



O.P. Jindal Global University

A Private University Promoting Public Service

NAAC Accreditation - 'A' Grade



Cross-cultural Business Behaviour

Course Instructor: Iryna Soroka

Jindal Institute of Behavioral Sciences (JIBS)

3 Credit Course

FALL SEMESTER 2026

Faculty Contact: Dr. Iryna Soroka

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Office Hours:

Classroom:

The information provided herein is by the Course Coordinator. The following information contains the official record of the details of the course.

PART I

Course Title: Cross-cultural Business Behaviour	
Course Code	BE-E-0042
Course Duration	1 Semester
No. of Credit Units	3
Level	UG
Pre-Requisites	Nil
Pre-Cursors	Nil
Equivalent Courses	Nil
Exclusive Courses	Nil
Class Timing	

PART II

Course Description:

Globalization has influenced the way of doing business immensely. People have to understand and learn how to overcome challenges of working across cultures. Whether we are receiving clients from abroad, visiting potential overseas suppliers, working in international virtual teams, presenting, negotiating or socializing we need to be able to do the following things to communicate effectively: research and analyze national and corporate cultures of the business people we deal with; we need to be flexible, adapting to a particular situation; be aware of possible conflicts arising from misunderstanding and learn how to manage them. The course “**Cross-cultural Business Behaviour**” helps to develop these skills.

Course Aims:

1. To gain awareness of various patterns of behaviour across cultures.
2. To gain awareness of cultural identity, diversity and stereotypes.
3. To gain awareness of corporate culture.
4. To learn how to hold international meetings.
5. To develop active listening skills.
6. To learn to deal with challenges of presenting to different audiences.
7. To learn to deal with challenges of negotiating across cultures.
8. To learn to manage conflict situations.
9. To gain awareness of body language in different cultures.

Course Intended Learning Outcomes:

By the end of the course, students will be able to:

- understand what corporate culture means
- debate on culture diversity and stereotypes
- manage the decision-making process in meetings
- apply active listening skills
- present to audiences in different cultures
- negotiate across cultures
- manage conflict situations
- apply the knowledge of body language in different cultures in real life situations.

Assessment Process:

The course will be majorly taught using class discussions, debates, presentations, readings, and case studies. The evaluations will include in-class activities, individual and group presentations, written assignments, and projects.

Percentage breakdown of Grade:

30% for Internal Quizzes* (2 x15)

20% for Classroom assignments

20% for Presentations*

30% End Semester Exam (Closed book and timed)

(*Please note that absenteeism on day of assessment will not be entertained and no assessments shall be rescheduled.

Grading of Student Assessment

Letter Grade	Percentage of Marks	Grade Points	Interpretation
O	80 and above	8	Outstanding: Exceptional knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and extraordinary critical and analytical ability.
A+	75 - 79	7.5	Excellent: Sound knowledge of the subject matter, thorough understanding of issues; ability to synthesize ideas, rules and principles and critical and analytical ability.
A	70 - 74	7	Very Good: Sound knowledge of the subject matter, excellent organizational capacity, ability to synthesize ideas, rules and principles, critically analyse existing material and originality in thinking and presentation.
A-	65 -69	6	Good: Good understanding of the subject matter, ability to identify issues and provide balanced solutions to problems and good critical and analytical skills.
B+	60 - 64	5	Fair: Average understanding of the subject matter, limited ability to identify issues and provide solutions to problems and reasonable critical and analytical skills.
B	55 - 59	4	Acceptable: Adequate knowledge of the subject matter to go to the next level of the study and reasonable critical and analytical skills.
B-	50 - 54	3	Marginal: Limited knowledge of the subject matter and irrelevant use of materials, and poor critical and analytical skills.
P1	45 - 49	2	Pass 1: Pass with Basic understanding of the subject matter.
P2	40 - 44	1	Pass 2: Pass with Rudimentary understanding of the subject matter.
F	Below 40	0	Fail: Poor comprehension of the subject matter; poor critical and analytical skills and marginal use of the relevant materials. Will require repeating the course.

Course Outline

Unit I: Patterns of cross-cultural BB. (Week 1-3)

- a) Cultural identity.
- b) Language and culture.
- c) Trompenaars' and Hofstede's taxonomies of cultures.
- d) Globalization and corporate culture.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press. [Ch.1].

Gesteland, R. (2003). *Cross-cultural business behaviour*. Denmark: Copenhagen Business press school. (pp.15-27; pp.45-57).

Lewis, R. (2006). *When Cultures Collide: LEADING ACROSS CULTURES*. London: Nicholas Brealey Publishing. 560 p.

Brian J. Hurn and Barry Tomalin (2013). *Cross-Cultural Communication: Theory and Practice*. Hampshire: Palgrave Macmillan. (pp. 208-222).

Shin, Y., Kim, M., Choi, J. N., & Lee, S. H. (2016). Does team culture matter? Roles of team culture and collective regulatory focus in team task and creative performance. *Group & Organization Management*, 41(2), 232-265.

Unit II: Building relationships. Managing international meetings. (Week 4).

- a) Strategies for managing first meetings.
- b) Decision making. Virtual teams and meetings.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.2; 4].

Guirdham, M. (2005). *Communicating across Cultures at Work*. Palgrave Macmillan Ltd.

Brian J. Hurn and Barry Tomalin (2013). *Cross-Cultural Communication: Theory and Practice*. Hampshire: Palgrave Macmillan. (pp. 157-160).

Unit III: Communicating effectively, listening effectively. (Week 5).

- a) Communicating clearly.
- b) Managing conversation styles.
- c) Listening effectively.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.3; Ch.5].

Unit IV: Presenting across cultures. (Week 6).

- a) Customizing your message for different audiences.
- b) Managing questions effectively.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.6].

Unit V: Negotiating across cultures. (Week 7).

- a) Setting clear objectives for a negotiation.
- b) Negotiator profiles.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.8].

Gesteland, R. (2003). *Cross-cultural business behaviour*. Denmark: Copenhagen Business press school. (pp. 127- 337].

Guirdham, M. (2005). *Communicating across Cultures at Work*. Palgrave Macmillan Ltd.

Brian J. Hurn and Barry Tomalin (2013). *Cross-Cultural Communication: Theory and Practice*. Hampshire: Palgrave Macmillan. (pp.164-170; 172-189).

Unit VI: Dealing with conflicts. (Week 8).

- a) Understanding and avoiding conflicts.
- b) Dealing with conflicts across cultures.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.9].

Mullins, L. J. & Christy, G. (2016). *Management and organisational behaviour*. 10th ed. New Delhi: Pearson India Education Services Pvt. Ltd.

McConnon, Sh. & M.(2008). *Conflict management in the workplace*. Oxford : How to books Ltd. [Chapter 7].

Unit VII: Working in international team. (Week 9).

- a) Diversity and stereotypes.
- b) Giving and responding to team feedback.

Readings:

Dignen, B. (2011). *Communicating across cultures*. Cambridge: Cambridge university press [Ch.10; 11].

Brian J. Hurn and Barry Tomalin (2013). *Cross-Cultural Communication: Theory and Practice*. Hampshire: Palgrave Macmillan. (pp. 147-155).

Unit VIII: Global business Protocol and Etiquette. (Week 10).

- a) Patterns of international business etiquette.
- b) Meeting protocol.
- c) Business gifts.

Readings:

Gesteland, R. (2003). *Cross-cultural business behaviour*. Denmark: Copenhagen Business press school. (pp. 83-95).

Unit IX: Nonverbal business behaviour. (Week 11-12).

- a) Body language across cultures.
- b) Expressive versus reserved cultures.

Readings:

Gesteland, R. (2003). *Cross-cultural business behaviour*. Denmark: Copenhagen Business press school. (pp.67-82).

Unit X: Culture shock. (Week 13-14).

- a) Stages & Responses to culture shock.
- b) Coping strategies.

Readings:

Brian J. Hurn and Barry Tomalin (2013). *Cross-Cultural Communication: Theory and Practice*. Hampshire: Palgrave Macmillan. (pp. 111-123).

Date	Assignments	Marks
	Groups of 6 participants will be formed. The members of the group will prepare the countries comparison based on Hofstede's taxonomy. Then each group presents orally to the whole class.	5
	Article review	15
	Role play (2 roles)	4 (2X2)
	Welcome speech	3
	Quiz	15

	Case study	5
	E-mail to a foreign colleague	3
	Group project presentations Topics: - How To Succeed in A Cross-Cultural Workplace - Ways to Overcome Cultural Barriers at Work - Global Implications of AI on Employment - Breaking down 'Culture Shock' - Meeting & Negotiating across cultures: how to succeed - Crossing Boundaries: Cross-Cultural Communication - Overcoming Challenges of Managing Multicultural Teams - Global business Protocol and Etiquette. - Westernization and Cultural Resistance - Cultural Heritage and Globalization	20

Additional Readings:

Ablonczy-Mihályka, L. (2017). Should Business Actors Behave in the Same Way? Barriers of Internal Corporate Communication in Multicultural Context. *International Journal of Arts & Sciences*, 10(1), 391–398. Retrieved from <http://search.ebscohost.com/login.aspx?direct=true&site=eds-live&db=asn&AN=127758631>

Dziatzko, N., Struve, F., & Stehr, C. (2017). Global Leadership : How to Lead Multicultural Teams Effectively? *Journal of Intercultural Management*, (2), 5. <https://doi.org/10.1515/joim-2017-0006>

Keneni Walga, T. (2018). Job Satisfaction and Satisfaction with Work-Life Balance across Cultures. *Journal of Intercultural Management*, (2), 159. <https://doi.org/10.2478/joim-2018-0013>

Glinkowska, B. (2016). Managing Teams in the Multicultural Organizations. *Journal of Intercultural Management*, (2), 55. <https://doi.org/10.1515/joim-2016-0009>

Marx, E. (2001). *Breaking Through Culture Shock* (London: Nicholas Brealey Publishing).

Professional Conduct in Classroom

You are expected to arrive on time in the classroom and follow the classroom decorum. It is expected that you are punctual in class and be seated immediately within the first two minutes so that the class can start on time. Students arriving after a ten minute window from the designated start time will be refused entry/attendance. You are expected to participate in the classroom discussions, activities and presentation. Participation is essential in this class. You are also expected to be respectful when the instructor is teaching. Furthermore, you are welcomed to share your thoughts in the class but you are expected to do that respectfully and be welcoming of other perspectives in the class even if you disagree with the same.

Notes on Plagiarism

Plagiarism is not acceptable! Please refrain from copying and pasting paragraphs and sentences from your reading materials. This include copying someone's words, structure, grammar, ideas, thoughts, and phrases and passing them as your own. Too many quotes are not acceptable!

What is acceptable? Using one quote which is not more than 40 words with proper citation. Use citation! It's a must! Present the content you read from your reading materials in your own words! Think and critically analyse the content! The source should be always acknowledged in your written material and presentation. All papers in this class will be checked electronically for plagiarism.

Attendance Policy

Students are expected to attend all classes (100% attendance). A student who fails to attend a class is expected to inform the Course Instructor, orally or in writing, the reason for his or her absence. A minimum of 75% attendance is mandatory, failing which, student is not permitted to take the final exam or end term exam.

Safe Space Pledge

Some parts of this course may discuss a range of issues that might result in distress for some students. Discussions and images in the course might also provoke strong emotional responses. To make sure that all students collectively benefit from the course, and do not feel troubled due to either the contents of the course, or the conduct of the discussions, it is incumbent upon all within the classroom to pledge to maintain respect towards our peers. This does not mean that you need to feel restrained about what you feel and what you want to say. Conversely, this is about creating a safe space where everyone can speak and learn without inhibition and fear. This responsibility lies not only on students, but also the instructor.

Disability Support

JGU endeavours to make all its courses accessible to students. The Disability Support Committee (DSC) has identified conditions that could hinder a student's overall well-being. These include physical and mobility related difficulties, visual impairment, hearing impairment, mental health conditions and intellectual/learning difficulties e.g., dyslexia and dyscalculia. Students with any known disability needing academic and other support are required to register with the Disability Support Committee (DSC) by following the procedure specified at <https://jgu.edu.in/disability-support-committee/>

Students who need support may register any time during the semester up until a month before the end semester exam begins. Those students who wish to continue receiving support from the

previous semester, must re-register within the first month of a semester. Last minute registrations and support might not be possible as sufficient time is required to make the arrangements for support.

The DSC maintains strict confidentiality about the identity of the student and the nature of their disability and the same is requested from faculty members and staff as well. The DSC takes a strong stance against in-class and out-of-class references made about a student's disability without their consent and disrespectful comments referring to a student's disability.

All general queries are to be addressed to **disabilitysupportcommittee@jgu.edu.in**

Centre for Wellness and Counseling Services:

Contact: Email ID: cwcs@jgu.edu.in

Mobile: +91 8396907312