

Full Length Research Paper

Imparting intercultural business communication competencies in a business school: A new perspective

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Teaching intercultural business communication gives a conceptual delusion of putting socio-cultural studies, communication and business in a hybrid subject which culminates into an intellectual confusion in the students. For a communication instructor, it becomes a challenge to take up the right perspective for teaching this subject and coin different pedagogy, prepare relevant course material and design an evaluation pattern which will do justice with the subject. This paper aims at revamping the entire conceptual framework of this subject, so that it can be used as one of the tools for bringing globalization in true essence of the term in business schools.

Key words: Intercultural communication, pedagogy, ethnocentrism, globalization, business, transactional culture.

INTRODUCTION AND RATIONALE

Teaching intercultural business communication gives a conceptual delusion of putting socio-cultural studies, communication and business in a hybrid subject which culminates into an intellectual confusion in the students. For a communication instructor, it becomes a challenge to take up the right perspective for teaching this subject and coin different pedagogy, prepare relevant course material and design an evaluation pattern which will do justice with the subject. "Today's era is a time when Intercultural Communication has reached its prime. The increase in cross-cultural relations in quantity and in quality has been the cause and the consequence, at the same time, of the need to new learning and teaching techniques..." (Anacleto-Matias, 2007). This paper aims at revamping the entire conceptual framework of this subject, so that it can be used as one of the tools for bringing globalization in true essence of the term in business schools.

RESEARCH QUESTIONS

Challenges

The treatment of the subject poses many challenges. The

first and the foremost challenge is the study of society and culture. The study of culture as taken up by the practitioners of socio-cultural studies is an in-depth probing into the extent to which the psyche of a mass of people residing in a particular geographical entity has been structured by the cultural heritage of that place. But here the question is whether an instructor in a business school, should adopt the texts authored by these cerebral giants of socio-cultural studies in his personal library, to teach his business-savvy students. Obviously, the answer to this is a big "no". A business student needs not bury his head into texts analyzing nuances of the culture that the denizens of a particular ethnicity or nationality practise in their lives. When a business professional migrates to an offshore site of business his objectives are clear, he is not there to scan the mindscape of the people there by dissecting with his razor-sharp scalpel, their minds, but to transact business that would augment the accounts of his firm. Hence, needless to say, that the study of culture administered to the business students has to be cast in a different frame.

Thus the very first challenge is curriculum development that integrates business, culture and communication in the right interface. Then comes the challenge of delivery of this course, so as to make it effective for practical

purposes. There are many concepts which are theoretically very well appreciated but they do not precipitate into concrete behavioral skill sets, that will contribute to the overall business intelligence. Hence, the instructor needs to deliberate on the pedagogical matters, so as to make the delivery of the subject efficacious. He needs to coin different methodologies not just for the classroom treatment of the subject, but also for some off the classroom “outdoor” exercises that will impart experiential learning to the students.

Yet, another challenge is freezing the evaluation pattern for the subject. New types of assignments should be designed so as to mix theory with practice, to help students internalize the concepts of intercultural business communication. Thus the teacher is entrusted with the responsibility of incorporating ‘action projects’ into the course corpus. All these efforts should be geared to the motive of helping the students attain a ‘transactional’ culture, to avert communication dislocations in the multicultural business environment.

DISCUSSION

The cultural factors affecting business

As discussed previously, one of the challenges that faces the business communication instructor, is to study and to teach those aspects of culture which have direct bearing on business. Hence, the study should not be done through the lenses of a tourist who takes a front stage view of the culture, appreciating the exotic facets of culture with an inquisitive mind to comprehend a way of life totally different from his own. In lieu of taking this perspective, the instructor should study and ‘filter out’ those dimensions of culture which are likely to impact business. “Knowledge of traditional culture can be helpful in business transactions but all too often, such discussions get stuck in front stage cultural behavior, what we can see. Instead, we need to emphasize the back stage, why these behaviors exist and how cultural priorities relate to business” (Varner, 2001).

Some of these dimensions to be scanned by a business expert are thus explained.

The role of individual

Some societies are individualistic in the sense that individual achievements are valued and glorified. Competition is not considered an ugly word in a culture like that of America. While in some cultures like that of Japan, people give accent to societal cohesiveness. Here, society is placed above the individual.

Thus, in these cultures pursuing individual interests, it is considered a self-centered approach, working and achieving in unison with others and not at the expense of

others is considered the true merit. Hence, if a candidate is planning to apply for a position in Japan, he should stress in his résumé his team performance rather than his individual accomplishments. Some cultures promote individual values such as personal achievement, while others emphasize collective values, such as respect for conformity, identification with group harmony.

Approach towards formality and status also varies

In some cultures, the work ambience is very formal and transgressing any code of conduct of this officially prescribed and sanctioned formality is taken serious cognizance of. For example in Japan, if an employee takes off his blazer for his comfort while working, this act may earn him frown there because it is against business etiquette, whereas in America such an act will not raise people’s antennae. It will be considered normal and acceptable. Similarly, in some cultures status plays a pivotal role in the assessment of a person. When a person gives a suggestion, the suggestion is not valued in isolation but in the context of the designation he holds. That is, why in countries like China business messages bear official titles in the inside address, in lieu of proper names because the position tag is considered more important than the individual.

Attitude towards uncertainty

In some cultures people tend to play safe, they are averse to taking up risks, whereas in some cultures one may find people to be enterprising, willing to take up new business challenges and are open to out of the box experimentation. In such cultures, if one steps with a proposal of a new business yet to test waters, there is a likelihood of acceptance but the same move may be considered negative in cultures where people are conditioned to play safe.

Attitude towards time

Some cultures are Monochronic like that of Germany where time forms the basis of all the planning and therefore is to be monitored religiously. As a result in such cultures, punctuality becomes a necessary virtue while in countries like India, the concept of time is polychronic; time is taken to be flexible, multi-tasking is done and there is no rigid demand on the issue of compliance with the stipulated time limit.

Role of hierarchy

In certain cultures, the corporate structures are

hierarchical hence communication has to travel through prescribed links before it is received by the intended recipient. This kind of hierarchical system has a major impact on the composition and scope of messages exchanged. It also results into certain formatting requirements that have to be adhered to.

On the other hand, some cultures are egalitarian when it comes to organizational set up. In such a case, the flow, the formatting and the content of the message will be designed differently.

Role of gender

Some cultures are male dominated and hence, if a company from a country, where the gender divide is not very sharp, sends a female executive to a male-dominated country to transact business, she may not be taken seriously. Also of late, huge research has been done on the factor of gender affecting communication style. Hence, this aspect also impacts business communication.

Choice of communication channels

In the UK for example, business is transacted mostly through e-mail communication but the same choice of channel may not be effective in other countries like Latin America, Southern Europe and Arab countries where it is believed that face-to-face communication is the best channel, especially when it comes to conveying sensitive or important information. Hence, business executives also need to understand the preferential choice of communication channel when contacting different companies.

Degree of formality

The dimension dealing with frequent use of form versus lack of form is also useful for the study of cross-cultural communication in business. In the United States, business people observe form rarely and are somewhat suspicious of it, given names rather than family names are used in business and casual dress may be acceptable, men may remove their jackets, for example, while working. By contrast, Japanese never use given names in business and men rarely remove jackets while at work.

Focus on form, may make the United States business people uncomfortable. Norms of both formality and informality, assure members in their respective cultures that they are behaving correctly and not risking embarrassment but the very assumptions about what constitutes comfortable behavior are not universal and can cause discomfort to members of the other cultures.

Questions to Probe the Penetration of Cultural Practices into Business

Pose right questions for students to mull over for highlighting the link between culture and business. Some of such questions are laid down as follows:

1. What is the social status of business?
2. What influences does culture have on organizational structures impacting the development of business strategies, the flow of information and the decision-making process?

Posing these questions will give the communication instructor a stimulant to induce critical thinking skills in the student by dint of which they will be able to rationalize the connect betwixt culture and business.

For example, the aspect of power and distance, the variables which are context-sensitive are the ones which impact the politeness strategies, rhetoric devices and request diction followed. Thus culture controls the organization, tone, degree of formality, document design and use of visual symbols in written communication. The result is a complex system entailing layers of culture, communication and business. There is corporate culture, the industry culture, the general business culture and the national culture into play. For instance, in Islamic countries religion prescribes norms on usury, forbidding the charging and receiving of high interests, practiced in compliance with the religious dictates and which in turn, have profound implications for the size of businesses, the organization of the banking industry and the financing of business projects. Conducting such live discussions through case studies, will develop critical thinking skills in students which will help them in exploring and comprehending the explicit, the implicit and the subtle ways in which culture may shape up business.

Some other dimensions worth discussing include gestures which have more information value for Italians than for the British subjects. Likewise, it is interesting to note that touch channel is used more by Americans than the Japanese. In some cultures, self-enhancement is considered abhorrent and premium is placed on the practice of self-effacement.

Cross-cultural communication training should include techniques for turn-taking in conversation, forms of address and idioms for asking for clarification and explanation. Through video tapes or live interactions students may be attuned to the nonverbal signals natives use to manage conversations.

Comparing the value orientations

Michael G. Harvey and David A. Griffith in their article titled 'Developing Effective Intercultural Relationships: The Importance of Communication Strategies' opined

that there has to be a global relationship process model for studying intercultural business communication which includes:

1. Impact of the global market on the rationale for increased relationship development;
2. Identification of domains of relationships;
3. Influence on communications by national and organizational culture; and
4. Development of an intercultural communications decision process (Griffith and Harvey, 2002).

Though different experts have proposed and expounded different models for dealing with intercultural communication, a business communication facilitator can present culture in terms of certain value-orientations that can help students in comprehending the culture-business connect, in an easy and unambiguous manner.

One set of value orientation is attitude towards activity and achievement. For instance, all cultures do not share the North American need to identify goals and work towards them. Some societies emphasize the present moment and celebrate simply being. Related to this dimension is another set of value orientation; result-oriented cultures seem at a polarity with relationship-oriented culture. This set of polarities corresponds closely to the cause and effect pattern of thinking versus the context pattern.

A third set of polarities is a sequential approach to tasks versus a simultaneous approach. For example, in some cultures, one seller who can serve four people at once is viewed as highly efficient whereas in other cultures, it is appropriate to devote attention exclusively to one customer at a time.

A fourth dimension concerns uncertainty avoidance at one end and a tolerance of uncertainty at the other. Finally, some cultures view luck as a significant factor in outcomes including business activities while other cultures attribute little or no importance to luck.

The fifth set of value orientation concerns the relative importance of individualism versus interdependence and interrelatedness. In some business environment, age is more important than training or even experience but this is not true of other cultures. In business cultures where the individual is rewarded, personal competitiveness is high; in cultures toward the other extreme, competitiveness may be abhorrent. Managers may be at a loss to motivate workers who are not interested in individual achievement. Yet, another dimension is a culture's preference for one gender over the other for a particular job.

The organization of society

The opposed value orientations include:

1. A tendency toward temporary versus permanent group

- membership;
2. Preference for private ownership of material goods versus community ownership;
3. A tendency to distrust form versus a preference for form;
4. More egalitarianism versus more hierarchical structure; and
5. A general practice of approaching authority directly versus using a mediated link to authority.

These orientations will affect format, organization and tone of business communication documents, as well as interpersonal communication. For example, the degree to which a business letter writer speaks for a collective audience rather than an individual reader can vary greatly and will determine the vocabulary and tone of the letter.

An employee, who views employment within an organization as a lifelong commitment which perhaps extends to descendants as well, will frame messages differently from an employee who views the organization as a career-building stepping stone. The degree to which the writer expects the reader to react as an individual with authority to respond or as a representative of a group who must consult the group before responding, is also important.

The learning strategy

One can pose these questions to understand a new culture or one's own culture and use figures to illustrate the preferences of a specific culture in terms of these value orientations and at a glance cultures can be understood and compared.

This study will help in generating "other-culture" messages. For example, according to the stereotype of the behavior of Arab letter-writers, a letter usually begins with a generalized benediction upon the reader and family. An actual letter will be tested against this expectation and may conform or contradict or partly conform to the expectation.

The problems emanating from cross-cultural disjoint

Give a clear picture of culture impacting business quoting episodes of cross-cultural disjoint in communication. Certain erroneous tendencies which students should be apprised about are ethnocentrism and sophisticated stereotyping.

Ethnocentrism is the tendency to regard one's own culture as superior to other cultures and hence leads to the erroneous scanning of others' behavior through the lenses of one's native culture.

".....the description of Indians as people who like "clearly defined tasks" (Chen and Starosta, 1998: 228) denies them the attribute of creativity, that the West likes to keep for itself. These dichotomous constructions of the

'other' are not restricted to Indians alone. People tend to perceive Vietnamese, Cambodians, Puerto Ricans, Colombians and African Americans as well with "sample traits". (Mckie and Munshi, 2001).

Sophisticated stereotyping has been found to have profound impact on global organizational learning e.g. a Japanese manager may dismiss information coming from a Korean manager since he has a notion of cultural superiority over his Korean counterparts. Similarly, a Japanese's notion about American culture of individualism may lead him to discount the Americans' take on effective team functioning. Another example that can be taken in this regard, is of an American dismissing a report by a French manager concerning dangerous moves by competitors in Europe, as an over-reaction by those "emotional French". Many a time, Japanese communication culture of reticence and formality with strangers has often led to a slowdown in attaining team goals when they are involved, say, with British members in meeting situations.

Several case studies also propound such views, like the one conducted by Holmes on interpersonal communication differences involving Chinese students in a Western classroom with their New Zealand peers. "Educational traditions also strongly influence the nature of interpersonal communication in the classroom. The education system of the Chinese students in this study is predicated on the Confucian tradition, in which learners are expected to show effort, be respectful of knowledge and authoritative sources, student-teacher interpersonal relationships are hierarchical. Communication tends to be indirect....."

By contrast, interpersonal communication in the New Zealand classroom is typically low context where communication styles are direct and explicit.

However, for Chinese students, the Western classroom practices of volunteering answers, commenting, interrupting, criticizing, asking questions or seeking clarification may be seen as bold and immodest. Therefore, Chinese students' interpersonal communication styles and their attitudes toward knowledge and power may disadvantage them in a culture that rewards the assertive and highly verbal. As a result, Chinese students arriving in New Zealand classrooms are likely to experience learning and communication dislocations" (Holmes, 2004).

Another case study highlights cultural differences amongst the Dutch and the Flemish. They were asked to rank the following eight requirements that they could expect from a job:

- a. Have good promotion prospects
- b. Have responsibilities
- c. Be able to show creativity
- d. Know exactly what tasks one has to fulfill
- e. Have a permanent contract
- f. Have flextime

- g. Have a nice workplace
- h. Have good relationships with boss and colleagues

Because masculinity and uncertainty avoidance are higher in Flanders than in the Netherlands (Hofstede, 1980: 230; 2001: 500- 501) Flemish and Dutch students often differ in the job requirements that they see as most important. The Dutch often place c, f, g and h at the top of their list, whereas the Flemish give priority to a, b, d and e" (Gerritsen and Verckens, 2006).

RESEARCH CONTRIBUTION

Christine Uber Grosse lays down the following structure for intercultural communication in 'Managing Communication within Virtual Intercultural Teams': Communicating across languages and cultures: Opportunities and challenges:

1. Build trust and understanding
2. Understand how diversity strengthens a team
3. Understand pros and cons of intercultural teams
4. Develop a network of good relationships
5. Balance distance work with face-to-face time
6. Show respect for other cultures and languages
7. Overcome cultural differences
8. Break down language barriers
9. Be open to learning about other cultures
10. Understand cultural values and beliefs, communication styles
11. Understand approaches to decision-making, problem-solving and conflict resolution
12. Use appropriate communication channels
13. Check for understanding (Grosse, 2002).
14. Let's consider a pedagogical architecture which a facilitator can employ for intercultural communication training.

Activity for recognizing and overcoming self-reference criterion

The act of recognizing and overcoming self-criterion is very difficult to internalize. Hence, to make students comprehend the complexity of this phenomenon, organize panel discussions with foreign students in intercultural business class e.g. a Chinese student who has worked in Pakistan may discuss before the panel his experience working there focusing on religion, treatment of women in Pakistan, emphasizing all the exotic aspects of Islamic culture and behavior he found strange.

In discussion papers following the panel, many students will observe that this panelist had looked at Pakistan from his own self-reference criterion. This is exactly what most of us do when we look at a different culture. It is easier to recognize this behavior in someone

from another culture than in oneself. Students compare and contrast their own cultural orientations with that of the panel, but they don't judge.

Teaching activities

Videos

Organize video shows on a specific country covering history, economy, etiquette, business relationships. Communicating, negotiating and management should be demonstrated in these video resources in action. Culture should not be dealt with specifically, so that students can themselves develop critical thinking skills linking culture with the activities displayed in the video. Video should present a mixture of do's and don'ts, front stage culture, some cultural priorities and business practices.

After watching the video, students should write a paper identifying major cultural variables that influence business. They apply cultural concepts to business practices.

Current events

Students read business newspapers, journals and magazines; follow one country throughout the semester. They submit a summary of ten articles and an analysis of the events in the country at the end of the semester. If one country is assigned to one intercultural focus group and if there are ten groups, there can be class presentations on ten countries, a rich experience of correlating business with culture for the entire class.

Case studies of companies

Let students take up case studies of different multinational companies and analyze them in the light of business and culture in action.

Projects

Projects can be designed for virtual intercultural teams. These projects can include oral or written reflection on the team communication process, to help students learn as they experience the opportunities and challenges of communicating across cultures with technology, say, via e-mail.

Reports

Students act as consultants for companies aiming at international expansion. The teacher assigns a country to

a team and the team submits a report identifying important cultural variables, discussing cultural differences and designing ways of cooperation. Watching Soap Operas - Watching soap operas on T.V. channels depicting business people in various situations like business lunches, meetings, routine business and office interactions, and entertaining business partners is also a rewarding exercise.

International conferences

The traffic of people and ideas at international conferences, as well as exchange visits can act as a good platform. After conference is over and a faculty or a student returns from his overseas errand, let him give a presentation on his intercultural experience which will give valuable insights to others. Involve business people from industry in academic gatherings on the theme of intercultural business communication, especially in international conferences and seminars.

Alumni association

Personal contacts matured within the corporate world, for example, alumni association are useful in-house sources on which researchers can draw to make first time approaches that may lead to future company-based projects on intercultural business communication.

Blogging and discourse communities

Open a portal on which professionals can post blogs on intercultural communication, even touching issues like racism. Suggest students to become members of this discourse community.

The proposed intercultural learning model for pedagogical posture

The best way to understand intercultural communication is to focus on the decoding process and the role of perception in communication. This is because in intercultural communication, decoding by the receiver of signals is subject to social values and cultural variables not necessarily present in the sender.

This model postulates five levels of learning:

1. Acknowledging diversity,
2. Organizing information according to stereotypes,
3. Posing questions to challenge the stereotypes,
4. Analyzing communication episodes and,
5. Generating "other culture" messages.

At the level of acknowledging diversity, definitions of

basic concepts for discussing diversity are important, such as “bias,” “ethnocentricity,” “value,” and “culture”.

Designing 'task' programmes with foreign exchange students

Form a multi-cultural team with participants from different cultural backgrounds along with the native students and assign them a project. Before the team starts working on the project, administer a questionnaire to gauge their perceptions about people from the cultures to which their co-workers belong.

Once the project is completed, record their responses again to see what changes have come in their stereotypic thinking about people of other cultures, in comparison to their pre-project stance.

You can give them some adjectives (positive/ negative/ neutral) to describe their partners hailing from other cultures – domineering, insensitive, critical, cold, superficial or warm, curious, imaginative, confident, sincere, tolerant etc.

An e-mail project can also be administered pairing two students from different cultural backgrounds (may be geographically dispersed) with questionnaires on diverse cultural variables, asking them to prepare their individual responses and then instructing them to write a joint report together for submission.

Forming social clubs

Form social clubs to provide a continuous basis for cultural exchange, learning and understanding. This will also help new arrivals in a country by hopefully alleviating some of the problems that seem to be experienced by all newcomers from other cultural entities. Such initiatives will develop trust and empathy in globalized settings.

Creation of business-oriented simulation

Present three fictional cultures (blue, red, green) with their cultural profiles including surface traits (nonverbal style, greeting protocols) and deeper cultural traits (values, beliefs, social structure). The three cultures are intentionally fictional, in order to stress the need to be intuitive when interacting with people from an unfamiliar culture. Participants may try to characterize the fictional cultures as Japanese, Arab etc. but since these generalizations do not work, participants cannot resort to known ways of dealing with specific cultures.

Three companies, one from each culture, are planning a joint business venture. Scene is a party prior to important business meetings to set up the venture. Each group gets a sheet describing the culture it represents. They meet and practice their cultural traits. After the

simulation activity, there is a discussion on principles of intercultural interaction. The entire exercise takes 120 minutes. To apply the same exercise for different groups, the culture description can be modified. Tell the green culture members to create an imaginary religion that controls their lives and create appropriate rituals. Tell them to practice conversing without eye contact.

Blue culture members will believe that fate controls most of the things. Ask them to think of how this belief, will be manifested in a discussion of the business project at hand. The blue culture will host the party.

Members of the red culture need to think about how they will feel and react when offered food that is a taboo in their culture. At the end give all the groups the three culture description sheets.

Items required

1. Copies of the general instructions for the simulation
2. Copies of the descriptions of each of the three cultures, preferably photocopied on appropriately colored paper (red for red culture etc.)
3. Large red, blue, and green nametags
4. Different sorts of food and drinks

Conducting the debriefing

1. Ask members of the green and blue cultures to describe the red culture's behavior, inferring the culture's values, beliefs and attitudes as manifested in their apparent behavior and explain how they felt towards these people. Ask them to employ one adjective to describe red culture.
2. Some of the interpretations will be misunderstandings. Hence now tell the red culture to explain their value orientations. Ask the red culture how they felt about its own culture.
3. This will be repeated for each culture. It will make the students experience how unfair negative qualities are that one might attribute to a culture, ranging from rude to stupid to crazy. Usually each group defends its “rightness” vigorously thereby modeling ethnocentrism.
4. Ask for examples of how people adjusted to the cultural differences as they discovered them. How long did it take for the participants to discover some of the underlying differences in beliefs, values and attitudes? Which beliefs and values were never understood?

Learning

Cultural values are relative, not absolute. We all react emotionally, not just rationally, to cultural differences. What is seen (greeting rituals, name customs) is easier to deal with than what is unseen (assumptions about nature

Sender (Japanese Male Vendor)				Receiver (American Female Buyer)		
Message	Breakdown	Breakthrough	Channel	Message	Breakdown	Breakthrough
"Good morning, Ms. Jane"		Offer courteous greeting	Two-way, face-to-face: appropriate Hot, noisy shop: inappropriate for negotiating a delivery date.	"Hello"	Uses nonverbal behavior to reinforce discourtesy of channel and confirms Japanese stereotype of Americans – Brusque and ill-mannered. Ignores value Japanese place on the proper	

Figure 1. Role play/script analysis.

of business relationships, power, leadership, response styles). Flexibility is the key, observe others, think creatively.

Role play/script analysis

1. Tell the students to read about intercultural business communication first before the exercise.
2. After exhaustive classroom discussion, go for the role play exercise with a script. For example, a case involving a hypothetical negotiation between a male buyer, a major manufacturer of CD players from U.S. and a vendor from Japan.
3. For role play, three students should be appointed – two for the play and one student to read the lines marked "thinking". These lines give the audience access to the buyer's and vendor's revealing thoughts.
4. Give the students watching this role-play an analysis sheet with dialogues (along with actor instructions for non-verbal communication printed in italics) of the buyer

and the vendor printed.

5. Students do not simply identify the weaknesses but also deepen their understanding by trying to determine why these weaknesses occurred. Once they understand why, they can look for ways to prevent such mistakes (Figure 1).

CONCLUSIONS

What is transactional culture?

Transactional culture is the culture which two individuals use to communicate with each other, stepping out of their cultural halo for the purpose of understanding each other, so as to transact business. The intercultural business communication approaches, need to be integrated with business strategies, financial policies, HR policies and corporate culture. The result is a new construct called transactional culture – acceptable to the business parties involved, their governments, cultures and corporations.

The parties step outside their own cultural and business environments and create a new context.

This culture is the corporate culture which is distinct from the culture of any nationality. For example if two employees, one American and one Chinese working in the company of Motorola communicate with each other, the neo culture in which they operate has nothing to do with either American or with the Chinese culture. It is rather the Motorola culture which shapes their messages. Thus, this transactional culture is that corporate culture which stands unadulterated by localized cultural influences. The studies of intercultural business communication should be directed towards helping the students attain this culture.

“Transactional discourse is therefore, what comes into play whenever a speaker foregoes judgment, tolerates ambiguity and actively seeks to build frames within which new, fruitful questions can be asked” (Bargiela-Chiappini et al., 2003).

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