

Contents

Unit 1	Culture	1
Unit 2	Intercultural business communication	18
Unit 3	Cultural patterns	37
Unit 4	Intercultural communication barriers and adaptation	59
Unit 5	Verbal intercultural business communication	81
Unit 6	Nonverbal intercultural business communication	97
Unit 7	Intercultural management	118
Unit 8	Intercultural marketing	134
Unit 9	Intercultural business negotiation	149
Unit 10	Intercultural business etiquette	169

UNIT 1

Culture



一阴一阳之谓道。继之者善也，成之者性也。仁者见之谓之仁，知者见之谓之知，百姓日用而不知，故君子之道鲜矣。

——《易传》

The interaction of yin and yang is called Dao and *Zhou Yi* is theoretically based on it. It is good to inherit this Dao naturally and in the process of embodiment of Dao one's character is formed. Human knowledge is often biased: Humane people consider the way of heaven as kindheartedness; intelligent people consider the way of heaven as the embodiment of wisdom; common people practice the way of heaven every day without noticing what it is. And this is why less people can understand the gentleman's doctrines.

—*Commentary on the Book of Changes*

LEARNING OBJECTIVES

After learning this unit, you can:

- understand culture through cultural images or models
- illustrate the characteristics of culture
- distinguish the stages of the formation process of cultural identity
- analyze the culture embodied by the Forbidden City and introduce it to the international audience

Scenario

After learning this unit, finish the unit project on the basis of the following scenario.

Suppose you are a secretary in a Chinese software company. Your company wants to cooperate with an American software company, and an American representative will come to China to negotiate. In order to show hospitality and sincerity, the office manager asks you to accompany the American representative to the Forbidden City, or the Palace Museum. The representative is very interested in Chinese culture and you need to introduce the Forbidden City and tell him the Chinese culture it embodies.

Lead-in

Watch the video clip about the Forbidden City and answer the following questions.

- What cultural values do you think the architecture in the Forbidden City reflects?
- As the secretary in the scenario, what other aspects of the Forbidden City do you plan to introduce?

Part A What is culture?

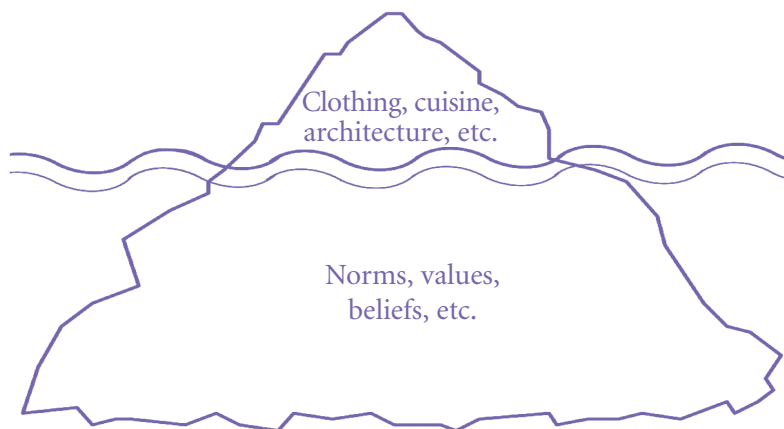
Culture is pervasive and integrated. People sometimes break down culture into various parts and observe the separate parts. Some images could help people understand culture: an iceberg or an onion.

Culture is like an iceberg

The iceberg model of culture is a well-established image. It is known that only a very small **portion** of an iceberg that is above the water can be seen, while the larger foundation below the water is invisible. As to culture, the part “above the water” includes clothing, cuisine, **architecture**, etc. The part “below the water” is invisible but more powerful, embracing the norms, values, beliefs, etc. of a culture.

portion 部分

architecture 建筑



In the movie *Titanic*, while the so-called unsinkable *Titanic* was **approaching** the iceberg, the two watchmen warned the crew as soon as they saw it. However, the fate of the *Titanic* and the passengers was doomed. That was because *Titanic* crashed into the huge foundation of the iceberg below the water. Similarly, the culture iceberg consists of two parts: the part above the water and the part below the water.

approach 接近

The culture of a company can also be analyzed by the iceberg model. The top of the iceberg includes the buildings, the offices, the tables, the coffee bars, and the fashion style of a company. The foundation of the iceberg consists of the **corporate culture**, rules and **disciplines**, and the relationship between colleagues.

corporate culture 企业文化

discipline 纪律

Activity 1: Understanding the concepts

According to the features of the iceberg model, fill in the two boxes with the serial numbers of the following words.

- | | | | |
|------------------|----------------|-------------|---------------|
| (1) architecture | (2) values | (3) history | (4) clothing |
| (5) objective | (6) subjective | (7) visible | (8) invisible |
| (9) spiritual | (10) material | | |

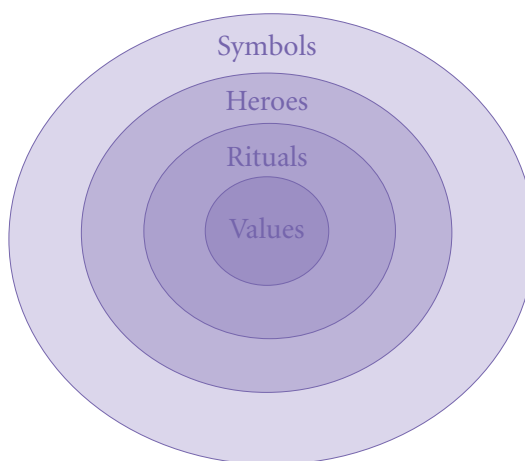
Above the water

Below the water

Culture is like an onion

multilayered 多层次的
ritual 仪式

Culture can also be compared to an onion because both are **multilayered**. Culture is like an onion with four layers: symbols, heroes, **rituals**, and values.



superficial 表面的

worship 崇拜

diligence 勤奋

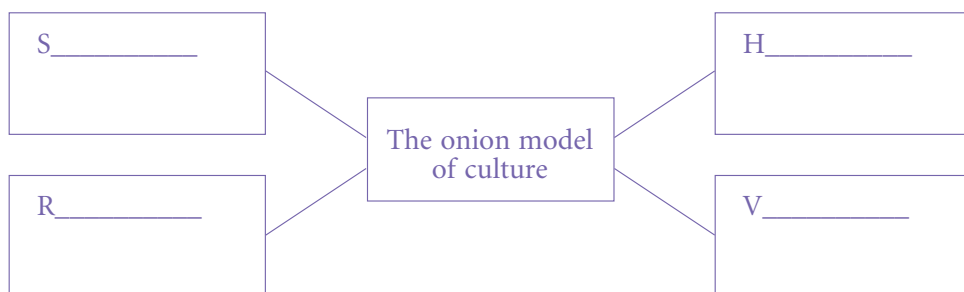
Symbols represent the most **superficial** layer and are easy to observe. Words of different languages, dressing of diverse cultures, and different national flags are all symbols. The second “layer of the onion” is heroes, referring to the kind of people being **worshiped**. In the West, people worship Columbus for his courage and Lincoln for his justice. In China, people worship Confucius for his wisdom, Yue Fei for his loyalty, and Yuan Longping for his **diligence**. The third “layer

of the onion” is rituals, referring to the socially essential collective activities in a culture, such as the Dragon Boat Festival and the Mid-autumn Festival in Chinese culture. The “core of the onion” is values. Values consist of religions and other beliefs, such as Buddhism, Taoism, and Benevolence (仁), Righteousness (义), Courtesy (礼), Wisdom (智), and Honesty (信) in Chinese culture, which are the deepest manifestations of culture and are relatively difficult to understand.

Activity 2: Understanding the concepts

Fill in the blanks with the four elements of the onion model of culture. Then fill in the four boxes with the serial numbers of the following words and phrases.

- | | | |
|------------------------|--------------------|------------------------|
| (1) paper-cutting | (2) benevolence | (3) wedding ceremonies |
| (4) Qu Yuan | (5) freedom | (6) Lin Zexu |
| (7) Chinese characters | (8) tea ceremonies | (9) justice |



Definitions of culture

Traditional intercultural communication studies have been influenced mostly by **anthropologists**. In 1952, American anthropologists Alfred Kroeber and Clyde Kluckhohn categorized **approximately** 150 definitions of culture. Some emphasized culture as a set of patterns of thought and beliefs; others viewed culture in terms of a set of behavior; still others focused on the **nonmaterial** aspects of human life or on the material aspects of societies.

anthropologist 人类学家

approximately 大约

nonmaterial 非物质的

Geert Hofstede, a Dutch social psychologist who did a pioneering study of cultures across nations, defined culture as “the collective programming of the mind that **distinguishes** the members of one

distinguish 区分

group or category of people from others.” Culture is the “software of the mind.” The definition of culture, from a social psychological perspective, is rooted in the mind of the individual.

According to the *Oxford English Dictionary*, culture is “the arts and other manifestations of human intellectual achievement regarded collectively.” It includes elements such as music, art, exhibition, dance, etc. When people talk about Picasso and Beethoven, they are talking about culture. It is the same when people talk about a brand or a **trademark**, which also belongs to a certain culture.

trademark 商标

In this textbook, culture embraces knowledge, experience, beliefs, values, actions, attitudes, meanings, roles, **artifacts**, etc., which are acquired by a group of people over the course of generations through individual and group **striving**.

artifact 人工制品

strive 奋斗

Activity 3: Preparing for the unit project

1. Applying the concepts

The Forbidden City is a manifestation of Chinese Culture. Use the iceberg model or the onion model introduced in Part A and draw a cultural model of the Forbidden City.

2. Critical thinking

What other cultural models do you know besides the iceberg model and the onion model? Conduct online research to find more about cultural models.

Part B Culture is learned

Despite differences, varied national cultures still share some basic characteristics. Culture is learned, **dynamic**, pervasive, integrated, and adaptive. In this unit, two important characteristics of culture are elaborated: Culture is learned and culture is dynamic.

dynamic 动态的

Culture is not **innate**. It is a shared symbolic system within a relatively large group of people; the only way for group members to enter this system is through a learning process. We begin to consciously and unconsciously learn our culture in our early life through the process of **socialization**. How do we learn culture? Besides acquiring culture from parents and **acquaintances**, there are three major channels: learning culture through **proverbs**, stories, and art.

innate 与生俱来的

socialization 社会化

acquaintance 熟人

proverb 谚语

Learning culture through proverbs

Proverbs are communicated in colorful and vivid language in nearly every culture. Proverbs are the “words of wisdom.” Because proverbs can be learned easily and repeated regularly, they soon become part of an individual’s belief system. Many of the same proverbs appear throughout the world because all people, **regardless of** their culture, share common experiences. However, there are also many unique proverbs delivering important lessons of a certain culture. In the business world, some proverbs can also tell us about the features of a culture. In Chinese, the proverb 酒香不怕巷子深 demonstrates the importance of quality. In English, the proverb “Cheats never prosper” informs people of the value of honesty. An old Chinese proverb 言必信，行必果 means “Promises must be kept and actions must be resolute,” from which we can learn the **doctrine** of Confucianism in Chinese culture.

regardless of 不管

doctrine 学说

Activity 1: Cross-cultural comparison

Work in groups of four and have a discussion with your group members: What cultural values do you think the following proverbs reflect?

- The early bird catches the worm.
- A man’s home is his castle.
- 只要功夫深，铁杵磨成针。
- 君子一言，驷马难追。

Learning culture through stories

encompass 包含

transmit 传播

The stories each culture tells their people, whether in the form of folk tales, legends, or myths, are all intended to **encompass** and **transmit** the culture from person to person and from generation to generation. Some well-known stories convey important cultural values. For example, there is a Chinese story called 凿壁借光, in which Kuang Heng chiseled a small hole on the wall so that he could “borrow” the neighbor’s light to read books. From this story, we learn the value of diligence. In British culture, the story of Robin Hood originated in medieval times, and was well-known for “robbing the rich to feed the poor” and fighting against injustice. Stories and the **recurring** themes constantly reinforce the fundamental values.

recur 反复出现

Activity 2: Telling China’s story in English

Translate the following story into English. What can you learn from this story?

程门立雪

杨时见程颐于洛。时盖年四十矣。一日见颐，颐偶瞑坐，时与游酢侍立不去。颐既觉，则门外雪深一尺矣。

Learning culture through art

The art is another method of passing on a culture. One of the most important functions of art is to communicate, display, and reinforce important cultural themes and values. For example, we can learn culture from Chinese paintings. The *Riverside Scene at Qingming Festival* (《清明上河图》) is one of the most famous paintings in Chinese history, which is in the Palace Museum now. We can learn about the ancient market practice in the Song Dynasty from the painting and it is a priceless piece of art from which we can learn culture. While Chinese painting often depicts **landscapes** and nature, European painting usually shows an **ardent** interest in people.

landscape 风景

ardent 热切的

Activity 3: Furthering your understanding

Watch the video clip about Chinese painting and discuss with your partner the beauty of this form of art.

In conclusion, culture is learned. People can learn culture through proverbs, stories, and art.

Activity 4: Preparing for the unit project

1. Applying the concepts

According to Part B, the Chinese painting *Riverside Scene at Qingming Festival* as a piece of art can reflect Chinese painting culture. Work in groups of four and find more information about paintings, calligraphy, and other antiques in the Palace Museum. Share your findings with your group members.

2. Critical thinking

What other means do you know about learning culture? Explain with examples.

Part C Culture is dynamic

Cultures are dynamic, constantly changing over time. Some cultures are more open and embrace change; others tend to resist it. Four major aspects account for the change of cultures: technological invention, disasters, cultural contact, and environmental factors.

Technological invention

Technological invention, such as the invention of many communication and transportation tools, normally leads to a different set of social habits and behavior, which can eventually alter the pattern of a culture.

In the business world, the development of communications and transportation shortens the distance of intercultural cooperation. Business people can communicate and do business through virtual conferences, and they can fly to another country within a day to sign contracts.

E-commerce has thrived due to the development of technology. Take the travel industry as an example: The public can easily reserve tickets online through the specialized section for “ticketing”; those who reserve tickets online don’t need paper tickets to enter the attractions—all they need to do is to present their ID cards for quick

e-commerce 电子商务

resort 胜地

access. Moreover, many historic **resorts** have official online stores on e-commerce platforms, and they have their cultural and creative souvenirs launched.

Disasters

calamity 灾难

Disasters include natural and human **calamities**. Natural disasters include flood, earthquake, volcano eruption, etc. For example, the **destruction** of the ancient Roman city Pompeii was due to the eruption of Mount Vesuvius.

destruction 毁灭

plague 瘟疫

Some **plagues** are also natural disasters, such as the Plague of Athens, the Antonine Plague, the Black Death, etc. The impact of the plagues on the ancient Europe in such aspects as politics, population, war, psychology, and medicine was considerable. At the same time, the plagues had a huge and far-reaching impact on the development of human society.

trigger 引发

Human disasters include wars. For example, the American Civil War (美国内战) and the Opium Wars (鸦片战争) brought great social and cultural changes to the U.S. and China respectively. The First Opium War took place between 1840 and 1842. The war was **triggered** by the Qing government's ban on the British opium trade to China. The First Opium War fundamentally changed the nature of Chinese society. It damaged China's **sovereignty** and territorial **integrity**; it tore apart China's self-sufficient economy and dragged China into the world market. The Western thought and culture inevitably came into China.

sovereignty 主权

integrity 完整

Cultural contact

Cultural contact gives each culture a chance to borrow things from other cultures. For example, international events held worldwide enable people to observe and appreciate diversified cultures. For instance, international film festivals in Shanghai, Berlin, Cannes, etc. provide opportunities for people to have cultural contact and thus know more about various cultural values. The food and beverage service industry thrives and many chain restaurants are opening branches in other countries. As a result, Italian pizzas, Japanese sushi, and German hamburgers are very popular in China; Chinese dishes, famous for their colors, flavors, and the variety of ingredients, are also

well-accepted in many foreign countries. For example, *jiaozi*, Beijing roast duck, kung pao chicken, and spring rolls are highly popular among foreigners.

Environmental factors

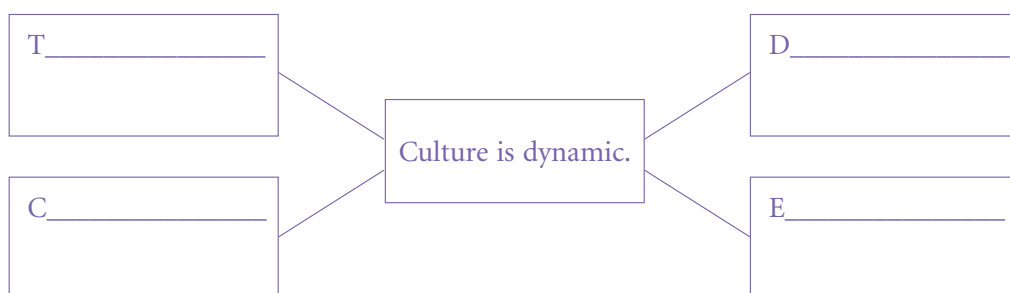
As for environmental factors, climates, geographical locations, and population density are all deciding elements leading to cultural changes. In some tropical areas, normal products include rubber, coffee, coconuts, etc., which support many manufacturing industries. The potential climate change may have great impact on regional products. Furthermore, due to increasing population, the size of cities has been expanded and the scale of farmland has been reduced. The result is that an industrial lifestyle has been replacing the traditional agricultural living pattern. The trend is increasingly altering the way people initiate, maintain, and **terminate** interpersonal relationships.

terminate 终止

Activity 1: Understanding the concepts

Fill in the blanks with the four reasons why culture is dynamic. Then fill in the four boxes with the serial numbers of the following words and phrases.

- | | | |
|-------------------------------------|---------------------|-------------------------|
| (1) Black Death | (2) driverless cars | (3) World War II |
| (4) China International Import Expo | (5) urbanization | (6) virtual conferences |
| (7) climate change | (8) Olympic Games | |



In conclusion, culture is always changing because technological invention, disasters, cultural contact, and environmental factors cannot be avoided in the world. As global citizens, we need to adapt to cultural changes and seek opportunities to develop ourselves.

Activity 2: Preparing for the unit project

1. Applying the concepts

Culture is dynamic. With a history of more than 600 years, the Forbidden City today is well known as the Palace Museum. People are trying to revive it in another approach: developing the cultural and creative products. Find more information about the commercial products of the Palace Museum and explain what has brought about the changes.

2. Critical thinking

What technological inventions do you think bring changes to culture?

Part D Cultural identity

Cultural identity is generally related to nationality and ethnicity. However, some people may get confused about their cultural identity when they grow up in a multicultural background.

In our life, we all have different identities at the same time. For example, a university teacher could also be a mother, a wife, a daughter, and a Chinese woman, etc.

sense of belonging 归属感

Cultural identity refers to one's **sense of belonging** to a particular culture or ethnic group. People consciously identify themselves with a group that has a shared system of symbols and meanings. For example, some Australian aborigines identify with their native culture by being independent economically and taking pride in themselves.

internalize 内化

Cultural identity is formed in a process that results from membership in a particular culture, and involves learning about and accepting the traditions, heritage, language, aesthetics, thinking patterns, and social structures of a culture. That is, people **internalize** the beliefs, values, and norms of their culture and identify with that culture as part of their self-concept. Cultural identity is formed through a long period of time, starting from unexamined cultural identity, to the search for cultural identity, and then to the achievement of cultural identity.

Stage 1: Unexamined cultural identity

During the stage of unexamined cultural identity, one's cultural

characteristics are taken for granted, and one shows little interest in exploring cultural issues. In a survey of cultural identity, a Mexican American said, “My parents tell me about where they lived, but what do I care? I’ve never lived there.” And a European American said, “I don’t have a culture. I’m just an American.” Even though these people’s life has been a **blend** of two cultures, they only accept the values and beliefs of the majority culture.

blend 融合

Stage 2: The search for cultural identity

People in a certain culture explore and question their culture in order to learn more about it. An African American said, “I think people should know what black people had to go through to get to where we are now.” And a Japanese American said, “There are a lot of non-Japanese people around me and it gets pretty confusing to decide who I am.” By exploring further, people in a certain culture can gain access to their culture and finally accept it.

Stage 3: The achievement of cultural identity

The achievement of cultural identity is characterized by the clear, confident acceptance of oneself and the internalization of one’s cultural identity. A Japanese American male said, “My culture is important and I am proud of who I am. Japanese people have so much to offer.” An African American female said, “It used to be confusing to me, but it’s clear now. I’m happy being black.” Many Australian aborigines also identify with their native culture successfully: For example, the man running an aboriginal art club thinks that people should be proud of themselves. This is a sense of belonging to a certain culture.

Activity 1: Furthering your understanding

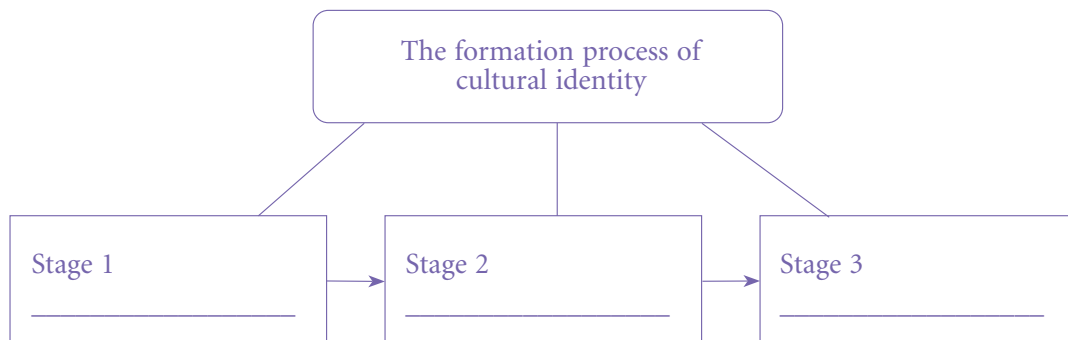
Watch the video clip about Australian aboriginal culture and observe the development of cultural identity.

Activity 2: Understanding the concepts

Fill in the blanks with the three stages of the formation process of cultural identity. Then match the following statements with the three stages.

(1) I want to know what our people did and how our culture is different from others.

- (2) Although I was born in the U.S., I am Chinese and I love Chinese culture.
- (3) I don't know why I have to learn who was the first black woman to do this or that. I'm just not interested.



Above are the three stages involved in the formation process of cultural identity. In the movie *The Truman Show*, the hero Truman was brought up in an **isolated** island and knew nothing about his true identity, but he managed to escape from the fake world built up for him. Finally, he figured out his identity and stepped out of the confusion. After a long-time re-examination of his past experience, Truman reconstructed his identity. He finally escaped from the **constraint** of the identity set by others and achieved freedom.

isolated 隔绝的

constraint 限制

Cultural identity is very important for people. It is the central, dynamic, and **multifaceted** component of one's self-concept. These qualities are the three major characteristics of cultural identity.

multifaceted 多方面的

Activity 3: Preparing for the unit project

1. Applying the concepts

The image of the Forbidden City has been changing over history. Now it is renowned as the Palace Museum and everyone can enter it and appreciate the priceless masterpieces of ancient artists. How will you comment on the development of the Forbidden City?

2. Critical thinking

Do you remember the process of becoming aware of your cultural identity? Watch the movie *My Big Fat Greek Wedding* and find out the three stages of the formation process of cultural identity. Then work in groups of four and have a discussion with your group members.

Assessment

1 Decide whether the following statements are true (T) or false (F).

- _____ 1. Culture can be compared to an iceberg and the part below the water is relatively difficult to understand.
- _____ 2. Cultural identity refers to one's sense of belonging to a particular culture or ethnic group.
- _____ 3. The stories in different cultures may tell us the same cultural values.
- _____ 4. We are born with culture.
- _____ 5. New inventions in communication and transportation result in the change of culture.

2 Read each of the following statements and choose the best answer.

1. The Olympic Rings can be considered as a _____, representing the five inhabited continents in the world.
A. hero B. symbol C. ritual D. value
2. People who go to the Forbidden City can mainly learn culture through _____.
A. proverbs B. stories C. art D. teachers
3. Truman is a good example of a person who reached the stage of _____.
A. unexamined cultural identity
B. the search for cultural identity
C. the achievement of cultural identity
D. unknown cultural identity

Unit project

Re-examine the scenario of this unit and play the role of the tour guide for the American representative. Introduce the Forbidden City and tell him the Chinese cultural elements it embodies. Record your introduction and present it in class. Your introduction may include the following points:

- Apply the iceberg model or the onion model to analyze the Forbidden City.
- Introduce the architecture, paintings, and other forms of art in the Forbidden City.
- Introduce the popular cultural and creative commercial products in the Forbidden City.
- Introduce the change of the Forbidden City as a symbol for Chinese people.

Case analysis

Analyze the following case with the cultural models and theories learned in this unit. Then answer the questions.

Disneyland in Paris

Disney Company established its first theme park in Southern California in 1955. Later, the second Disneyland and the third one were established in Florida and Tokyo respectively, which were a great success. In 1986, Disney executives turned their attention to Paris, France. People in Europe could fly to Euro Disneyland within two hours. And the French government expected that Disney would provide 30,000 jobs for the French people.

At the beginning of the planning, the company wanted to copy the mode in the United States and use it in Paris because it had been so successful in Tokyo, Japan. Millions of the Japanese people visited the park. Since its opening, the number of tourists had not decreased, and most of them were repeat visitors. In Tokyo, the family went to Disneyland, stayed in a hotel for a night, and easily spent \$600. Disney successfully transplanted the whole American theme park to Japan, precisely because the Japanese loved Disney characters very much. Disney was deeply rooted in Japanese life. So, with such success, when Disney entered France, it thought that it had a suitable model. What would be different?

In April 1992, Euro Disneyland opened its door to European tourists. The reality surprised Disney managers that Europeans were not as fascinated by “Mickey Mouse” as the Japanese. Two years after opening, the loss of the park was more than \$900 million. The number of visitors and shopping consumption were far lower than expected.

In contrast to Tokyo families, European families were generally reluctant to spend \$280 a day in the park to enjoy the park’s classic and delicious food, including hamburgers and milkshakes. A lot of people didn’t think about staying overnight because the price there was too expensive. Some of the practices of Euro Disneyland also aroused the hostility of the French people: In the early days, the advertisements did not emphasize the attractive entertainment projects, but showed off the scale, which stimulated the patriotic complex of the French, who regarded Disneyland as a symbol of American imperialism. Even French farmers took to the streets to protest against the French government’s sale of local land at preferential prices.

The French were full of ridicule for the idea of “Disney” and the characters in American fairy tales, because they had their own favorite cartoon characters, for example, the helmeted Gaul warrior Asterix. The management attitude of the park and the company seemed to be rampant. A former Disney manager said, “We were really arrogant. We just

thought we were building the Taj Mahal, and tourists would come one after another.” Disney managers were convinced that they knew everything, which led to their apathy to the local culture: prohibition of drinking in the park, prohibition of bringing pets into the park, etc. They thought that Europeans did not eat breakfast, which led to the shortage of breakfast supply and dissatisfaction with the types of food: A 350-seat restaurant had to serve 2,500 people, and no customers wanted to eat meat and eggs. “We didn’t consider the European holiday habits: We expected tourists to bring their children to the park to relax in the middle of the semester, but the fact was that unless the legal holiday happened to be on the weekend, that never happened. We also expected that the American style, the short-term and frequent holiday would change the European travel tradition, but the schedule of French companies did not change.” The requirements for the staff of the park such as the dress code followed the operation mode of the United States and Japan, which was regarded as an inhumane “brainwashing training” by the French.

Questions:

- What do you think of the French culture? How is it different from the American and the Japanese culture?
- What are the French values reflected in this case?

Self-assessment

In this unit, you have worked through various activities. Circle a number from 1 to 5 (from low to high) that best reflects your mastery degree of each of the following objectives and see if you have become a better learner.

I can understand culture through cultural images or models.	1	2	3	4	5
I can illustrate the characteristics of culture.	1	2	3	4	5
I can distinguish the stages of the formation process of cultural identity.	1	2	3	4	5
I can analyze the culture embodied by the Forbidden City and introduce it to the international audience.	1	2	3	4	5