Business and Professional Communication 2nd edition Floyd Solutions Manual

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Instructor's Manual to accompany

Business and Professional Communication

Putting People First

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by and Kory Floyd and Peter W. Cardon

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Chapter 2

Culture, Diversity, and Global Engagement

Learning Objectives

LO2.1: Explain culture and co-cultures.
LO2.2: Identify primary forms of human diversity.
LO2.3: Explain the major cultural dimensions.
LO2.4: Describe behavioral strategies for adapting to cultural norms and customs.
LO2.5: Illustrate ways of engaging diversity in an ethical manner.
LO2.6: Demonstrate communicating with cultural proficiency.

Connect Exercises

Forms of Diversity
Recognizing Cultural and Religious Differences Identifying Cultural Dimensions
Identifying High- and Low-Context Communication
Cultural Differences Result in International Business Challenges
Demonstrating Cultural Intelligence
Practicing Inclusive Communication
Demonstrating Cultural Awareness in an Online Meeting
Working Across Cultures in Online Meetings

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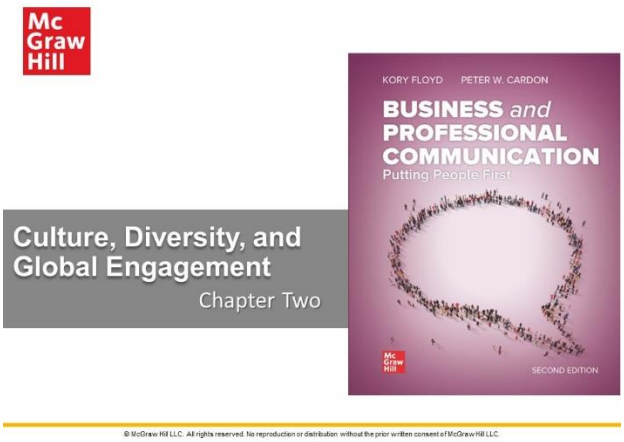
Chapter Outline



SLIDE 2-1

Chapter Two
Culture, Diversity, and Global Engagement

SLIDE 2-2

LO2.1: Explain culture and co-cultures.
LO2.2: Identify primary forms of human diversity.
LO2.3: Explain the major cultural dimensions.
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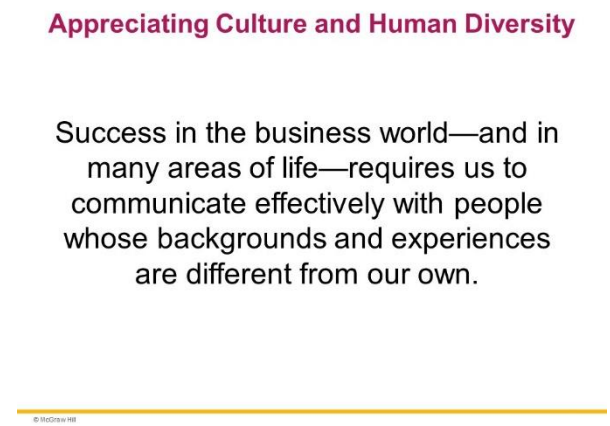

SLIDE 2-3

Developing the ability to communicate effectively with people of varying backgrounds starts with appreciating the influences of culture and human diversity, which take many forms.

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How Do People Vary?

Effective communication requires appreciating that people vary in:

- Cultures and co-cultures.
- Race, ethnicity, and nationality.
- Socioeconomic status.
- Disability status.
- Sex, gender, and sexuality.
- Religion.
- Generational identity.

SLIDE 2-4

Among the dimensions of human diversity that have implications for effective communication are culture and co-culture; race, ethnicity, and nationality; socioeconomic status; disability status; sex, gender, and sexuality; religion; and generational identity.

Culture

Culture is the totality of learned, shared symbols, language, values and norms that distinguish one group of people from another.

SLIDE 2-5

This definition tells us that **culture** isn't a property of countries or ethnicities or economic classes. Rather, it's a property of people. We refer to groups of people who share the same culture as **societies**. Many people associate their culture with their nationality, such as U.S. culture, Mexican culture, and Chinese culture.

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Co-Cultures

Co-cultures are groups of people who share values, customs, and norms related to mutual interests or characteristics besides their national citizenship.

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SLIDE 2-6

Many people belong to multiple cultures and **co-cultures** at once, such as a person who simultaneously identifies as Canadian, a gardener, a cancer survivor, an elderly person, and a member of the LGBTQ community.

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What Culture Is Not

Culture is sometimes confused with:

- **Nationality**.
- **Ethnicity**.
- **Race**.

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SLIDE 2-7

People often confuse culture with nationality, race, or ethnicity, but these are all different aspects of a person's identity.
Nationality is our status as a citizen of a particular country.
Ethnicity is our perception of our ancestry or heritage, such as Hispanic.
The concept of **race** refers to differences in sets of physical characteristics—such as bone structure and the color of skin, hair, and eyes—that have often been presumed to have a biological or genetic basis. Although racial differences in physical characteristics are sometimes argued to have a biological or genetic basis, the scientific evidence for such a basis has been relatively weak, except for skin color.

Table 2.1 Racial and Ethnic Categories in 2020 U.S. Census

Category	Subcategories, if Relevant
Asian	Chinese, Japanese, Filipino, Korean, Asian Indian, Vietnamese, Other Asian
American Indian or Alaska Native	
Black or African American	
Hawaiian or Pacific Islander	Native Hawaiian, Samoan, Chamorro, Other Pacific Islander
Hispanic origin	Mexican, Mexican American, Chicano; Puerto Rican; Cuban; Another Hispanic, Latino, Spanish origin
White	
Some other race	

Source: U.S. Department of Commerce. (2020). United States Census 2020 official form. Washington, D.C. https://www2.census.gov/programs-surveys/decennial/2020/technical-documentation/questionnaires-and-instructions/questionnaires/2020-informational-questionnaire-english_DI-Q1.pdf

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SLIDE 2-8

These were the racial and ethnic categories used in the 2020 U.S. Census.

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Socioeconomic Status

Socioeconomic status, or SES, is a measure of a person's financial or social position relative to that of others.

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SLIDE 2-9

Socioeconomic status is usually measured by comparing a person's income, education, work experience, and occupation to those of other people in the same group or community. It is associated with power, health, and life expectancy.

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Differences in Abilities

People can experience limitations in physical and mental capabilities, including:

- Blindness.
- Deafness.
- Use of a wheelchair, walker, or crutches.
- Cognitive limitations, such as autism or dyslexia.

SLIDE 2-10

The Americans with Disabilities Act (ADA) prohibits employers from engaging in unlawful discrimination based on a person's disability status. It also requires employers to provide reasonable work accommodations to employees with physical or mental limitations.

Sex, Gender, and Sexuality

Communication is affected by differences in

- **Sex.**
- **Gender.**
- **Sexuality** (or sexual orientation).

SLIDE 2-11

Sex is a genetic variable that determines whether someone is born female, male, or another sex, or of an indeterminate sex. **Gender** is a social and psychological variable that characterizes a person's identity as feminine, masculine, or something else. Although sex is a function of the combination of chromosomes we inherit from our biological parents, we acquire gender through our social and cultural experiences.

Sexuality (or sexual orientation) describes the sex or sexes to which a person is romantically or sexually attracted. Some argue that sexuality is best described as a continuum, but others recognize categories of sexuality, including heterosexuality, homosexuality, bisexuality, and asexuality.

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Religion

Populations differ greatly in their religious beliefs and traditions.

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SLIDE 2-12

According to a Pew survey, 84 percent of the world's population identifies with a particular religious tradition. Religion is an important dimension of diversity because it influences many aspects of people's lives, including food and clothing choices, occupational options, political preferences and voting behaviors, use of technology, and marriage and parenting practices, among others.

Table 2.2 Percentage of the Global Population Representing Various Religious Groups

Religious Affiliation	Percentage of World Population
Christianity	31.2
Islam	24.1
No religious affiliation	16.0
Hinduism	15.1
Buddhism	6.9
Folk religions	5.7
Other religions	0.8
Jewish	0.2

© McGraw Hill Source: Pew Research Center/The Pew Forum on Religion & Public Life (2017, April). The changing global religious landscape: Babies born to Muslims will begin to outnumber Christian births by 2035; people with no religion face a birth dearth. Washington, D.C.

SLIDE 2-13

Folk religions include African traditional religions, Chinese folk religions, Australian aboriginal religions, and Native American religions. Other religions include Sikhs, Jains, Bahai's, Shintoists, Taoists, Wiccans, Zoroastrians, and other faiths.

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Generational Identity

Communication behaviors and attitudes often vary according to generational identity.

- Generation Z.
- Millennials.
- Generation X.
- Baby Boomers.
- Silvers.

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SLIDE 2-14

Researchers find important differences in the values and attitudes of

- Generation Z, born after 1996.
- Millennials, born between 1981 and 1996.
- Generation X, born between 1965 and 1980.
- Baby Boomers, born between 1946 and 1964.
- Silvers, born before 1946.

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Table 2.3 Generation Gaps: Age Affects Attitudes

Issue	Gen Z	Millennials	Gen X	Boomers	Silvers
Approved of Trump's job performance	30%	29%	38%	43%	54%
Believe the government should do more to solve problems	70%	64%	49%	49%	39%
Believe increasing racial/ethnic diversity is good for society	62%	61%	48%	48%	42%
Know someone who prefers gender-neutral pronouns	35%	25%	12%	12%	7%
Believe in human-caused climate change	54%	56%	45%	45%	38%

© McGraw Hill Source: Parker, K., Graf, N., & Igielnik, R. (2019, January 17). Generation Z looks a lot like millennials on key social and political issues. Pew Research Center.

Slide 2-15

People with different generational identities also evidence different attitudes about social issues, as Table 2.3 describes, which can be important to take into account when creating communication products such as advertising messages.

Other Elements of Identity

In the United States, where a person grew up—the region, or rural, semi-urban, or urban settings—often instills lifelong norms and values.

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Slide 2-16

Professionals hold identities in many groups and generally adopt some of the shared values and norms of these groups. Professionals who grew up in rural, suburban, and urban areas often gain lifelong attitudes and behaviors related to sense of community, pace of life, and communication patterns. Occupational groups often hold distinct ways of approaching work: and the longer people work in companies, the more they adopt the organization's typical ways of doing things.

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Identifying the Way Cultures Vary

Understanding how cultures vary, and how to adapt to cultural norms and values, can help lead to effective professional communication on a global scale.

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SLIDE 2-17

If you have ever had difficulty communicating with someone from a different cultural background, you have experienced the challenge of overcoming cultural differences in communication. Understanding how cultures vary and how you can adapt to different cultural norms and values, can help you accomplish effective communication on a global scale.

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Identifying the Way Cultures Vary[2]

At least five specific cultural differences influence how people think and interact.

- Individualistic and collectivistic.
- Low- and high-context.
- Power distance.
- Uncertainty avoidance.
- Cultural masculinity and femininity.

SLIDE 2-18

Cultures vary in multiple ways, but among the most important for communication are individualism and collectivism; low- and high-context; power distance; uncertainty avoidance; and cultural masculinity and femininity. Each dimension shapes how people who identify with a culture think, act, and interpret social behavior.

Individualism and Collectivism

In an **individualistic culture**, people believe their primary responsibility is to themselves.

In a **collectivistic culture**, people believe their primary responsibility is to their families, communities, and employers, rather than to themselves.

SLIDE 2-19

In an **individualistic culture**, people believe their primary responsibility is to themselves. The United States, Canada, Great Britain, and Australia are among the most individualistic societies in the world. People in a **collectivistic culture** place a high value on duty and loyalty, and see themselves not as unique but as part of the groups to which they belong. North Korea, Japan, and many African and Latin American countries have highly collectivistic cultures.

Low- and High-Context

People in a **low-context culture** are expected to be direct, say what they mean, and use language that is specific and concrete.

People in a **high-context culture** are expected to speak in a less-direct manner, to maintain harmony, and avoid offense.

SLIDE 2-20

People in **low-context cultures** (such as the United States, Canada, Israel, and most northern European countries) appreciate arguments that are explicit and avoid ambiguity, and expect others to live up to their word. People in **high-context cultures** (such as South Korea, Native Americans, and the Māori of New Zealand) convey much of their meaning through subtle behaviors and contextual cues, such as facial expressions and tone of voice.

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Low- and High-Power-Distance

In a **low-power-distance culture**, people believe all individuals are equal and no one person or group should have excessive power.

In a **high-power-distance culture**, certain groups, such as royalty or the ruling political party, have great power, whereas the average person has much less.

SLIDE 2-21

People in a **low-power-distance culture** (such as the United States, Canada, Israel, New Zealand, Denmark and Austria) aren't *necessarily* treated equally; they simply value the idea that they *should be.* People in a **high-power-distance culture** (such as Mexico, Brazil, India, Saudi Arabia, and the Philippines) are taught to respect power and authority more than equality.

Uncertainty Avoidance

Uncertainty avoidance is the extent to which people try to avoid situations that are unstructured, unclear, or unpredictable.

- Uncertainty-avoidant societies.
- Uncertainty-accepting societies.

SLIDE 2-22

Individuals in uncertainty-avoidant societies (such as Argentina, Portugal, and Uruguay) are drawn to people and situations that are familiar, are uncomfortable with differences of opinion, and favor rules and laws that maximize security. Those in uncertainty-accepting societies (such as Hong Kong, Jamaica, and New Zealand) are more open to new situations and more accepting of people and ideas that are different from their own.

Masculinity and Femininity

People in a **masculine culture** cherish stereotypically masculine values, such as ambition, achievement, and acquisition of resources (such as money).

People in a **feminine culture** cherish stereotypically feminine values, such as nurturing behavior, quality of life, and service to others.

SLIDE 2-23

People in masculine cultures also value sex-specific roles for women and men. Austria, Japan, and Mexico all have strongly masculine cultures. People in feminine cultures tend not to endorse sex-specific roles for women and men. Sweden, Chile, and the Netherlands all have strongly feminine cultures. The United States has a moderately masculine culture.

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Adapting to Cultural Norms

Effective communicators learn to adapt to:

- Social customs.
- Norms for touch and proximity.
- Expected levels of formality.
- Time orientation.
- Gender roles.
- Tolerance for conflict.

SLIDE 2-24

Effective communication requires adapting to social customs; norms for touch and proximity; expected level of formality; time orientation; gender roles; and tolerance for conflict.

Social Customs

Social customs are patterns of behavior considered traditional and meaningful in interpersonal interactions.

SLIDE 2-25

Examples of social customs include greeting customs and gift-giving customs. Both of these vary considerably from culture to culture.

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High- and Low-Contact

Culture affects how people negotiate touch and personal space.

- In a **high-contact culture**, people stand or sit close to one another and touch one another frequently.
- In a **low-contact culture**, people keep greater amounts of personal space between themselves and touch one another less frequently.

SLIDE 2-26

Many Latin American, southern European, and Middle Eastern cultures are classified as **high-contact. Low-contact cultures** are found in colder climates, such as Scandinavian countries and Japan. Many communication researchers also classify the United States as a fairly low-contact culture.

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Zones of Personal Space

Anthropologist Edward T. Hall found that people respect four zones of personal space.

- **Intimate distance:** 0 to 1½ feet.
- **Personal distance:** 1½ to 4 feet.
- **Social distance:** 4 to 12 feet.
- **Public distance:** 12 to 25 feet or more.

SLIDE 2-27

Intimate distance is the space we willingly occupy only with our closest and most intimate friends, family members, and romantic partners. **Personal distance** is the distance we typically maintain with other friends and relatives. **Social distance** is used with customers, casual acquaintances, and others whom we don't know very well, to convey more formal, impersonal interaction. **Public distance** is the space enforced between a presenter or performer and their audience.

Cultural Formality

Formality expectations differ between cultures.

- Some societies expect formality in professional interactions.
  - Examples include Germany, Egypt, and Mexico.
- Other societies generally prefer interactions that are less formal and more familiar.
  - Examples include the U.S., Canada, and Australia.

SLIDE 2-28

Another cultural difference in formality shows up in interactions with strangers. Few in the United States are dismayed when strangers strike up a conversation on an airplane, for instance, or in line for a movie. In some cultures, however, addressing someone you don't know makes that person uncomfortable.

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Time Orientation

Culture affects norms and expectations concerning the use of time.

- In **monochronic** cultures, people view time as a valuable commodity and expect punctuality.
- In **polychronic** cultures, people think of time as holistic and fluid and do not expect events to start "on time."

SLIDE 2-29

Monochronic cultures include Germany, Switzerland, and the United States. **Polychronic** cultures include Latin America, the Arab part of the Middle East, and much of sub-Saharan Africa.

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Gender-Appropriate Behavior

Societies differ in their expectations about gender-appropriate behavior.

- Gender-role differences are often visible in a culture's norms for dress.

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SLIDE 2-30

A good example of differences in gender-appropriate behavior relates to norms for dress. Women and men in many cultures prefer to wear suits for business transactions, but some Arab businessmen prefer wearing a *thwab* and women in Islamic countries usually cover their hair when in public, and some may cover their faces entirely.

Tolerance for Conflict

Societies differ in their tolerance for conflict.

- During negotiations, people from individualistic societies are usually explicit about which aspects of an offer they accept and which ones they reject.
- People from collectivistic societies emphasize social harmony rather than winning a conflict and are taught to be more indirect when handling disagreements.

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SLIDE 2-31

People in individualistic societies usually focus on expressing conflict and working toward resolving it. Those in collectivistic societies may not say *no*—even when they mean *no*—for fear of causing offense. Their goal may still be to win the negotiation, but their strategy for doing so emphasizes harmony over overt conflict.

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Addressing Diversity in an Ethical Manner

Honor your own cultural values.

- Identify values that are important to you and your cultural group.
  - For many U.S. Americans, one such value is low-power-distance (rejecting large power differences between people).
  - In the workplace, the idea that anyone can succeed or rise to the top reflects low power distance.

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SLIDE 2-32

Addressing diversity ethically means asking what we should do to make our professional environments more inclusive, welcoming, and fair for everyone.

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Addressing Diversity in an Ethical Manner

Respect the cultural values and diverse backgrounds of others.

See cultures and diversity as an opportunity to learn and grow.

Recognize the individuality of others.

SLIDE 2-33

Respecting the cultural values and diverse backgrounds of others can be challenging, because many people have a tendency to see their own cultural values as the "correct" values. Instead of dismissing other cultural values as wrong, it is helpful to try to understand the legitimate reasons for those values and to adapt our behavior accordingly. When people spend time only with others who share their values, they miss the opportunity to learn from other cultures.

Communicating with Cultural Proficiency

Four ways to develop cultural communication skills.

- Cultivate cultural awareness.
- Practice perspective-taking.
- Avoid cultural centrism.
- Adapt to changing cultural norms and expectations.

SLIDE 2-34

Communicating with cultural proficiency means developing skills and traits that help us collaborate more effectively with people of different cultural and identity backgrounds. It calls for a deep awareness of other cultures and graceful adaptation to their communication preferences.

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Cultivate Cultural Awareness

Requires a learner mind-set.

- Expect that members of other cultures possess unique types of knowledge and approaches to problem solving that are helpful for achieving shared business goals.

SLIDE 2-35

Developing strong cross-cultural relationships requires a learner mind-set. With the learner mind-set, you expect that members of other cultures possess unique types of knowledge and approaches to problem solving that will be helpful for achieving your shared business goals. You rely on their being full partners in the decision-making process.

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Practice Perspective Taking

Remember there are many points of view.

- Ask nonjudgmental, open-ended questions.
- Listen carefully to the responses of others.

SLIDE 2-36

Perspective taking benefits from asking nonjudgmental, open-ended questions and listening carefully to the responses of others.

Avoid Cultural Centrism[1]

People naturally develop **stereotypes**, or generalizations, to try to understand the attitudes and behavior of people we do not know.

- **Cultural centrism** is the belief that your own culture is superior and the correct lens from which you judge other cultures.
- **Projected cognitive similarity** is the tendency to assume others share your cultural norms and values.

SLIDE 2-37

Cultural centrism is the belief that your own culture is superior to others. Avoiding cultural centrism means being wary of **stereotypes**, which are generalizations made about individuals based on the groups to which they belong. Cultural centrism can lead to **projected cognitive similarity**, the tendency to assume others share your cultural norms and values.

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Avoid Cultural Centrism[2]

Outgroup homogeneity effect is the tendency to think members of other groups are all the same.

- The reality is that all cultures contain a lot of diversity.
- Negative stereotyping can emerge from popular culture.

SLIDE 2-38

Outgroup homogeneity effect is the tendency to think members of other groups are all the same. This is counterproductive to developing effective working relationships with members of other cultures. The reality is that all cultures contain a lot of diversity and will continue to change.

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Adapt to Changing Cultural Norms

All cultures change.

- Change usually occurs over years or decades.
- Cultures undergoing rapid economic development are ones where norms and expectations change the most quickly.

SLIDE 2-39

As we learn about other cultures, it is helpful to recognize that they are constantly shifting, and that it is necessary to adapt to changing norms and expectations.

Chapter Takeaways

This chapter has focused attention on:

- Appreciating culture and human diversity.
- Conducting business communication on a global scale.
- Engaging diversity in an ethical manner.
- Communicating with cultural proficiency.

SLIDE 2-40

This chapter has focused attention on appreciating culture and human diversity, conducting business communication on a global scale, engaging diversity in an ethical manner, and communicating with cultural proficiency.

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Suggested Approaches and Solutions to the Chapter Review Questions

1. **What is culture? What do we mean when we call culture "a property of people"? (LO2.1)**

   Culture is the totality of learned, shared symbols, language, values, and norms that distinguish one group of people from another. To call culture "a property of people" means that culture defines societies, or groups of people, rather than countries or ethnicities or economic classes.

2. **How is a culture different from a society? How is it different from a co-culture? (LO2.1)**

   A society is a group of people who share the same culture, so the society is the group itself and the culture is what those people share. A co-culture is a set of shared values, customs, and norms related to mutual interests or characteristics other than national citizenship.

3. **What does it mean to identify an individual's nationality, ethnicity, and race? (LO2.2)**

   Nationality is an individual's status as a citizen of a particular country. Ethnicity is the perception of an individual's ancestry and heritage. Race refers to differences in sets of physical characteristics that have often been presumed to have a biological or genetic basis.

4. **In what ways do socioeconomic status and disability status affect people culturally? (LO2.2)**

   Differences in socioeconomic status and/or disability status can translate into different values, opportunities, traditions, and assumptions about the world.

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5. **How are sex, gender, and sexuality related to each other? How are they different? (LO2.2)**

   Sex is a biological variable that reflects whether someone is assigned male, female, or intersex at birth. Gender is a social and psychological variable that characterizes a person's identity as female, male, or something else. Sexuality describes the sex or sexes to which a person is romantically or sexually attracted. Each variable is related to an individual's sexual self-concept, but each can vary independently of the others.

6. **To what extent do various religious traditions or age groups qualify as different cultures? (LO2.2)**

   To the extent that religious groups or age groups differ in their symbols, language, values, and norms, they can constitute separate cultures (or, more specifically, co-cultures).

7. **Why might knowing whether someone is from an individualistic or collectivistic culture be beneficial for professional communication? (LO2.3)**

   As one example, it may help in determining how to build rapport with people from various cultures. Appeals to individuality and self-sufficiency may be well received by those from individualistic cultures, whereas appealing to loyalty and duty to one's group may be more effective in building rapport with those from collectivistic cultures.

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8. Would you characterize your own cultural background as low-context or high-context? How do you know? (LO2.3)

Answers will vary, although U.S. American students are likely to characterize their backgrounds as low-context because they recognize the expectation for people to communicate in concrete, explicit ways and to avoid ambiguity.

9. How are power distance, uncertainty avoidance, and cultural masculinity/femininity relevant for business communication? (LO2.3)

Power distance can affect how managers communicate with employees; they may appeal to their authority in a high-power-distance culture, whereas they may be more effective by appealing to their similarities with employees in a low-power-distance culture. Sales professionals may be more persuasive in an uncertainty-avoidant culture by appealing to rules, security, and certainty, whereas they may be more persuasive in an uncertainty-accepting culture by appealing to freedom and a "live and let live" approach. Businesses in a masculine culture may succeed by using advertising that highlights achievement and ambition and portrays sex-specific roles for women and men; those in a feminine culture may find greater success by highlighting quality of life, service to others, and roles that are undifferentiated by sex.

10. Which social customs are important for your own culture? Why would failing to observe social customs in another culture be problematic? (LO2.4)

Answers will vary. Failing to observe social customs in another culture can be problematic because it can cause offense and limit the ability to build trust and rapport.

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11. Do you consider your own culture to be high-contact or low-contact? How does it feel to interact with people whose cultural norms for touch and proximity are highly different from your own? (LO2.4)

Answers will vary, although U.S. American students are likely to report that their culture is a fairly low-contact culture. Interacting with people from high-contact cultures can be uncomfortable for those who are unaccustomed to close proximity and frequent touch.

12. Define and give an example of each of Edward T. Hall's four spatial zones. (LO2.4)

Intimate distance, ranging from 0 to 1½ feet, is the zone willingly occupied with close friends, family members, and romantic partners. Personal distance, ranging from 1½ to 4 feet, is the distance typically maintained with other friends and relatives. Social distance, ranging from 4 to 12 feet, is used with customers, casual acquaintances, and others whom we don't know very well. Public distance, ranging from 12 to 25 feet or greater, is the distance enforced when someone is giving a speech or performing in front of a large audience.

13. How do you see formality observed in your own cultural practices? (LO2.4)

Answers may include the use of titles or formal address terms (as opposed to first names) and expectations about initiating conversations with strangers.

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14. What is the difference between a monochronic and a polychronic culture? (LO2.4)

People in a monochronic culture view time as a commodity and value punctuality. Those in a polychronic culture conceive of time as more holistic and fluid and have less-rigid expectations about punctuality.

15. Why is it valuable to understand the gender roles and tolerance for conflict of a culture in which you are doing business? (LO2.4)

It is valuable to understand another culture's gender roles and tolerance for conflict to avoid causing offense or experiencing misunderstandings when conducting business.

16. What does it mean to recognize diversity in an ethical manner? (LO2.5)

Recognizing diversity in an ethical manner means asking what we should do in the workplace to make our professional environments more inclusive and fair for all.

17. Why is it important to recognize people both as individuals and as members of cultural groups? (LO2.5)

All individuals are shaped by the cultures with which they identify, and honoring their cultural traditions is an important part of treating people ethically and of building rapport. Nonetheless, not everyone in a given cultural group is the same. People still think, feel, and communicate in unique ways, so connecting and collaborating with people are aided by getting to know them as individuals, as well as members of a specific cultural group.

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18. How can we cultivate cultural awareness? (LO2.6)

Cultivating cultural awareness requires adopting a learner mind-set, which means expecting that members of other cultures possess unique types of knowledge and approaches to problem solving that can help you achieve your shared goals.

19. Why is it useful to practice perspective-taking? (LO2.6)

Practicing perspective-taking helps you understand the experiences, goals, and perspectives of others.

20. What is cultural centrism, and why is it problematic? How is cultural centrism reflected in projected cognitive similarity and the outgroup homogeneity effect? (LO2.6)

Cultural centrism is the belief that your own culture is superior to others and is the "correct" lens from which you judge other cultures. It is problematic because it often leads people to stereotype others in inaccurate and unfair ways. Projected cognitive similarity is the tendency to assume that other people have the same cultural norms and values as you, and it comes from being unaware of the rich ways in which cultures differ. The outgroup homogeneity effect is the tendency to think that members of other cultural groups are all the same, without recognizing that people in all cultural groups differ from each other.

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21. Which stereotypes do you think others hold about you? Of those, which ones describe you inaccurately? Do any describe you accurately? (LO2.6)

Answers will vary.

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Connect Exercise Support

Forms of Diversity

Activity Summary: Students demonstrate their understanding of the following forms of human diversity: race, ethnicity, nationality, socioeconomic status, disability status, gender, sexuality, and religion. (Note: A keyboard accessible version of this activity is also available.)
Type: Click and Drag
Learning Objectives: 2.2 Identify primary forms of human diversity.
Difficulty Level: 1 Easy
Blooms: Understand
AACSB: Diversity
Follow-Up Activity: A discussion about how they can better understand and appreciate these forms of diversity in school and the workplace.

Recognizing Cultural and Religious Differences

Activity Summary: Students read a short case about two Nigerian professionals meeting an American professional for the first time in an online conference. Students demonstrate their understanding of the following cultural dimensions: individualism and collectivism, low- and high-context cultures, power distance, uncertainty avoidance, and cultural masculinity and femininity. They also demonstrate their understanding of religious orientations. (Note: A keyboard accessible version of this activity is also available.)
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Type: Case Analysis
Learning Objectives: 2.2 Identify primary forms of human diversity.
2.3 Explain the major cultural dimensions.
Difficulty Level: 1 Easy, 2 Medium
Blooms: Apply
AACSB: Diversity
Follow-Up Activity: Instructors could create an activity in which students hold an online conference with students at a non-U.S. university.

Identifying Cultural Dimensions

Activity Summary: Students demonstrate their understanding of the following three cultural dimensions: individualism and collectivism, power distance, and uncertainty avoidance. (Note: A keyboard accessible version of this activity is also available.)
Type: Click and Drag
Learning Objectives: 2.3 Explain the major cultural dimensions.
Difficulty Level: 2 Medium
Blooms: Understand
AACSB: Diversity
Follow-Up Activity: Students could identify colloquialisms, metaphors, and other phrases that reveal the norms and values associated with these cultural dimensions.

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Identifying High- and Low-Context Communication

Activity Summary: Students demonstrate their understanding of various communication behaviors associated with high-context and low-context communication. (Note: A keyboard accessible version of this activity is also available.)
Type: Click and Drag
Learning Objectives: 2.3 Explain the major cultural dimensions.
Difficulty Level: 2 Medium
Blooms: Analyze
AACSB: Diversity
Follow-Up Activity: Students could create a list of various high-context and low-context communication behaviors.

Cultural Differences Result in International Business Challenges

Activity Summary: Students watch a short video of American and Swiss professionals interacting in person and on an online conference. Students demonstrate their understanding of cultural dimensions and cross-cultural etiquette issues. (Note: A keyboard accessible version of this activity is also available.)
Type: Video Case
Learning Objectives: 2.3 Explain the major cultural dimensions.
2.4 Describe behavioral strategies for adapting to cultural norms and customs.
Difficulty Level: 2 Medium, 3 Hard
Blooms: Evaluate
AACSB: Diversity
Follow-Up Activity: Students could do research about Swiss business etiquette.

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Demonstrating Cultural Intelligence

Activity Summary: Students watch a short video of two American professionals and an Indian professional meeting online. Students demonstrate their understanding of cultural dimensions and cross-cultural etiquette issues. (Note: A keyboard accessible version of this activity is also available.)
Type: Video Case
Learning Objectives: 2.3 Explain the major cultural dimensions.
2.5 Illustrate ways of engaging diversity in an ethical manner.
2.6 Demonstrate communicating with cultural proficiency.
Difficulty Level: 3 Hard
Blooms: Evaluate
AACSB: Diversity
Follow-Up Activity: Students could do research about Indian business etiquette and holidays.

Practicing Inclusive Communication

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Activity Summary: Students read a case about inclusive and non-inclusive communication, and then they respond to the questions about the case, demonstrating their understanding of inclusive communication practices.
Type: Case
Learning Objectives: 2.5 Illustrate ways of engaging diversity in an ethical manner.
Difficulty Level: 1 Easy, 2 Medium
Blooms: Apply
AACSB: Diversity
Follow-Up Activity: Students could choose a company and review its website and social media to identify uses of non-inclusive language.

Demonstrating Cultural Awareness in an Online Meeting

Activity Summary: Students read a case about working with a colleague across cultures, and then they select the most correct response for each of the multiple-choice questions, demonstrating their understanding of perspective taking and avoiding cultural centrism.
Type: Case Analysis
Learning Objectives: 2.6 Demonstrate communicating with cultural proficiency.
Difficulty Level: 2 Medium
Blooms: Apply
AACSB: Diversity
Follow-Up Activity: Students could partner up and create a scenario in which two people do not demonstrate cultural awareness. One student can write the interaction from the perspective of one person in the scenario, and the other student can write the interaction from the perspective of the other person.

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Working Across Cultures in Online Meetings

Activity Summary: Students read a case about two people working across cultures, and then they evaluate how varying cultural dimensions may influence their communication patterns. Students demonstrate their understanding of cultural dimensions, such as individualism versus collectivism and power distance.
Type: Case Analysis
Learning Objectives: 2.3 Explain the major cultural dimensions.
Difficulty Level: 2 Medium
Blooms: Apply
AACSB: Diversity
Follow-Up Activity: The students can write a description of their own cultures using the cultural dimensions, then reflect on how they personally adhere to or differ from what they believe is common for their culture.

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