/ List the seven dimensions we studied in class
- 3/ Position each character / group of people on each of the seven dimensions. If you lack information to position the character, say so.
- 4/ Cite the one or several sentences in the case study that lead you to state the cultural orientation of the character group of people (i.e. John is status-oriented because...). **Please also use line numbering to avoid confusion.**
- 5/ Once you will have finished the complete analysis, decide which dimensions play a key role in the case study. **Make sure to underline the oppositions in profiles (dimension per dimension) that are the root cause of the problem(s) highlighted in the case study.**
- 6/ Add any other relevant elements from class that is important in the analysis of the case study.
- 7/ Find out – if any and if relevant – country core values (the country of origin of the characters or group of people that play a role in the case study)
- 8/ Do research online if need to complement your findings.

RECOMMENDATIONS

- 8/ Make appropriate, detailed and concrete recommendations to solve the issues raised in the analysis part. The more adequate and creative recommendations you will make the more points you will get. Any general and vague recommendation will not be accepted (will lead to getting no point)

FORMAT

Analysis and recommendations in the form of bullet points are perfectly fine. Make sure to structure your paper to make it easily readable and understandable.

CBM HW3A

Meeting Comments

- I had the impression that the Swiss committee had a definite prejudice in mind before meeting with the African guests.
- When visitors arrived at the site and found no one there, they should have assumed they were being treated in a superior manner.
- If I were in the visitors' position, I would likewise feel like I was in a hierarchical structure. And the action would not put the guest in a positive frame of mind.
- To make a better impression, it might be preferable to act respectfully.
- It would also provide the world a positive impact, as traditional and social media are widely used in most countries.



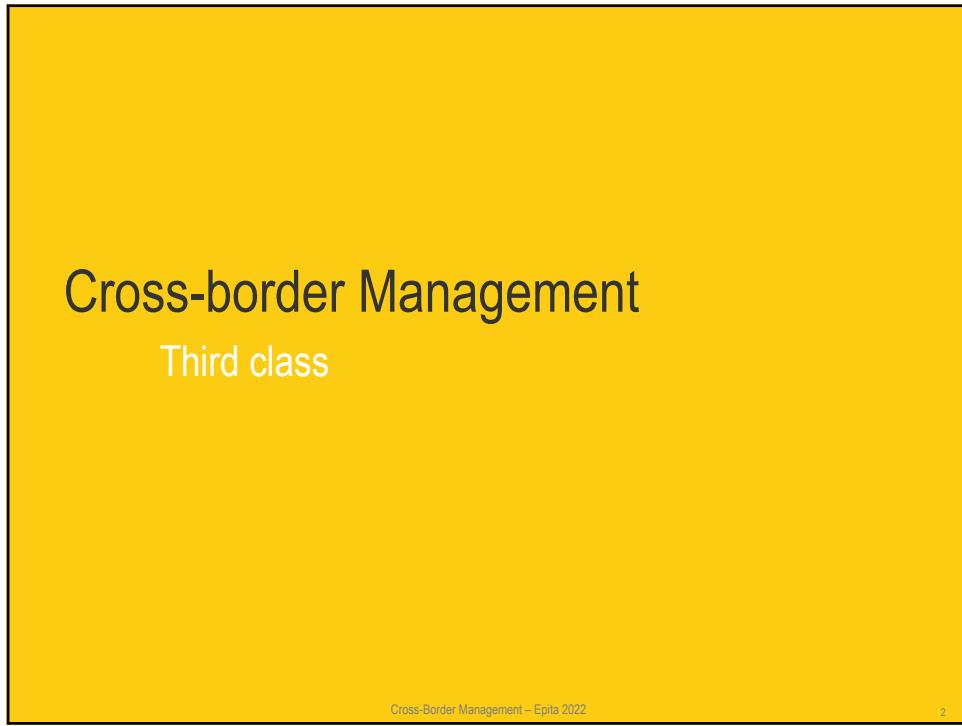
Epita
Cross-Border Management Class

Sylvie Tournier 席乐薇
Consultant, Trainer, and Coach
Cross-Cultural Management and Communication

sylvie@cross-roads-communication.com



1



Cross-border Management
Third class

Cross-Border Management – Epita 2022

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?**



Cross-Border Management – Epita 2022

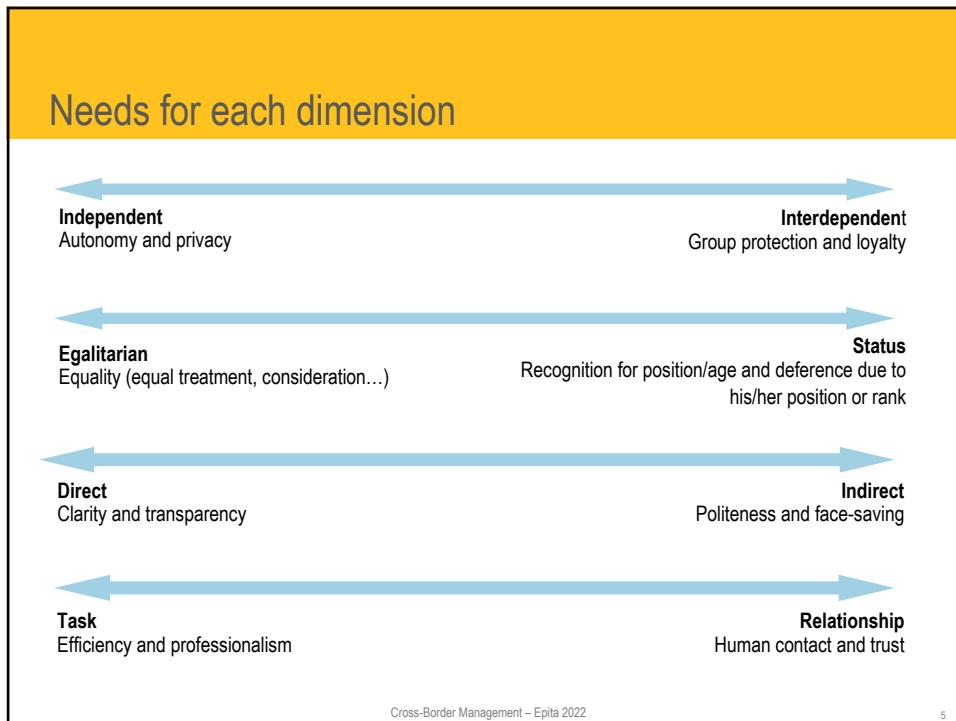
3

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?

Cross-Border Management – Epita 2022

4



Homework - 2/8

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

Cross-Border Management – Epita 2022

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.
3a. It's more efficient if you do one thing at a time.	3b. I can get as much done if I work on two or three things at the same time.
4a. It's more important to complete a transaction.	4b. It's more important to stick to a schedule.
5a. Unanticipated events are hard to accommodate and should be avoided where possible.	5b. Unexpected things happen all the time; that's life.
6a. You shouldn't take a telephone call or acknowledge a visitor when you are meeting with another person.	6b. It would be rude not to take a telephone call if I'm available or to ignore a visitor who drops by.
7a. You shouldn't take deadlines too seriously; anything can happen. What's a deadline between friends?	7b. Deadlines are like a promise; many other things depends on them, so they should not be treated lightly.
8a. It's important, in a meeting or a conversation, not to become distracted or digress. You should stick to the agenda.	8b. Digressions and distractions are inevitable. An agenda is just a piece of paper.
9a. I tend to be people oriented.	9b. I tend to be task-oriented.
10a. Personal talk is part of the job.	10b. Personal talk should be saved for after hours or during meal time.

From: Culture Matters The Peace Corps Cross Cultural Work Book
Used with permission from Peace Corps World News Service, www.PeaceCorps.gov/worldnewservice

Cross-Border Management – Epita 2022

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

Cross-Border Management – Epita 2022

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.**

Cross-Border Management – Epita 2022

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...

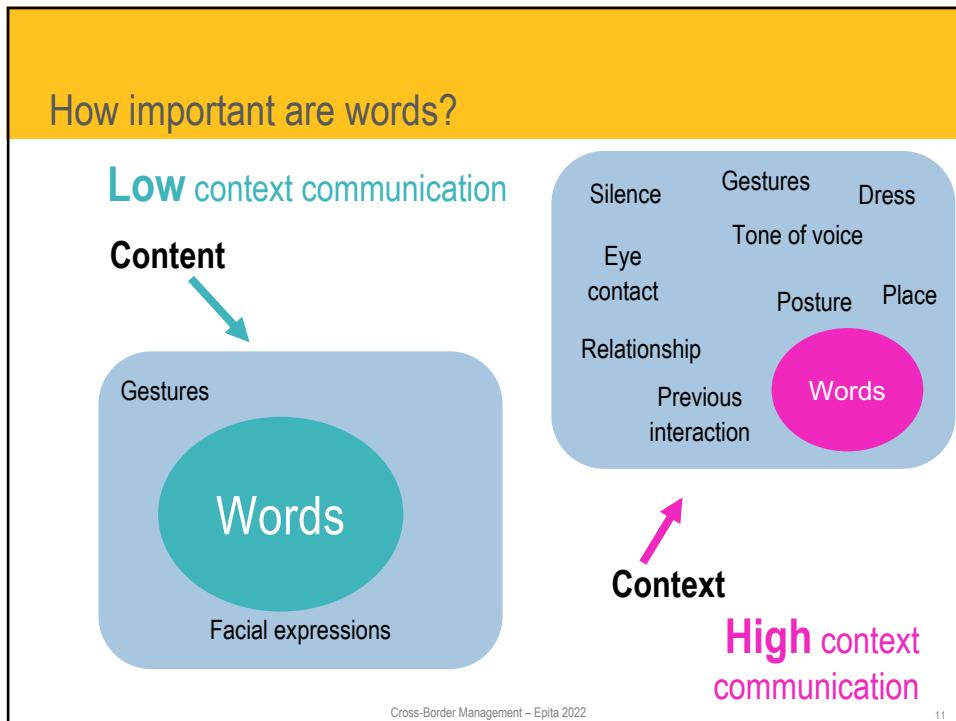
IMPLICIT
Communication style



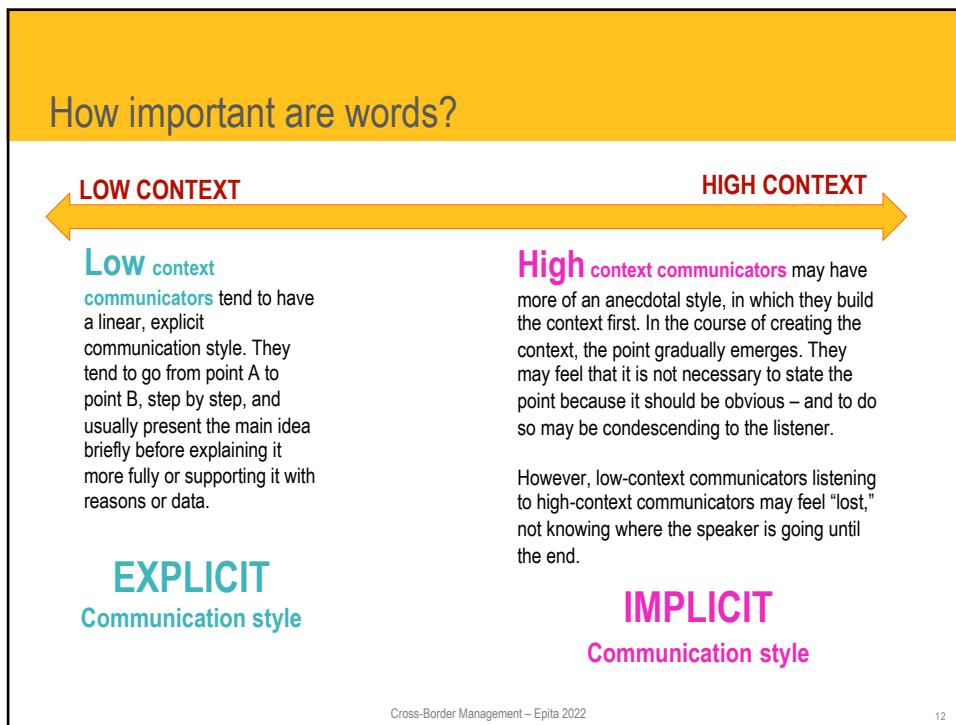
Cross-Border Management – Epita 2022

10

10



11





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

Cross-Border Management – Epita 2022

14

Our class profile subgroup A – 5/6

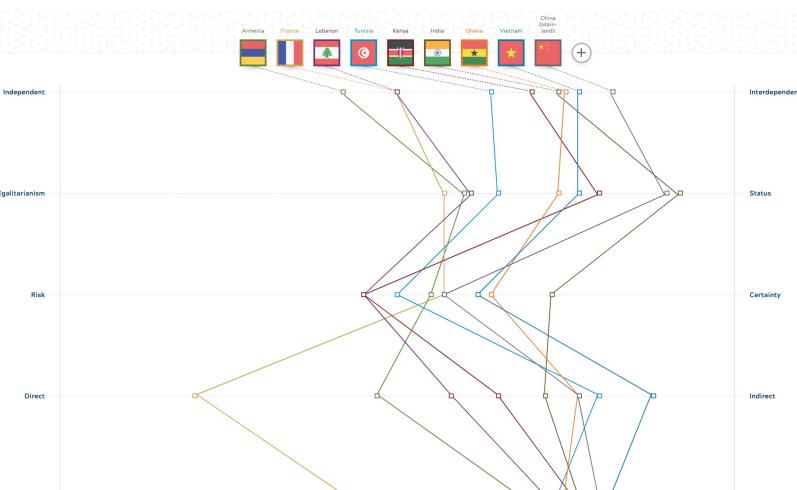


Cross-Border Management – Epita 2022

15

15

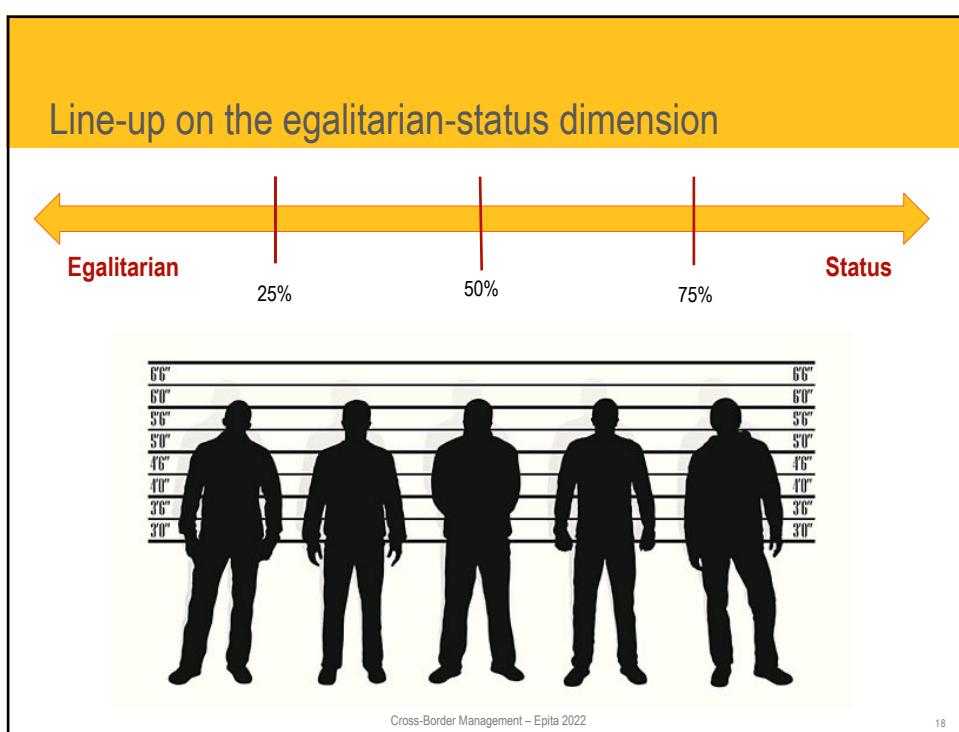
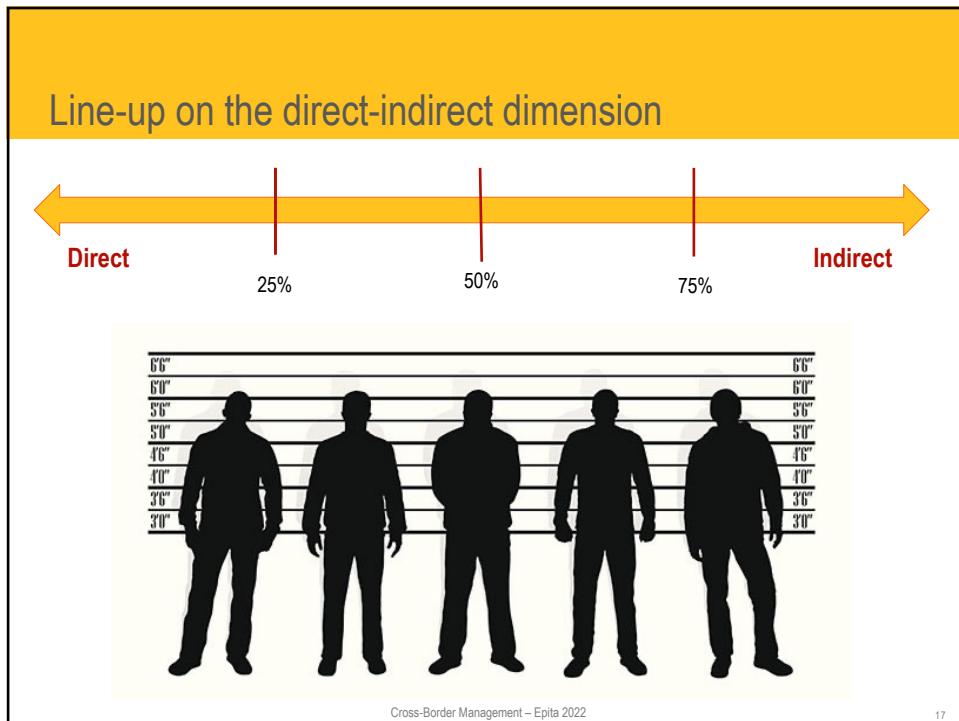
Our class profile subgroup B – 6/6



Cross-Border Management – Epita 2022

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.

Cross-Border Management – Epita 2022

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.

Cross-Border Management – Epita 2022

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

Cross-Border Management – Epita 2022

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!

Cross-Border Management – Epita 2022

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.

Cross-Border Management – Epita 2022

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.

Cross-Border Management – Epita 2022

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?



Cross-Border Management – Epita 2022

25

25

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

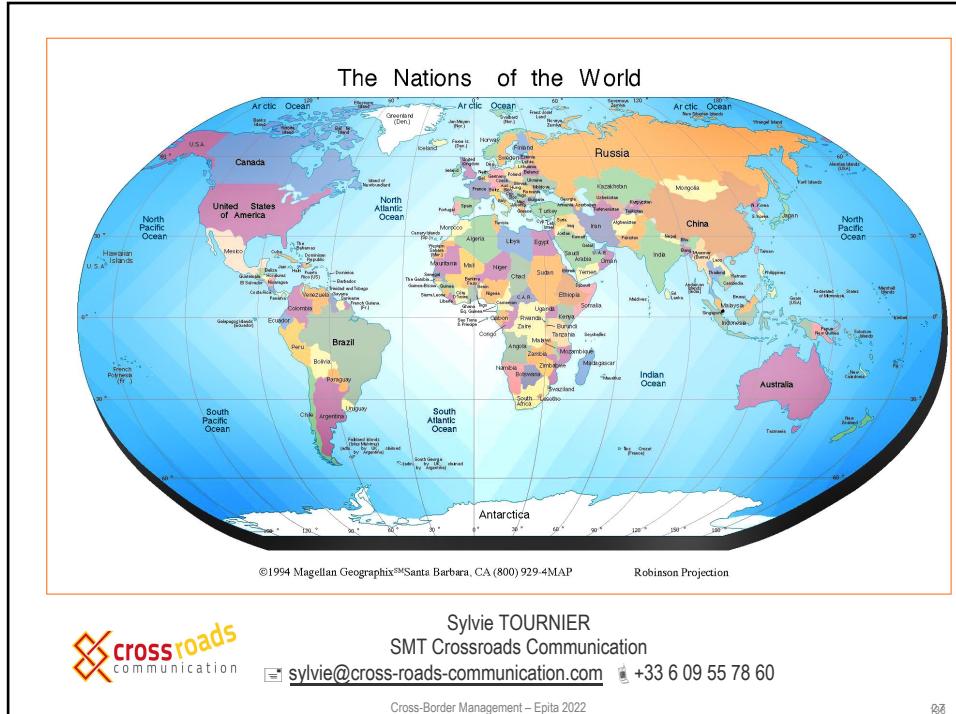
- ❖ Mr. Yamada is a manager in a Japanese company based in Osaka. He heads a team of five. Everyone in the team usually prepares and hands over a report to Mr. Yamada. The manager compiles and sends the report the first day of the month to the finance department. Individual reports have not yet been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



Cross-Border Management – Epita 2022

26

26



Sylvie TOURNIER
SMT Crossroads Communication
sylvie@cross-roads-communication.com +33 6 09 55 78 60

Cross-Border Management – Epita 2022

27



Epita
Cross-Border Management Class

Sylvie Tournier 席乐薇
Consultant, Trainer, and Coach
Cross-Cultural Management and Communication

sylvie@cross-roads-communication.com



1



Cross-border Management
Fifth class

Cross-Border Management – Epita 2022

2

In-class test 1/8

1. **Which concept best describes the style used in the paragraphs below giving instructions for a test?**
"For each question below, choose the answer that seems best appropriate to you. Read each answer carefully as some choices are very similar, however there is only ONE valid answer per question. Please circle your answer. You may come back to a question later on and change the answer. However, once you will have validated all your answers and you won't be able to make any changes. You have 60 minutes to complete the test. If you try to submit your answers passed the deadline, you won't be able to send out the document and you will be given a 0 grade. You may, however, send out the answers before the end of the given timeline"
 - a. High context (implicit)
 - b. Low context (explicit)
 - c. Direct
 - d. Indirect
2. **Imagine you are a functional team leader who seeks to initiate a CHANGE process in a multicultural organization. What dimension would you need to pay particular attention to if you want to succeed in implementing this change?**
 - a. Independent to interdependent
 - b. Egalitarian to status
 - c. Risk to certainty
 - d. Task to relationship.
3. **What is self-awareness?**
 - a. Knowing one's own type of intelligence profile
 - b. Knowing one's team preferred style, dimension per dimension, like for instance GlobeSmart Profile
 - c. Knowing the profile of one's country of origin (or country of reference), dim per dim, like for instance GlobeSmart Profile
 - d. Knowing one's own preferred style, dimension per dimension, like for instance GlobeSmart Profile.

Cross-Border Management – Epita 2022

3

In-class test 2/8

4. **What could be, in a professional cross-cultural context, the direct benefits of style switching?**
 - a. Become more flexible in terms of styles, the more you practice the more flexible you will become.
 - b. Limit misunderstanding and avoid conflicts with your counterparts
 - c. Reduce the perceived gap between you and another person, helping to connect and to create trust
 - d. All of the above.
5. **What is style switching?**
 - a. It's a cross-cultural strategy about mirroring as closely as possible A counterpart's preferred style on ONE dimension or at least dimension per dimension.
 - b. It's a cross-cultural strategy about mirroring as closely as possible SEVERAL PEOPLE's styles on ONE dimension or at least dimension per dimension.
 - c. It's a cross-cultural strategy about mirroring as closely as possible A counterpart's preferred style on ALL dimensions at once.
 - d. It's a cross-cultural strategy about mirroring as closely as possible SEVERAL PEOPLE's styles on ALL dimensions at once.
6. **When practicing style switching who should adapt?**
 - a. If I am from a different cultural group than the people I'm working with, I am one who should adapt (majority rule).
 - b. If my boss is trying to obtain something important from me, he/she is the one who should practice style switching (i.e. adapt).
 - c. If I have a project of strategic importance even if I am from the same cultural group as the others, I am the one who should practice style switching with the key decision-maker / each of my counterparts.
 - d. All of the above.

Cross-Border Management – Epita 2022

4

In-class test 3/8

7. Why is the iceberg metaphor used to speak about cultures?
 - a. The upper part of the iceberg is much smaller than the immersed part. Similarly, cultures also have a small visible part whereas the larger part is hidden and mostly unconscious to the people of the in-group.
 - b. Values drive behaviors, values are hidden like the lower part of the iceberg and behaviors are visible like the upper part of the iceberg.
 - c. "Below the water" are the cultural norms, values, beliefs, mental attitudes, and dimensions.
 - d. All of the above.
8. In the situation below what dimension(s) is/are at the heart of the problem?A Chinese woman, Ms. He Yin, is expatriated to the U.S. Her quarterly performance evaluation takes place, and she speaks with you shortly afterwards. She tells you: "I have had my evaluation and I like it here. But, I did not get all top ratings and I did not get a promotion. Do you think the manager doesn't like me?" Meanwhile, her U.S. HR Manager calls you since He Yin has a matrix reporting relationship with you. The U.S. HR Manager says: "Things are going so-so with He Yin, she is always waiting for direction. Can you please work with her?"
 - a. He Yin is status-oriented while the HR Manager who evaluated her is egalitarian.
 - b. He Yin is certainty-oriented while the HR Manager who evaluated her is risk-oriented.
 - c. He Yin is independent while the HR Manager who evaluated her is interdependent.
 - d. He Yin is status, certainty, and relationship-oriented while the HR Manager who evaluated her is egalitarian, risk, and task-oriented.

Cross-Border Management – Epita 2022

5

In-class test 4/8

9. What is the difference in terms of expected behavior between someone who is extremely interdependent (INTER) and someone who is extremely relationship-oriented (REL)?
 - a. The INTER person will focus on building relationships with key persons outside the group whereas the REL person will rather focus on one-on-one relationships to achieve tasks.
 - b. The INTER person will expect more personal involvement from group members including from the manager, whereas the REL person will most likely hesitate to ask questions or express opinions in a group situation such as a formal meeting.
 - c. The INTER person will feel comfortable being asked personal questions by outsiders such as 'Are you married?' 'How old are you?' 'How many children do you have?' whereas the REL person will not be comfortable with such questions.
 - d. The INTER person will most likely hesitate to ask questions or express opinions in a group situation such as a formal meeting whereas the REL person will feel comfortable being asked personal questions.
10. As a project manager you are in charge of implementing a project in your company and are responsible for ensuring the deadline will be strictly met. You have identified that some of the team members are extremely polychronic. You are concerned as the risk of missing the deadline is high. What is most likely the most effective strategy to ensure that the project will be turned in on time while ensuring not to hurt team members feelings?
 - a. Call up the polychronic colleagues every day close to the deadline to ensure they will submit their part one time.
 - b. Explain at the beginning the importance delivering the project by the deadline AND regularly tell team members that if they don't submit their part by the deadline they won't receive any bonus this year.
 - c. Arrange regular status meetings to check progress with everyone and propose help if need be to those who could be behind AND take buffer time.
 - d. Regularly ask team members if everything is OK / on track.

Cross-Border Management – Epita 2022

6

In-class test 5/8

11. How would an EXTREMELY DIRECT person most likely perceive a counterpart who is EXTREMELY INDIRECT?
 - a. As confusing and hiding something from me
 - b. As efficient
 - c. As a fast person
 - d. As very polite.
12. Which one of the following situations is an example of high context communication (i.e. implicit communication)?
 - a. Not verbally expressing disagreement but for instance frowning or shrugging shoulders
 - b. Instead of telling your counterpart your feelings, using a metaphor to express them
 - c. Assigning guests as well as the manager and lower-level employees of the host company specific seats around the negotiation table to convey their roles and importance
 - d. All of the above.
13. A VERY relationship-oriented person wants to build rapport with other EXTREMELY task-oriented team members located in the same office. Which of the following strategies is the most efficient one he/she should use?
 - a. Go and say hello to everyone individually as soon as he/she arrives in the office.
 - b. Go chit-chat with other team members at least once a day during work time in the company kitchen or at the coffee machine.
 - c. Regularly ask other team members when they could plan in their agenda lunch with him/her and send them an electronic invite once the date and time have been agreed upon.
 - d. All of the above.
14. Which of the dimensions below is the best one in order to achieve maximum efficiency when leading a cc team?
 - a. Egalitarian-oriented
 - b. Relationship-oriented
 - c. Independent
 - d. There is no best dimension per say.

Cross-Border Management – Epita 2022

7

In-class test 6/8

15. What do you need to do in order to avoid falling into the “MIS” factor?
 - a. Be open-minded.
 - b. Observe first then analyze people's behaviors from a cross-cultural perspective.
 - c. Display a flexible behavior
 - d. Learn more than one foreign language.
16. What dimension is represented in the sentence below?
In a meeting, A speaks to B: “You suggested a creative idea, but I disagree with you, it won't work for our project”.
 - a. Very direct
 - b. Very indirect
 - c. Very low context (explicit)
 - d. Very high context (implicit)
17. In the paragraph below, what dimension could the behavior of the two colleagues most likely express?
Amina and Antonio are two colleagues of an international team of seven. They both have IT responsibilities across geographies. All the members are located in a different country so that everyone mostly collaborates through online meetings, online messaging, and emails. Today, Amina and Antonio are having a conference call with the marketing department for an important project. The marketing colleagues are making requests and pushing for solutions that they both disagree with as they know it won't be technically feasible and will create lots of difficulties for the IT department and other colleagues in the team. However, they mostly remain silent, merely asking questions and taking notes.
 - a. Egalitarian
 - b. Interdependent
 - c. High context
 - d. Task-oriented

Cross-Border Management – Epita 2022

8

In-class test 7/8

18. In the situation below, what dimensions could most certainly explain both Olivier Martin's attitude and Emmanuel's reaction?

Olivier Martin is a French marketing director in charge of a team of four. Emmanuel, one of the four team members, specializes in product development including new technology. He has come up with a detailed analysis of the market and a comprehensive program he is eager to promote. But the project has first to be accepted by the steering committee before any launch can be done. Convinced his solid research will ensure the success of his proposal, Emmanuel is very excited at the idea of presenting his project to the higher-ups.

But Olivier Martin, his manager, tells him that he is a member of the steering committee. As a consequence, he, Olivier, will present the project in person to the steering committee. Emmanuel is furious and feels down at the same time.

- a. Olivier is interdependent while Emmanuel is independent.
- b. Olivier is certainty-oriented while Emmanuel is more risk-oriented.
- c. Olivier is status while Emmanuel is more egalitarian.
- d. Olivier is task-oriented while Emmanuel is more relationship-oriented.

19. When giving instructions to team-members, what is the BEST style the team manager should use?

- a. Low context
- b. Certainty-oriented
- c. Direct
- d. Task-oriented

In-class test 8/8

20. You know a foreigner who works in a local company. He arrived recently to your country of origin and has difficulties blending in. He complains a lot about the inefficiency of his colleagues and about the local work style. He often feels irritated. What strategy would most likely be the most efficient one in the short run to overcome his difficulties?

- a. Go back to his country of origin.
- b. Identify the main cultural reasons for his problems and adapt his behavior to the local norms, values, beliefs and cultural dimensions.
- c. Find a way to push his colleagues to learn about and adapt to his own work style.
- d. Do nothing, just be patient. Over time, when he will understand more about the country, things will calm down, and he will certainly feel better.

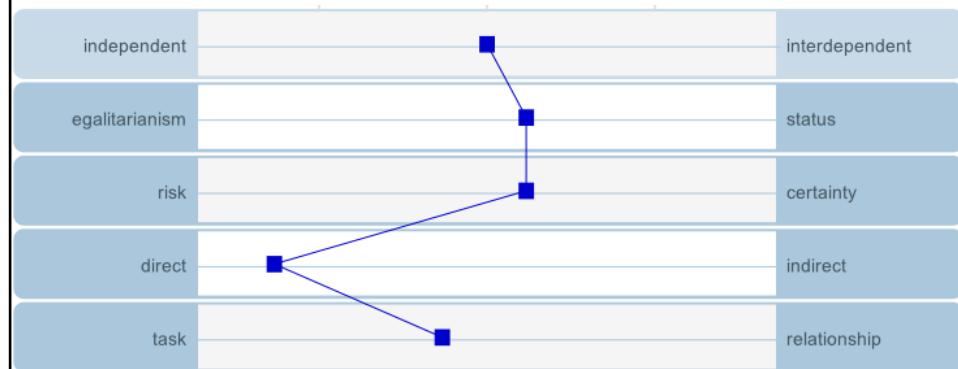
French business culture

Cross-Border Management – Epita 2022

11

11

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.

Cross-Border Management – Epita 2022

12

12

An Air France advertisement

What are the French core values at play here?



*Personnel attentionné, cuisine gastronomique,
service raffiné en long-courrier.
POUR FAIRE DU CIEL LE PLUS BEL ENDROIT DE LA TERRE.*

TEXT
Considerate staff,
gourmet food,
exquisite service on
long-distance flights

Making the sky the
most beautiful place
on earth.

Cross-Border Management – Epita 2022

13

13

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 Boarding Card ausdrucken! Erstellt Code mit dem QR Reader Ihres Smartphones oder per SMS mit „Lufthansa“ an 70008 senden! www.lufthansa.com/mobile

Reisen wird jetzt noch flexibler. Mit den eFly Services mobil buchen und Ihren Sitzplatz direkt auf dem Handy auswählen. Mehr Informationen unter lufthansa.com/mobile

There's no better way to fly.  **Lufthansa**
A STAR ALLIANCE MEMBER

14

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.

Cross-Border Management – Epita 2022

121

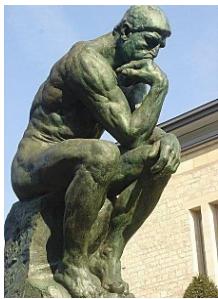
15

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

Cross-Border Management – Epita 2022

122

16



17

6.1. Case study debriefing – An American in Paris

Cross-Border Management – Epita 2022

18

Case study analysis – Key character analysis

	Philippe	Sophie	French administration	Dan
Independent-interdependent	?	?	?	Independent
Egalitarian-status	Most likely somewhat 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	?	Certainly polychronic	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 briefly what you know.
- Bullet points answers are perfectly fine so as to save time

Cross-Border Management – Epita 2022

19

19

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)

Cross-Border Management – Epita 2022

20

20

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

Cross-Border Management – Epita 2022

21

21

6.2. Working efficiently at a distance

Cross-Border Management – Epita 2022

22

22

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!

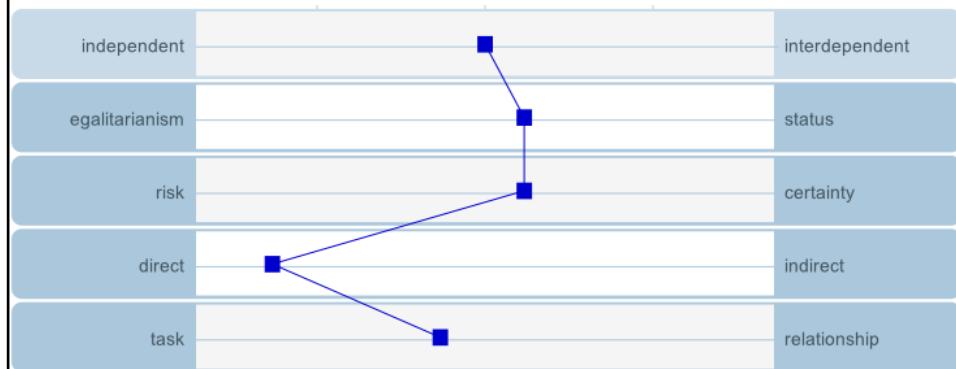
Yoichi

Cross-Border Management – Epita 2022

23

23

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.

Cross-Border Management – Epita 2022

24

24

A few of your emails - #1

Bonjour Stephanie,

I would like you to look at the attached Powerpoint slides from the meeting on Thursday. Please note the following,

1. Slide 3: Company organization chart - Kindly modify the graphics to reflect recent changes.
2. Slide 5: New picture added - Please replace the picture if needed.

Please provide outline of the main points discussed during the meeting. Let me know if you have any questions.

Send your input by end of the day tomorrow. I'll wait to hear from you.

Regards,

Juanita Hering

Cross-Border Management – Epita 2022

25

25

A few of your emails - #2

Subject: Re-Time Sensitive: Feedback Needed

Hello Stéphanie,

Could you please look at the attached PowerPoint slides for the Thursday meeting?

- The organizational chart 'graph' might need some update on slide number three.
- Slide number five, perhaps adding a new picture.
- We will discuss further the main outline points on Thursday.

If possible, could you please outline of the main point and send your input before the 21st of January 17h30.

I remain available should you have any questions.

Thank you,

Kind regards,

Junita Hering

Cross-Border Management – Epita 2022

26

26

A few of your emails - #3

Subject: PowerPoint slides have been updated for the upcoming meeting.

Bonjour Stephanie,

I hope doing well. A very happy new year to you! Hoping you had a wonderful holiday season.

1. Slide 3: At Company Organization Chart –It is better to do some modification in the graphic which reflect recent changes.
2. Slide 5: New Picture Added –If you have a better replacement on this, feel free to replace.

A summary of the main points would also be helpful. Do not hesitate to contact me if you have any questions or if anything else needs to be addressed.

By the end of tomorrow, we would like to hear your input on how we can improve the presentation.
Have a good day!

Thank you!

Juanita Hering

Cross-Border Management – Epita 2022

27

27

A few of your emails - #4

Subject: Changes for PowerPoint Slide for the upcoming meeting.

Bonjour Stéphanie,

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

Would you mind looking at the attached PowerPoint slides for the meeting on Thursday? Please consider the following points:

1. Slide 3: At Company Organization Chart – It is better to do some modification in the graphic which reflect recent changes.
2. Slide 5: New Picture Added – If you have a better replacement on this, feel free to replace.

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, it will be more helpful to improve the presentation.

Have a good day!
Thank you!

Juanita Hering

Cross-Border Management – Epita 2022

28

28

A few of your emails - #5

Subject: Time Sensitive: Feedback Needed

Bonjour Stephanie,

Happy new year! I hope you had a wonderful holiday season.

It would be a big help if you look at the attached PowerPoint slides for meeting on Thursday.
make sure that in slide 3 - company Organization Chart - graphics might need to be modified according to recent changes and in Slide 5 feel free to do some replacements of pictures or some modifications.

It is imperative to have outline flow of main points in summary , so it would be appreciated. Ping me if you have any question 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

Cross-Border Management – Epita 2022

29

29

A few of your emails - #6

Bonsoir Stephanie,

Greetings from this side, wishing you a very Happy New Year. I hope you are well and had a wonderful holiday season.

I would like your feedback on the attached PowerPoint slides for the meeting which would occur on the coming Thursday. Herewith, I am attaching the below points to refer for the same:

Slide 3: Company Organization Chart - I have created some graphics, but I think I could use your help to improvise them to reflect recent changes.

Slide 5: New Picture Added - I am skeptical about the new picture and would prefer for you to replace it if you feel so.

We would appreciate it if we can get an outline of the main points from your end as it would help us summarize the presentation. Please revert back to me by today if you have any questions as we would require your assisted input by the end of the day tomorrow.

Merci,

Juanita Hering

Cross-Border Management – Epita 2022

30

30

Sample effective email to a French counterpart

Subject: Feedback Needed on PPT Slides by Friday January 8th - Urgent

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

Cross-Border Management – Epita 2022

31

31

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

Cross-Border Management – Epita 2022

32

32

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)

Cross-Border Management – Epita 2022

33

33

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

Cross-Border Management – Epita 2022

34

34

Wrap-up: Best practices from the CBM class

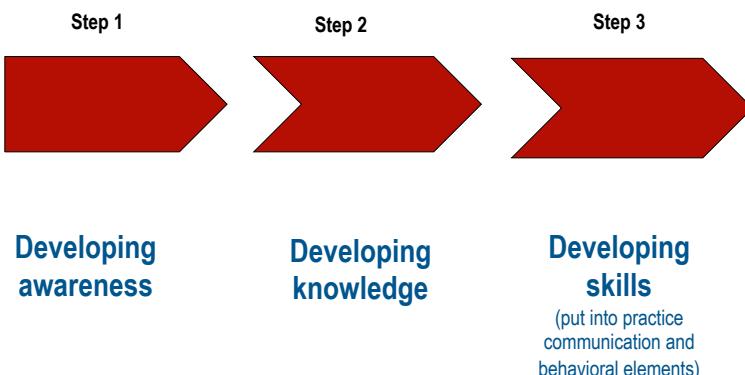
- ❖ **Use the dimensions of your toolbox as the first step**
 - Look at the positioning of the country of origin of your counterpart
 - Check if the person is aligned or not to the country's positioning (what could be the factors influencing a divergence?)
- ❖ **Adapt your communication style**
 - Style 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-Border Management – Epita 2022

35

35

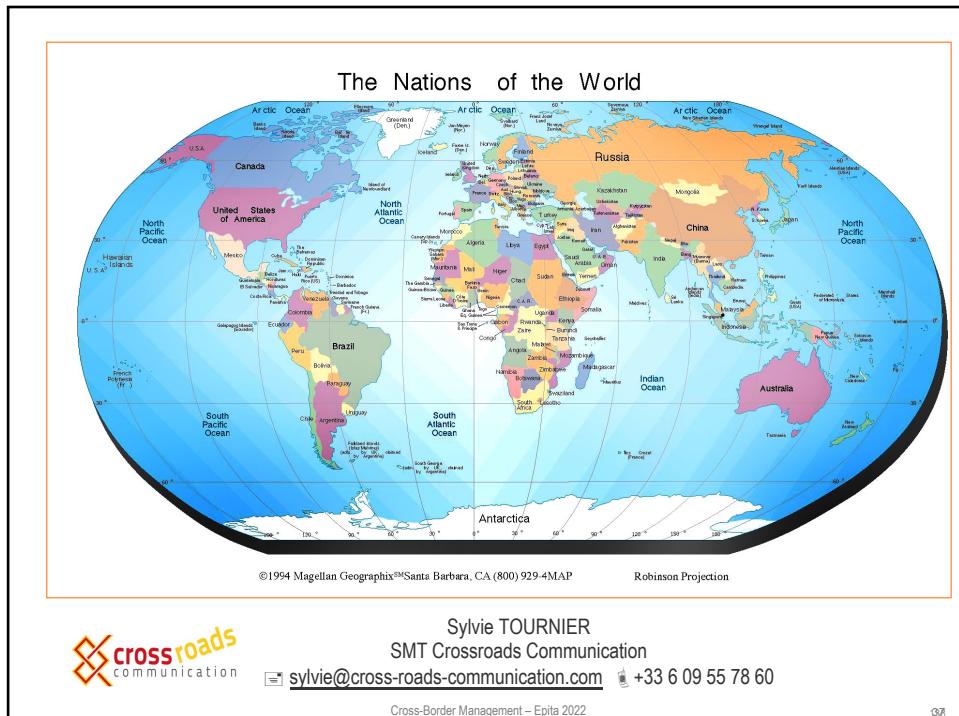
Cross-cultural learning process



Cross-Border Management – Epita 2022

36

36



Sylvie TOURNIER
SMT Crossroads Communication

[✉ sylvie@cross-roads-communication.com](mailto:sylvie@cross-roads-communication.com) ☎ +33 6 09 55 78 60

Cross-Border Management – Epita 2022

37



Epita
Cross-Border Management Class



Sylvie Tournier 席乐薇
Consultant, Trainer, and Coach
Cross-Cultural Management and Communication

sylvie@cross-roads-communication.com



1



Cross-border Management
Fourth class

Cross-Border Management – Epita 2022

2

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.
- ✉ 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.

Cross-Border Management – Epita 2022

3

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 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.

Cross-Border Management – Epita 2022

4

Symposium in Geneva - Recommendations

- ❖ Have staff liaising regularly with the delegations of group of countries (more and more regularly close to the event, let's say two weeks in advance, one week, then two days), reminding them of the agenda, and checking on their flights (no change)
- ❖ Stress the quality of the venue, guests and speakers (so as to motivate the delegates not to miss any part of the event)
- ❖ Send in advance a list of recommended hotels with negotiated prices (so as to control their traveling in Geneva)
- ❖ Organize shuttle buses at the arrival based on the flight schedule mentioned – From airport to hotel and during the symposium from hotel to the symposium in the morning and at the end of the day
- ❖ Entice the delegates to arrive early by organizing a nice breakfast before the beginning of the event and distribute welcome gifts
- ❖ Start the symposium with an African or famous keynote speaker the delegates would want to see / be associated with so as to entice them to come from the very beginning
- ❖ Clearly mention the doors will be closed after the start of each conference and will reopen only at the end, before the next one.
- ❖ Any other suggestion?

Cross-Border Management – Epita 2022

5

5

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?



Cross-Border Management – Epita 2022

6

6

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 – Epita 2022

7

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?)

Cross-Border Management – Epita 2022

8

DVD analysis – A World of Difference

Questions



1/ OBSERVE - Write down the **exact wording** and report the **body language** of a few participants

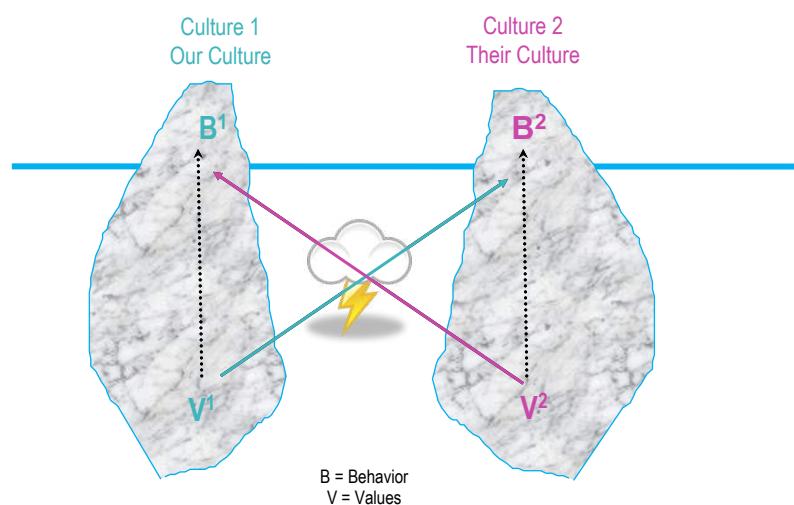
2/ ANALYZE - Find out the value behind them
THEN dimensions and possible national core values.

Cross-Border Management – Epita 2022

9

9

Reminder - Iceberg model



Cross-Border Management – Epita 2022

10

10

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...

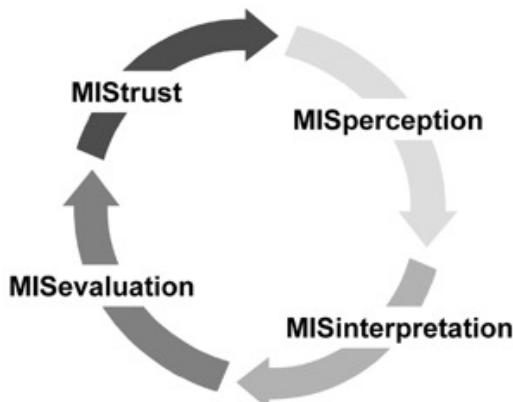
Cross-Border Management – Epita 2022

11

11

The MIS factor

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



Cross-Border Management – Epita 2022

12

12

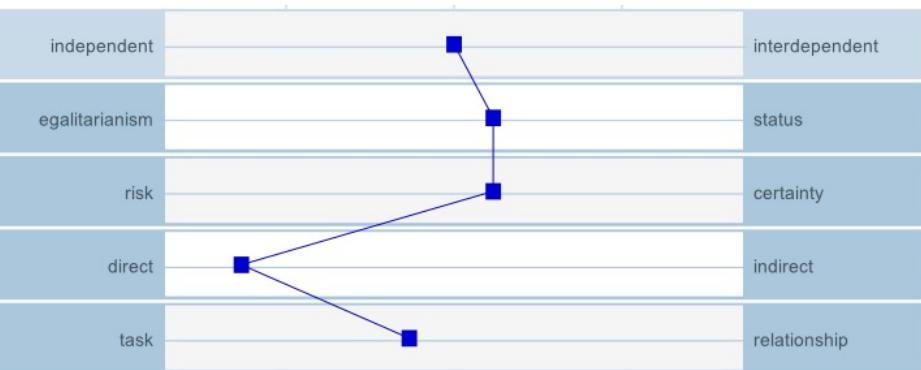
French culture in action

Cross-Border Management – Epita 2022

13

13

France's GlobeSmart® profile



Cross-Border Management – Epita 2022

14

14

Homework #1 - The French mindset

Please read

- ❖ 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.

Cross-Border Management – Epita 2022

121

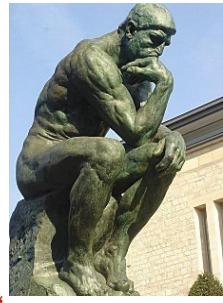
15

Homework #1.2 - French thinking style

Please read

- ❖ 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

Cross-Border Management – Epita 2022

122

16

Homework #1.3 - 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.**

Cross-Border Management – Epita 2022

17

17

Homework #2 - 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!

Cross-Border Management – Epita 2022

18

18

Homework #2 – Giving feedback to the French

- ❖ Tod Johnston has just been transferred from the United States, a local office, to the headquarters in France. The overall objective of the company is to increase the number of foreigners working at the headquarters to develop an international mindset. After his two first weeks, the new US manager sends an email to his five French team members as follows:

Hi team,
You have been doing a great job so far. Well done!
Thank you.
Tod

- ❖ What do you think of the impact of such a communication on French people?
- ❖ What should Tod have done differently to increase cultural efficiency?

Homework #3 and #4

- ❖ Watch the following video:
 - Dean Foster: Doing business in France
 - 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 June 23, 22.

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.

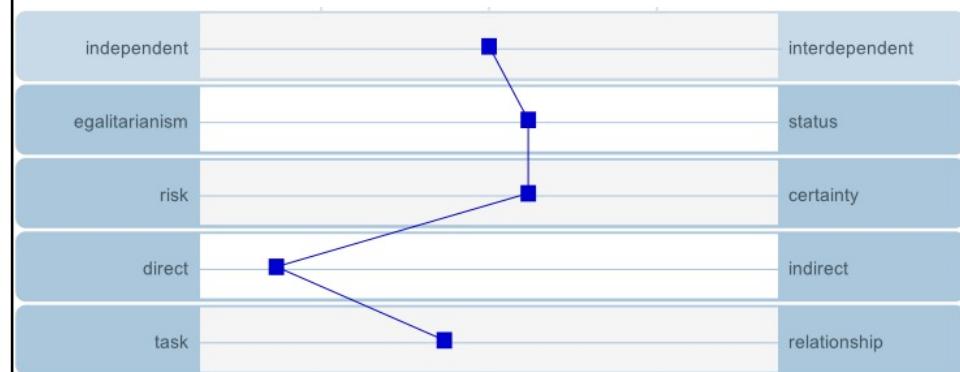
Thank you!
Juanita Hering

Cross-Border Management – Epita 2022

21

21

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.

Cross-Border Management – Epita 2022

22

22

Homework #5 – Convincing the French

- ❖ Carefully read the three following slides:
 - Presenting information to the French
 - Key drivers + What to expect when convincing the French
 - French communication style.

- ❖ Prepare in writing the cultural approach for the role play described on the next page with the objective to culturally convince the French:
 - How to start the meeting, what to do and say to the French directors, how to organize your presentation etc. (Keep in mind what you would do differently from convincing someone from your home country)
 - The arguments you would use to defend your position.
 - Bring your written preparation (bullet points OK) to the next class.



Cross-Border Management – Epita 2022

23

23

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

- ❖ You have been newly hired by a French company in France. The managing director (MD) 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.**

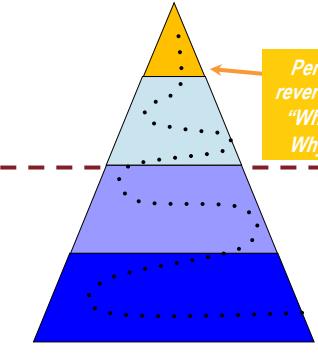
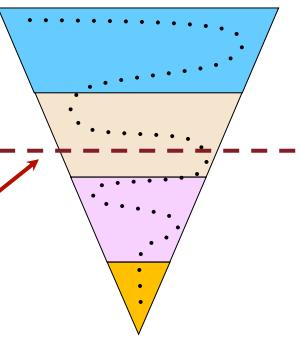
NB: Make sure to develop a cross-cultural approach which would be different from how you would do things in your home country.

Cross-Border Management – Epita 2022

24

24

Homework #4 (con't) - Presenting Information

Bullet Points	Please read	Background
Provide high level overview up front. If you want more information, ask questions		Solid foundation up front provides needed context for the main point
	<p>Perception from the reversed pyramid style: "Where is the depth? Why so simplistic?"</p>	 <p>This is the French approach.</p>
	<p>Perception by the pyramid style "But what is your point?"</p>	

Cross-Border Management – Epita 2022

25

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.')

Cross-Border Management – Epita 2022

26

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

Please read

In meetings

France

WORD BASE

CLARITY

IMAGINATION

Source: Richard D. Lewis

Cross-Border Management – Epita 2022

27

The Nations of the World

©1994 Magellan GeographixSMSanta Barbara, CA (800) 929-4MAP

Robinson Projection

sylvie@cross-roads-communication.com +33 6 09 55 78 60

Cross-Border Management – Epita 2022

28



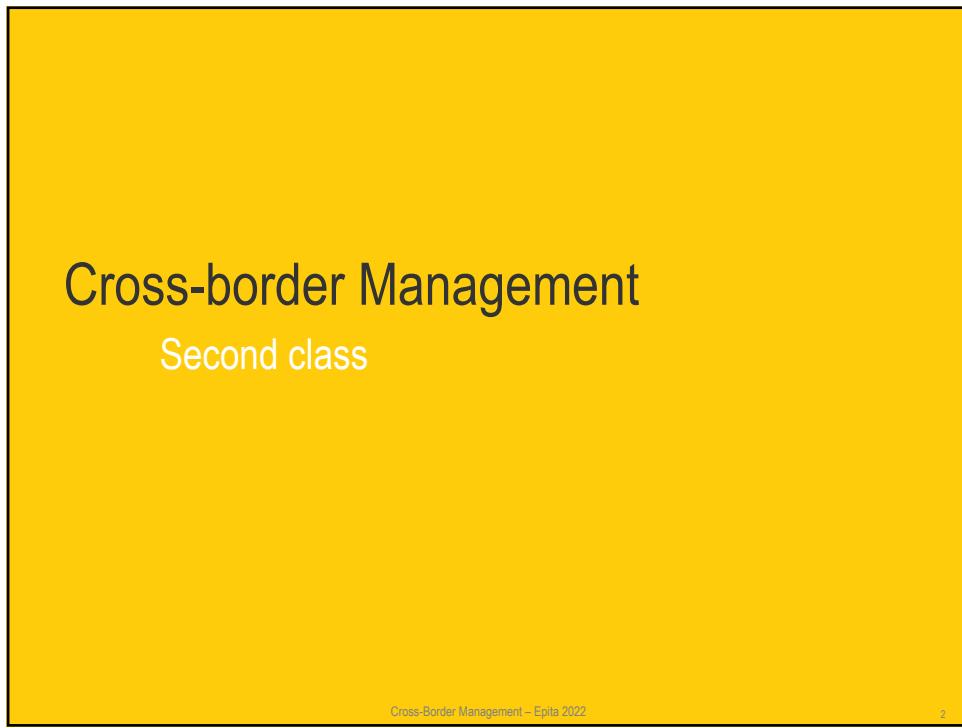
Epita
Cross-Border Management Class

Sylvie Tournier 席乐薇
Consultant, Trainer, and Coach
Cross-Cultural Management and Communication

sylvie@cross-roads-communication.com



1



Cross-border Management
Second class

Cross-Border Management – Epita 2022

2

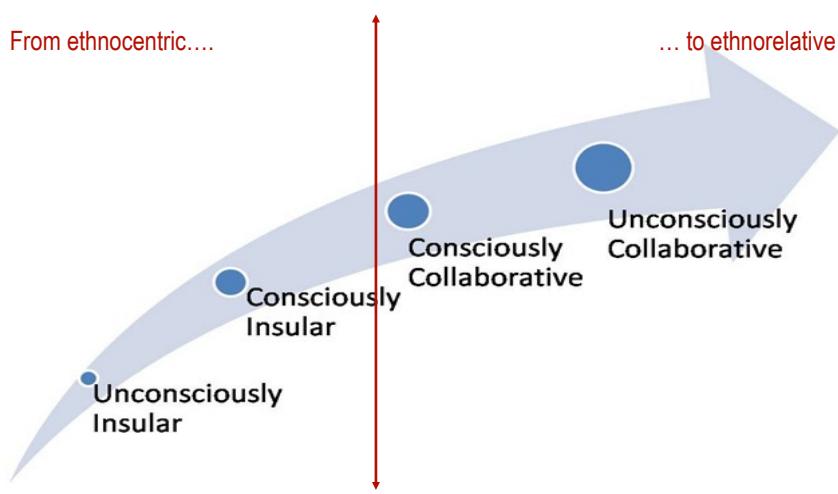
Homework for class #2 (1/2)

- ❖ 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.

Cross-Border Management – Epita 2022

3

Stages of cultural awareness



Cross-Border Management – Epita 2022

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?

Cross-Border Management – Epita 2022

5

5

Direct-Indirect

How do I communicate tasks, requests, feedback?



- | | |
|--|--|
| <ul style="list-style-type: none">❖ Concise, concrete, to the point❖ Not afraid to say 'it is like it is'.❖ Difficulties confronted openly❖ OK to give and receive 'constructive' feedback. | <ul style="list-style-type: none">❖ 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 |
|--|--|

Cross-Border Management – Epita 2022

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.
- ☒

Cross-Border Management – Epita 2022

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.

Cross-Border Management – Epita 2022

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?



Cross-Border Management – Epita 2022

11

Task-relationship

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

Task



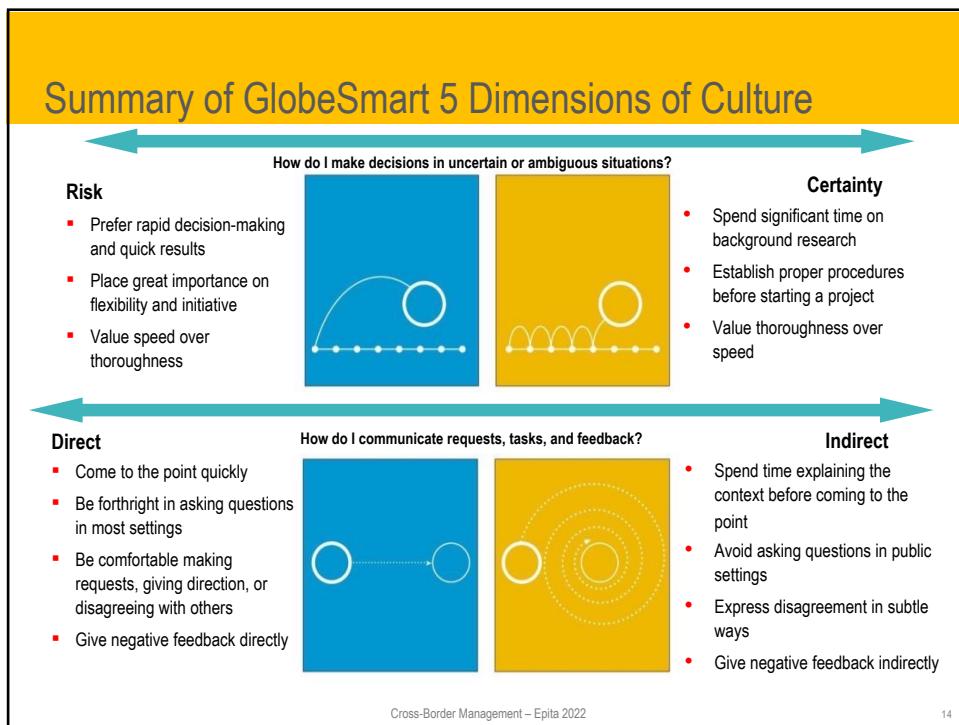
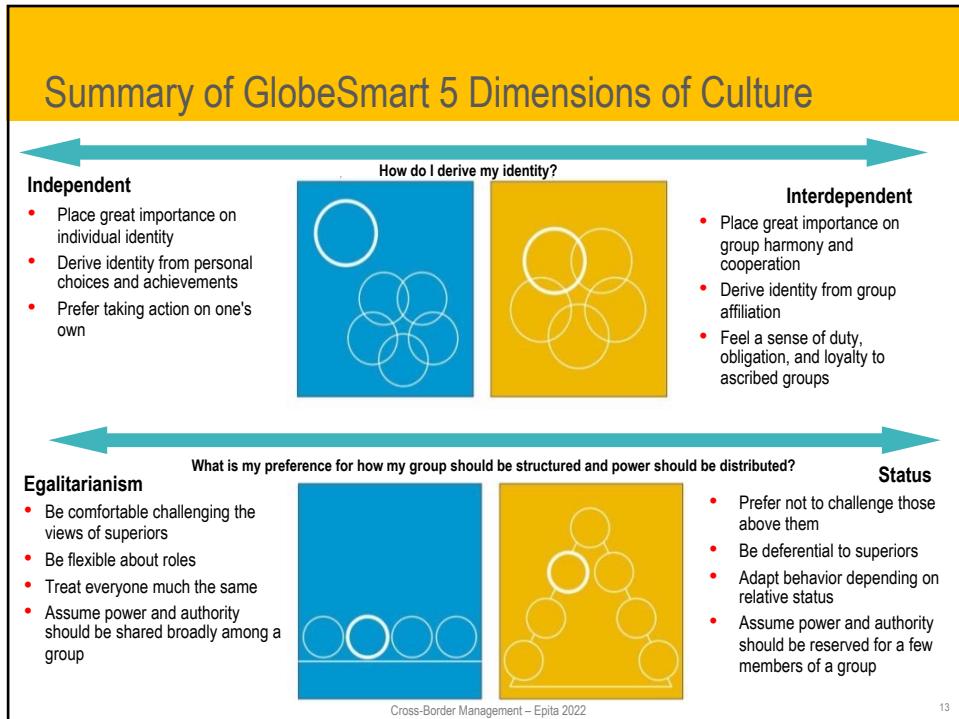
Relationship



- ❖ 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

Cross-Border Management – Epita 2022

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

Cross-Border Management – Epita 2022

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?**

Cross-Border Management – Epita 2022

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?**



Cross-Border Management – Epita 2022

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?**



Cross-Border Management – Epita 2022

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?

Cross-Border Management – Epita 2022

19

19

Homework - 2/6

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

Cross-Border Management – Epita 2022

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.

From: Culture Matters The Peace Corps Cross Cultural Work Book
Used with permission from Peace Corps World News Service, www.PeaceCorps.gov/worldnewservice/culturematters.htm

Cross-Border Management – Epita 2022

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**

Cross-Border Management – Epita 2022

22

Our class profile subgroup A – 5/6



Cross-Border Management – Epita 2022

23

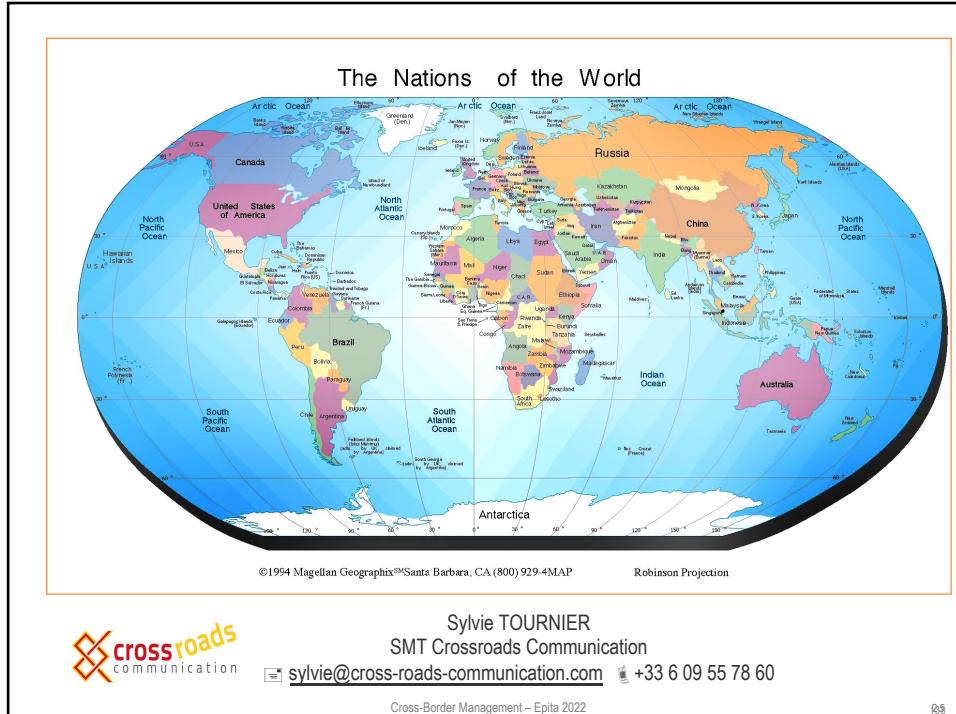
23

Our class profile subgroup B – 6/6



Cross-Border Management – Epita 2022

24



Sylvie TOURNIER
SMT Crossroads Communication
sylvie@cross-roads-communication.com +33 6 09 55 78 60

Cross-Border Management – Epita 2022

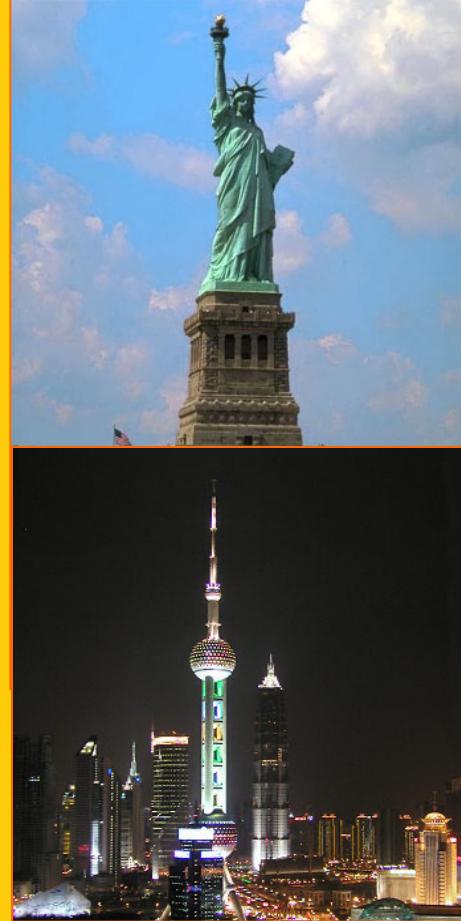
25

Epita

Cross-Border Management Class

Sylvie Tournier 席乐薇
Consultant, Trainer, and Coach
Cross-Cultural Management and Communication

sylvie@cross-roads-communication.com



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

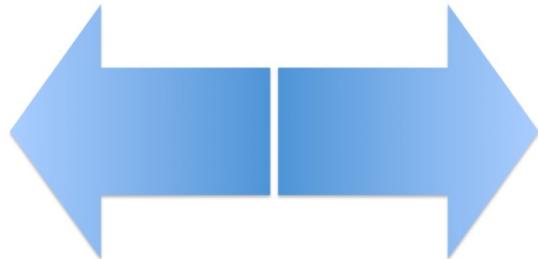
- ❖ And if things get a bit difficult (= you are confused / lost / in disagreement with the course content or what the teacher says or with other students' position or behavior), how do you want the other students and the teacher to be with you? (Your answers below)
- Be transparent, don't keep issues 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

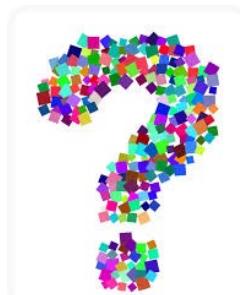
Reflect on this situation

- ❖ 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

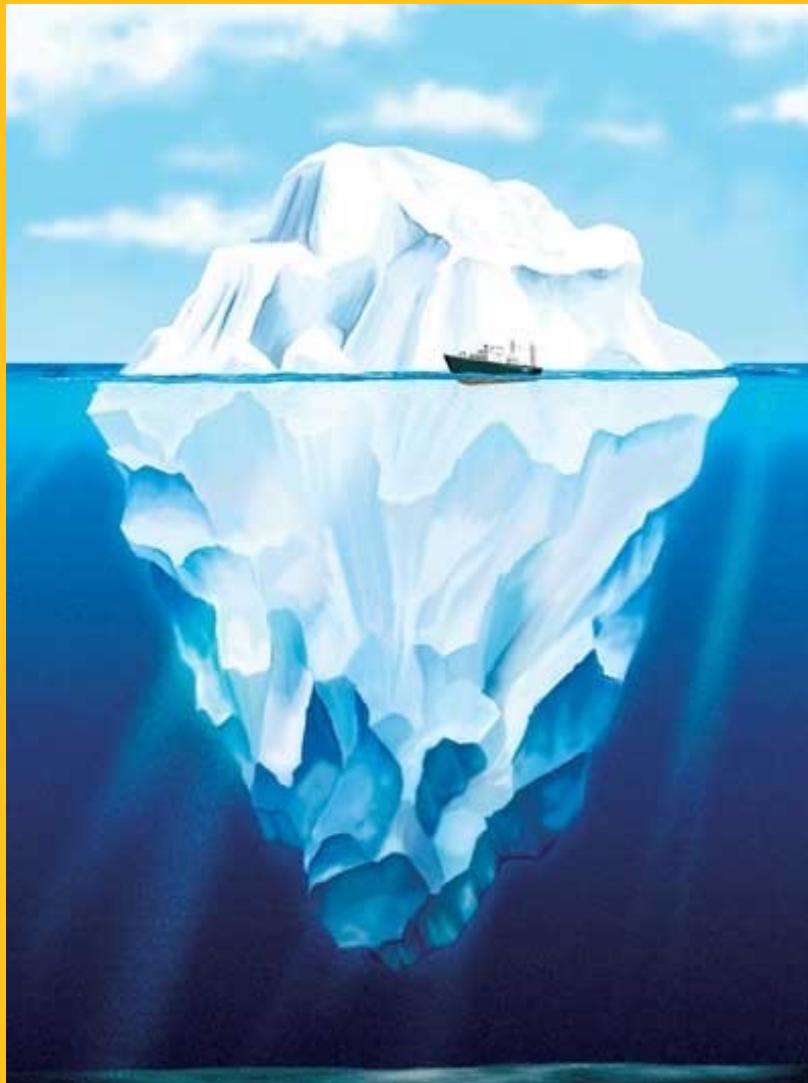
Cultural Self-Awareness

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

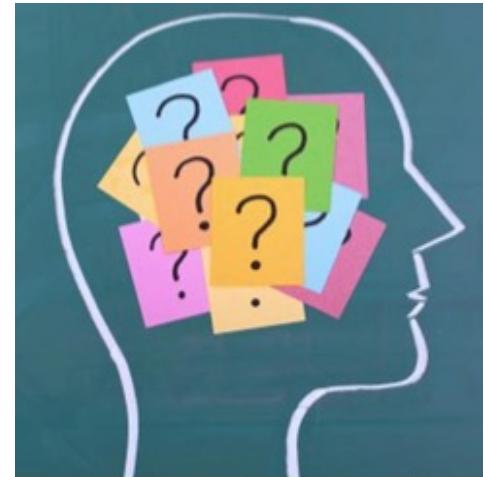
- What is your truth?
- What do you consider as true/ false?

⌘ Norms

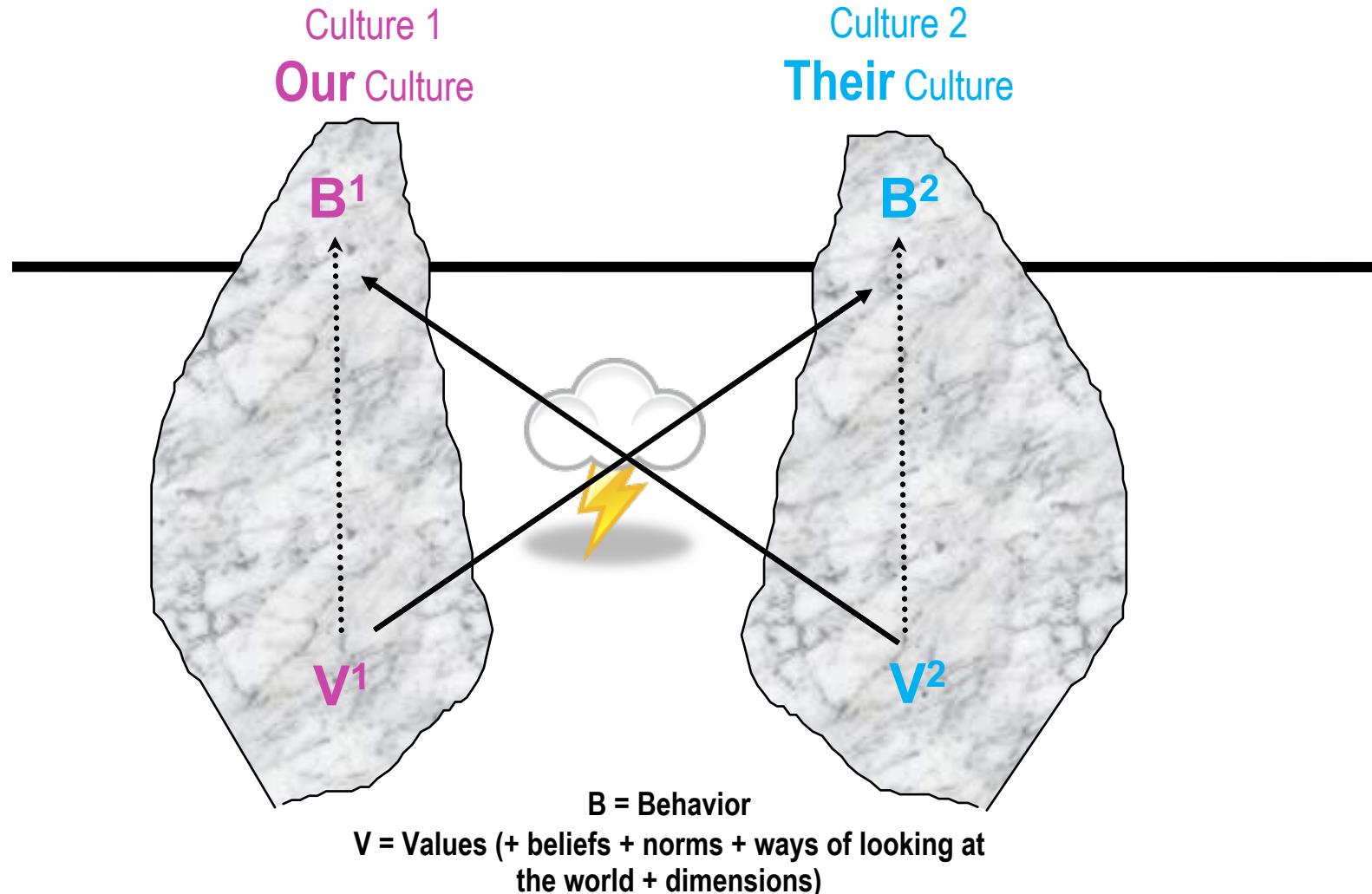
- What do you consider as appropriate / non appropriate, adequate / inadequate?
- Practically speaking, what are the rules guiding your life?

⌘ Values

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

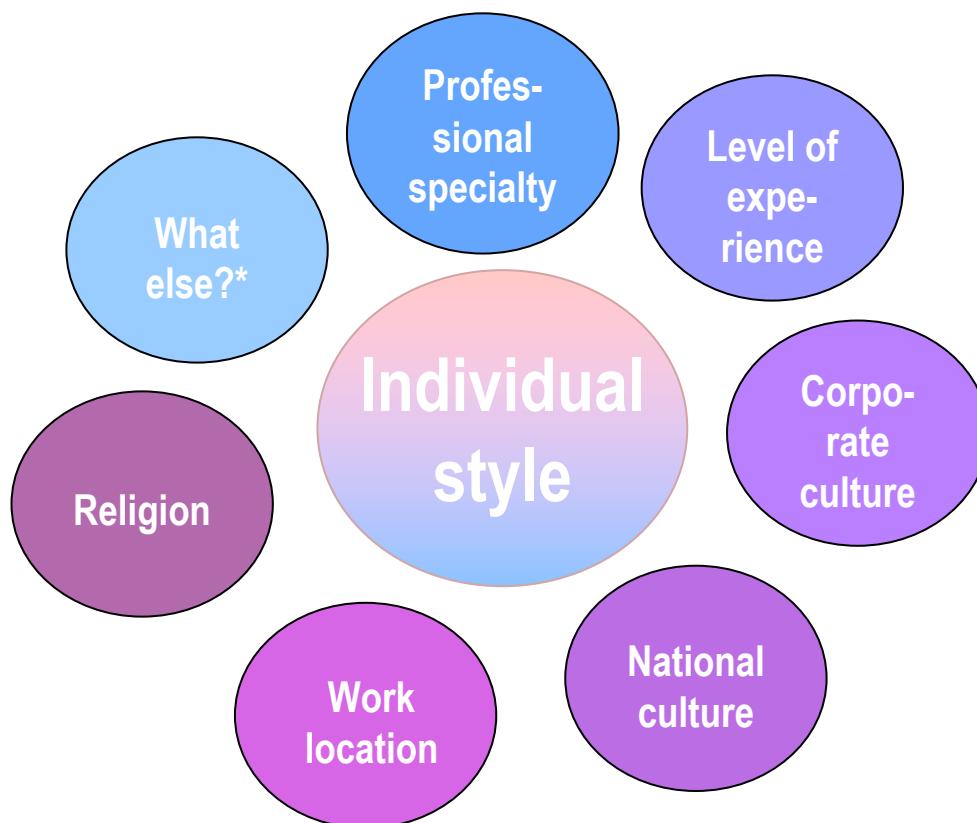


The iceberg model



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.

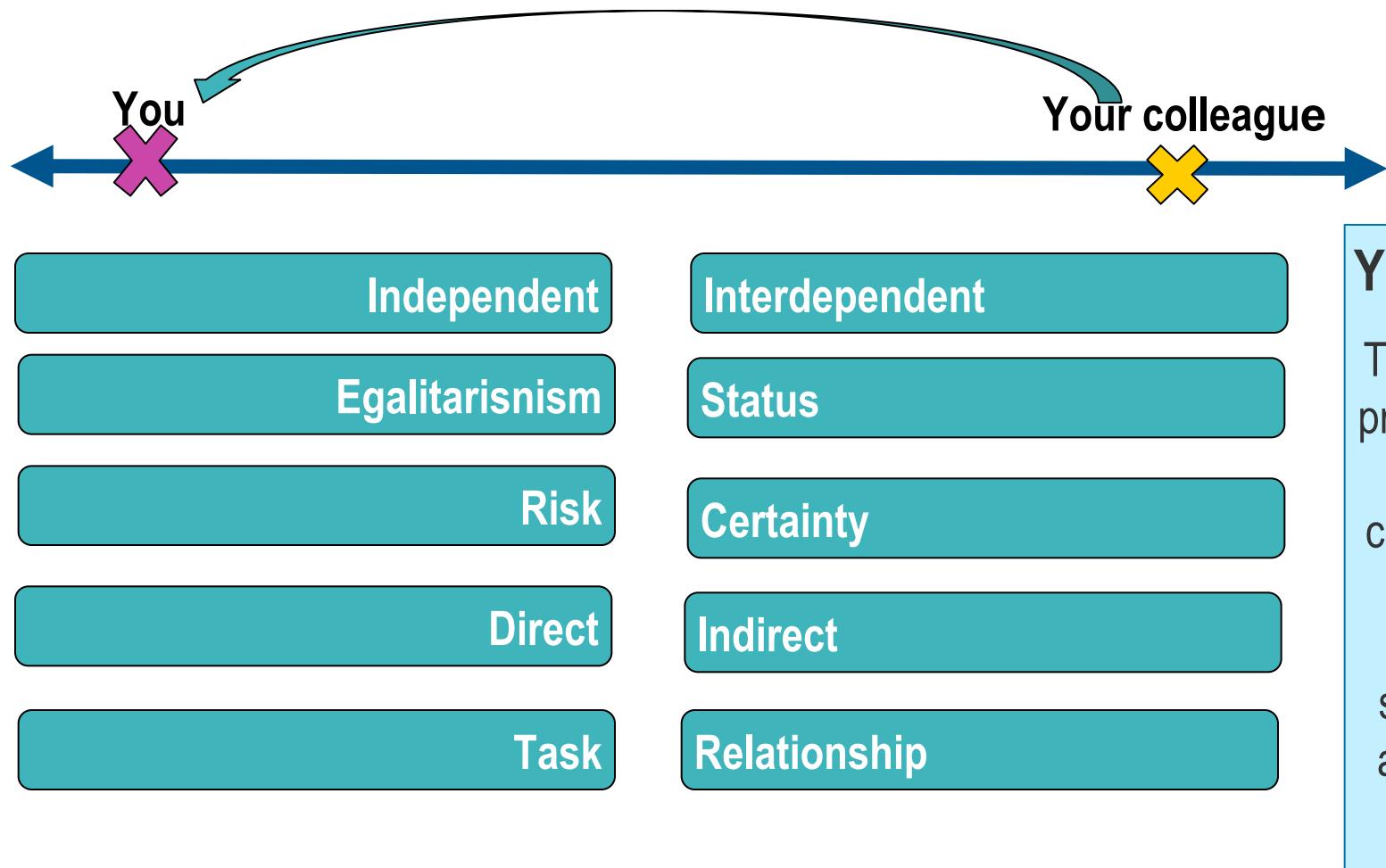
The French are:

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



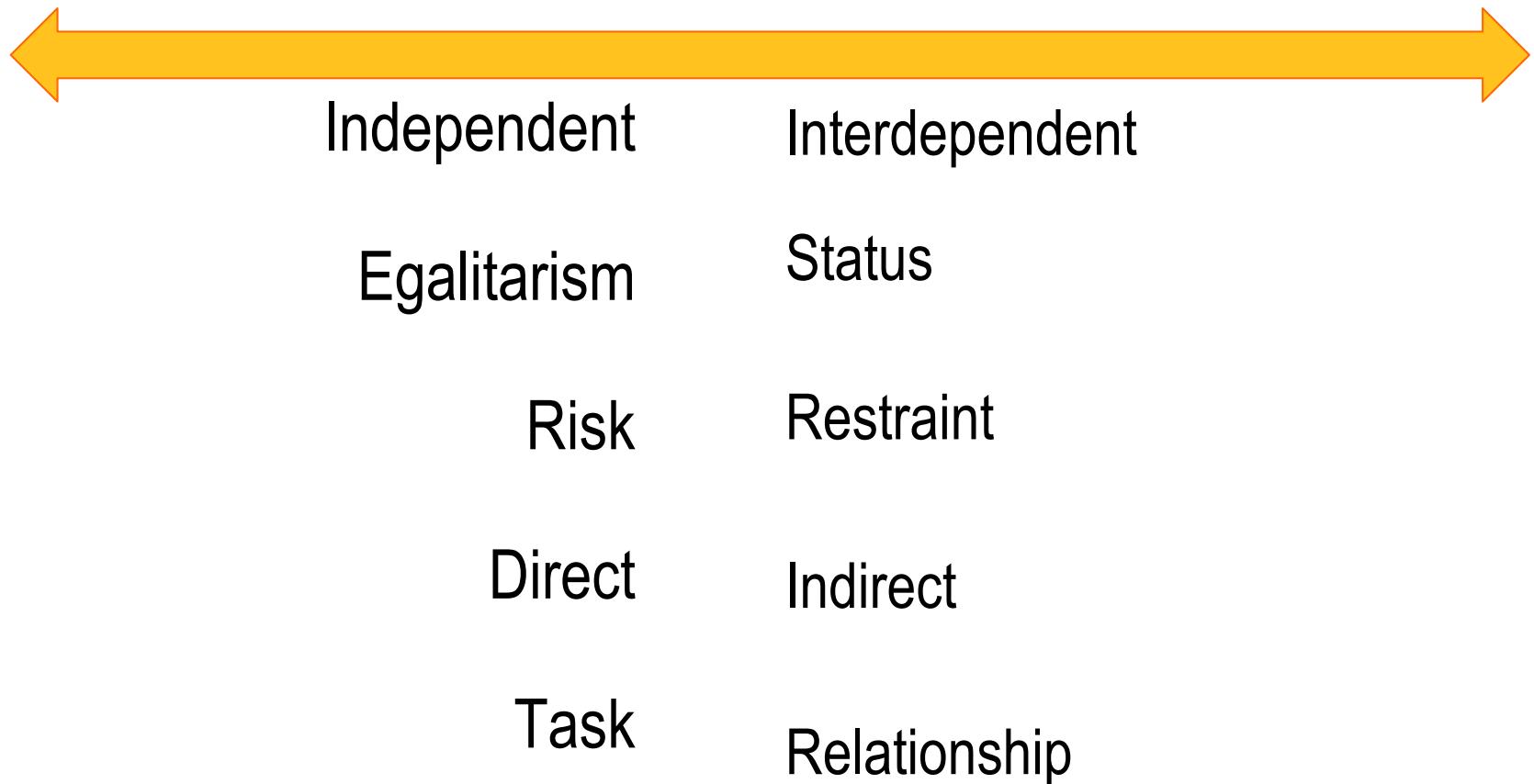
Group B

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 various colors such as pink, orange, yellow, and red. Many have bindis and are wearing 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

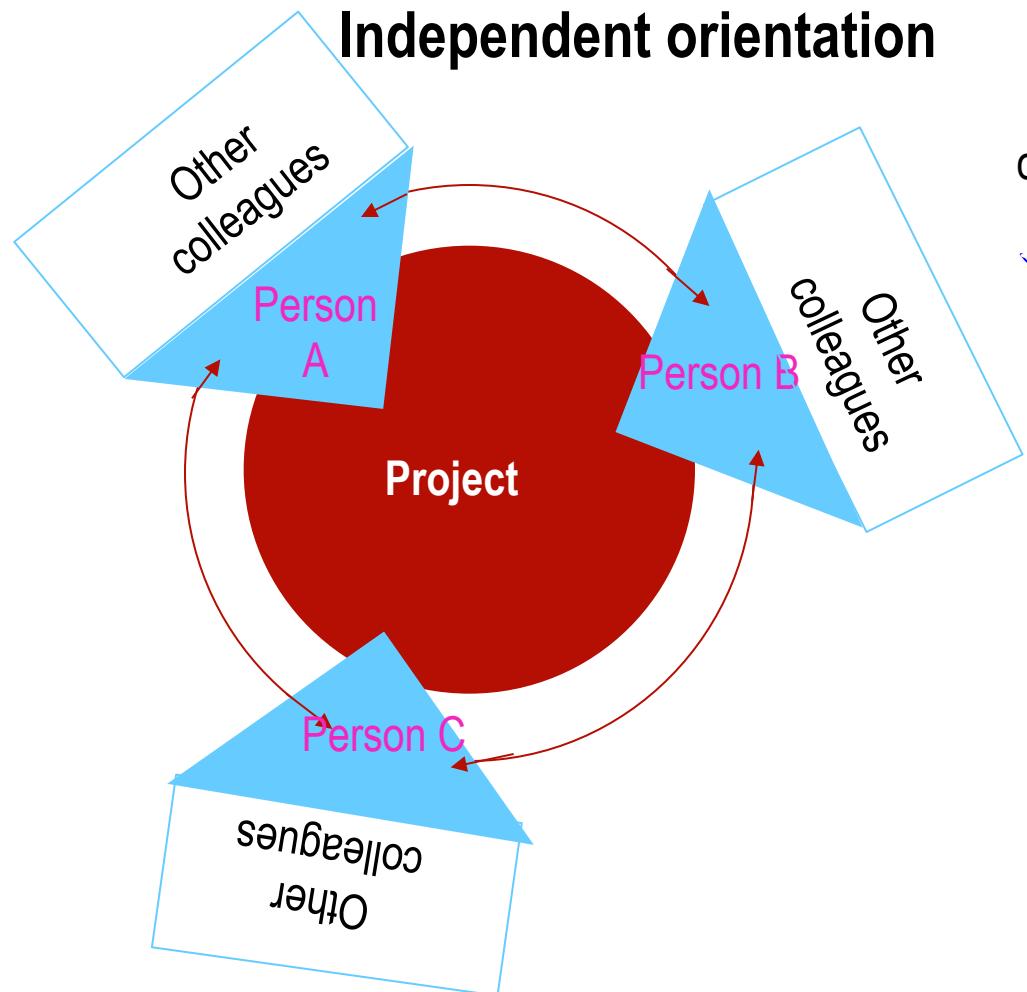
Activity

Discuss in sub-groups:

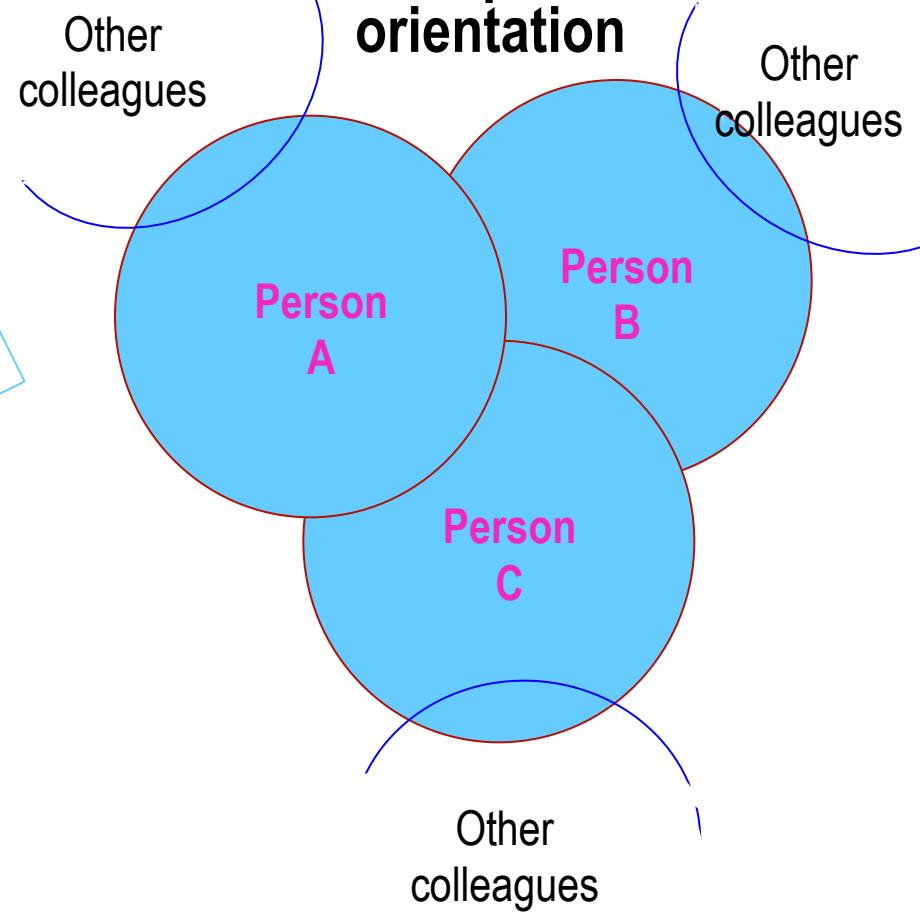
- ❖ What could be the behavior of an independent-oriented student in class?
- ❖ And in a meeting?
- ❖ What are his/her needs?
- ❖ What could be a typical attitude of an interdependent employee in a project at work?

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?



Egalitarian



Status



- ❖ 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...

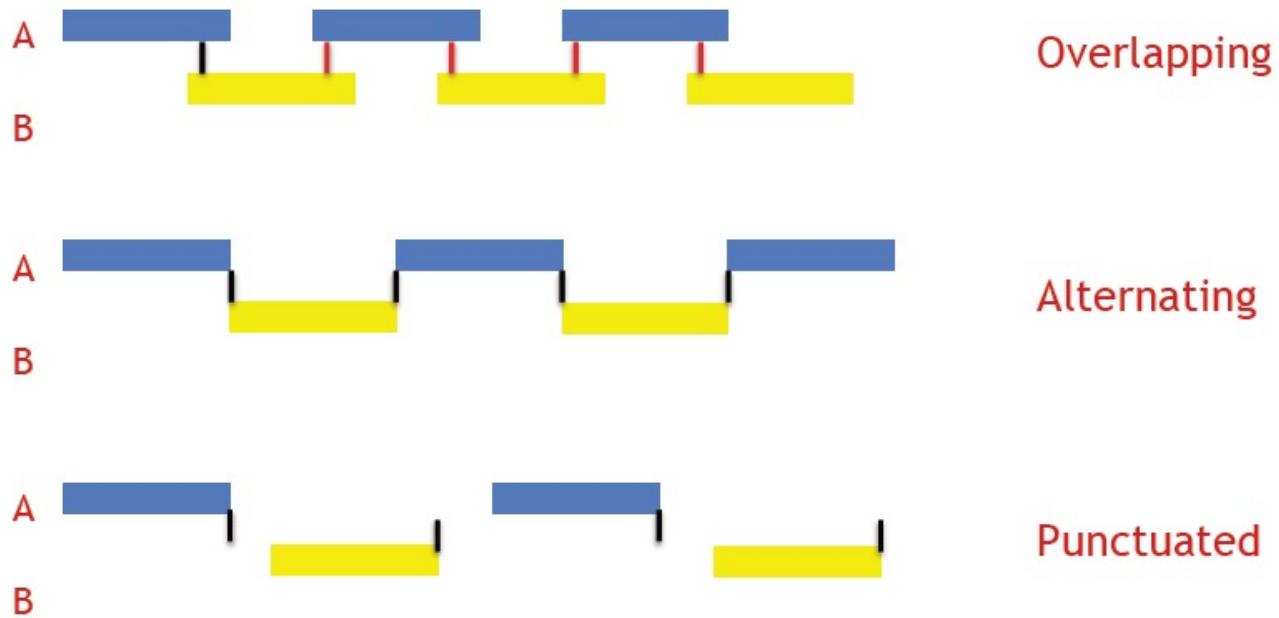
‘Yes’, ‘no’ or neutral

(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

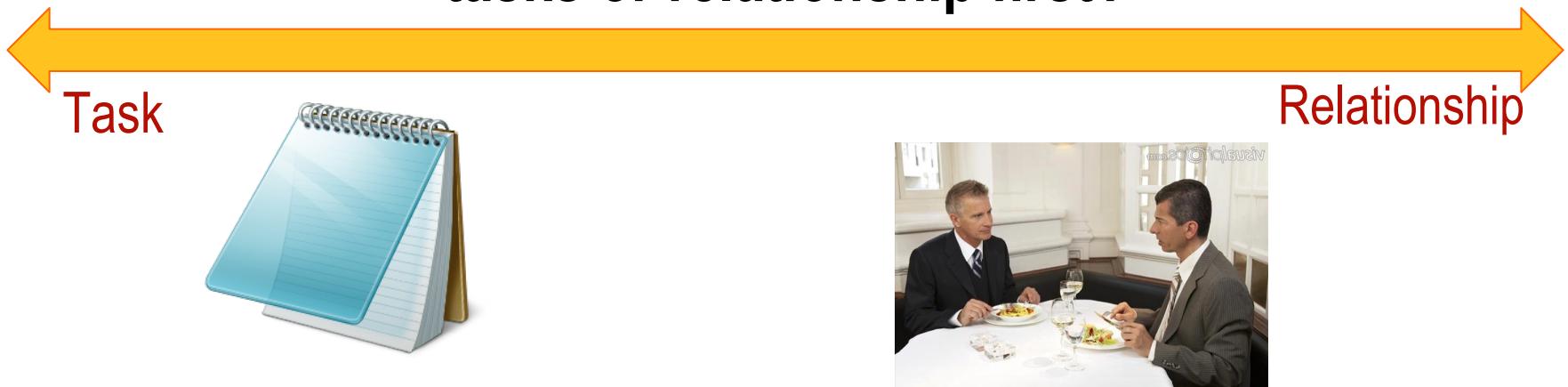


What is the first thing you do when you arrive to the office in the morning?



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

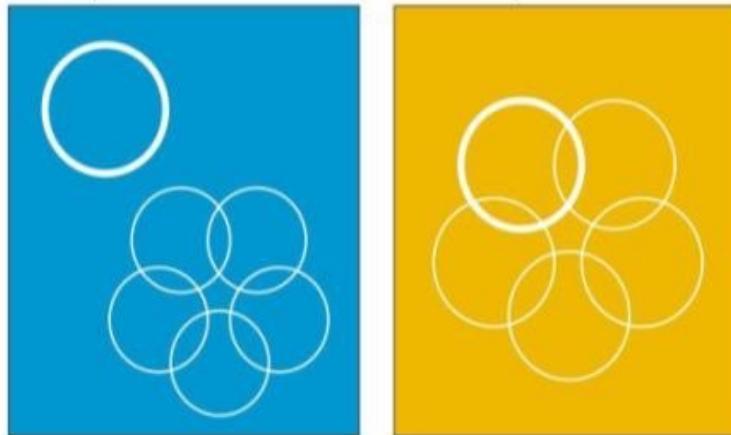
Summary of GlobeSmart 5 Dimensions of Culture



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

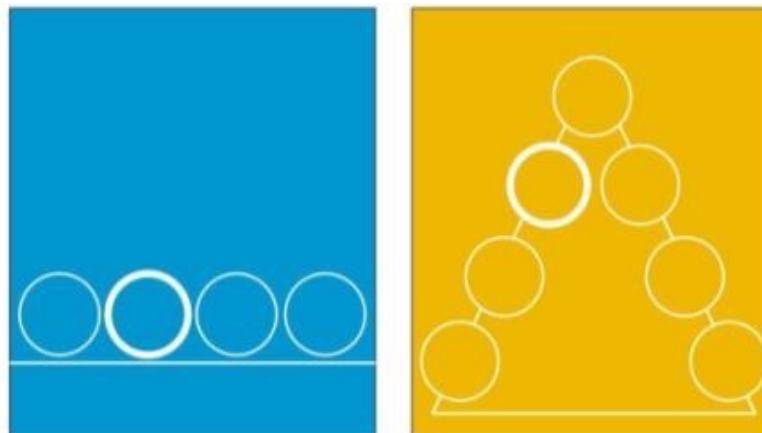
- Place great importance on group harmony and cooperation
- Derive identity from group affiliation
- Feel a sense of duty, obligation, and loyalty to ascribed groups



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

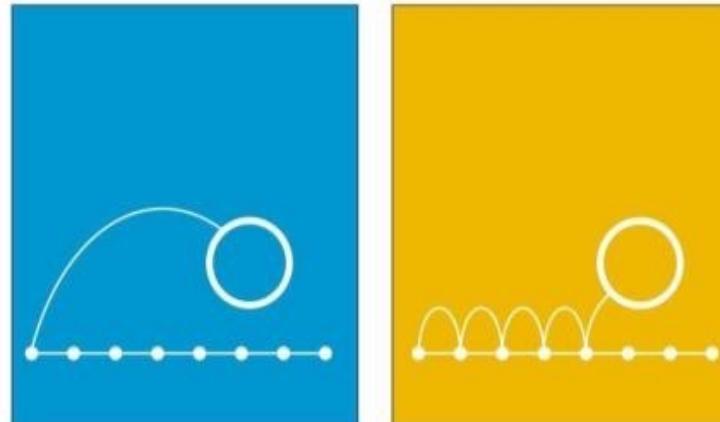
Summary of GlobeSmart 5 Dimensions of Culture



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

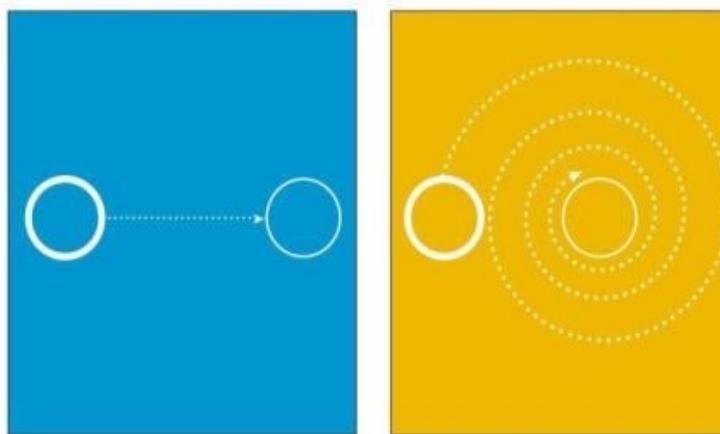
- Spend significant time on background research
- Establish proper procedures before starting a project
- Value thoroughness over speed



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

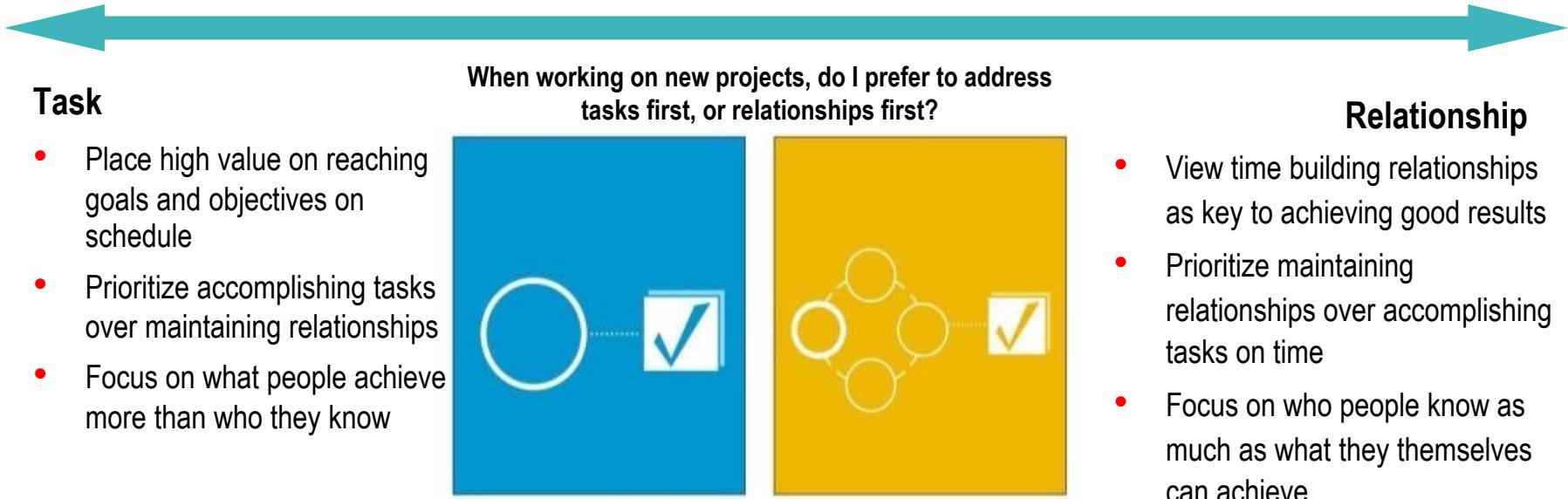
How do I communicate requests, tasks, and feedback?



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
- ❖ 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.	
	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. 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

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)

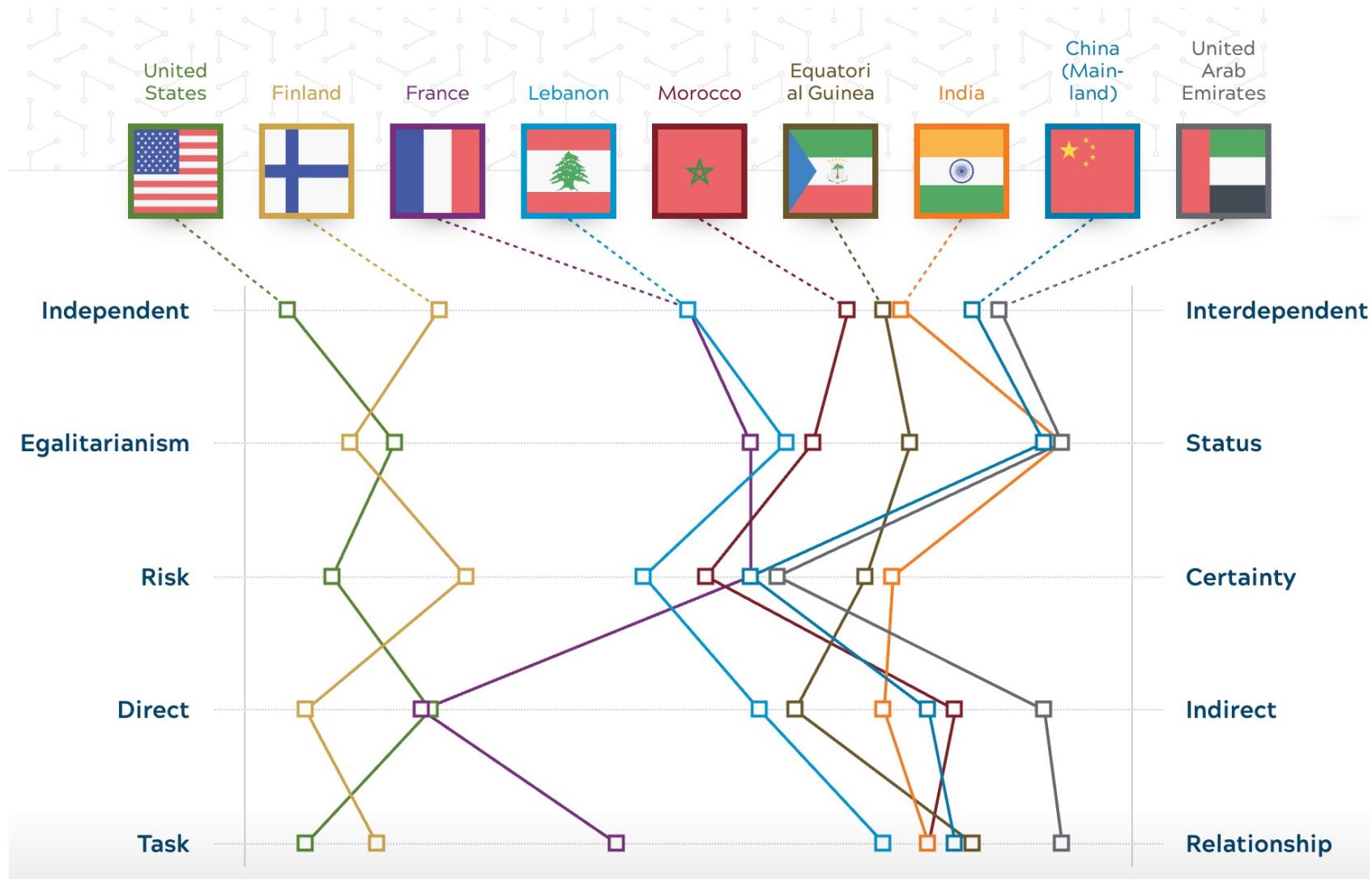


Direct

Indirect

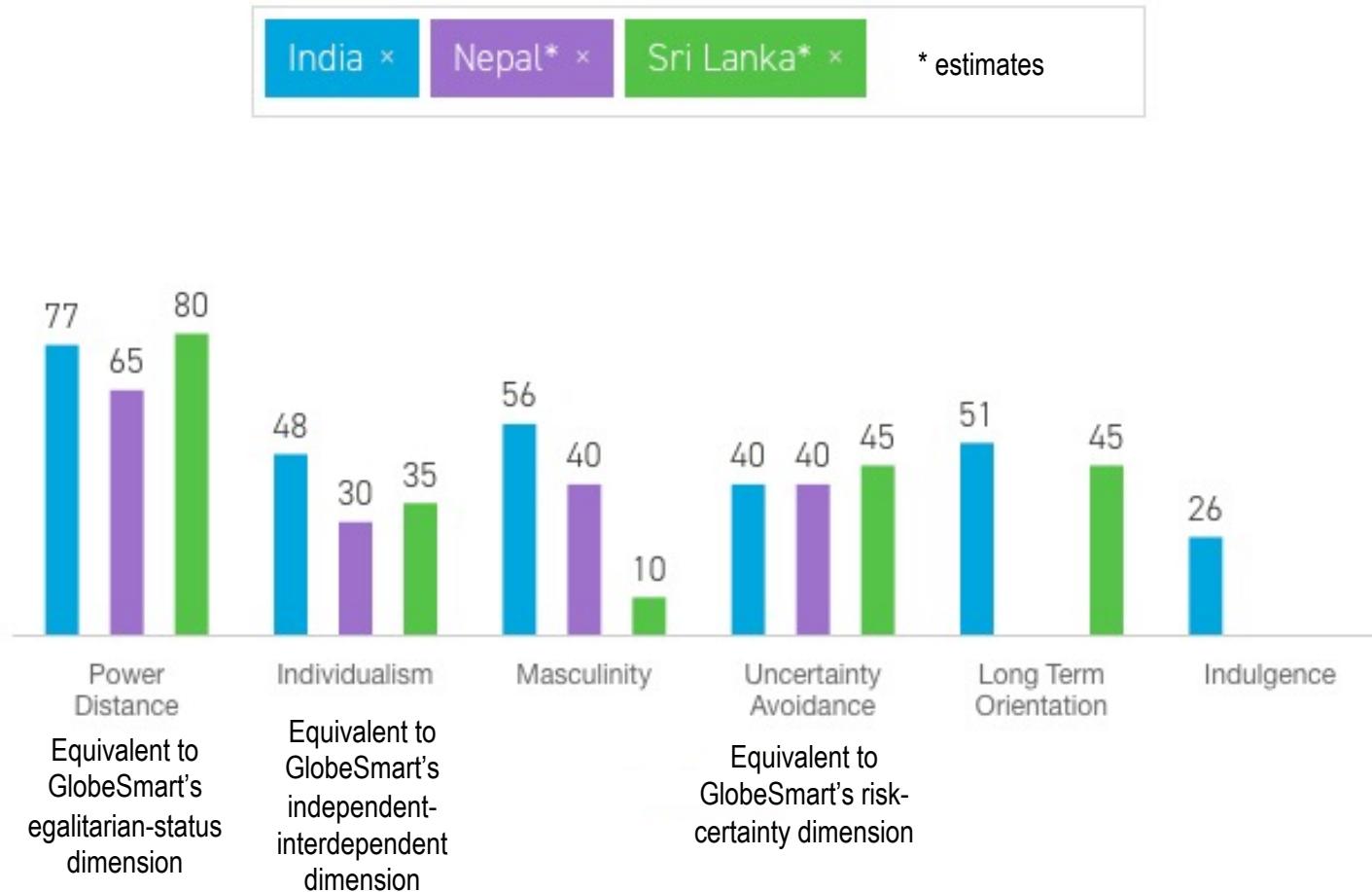
- ❖ Decide who plays which role. Student A keeps her/his normal style on the communication style and student B takes the opposite style (style switching) **trying to mirror as closely as possible B's style** (i.e. on the dimension you selected, either direct-indirect or egalitarian-status).
- ❖ Play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

Our class profile 1/3 – 6/8



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

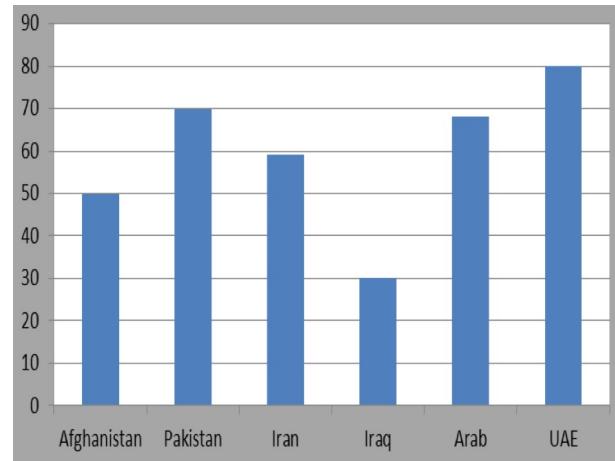
❖ Hofstede's country profiles



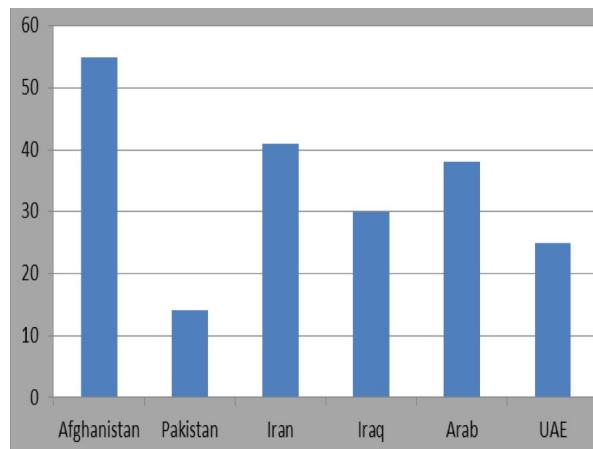
Our class profile 3/3 Afghanistan and Pakistan – 8/8

❖ Hofstede's country profiles

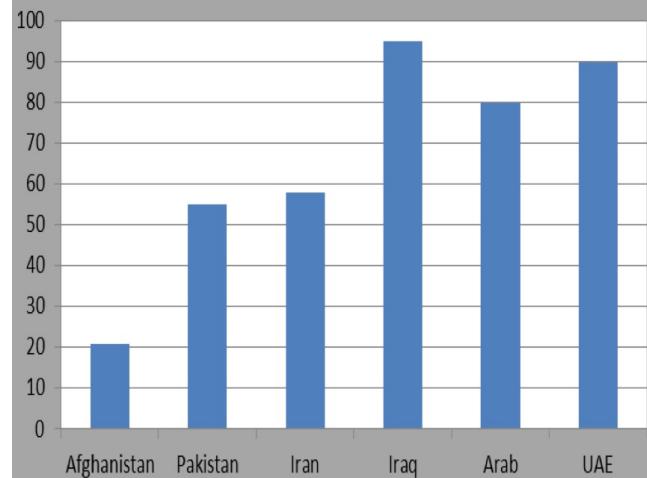
Equivalent to GlobeSmart's risk-certainty dimension



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.

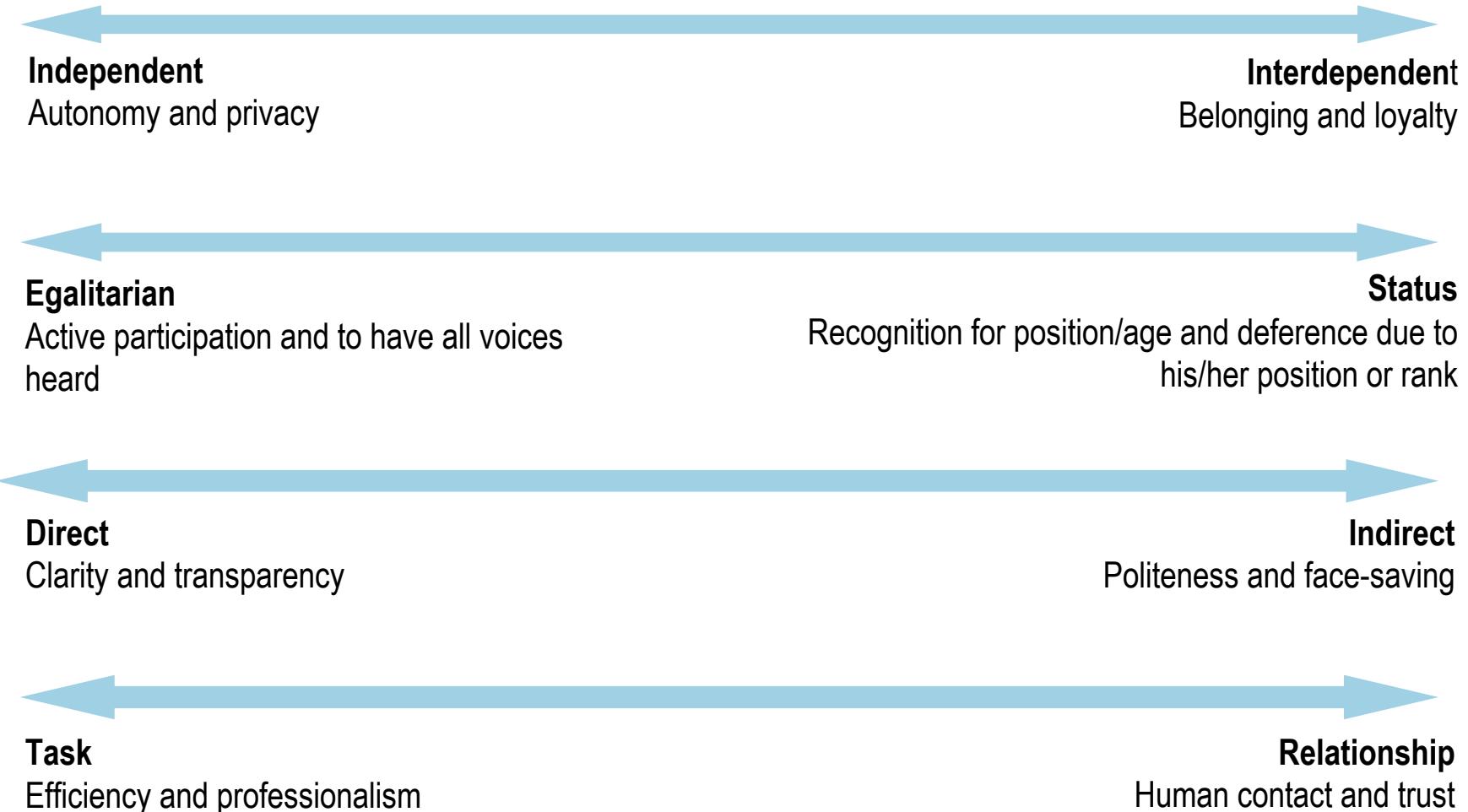
- ❖ **What dimension(s) is/are at play in this situation?**
- ❖ **What should have the German boss said and done to obtain a positive feedback from Martine Moreau?**



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
- ❖ 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.

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.	
	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. 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

#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

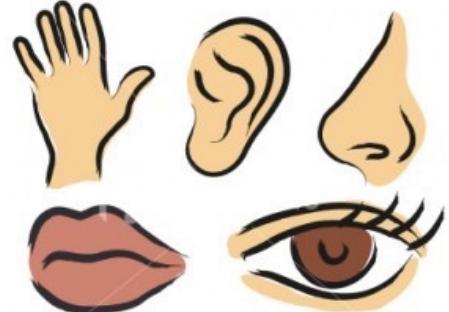
HIGH CONTEXT

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

Gestures

Words

Facial expressions

Silence

Gestures

Dress

Eye
contact

Tone of voice

Relationship

Posture Place

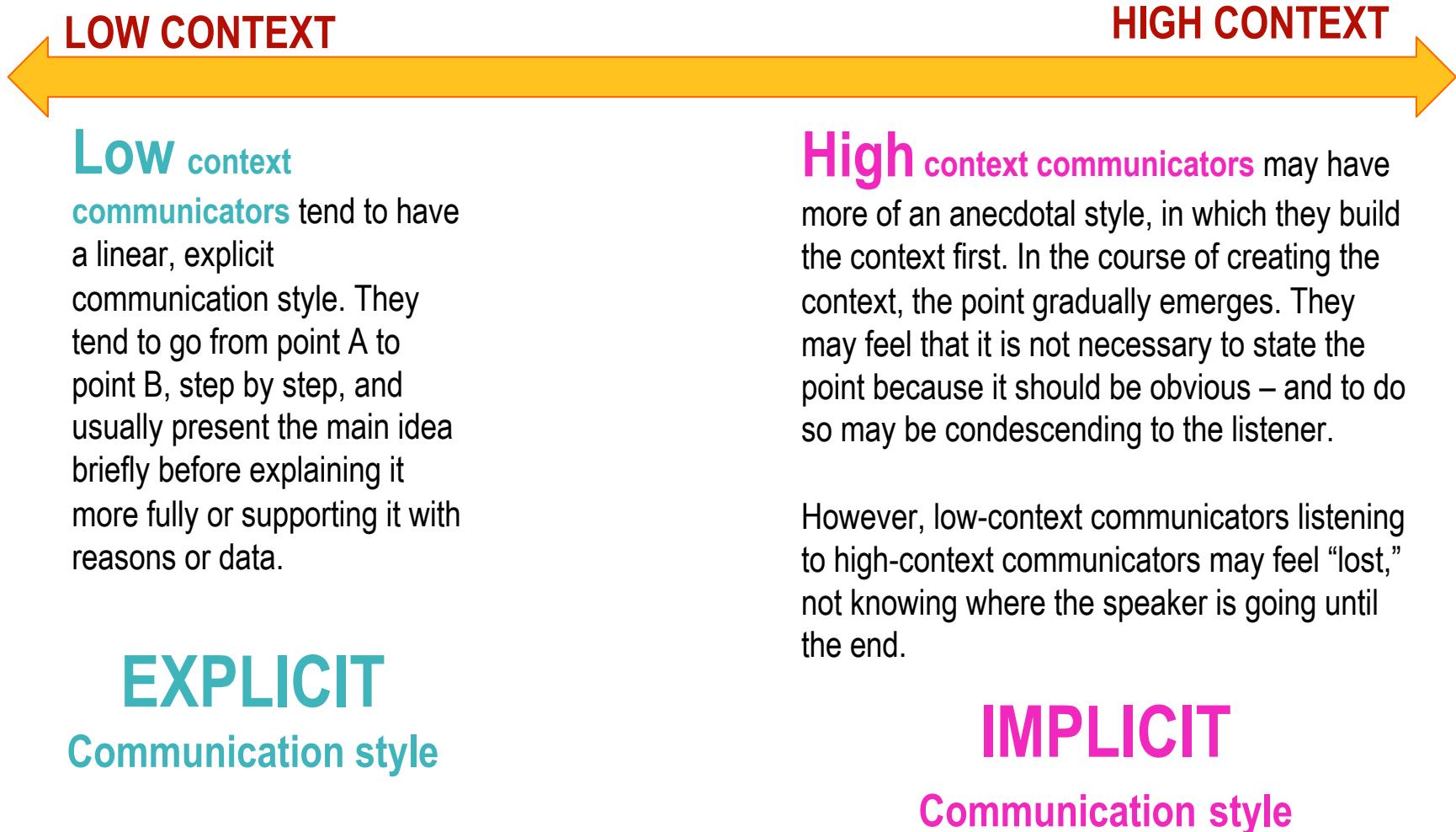
Previous
interaction

Words

Context

High context
communication

How important are words?



Low to high context countries



Source: Worldwork



Time orientation (E. Hall)



Monochronic

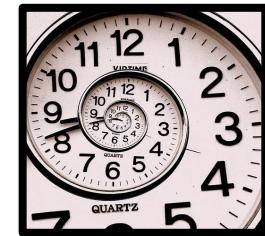


Time is fixed and objective

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
- ❖ **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)

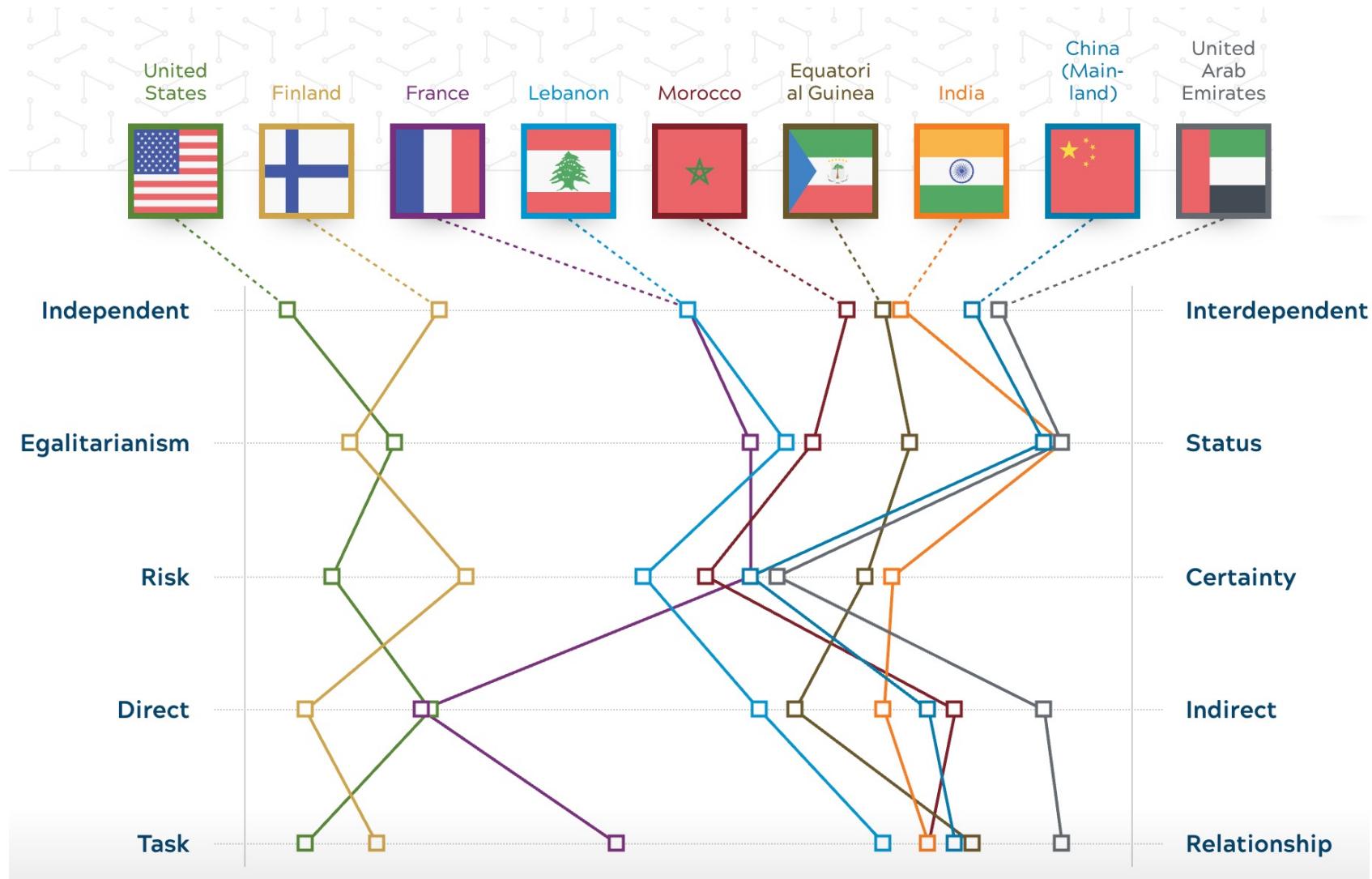


Direct

Indirect

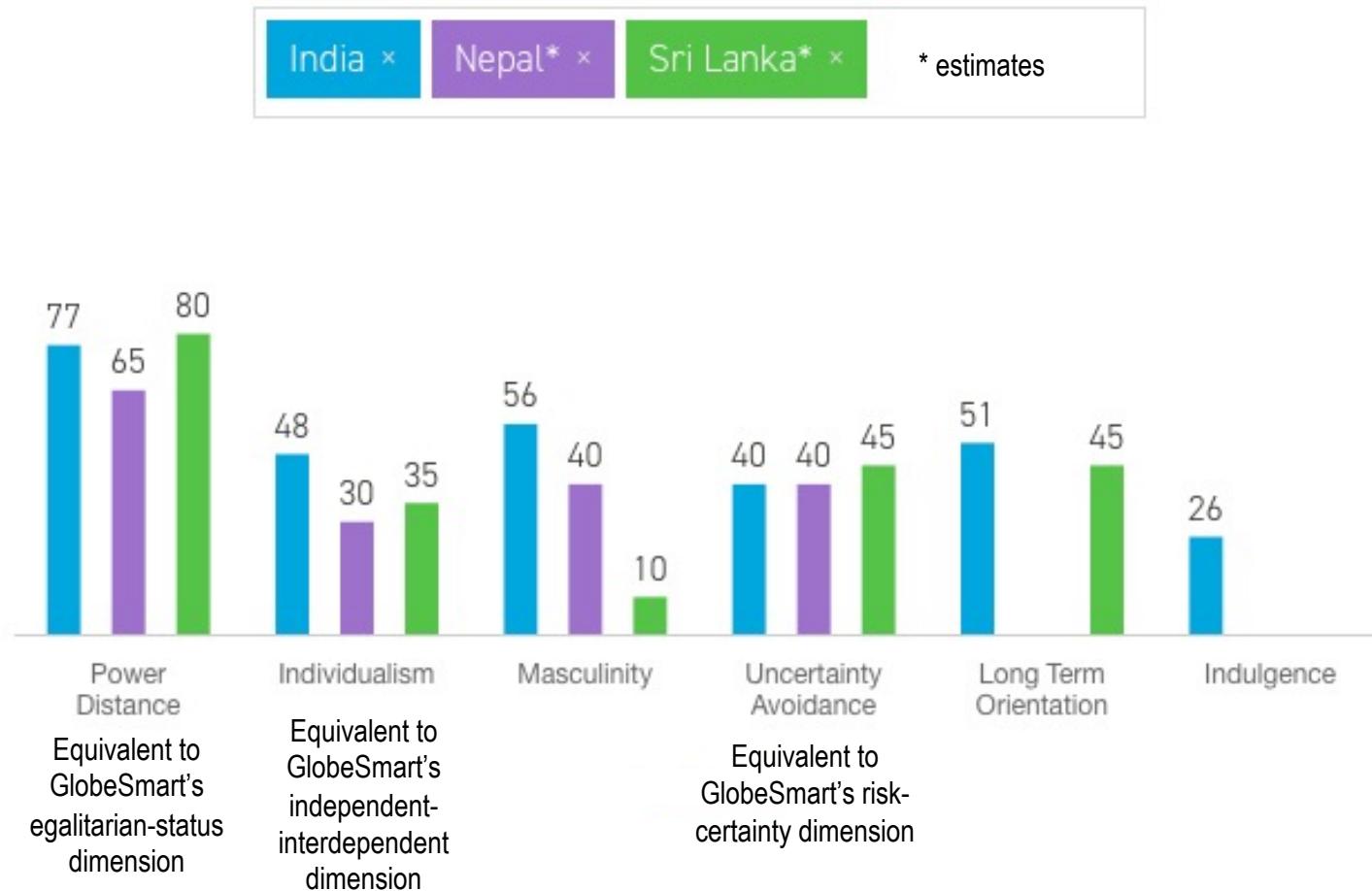
- ❖ Decide who plays which role. Student A keeps her/his normal style on the communication style and student B takes the opposite style (style switching) **trying to mirror as closely as possible B's style** (i.e. on the dimension you selected, either direct-indirect or egalitarian-status).
- ❖ Play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

Our class profile 1/3 – 6/8



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

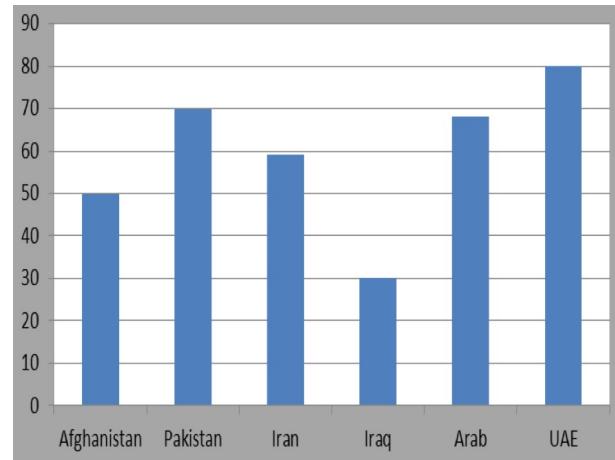
❖ Hofstede's country profiles



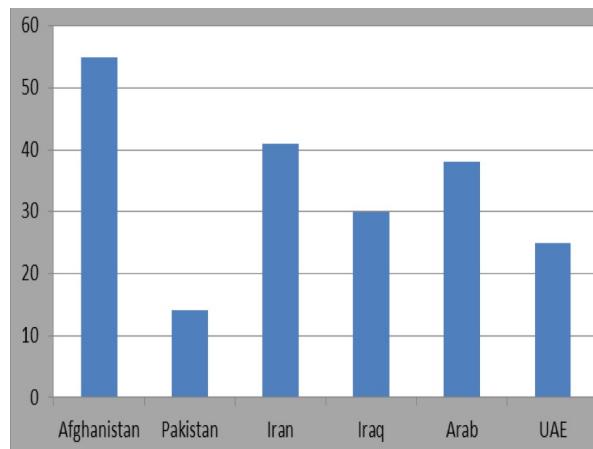
Our class profile 3/3 Afghanistan and Pakistan – 8/8

❖ Hofstede's country profiles

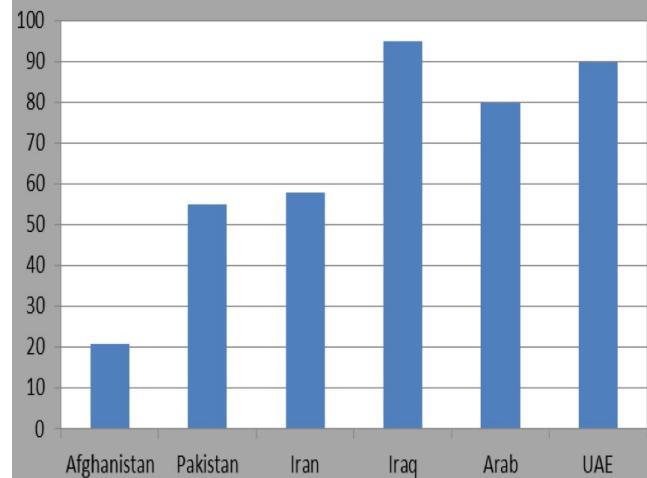
Equivalent to GlobeSmart's risk-certainty dimension



Equivalent to GlobeSmart's independent-interdependent dimension

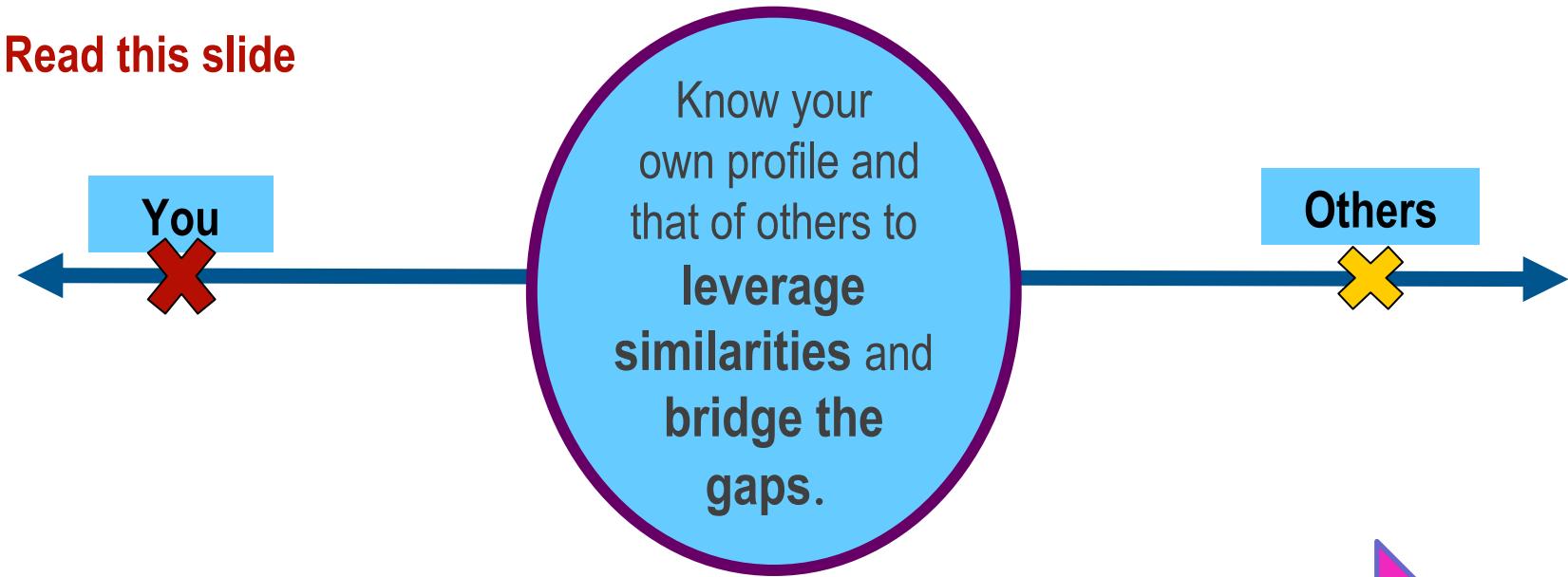


Equivalent to GlobeSmart's egalitarian-status dimension



GlobeSmart® - Interpreting cultural positionings

Read this slide



Dimensions are on a continuum.

There is no ‘right’ or ‘wrong’ style.

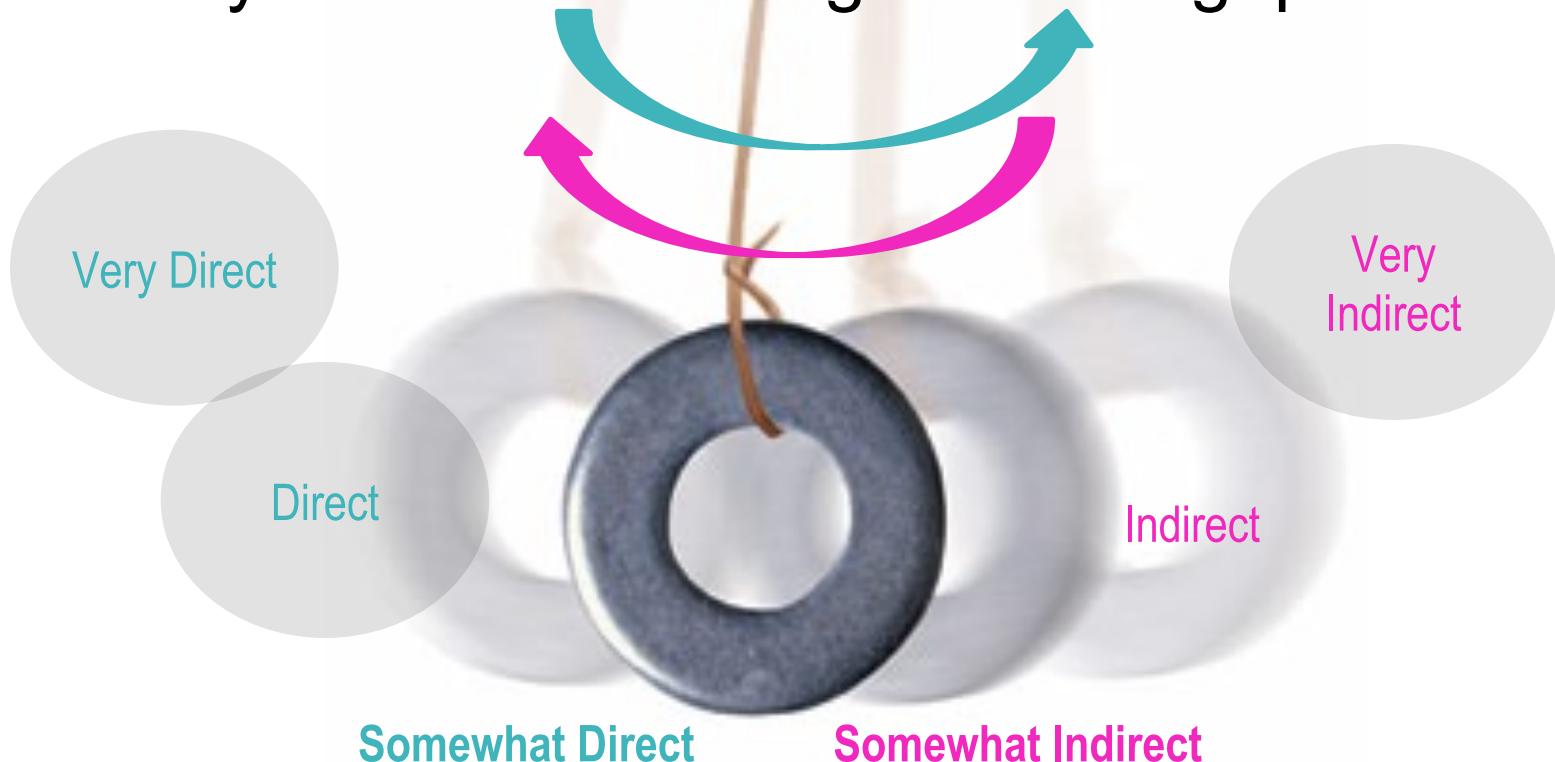
It’s not a success predictor.

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

❖ 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?



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

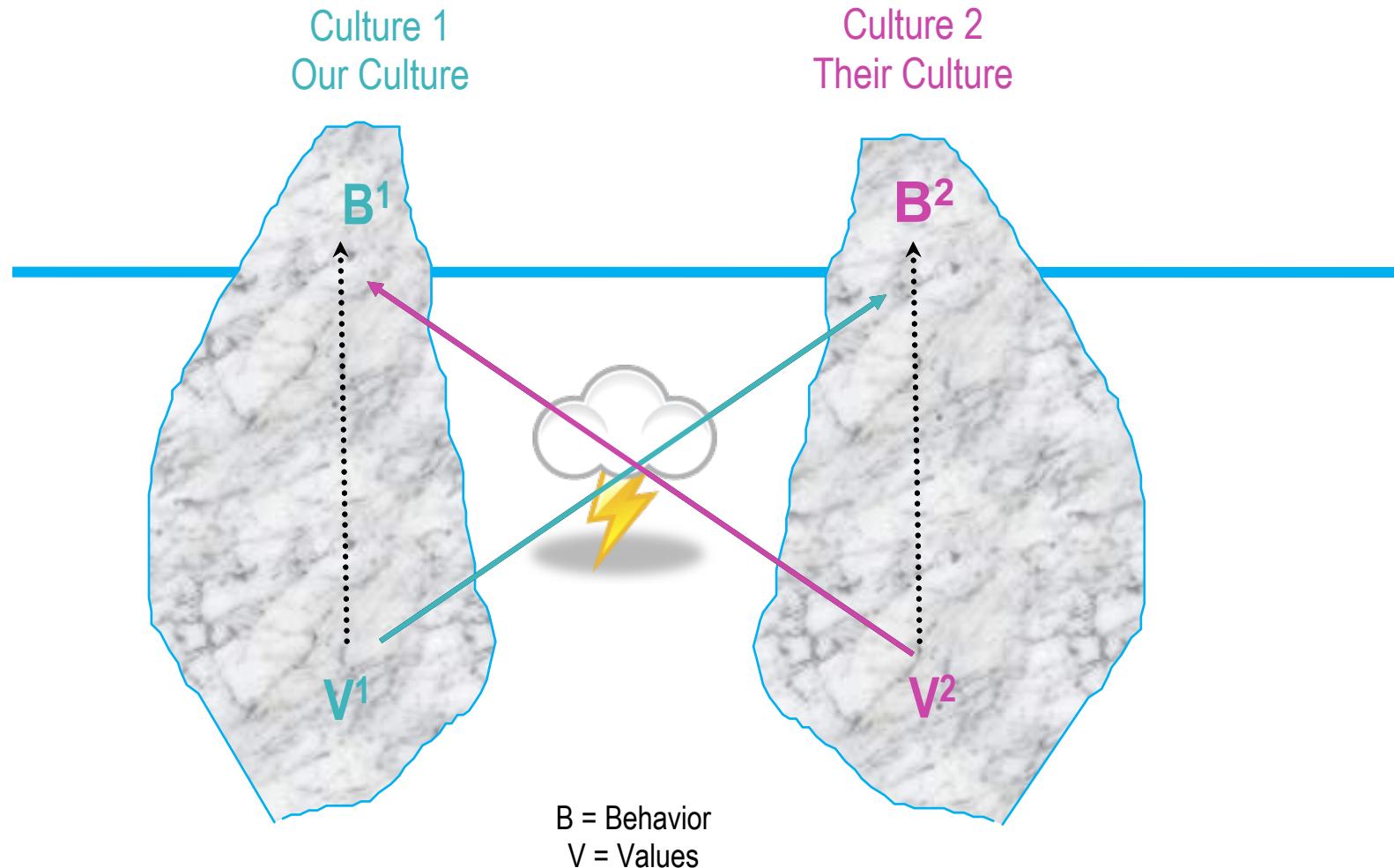
Questions



- 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

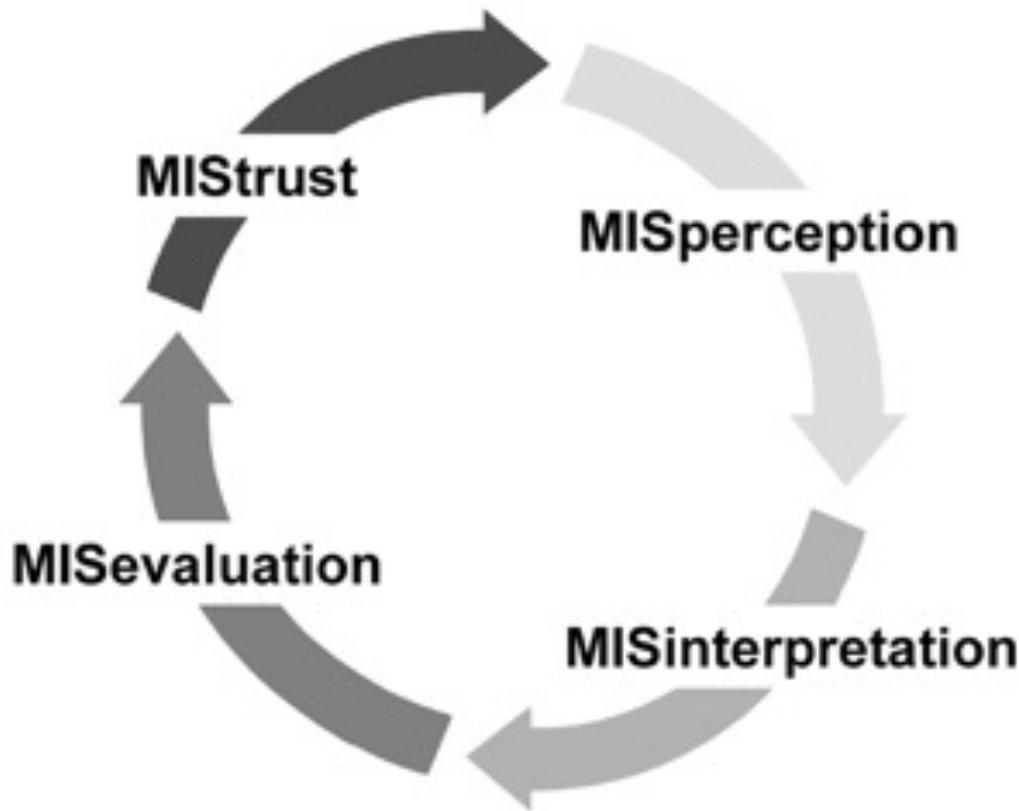


The MIS factor

- ❖ 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?)

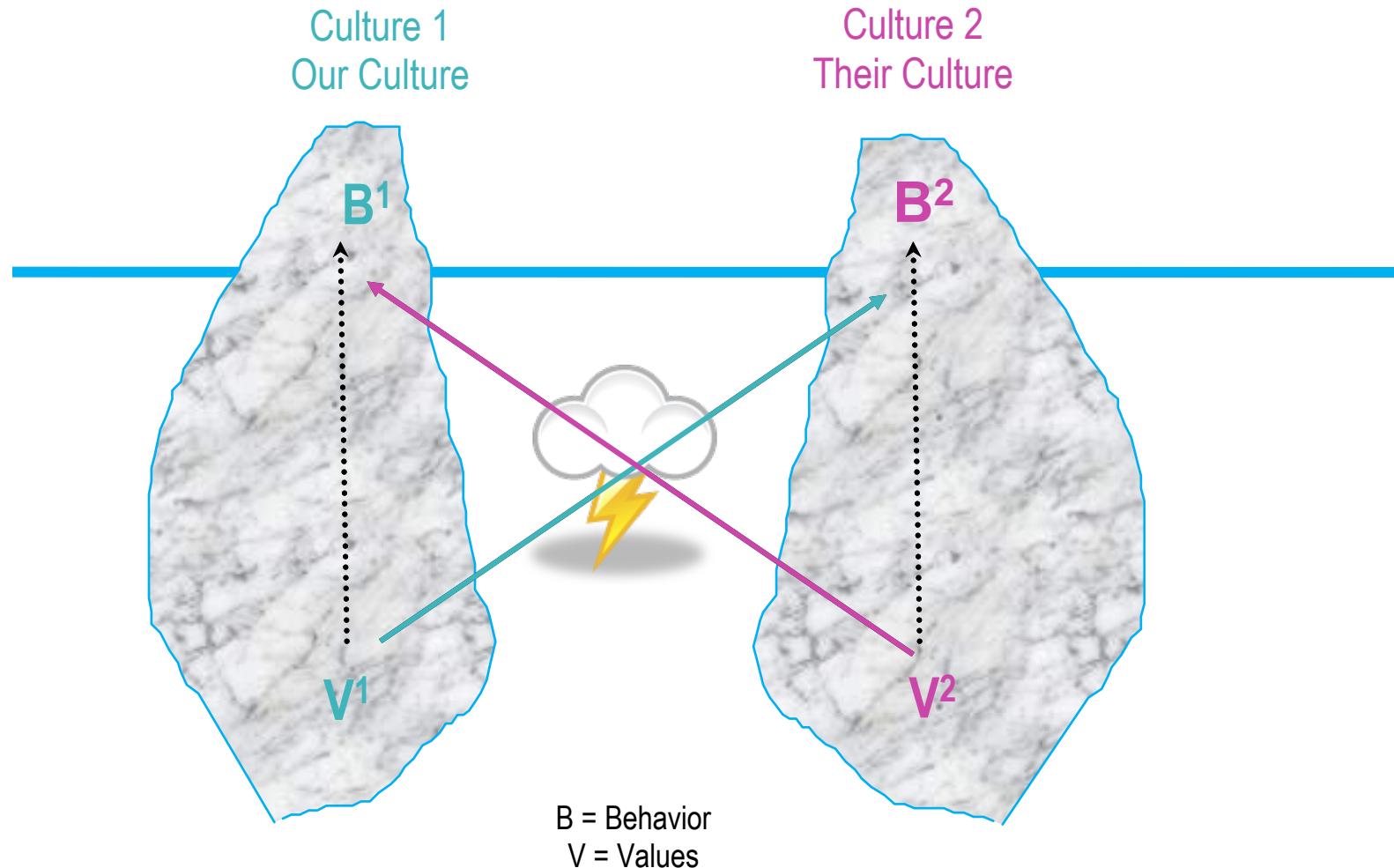
DVD analysis – A World of Difference

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

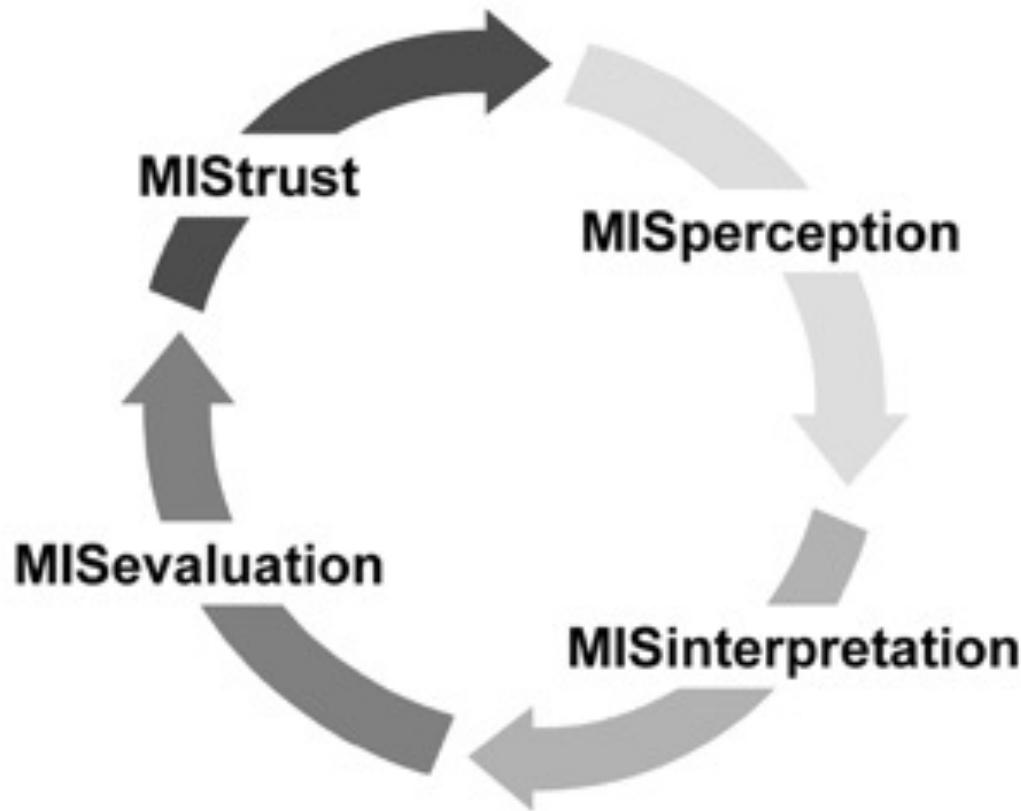


The MIS factor

- ❖ 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**)
- ❖ 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...

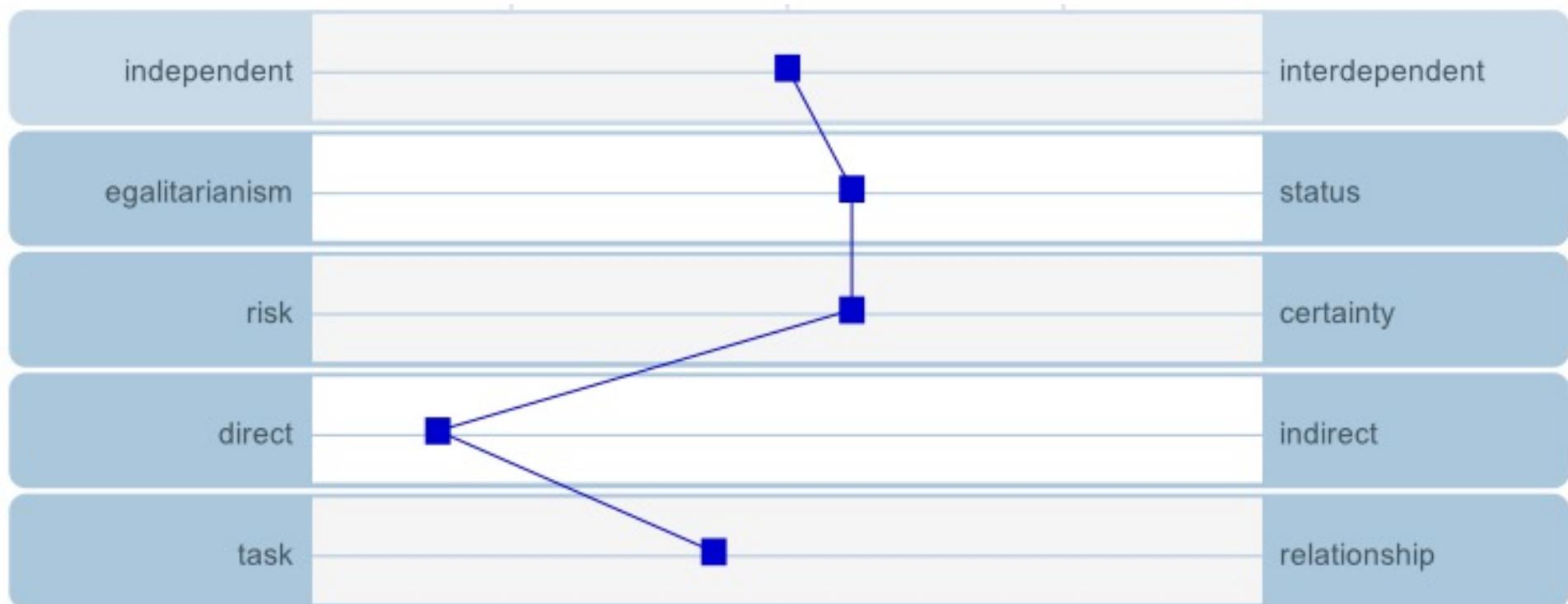
The MIS factor

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



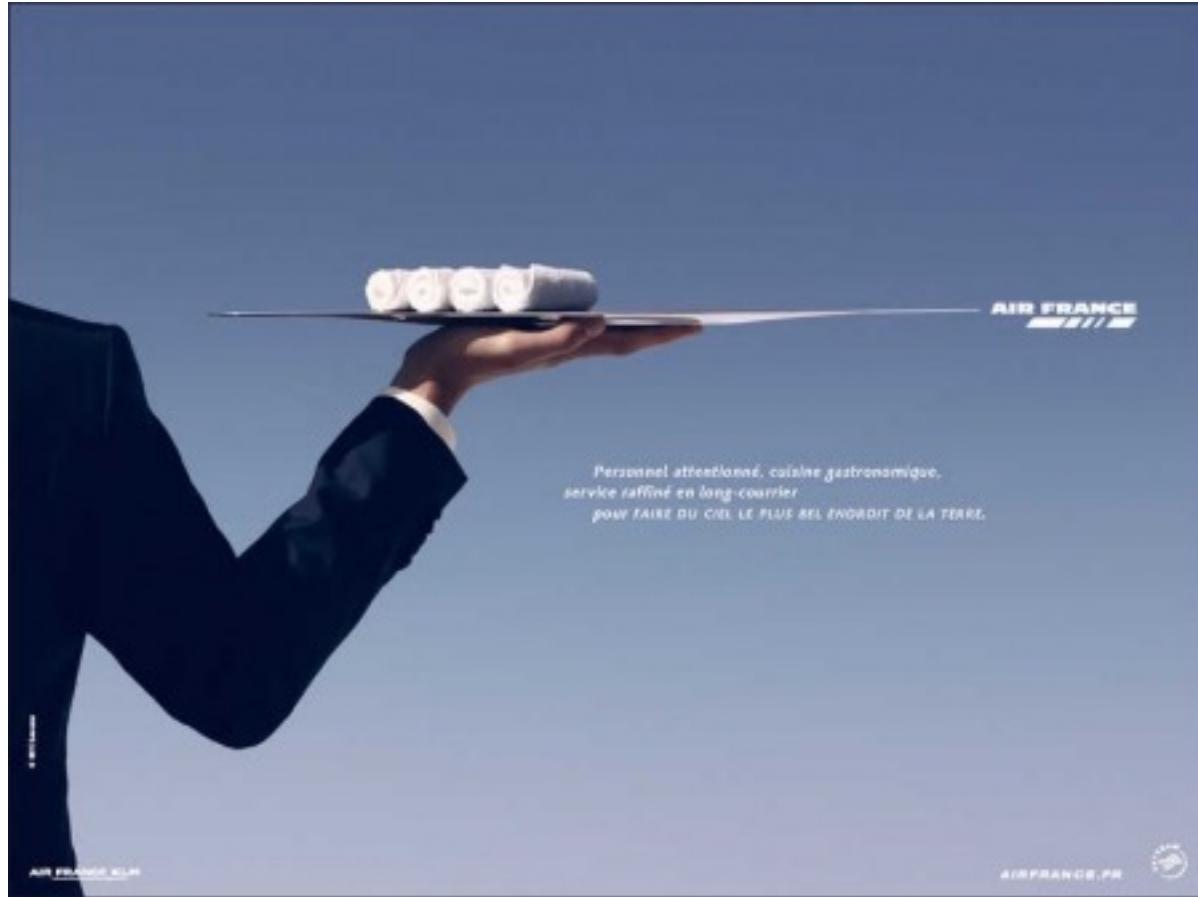
French culture in action

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

There's no better way to fly.

Lufthansa

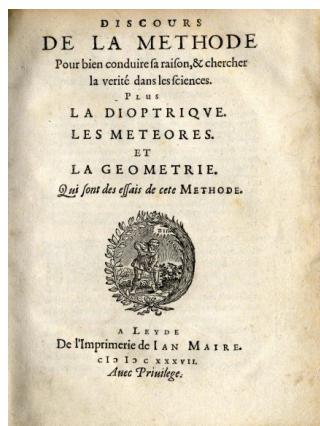
A STAR ALLIANCE MEMBER

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

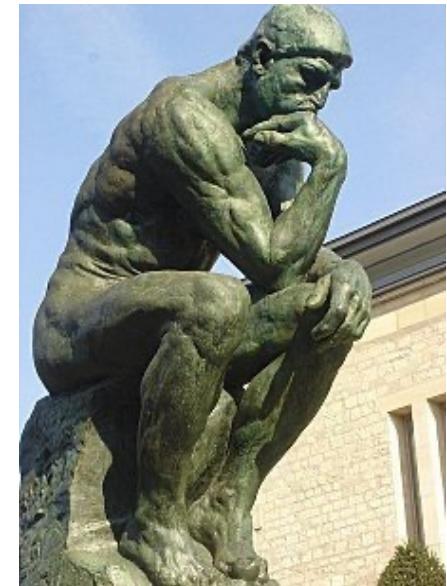
- Value of ideas and thoughts
- Reasoning backed by knowledge/facts
- Nicolas Boileau (1636-1711), a French poet and critic:

« 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.

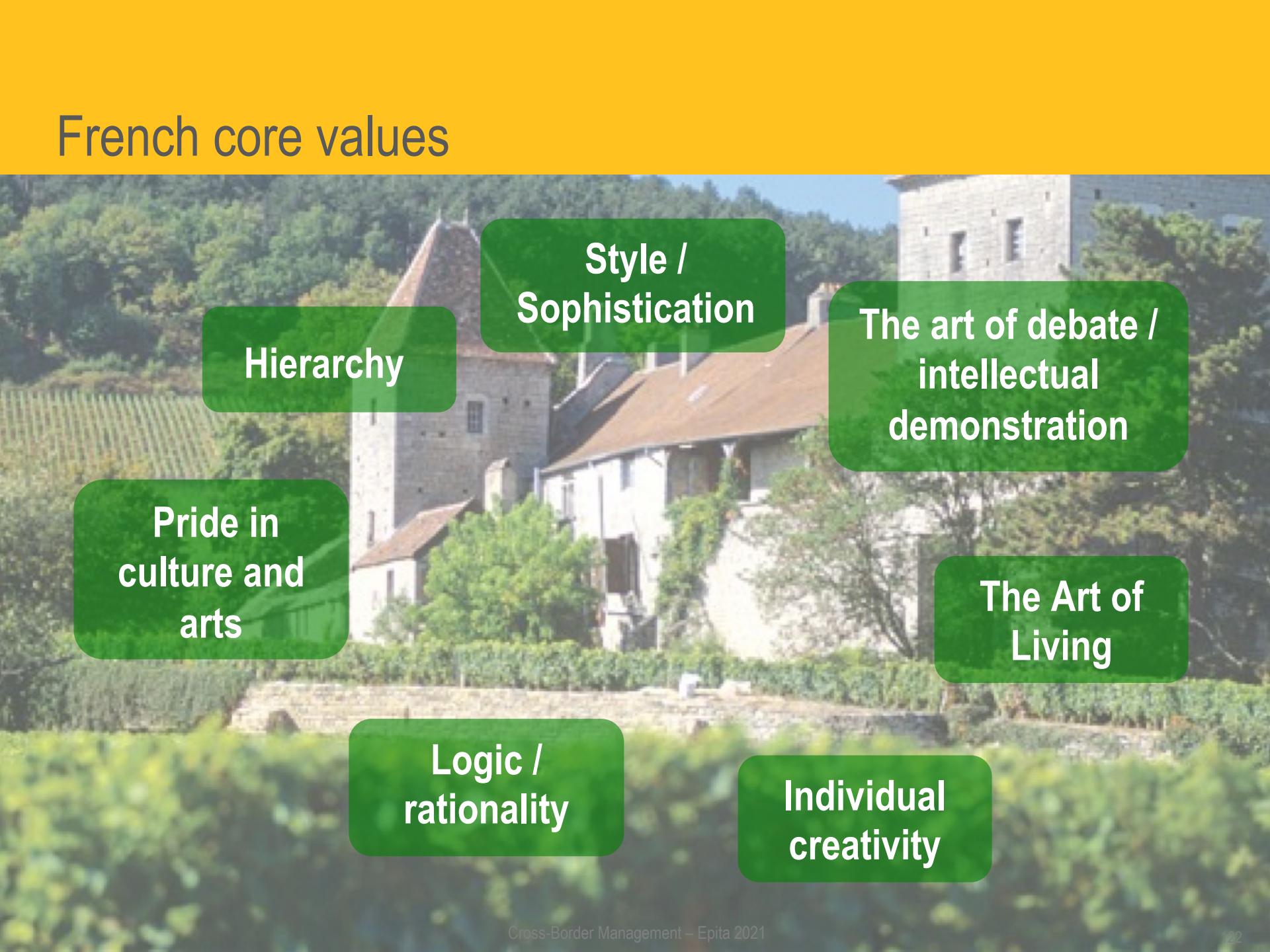
❖ At school, the French are taught to develop “l'esprit critique”.

- 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



Pride in
culture and
arts

Hierarchy

Style /
Sophistication

The art of debate /
intellectual
demonstration

The Art of
Living

Logic /
rationality

Individual
creativity

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?*

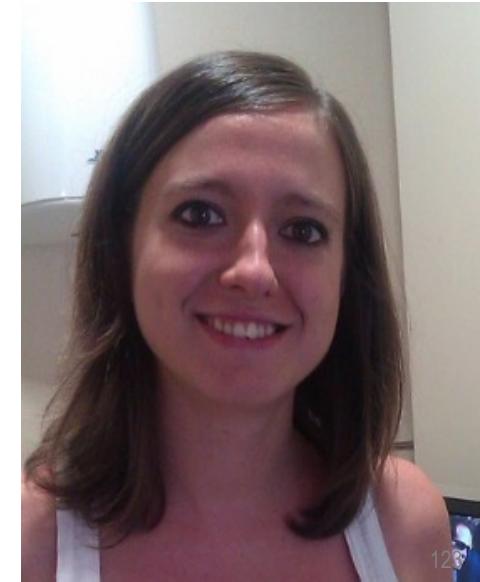
Ms. Moreau: *Ur! (silence) No, I don't think so.*

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**



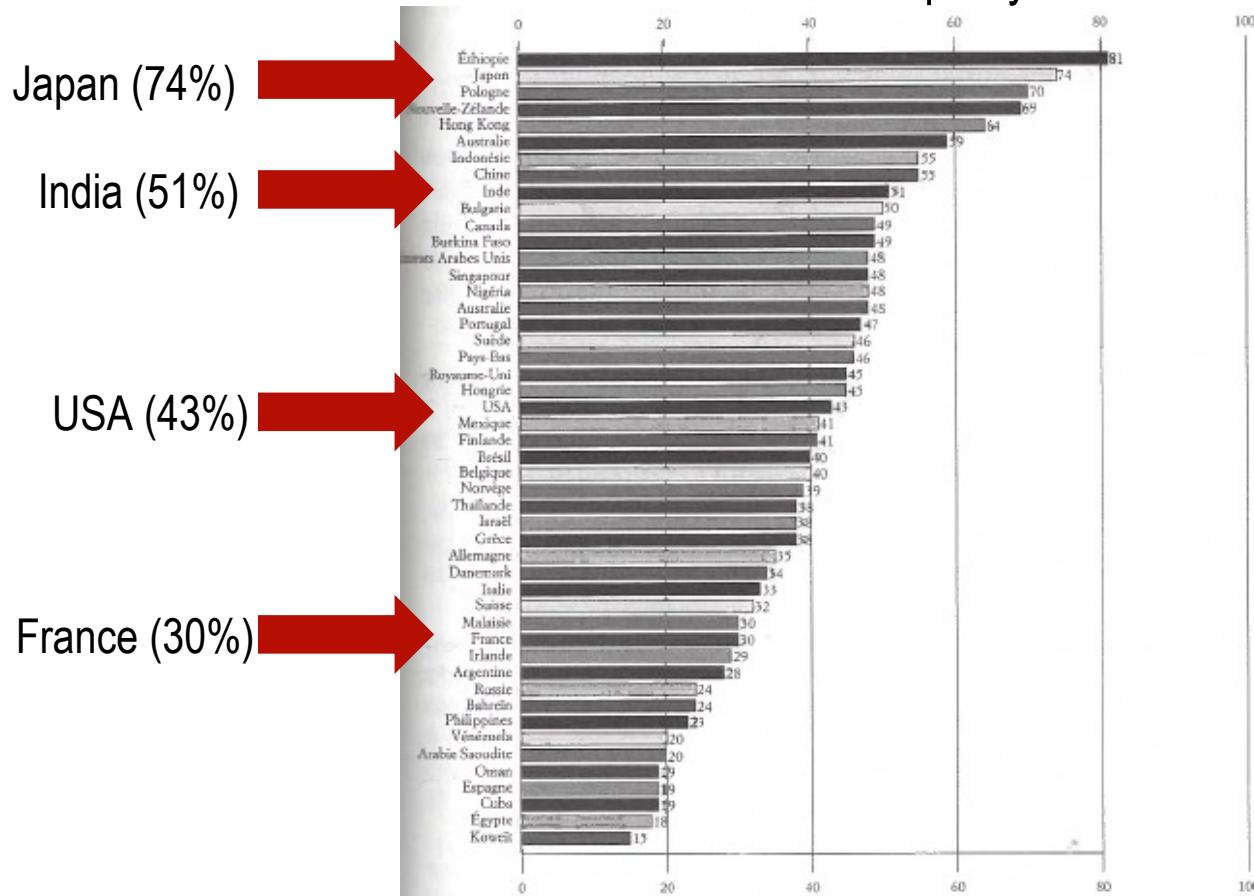
❖ "No" may not mean "no".

- 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

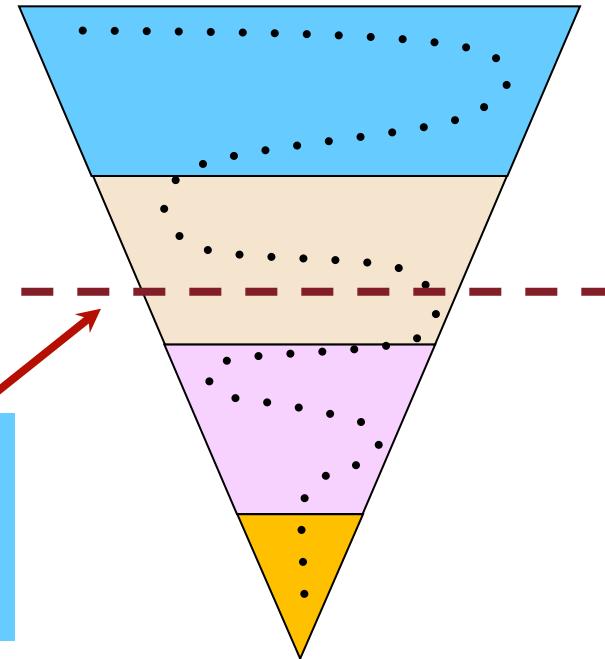
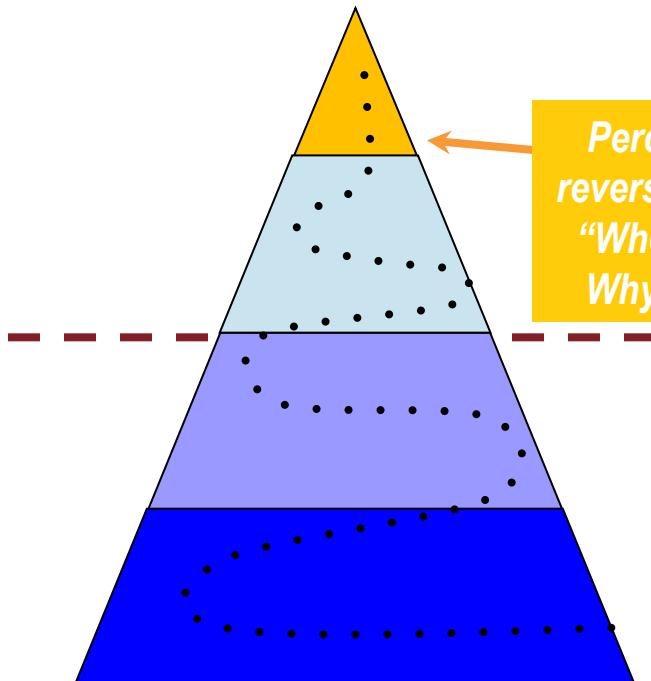
Presenting Information to the French

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

❖ 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:

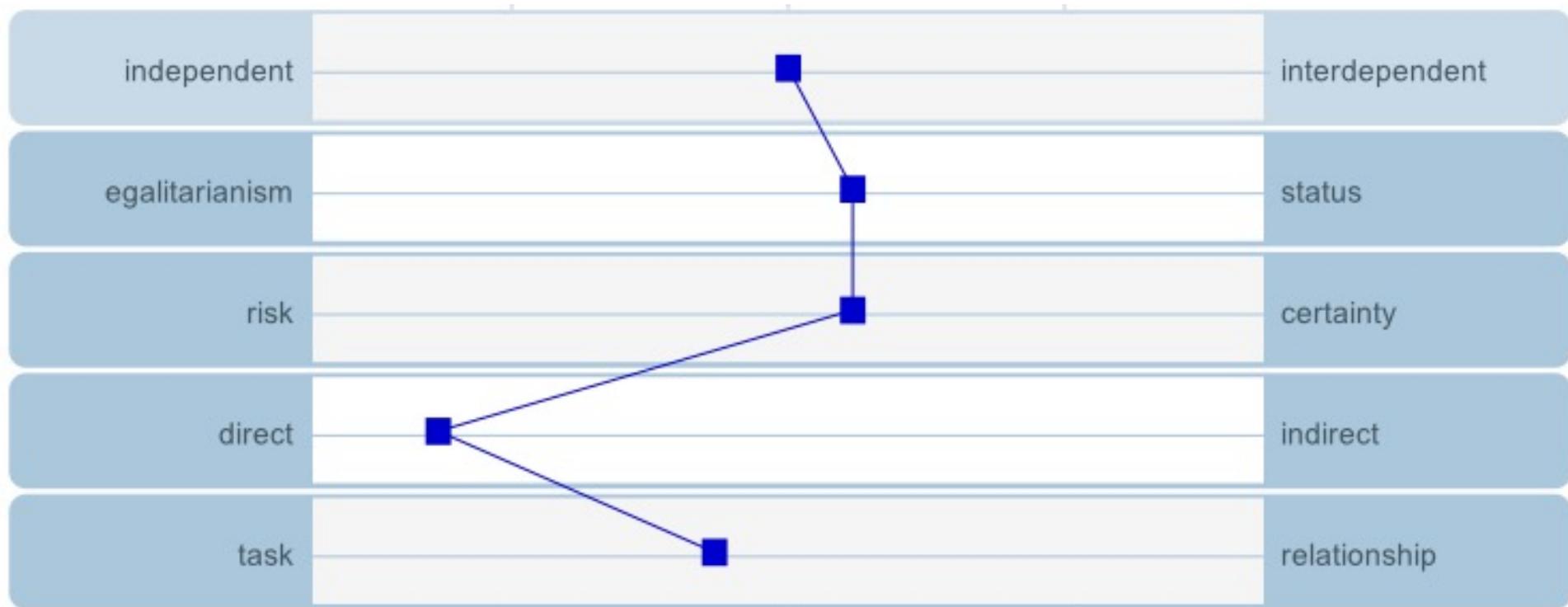
1. **Slide 3:** Company Organization Chart – graphic might need to be modified to reflect recent changes
2. **Slide 5:** New Picture Added – feel free to replace, if needed.

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

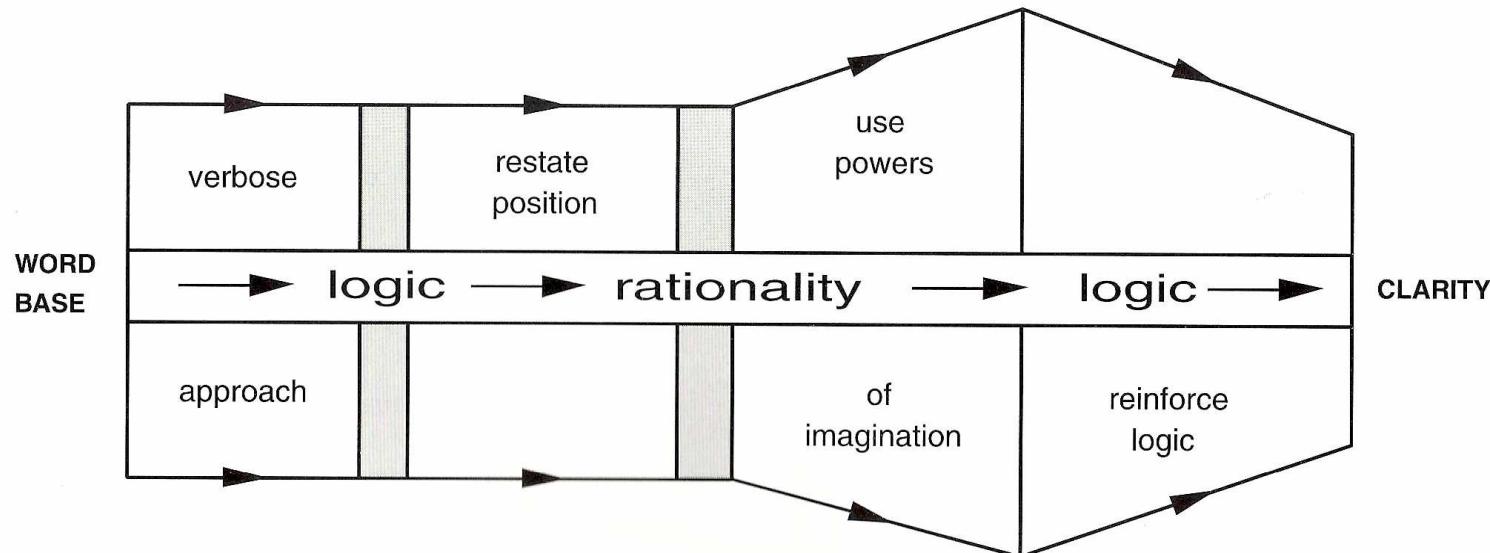
- Be ready to be challenged and to defend the merits of your position
- Be ready to go through heated debates (emotions)
- Be ready to first receive negative feedback (e.g. 'It's not possible.')

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:
 - ❖ 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.

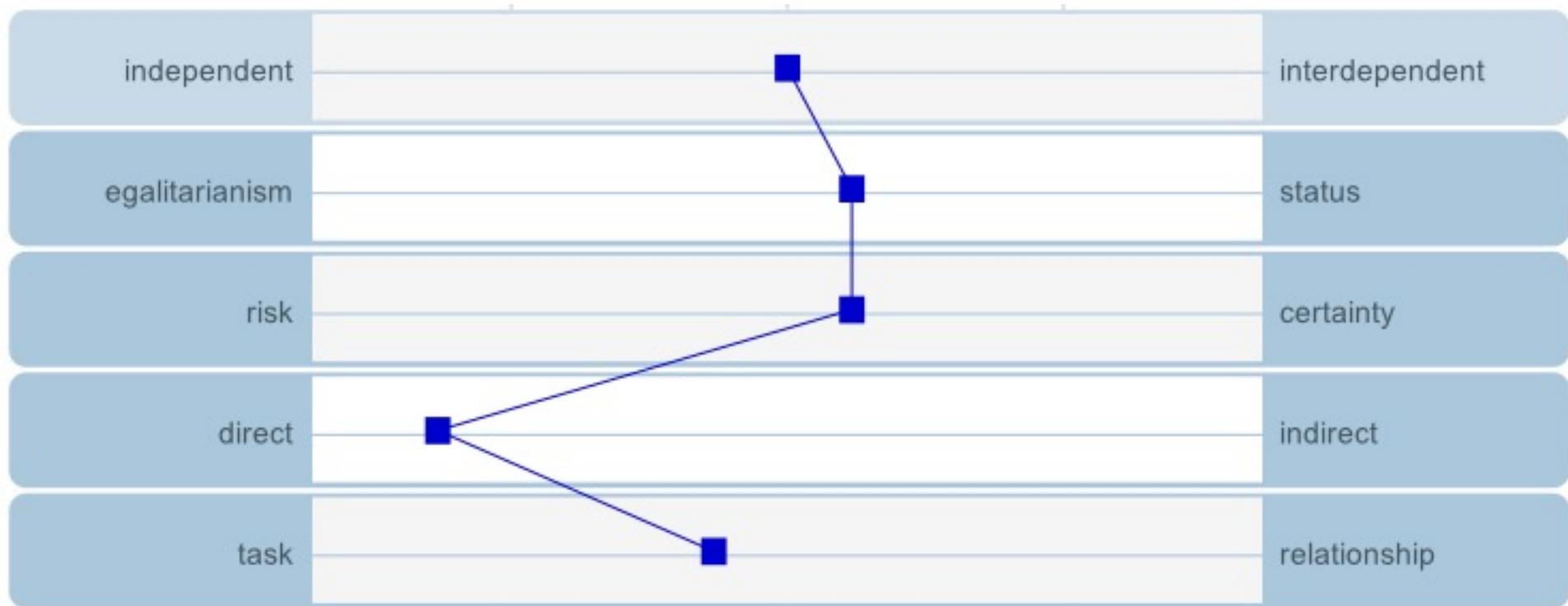


Homework #4 (con't) - Role play

- ❖ 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) - France's GlobeSmart™ profile



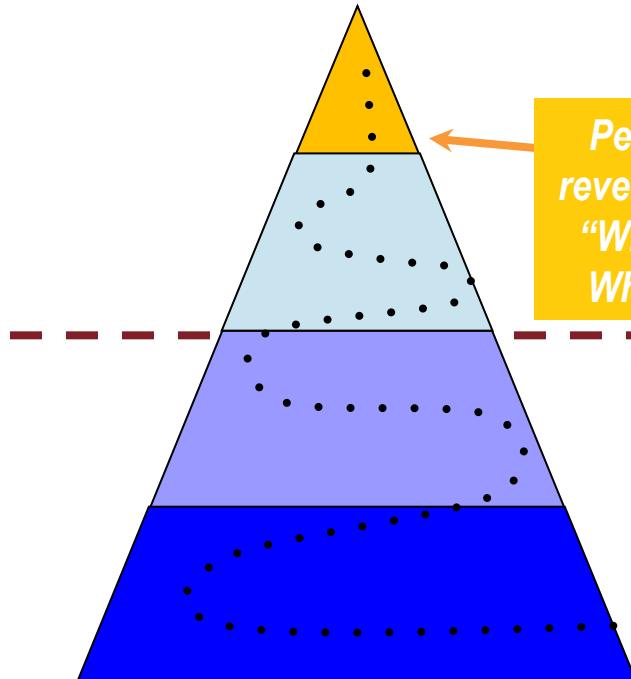
NB: Please keep in mind that the French:

- 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

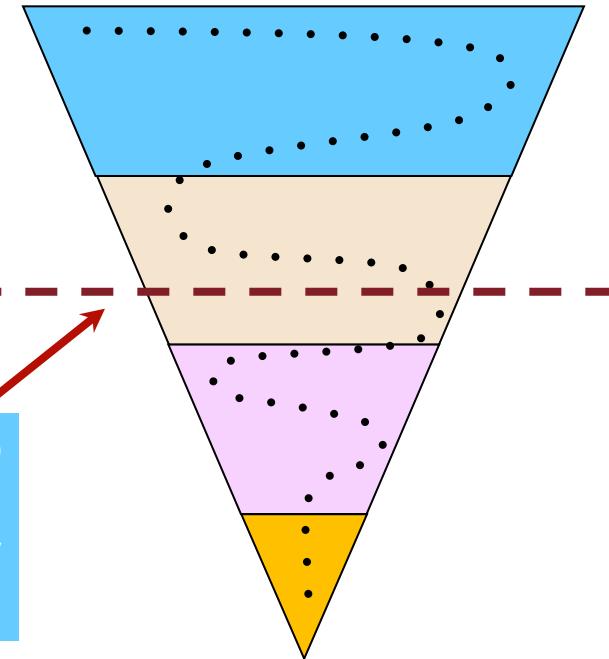
Bullet Points

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,

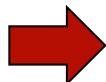
Thank you for your input, however there seems to be a bit of a problem with the European market research.

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:

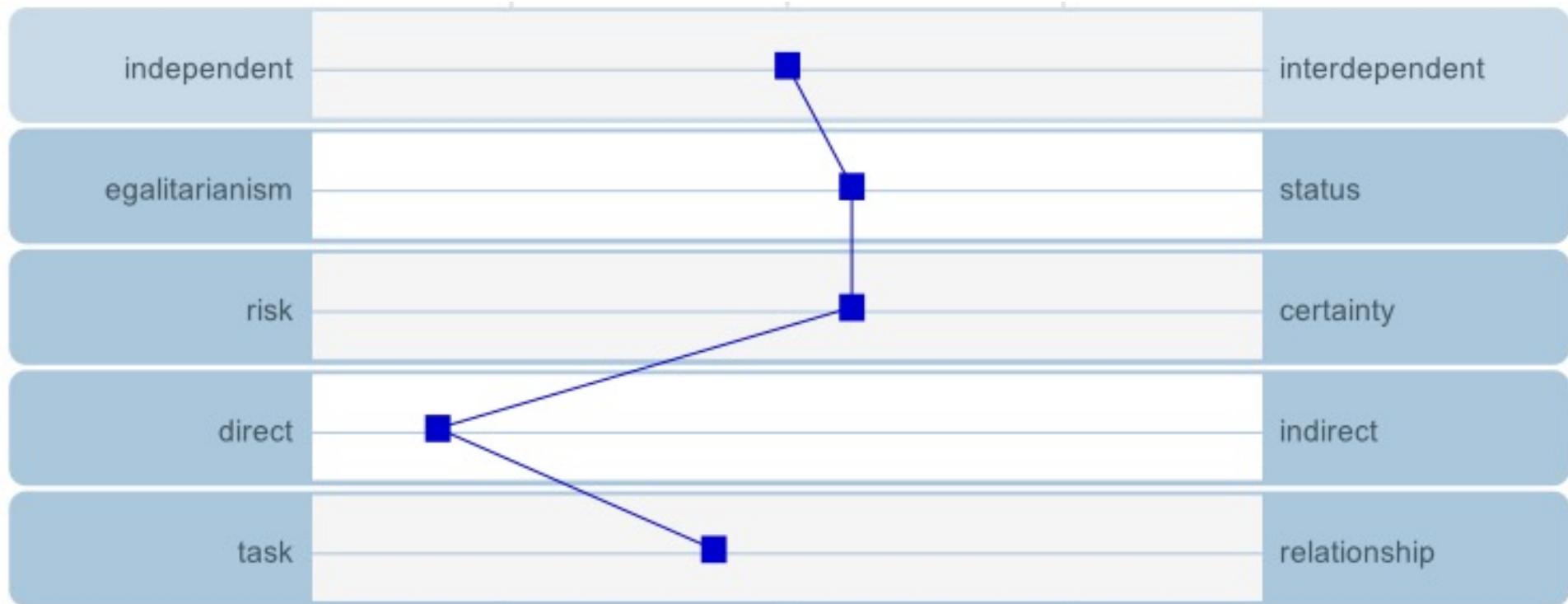
1. **Slide 3:** Company Organization Chart – graphic might need to be modified to reflect recent changes
2. **Slide 5:** New Picture Added – feel free to replace, if needed.

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 8th

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:

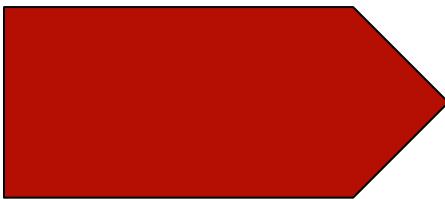
Student ID	Group	Assignments (70%)						Class participation (30%)						Global Grade	Comments
		In-class test	in-class @ 40%	Case study Gring o	Gring o @60 %	Sum of assig n grad es	Assi gnt @ 70%	#2	#3	#4	#5	Oral grad e	oral partic ip @ 30%		

Wrap-up: Best practices from the CBM class

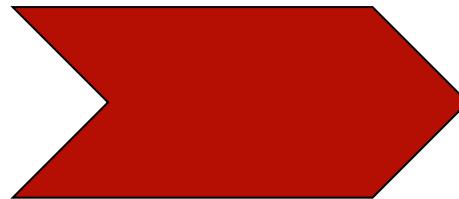
- ❖ **Use the dimensions of your toolbox as the first step**
 - Look at the positioning of the country of origin of your counterpart
 - Check if the person is aligned or not to the country's positioning (what could be the factors influencing a divergence?)
- ❖ **Adapt your communication style**
 - **Style 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



©1994 Magellan GeographixSMSanta Barbara, CA (800) 929-4MAP

Robinson Projection



Sylvie TOURNIER
SMT Crossroads Communication

 sylvie@cross-roads-communication.com  +33 6 09 55 78 60

Case study: An American in Paris

Crossing avenue de Villiers in Paris on the way to his apartment, Dan Stansen, the American expat, was thinking about the past four months with Sysecor. Sysecor is a SME with headquarters in Paris and specializing in softwares. While Dan's background was in key accounts management, he was now in charge of developing the US market for the rapidly growing French company. It was his first work experience abroad, and he was discovering a quite different environment. As he could speak French fairly well, he was wondering why the relationships with his French colleagues had been so complicated, even before he arrived to France.

When Philippe Dumont, his future French boss, had called him in California, Dan immediately accepted the job offer. Dan was at the time just out of a job. When Philippe suggested Dan should start his position on October 1st in Paris, that is eighth months after their phone conversation, Dan was extremely surprised. The inactivity period seemed very long, too long. When you are used to work full time, it takes only a few weeks to feel out of the system. But Philippe insisted: «You will need time to move out and get everything ready. And then comes the month of August. The company's activity will slow down.» Dan thought: «What! A company that slows down just before September when it's the activity peak time. It's really weird. I never heard such a thing». But in the end, Dan was delighted to have obtained the job and have a little time off to get prepared.

An administrative conundrum

The next day, Dan called the French consulate in Los Angeles to get informed about the administrative steps to get a Long Stay visa to work. He was told that he should first obtain a work contract agreed by the French Work Department to be able to get a Long Stay visa. All these administrative steps had to be accomplished before he could leave for France. He understood why Philippe had given him this much time to get ready.

Dan did all what was necessary and then patiently waited till the end of June thinking that the company needed time to solve the administrative issues. But by mid-July he still had not heard anything neither from Sysecor nor from the French consulate. So he finally called the French consulate. He was told that his file was ready and his passport had arrived, but that Sysecor had not yet turned in the necessary paperwork. Dan stressed out and called Philippe to find out what was going on. Philippe confirmed that authorization had been sent to the Human Resources department which was in charge of his case. «These type of things can take of long time», he mentioned before wishing him a nice vacation time. August had been very hectic as he had to move out. Dan and his wife had planned to move out to Paris mid-September. As Dan's passport was still in the hands of the French consulate, he decided to call them up to find out how advanced things were. He was stunned: after four weeks, the Consulate had still not received the work contract from his company, and Sysecor was still silent. He decided to call once more his future boss, who confirmed that the HR department was taking care of his situation. As Dan did not want to appear as a trouble-maker, he very politely asked the possibility to talk directly to one of the supervisors at the HR department.

Annie immediately picked up the phone and stated upfront that she was aware of Dan's situation. What a relief! She started explaining that everything was under control. Dan doubled checked and explained he had already talked several times with the French consulate. Annie did not seem worried. «I will see what I can do», did she reply in an very aloof way. Dan was starting losing patience. Even though his documents had been sent the very same day, he was still not in a position to collect his passport and leaving on time as planned. He tried to explained Annie this point. But he was overwhelmed with his

emotions and could not express himself clearly enough in French. Annie did not make much effort to try to understand his situation and did not give him any answer. As Dan hung up, he was completely in a stir. He had received no explanation, no excuse! Why was this company so badly organized? Thanks God he thought about calling the company, otherwise were would he be today?

Dan developed a clear understanding that he had to follow up things closely. For a month, he called the company regularly to check how advanced things were. He never understood where the problem came from, but the case was eventually solved at the end of October. Although he was worried and frustrated, he had no choice buts to leave later than planned. The worst thing for him was to start working late in the year. He perfectly knew that in his field it was key to be visible and active. Four months without working were a real waste of time! He kept on wondering: «How can these people work there?»

Dan officially started his job on November 10th. He had received his visa and passport on the first week of November and immediately joined his wife who was already in France. The «carte de séjour» or residence permit issue had been a nightmare. To be able to deliver the document, the prefecture needed a permanent address. To be able to rent an apartment, the real estate agency needed a bank account, but to this end the bank required a residence permit! What an administrative conundrum! Only when Sophie, Dan's secretary-to-be, jumped in things finally got sorted out. nicely

Management difficulties

Cars honking outside took Dan back to present and his own apartment. The charming cafés, the nice Haussmanian-looking buildings all this really appealed to him, but did not alleviate his professional difficulties. Working with his secretary had only been the beginning of another issue. Dan felt lost and confused when started his job as a Sales Representative. He was indeed hired because of his expertise to enter the international market. But he could not figure out how this company was working. He perfectly knew how to manage a customer portfolio in the United States, but now information was processed in a different way now. Nobody had been able to tell him what the work procedures were like, where to find the necessary documents, and nobody had introduced him to the key people in the top management. He knew that it was a very busy period for the company and that everybody was running around to deal with urgent issues. But as a result, it was difficult for him to get straight answers or even answers at all. Moreover, he quickly picked up that people were struggling to understand his French, which did not help either. The company did not have any integration program nor any new comers guide, which is a standard procedure in the US. He therefore turned to Sophie for all sorts of questions, such as holidays, private additional insurance or taxes.

He remembered perfectly his first day at work. He had arrived early to the office, which had proved to be difficult with the public transportation, the complex subway maps, and the crowds at peak hours. His boss, a cheerful man, greeted him warmly. They shaked hands, and Philippe invited him for a cup of coffee. They chatted about Dan's relocation and the heat in summer time in Paris. Dan got to know colleagues who happened to stop by the coffee machine. Conversation was very relaxed, they did not touch on business topics that Dan was eager to discuss. When back to the office, Dan had been quite direct: «What is your business strategy to corner the market?» Dan asked Philippe. «What?!?» did he reply with a quizzical look. It seemed that he had been taken aback by the question. Dan rephrased it noticing he certainly had been too direct: «I mean, what are the key success factors for this job?». Philippe fidgeted on his chair and awkwardly suggested: «What about going to see your office?». Apparently this type of questions did not suit this particular company. In fact, Dan did not actually manage to obtain full information. Although Philippe kept his friendly demeanor, he was making efforts to answer Dan's questions and rarely came to see him.

As a result, Dan counted a lot on his assistant Sophie to get familiarized with how the company was organized, things such as: how were the databases structured, how to select a supplier etc. Even after he had mastered the system, Dan kept on asking Sophie's opinion on different topics as a way to develop her skills. But Sophie got ever more distant, which intrigued Dan a lot. In the beginning, she seemed enthusiastic about helping him whatever surprised she felt by his questions. As an experienced manager, he first mistook her astonishment for a compliment. He imagined that his management style differed widely from that of his predecessor. Sophie however started distancing herself from Dan. To break the ice, Dan put even more efforts into including Sophie in his decisions: he regularly asked her opinion and advice. The more he was trying to include her the more she distanced herself from him. About a month after Dan's arrival, Sophie started taking longer cigarette breaks, arriving late, and keeping less and less the deadlines. It was as if Sophie had lost any kind of respect for him, and he could not figure out why. When he asked her if everything was OK, she simply stared at him with an angry look stating that everything was fine. He almost arrived to a point that he was reluctant to go to work and having to face her complacent attitude.

Questioning what to do next

Dan's moral was at low ebb for another reason: the very same morning his boss, who had always been so friendly with him, had started criticizing him in front of other Sales Representatives. Dan had been so shocked on the spot that he did not even know what to say. Philippe had explained that Dan's was doing an OK job (« Pas trop mal » did he say) but that he should have used the company's templates when writing reports. He should have also included specific company data that Philippe had expected to read. «Not too bad, no too bad !?». Dan was furious. He had been fighting hard in the last past months to face numerous obstacles and finally be able to come up with an intelligent proposal. He deserved a medal no a 'not-too-bad' evaluation! The worst for him was that Philippe brought up this topic in a meeting in front of all the managers, and Sophie was there too.

Dan finally arrived to his home and walked up the stairs to his apartment on the second floor. He was stuck in a world where rules and social behaviors had no meaning to him. Friends of his wife had warned him about the cultural shock, But back then he thought that France was not far away culturally speaking from the United States. What type of cultural shock could he experience? The two countries had a common history, from the French Revolution to World War II. He was convinced it was a personality issue. Sophie was a bad employee and Philippe a hypocrite. He wished his wife was home so that he could talk these things through with her. She too had her problems, but she had a calm and positive approach. Maybe she could help him to figure out what had happened in the last four months and why he ended up in such a bad situation.

Questions

- 1. Explain how cultural differences can lead to the difficulties Dan is experiencing when immersing himself in the French workstyle.**
- 2. Explain how the tensions between Dan and Sophie are due to cultural differences.**
- 3. Explain how the communication issues between Dan and Philippe are due to cultural differences.**
- 4. What piece of advice can you give to solve or even prevent the cross-cultural issues experienced by expats such as Dan?**

Methodology

Use the 6 dimensions that we studied in class to analyze the case study. More specifically :

- a. Take each dimension individually and position roughly Dan, Sophie, and Philippe on each dimension.
- b. Give evidence from the case study to sustain your statements.
- c. Then keep the dimensions that are relevant to the case study to make a diagnosis.
- d. Then make the appropriate recommendations linked to questions 1, 2, 3, and 4.