STUDY GUIDE

INTRODUCTION TO INTERCULTURAL COMMUNICATION IN BUSINESS AND POLITICS

Organised by

University of the Peloponnese

1. IDENTIFYING DATA.	
· **Course Name.**	Introduction to Intercultural Communication in Business and Politics
· **Coordinating University.**	University of the Peloponnese
· **Partner Universities Involved.**	--
· **Course Field(s).**	Business and Intercultural Communication
· **Related Study Programme.**	Excellence programme entitled "Crossing Borders: Interculturality and Multilingualism in Europe and beyond"
· **ISCED Code.**	04 Business Administration and Law 02 Arts and Humanities
· **SDG.**	SDG 4: Quality Education SDG 17: Partnerships for the goals SDG 5: Gender Equality SDG 10: Reducing inequalities
· **Study Level.**	BA/MA/PHD
· **EUNICE Key Competencies**	[Indicate the Key Competencies required for the course.] • Green – strongly • Orange- moderately • Red – partially • Blank cell - not at all

Problem solving	strongly
Teamworking	strongly
Communication	strongly
Self-management	strongly
Cognitive flexibility	strongly

	Digital competence	partially
	Technical competence	not at all
	Global intercultural competence	strongly

· **Number of ECTS credits allocated.**	5 ECTS
· **Mode of Delivery.**	A combination of synchronous and asynchronous activities
· **Language of Instruction.**	English
· **Course Dates.**	March 11th 2026-April 30th 2026
· **Precise Schedule of the Lectures.**	March 11th, 2026 (2pm-4pm CET) March 18th, 2026 (2pm-4pm CET) March 26th, 2026 (2pm-4pm CET) April 1st, 2026 (2pm-4pmCET) April 22nd, 2026 (2pm-4pm CET) April 29th (2pm-4pm CET)
· **Key Words.**	Intercultural Communication, Diversity, Business Negotiation, Lobbying, Global English
· **Catchy Phrase.**	*Exploring the importance of Intercultural Communication awareness for effective dialogue and understanding in an increasingly globalized world*

· **Prerequisites and co-requisites.**	- B2 Level of competency in English (CEFR Levels) - Study Levels: BA/MA/PHD
· **Number of EUNICE students that can attend the Course.**	30 (3 per partner University)
· **Course inscription procedure(s).**	The standard EUNICE registration process will be applied for the course

2. CONTACT DETAILS.	
· **Department.**	Department of Sport Organization and Management, UoP
· **Name of Lecturer.**	Efthalia (Elia) Chatzigianni (UoP), Professor
· **E-mail.**	echatzi@go.uop.gr
· **Other Lecturers.**	Areti Vogopoulou (UoP), Lecturer, UoP

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3. COURSE CONTENT.

The aim of this course is to familiarize its participants with issues related to the significance and the components of cross-cultural communication in the workplace and beyond. First, a more complex and critical approach to Intercultural Communication will be introduced by problematizing national /ethnocentric approaches. Business negotiation and lobbying will then be examined within the framework of globalization and the need for intercultural awareness and sensitivity to break down cultural barriers. Finally, the role of language in human interaction and identity will be examined with special reference to the role and status of English Language as a Lingua Franca of our times and its far-reaching implications.

4. LEARNING OUTCOMES.

At the end of the course students should be able to
- demonstrate a thorough and critical understanding of intercultural communication and relate it to business practices
- apply knowledge and theory of intercultural communication to work-related contexts
- understand, evaluate and apply negotiation strategies in multinational business settings
- develop and express a thorough understanding of the impact of multilingualism and multilingual practices within work places and social communities
- understand and assess significant aspects of the current situation of English as a Global Lingua Franca and its implications in institutional and professional settings

The course will also help students develop general skills such as
- collaborative skills by working with people from diverse backgrounds
- awareness of cultural differences and tolerance to diversity and uncertainty
- critical thinking on local, global and intercultural issues

5. OBJECTIVES.

The main objective of the course is to familiarize students with essential aspects of negotiation, mediation and lobbying practices /strategies in the framework of globalization and the need for cross-cultural understanding. At the same time, the language challenges of such practices will be explored by focusing on issues of multilingualism, language attitudes and linguae francae and their role in shaping effective intercultural communication and skills.

6. COURSE ORGANISATION.

UNITS

1.	**Introduction to intercultural communication in business and politics** This unit is an introduction to the term and significance of communication and intercultural communication in business and politics in the framework of globalization.
2.	**Obstacles & barriers to intercultural communication** This unit examines and analyzes the barriers that arise as a result of the differences in cultures in the framework of intercultural communication.
3.	**Ethics in intercultural communication** The unit gives emphasis on the significance of ethics in communication among cultures. It further discusses the various aspects and challenges arising in the field of communication among cultures in a professional environment.
4.	**Negotiation and Mediation in business and politics. Lobbying as an efficient tool for intercultural business** Here the significance of negotiation and mediation will be discussed in the area of intercultural communication. Furthermore, an analysis of the significance of lobbying as an efficient tool in intercultural business and politics will be presented.
5.	**The role of language in intercultural communication** This unit examines the role of language in culture and identity formation highlighting specific aspects of intercultural communication in the processes of globalization and the use of global languages such as English. In addition, multilingualism vs monolingualism or 'English-only' practices/policies in work -related contexts will be presented with the aim to explore the potential gains and perils of monolingual vs multilingual practices/policies.
6.	**English as a Global Lingua Franca & Interculturality** This unit explores the manner in which English as a global lingua franca is linked to communities, globalization and identity construction. Theories and research on English as the Lingua Franca (ELF) of our times are presented as well as how ELF research orients us to reconceptualize intercultural communicative competence. In addition, interculturality as a framework for investigating identity (re)construction through English as a lingua franca is brought to focus.

LEARNING RESOURCES AND TOOLS.

The learning resources and tools that will be utilized for the delivery of the course are the following:
- Online material/ exercises, videos
- Digital & interactive tools for collaboration (ie CANVA)

Reading package (book chapters & research articles)

PLANNED LEARNING ACTIVITIES AND TEACHING METHODS.

- Lectures (online)
- Discussions
- Online exercises
- Case studies

Group work plus individual work

7. ASSESSMENT METHODS, CRITERIA AND PERIOD.

Participating students will be required to submit a written paper (case study) and make a presentation.
Assessment scale 1-10 (Fail: less than 5)

OBSERVATIONS.

8. BIBLIOGRAPHY AND TEACHING MATERIALS.

Bibliography (selective)

Baker, Will. (2015) Culture and Identity through English as a Lingua Franca: Rethinking Concepts and Goals in Intercultural Communication, Berlin, München, Boston: De Gruyter Mouton. https://doi.org/10.1515/9781501502149

Beyers, J., Hanegraaff, M. & Poletti, A. (2016). Explaining varying lobbying styles across the Atlantic. An empirical test of the cultural and institutional explanations. Journal of Public Policy ,1(4). https://doi.org/10.1017/S0143814X16000052

Council of Europe. (2012). Intercultural competence for all: Preparation for living in a heterogeneous world. Pestalozzi Series No. 2. Strasbourg: Council of Europe Publishing

Croucher, S. M., Sommier, M., & Rahmani, D. (2015). Intercultural communication: Where we've been, where we're going, issues we face. Communication Research and Practice, 1(1), 71–87. https://doi.org/10.1080/22041451.2015.1042422

Chatzigianni, Efthalia (2014). Corporatism and pluralism in European sport interest representation. International Journal of Sport Policy and Politics. 6(1),19-36

Deardorff, D.K. (202O). Manual for Developing Intercultural Competencies: Story Cycles. Taylor & Francis

Korkea – Aho, E. (2023). The End of an Era for Foreign Lobbying? The Emergence of Foreign Transparency Laws in Washington, Canberra and Brussels. Journal of Common Market Studies, 61(6), DOI: 10.1111/jcms.13396

Seidlhofer, B. (2001) Closing a conceptual gap: the case for a description of English as a lingua franca. International Journal of Applied linguistics, 11/2:133-58

Additional research articles will be recommended during the course.