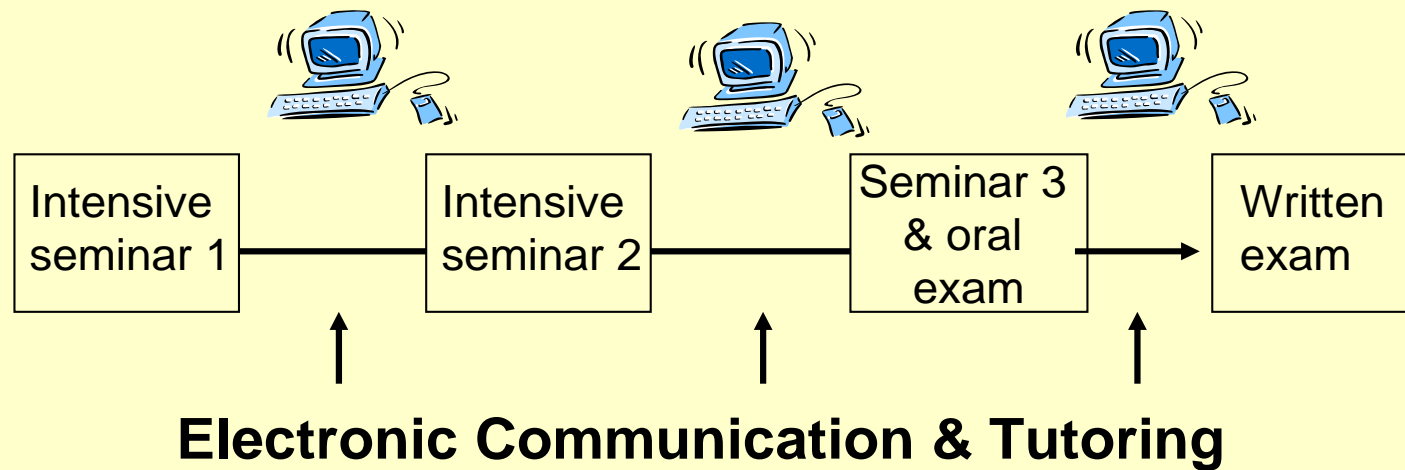


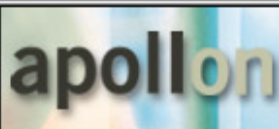
Intercultural Communication in English

Web-based Negotiations

Blended approach

Course delivery





INT. COM. IN ENGLISH, SKRIFT.

Kursinnhold ▾

Introduksjon

Leseplan

Hvem er hvem

Chat

Kollokvier

Se uleste

Du er her : Lærforum : Int. com. in English, skrift. : Business cultures : Business cultures

STUDIEENHETER

Business cultures

- photos
- Send-ins
- Questions and information about the course
- Hello!
- Business cultures
- Ethical dilemmas
- Obligatory lectures
- Language and grammar

Diskusjonsgruppe :: Business cultures (149 poster)

[Ny melding](#)[Les hele gruppen](#)

▼ RE: Critical incident 1	Susan Maxhari	14.09.2005 21:53:17
◊ RE: Critical incident 1	Peter Cleaverley	15.09.2005 18:11:36
◊ IMPORTANT - Gesteland's book	Peter Cleaverley	10.09.2005 13:05:54
▼ Power distance	Peter Cleaverley	09.09.2005 15:30:21
▼ RE: Power distance	Fredrik Bjørge Hansen	18.09.2005 19:40:04
◊ RE: Power distance	Peter Cleaverley	18.09.2005 21:21:41
▼ RE: Power distance	Ralf Schöpwinkel	09.09.2005 22:42:23
▼ RE: Power distance	Peter Cleaverley	10.09.2005 12:37:17
▼ RE: Power distance	Susan Maxhari	11.09.2005 21:58:24
◊ RE: Your e-mail address	Peter Cleaverley	12.09.2005 07:38:14
▼ RE: Power distance	Peter Cleaverley	11.09.2005 23:10:36
▼ RE: Power distance	Susan Maxhari	12.09.2005 22:01:27
◊ RE: Power distance	Peter Cleaverley	13.09.2005 12:32:06
▼ Monochronic or polychronic	Peter Cleaverley	08.09.2005 15:32:53
◊ RE: Monochronic or polychronic	Fredrik Bjørge Hansen	18.09.2005 19:48:17
◊ RE: Monochronic or polychronic	Linda Inderhaug	08.09.2005 21:19:57
▼ RE: punctuality and agendas	Ralf Schöpwinkel	08.09.2005 21:02:41
▼ RE: punctuality and agendas	Peter Cleaverley	08.09.2005 22:02:04
▼ RE: punctuality and agendas	Trude Kjærstad	09.09.2005 09:05:10
◊ RE: punctuality and agendas	Tone Vestreng Solberg	09.09.2005 12:59:06
▼ How formal is the Norwegian working environment?	Peter Cleaverley	07.09.2005 17:16:27
▼ Dresscode in Norwegian companies	Tone Vestreng Solberg	09.09.2005 11:33:11
▼ RE: Dresscode in Norwegian companies	Morten Andre Granli Tjelle	10.09.2005 12:40:15
◊ RE: Dresscode in Norwegian companies	Peter Cleaverley	10.09.2005 13:20:50
RE: Non-verbal communication		

Janice in Japan - more

Les tråden | Svar på dette innlegget |

May be only me - but I have had this feeling of duplicating things if I should put in my thoughts around these incidents after someone else did it.

Decided that I will do it after all - it does help a lot to practice on how to structure the theory around specific incidents. So here is my vote to the Janice-problem:

Janice has only domestic American experience in doing business and the cultural gap between the US and Japan is probably one of the biggest. Still, being of Japanese heritage and speaking the language would seem like an advantage for her.

It is written that the Japanese company had indicated a need for big changes on the American company's products. So this is then an important meeting for the Japanese since they have a big focus on quality and can be said to have introduced the TQM principle to the rest of the world. In Japan, the buyer enjoys a higher rank than the seller in business relations and the Japanese company signals the importance this meeting has to them by having their President representing them. He is also alone, which is an even stronger signal since the Japanese business culture is a team-focused one. I would guess the intentions were to start building relations with the American company on the upper level and get the basics in place first. Japan is a strong relationship-focused culture and their leadership style is hierarchical with high status impact. By sending a female manager of lower rank, looking Japanese but behaving western made the President lose face. Meaning that he was not treated with the respect and status his position qualifies for in Japan.

The Japanese business world is built by men, female managers are rare. Still, since they were the first ones to start learning about other business cultures, I would not think that being a female manager would hurt Janice. But being a Japanese looking and speaking female manager may have caused parts of the problem, if she was not aware of the Japanese way of doing business.

What could have been done?

The President of the American company could have travelled to this meeting, to pay respect and to make the first relationship bonds.

Or the company could have sent a more senior manager, male and older than Janice who could have done the introduction. Status is transferrable in the Japanese culture. Mr Yamamoto would probably introduce his team and have them work together with the American team after the first meeting.

Drawbacks of "open forum"

- Discouraging for weaker students?
 - Activity dominated by above-average students
- "Easy readers" can be a source of irritation
 - Active students unwilling to "give knowledge away"
- Repetition
 - Not motivating to repeat what others have already written
- Workload too heavy:
 - Participants drown in information
 - Teacher struggles to keep up



Solution:
Collaborative learning
in student-led study groups

Case negotiations





BUS. COM. IN ENGLISH, MUNTlig

Kursinnhold

Introduksjon

Leseplan

Hvem er hvem

Chat

Kollokvier

Se uleste

Du er her : Lærforum : Bus. com. in English, muntlig

STUDIEENHETER

Kollokvier

Tidspunkter for muntlig eksamen 5/6 november

photos

Send-ins

Questions and information about the course

Casework and negotiation

Business presentations

Language and grammar

Legg til nettkollokvie

_Group 1

Eier : Peter Cleaverley

_Group 2

Eier : Peter Cleaverley

_Group 3

_Group 4

_Group 5



Introduksjon	Leseplan	Hvem er hvem	Chat	Kollokvier	Se uleste
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. in English, muntlig : Group 1

Group 1

Dette er en lukket gruppe hvor kun de studenter som står oppført i medlemslisten nede til venstre har tilgang.

[Vis innholdet](#) | [Legg til dokument](#) | [Editer medlemslisten](#) | [Editer kollokvien](#) |

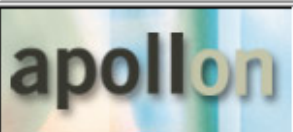


Diskusjonsgruppe :: **Group 1** (152 poster)

| [Ny melding](#) | [Les hele gruppen](#) |

| [Hjelp](#)

◊ RE: Agree???	Lisbeth Solheim Slind	09.10.2005 19:07:30
◊ Other issues	Lisbeth Solheim Slind	08.10.2005 19:10:00
▼ 5. Numbers of dwellings available to rent	Susanne Fuglset	05.10.2005 10:58:48
▼ RE: 5. Numbers of dwellings available to rent	Lisbeth Solheim Slind	05.10.2005 16:22:53
▼ RE: 5. Numbers of dwellings available to rent	Hanne Sofie Flem	05.10.2005 22:08:06
▼ RE: 5. Numbers of dwellings available to rent	Susanne Fuglset	06.10.2005 18:34:59
▼ RE: 5. Numbers of dwellings available to rent	Susanne Fuglset	06.10.2005 18:39:02
▼ RE: 5. Numbers of dwellings available to rent	Lisbeth Solheim Slind	07.10.2005 08:32:44
▼ RE: 5. Numbers of dwellings available to rent	Susanne Fuglset	07.10.2005 11:20:40
◊ RE: 5. Numbers of dwellings available to rent	Lisbeth Solheim Slind	08.10.2005 19:03:58
◊ RE: 5. Numbers of dwellings available to rent	Susanne Fuglset	08.10.2005 19:03:05
▼ Hello	Fredrik Wister Ørmen	04.10.2005 18:44:54
◊ RE: Hello	Susanne Fuglset	04.10.2005 21:51:28
▼ 4. Rental prices and division of rental	Susanne Fuglset	03.10.2005 22:12:17
▼ RE: 4. Rental prices and division of rental	Hanne Sofie Flem	04.10.2005 15:02:54
◊ RE: 4. Rental prices and division of rental	Susanne Fuglset	04.10.2005 21:44:57
▼ 3. Access to German Television Stadions	Susanne Fuglset	03.10.2005 12:24:46
▼ RE: 3. Access to German Television Stadions	Lisbeth Solheim Slind	03.10.2005 18:48:37
◊ RE: 3. Access to German Television Stadions	Susanne Fuglset	03.10.2005 20:15:14
▼ 2. opening remarks	Susanne Fuglset	03.10.2005 12:14:11
▼ RE: 2. opening remarks	Lisbeth Solheim Slind	03.10.2005 18:32:55
◊ RE: 2. opening remarks	Susanne Fuglset	03.10.2005 20:06:53



Fagforum ICC

SPÅ 2401

SPÅ 2402

Inaktive kurs

Sorter kurslisten

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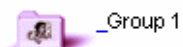
Questions and information about the course

Casework and negotiation

Business presentations

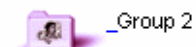
Language and grammar

Legg til nettkollokvie



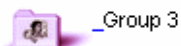
_Group 1

Eier : Peter Cleaverley

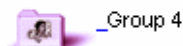


_Group 2

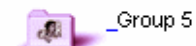
Eier : Peter Cleaverley



_Group 3




_Group 4



_Group 5

The students' view

➤ Case negotiations

- Social aspect important
 - Arriving at a common strategy
 - "Meeting" another team
 - Motivating to pool resources
 - Learning from each other
 - Group activities lead to greater creativity
 - Creative brainstorming
 - Realistic communication tasks
 - Teacher available when needed
- 


Good teaching isn't what the teacher does ...

... it's what the student does that's important

Good teaching discourages *surface* learning &
encourages *deep* learning

Good teaching supports "appropriate" learning
activities

Advantages of student-led groups

- Facilitates collaborative learning
 - Leads to a wider discussion
 - Producing more complex outcomes
 - Activates students
 - *Learning through doing*
 - *Increases general activity level*
 - *Over 1,000 student contributions in case negotiations*
 - Changes teacher's role
 - Facilitator, guide & adviser
- 

Learning outcomes

- Increased competence in target language
 - Vocabulary range
 - Both specialized & general

 - Improved communicative competence
 - On two levels: interaction both *within* & *between* groups
 - Explaining, persuading, making concessions, asking for clarification, proposing solutions, resolving problems, using diplomatic formulations, etc.

 - Increased understanding of negotiation theory
 - Learning through doing
 - Application of theory from other subjects
 - Logistics, motivation, organizational development, intercultural communication, marketing, HRM, etc.
- 