

Research on the Core Role and Strategies of Cross-Cultural Communication in Cultivating Globally-Oriented Business Talents

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Abstract. As a result of globalization, intercultural communication is becoming a critical competence of the business people. This article looks at the role of the company in fostering the world's entrepreneurial talented people, and presents an efficient training program. The Committee points out that, although recognised, there is still a shortage of practice in entrepreneurial learning. In order to solve this problem, it analyses the cross-culture barriers that companies are confronted with and matches their requirements for developing education strategies. They enable students to achieve international success, as well as help businesses to deal with cross-culture conflicts and promote cooperation. This study has enhanced the theory basis of intercultural communication and provided new perspectives on business education, helping to develop people who have a global mind and good interpersonal skills.

Keywords: Cross-Cultural Communication; Globalization; Cultivation of Business Talents; Strategy Research.

1. Introduction

1.1 Background and Significance of the Research

The commercial climate is changing profoundly in the context of globalisation. The fast development of IT has greatly facilitated collaboration and communication between multinationals, constantly pushing the limits of business. Against this background, the global business environment is characterized by diversity, complexity, and dynamic. Intercultural communication, which is the bridge between people of different cultures, is essential to entrepreneurship education. Not only is this helpful for the learners to adjust to a culture of diversity, but it will also greatly enhance their competitiveness in the world of business. Therefore, it is very important to research and probe into the value of ICD in entrepreneurship education for training entrepreneurs with global perspectives and cross-culture skills [1].

1.2 Research Status

(1) Progress in Cross-Cultural Communication Research Domestically and Internationally

Scholars within and outside China have achieved remarkable results in cross-culture communication. For the purpose of providing theoretical foundation and practical guidance for ICD development, we have conducted a comprehensive research on the theoretical foundation, influencing factors, communication techniques and coping strategies of ICD [2].

(2) The Present Condition of Business Education Cross-Cultural Communication Training

Currently, much attention has been paid to the development of ICD skills, though the specific methods and impacts differ. Several universities have been actively in promoting intercultural communication by offering cross-culture courses, and organizing an international exchange program. However, in some universities, ICD training remains insufficient, for example, due to insufficient learning patterns and relatively limited learning resources [3].

1.3 Research Objectives and Questions

(1) The Pivotal Role of Cross-Cultural Communication in the Global Business Talent Cultivation

This study aims at analysing the critical function of ICD in the training of global entrepreneurs and highlighting their important role in improving their global competitiveness and competitiveness [4].

(2) Proposing Effectual Strategies for Cross-Cultural Communication Training

In order to solve the general issues of CBT, this article proposes some efficient ways to develop ICD, such as improvement of course design, enhancement of employee development, and expansion of international contacts.

1.4 Central Argument or Research Questions

This study emphasizes that ICD is an essential basis for training entrepreneurs worldwide, and it needs systematic strategies to move forward. The main issues of this study are as follows: How to integrate ICD into entrepreneurship education? How to effectively improve the intercultural communication skills of the business students by improving the design of the curriculum and strengthening the training of the staff? Responses to such questions will open up new avenues and avenues for entrepreneurship learning and push entrepreneurial talent to a new high [5].

2. Theoretical Review

2.1 Theoretical Foundations of Cross-Cultural Communication

2.1.1 Definition and Characteristics of Cross-Cultural Communication

Intercultural communication involves the exchange of information or communicative behaviour between individuals hailing from diverse cultures. Among them, there are many cultural differences between them, and there are also direct and indirect contacts between those from different cultures. There are frequently barriers to seamless cultural inclusion, large overall costs, considerable time devoted to the comprehension of ideas and rather low success rates [6].

2.1.2 Theoretical Models and Frameworks of Cross-Cultural Communication

Cultural Dimensions Theory: Proposed by Dutch academic Hans Hofstede, it is a cross-cultural comparison of values, actions, and beliefs to help an individual to understand how to communicate in a wide range of cultures. Cultural dimensions encompass individualism versus collectivism, power distance, uncertainty avoidance, and masculinity versus femininity [7]. This theory, proposed by Hall, asserts that in high-context cultures, understanding information depends on context and non-verbal cues, such as body language and face expressions; while in low context cultures, speech is more important. **Cultural Intelligence:** That is, a person's ability to adapt and interact efficiently in an intercultural context, including the ability to comprehend and respect different cultures, as well as being flexible and adaptable. **Multiple Perspectives:** The emphasis is on engaging in a wide range of ideas and ways of communicating, encouraging dialogue and mutual understanding, and avoiding stereotypes rooted in our culture [8].

2.2 Analysis of the Demand for Global Business Talents

2.2.1 Business Challenges in the Context of Globalization

Globalisation brings opportunities as well as challenges for enterprises. First of all, it provides more markets, lower manufacturing costs, new techniques and innovations, and new ways of working together internationally. On the other hand, companies are faced with problems of increased competition, cultural differences, legislative and administrative complications, and political uncertainty. To surmount these challenges, businesses necessitate talents with cross-cultural communication acumen to adapt to varied cultures and markets [9].

2.2.2 Cross-Cultural Competencies for Business Talents

In the realm of globalization, business talents ought to possess the following cross-cultural competencies [10]. Proficiency in multiple languages to facilitate fluent cross-cultural communication. Cultural Awareness: Possessing cross-cultural sensitivity and a positive disposition towards cross-cultural interactions, with the ability to learn and compare cultural knowledge and differences spanning different countries and regions. Communication Strategies: The capacity to employ suitable communication strategies, such as avoidance, paraphrasing, and seeking clarification, to ensure smooth communication. Mastery of business-related expertise, encompassing economics, management, and more [11].

2.3 Review of Previous Research Findings

2.3.1 Current Implementation Status of Cross-Cultural Communication in Business Education

The current implementation status of cross-cultural communication in business education exhibits diversification. Some universities actively nurture students' cross-cultural communication skills through cross-cultural communication courses and international exchange activities. However, deficiencies in cross-cultural communication training persist in some universities, such as unreasonable course structures and limited educational resources [11].

2.3.2 Limitations of Existing Research and Future Research Directions

Existing research has yielded significant outcomes in the field of cross-cultural communication, yet certain limitations remain. Research on specific skills and strategies for cross-cultural communication lacks sufficient depth; exploration of cross-cultural communication training models in business education is not adequately systematic; and research on the pivotal role of cross-cultural communication in nurturing global business talents requires enhancement [12]. Further in-depth exploration of specific skills and strategies for cross-cultural communication; investigation of more efficacious cross-cultural communication training models in business education; and bolstering research on the central role of cross-cultural communication in cultivating global business talents, providing robust theoretical support and practical guidance for business education [13].

3. Research Design

3.1 Research Subjects and Sample Selection

Precisely define the specific focus of the study, encompassing particular industries, groups, or phenomena. Select an appropriate sample based on the research objectives and subjects, ensuring it is representative of the population's characteristics. Furthermore, specify the sample size, sampling method, and the detailed sampling procedure.

3.2 Research Methods and Data Sources

Elucidate the specific methodologies adopted in the study, whether quantitative, qualitative, or mixed-methods research. Each method carries its unique scenarios of application, advantages, and limitations, necessitating meticulous selection aligned with research objectives and subjects. Clarify the origins of the data, encompassing both primary and secondary sources. Primary data is often collected through surveys, interviews, experiments, etc., whereas secondary data may stem from literature, databases, official statistics, and more.

3.3 Data Collection and Analysis

3.3.1 Survey and Interview Design

Define the survey's structure, questions, and options meticulously, ensuring the questions' validity and reliability. Additionally, consider the survey's length, format, and distribution method for optimal effectiveness. For interview-based research, craft a comprehensive interview outline, detailing the purpose, questions, and the sequence of the interview. Furthermore, hone interview skills such as active listening, guiding conversations, and accurate recording.

3.3.2 Data Analysis Methods and Techniques

Specify the statistical software utilized, analysis methods (e.g., descriptive statistics, correlation analysis, regression analysis), and the procedures for hypothesis testing. Elaborate on the text analysis tools, content analysis methods, or framework analysis methods employed. Additionally, detail the processing and analysis of interview records, observation notes, and other qualitative data.

3.3.3 Ensuring Research Reliability and Validity

Reliability pertains to the consistency and stability of research findings. It can be evaluated through methods such as test-retest reliability, parallel form's reliability, or internal consistency reliability. Validity refers to the truthfulness and accuracy of research results. It can be assessed through content validity, construct validity, or criterion-related validity.

3.3.4 Quality Control in the Research Process

Quality Control for Data Collection: Ensure the standardization and precision of the data collection process, utilizing standardized surveys, and maintaining accurate records of interview processes. Quality Control for Data Analysis: Adhere to scientific methods and procedures during data analysis to guarantee the accuracy and reliability of the results. Furthermore, interpret and discuss the analysis findings to verify their plausibility and applicability. By adhering to this comprehensive research methodology framework, the research process can be conducted in a standardized and scientific manner, thereby bolstering the reliability and validity of the research outcomes. As is shown in Figure 1

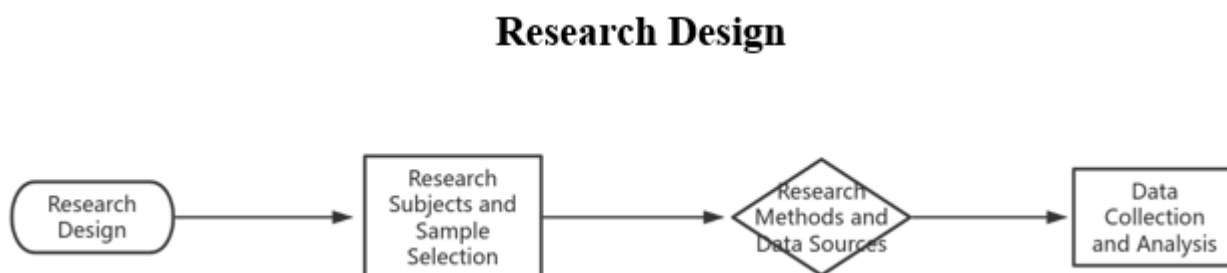


Figure 1. Research Design

4. Research Findings

4.1 Assessment of Intercultural Communication Status

4.1.1 Competence in Intercultural Communication Among Business Students

Business students exhibit a baseline level of competence in intercultural communication, yet there is scope for further enhancement. Surveys and interviews revealed the following: While business students possess a foundational understanding of foreign languages, they could benefit from improvements in fluency and precision, particularly in using professional terminology and expressions relevant to business contexts. Students have a relatively superficial understanding of diverse cultures, lacking deep insights into customs, values, and behavioral norms, which may lead to misunderstandings and conflicts in intercultural interactions. Business students display certain

deficiencies in non-verbal communication, active listening, and demonstrating respect and empathy, thereby hindering the effectiveness of intercultural communication.

4.1.2 Challenges in Integrating Intercultural Communication in Business Education

Although some universities offer courses on intercultural and business communication, the curriculum lacks the systematicness and comprehensiveness required for holistic student development. Traditional teaching methods overly focus on theoretical knowledge transmission, lacking practical application and interaction, making it difficult for students to apply theoretical knowledge in real-world business scenarios. There is a notable shortage of educators with intercultural backgrounds and extensive practical experience, impacting the quality and effectiveness of instruction. As is shown in Table 1.

Table 1. The Importance of Cross-Cultural Communication Competence in the Global Business Environment

Scoring of Five Communication Skills		
Component	Description	For example: 5
Language Proficiency	Ability to communicate fluently in multiple languages	For example: 5
Cultural Awareness	Understanding and sensitivity to cultural differences	For example: 5
Communication Strategies	Utilization of appropriate communication tactics in cross-cultural contexts	For example: 5
Adaptability	Ability to adjust behavior and communication based on cultural cues	For example: 5
Conflict Resolution	Skill in managing and resolving cultural misunderstandings	For example: 5

4.2 Evaluation of Strategy Execution and Impact

4.2.1 Implementation of Strategies to Foster Intercultural Communication

To bolster the intercultural communication skills of business students, we implemented various strategies, including Offering courses such as Intercultural Communication and Business Communication to provide systematic theoretical knowledge and hands-on guidance. Organizing cultural exchange initiatives like international student exchanges, overseas study tours, and virtual international classrooms to enable students to personally experience different cultural environments and foster a deeper appreciation of global diversity. Enhancing foreign language instruction through language courses and language corner activities, thereby improving students' language proficiency and laying a solid foundation for intercultural communication.

4.2.2 Effect of Strategy Implementation on Students' Intercultural Competence

After implementing these strategies, business students' intercultural communication skills significantly improved: Students' language skills generally improved, enabling clearer expression and reducing misunderstandings and communication barriers. Students gained a deeper understanding of

diverse cultures, enabling them to better navigate and adapt to business activities in various cultural contexts. Students' skills in non-verbal communication, active listening, and expressing respect and empathy significantly improved, thereby enhancing the effectiveness of intercultural communication.

4.3 Data Presentation and Analysis

The implemented strategies for fostering intercultural communication have had a notable impact on enhancing business students' intercultural communication skills. Despite the effectiveness of the strategies, challenges such as a lack of curriculum systematicness and practical teaching methods still persist and require further refinement. Efforts should continue to strengthen the development of intercultural communication skills among business students, optimize curriculum design and teaching methods, and enhance students' intercultural competence and international competitiveness. Additionally, cooperation with international enterprises and organizations should be intensified to provide students with more practical opportunities and career advancement platforms. As is shown in Table 2.

Table 2. Implementation Effects of Cross-Cultural Communication Training Strategies

Cross-Cultural Communication Training Strategies' Implementation Effects	
Strategy	Impact on Students' Cross-Cultural Competence (on a scale of 1-10)
Offering Specialized Courses	For example: 10
Faculty Development Programs	For example: 10
International Exchange Opportunities	For example: 10
Simulation Exercises and Role-Playing	For example: 10
Cultural Immersion Programs	For example: 10

5. Discussion and Conclusion

5.1 Analysis of Research Results

5.1.1 The Pivotal Role of Intercultural Communication in Global Business Talent Development

The findings of this study underscore the indispensable role of intercultural communication in nurturing global business talents. It not only aids business students in gaining a deeper understanding of business behaviors and market dynamics across diverse cultural landscapes but also fosters more efficient communication and collaboration within the international business arena. Intercultural communication skills have emerged as a paramount competency for contemporary business students, indispensable for their triumph in the global business milieu.

5.1.2 Strategy Implementation Effectiveness and Recommendations for Enhancement

The series of intercultural communication development strategies implemented have yielded substantial outcomes, marked by noticeable enhancements in students' intercultural communication

proficiency. However, during the implementation, certain issues and challenges were encountered, such as a fragmented curriculum design and a dearth of practicality in teaching methodologies. In order to address this problem, the following proposals are put forward: to create a more integrated and integrated inter-cultural exchange program that covers linguistic, cultural, communicative, and other aspects in order to meet learners' overall developmental requirements. Recruitment of educationalists who have a wide range of cultures, and strengthen the education of teachers to improve their teaching competence and specialty. Cross-Cultural Communication Competence Index (CCCI)= $(LP + CA + CS + A + CR) / 5$. explanation of variables: LP: Language Proficiency; CA: Cultural Awareness; CS: Communication Strategies; A: Adaptability; CR: Conflict Resolution

5.2 Views and Insights

5.2.1 Insightful Reflection on Intercultural Communication Development Strategies

This study has profoundly illuminated the significance and intricacy of intercultural communication development strategies. Intercultural communication encompasses not merely linguistic exchanges but also the comprehension and integration of culture, values, ways of thinking, and other dimensions. Hence, when fostering business students' intercultural communication skills, it is imperative to comprehensively consider multiple factors and devise comprehensive, systematic, and targeted development strategies.

5.2.2 Implications and Recommendations for Business Education Reform

This study holds vital implications for business education reform. As globalization intensifies and the business environment becomes increasingly complex, business education must prioritize the cultivation of students' intercultural communication skills and international perspectives. Therefore, the following recommendations are made: Foster partnerships with globally renowned business schools, facilitate student exchanges, teacher visits, and other initiatives to broaden students' international vistas. Embrace internationally advanced pedagogical concepts and techniques, such as case-based learning and project-based learning, to augment students' practical and innovative capabilities. Organize internships, social practices, and other experiences to allow students to experience the business environment firsthand and refine their problem-solving skills.

5.3 Research Findings and Significance

5.3.1 Summary of Key Research Discoveries

This study primarily identified the central role of intercultural communication in the development of global business talents and the efficacy of a series of intercultural communication development strategies. It also unveiled the challenges faced by business education in intercultural communication development and put forward corresponding recommendations for improvement.

5.3.2 Implications for Business Education and Practice

This study carries significant implications for business education and practice. Firstly, it underscores the importance of intercultural communication in the global business environment, providing a clear directive for business education. Secondly, it validates the effectiveness of intercultural communication development strategies through empirical research, offering robust support for business education practices. Lastly, the improvement suggestions proposed in this study furnish invaluable references for the reform and evolution of business education.

5.4 Research Prospects

5.4.1 Future Research Directions Outlook

Future research endeavors can delve deeper into the differences and similarities of intercultural communication across various cultural contexts, as well as its application in specific industries or domains. Additionally, attention can be given to the correlation and interplay between intercultural

communication and other skills (such as leadership, teamwork, etc.), to gain a more holistic understanding of the role of intercultural communication in business talent development.

5.4.2 Sustained Progression of Intercultural Communication in Business Education

With the relentless progression of globalization and the ever-evolving business environment, the sustained advancement of intercultural communication in business education will undeniably emerge as a trendsetting phenomenon. In the future, business education must accentuate the cultivation of students' intercultural communication skills and international perspectives to align with the demands of the global business environment. Concurrently, it is imperative to continuously innovate teaching methodologies and means to enhance the quality and effectiveness of intercultural communication development.

6. Conclusion

6.1 Overview of the Paper's Findings

This paper discusses the importance of intercultural communication in cultivating global entrepreneurs. Based on the above analysis, this paper discusses the MBA students' cross-culture communication skills, the challenges and the effects of different strategies.

6.1.1 Emphasizing the Centrality of Cross-Cultural Communication

Intercultural communication is an indispensable link among cultures. It is not only a language skill for business students, but also an essential skill to understand the diversity of cultures and to adapt to the global business environment. It is a skill that allows students to blend into the global marketplace and interact effectively with their customers and partners from different cultures. Intercultural communication is therefore crucial for fostering entrepreneurial talent around the world.

6.1.2 Key Research Outcomes

While business students have a certain level of intercultural communication ability, they need to improve their overall level, especially in the areas of culture consciousness and communication skills. In addition, business education is confronted with a fragmented curriculum design and a lack of practical teaching methods for intercultural communication training, which requires further refinement and enhancement.

6.2 Research Contributions

6.2.1 Advancing Business Education and Practice

This research has made a great contribution to the education and practice of enterprises. First of all, the present situation and deficiency of ICC students are revealed, and some suggestions are put forward. On the other hand, there is evidence of the effectiveness of cross-culture training, which is strongly supportive of business education practices.

6.2.2 Enriching the Theoretical Framework of Cross-Cultural Communication

This study not only stresses the importance of intercultural communication in cultivating global business talents, but also enriches and expands the theoretical framework of intercultural communication. First of all, this paper analyses the status quo and challenges of intercultural communication for MBA students, and provides positive evidence for this theory. Secondly, through the implementation of ICD training strategy and evaluation of its influence, this research provides a new perspective and methodology for ICD. Finally, this article will not only help us to understand more about the function of ICD in the training of business talents, but also provide valuable reference and insight for business education reform. From now on, we will follow the trend of intercultural communication in business education, and strive to cultivate more and more talents who are capable of cross-culture and cross-culture communication.

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