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Application of Cultural Metaphors and Cross-Cultural Paradoxes in the Classroom

Yochanan Altman

Sorbonne Universites/ Pantheon-Assas and BEM Bordeaux Management School, Y.Altman@mdx.ac.uk

Michael Berry

Turku School of Economics, Finland, Michael.Berry@tse.fi

Paul R. Cerotti

RMIT University, Melbourne, Australia, paul.cerotti@rmit.edu.au

Claire Davison

RMIT University, Melbourne, Australia, claire.davison@rmit.edu.au

Martin J. Gannon

California State University, San Marcos, mgannon@csusm.edu

See next page for additional authors

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Abstract

This article consists of eight “mini-articles,” which describe how each author or authors employ cultural metaphors and/or cross-cultural paradoxes in their classrooms (see also the article “Cultural metaphors and cross-cultural paradoxes” in unit 7.1).

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Authors

Yochanan Altman, Michael Berry, Paul R. Cerotti, Claire Davison, Martin J. Gannon, Tine Koehler, Christine Nielsen, Rajnandi Pillai, Lawrence C. Rhyne, and Carl A. Scheraga

Overview

This article consists of eight “mini-articles,” which describe how each author or authors employ cultural metaphors and/or cross-cultural paradoxes in their classrooms (see also the article “Cultural metaphors and cross-cultural paradoxes” in unit 7.1).

1. Nielsen describes how she employs cultural metaphors in her Leading Across Cultures course. She shows how two cultural metaphors for Portugal, the bullfight and *fado*, overlap with one another to some degree but provide distinctive insights individually.
2. Cerotti and Davison follow by describing a popular poster exercise using cultural metaphors their students developed.
3. Scheraga demonstrates how he employs cultural metaphors and cross-cultural paradoxes in teaching his students how to do research.
4. Pillai describes a three-hour Symposium at the 2009 Academy of Management Conference which focused on two cultural metaphors for India, each of which seems incomplete without the other: The Dance of Shiva (traditional India) and the Indian kaleidoscope (modern India).
5. Altman shows how cultural metaphors can be useful in explaining a public scandal that reflects underlying norms of each national culture, e.g., France and the USA.
6. Rhyne outlines how he employs cultural metaphors in his senior-level business strategy course.
7. Köhler and Berry detail how they employ two cultural metaphors – the Finnish sauna and American football – in teaching interpersonal communication in an on-line virtual class involving students from Finland and the USA.
8. Gannon describes several other approaches that other instructors using cultural metaphors and/or cross-cultural paradoxes have discussed with him.

These examples describe personal experiences the authors have had in teaching cultural metaphors and/or cross-cultural paradoxes.