CURRICULUM GUIDELINES

A:	Division:	**INSTRUCTIONAL**	Date:		**May 2001**
B:	Department/ Program Area:	**LANGUAGE, LITERATURE AND PERFORMING ARTS COMMUNICATIONS**	New Course		Revision **X**

If Revision, Section(s) Revised: **D, L**

Date Last Revised: **May 1997**

C:	**CMNS 217**	**D:**	**Multicultural Interpersonal Workplace Communication**	**E:**	**3**
	Subject & Course No.		Descriptive Title		Semester Credits

F: Calendar Description:

This highly interactive course provides an understanding of the interpersonal communication skills required to develop constructive relationships in the multicultural workplace. In the first part of the course, selected foundational theory, sources of interpersonal difference and barriers to understanding are examined. The latter part of the course emphasizes workplace application of cross-cultural interpersonal communication skills and strategies. Leadership, small group communication, and professional and ethical issues in the multicultural workplace are investigated.

G: Allocation of Contact Hours to Types of Instruction/Learning Settings

Primary Methods of Instructional Delivery and/or Learning Settings:

Lecture/Seminar

Number of Contact Hours: (per week / semester for each descriptor)
**Lecture: 2 per week, 28 per semester
Seminar: 2 per week, 28 per semester
Total : 4 per week, 56 per semester**

Number of Weeks per Semester: **14 weeks**

H: Course Prerequisites:

Recommended but not required: CMNS 216 and IDST 104

I. Course Corequisites:

None

J. Course for which this Course is a Prerequisite:

None

K. Maximum Class Size:

20

L: PLEASE INDICATE:

☐ Non-Credit

☐ College Credit Non-Transfer

X College Credit Transfer: Requested **X** or Granted **X**

SEE BC TRANSFER GUIDE FOR TRANSFER DETAILS (www.bccat.bc.ca)

M: Course Objectives/Learning Outcomes
Overarching Goal:

By the end of the course, students will be able to
a.   use basic theories and interpersonal skills to constructively frame and creatively address multicultural concerns, issues and problems in the workplace.

Knowledge:
With the context of the multicultural workplace, students will be able to

1.   describe domestic circumstances that create the need for effective cross-cultural interpersonal communication skills

2.   exhibit basic foundational knowledge of terminology and selected models, theories and concepts useful in examining interpersonal communication across cultures

3.   account for some sources of misunderstanding across cultures and identify culturally different approaches to communicating about misunderstanding

4.   explain the elements of an interpersonal communication skill set for communicating across cultures

5.   discuss multicultural dynamics in small work groups

6.   Elaborate on different leadership styles and their effects

7.   Discuss ethical issues, standards and professional codes of ethics

Skills:
Within the context of the multicultural workplace, students will be able to

1.   use theory to analyze workplace-related cross-cultural encounters

2.   demonstrate skills and strategies for communicating interpersonally in a variety of workplace settings, including one-to-one encounters, small and large groups, telephone exchanges, meetings, and research, selection and appraisal interviews

3.   reflect on factors influencing the outcomes of interpersonal encounters across cultures and describe appropriate alternate approaches.

Awareness:
With the context of the multicultural workplace, students will be able to

1.   show awareness of the influences of one's own culture on interpersonal communication

2.   demonstrate increased awareness of workplace issues arising from cultural differences.

Attitude:
With the context of the multicultural workplace, students will be able to

1.   cultivate a greater appreciation and enjoyment of interpersonal communication across cultures

2.   articulate, from their own perspective, the relevance of intercultural communication skills in professional undertakings.

N: Course Content

    A.   <u>**Foundational Knowledge**</u>

    I.   Appreciating differences in the multicultural workplace: An increasing necessity
- a.   definitions of multiculturalism
- b.   Canada's multicultural policy
- c.   cultural demographics in the workplace:
  - Canada
  - British Columbia
  - Vancouver

    II.   Examining basic selected background knowledge in cross-cultural interpersonal communication
- a.   terminology
- b.   Models and characteristics of interpersonal communication
- c.   conceptions and models of culture
- d.   intercultural communication competence

    III.   Investigating obstacles to workplace communication across cultures
- a.   sources of misunderstanding in multicultural work settings
  - cultural differences:
    - ~ perception, values and beliefs
    - ~ verbal behaviour and non verbal behaviour

  - barriers to understanding
    - ~ perceptual relativity and ethnocentrism
    - ~ stereotyping and prejudice
    - ~ stress and anxiety

- b.   intercultural misunderstanding on the job
  - the concept of "face"
    - ~ "giving" and "saving" face
  - culturally different approaches to communicating about difficulties
    - ~ individual-oriented/face-to-face discussion
    - ~ group-oriented/using intermediaries
  - factors influencing the outcomes of intercultural misunderstanding

    B.   **Application**

    IV.   Examining interpersonal skills for communicating in the multicultural workplace:
- a.   prerequisites for preventing misunderstanding:
  - awareness of the influences of one's own culture
  - awareness of differences in communication style
  - sensitivity to non verbal behaviour
  - knowledge of workplace-oriented culture general and culture specific information
  - awareness of different cultural approaches to conflict
  - differentiating task-oriented from relationship-oriented encounters
  - mindfulness

- b.   prerequisite skills for constructive communicating:
  - expressing respect and positive regard
  - attending, observing and listening to gather information
  - describing, interpreting, evaluating behaviour (D.I.E.)
  - generating and testing hypotheses
  - perception-checking
  - giving appropriate constructive feedback

Course Content (con't)

        c.   prerequisites for resolving misunderstanding:
- sensitivity to social and cultural issues
- intercultural empathy
- ability to manage anxiety associated with unfamiliarity
- tolerance for sustained ambiguity in self, others and in workplace relationships
- sense of humour

V.   Considering strategies for communicating one-to-one in the multicultural workplace:

      a.   one-to-one encounters
- orienting new workers
- everyday interactions

      b.   interview situations
- the research or information interview
- selection interviews
- performance appraisal interviews

      c.   telephone exchanges

VI.   Identifying intercultural dynamics in small groups at work:

      a.   definitions of a "work group"

      b.   Role functions

      c.   Stages of group development

      d.   group memberships
- reference groups
- in-group out-group dynamics

      e.   characteristics of effective multicultural work groups

      f.   strategies for building effective multicultural work groups

      g.   Multicultural group dynamics in meetings
- setting the stage for an effective meeting
- managing meeting dynamics
- bringing closure

VII.   Exploring workplace leadership and decision-making style:

      a.   definitions of leadership

      b.   cultural variation in views of power, status and authority

      c.   role attributions and expectations

      d.   communication style in leadership

      e.   characteristics of effective leaders in multicultural environments

      f.   strategies for effective leadership in the multicultural workplace

VIII.   Communicating about multicultural policies and ethics:

      a.   ethics in a culturally relative world

      b.   workplace policy

      c.   professional codes of ethics

      d.   professional and ethical implications of multiculturalism in the workplace

O: Methods of Instruction

This course will emphasize experiential learning, will utilize interactive teaching methods and will require active student participation both in and beyond the classroom. Working individually or in small groups, students will be involved in the discussion, analysis and interpretation of face-to-face interpersonal communication as it applies to the multicultural workplace. They will practice intercultural communication skills in simulated workplace settings and in role play situations. Role plays may be audio- or video-taped for the purposes of informed self- and peer-evaluation.

P: Textbooks and Materials to be Purchased by Students

Sample reading list:

Brislin, R. (1993) Understanding Culture's Influence on Behaviour. Toronto: Harcourt Brace Jovanovich College
    Publishers.
Chaney, L.H., Martin, J.S. (1995). Intercultural Business Communication New Jersey: Prentice Hall Career and Technology.
Dodd, C.H. (1995) Dynamics of Intercultural Communication. (4th ed.). Dubuque, IA: William C. Brown.
Gudykunst, W., Ting Toomey, S., Sudweeks, S., and Stewart, L. (1995). Building Bridges: Interpersonal Skills for a Changing World.
    Boston: Houghton-Mifflin Company.
Verderber, Kathleen S. (1995). Voices: A Selection of Multicultural Readings. Belmont, CA: Wadsworth Publishing Company.

Q: Means of Assessment

Evaluation in this course includes a combination of self, peer and instructor assessment.

1.	Double Entry Journal	10%
2.	Interview with Person of Another Culture	10%
3.	Case Study of an Intercultural Incident	20%
4.	Description, Analysis and Discussion of an Intercultural Group	20%
5.	Skills Demonstration and Analysis	30%
6.	Attendance, Participation and Class Activities	10%
		100%

R: Prior Learning Assessment and Recognition: specify whether course is open for PLAR

Not at this time.

Course Designer(s)   Education Council/Curriculum Committee Representative

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Dean/Director   Registrar