WCS 407 DB

1). If I were traveling to Japan for a conference and my goal was to find a research partner, the verbal interaction style I would keep in mind is direct and indirect verbal interaction styles. The reason I chose this one is because I know I am from the culture that is the lowest context so just about every other culture I encounter will be, to an extent, a higher context. I must work harder to listen for indirect verbal ques since I am from a culture where “…statements clearly reveal the speaker’s intentions and are enunciated in a forthright tone of voice” (Dorjee). I have to remind myself not to translate things word from word because not every culture is the same as mine. I experienced this when I was learning Korean. There are phrases and words that do not directly translate to an English equivalent and it was difficult sometimes because the way Koreans speak, can be interpreted in different ways because it has many possible meanings. I had to separate the two languages and immerse myself into the correct communication form when I would speak with an American versus a Korean. I also know that I need to be aware of how others interpret what I say because of the way I communicate. I also know that I need to be aware of how others interpret what I say because of the way I am used to communicating. I found the example of the American conversation vs the Chinese conversation very interesting because of how much culture, language, and commonality impact how we understand one another. I find that I must remind myself to listen and think because I have been conditioned to just take what a person says to me directly. The book also gives an example of the same conversation except it is between an American and a Chinese person and it clearly shows the disconnect between the two cultures. This can be a big flaw for intercultural intercommunications if neither person realizes what is going on. That is why I find it so important to remember. I will make sure to keep conscious of how I speak when I am explaining things to other people. I will make sure I am more considerate of others. When it comes to listening, I will make sure to keep an open mind and remember not to take everything literally.

2). Faculty, staff, and international student advisors could use the OPEN guide in many ways. Starting with O which means, “…Opening: Creating an OPENING, a safe space, and engaging in invitational inquiries through identity affirmative messages, content-probing messages, and displaying cultural sensitivity and identity acknowledgment work”, faculty and staff can make a more welcoming and comforting environment that allows international students to feel like they can come to them with questions without feeling worried or scared (Dorjee). The P, meaning perspectivizing. If the faculty and staff get clarification from the perspective of the international student, then they can better understand and help that student with their issues/concerns. E means explaining, which is not what the faculty and staff allowed the student to do at the beginning of this chapter. If they would listen to the student’s explanation, the outcome would be better for both the staff and student. Allowing the student to explain their side without prejudgments creates a less hostile environment and allows for better communication. The student will not be frustrated, and the staff can help the best way they can. N is the last letter and it stands for negotiating. The book states it as, “…negotiating options, soliciting desirable prosses, generating mutual-interest solutions, articulating criteria”, etc. (Dorjee). This is very important so that the staff does not create a solution without the student's input and end up not actually making a solution. If the staff work with the international students, then the student will feel like they can continue to come to them for any future problems or concerns.

3). Discussion Questions for case study:

2. What did Roberts need to think deeply about?

I think she needs to think about English as a language. She may have a degree in English but there are many dialects within our native language. For example, the English in New York is very different than Florida or Detroit. There are also foreigners who speak English perfectly but with an accent. Chinese is a commonly spoken language but there are dialects such as Suzhou dialect, Beijing dialect, Fujianese, and many more. Just because we have English as our common language, it does not mean that there can’t be different dialects we were unaware of.

4. What lessons did she learn while sitting in her own country listening to and speaking her own native tongue? What are the implications for doing business globally?

I think one lesson she learned is to not assume that English is the same everywhere even in her own country. There are many sub-cultures and communities within our country and their dialect is unique to them. She was confused because she had heard a dialect she had never heard before and it confused her. She was about to make a comment based on what she interpreted but decided not to. This is very much relevant to the international business world as many people speak English but with an accent. It is important to remember that not everyone’s English is the same as yours and that there are sub-cultural variations amongst different groups of people.

Sources:

Dorjee, Tenzin. Communicating across Cultures. 2nd ed., The Guilford Press, 2019.