SOLUTIONS MANUAL

Krizan · Merrier · Logan · Williams

Business
Communication

Eighth Edition

Multicultural and Global Communication

Student Learning Objectives

- Explain how cultural differences affect business communication.
- Identify cultural barriers to communication.
- Explain basic guidelines for effective multicultural communication.
- Discuss communication challenges in a global environment.
- Describe key strategies for effective global business communication.

Teaching Outline

Introductory Points

- Cultural diversity affects business communication in the workplace; customers, clients, and colleagues represent at least five core dimensions of cultural differences: race, ethnicity, gender, age, and physical challenges.

- Technological advances enable rapid voice, data, and text communication worldwide. Multicultural and global business communication is a common occurrence.

- Business success depends on effective communication with individuals from a variety of cultural backgrounds.

- In addition to understanding the cultural background of colleagues and customers or clients, members or workers must adapt to the corporate culture of the organization.

- Culture, as used in this chapter, refers to the customary beliefs, social norms, values, traits, and behavior patterns that distinguish people or organizations. Historical values, beliefs, and behavioral expectations stem from tradition and past experiences of family background and norms of the society in which we live.

- Cultural background affects how we see the world and influences our needs, interests, and values.

- Ethnicity and race affect communication patterns. Race defines people with the same language and history, as well as similar physical characteristics. Ethnicity refers to nationality

and often relates to the home country of ancestors. Ethnicity overlaps with race and is defined in the dictionary as a national or racial group of people.

- Within all ethnic and racial cultures, gender, age, and physical challenges also affect communication. People may differ in expectations, needs, and interests based on any of these cultural core dimensions. Societal expectations of males and females affect communication patterns, and misunderstandings by the opposite sex can occur. In addition, age or stage of life affects individual needs and interests. Page 29 in this chapter provides general categories of ages and stages of life and priorities generally descriptive of their primary interests. Students will note that the author of these age categories gave typical age groups that are not inclusive of all ages. These age groupings are general and not exact. All people do not transition through all of these stages, nor do they move from one to another at the same age.

- Increased interaction of people through travel, technology, and immigration diffuses cultural differences to an extent; but national pride preserves certain characteristics, beliefs, and language patterns.

I. CULTURAL DIVERSITY IN THE WORKPLACE
    A. Corporate Culture
        1. Shared values and behavioral expectations
        2. Standards of business conduct and code of ethics
    B. Cultural Ethnicity and Race
        1. Race: People with the same language, history, and particular similar physical characteristics
        2. Ethnicity: not clearly defined; identifies groups of people with similar characteristics
        3. Examples: Race—American Indian, Alaskan Native, African American or Black, White; Ethnicity—Hispanic or Latino
    C. Gender Roles
        1. Societal expectations
        2. Communication differences
    D. Age Diversity
        1. Ages and life stages
        2. Generational diversity
    E. Physical Challenge
        1. One in five with a physical challenge in the U.S.
        2. Usual challenges in workplace: crutches, wheelchair, crutches or walker; seeing, hearing, or speaking

II. MULTICULTURAL PERSPECTIVES
    A. Communication Barriers
        1. Lack of awareness that miscommunication can arise from cultural differences
        2. Cultural relativism: judging values and behaviors of other cultures against your own
        3. Ethnocentrism: the belief that your own cultural traditions and values are superior to others
        4. Lack of knowledge and understanding of culture and stereotypes
        5. Discrimination and harassment behaviors
        6. Language differences: English as business language but differences in word patterns, meanings, and translation difficulties from one language to another
        7. Nonverbal language differences.

    B.   Multicultural Communication Guidelines
       1.   Understanding your own culture and its influence on your beliefs, values, and behavior
       2.   Keeping an open mind and respecting diversity
       3.   Learning about other cultures
       4.   Identifying and adapting to language differences

III. MULTINATIONAL AND GLOBAL BUSINESS
    A. Operating Globally
       1.   Outsourcing—transfers business processes to a service provider; offshoring—part or all of a business operates outside the home country
       2.   Supply chain—a system of organizations, people, technology, or other resources that moves a product or service from producer to consumer; is global if one or more of the parts of the chain are outsourced around the world.
    B. Adapting to Global Operations
       1.   Most challenging: communication and language
       2.   Time zone, calendar, and holiday differences
       3.   Nonverbal language meanings
       4.   Communicating in high- or low-context Cultures
       5.   Communicating across national borders
    C. Speaking and Writing for a Global Audience
       1.   Greetings, courtesy words, and common phrases in other language
       2.   Adjustment to language patterns and preferences
       3.   Use of business cards
       4.   Professional tone for formal and informal messages
       5.   Good conventions of English used; web pages in different languages

IV. GLOBAL COMMUNICATION STRATEGIES
    A. Review Business Communication Principles
    B. Analyze the Message Receiver
    C. Be Open to and Accepting of Other Cultures
    D. Learn About Other Cultures and Apply What You Learn
    E. Consider Language Needs
       1. English as a second language
       2. Translators: convert written messages
       3. Interpreters: convert spoken message to another language

Classroom Strategy

Your goal for Chapter 2 is to create awareness of cultural differences and how culture affects communication. Multicultural workplace diversity and multinational and global business communication can be some of the most interesting topics in the basic business communication course. The population of the U.S. and the workplace context are becoming increasingly culturally diverse. This diversity coupled with multinational and global business operations make an understanding and respect for cultural differences an essential component of effective business communication. Help students understand that this vital information is essential for effective business communication.

Cultural dimensions defining differences between and among individuals are numerous. The core dimensions of diversity are ethnicity, race, gender, age, and physical disability. Awareness of how variations in these cultural dimensions affect our beliefs, values, and perceptions of the world around us is the first step to effective communication. Show how the you-viewpoint represents the essence of communicating in a culturally diverse society. Considering a business message from the viewpoint of another person and respecting his or her individuality—regardless of race, ethnicity, gender, age, or physical ability—applies the you-viewpoint.

People's background and experiences influence their view of the world and their values, beliefs, and behavior patterns. Cultural differences affect thinking and behavior. Communication requires a mutual understanding between the message sender and receiver(s). Not understanding cultural differences can create misunderstandings. Reinforce the strategies identified in the chapter to overcome barriers to multicultural communication, and stress that the primary purpose is to achieve mutual understanding. The classroom activities that follow can help increase student awareness of their own culture and other cultures.

CLASSROOM ACTIVITIES

1. Ask the students to meet in small groups of three to five and identify a list of beliefs, behaviors, or values that were passed down from their ancestors and how these may influence their perceptions and expectations of other people.

2. Ask each student to research a specific culture based on one of the core dimensions or on a geographic location in a country outside the U.S. Students may give brief oral reports and/or submit brief written reports. You may duplicate the written reports for distribution to all students.

3. Have student teams conduct interviews with students from other countries and cultures. (International students on many campuses permit the campus international centers to provide their names and addresses to persons interested in their cultures. Most universities also have faculty members from a variety of countries.) Then have representatives of each interview team serve as a panel that presents the results of interviews.

4. Divide the class into two discussion groups. Assign one group the responsibility for developing arguments supporting the use of stereotypes to facilitate multicultural communication. Assign the other group the responsibility for developing arguments against using stereotypes for facilitating multicultural communication. Each group should elect a spokesperson to debate the issue. Each side presents a one-minute opening statement, and then each side has three minutes to present its argument and two minutes for rebuttal.

5. Invite a panel of international students (or one international student) to speak to the class. Ask each speaker to compare his or her culture with the American culture and to make recommendations for conducting effective communication between the two cultures.

6. Invite two human resource directors from local organizations to come to the class and discuss their diversity training programs and hiring policies. You may ask them to conduct a mini-diversity training program for your students.

7. Identify a local business that has business operations across national borders. This may be through a marketing Web site or through branches of the company in other countries. Invite an executive from

the company to come to the class or to send a letter to the class describing important business and personal adjustments when conducting business with or in other countries.

SOLUTIONS TO END-OF-CHAPTER ACTIVITIES

Questions for Discussion and Review

1. *Discuss how business practices such as outsourcing, offshoring, and global supply chains affect business communication.*

Technology advances are changing business practices. Transferring a specific process of business operations to a service provider (outsourcing) and moving all or part of business operations to other countries (offshoring) have become ways to increase markets and lower costs. Using global supply chains can reduce the cost of moving goods or services from producer to consumer. Having resources worldwide that can be used for this purpose expand negotiations to get the best services at the lowest cost by increasing the number of resources from which to choose. These practices increase communication with diverse cultural backgrounds and make understanding other cultures and effectively communicating with them essential for business success. [26]

2. *What is corporate culture and how does it affect communication*?

Corporate culture defines shared values, expectations, and company identity. "How we do things around here" is part of company identity, as are norms, customs, rituals, and symbols that represent the company vision and expectations of employees. Understanding the corporate culture of the organization that employs you guides how you communicate with supervisors, colleagues, and customers or clients in the work environment. [27]

3. *List the five core cultural dimensions and give an example of how each influences communication.*

The five core dimensions of diversity are cultural ethnicity and race, gender, age, and physical disability. Population demographics of the workplace are increasingly diverse. A person's cultural background affects how she or he sees the world and interacts with others. Beliefs, values, and patterns of behavior differ based on experiences and cultural traditions. Ethnicity and race may involve family members with ancestors from another country. Different nationalities have distinct histories and core values that are passed down from generation to generation. The family background affects communication by influencing attitudes, interests, and beliefs. Gender within any country affects individual outlook on the role of men and women and cultural preferences. Broad statements about capabilities of males or females are likely to be offensive to persons of that gender. Age affects the interests of individuals and what they value at different stages of life. Also, countries differ in behavior expected of young or elderly persons. Persons with a physical disability are likely to regard certain behaviors as patronizing or belittling, which may create misunderstandings. Analysis of the various dimensions of diversity helps the business communicator transmit messages that are more understandable and acceptable to the members of that dimension of diversity. [26-30] *Note: Examples will vary based on student knowledge and background.*

4. *Define cultural relativism, ethnocentrism, and stereotyping; explain how each one affects communication.*

Examples will vary. *Cultural relativism* is comparing the standards and values of other cultures to your own and judging these as right or wrong based on your own culture. *Ethnocentrism* is the inherent belief that your own cultural traditions and values are correct and superior. *Stereotyping* is assuming that all individuals within a cultural dimension have the same behaviors or characteristics. Both cultural relativism and ethnocentrism assume a superiority to others that is likely to be exhibited either verbally on nonverbally and cause resentment or emotional reaction from persons from other cultures. Stereotypes have a similar result. Such attitudes will inhibit communication and result in not achieving the desired response to a communication message.
[31-32]

5. *Describe a situation that would benefit by keeping related e-mail messages together in an e-mail chain.*

An e-mail chain results when the reply message function is used to reply to messages related to the same topic. Answers may vary, but keeping related messages together by topic would enable easy review of previous messages on a topic that will be likely to generate several ongoing messages related to it. For example, planning a conference program jointly with a person or persons in other locations could benefit by keeping all related correspondence together. [44-47]

6. *Xway Accounting has outsourced preparation of basic income tax forms to technicians working in India. Accountants in the home office will continue to do business tax forms and complex forms for individuals. Customers whose forms are scanned by Xway and sent to India electronically for completion will not be told that their tax forms will be prepared outside of the home office. Discuss one communication challenge that the home office accountant will face and how this challenge may be overcome. Also, what ethical question may be raised about this change in business procedure?*

Answers will vary from this example answer. The home office accountant may be called directly by customers while the tax form is being prepared in India and may not know the details related to the customer's tax situation. He or she would be faced with either asking the customer questions about information the customer believes is known already or returning the call after doing research on the form (contacting the tax service provider). Because only simple forms are outsourced, the accountant will be able to answer these questions and maintain goodwill if a copy of all outsourced data is kept in an electronic data file accessible to the local accountants and easily located by the customer's social security number, telephone, or address and name. There is an ethical question about withholding from customers the information about who is completing the tax form. When this becomes known, the customer is likely to feel misled and distrustful of the company. The company should reconsider this policy of secretiveness about the provider and include in publications and/or a general letter to customers that outside providers complete simple tax forms to enable all customers to receive prompt service. [26, 37-38]

7. *Explain three communication challenges that a U.S. expatriate may face when relocated to an office in China. (Clue: Consider high- and low-context cultures.)*

An *expatriate* is someone living and working in a country different from his or her native country. Understanding the people and being understood will be the greatest challenge because the U.S. generally uses a low-context direct communication style, which is opposite that in China, a high-context culture that generally uses indirect communication. Other challenges may include adjustment to currency and time differences. [39-40]

8. *Identify high- or low-context business communication differences between Canada and Mexico?*

Mexico is generally considered to be high context and Canada low context. Therefore, in Mexico, one might expect reliance on long-term relationships and underlying meanings, a long-term view of

time, and communication following spiral logic based on relationships rather than a linear progression of ideas. In Canada, business communication would most likely be direct and specific and favor linear structured messages with technical details, linear pattern communication, Canadians have a short-term view of time. [39-40]

9. *If you were communicating with a business contact from Malaysia, how would you change the structure and content of your message?*

    I would begin the message by establishing a relationship or mutual interests before moving to the business at hand. Malaysia culture would tend to be high context and rely on long-term relationships and underlying messages. I would, therefore, follow an indirect communication style. [39-40]

10. *Assume that you are a U.S. marketing consultant who has just opened a branch office in Germany. Your branch manager and marketing representative in the branch office are Germans. They are natives of Germany and have always lived in that country. They speak and write English as a second language. Most communication with the branch office will be by e-mail. How would you expect their messages to differ from those that you receive from statewide contacts and what guidelines will you follow to communicate effectively with your branch office staff?*

    I would expect messages from the German branch to follow direct communication, give attention to getting the job done, and value schedules and individualism. Technical details may be important in a linear-structured message. Their English may include some word patterns that seem strange because of differences in the structure of sentences and word usage in the two countries. To communicate with the branches in Germany, I would have little adjustment to make in the style of communication because the U.S. also is a low-context country. I would learn a few words in the German language that could be used in occasional greetings. The message content would be expressed in much the same way as communication within this country, using good conventions of English and basic writing principles. [39-40, 43-44]

▼ Application Exercises

1. *A young employee who has grown up in a world of technology and text messages often spent time texting during meetings. She was new to the company and was surprised when asked to meet with her supervisor to discuss appropriate use of texting. Her supervisor was from the Baby Boomer generation. Explain what you believe to be reasons for the difference in values. Give your opinion of texting during meetings, and justify your response.*

    A generational gap existed between the employee and her supervisor. This probably influenced the attitudes toward texting and expectation for attention during the meeting. Generation Y has made technology commonplace in daily life; whereas, Baby Boomers are not generally as comfortable with technology as younger workers. As a new employee, the young woman would benefit by learning the corporate culture and observing common values and accepted behaviors in this organization. With more time in the company, she is more likely to have opportunities to help change ideas about technology than she presently has as a new employee.

2. *The you-viewpoint requires thinking about message content from the reader's perspective. When planning a message, ask, "If I were the reader, which information would I want first, second, and third?" Make a list of how you would answer the question if the reader was a native of the following countries: (a) China, (b) Mexico, and (c) Canada. (Tip: Consider the value systems in these countries.)*

Answers will vary. Responses should mention that China and Mexico are high-context cultures; therefore, such a list might be indirect, spiral organization with establishing first interest in relationships and family, and follow a simple, indirect style to present the message content. Canada is a low-context culture, and the approach generally preferred would be a direct, professional approach with emphasis on logic and a linear progression of ideas.

3. *With a partner, read alternate sentences from the following paragraph aloud to each other:*

> *ehT qaimtimg also qroved that, sa well sa being a great humter, Cro-Wagmom Nam saw a comsiberadle artist. He dah flourisheb ta a tine whem eno fo eht terridle Ice Ages saw dlotting out much fo Euroqe. He dah estadlisheb hinself amb fought wilb aminals rof living sqace. eH surviveb eht ditter colb, amb left beeq bown umber groumb nenorials fo his yaw fo life!*

Discuss with one another the difficulty that you had reading this passage and how you tried to compensate to understand what you were reading. Compare your experience to that of a person who may have dyslexia or a vision problem and to a person reading English as a second language. Make a list of ways trying to read this passage is similar to or different from reading a message written in a language that you are just beginning to learn.

Answers will vary. Below is the correctly understood paragraph.

> *The painting also proved that, as well as being a great hunter, Cro-Magnon Man was a considerable artist. He had flourished at a time when one of the terrible Ice Ages was blotting out much of Europe. He had established himself and fought wild animals for living space. He survived the bitter cold, and left deep down under ground memorials of his way of life.*

4. *Form groups of four to seven people. Discuss the importance of multicultural initiatives in businesses. Brainstorm topics of information for improving multicultural communication in a manufacturing company in the United States with a global supply chain including India, China, and Italy. Consider information needs for multicultural communication among employees and with current and potential global customers and suppliers. Plan an agenda for a one-day seminar that could help employees become effective multicultural and global communicators.*

Agendas will vary but should cover one or more topics from this chapter and identify how the topics will be covered (mode of presentations as well as topics). The number of topics should be appropriate for their stated time allocation. Topics might include the meaning and importance of cultural backgrounds in communication and respect for cultural differences, high- and low-context cultural tendencies, time and work week differences, Any topics from this chapter might be appropriate, but cultural context, in particular, would be important because customers and employee colleagues represent both high- and low-context cultures. Learning more about the three countries in

the global supply chain could be a one-day workshop with time spent on topics such as values, customs, food, or locations..

5. *Form groups with four or five students in each. Each member of the group will choose a specific cultural dimension from among the following: ethnicity, race, gender, age, or physical challenge. Use the interview questions that follow and are labeled as a, b, and c. Ask all three questions just as they are written and write or record the answers. The first question will ask all persons about discrimination for all core cultures just as the question is written, which does not restrict their response to the culture in which you are including them. Each student is to interview three people who represent the chosen cultural dimension; for example, the person choosing age would choose individuals from different age categories. Gender interviews should represent both male and female, Interviews for each cultural dimension should represent diversity within the culture selected. Identify the interviewees not by name but by the cultural dimension for which you selected them as an interviewee. As a group, prepare a team report that summarizes responses from all interviews characterized by ethnicity, race, gender, age, or physical challenge.*

    a. Give an example of a time when you thought that you were mistreated because of your ethnicity, race, gender, age, or physical condition.
    b. What do you consider the most important values passed on to you from your parents and grandparents?
    c. Has anyone said anything about your ethnicity, race, gender, age, or a physical challenge that was embarrassing or offensive to you? If so, explain and tell why you think this occurred. If not explain a word, phrase, or nonverbal gesture that you would find offensive.

    Answers will vary. The summary could be categorized by Core Dimension Represented, Important Values, Offensive/Embarrassing Comments and Reasons, and Offensive Words or Gestures. Results ideally would be summarized in a table or graph but might simply be a summary list that totaled similar responses for all interviews.

6. *Choose a partner and work together to complete this activity. Review the Looks Good letter to Mr. Zhang in this chapter (p 43). If your class has an online discussion board or class website, post a message from you and your partner that says whether you think the letter is written from the you-viewpoint. Give three examples to support your decision. If there is not an online discussion board or class website, send the assignment as an e-mail to your teacher.*

    Using an indirect spiral reasoning for the sales letter and finding a mutual acquaintance to establish a relationship contact with Mr. Zhang was a challenge for Mr. Doninger. The letter did analyze the cultural communication preference of the receiver by first expressing interest in Mr. Zhang and his family and then mentioning a mutual acquaintance, so Mr. Doninger gave attention to regarding the message from the cultural background of the receiver. One possible strategy that may not have been addressed was to consider language needs. Hiring a translator who understands Chinese and English would be helpful to assure that the message will be understood as intended and that none of the language is offensive to the receiver. The translator might have suggestions for wording that would better accomplish the purpose.

7. *India is a well-known location for offshore sites and outsourcing operations for large corporations. Using an encyclopedia, website URLs in this chapter, or other resources, research the culture of India. Write a report about what you learned that may affect communication between a U.S. business person and a business colleague native to India who has little knowledge of U.S.*

culture. E-mail the report as an attachment to your instructor. The following topics suggest possible subheadings for your report.

   a.   *Business customs*

   b.   *National holidays*

   c.   *Time*

   d.   *Transportation modes*

   e.   *Foods and family customs*

   f.   *Languages*

Answers will vary. The following represent some ideas that may be included.

Business customs: Business negotiations are never rushed; business practices place importance on interpersonal contacts, avoidance of conflict and an indirect approach to communication; business appointments are usually between 11 a.m. and 4 p.m.; hierarchy in the workplace honors seniors and elders; face and self-esteem are important and must be respected with sensitivity; meetings begin with friendly talk and personal questions about your family to establish relationships; use titles such as Professor, Doctor, Mr., Mrs., or Miss. Wait for female colleagues to initiate a greeting; remain polite and honest to prove your objectives are sincere; aggressiveness in negotiations shows disrespect; presenting expensive gifts causes embarrassment; refusing food or drink offered during business meetings may offend; and remember that traditionally Indians are primarily vegetarians and do not drink alcohol.

National holidays: There are many holidays; most are associated with religion.

Time: There is a 22-23 hour time difference between India and the U.S.

Transportation modes: major railways and roadways, buses, vans, metro, and autorickshaws.

Foods and family customs: boiled and steamed foods; rice, curries, vegetables, papad, and pickles, dairy products—cream, cottage cheese, and curds; kidney beans (rajas). Family is important, and several generations live in the same house. Young girls are expected to help with women's work (fetching water, preparing meals, cleaning, and caring for animals)

Using the Internet, most of this information can be found via *google.com* by entering the terms such as India business customs and India national holidays.

8.   *Interview a student, a businessperson, or a visiting lecturer who is a native of another country or who has spent extensive time in a particular country other than the United States. Prepare and give an oral report using presentation software such as PowerPoint. Ask the following questions.*

   a.   *How do citizens of this country perceive U.S. citizens?*

   b.   *Describe the style of speaking or writing. Is it direct or indirect?*

   c.   *Give examples of business behaviors that are considered appropriate and ethical.*

   d.   *Give an example of a social behavior that is considered unethical in that country.*

   e.   *Describe a typical meal and the food and mealtime etiquette.*

   f.   *What advice would you give someone going to that country to live and work?*

   g.   *What would be the most difficult adjustment to make when moving to that country?*

Solutions will vary. If shared with the class, these reports could form the basis for excellent discussions about communicating in other countries.

9. *Contact an international center at a university (visit, call, or send e-mail). Ask about a study abroad or work abroad program. Develop and present your findings to your class.*

The responses will include the advantages gained by study abroad, such as being able to speak and understand at least some of the language of the country. Beyond language skill, the responses will likely include better cultural knowledge of the people who speak the specific language involved, a broader perspective, and greater openness. The responses could be shared with the class.

10. *McBride Industries, an American company has recently opened a branch office in the Czech Republic. Vladimira Pokorny, a Marketing Assistant for the Czech office has received a template of the corporate logo for business cards. The following e-mail chain takes place between him and an associate in the U.S. office, Milton Johnson (U.S. Marketing Director). Chloe Smith (Vice President, Operations) receives a copy of Milton's e-mail and replies to Vladimira. Vladimira believes the template will print the colors incorrectly for the logo. Form work teams of three or four students. As a team, discuss the following questions and develop a written response using a computer, if available. Submit your team report as an e-mail attachment to your instructor.*

   a. *Proofread the first message from Vladimira to Milton. Identify four variations of English that you believe are due to learning English as a second language.*

      Message 1: Colors of the logo *does* not seem; *oposite*; Comma instead of semicolon in second line. In the logo is darker teal (sentence structure). Darker part not preceded by the; a*dvice*.

   b. *Using the Internet and the world clock, explain how much time elapsed between the time the first message was sent and the time Vladimira received the first reply.*

This exercise illustrates to the students the complexity of time calculations between countries. Checking the World Clock or worldtimeserver.com shows a six-hour difference between the Eastern standard time in the U.S. and time in the Czech Republic; for example, when it is 5 a.m. in the Czech Republic on May 11, it is 11 p.m., May 10, in U.S. EST. Using these websites should bring an interesting discussion. Students realize that you must know the time zone or city in the U.S. This answer uses the U.S. Eastern time zone, which gives a six-hour difference, with the U.S. EST six hours behind the Czech Republic time. Because a computer using these websites uses its own location to compare times with the Czech Republic, you will have to make a time adjustment between your local time and U.S. EST to find the exact elapsed time for your location.

Milton responded at 3:10 p.m., May 11, to Vladimira's message sent at 5:26 a.m., May 11. Because there is a 6-hour time difference, it was 11:26 p.m., May 10, in Milton's office when the message was sent from the Czech Republic. This generates a discussion about e-mail delivery time—not exactly instant, depending on the queue of e-mails at service provider equipment; therefore, we don't know the exact time Milton received the e-mail. Therefore, the calculation of when Vladimira receives the response is approximate because it can only be based on the time it was sent. With these assumptions in place, there appears to be an at least a 16-hour delay in Vladimira's receiving his first response because 3:10 p.m., May 11, EST in the U.S. would be 9:10 p.m., May 11, in the Czech Republic. Rounding off to the nearest hour: Czech time 5 a.m. to 9 p.m. = 16 hours. This does not imply that it took that long for the e-mail to travel between the two countries because

approximately 14 to 15 hours elapsed in the U.S. before Milton responded (from 11 p.m., May 10, to 3 p.m., May 11).

c. *Give examples of friendly relationship-building words from the four e-mails.*

Message 1: Thank you; Thanks
Message 2: Hi
Message 3:   Hopefully this explanation helps
Message 4:   Thank you for explanation

d. *Analyze each of the e-mails and classify it as direct or indirect style. Explain your choices.*

 Message 1: Indirect with numerous details; indirect because it does not state the problem at the beginning but gives an explanation.
Message 2: Direct and to the point immediately.
Message 3: Direct because the first paragraph begins an explanation immediately.
Message 4: Direct and brief friendly response.

Message Analysis

Student messages will vary. One model answer follows:

    From: Katherina Schmidt
    Sent: Monday, June 27, 2010 10:47 a.m.
    To: Lucas Roth
    Subject: German Seminar/Road Show—Last Week in September

    Dear Lucas,

    I spoke with Jason again today about the request to help with the seminar. As the timing conflicts with our event, our help will be limited to helping prepare marketing material for the seminar and arranging for printing services. These services will be less expensive for Jason if they are completed here.

    It is not our intention to make money from the marketing support services. We will be happy to limit these services as much as possible because we have our own sales support objectives to meet. However, we are required to charge enough for these services not to lose money. As we have calculated costs before in relation to development projects, we know that a $30 hourly rate will let us break even on expenses. We will invoice Jason $30 per hour for these services plus any related travel expenses. We believe this charge to be fair.

    Your friend and colleague,
    Katherina

Writer's Workshop

The following items may be sentence fragments or contain errors in subject-verb agreement, comma and semicolon placement, spelling, or word choice. Rewrite the sentences to make them correct.

1. In Alaska **mobile** phones **cost** less than in the United States.

2. **I** see the need for understanding cultural values**,** and I am willing to learn about other cultures.

3. I was **surprised** to learn that the Top Hat Software Company **has** offices in Ireland**,** France**,** and **Chile**.

4. Cultural differences **affect values, attitudes,** and management practices. (The words **not only** were omitted so the sentence expresses a complete thought.)

5. In the last ten years of public school reform**,** achievement standards and/performance testing **have** been topics of at least 2,000 newspaper articles.

6. Low**-context** cultures keep business and personal affairs separate**;** high-**context** cultures overlap family life with business.

7. Corporate culture **includes** both formal and informal behavior patterns.

8. Direct organization of messages frontloads the **main** point**,** then adds details**. This** type of organization is likely to appeal to the German culture.

9. A **chronological** ordering of ideas is s**ometimes** appropriate but may not be the best choice when writing to persuade.

10. Effective multicultural **communicators** learn about other cultures and interact with sensitivity to an individual's cultural background.