



## STRATHMORE INSTITUTE

### DIPLOMA IN INTERNATIONAL RELATIONS

### END OF SEMESTER EXAMINATION

### DIR 1203: CROSS-CULTURAL COMMUNICATION

**DATE: 17<sup>TH</sup> SEPTEMBER 2021**

**TIME: 2 HOURS**

---

#### **INSTRUCTIONS**

1. This examination consists of **FIVE** questions.
2. Answer **Question ONE (COMPULSORY)** and any other **TWO** questions.

#### **QUESTION ONE – COMPULSORY QUESTION**

- i. Citing real life examples from Kenya and around the world, define and explain the main characteristics of the following terms:
  - a. Culture (**6 marks**)
  - b. Cross-cultural communication (**5 marks**)
  - c. Inter-cultural communication (**5 marks**)
  - d. Multi-cultural societies (**4 marks**)
  - e. Mono-cultural societies (**4 marks**)
- ii. In today's modern society, cultures around the world have undergone major transformations that have revolutionized people's lifestyles and belief systems. Write an essay discussing the impact of the following in **preserving** and **changing** cultures around the world.

- a. Media (3 marks)
- b. Technology (3 marks)

**Total: 30 marks**

\*\*\*\*\*

## **QUESTION TWO:**

For more than a century, the rich, industrialized and Western nation-states have been accused of exporting their cultural products and imposing their socio-cultural values on poorer and weaker nations in the developing world. The flow of news and entertainment appears biased in favor of industrialized countries in terms of quantity (because most media flows were and still are exported by Western countries and imported by developing nations), and in terms of quality (because developing nations received scant and prejudicial coverage in Western media).

Concerns, too, have been raised regarding the inequality that exists in news and entertainment programs alike. The advent of media technologies such as communication satellites has further widened the scope of the international media landscape.

A global media debate was launched in 1973 by the United Nations Educational, Scientific, and Cultural Organization (UNESCO) in Nairobi, Kenya to discuss the impact of media and cultural imperialism (or colonization).

The United States led one group of Western countries and insisted on the "free flow of information" doctrine, advocating "free trade" in information and media programs without any restrictions.

The second group, comprised largely of developing countries and stakeholders, expressed concern over the lack of balance in international media flows. They accused Western countries of invoking the free flow of information ideology to justify their economic and cultural domination. They argued instead for a "free and balanced flow" of information.

You have been appointed as an independent observer and mediator for the two contesting groups. Present an assessment on the advantages and disadvantages of each group's argument and ultimately draw your conclusion on the impact of media and cultural imperialism on what is today referred to as "the global village".

**Your guideline:**

- i. The pros and cons of the US-led arguments. Illustrative using real examples from Kenya and around the world – **(5 marks)**
- ii. The pros and cons of developing nations' arguments. Illustrate using real examples from Kenya and around the world – **(5 marks)**
- iii. Your final position on the debate using real life illustrative examples from Kenya and around the world – **(5 marks)**

**Total: 15 marks**

### **QUESTION THREE:**

As a professional working in any of the multiple fields open to graduates of International Relations studies, there are high chances that you will work outside your country or at the very least, outside the comfort of your home locality. Analyse at least seven (7) challenges you are likely to face while working in a multicultural environment with work colleagues from different communities and nationalities and recommend the best alternatives to overcome them.

**Total: 15 marks**

### **QUESTION FOUR:**

Discuss the formation and development of culture within the following social units:

- i. Individuals **(3 marks)**
- ii. Relationships **(3 marks)**
- iii. Groups **(3 marks)**
- iv. Organizations **(3 marks)**
- v. Communities/Societies **(3 marks)**

**Total: 15 marks**

### **QUESTION FIVE:**

Write a three-page essay demonstrating the value and importance of **cultural intelligence** at the work place when relating with people from different cultures. Use real case examples to fortify your submission.

**Total: 15 marks**