

LDRS 2300 Leadership and Intercultural Competence Project

This first portion of this document includes the assignments and discussion prompts for the Leadership and Intercultural Competence Project in required in LDRS 2300, a fully online course delivered asynchronously. The project takes place as a culminating activity for the course. Throughout the project, students apply concepts surrounding intercultural competence from their textbook and practice research skills and analysis of data, which they ultimately integrate with principles and practices of leadership. The latter portion offers examples of student work. Note, identifying factors have been removed.

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Leadership and Intercultural Competence Project Overview

We've covered a lot of ground the past few weeks learning about different concepts, qualities, and behaviors related to intercultural competence. In this project, you are asked to take a small step toward developing your intercultural competence. We'll do this in three steps:

1. Intercultural Interview/Conversation: You will be asked to interview someone from a culture other than your own. There will be a set of interview questions provided for you, but you are encouraged to add your own questions to the list as well. More detailed guidelines for the interview and the report of your experience will be provided in Module 6, but for now, please be thinking about who you might like to interview. Interview reports will be due on Date, so you should schedule your interview during the week Date. Interviews should last about an hour. As we've learned, the term *culture* is broad, so here are some parameters for selecting your interviewees:
 - a. First, your interviewee should have been born and raised in a country (or countries) that you were not.
 - b. Second, your interviewee should be able to speak about leadership. The person is or may have been a leader, or the person may have been a follower to a leader or leaders.

While I do not want to be too limiting on your choice of interviewees, I encourage you to choose someone who will not only expand your horizons and develop your understanding of another culture, but also someone who you believe will broaden your classmates' understanding as well. If you do not know anyone off-hand who you could consider as a candidate for interviewing, you might consider reaching out to or stopping by the [Global Village](#). Also, I will be opening a discussion board for the entire class. If you are someone who might be a resource for classmates who are looking for someone to interview (whether you might be the interviewee yourself or be connected with someone who might be willing to be interviewed), you may share your willingness to help your classmate(s) make connections.

2. Tour of Interviews and Reflection: You'll be asked to post your interview reports to a discussion board available to the entire class. Everyone will be asked to read at least 5 reports and to offer a report and reflection on what you learned about the different cultures you read about in the interviews. This report and reflection will focus specifically on aspects of culture not related to leadership, which will be covered in a subsequent part of the project. Discussion guidelines will be posted.
3. Analysis of Leadership and Culture: For this part of the project, you are asked to conduct an analysis of 8 interviewees' responses to questions from the interview that are related to leadership. Analysis differs from reaction or reflection. Guidelines for analysis will be provided in module 7.

Sneak Peak for the Final

Your final will be reflective in nature. You'll be asked you to discuss what you learned in the class regarding the connection between intercultural competence and leadership and how you might apply what you've learned to your future

Culture and Leadership Interview and Report Guidelines and Grading Rubric

General Guidelines

- Your interview can be face-to-face, video conference call, or over the telephone. Please do not simply send the interview questions to the person and ask them to provide a written response.
- The interview should last about 1 hour.
- Reports of your interview will be **due by 11:59 on April 10**. This is a later date than what is indicated on your syllabus. Replies to this post will not be required.
- Please read the instructions and grading rubric carefully.

The Interview Process

Before the Interview

- Contact the person you plan to interview and set up convenient date, time, and place for the interview.
- Be professional yet personable and explain to the person that you are doing some research for your leadership class.
- Set a time limit for the interview (around 1 hour) and let your interviewee know this. Stick to the time during your interview unless the interviewee would like to extend the time.
- You should be prepared to take detailed notes or to record the interview as long as the participant gives you permission to do so. I highly recommend recording if your interviewee is OK with it. If you're using ZOOM, there's a feature that allows you to record the meeting. Or, you may use a smart phone or other audio or video recording device.
- Dress appropriately if you are doing the interview in person.
- **Review the list of questions you are to ask (below).**
- Have your list of questions with you.

During the Interview

Your goal in this interview is to get as much information as possible from your interviewee. This means you will want to think of the interview as a conversation and work to get your interviewee to provide rich descriptions and robust responses to the questions asked. Your goal is NOT to get through all the questions as quickly as possible. In order to draw more from your interviewee, you might consider offering the following minimal encouragers:

- Saying something like "That's interesting. Tell me more about that."
- Repeating something the person has said but with a questioning tone. For example, "You said you find your work very rewarding?" Tell me more

Please use the following checklist to set up yourself for asking the interview questions:

_____ Introduce yourself and thank the person for agreeing to participate in the interview with you. If you haven't already, explain to them a little bit about our course, its purpose, and the purpose of the assignment. While you do not have to read this paragraph verbatim, you can if you like. The important thing is to make sure to cover the main points so that your interviewee is well informed about your purpose.

First off, let me thank you for agreeing to share a bit about yourself and your culture with me. As I mentioned when I invited you to participate in this interview, I'm doing this as part of a college class entitled Leadership and Intercultural Competence. In the course we are learning about elements of culture and how cultural contexts impact perceptions and practice of leadership. While I know that you cannot speak for an entire culture because each individual's experience is unique, I hope for our conversation to serve as an introduction to your culture and a gateway to understanding how I might adapt my leadership now or down the road when working with those from diverse cultures. Everyone in my class is conducting interviews like this, and we'll be sharing our reports with the entire class, so we will be learning about a variety of cultures and leadership perspectives.

- _____ Let the person know that the interview should last about 1 hour. (Make sure to watch your time and keep to the promised time-frame.)
- _____ Ask permission to record the session and explain that you will be using it in writing up your report but that you are not sharing the recording with others.
- _____ Ask the person whether she/he/they are comfortable using her/him/their name in your report or if they prefer to remain anonymous.
- _____ Let them know you'll be asking them a series of 10 questions and perhaps some follow-up questions.
- _____ Ask the person if there are any questions before you get started.

Interview Questions

After you've completed the checklist above, **please ask all of the following questions as they are written.** This will ensure that we have consistency among the class and will help when we enter the analysis portion of our project. Feel free to ask follow-up questions of your own.

1. Please share with me a little bit about yourself and your cultural background. With what culture or cultures do you identify?
2. What are some of the customs, beliefs, behaviors, and mindsets that are at the core of your culture?
3. What nonverbal communication behaviors relative to your culture that might be helpful to know for someone unfamiliar with your culture. (e.g. personal space, eye-contact, hand gestures, etc.)
4. How is time understood and measured in your culture? (e.g., how late can you be to a business appointment or a family engagement before you are considered rude?)
5. In my class we learned about the concepts of individualism and collectivism in relation to culture. These concepts have to do with the degree to which individual autonomy is regarded favorably or unfavorably. For example, with collectivist cultures decisions are typically made primarily on what is good for the group (family, the company, etc.) versus the individual. How would you describe your culture with regard to this concept and can you provide an example?

6. What qualities and behaviors do you believe make great leaders?
7. What qualities and behaviors do you believe make not-so-great leaders?
8. How are gender rolls perceived in your culture and what impact do you think those perceptions have on leadership?
9. What are the three most important things leaders (in the workplace or other settings) should understand about your culture in order to help them be effective leaders, especially if the leader is unfamiliar with your culture.
10. What questions do you have for me?

After the Interview

Remember to thank the person, and you might even consider sending a thank you note or email. Sending a note is not only courteous but also professional. **Consider typing your report as soon as possible after you have completed the interview.** It will be a lot easier to remember things you may have forgotten to write down if you did not record the interview.

Report Instructions

Please submit a submit your report to the discussion board either directly in the textbox or as an attachment. Your report should have the following components:

1. **General Description of your Interviewee (5 pts)** : Provide some background information about the person and how you know him/her. Please maintain confidentiality of your source if requested.
2. **Rationale (5 pts)**: Explain why you chose to interview this person and how you know the person
3. **Interview Questions and Reponses (40 pts)**: List each interview questions followed by a summary of your interviewee's response to each question. While you are not expected to share your interviewee's responses word-for-word, your summaries should offer a somewhat elaborated summary of what the person said. Here's an example:

What do you think makes a great leader?

My interviewee said when you talk about good leadership it requires a vision for the future and how you're going to improve things. "It requires excellent interpersonal skills because you can have the greatest vision in the world, but if everyone hates you no one will want to go along with it." He said it requires being a good cheerleader and telling people when they're doing a good job. It requires the ability to be able to tell people when they're not doing a good job and tell them in a constructive way. "It requires the ability to build respect among your peers and subordinates and recognizing the fact that different people respect different things. And while you have all of that going on with all those different people you have to work hard at staying true to yourself and being straight forward, direct, and honest with people." Staying true to yourself really resonated

with me. I think it's easy to lose your own values when you're just looking at your own career, or too focused on accomplishing the task instead of really looking at everyone doing the work. A leader can recognize their flaws and know when they didn't handle something the way they should have and learn from it.

4. **Your Reflection (10 pts):** Describe what you learned from your interview and offer a reflection about your experience. Were there any challenges? Surprises? Ah ha moments? (This should be about 2 paragraphs.)

Grading Rubric

- _____/5 You provide a general description of your interviewee.
_____/5 You offer a rationale for why you selected your interviewee.
_____/40 You list each of each interview question followed by a somewhat elaborated narrative of your interviewee's response.
_____/10 You offer a reflection of what you learned and a reaction to your experience that demonstrates depth

Module 6 Discussion Prompt Cultural Tourist Report and Reflection

For this post, you'll be sort of a virtual tourist exploring a variety of cultures via the interview reports shared by your classmates. Although we cannot learn all there is to know about a culture from one interview that offers the perspective of one person, I hope that our tour will at least allow us a some exposure to a variety of cultures.

Please read at least 5 interview reports from your classmates and then answer the following questions:

1. Whose reports did you read and how did you go about choosing which reports you would read? (5 pts)
2. Describe at least one thing you learned about the culture **from each of the reports** and your reaction to what you learned. Concentrate on questions related to culture rather than questions related to leadership. We'll be addressing those in module 7. You should have about 5-6 sentences for each report you reviewed. (30 pts)
3. Offer an overall reflection about your experience with learning about each of the cultures you explored. (About 4-5 sentences.) (5 pts)
4. Reply to two of your classmates reports and reflections. (10 pts)

Module 7 Discussion Prompt

Intercultural Competence and Leadership Analysis of Interviews

For this post, you are asked to revisit the interviews and concentrate on the questions/responses for 6-8. We will address responses to question 9 in the final (spoiler alert). Again, chose 5 interviews and reread responses to questions 6-8. These can be the same interviews you reviewed in the first round, or you may choose different ones to reviews. I'd like to see you do some real qualitative data analysis here. What you're looking for are any themes you notice across the interviews when you compare responses to each of the questions. It will be interesting to see if there are definite themes across cultures.

One of the reasons I asked you to stick to the interview questions as they were written and to try to keep your interviewees talking with minimal encouragers is because, in research of this nature, words of your interviewees are your data. In pure qualitative research, researchers record and transcribe interviews and use the interviewees' actual words as data. While you summarized interviewees' responses in your reports, I think we can still apply the same principles of qualitative data analysis. Therefore, to analyze the data, you will focus in on each of the summaries to interview questions 6-8.

One way you might do this, and I highly encourage to try this, is open a blank document and copy and paste each of the three questions. Then, copy and paste the responses from each of the 5 interviewees for each of the questions. After you've done this, read each response 2 or 3 times. Then, use different colored highlighters to note words that are used across multiple responses or phrases that have similar meaning across multiple responses (SEE EXAMPLE BELOW). After you've done this, read each response 2 or 3 times. Then, make some notations regarding any themes you might see across multiple interviews. You will likely notice 1-3 themes depending on the interviews you select.

EXAMPLE OF HOW TO IDENTIFY THEMES

What qualities and behaviors do you believe make great leaders?

1. Great leaders **should listen to the ideas of their employees**, seize on it and maybe make use of it. They should respect their employees and create trust between leader and employee. From time to time they **should praise their employees for doing a good job**, it will make them feel better and maybe **motivate them**. And they should never act like they are a cut above the others.
2. You must be prepared to make decisions, **motivate others** by leading by example, **willing to develop other people's skills**, and most importantly know how to effectively communicate information to people." I asked Natlia why she chose these four as her top qualities of a great leader? She began to talk about an ex employer and the things he did wrong. "My old boss Richard was a terrible leader and everything he didnt do I believe a great leader should."

3. Equitable, straightforward, clear, delineate expectations from the beginning, communicate effectively with workers who are underachieving to help them achieve more, outwardly appreciate good efforts made, and constructively criticism workers to help correct their behaviors within the workplace. These are qualities Maria believes what make a good leader. She strongly believes that a leader must be able to recognize the good, the bad, and the ugly and properly communicate those qualities to the team.
4. A good leader should be showing sincerity and loyalty to their workers. It doesn't matter how good your ideas or visions are if you can't get the people under you to trust you and your goal. The leader gives the people under him support and guidance at all times. Like an older sibling working with a younger sibling, the older one is in charge but he still should listen to and look after the younger one.
5. "Someone who can admit their mistakes. Someone who takes an interest in other people personally and not just with work. Someone who knows when to be fair. Someone who knows when to make people laugh. Taking part in what the larger team is doing. Doing what the group does instead of controlling the group."

Again, because most of these interview reports are not the actual words of interviewees rather a reporting of what was said by you or your classmates', we lose some in interpretation. Nonetheless, I do believe such analyses to be relevant and meaningful. Once your analysis for each question complete, you're ready to post to the discussion board.

For your post, you should

- a. list each of the themes you noticed in each of the questions
 - b. write at one-paragraph summary explaining your rationale for the themes you noticed
- OR
- c. explain lack of themes, if you do not notice any themes
 - c. Reflection: Rather than replying to others, offer a brief reflection (about a paragraph) on what you learned and your reaction to what you learned.

EXAMPLE POST FOR INTERVIEW QUESTION 6

Question 6: What qualities and behaviors do you believe make great leaders?

- Leaders should have some sort of interest or support for their team
- Leaders are motivational to those they lead
- Leaders are developmental or nurturing with those they lead

As I read through the responses to this question, some clear themes emerged. I noticed that all 5 interviewees believed that leaders should have some sort of interest or support for their team. None of the interviews responses portrayed a dictator style of leadership where the leader simply orders everyone around. Another theme that seems to be across most of the responses is great leaders are motivational to those they lead, whether they mentioned motivation directly or indirectly, it seemed that most of the interviewees believed that leaders

in some what or another compelled their followers toward a goal. I saw this in four out of the five interviews. A final theme in these responses would be **leaders are developmental or nurturing with those they lead**, which I saw in four of the five responses.

Reflection: It seems that there are many similarities across cultures regarding beliefs about leadership. While I was not surprised to find that most interviewees believed that leaders should motivate those they lead, I was not expecting for there to be such an element of care and nurturing across cultures. With all that's going in the world, I found this to be both inspiring and perplexing. Granted, this is only a small sampling of people, but seeing such themes of care for others makes me wonder how so many dictators rise to positions of leadership in the world. Perhaps this will change down the road. I can only hope that what we learned from our interviewees is indicative of a shift.

LDRS 2300 Final

We've come a long way since we started the semester. You all have worked hard and have produced some remarkable and insightful discussions around intercultural competence and leadership. For this final, I'd like you to do some analysis and reflection. Each question is worth 10 points, and your responses will be evaluated on their level of analysis, insight, and depth. 😊

1. Go back to your post for the Kick-Off discussion in Module 1. Reread your response to question 1. Discuss what concepts regarding intercultural competence, if any, from the text relate to the response you gave to this question. Be specific about what you said and about which concept(s) are related. Make sure to cite page numbers from the book. If your response does not relate to concepts from the text, please explain why you think this might be?
2. Perform an analysis similar to what you did in the post for Module 7. This time, read at least 7 responses to question 9 of from the Intercultural Interviews of your classmates. Identify the themes you note across the responses. Share those themes and explain how you arrived at them. You should have at least 2.
3. Based on what you've learned from the text, discussion posts, and from your analysis of question 9 responses from the interviews, how might you adjust and expand your response to question one from our Kick-off Discussion in Module 1? Make sure to hone in on behaviors, qualities, and skills needed for IC leaders.
4. Please provide your evaluation of the textbook.
 - a. What were its strengths? Weaknesses?
 - b. How relevant do you think the textbook content was to your expected focus of our course? Explain.
 - c. On a scale of 1-10, how well did you like the book? (1 = didn't like it very much and 10 – liked it very much. Explain.

Student Sample Intercultural Interview Report

General Description of Interviewee – Raul was born and raised in Madrid, Spain. He attended Universidad Complutense de Madrid for 2 years before leaving for the United States at 22 to further his dance career. Landing in Brooklyn, he worked with the Joffrey Ensemble and began free-lancing.

Rationale - I have known and worked with Raul for many years and consider him a close friend. He still travels back to Spain at least twice a year and maintains close relationships with his family and friends there. Currently residing here in Marietta, Raul is a professional ballet dancer, instructor, choreographer, and coach.

Please share a little about yourself and your cultural background – Raul was born and raised in Madrid, Spain. His parents, older brother and older sister still live there. He has dual citizenship in Spain and here in the U.S. and stated that Spain has great benefits in regards to retirement and unemployment. It is a very liberal and very socialist country. Raul considers himself a Spaniard and stated that although Spain has a close connection with Islamic history, they never consider themselves to be non-white, although they are generally not as fair as those of northern European heritage.

Customs, beliefs, behaviors, and mindsets at the core of your culture – Having been a fascist country from WWII until the mid-70s, Spaniards are suspect of politicians and government. Nationalism exists there, but to a very small degree. The population of Spain is largely Roman Catholic, but the majority seem to view Catholicism more as a tradition than a belief. Although family and extended family is important, marriage and having children seem to be on the decline. Partner relationships are still important, but not so much the marriage aspect. You and your partner can file taxes jointly in Spain, even if you are not married, unlike here in the U.S.

The Spanish culture is very fun and pleasure-oriented, and they strive for a good work/life balance. Food is very important in the Spanish culture, and Spain is renowned for its olive oil, jamón, and wine, to list but a few items.

Raul stated that Spaniards/Europeans can generally be unaware and ignorant of other cultures and can be unintentionally culturally insensitive. Awareness is growing, however, and he shared this story with me. In Spain, The Feast of The Three Kings is celebrated on Jan.6 instead of Christmas. The holiday is marked with large parades through city centers and features the three kings/wisemen/magi of the bible story. The mayor would traditionally portray Balthasar in black-face as Balthasar was thought to be a Black African. This practice of black-face began to end in the mid- to late-90s and is nonexistent today.

Nonverbal communication behaviors...? Spaniards are very verbal and very vocal. They are very friendly and greet with kisses on both cheeks, except between men who are not family or close friends (handshakes, in those situations). There are universal gestures (the middle finger in Spain is the same as the middle finger in the U.S.), and some emotions are sometimes coupled with large hand and/or arm movements. Eye contact is important to establish connection, and conversations are often held in close proximity and often times with physical contact (hand on the shoulder, arm around the waist).

How is time understood and measured in your culture? Everything is later because the day begins later. There are no big breakfasts (usually a biscuit or madeleine with coffee), the workday begins at 9am, lunch is at 2pm, and dinner doesn't happen until at least 9pm. Between lunch and dinner is merienda, which begins around 6pm. It is a traditional afternoon snack, similar to other cultures' afternoon tea. The takeaway is that it is really another opportunity to relax, eat, and converse with family and friends.

Punctuality is expected in Spain While relatively laid-back and easy-going, Spaniards can take offense if they have to wait.

Concepts of individualism versus collectivism? Family is important, but so is the individual. Raul gave an example of how his parents helped to financially support his sister after she divorced. She was employed but not making enough to support herself and her parents contributed to help with her bills and costs of living. He also mentioned how he has adult friends who live with their parents (I am not sure if they "still lived" with them or if they "moved back in" with them) but assured him that is currently happening everywhere. Autonomy is valued but the family is important, so the culture seems to be balanced in this regard.

What qualities and behaviors do you believe make great leaders? Raul thinks leaders should lead with actions and solutions, not just issues and complaints. Creating an atmosphere based in positivity and not in fear is necessary for effective leadership and results. Good leaders use positive reinforcement and stays away from insults and belittling comments. Lastly, he feels that their should be respect between all parties, coupled with a clear division of boundaries (steering clear of after-work friendships so as to not possibly show signs of favoritism).

What qualities and behaviors make not-so-great leaders? Raul has a hard time with self-oriented and narcissistic leaders. He also struggles with leaders that call out errors and have no realistic solutions for said errors.

How are gender roles perceived in your culture and what impact... on leadership? Traditionally, men were the sole providers and women were the homemakers; not so much anymore. Both parties work now and are often equal providers. Raul says that Spain is very liberal. As examples, he cites that Spain is very positive and friendly to the LGBTQ+ community (his brother still lives in Spain and has a husband), the aforementioned ability to file taxes jointly even if you and your partner are not married, and a very generous maternity leave for mothers (in total, 2 years of maternity leave for each child!).

This equality amongst genders translates directly to leadership and politics. Approximately half of Spain's politicians are female, including Madrid's mayor. Europe, in general, has had few females in the most powerful of leadership roles.

What are the three most important things leaders should understand about your culture in order to help them be effective leaders, especially if the leader is unfamiliar with your culture?

- I. Proper breaks and lunch time are expected, not "Take 5." While they are hard-working, do not expect a Spaniard to have a "working lunch." The "grind" is not

embraced in Spain, and leisure and down-time are equally important (maybe more so) to work.

2. Spaniards are used to and expect 1 month of vacation, plus time off for other occasions. Again, leisure and down-time are very important.
3. Schedules are scheduled. If you expect someone to come in or work from home on their day off, they may do it but will do it very grudgingly. Again, leisure and down-time... super important.

Any questions for me? He had none.

My reflection I have known Raul for many years. We have worked many productions together and he even worked for me on a few occasions, staying with me and my family during those productions. During those times, we spoke occasionally about Spanish culture but never took the deep dive that we did during this interview. It was extremely interesting to learn more about his culture and further stoked a desire to travel there and witness firsthand the things that we talked about. I thought it interesting –having been raised Catholic myself– that Spaniards view Catholicism more as tradition than a strict belief system. I am enthralled by the idea of merienda, and traveling from bodega to bodega to snack on this, sip on that, and catch up with friends and family. In addition to these interview questions, we spoke about the beauty and intricacy of the Moorish/Islamic architecture in Spain, of the different provinces of Spain and of those provinces' culinary specialities, and of the different climates and landscapes of those provinces.

I felt there were very few to no challenges during our interview, largely due to our friendship and familiarity with each other. If there were any challenges, I attribute that to my inability to properly explain a question in terms that could be understood by someone who hasn't taken this course (i.e., individualism vs. collectivism, expectations/understanding of Spanish culture to be a more effective leader). I was very surprised by the amount of time allotted for maternity leave. In my surprise, I forgot to inquire about paternity leave. Whatever it may be, I am sure it is equally generous (far more generous than here in the U.S.).

All in all, I am left after my interview with a greater desire to travel and experience the Spain that my friend spoke of. The liberal mindset, fantastic cuisine, deep history, beautiful architecture, and the generosity and convivial nature of the Spanish people notches it higher on my bucket list of travel destinations.

Student Sample Intercultural Interview Report

Explain why you chose to interview this person and how you know the

person: The reason why I chose this person for my interview was not only because I knew them as a family friend, but because this person had many experiences traveling to different countries/places and living in those areas for prolonged periods of time and because their current position is also that of leadership and management.

Provide some background information about the person and how you know

him/her: My interviewee is Maria; she is a Colombian German American who was born and raised in Colombia but traveled between the U.S and Colombia throughout her childhood and lived in Germany for a period of her life. She lives in the U.S where she has worked at Humana as a , for ten years.

Interview Questions:

1. **Please share with me a little bit about yourself and your cultural background. With what culture or cultures do you identify?** (Related to nationality, ethnicity, religion, social class, generation, sexual orientation, locality, etc.) Maria describes herself as a cocktail. This is because she was born in Colombia, traveled to the U.S to live a portion of her childhood, traveled back to Colombia for her adolescence and her teen years, and traveled from Colombia to Germany, lived there for 4 years, traveled again back to Colombia and from there moved to the U.S. Through these life experiences, Maria believes that she is not just one culture, but a cumulation of different cultures and beliefs put into one. She has learned a lot from her family – as any person normally would – but she likes to emphasize that she is mostly the person she is today because of her travelling around.
2. **What are some of the customs, beliefs, behaviors, and mindsets that are at the core of your culture?** Ultimately, throughout the places she travelled to there has been one common belief, that is that she believes is the basis of every culture and that is to always do the right thing. She defines ‘the right thing’ as always being considerate of others, so she is constantly thoughtful of how her actions could potentially affect others she surrounds herself with.
3. **What nonverbal communication behaviors relative to your culture that might be helpful to know for someone unfamiliar with your culture: (e.g., personal space, eye-contact, hand gestures, etc.)** In regard to Colombian culture compared to American culture, nonverbal communication behaviors are a lot different but similar in many ways. For instance, Colombians have a shorter space bubble than in America. This is because Colombian culture is considered a high-contact culture, where there is constant touch happening between people. A typical form of greeting in culture would be to ‘kiss’ - or place cheek to cheek – the person you are meeting on one side of the face, only once. This is considered normal and polite, and it is very disrespectful not to maintain eye contact with the person you are talking to. Another thing to regard as disrespectful is turning your back on the person you are with, and if you do need to turn, you must always apologize for turning away. One of the most important things Maria wanted to note was that a common practice when meeting a group of people is waiting for the person at the head of the group to

sit down before you sit down. This is a show of respect, as the culture is somewhat patriarchal and has strong socio-economic status influences within its culture. One of the biggest aspects of Colombian culture is how social status affects nonverbal communication behaviors. Manners, per say, change depending on your status within Colombia. So, if you had a lower status in Colombia, your mannerisms with other people would be even more formal than in normal circumstances.

4. **How is time understood and measured in your culture? (e.g., how late can you be to a business appointment or a family engagement before you are considered rude?)** In Colombia, it's common for people to be late. Maria found it difficult to pinpoint the exact cause of this, but she'd like to believe that Colombians are heavily affected by the dense traffic so she believes that the main reason for lateness is because of that, and not because it is a social norm. One of the biggest measurements of time is the distribution of time in traffic. This is directed towards car license plate numbers so, for example, if your car ends in a certain number you're legally not allowed to travel at so-in-so time. This limit the number of cars in traffic, so that traffic is less crammed.
5. **In my class we learned about the concepts of individualism and collectivism in relation to culture. These concepts have to do with the degree to which individual autonomy is regarded favorably or unfavorably. For example, with collectivist cultures decisions are typically made primarily on what is good for the group (family, the company, etc.) versus the individual. How would you describe your culture with regard to this concept and can you provide an example?** Colombian culture is heavily self-interested while having group mentality. This essentially means that although the culture is very group-oriented whoever is the head of the family makes the decisions based on their own self-interest and not for the good of the family/group. This concept circles back to its patriarchal roots. For example, while working as a nurse, Maria often experienced taking hold of her work in ways her manager or head doctor should have, while the head doctor took credit for her efforts. The term for these types of situations is referred to as "Machismo" or macho.
6. **What qualities and behaviors do you believe make great leaders?** Equitable, straightforward, clear, delineate expectations from the beginning, communicate effectively with workers who are underachieving to help them achieve more, outwardly appreciate good efforts made, and constructively criticism workers to help correct their behaviors within the workplace. These are qualities Maria believes what make a good leader. She strongly believes that a leader must be able to recognize the good, the bad, and the ugly and properly communicate those qualities to the team.
7. **What qualities and behaviors do you believe make not-so-great leaders?** Self-interested people and not being able to not recognize where your faults are at. Self-interested people are mostly after increasing their position than striving towards the benefit of all people. Maria also believes that people need to be self-aware of their talents and their weaknesses, and that a leader who is not capable of recognizing these weaknesses runs the risk of negatively impacting those around them. Another quality that makes a poor leader is somebody who doesn't respect the opinions of others. For instance, Maria had experienced having a manager continuously speak over her throughout her time working with her that ended up

making her feel like she wasn't being respected and that her opinions were not valued. She believes that, through this experience, a good leader must be open to all voices of opinions that are presented to them.

8. **How are gender rolls perceived in your culture and what impact do you think those perceptions have on leadership?** Men are much more valued in Colombia than women are. Maria wanted to point out that these are concepts that were popular during her time in Colombia, but that there is a large difference in gender rolls compared to now. But in respect to her time living and working there, she was constantly undervalued by her male colleagues and leaders. This made it impossible for Maria to attain a position that was considered designated for males only. Although it wasn't outrightly spoken, Maria noticed that there were differences in leadership positions and jobs between males and females. For instance, women could be head mistresses at schools, which is a leadership position, but only because the position was considered female, as teaching was considered a female job. Again, I want to emphasize that these were unspoken concepts, and not actual laws placed within government. So, it was very rare for Maria to see female doctors that were respected by other male doctors.
9. **What are the three most important things leaders (in the workplace or other settings) should understand about your culture in order to help them be effective leaders, especially if the leader is unfamiliar with your culture:** This question was difficult to answer due to the high Westernization in Colombia, so Colombians regard foreigners in a higher respect more than they do their own citizens, but something Maria wanted to touch back on was that she would have liked to see her American managers be more conscientious of the fact that Maria is foreign. She didn't want this aspect of herself to be ignored nor did she want them to teach her differently, but wanted them to recognize that she did come from a different place that have different customs and beliefs and how they might conflict with those customs in the U.S. She wants them to be open to the fact that there might be some things that she could say that might seem off like when she might nonchalantly acknowledge alcohol in the work setting. This is not meant to be taken seriously but in a kind of relaxed tone.
10. **What questions do you have for me?** None

Your Reflection:

Describe what you learned from your interview and offer a reflection about your experience. Were there any challenges? Surprises? 'Ah ha' moments? (2 paragraphs)

I learned a lot from this interview with Maria. It was really interesting to get a better understanding of the Colombian culture, while also seeing different aspects of German and American culture influence her own personal beliefs. I was also surprised to find out that although the Colombian culture might seem a lot more formal and sophisticated, but that per Maria's experience that she found it difficult to mingle with Americans because of the unspoken topics people weren't allowed to discuss. She found it hard to determine where and when she was allowed to freely talk with people and the things that she needed to stray away from saying out loud.

Regardless of this new information, I could empathize with what she was saying because whenever I meet someone of a different culture than myself I, too, get nervous about what is okay to ask and what isn't okay to ask. This essentially pushes me to be more considerate when interacting with people outside my culture and being polite, respectful, and open to what could possibly be offensive and what is okay to talk about. Communication is key when interacting with people and being clear and concise with my words is the most effective way to clear any misunderstandings and remain considerate of other people's feelings.

Student Sample Cultural Tourist Report and Reflection

Whose reports did you read and how did you go about choosing which reports you would read?

I chose to read and respond to reports written by Kyle, Peter, Michaela, Marshall, and Fisher. I did a brief scan over most of the reports and with them all being such great reports, had to narrow it down to five people. All the reports were very interesting but since I was only able to pick five, I randomly chose these ones.

Describe at least one thing you learned about the culture from each of the reports and your reaction to what you learned. Concentrate on questions related to culture rather than questions related to leadership. We'll be addressing those in module 7. You should have about 5-6 sentences for each report you reviewed.

Kyle interviewed his great grandmother who is from Vienna, Austria. His great grandma still practices her culture to this day by speaking Slovak, eating Slovak foods, and practicing her religion. One thing that is interesting but not very surprising to me is that the Slovak culture deeply values tradition. In America, a lot of the population has become very lax on time and it is seen as being okay to be fashionably late. In Slovak culture however, honoring tradition shows respect and so not showing up on time is seen as being disrespectful. I wish America would move back towards this ideology of being on time or early for things.

Peter interviewed Raul who was born and raised in Madrid, Spain. He moved to Brooklyn at the age of 22 to further his dance career. One thing that caught my attention was that the mayor would portray Balthasar in black-face as part of The Feast of The Three Kings celebration before coming to an end in the 1990's. I could not imagine a political figure in America publicly portraying someone in black-face because they would be heavily ridiculed and probably even hated. It is also fascinating that this feast is celebrated on January 6th instead of celebrating Christmas on December 25th.

Michaela interviewed her friend Matthew who was born in Haiti and raised here in America in Florida and Georgia. An interesting fact that I did not know was that Haiti was the first independent black republic in the world. That is something that I do not believe that I was ever taught and I am glad that I know that now. I like how at the bottom of the Haitian flag that quotes "with unity brings strength." Everyone knows that strength comes in numbers so for Haiti to live by unity shows how proud they are of their culture and history.

Marshall interviewed a native German lady who still currently resides in and attends school in Germany. One thing that I found very interesting about the German culture is how precise they are in speaking German. She said that they have a word for everything and will even compound words to create one big word. One thing that I know about American

culture is that we are not very precise in our language. If anything we are very lazy and tend to speak in an unprofessional manner.

Fisher interviewed Uma who was born and raised in Karnataka, India. The thing that caught my eye was her explanation of Hinduism, which I know about but really am not educated too much on the details of the religion. I did not know that there were many forms of Hinduism for example. The belief of the continuous cycle of life, death, and reincarnation is very fascinating. She also believes in Karma which most common Americans use as a general reference in situations no matter what religion they practice. In America we refer to Karma as something will come back to get you soon but in Hinduism they believe that it directly determines your current and future lives.

I enjoyed reading people's interview reports and I felt that I gained a lot of knowledge. It is fascinating to learn about the many different practices seen in different cultures around the world. I also learned that we in America also share some core beliefs and traditions as seen in other cultures. One thing that I also noticed is that American culture sometimes "steals" some traditions and uses them such as Karma which is seen in Hinduism. I always enjoy learning new things that I did not know before to further my intercultural competence.

Student Sample Cultural Tourist Report and Reflection

1. Whose reports did you read and how did you go about choosing which reports you would read? (5 pts)

I chose reports that reflected places I would like to visit. Throughout the semester I have learned how exhibiting nonverbal behaviors and incorrectly using semantics and syntactics can influence interpersonal relationships so I was hoping the interviews provided by Fisher, Connor, Miles, Michaela, and Marshall would offer more insight into how to assimilate into Indian, Chinese, Dutch, Haitian, and German culture.

2. Describe at least one thing you learned about the culture from each of the reports and your reaction to what you learned. Concentrate on questions related to culture rather than questions related to leadership. We'll be addressing those in module 7. You should have about 5-6 sentences for each report you reviewed. (30 pts)

Fisher's interviewee, Uma helped me understand how religion plays an integral role in Indian culture. Both her belief in karma and diet restrictions stem from her practices and beliefs of Hinduism as well as how followers understand and respect each other's personal space. I learned it is best to avoid physical contact with others and touching another person is limited to those of the same gender. Also, time is flexible. Although, it is considered rude to be late, it is not uncommon for people to show later than they said they will.

Connor's interview on Chinese culture provided important information on how nonverbal behaviors influence communication. Like in the United States, it is customary to be to shake hands and make eye contact with someone when you first meet them. However, making eye contact in a classroom setting is considered rude

or confrontational and staring for an extended period is seen as a student violating student-teacher boundaries. Punctuality is also very important in Chinese culture. Being late is considered rude and inexcusable, unless it's a family gathering where being on time is held at a lower standard.

Miles' interview provided insight into the culture of Brussels and detailed how it differs depending on one living in the city versus a farm. His interviewee grew up a part of the farming culture and owned a stable taking care of, training, and riding horses. The farming community is very closed-minded and self-reserved, while those dwelling in the city are used to tourists and more eager to help one another. Belgium is a Democratic-Socialist country where one would have to build themselves up individually. Parents encourage independence in their children from a young age to learn valuable lessons and teachers are very strict and tend to reject questions from students unless it is necessary.

Michaela's interview outlined how proud Haitian natives are of their culture. Unity is a big part of their culture and even their flag bolsters the message "with unity bring strength." Using nonverbal behaviors to show respect is also a large part of Haitian culture. For example, whistling in front of an elder and kissing your teeth is considered extremely rude and when greeting elders, you must greet everyone individually with a handshake or kiss on the cheek. Haitian culture is collectivistic, and they believe "it takes a village to raise a child." It is not uncommon for family to live on the same street or close to one another so they can help one another. Compared to the United States, gender roles are inherently different. While Black women are looked down on for being too aggressive, Haitian women are dominant and would lose respect if they are not assertive about their values.

Marshall's interview about German culture showed how the culture is centered around vocabulary. His interviewee detailed how Germans have a word for everything! Syntactics, semantics, and idiosyncrasies play a huge role in language since people tend to combine words to create compound words with new meanings. Germans are considered individualistic as they strive to better themselves and self-actualization.

3. Offer an overall reflection about your experience with learning about each of the cultures you explored. (About 4-5 sentences.) (5 pts)

Although I reviewed five reports, I read just about every one that was submitted and learned so much. As mentioned in another review, reading the reports didn't feel like an assignment because not only were the interviews enjoyable to read, but I was learning as well. I always assumed Western culture had major influence over the culture of other countries, so I enjoyed reading about which traditions, gender roles, and family views still reflected a specific country's values and beliefs.

Student Sample Intercultural Competence and Leadership Analysis (Post & Replies to Others)

The reports I chose to read for this portion of the project are: Nick, Kyle, Peter, Michaela, and Marshall. Here are the themes and my reflection.

What qualities and behaviors do you believe make great leaders?

- The theme that was most reoccurring in the response toward this question was teamwork.

Essentially, focusing on how your choices and actions could effect others, ensuring that you are respectful and work hard to make the team as a whole prosperous, as well as having an open mindset towards others. The interviewees all believe in the core idea that being a good leader means not working for yourself but working for the good of all. Most of the topics addressed in question 6 had to do with how a good leader's main focus and priority is how the team could be affected by the leaders actions/words.

Reflection: I'm not entirely surprised by the interviewees responses because I'd like to have faith in the best of people. What did surprise me though was that majority of the common themes answered in the question had a lot to do with the impact a leader should have on a team, whereas my interviewee answered with things such as having good communication, being polite, work hard. Everyone in the reports that I read related that leaders should strive to be better for the good of the team and its members and I think that's amazing.

What qualities and behaviors do you believe make not-so-great leaders?

- The theme that is the most common in the interviewees answers are self-interested leaders.

They all believed in the idea that what makes a poor leader is a person who only prioritizes themselves and works to only improve their social standing, regardless of how it might hurt other people. Those who might place the bulk of the work on others because they are selfish and inconsiderate. They also referenced to those who have a closed mindset and are incapable of viewing other people's perspective.

Reflection: In regard to how the interviewees answered question 6, I wasn't surprised with their answer for question 7. The interviewees focused so much on the idea of collectivism that it wasn't all that shocking when the answered that a self-interested person would make a poor leader. It's the exact opposite of their question 6 answer so it makes sense that a person who only cares for themselves would make for a poor leader. It makes me happy to see that each of these people view the world in a way that ensures the betterment of other people's lives above their own.

How are gender roles perceived in your culture and what impact do you think those perceptions have on leadership?

- Women had a lower status than men, but with time this is changing.

The theme I noticed the most was the poor treatment of women in older generations, but the improvement in equal status between men and women in more recent years. They each spoke about the experiences that women would commonly have such as being mistreated, the lack of

respect of women as humans, and the expectations they were forced to abide by. They also noted that men were typically treated in a higher respect and were essentially the head of the household and held all the power in the family/world dynamic. One thing they all agreed on was that this concept was, and still is, changing into where women and men have equal status and treatment.

Reflection: Once again, I'm not surprised that their responses pretty much fell under the same idea. It was a common notion that men were superior to women for a long time, but I'm happy to see that this concept is being forgotten in more recent years and that the practice of suppressing women is being left behind. I did notice that in two responses, Marshall and Michaela, they said that the roles between man and woman were reversed in the culture that they studied. They said that women held all the power while men didn't have as much. I believe that for the culture Marshall studied it probably had something to do with the possible age that his interviewee is because he used the terms such as "not that popular anymore" and "aren't dependent anymore" so it makes me think that women were suppressed in past years. Although for Michaela's report I noticed that women have a stronger presence in their culture and essentially stand at the same or above level than men which is incredibly impressive.

Student Sample Replies to Others Regarding Analysis

Reply to Student Intercultural Competence and Leadership Analysis

Hey Miles! I really enjoyed seeing reading your responses to the interview reports. I noticed that majority of the themes that you mentioned were some of the same things I noted in my analysis as well. It's really awesome that so many people from such different cultures have the same mentality when it comes towards respecting others and being considerate of how a leader's actions could harm others. I am surprised to see that you couldn't find a concise theme for question 8. I've always heard that women had always had a poorer treatment than compared to men, so I wasn't expecting that you would find such a conflicting pattern. I'm curious to see which reports you read so I can see from which cultures they originate from!

Reply to Student Intercultural Competence and Leadership Analysis

Hey Michaela! It was great reading your analysis on questions 6 through 8. I thought it was so interesting one of the themes for question 6 was that leaders should not be the only person to make all decisions. In the grand scheme of things, leaders won't always have the answer to solve problems or make decisions so relying on the people around them to help them make better decisions or provide them with advice is something that is very important. This concept is something that I had forgotten while working towards being a better leader. I forgot that I don't always have to rely on myself to make the best decision, that I might not always have the answer and that there will be people there that will have the answer and that as a good leader I should be open to receiving them, listening to their opinions/advice, and letting them take the reins! I'm glad I got to read your report because it reminded me of this important aspect of leadership!

Student Sample Intercultural Competence and Leadership Analysis (Post & Replies to Others)

I continued on with the same five interviews from Module 6. They were: Michaela , Jordan, Fisher, Rodney, and Jannah. My analysis of themes for the three interview questions are as follows:

What qualities and behaviors do you believe make great leaders?

1. Be teachable – learn from mistakes made, and also incorporate information from those that are being led.
2. Be inspirational and supportive, leading by example.

One theme was immediately clear. All five interviews mentioned how being willing and able to incorporate new ideas, concepts, and information was an important characteristic of a good leader. In two of the five interviews, it was mentioned that a good leader should lead by example, being an inspiration and support system.

Reflection: I found it interesting that a leader's willingness to learn from those they are leading was universal amongst these different cultures. A willingness to learn, whether it be from a mistake or from newly acquired information, definitely humanizes someone and makes them more approachable, instead of appearing to be a "know-it-all" who can't be bothered to learn anything new, due to insecurities. Being an inspiration and leading by example was important for two of the five cultures, but I have a feeling that it is probably important for all of these cultures – it just didn't come up during their interviews. When in leadership roles, I have always tried (and continue to try) to not ask someone to do something that I have not been seen doing, or have not done personally in the past. Being a boss is bossing others, but being a good leader is leading others.

What qualities and behaviors do you believe make not-so-great leaders?

1. Stubbornness
2. Inconsiderate
3. Belittling

There was no clear, consistent theme between the five interviews. Three interviews mentioned stubbornness. One mentioned being inconsiderate, one mentioned belittling people and making them feel inferior, and another mentioned having a poor work-life balance (thus not being able to respect other people's work-life balance).

Reflection: These qualities and behaviors, although not clearly thematic between the five interviews, would seem to be universal. At various times, I have worked under someone with these qualities and behaviors. These toxic situations and environments were far from conducive to a respectful and productive atmosphere. I can't be sure if these qualities and behaviors are indicative of cultural expectations or a result of personal experiences and grievances. I wonder if all five interviewees were to sit and discuss these negative traits amongst themselves, would they all be in agreement with each other?

How are gender roles perceived in your culture and what impact do you think those perceptions have on leadership?

There was no common theme for cultural gender roles and gender roles in leadership. Of the five interviews, only two cultures (Haiti and Ireland) have a large presence of women in politics and leadership. In Belizean and Venezuelan culture, the man is the stereotypical breadwinner and the woman is the caregiver and homemaker (in Venezuela, however, the woman has an internal leadership position within her household as she is the decision maker when it comes to finances. In India, women are treated poorly and, seen as inferior to men.

Reflection: Women still largely seem to be thought of as incapable of holding leadership positions in many cultures. Women seem to be more likely to hold a position of leadership in countries that don't embrace the stereotypical ideas of gender roles and have a more equal interpretation of work and domestic responsibilities. Sadly, there are still many countries with cultures that feel that men are the primary breadwinners and decision makers (at least outside of the home) and women are better suited for domestic matters. It is just my opinion, but it seems that maybe if more women were in positions of leadership and real policy making (at least politically), a lot of the international issues that we constantly hear about (hunger/food insecurity, gender discriminatory wage gaps, war, etc.) would possibly be handled with more care and thought and less alpha-male bravado.

Student Sample LDRS 2300 Final

- 1. Go back to your post for the Kick-Off discussion in Module 1. Reread your response to question 1. Discuss what concepts regarding intercultural competence, if any, from the text relate to the response you gave to this question. Be specific about what you said and about which concept(s) are related. Make sure to cite page numbers from the book. If your response does not relate to concepts from the text, please explain why you think this might be?**

One of these things that I mentioned in my question 1 response from Module 1 is how it is important for a leader to exhibit good communication skills. In Chapter 2.3, Intercultural Communication is discussed and how it “is a symbolic, interpretive, transactional, contextual process in which people from different cultures create shared meanings.” Another thing that I mentioned is that a leader needs to make everyone feel comfortable and at ease no matter their culture, background or where they are from. Chapter 4 discusses the foundations of cultural patterns. Specifically in chapter 4.3.1, the objective is to understand cultural patterns while developing intercultural competence. Cultures have different beliefs, norms, values, and traditions and it is important to not only recognize those things but to also understand them as well. One of the steps to becoming interculturally competent is understanding different cultures and providing a safe and comforting environment that suits all people and treating everyone with same level of respect.

- 2. Perform an analysis similar to what you did in the post for Module 7. This time, read at least 7 responses to question 9 of from the Intercultural Interviews of your classmates. Identify the themes you note across the responses. Share those themes and explain how you arrived at them. You should have at least 2.**

The first theme that stood out to me immediately was respect. Many of the posts that I read seemed to mention showing respect in one way or another. It is important to respect other people’s cultures and accept them. As one post stated, you do not necessarily need to like or believe what the culture does is right but being respectful towards what others believe is most important. It was kind of difficult to find a second common theme but the one that I went with is time. Time kind of goes hand in hand with respect because honoring or respecting someone else’s time shows that you respect them. Being on time and not late was a theme that I saw. Another theme that I saw with time was honoring people’s days off work or vacation.

- 3. Based on what you’ve learned from the text, discussion posts, and from your analysis of question 9 responses from the interviews, how might you adjust and expand your response to question one from our Kick-off Discussion in Module 1? Make sure to hone in on behaviors, qualities, and skills needed for IC leaders.**

I honestly do not feel like I would add much more to what I said other than maybe adding to be respectful of someone’s time. In my initial response I mentioned being

respectful, acting appropriately, exhibiting qualities of integrity, equality, and empathy, being a communicator, being organized, and creating a safe environment. I really do not think there is much more that I can add that would better define a great intercultural competent leader. Like I said, the one thing I would add is being on time and showing respect by honoring another person's time.

4. Please provide your evaluation of the textbook.

- a. What were its strengths? Weaknesses?**
- b. How relevant do you think the textbook content was to your expected focus of our course? Explain.**
- c. On a scale of 1-10, how well did you like the book? (1 = didn't like it very much and 10 – liked it very much. Explain.**

I did not find any weaknesses with the book. The main strength I found was how well the book did in breaking everything down into chapters and subchapters. One of the things that I also really liked was how when you hovered the mouse over key or important words it revealed the definitions. One other thing I liked were the images and figures that helped in giving a better understanding of the concepts.

- a. I expected to learn about leadership qualities in this course, but I was not expecting it to be focused on intercultural competence. That being said, I am glad I took this course because I learned a lot of things that will benefit me in life now and later on. The textbook did not relate to what I thought I was going to learn about necessarily, but it did do a good job at what it was focused on.
- b. I will give the book a solid 8. It is a well written textbook. The only knock I would give it is that I did not enjoy how you have to navigate the book.

Student Sample LDRS 2300 Final

- 1. Go back to your post for the Kick-Off discussion in Module 1. Reread your response to question 1. Discuss what concepts regarding intercultural competence, if any, from the text relate to the response you gave to this question. Be specific about what you said and about which concept(s) are related. Make sure to cite page numbers from the book. If your response does not relate to concepts from the text, please explain why you think this might be?**

Chapter 4 talks about the components of cultural patterns, specifically: beliefs, values, norms and social practices (pgs. 54-56). In the Kick-Off discussion, I stated that one must be aware and respectful of the differences in different cultures' differing cultural patterns in order to be an interculturally competent leader. Communication is unavoidable, and awareness of differences in verbal communication (Chap. 7, pgs. 112-132) and non-verbal communication (Chap. 8, pgs. 133-154) can be helpful when trying to communicate and learn respectfully. Awareness of the differences in relationships between cultures (Chap. 10, pgs. 185-188) help the interculturally competent leader learn what boundaries exist between individuals, dependent on culture and formality of the relationship. Learning and openness are the overarching theme here. To use a quote from my own post that you seemed to find compelling: "It is also a willingness to own ignorance of a culture and its norms while possessing a genuine want to learn more about those cultural differences and ideologies so that leadership is more inclusive and not as divisive or isolating."

- 2. Perform an analysis similar to what you did in the post for Module 7. This time, read at least 7 responses to question 9 of from the Intercultural Interviews of your classmates. Identify the themes you note across the responses. Share those themes and explain how you arrived at them. You should have at least 2.**

While no universal theme appeared throughout the 7 responses that I read, there were several themes that occurred at least twice amongst them.

- Irish and Venezuelan cultures feel that professionalism/productivity and fun do not need to be mutually exclusive but can coexist in the workplace.*
- Belizeans and Haitians highly value respect, both giving and receiving.*
- Venezuelans and Belizeans can have a looser interpretation of times.*
- Venezuelans and Spaniards (full disclosure: I used my own report, wanting to compare my friend's culture with the other 6 that I chose) take their lunchtimes very seriously.*

Although separated by an ocean, I did not find it surprising that some European cultures and some Central and South American countries give value to similar concepts. While placing value on hard work, one can be productive while still having fun. Although European, Spain is a Latin country, so the connection between it and Venezuela are exceptionally unsurprising. Here, again, hard work is valued but so is leisure and down-time.

- 3. Based on what you've learned from the text, discussion posts, and from your analysis of question 9 responses from the interviews, how might you adjust**

and expand your response to question one from our Kick-off Discussion in Module 1? Make sure to hone in on behaviors, qualities, and skills needed for IC leaders.

I feel that my original post was broad enough to include the insertion of any new concepts that would broaden IC. Specifically, I can find importance in creating an environment that values hard-work but allows for a loose and fun environment. I see how a looser environment can bolster morale and positivity, but would want to make sure the environment is still professional enough that those from cultures that value a specific work behavior don't feel unseen or unaccounted for.

4. Please provide your evaluation of the textbook.

a. What were its strengths? Weaknesses?

b. How relevant do you think the textbook content was to your expected focus of our course? Explain.

c. On a scale of 1-10, how well did you like the book? (1 = didn't like it very much and 10 – liked it very much. Explain.

I feel that the strengths of this workbook were the content and introduction of ideas and concepts about IC that may not have already occurred to most people. The textbook content was fairly relevant to my expected focus of the course, but lacked a cohesion and uniformity in its layout to the point of frustration.

To be honest, Dr. B., I did not enjoy this book, at all. While the content may be informative and enlightening, it was frustrating to use. Like I said earlier, the layout of the pages were not uniform, and seems to be a literal physical copy of a digital version, but completely useless because it lacks the features of a digital version. There are numerous examples I can give on practically every other page, if not almost every page.

There are concepts (and quiz questions) that are mentioned in print, but seem to only be accessible if using (what I'm assuming to be) the original digital version of this book. If a concept was introduced in any of the sections labeled "Interactive," it was completely inaccessible. The Interactive boxes look like a series of opened and unopened tabs on a computer screen that obviously can't be opened in this paper form. On page 109, the interactive exercise gives a definition of old-fashioned racism. Underneath that definition are the terms: Symbolic Racism, Tokenism, Aversive Racism, Genuine Likes and Dislikes, and Degree of Unfamiliarity. But that is all – no definition within the textbook, and no mention of any of those terms in the book's subject index. Page 117 has an "interactive" box with three tabs labeled Example 1, Example 2, and Example 3. Only the Example 1 "tab" is opened, leaving no way to see the content for Examples 2 and 3. Page 120, Vocabulary Equivalence; Page 195, Three Approaches to Explain Illness and Wellness; Page 211, Cultural Differences in Performance Appraisals. I think you get the point, Dr. B.

On a scale of 1-10, I give it a 1. Thank you for a great semester, Dr. B. I wish we could have met in person, but I enjoyed the class nonetheless.