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## Global Communications: A Master's Portfolio

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# GLOBAL COMMUNICATIONS: A MASTER'S PORTFOLIO

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A Final Portfolio

Submitted to the English Department of Bowling Green  
State University in partial fulfillment of  
the requirements for the degree of

Master of Arts in the field of English  
with a specialization in  
Professional Writing and Rhetoric

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Ms. Lucinda Hunter, First Reader  
Ms. Kimberly Spallinger, Second Reader

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## Analytical Narrative

If you asked me ten years ago if I would be completing a Master's in Professional Writing and Rhetoric, the answer would have been, "Are you joking?" Procuring a Master's was never on my "to-do" list after graduating with my Bachelor's in 2012. I majored in Korean Studies and moved to South Korea in February 2013, with the plan to stay a few years, teaching English as a Second Language (ESL), before moving back to America. My plans changed not even a month into my new South Korean life when I met my husband in March of 2013. After getting married in June 2014, I started to question my career path. Now that I would be living in South Korea for the foreseeable future, I needed something more long term than teaching ESL as a contract teacher.

Enter Bowling Green State University. I stumbled upon the English Professional Writing and Rhetoric degree during my search for a degree that could help me branch out into new fields. The class list intrigued me; it included a wide range of topics, from global writing, to science writing, to ethical issues and beyond. The objectives of this Master's degree were in tune with what I wanted for my career: business capabilities, various learning opportunities, and a range of skills that would allow me to push into new areas. My plan is to stay in South Korea for the time being, but using this Master's and my fluency in the Korean language, I can switch to a global business and become a translator or a writer across cultural borders.

With these goals in mind, the theme and title of my portfolio is "Global Communications." The four essays I selected for this portfolio include intercultural communication, global advertising, visuals in global games, and an editing portfolio in which I examine multiple global businesses. Through the mix of these four pieces, I hope to show my skills in working with global issues and how I can help bridge the gap between cultures. I

tried to give a variety of global perspectives – from curriculum, to advertising, to gaming – to show how the abilities I’ve learned through my Master’s classes enhanced my work and helped me grow as a communicator and technical writer in various fields.

The first essay, titled “Changing Intercultural Communication Curriculum to Better Prepare Students for Future Technical Writing Expectations,” was written for Dr. Gary Heba’s Professional and Technical Communication and Rhetoric (ENG 6460) class. It explores current intercultural curriculum in schools and the areas in which it is lacking. I then offer suggestions for teachers and instructors on how to change the culture and incorporate more intercultural ideas and texts into their current curriculum. I finish with suggestions and implications for the classroom, explaining how students need a hands-on learning style to better understand cultural differences and how culture affects business communication styles. I chose this essay as it displayed what I felt was substantive research and writing, as I delve into intercultural theory and examine the current technical writing curriculum’s weak areas.

The revision for “Changing Intercultural Communication Curriculum” followed the suggestions of Dr. Heba and my classmates to include a better conclusion, more sources, and better transitions. I re-wrote the entire conclusion to better encompass what I had been arguing and combining ideas that seemed repetitive or over-telling. Additionally, I re-wrote some ideas to better remind the reader of the information I was explaining and added another source. My transitions also needed a bit more work, so I changed some of my sentences to make the paper more readable and make it flow better. I think the combination of these revisions made the paper stronger and offered a better argument into why instructors need to think about intercultural concepts when making curriculum.

Titled “Advertising in Global Markets: How the Coca-Cola Company Successfully

Uses Culturally Diverse Marketing,” my second essay was written for Dr. Gary Heba’s Visual Rhetoric and Practices of Writing (ENG 6050) class. In it, I discuss the global Coca-Cola brand and how they adapt to differing global cultures to successfully sell their product. I analyze Coca-Cola advertisements from four differing countries, and using a mix of culture variables and semiotics, show what Coca-Cola did correctly. These four countries are vastly different in the way they approach marketing and process information, so I purposefully chose these regions to get a wide range of cultural differences. In my conclusion, I suggest ways that other businesses who want to push into a global market can follow Coca-Cola’s example for a successful attempt.

Based off of suggestions from Dr. Heba and my classmates, revisions for “Advertising in Global Markets” included better explanations of my advertisement source material in the beginning so that the reader can understand and process the information I provide more easily. I also removed redundant or confusing information about semiotics when I begin discussing the Coca-Cola advertisements themselves. As this essay was visual rather than explanatory, it was important to rewrite information so that the reader could better understand my arguments. I kept the advertisements the same however, because I think I did a good job showing a varied amount of Coca-Cola advertisements and how they change in different cultures.

My third essay, “Otome Games and the Visualization of Gender Roles,” explores how Japanese maiden games – dating simulation visual novels from Japan – treat men and women differently by analyzing their visual nature and how gender stereotypes are portrayed via these visuals. Written for Dr. Gary Heba’s Visual Rhetoric and Practices of Writing (ENG 6050) class, I examine character design, body posture, and storyline elements, and how each of these

three areas cements the stereotypical “male” and “female” behavior. In my revised version, I also added a section on Japanese culture expectations of women and men and how they are portrayed in current society. I also included more semiotic-based analyzation and added another otome game source to back up my claims.

“Otome Games” was the essay that needed the most revision during my portfolio process. Written as a short essay for the Visual Rhetoric class, it needed major expansion of ideas and re-writing of already established arguments. I added parts of Japanese culture as these are Japan-made games and culture affects a large part of the process of creation; I also added new sources and graphics for further analyzation of how visuals impact gender stereotypes. I also developed my conclusion, addressing the importance of examining gender stereotypes in otome games, and how the audience can recognize this and combat such influence. These revisions were based off of feedback from my classmates, as well as Dr. Heba and Ms. Lucinda Hunter.

My last essay is an editing portfolio – aptly named “Editing Portfolio” – that I created as the final project in my Professional and Technical Editing (ENG 6420) class. The culmination of everything I learned over the course of that class, I included this project because it successfully shows how I can edit with various modes of editing style, as well as tailor to culture through exploration and edits of global-centric pieces. I believe it also shows my prowess as a technical writer and communicator as I included letters to the authors and comments in the sides. I like this choice as the final piece of my Master’s Portfolio, as “Editing Portfolio” is a summation of everything I learned over the course of my Editing class – just as this portfolio is the culmination of everything I have learned over the course of my Master’s.

The revisions for this editing portfolio were minimal. I re-worked the letter to the author into a business letter format. I changed the introduction essay as well to take out references of my old class, and instead changed it to focus on how the learned editing styles fit my own style. This is better tailored for a portfolio, rather than a final project. I also fixed a few typos I saw at the beginning to present a more professional document.

My “Global Communications” portfolio for my Master’s in English Professional Writing and Rhetoric is a culmination of everything I learned over the past two years as a Bowling Green State University student. After I graduate and enter a different workforce, I will carry with me the lessons I learned, the concepts I mastered, and the belief that I am now a better, stronger, and more capable technical writer than I was when I started the program. Admittedly, when I began as a Professional Writing and Rhetoric student, I had no idea what technical writing entailed. Now, as I prepare to graduate, I am confident in my abilities and understand what technical writing is and how it helps society.

This degree wouldn’t have been possible without the direction and teaching of the wonderful staff at Bowling Green State University. Through their instruction, guidance, and support, I have been able to research into my own cultural interests, develop an understanding of what it means to be a technical writer, and carry with me the lessons I’ve learned during my time in the program. As the Koreans say: “Gosaeng ggeut-e nak-i onda”, or “Hard work brings success.” I believe my “Global Communications” Master’s Portfolio is the embodiment of that phrase.



# Changing Intercultural Communication Curriculum to Better Prepare Students for Future Technical Writing Expectations

## **Abstract**

With the growth of international business, the need for competent intercultural technical writers has become prevalent. However, current intercultural technical writing curriculum is lacking and contains various fixable issues. Instructors place too much emphasis on the theories of globalization, localization and internationalization. Likewise, while strategies such as Edward T. Hall's context theory and Geert Hofstede's cultural dimensions offer insight to how culture shapes global technical writing, these strategies alone are not enough. Students need opportunity to put the learned theories into practice. Additional issues include textbooks that do not explain the importance of cultural context and instructors who have little experience in intercultural technical writing.

In order to solve these issues, I suggest several solutions to better prepare students for work as intercultural technical writers. These suggestions include having more experienced technical writers as instructors, including linguistics in technical writing classes, drafting projects with those of other cultures, and testing for intercultural competence via various assessment methods. Through these small changes, technical writing curriculum can better aid students as they transition from student to writer. As the demand for global markets grows, the demand for better prepared technical writers increases with it. With the suggestions outlined in this paper, that demand may be better fulfilled in the future.

**Keywords:** intercultural technical communication, technical communication curriculum,  
global business

## Changing Intercultural Communication Curriculum to Better Prepare Students for Future Technical Writing Expectations

Although the elements of technical communication began as far back as Aristotle, the growth of the technical writing field began during World War II. Since then, technical writing and communication has become its own necessary field with ties to many different areas such as business, science, and technology. With the rise of global markets and the push for a more culturally sensitive technical style, intercultural communication has risen in necessity amongst global businesses. This has led to the inclusion of intercultural technical writing in academia. However, even with the addition of intercultural ideas and methods in technical writing curriculums, intercultural writers still face the challenges of ill-preparedness and lack of applicable experience. To combat these challenges, more focus needs to be given to intercultural writing instruction in technical writing curriculum. In doing so, technical writing students will be better prepared to transition into effective technical writers in an actual global setting.

### **Intercultural Concepts**

It would be difficult to discuss intercultural communication without first mentioning concepts that guide the intercultural writing philosophies. These three concepts have their advantages and disadvantages in how they approach intercultural technical works. Even without being named specifically, these ideas guide each and every intercultural technical work.

#### *Globalization*

Globalization is defined as the process of creating a document that can be used in several different cultures without significant modification. The upside of a globalized work is the reduced time and cost involved with translating works for several different markets at once. While global documents are ultimately the end goal of intercultural technical writers, globalization can lead to the problem of vagueness or misunderstanding across cultural borders.

One way to combat this confusion is through the use of visual rhetorical tools in order to represent the clearest picture of the provided information. However, even with such visual representations, cultural confusion can still occur. Sidney Dobrin (2010) refers to an example of air safety instruction cards that are present on every aircraft around the world. Though seemingly easy to understand in nature, Dobrin asserts that the vast amount of pictures can overload the reader with confusing information; likewise, readers from one culture may not understand the listed numerical values or visual symbols (such as red X circles or cigarettes) the same as a reader from another country (p. 7). Thus, by teaching only a globalized approach to intercultural technical writing in curriculum, instructors run the risk of ill-preparing writers for crafting a transnational piece.

### *Localization*

Localization is the adaptation of a product or document to a specific cultural audience. This theoretical approach offers the most benefits due to the focus on specific culture and cultural application. These benefits include improved sales in the target country, overcoming cultural differences and overcoming initial resistance to new cultural ideas. However, localization can have the downsides of being too expensive, time-consuming or complicated due to liability issues. (Dobrin, 2010, p. 5). Additionally, localization efforts can fail if cultural

morals or values are not taken into account (Grady, 2016, p. 207).

Matthew McCool (2006) discusses this in his article “Information Architecture: Intercultural Human Factors” when he writes about Japanese and American structure and pattern differences in informational deliverables. Due to “few if any [understanding] deeper culture dimensions,” his team constantly failed more in the Japanese market than the US domestic market (p. 182). After thorough study, McCool concludes that localization is “little more than a superficial adaptation” if core cultural values and dimensions are not considered (p. 181). Unfortunately, with the vast amount of cultures and subcultures spanning the globe, instruction of localization can be lacking due to time constraints. Semesters only have fifteen weeks total which is insufficient time to prepare a technical communications student for global writing necessities. Additionally, current curriculum places intercultural learning as only a small part of larger technical writing classes. This limits the time spent on necessary concepts to only a short time frame before the student must then learn on their own in a real-time setting.

### *Internationalization*

Internationalization is the process of creating technical works that can adapt to multiple cultures or countries by simply translating without changing the core of the design. Although similar in nature, internationalization differs from globalization due to its focus on individual countries rather than the world as a whole. Localization, as mentioned in the previous section, has a few drawbacks that include time spent and only a simple understanding of cultural markers. With internationalization, the international variables and core information are separated and translated in two different ways. The core information is unchanging and therefore can be simply translated word-for-word. The international variables

however need a more in depth translation as both surface and deep cultural values must be addressed (Dobrin, 2010, p. 5-6).

Internationalization is better for businesses as it cuts down time and cost, thus leading to a more efficient process for intercultural communication. However, problems can still arise if the writer or translator only holds a superficial understanding of the target language and culture. As McCool (2006) summarizes, “if we truly want to make information available to cultures unlike our own, an earnest consideration not only of current localization processes but also one of core cultural dimensions may be the final variable needed for success” (p. 182). Without a formidable blending of the two internationalization processes, any attempt will end in failure.

### **Current Strategies for Teaching Intercultural Variables**

As intercultural technical communication studies have come to prevalence as a genre of technical writing, various scholars have presented differing rhetorical theories to combat the issues that continue to prevail. These theories have attempted to explain the differences between cultures in an appropriate manner and have guided technical writers in crafting culturally sound technical works. While each has its advantage and drawbacks, many scholars (such as Thrush, Flammia, and St. Amant) recommend teaching at least one, if not all, of the cultural variables discussed below.

#### *Lists of dos and don'ts*

Businesses around the world have crafted lists of dos and don'ts when it comes to interacting with those from other cultures. This exercise has also been used in classrooms during the instruction phase to better a student's understanding of cultural differences.

However, recent scholars have suggested against this line of teaching as it can be problematic. Although they may provide a guide to understanding basic cultural concepts, such lists can encourage stereotyping of unknown cultures and are essentially ineffective when used in real time. This is also a problem as “authors usually borrow these factoids from research articles” instead of people from the culture themselves. Additionally, many of these articles are case studies which can lead to out of context results (Bracken Scott, 2010, p. 80).

### *High-context and low-context theory*

No intercultural communication analysis would be complete without mention of anthropologist Edward T. Hall. It is, after all, Hall’s influential book *The Silent Language* that launched intercultural communication as a field of study. Hall created the theory of high- and low-context culture which is still used to explain culture in technical writing curriculum today. In a high-context culture, many things are left unsaid and it is assumed that the reader will understand without context. This concept of “reading between the lines” can be frustrating to those who do not know the “unwritten rules” of such a high-context culture. In low-context cultures, everything is explained in much more detail, which leads to low chance of misunderstanding. However, this can be frustrating to high-context culture individuals who may feel it is over-explaining (“Hall’s Cultural Factors”).

Wang and Wang (2009) mentioned this theory during their research into Chinese and German mechanics. They found that the Chinese, who come from a high-context culture, only considered seven troubleshooting information themes to be at least of average importance, while the Germans, who come from a low-context culture, found ten troubleshooting information themes to be at least of average importance. Additionally, this could be seen in the service manuals of each country. German manuals “were more finely structured with

greater detail than the Chinese ones” (p. 44). These contextual habits provide insight so that intercultural technical writers may understand how to cater to different cultural audiences.

### *The ‘Cultural Iceberg’*

The concept of the “cultural iceberg” was discussed by John Hooker (2003) in his book *Working Across Cultures*. The idea is simple - culture is mostly unseen, lying underneath the surface of the water like an iceberg. This means that “the most important cultural differences are invisible” and that different solutions will be available to problems depending on the culture involved (p. 2). As such, it is important for scholars of intercultural communication to remember that superficial knowledge of a culture is not enough. The roots of a culture and its individuals must be known and understood completely in order to craft the most culturally appropriate work.

### *Hofstede’s cultural dimensions*

Geert Hofstede, a Dutch psychologist, first identified five cultural dimensions that seem to be present in almost all cultures. These dimensions are: individualism-collectivism, power distance, uncertainty avoidance, masculinity-femininity, and long-term orientation.

1. Individualism-collectivism: In individualist societies, members care for themselves or their immediate families only. In a collectivist society, the individual cares for society as a whole.
2. Power distance: Different cultures have differing concepts of power and the perfect balance that should be attained.
3. Uncertainty avoidance: This covers the extent to which a culture avoids uncertain situations.

4. Masculinity-femininity: The ‘masculine’ is in terms of assertiveness, wealth, and product attainment, while the ‘feminine’ is in regards to taking care of others. This area covers the spectrum in which different cultures fall.
5. Long-term orientation: This concept is in terms of how the culture values tradition and filial piety (Gill, 2017).

The above concepts have shaped and changed the way technical communicators look at a cultural and its individual members. However, just a list of concepts will be ineffective. Needed is the chance for practice or utilization in a real life workplace situation. Kirk St. Amant (2005) suggests using Hofstede’s principles with online documents from different cultures to assess what “cultural, technical and economic factors technical communicators need to review when working in international outsourcing situations” (p. 199).

### **Issues with Current Intercultural Technical Writing Instruction**

Based on the aforementioned strategies for intercultural technical writing, instructors have taught students the different theoretical approaches for crafting a global work. Despite knowing such strategies, actual instruction of intercultural writing continues to be a large-scale problem that is not easy to address. While the average American citizen will have experiences with different cultures throughout their life, teaching how to incorporate that knowledge into technical documents is complex. In all three rhetorical approaches to intercultural technical writing (globalization, localization and internationalization), a vast amount of information is needed to adapt to every culture around the world. Technical writing for a South Korean company will not be the same as writing for a South African company. As Yvonne Cleary (2011) writes, “culture and theory of culture tend to be elusive, rendering



intercultural communication a delicate, often intangible, concept” (p. 22). Due to this elusiveness, lessons learned throughout technical writing classes may focus too much on the aforementioned theories and be too abstract in regards to real situations a technical writer will encounter in their daily work life.

As Barclay et al. (1991) attain in their work “Technical Communication in the Workplace: Some Implications for Curriculum Development,” there are realistic differences between writing for academia and writing for real audiences. Academic writing tends to focus on a fictional “intelligent, uninformed lay reader” and asks the student to cater to only the teacher’s opinion. However, actual technical writers are catering to real audiences comprised of multiple readers from different education levels, cultural backgrounds, and communication styles due to cultural upbringing (p. 326). Thus, the assignments in current intercultural technical writing may not apply to real life situations or may limit the student during real life applications. Barclay et al. (1991) note that programs are trying to bridge these “real-life situation” gaps between academia and the workplace; however, either data from the workplace is “scarce... and not generalizable” or the content of technical writing courses remains to be debated (p. 326).

Concurrently, with this emphasis on learning theory that is prevalent in many areas of intercultural technical writing curriculum, the textbooks chosen for such courses become a point of contention. Studies have found that textbooks that address international aspects of engineering and technical writing “do a poor job in instructing students in the actual practices... and international communication [of Engineering] in specific” (Seawright, 2013, p. 28). One reason for this may be the lack of technical communicators as instructors themselves. English instructors may have no participation experience in working in

intercultural technical communication and as a result, cannot fully understand communication in the global workplace (Barclay et al, 1991, p. 325). This leads to instructors simply teaching about intercultural communication from a textbook. However, as Odell et al. (1983) note, textbooks come from other textbooks and “teachers of writing tend to reflect the values of their own teachers rather than their understanding of what writers actually do” (as cited by Barclay et al, 1991, p. 325). This ambiguity will lead students to writing for the teacher and not understanding what real intercultural workplace writing entails.

Another reason for poor results may be that textbooks approach intercultural communication under the umbrella of a problem that needs fixing or contain models and figures that do not explain the importance of context in cultural communication (DeVoss et al, 2002, p. 71). While even more recent books from the early 2000s fall under this umbrella, DeVoss et al. (2002) did find positive trends in their research. First, they found that current and newer intercultural technical writing textbooks focused on individual characteristics of the complex culture. Additionally, experts in the field of intercultural communication, especially those with experience using intercultural communication in day-to-day practices, began to be included. Lastly, the inclusion of specific examples of inclusive and misguided articles emerged, leading to an easier understanding for intercultural technical students (p. 73-74). While more work needs to be done in steering textbooks toward a global world, these current textbook trends are a good beginning foundation to achieving such a goal.

Another issue that surrounds intercultural technical instruction is the “large culture” ideology that tends to group all individuals of a country into one culture. However, this can lead to stereotyping and can fail to accommodate minority groups or specific individual communication styles. Agboka (2012) contends that this ignores the realities of globalization,

in which individual identities can be shaped and “the demands of postmodern globalization require that individuals be allowed to negotiate their life-worlds during cross-cultural contacts” (p. 161). Though culture plays a large part in the shaping of personality and style, individuals construct and reconstruct cultural norms daily through social and global interactions. Diana L. Cárdenas (2012) further emphasizes this point in her case study, in which she points out three challenges of interacting with cultural members: objectivity, stereotypes, and uniqueness of the individual. This means that technical communicators must heed caution not to project their own culture across cultural boundaries, understand that stereotypes are only guesses to an individual’s style, and recognize that each person is unique and “more than his/her culture” (p. 145).

DeVoss et al. (2002) offer a solution to combat stereotyping in their work “Teaching Intracultural and Intercultural Communication.” Instead of both positive and negative stereotypes driving intercultural communication, they suggest replacing “stereotypes” with “tendencies” of a culture or an individual from a different culture. In changing the linguistic phrasing, they say that “we can better understand the many complicated factors involved in specific, local communicative situations in context” (p. 80). As each individual in a culture is different, this shift in thinking can make sure that cultural boundaries are respected when exchanging intercultural communication. Still, many textbooks call for a stereotypical look at culture when discussing technical writing for a global workplace.

As almost every technical writer knows, cultural awareness in respect to sharing beliefs and morals is extremely important in the global workplace. Ethnocentrism becomes a barrier in intercultural communication when one culture tries to push their beliefs on another culture. However, as Goby (2007) points out, “U.S. students may tend to assume that they can

carry their well-known culture with them into new cultural settings” (p. 433). This emphasis on American culture can hinder instructional practices, especially if the instructor or curriculum comes from a one-sided point of view.

DeVoss et al. (2002) further this point when they write, “because the United States is a cultural and economic global force, Americans tend to see international situations through the lens of white, Protestant, middle-class, male values” (p. 76). If American writers see the world through this bias, intercultural communication runs the risk of breaking down or disrespecting the other culture. This is further complicated with the use of textbooks that cater to the American point-of-view and do not address the need to see through a non-American viewing lens. To combat this, students need to become aware of their presence in the American culture group and acknowledge how this bias affects their intercultural communication learning style and practice (Bracken Scott, 2010, p. 82).

Emily Thrush (1993), in her article “Bridging the Gaps: Technical Communication in an International and Multicultural Society,” offers solutions to these issues. First, she says to offer samples of writing from other cultures to analyze the document for “culturally variable features such as levels of formality, relationship of writer to reader, tone, organization diction, and level of detail.” She further surmises that “correspondence with representatives of the culture often yields wonderful samples for classroom analysis” (pg. 280). By providing students with an opportunity to research into another culture and include cultural differences in pre-made textbook lessons, these future technical writers can attain an understanding of how different mindsets play a role in writing. This may help students realize that technical writing is not just from the American point-of-view, and offer insight into writing practices from other countries.

Lastly, native English speaking technical writers may fall into the trap of thinking English is a universal language. As linguist David Crystal points out, English “has effectively become the first language in world history to achieve the status of a truly global language” (as cited by Maylath & Hammer, 2016, pg. 4). Due to the comfort of universal English, technical writers from the United States may rely on English and feel they do not need to learn another language or culture. This, however, can lead to dire consequences when writing for intercultural businesses. Bruce Maylath (1997) emphasized this when he wrote, “in worldwide terms native English speakers remain a minority, and many nonnative English speakers maintain only a cursory or passing knowledge of the language” (p. 341). This ignorance, tied in with the problem of cultural dismissal due to the thought that American culture is widespread enough to keep, “often guarantees disaster for both user and producer” (as cited by Maylath, 1997, p. 341).

In every technical writer’s future lies some type of intercultural writing necessity. As Emily Thrush (1997) boldly questions, “Does anyone still doubt the need of today’s technical communicator to be aware of cultural differences in reading and writing?” (p. 414). Thus, one would assume that intercultural writing theories and practices would take up a large aspect of technical writing courses. However, this seems to be the opposite of current curriculum. According to Maylath (1997), intercultural communication and writing skills are lumped into a “catchall” section, usually entitled “Technology and Culture,” that includes international issues and ethical problems that may arise (p. 341). While this option is seemingly more realistic than full courses in only intercultural instruction, it can leave students with little to no experience in the area. Instructors may also find themselves unfamiliar or uncomfortable with teaching such culturally sensitive information and ignore the role of international

communication in various schools of learning (Seawright, 2014, p. 28). Additionally, the current existing classes containing intercultural technical learning process are seen as only “adequate” and a fully developed alternative to this issue is still unavailable (Barclay et al, 1991, p. 332).

### **Suggestions for Solutions to Intercultural Curriculum Issues**

Bruce Maylath and Emily Thrush (2000) confirm in their research that current programs do not fully prepare technical writing students for the future. Instructors that have limited knowledge on intercultural technical writing may be detrimental to student learning. Likewise, though textbooks may contain one or two chapters on globalization and cultural awareness, it is only a small portion of a large resource. This information usually appears in a later section of the textbook which makes global ideas seem like an afterthought rather than an important aspect to consider while writing. In fact, one popular textbook for academic technical writing classes groups localization as a “non-writing part of the job” with style and layout guidance (Van Laan & Hackos, 2012).

Due these reasons, information on how to prepare documents for internationalization or localization and awareness of culture, language and translation are sorely lacking. Thus, Maylath and Thrush (2000) conclude that “the time now seems ripe for the curriculum to change” (p. 233). Combining the knowledge of intercultural concepts and the strategies learned from scholars in various fields, solutions to the issues currently plaguing academic curriculum can be found.

*Have experienced technical writers as instructors*

Textbooks and textbook choices remain one of the biggest problems of curriculum

issues today. With experienced technical writers or those with technical writing backgrounds as instructors, this issue may decrease. With their knowledge of what is needed in real life workspaces, they can choose the best textbook that reflects the reality of day-to-day intercultural business. This will allow instructors to create “focused courses that examine the connections between culture and technical and professional communication” (Grady, 2016, p. 204).

Understandably, finding faculty that have these credentials is difficult at best and impossible at worst. Too many spaces exist for such a small pool of candidates and make filling the professor’s position difficult. Thus, Barclay et al. (1991) suggest a different route: faculty internships, consultation and research in intercultural arenas. By undertaking internships in others areas such as business or engineering, inexperienced faculty can gain insight into the needs of intercultural businesses. Through consulting, faculty can also put what they teach to the test by, as Barclay et al. (1991) say, “hiring out to do the things they teach” (p. 333). Research, as always, keeps instructors up-to-date with emerging technical writing trends and ideas. Just one of these suggestions, or even all of these combined, can better prepare lecturers to teach students for the classroom and beyond.

#### *Include intercultural projects in current technical writing curriculum*

Having a separate class for intercultural writing principles is seen as unnecessary and finding appropriate staff to teach the class is difficult. However, the current role of intercultural learning is too slim. This has begun to change as more instructors have included projects that make technical writing students think critically about intercultural writing. These projects include reading and research, audience and document analysis, cultural artifact analysis and focus groups, and writing and cultural exchange (Devos et al, 2002; Martinez,

2015). These types of activities can “strengthen students’ understanding of effective global communication practices and strategies and of cultural awareness and adaptability” (Martinez, 2015, p.156).

Of these various projects, writing and cultural exchange seem to be the most important. In writing and cultural exchange activities, a different culture’s online blogs, articles, or forums can be addressed to cross cultural borders. This leads to first-hand experience of a culture that may be unknown to the student. DeVoss et al. (2002) suggest a step even further. They say to include interviews of international students about their culture and what may differ from American culture. Included can be those who have traveled to foreign countries or done study abroad work for a certain length of time. This type of activity will give various perspectives of another culture while also including other aspects such as audience analysis, research into new cultures, and focus-type groups (p. 87-88).

#### *Teach basic linguistics as a subtopic in intercultural communication curriculum*

Linguistics knowledge among technical writers is a very important aspect to writing interculturally, but many American students are “miserably unaware of linguistic diversity” (Maylath, 1997, p. 343). This extends from only learning another language briefly during their academic years to not knowing the differences between English around the world. In fact, engineering colleges in America have done away with the foreign language requirement as it was deemed unnecessary to future engineers.

On the contrary, as Maylath and Hammer (2016) point out, believing that English is enough to communicate in is a “dangerous fallacy” (p. 5). Many workers in foreign countries, while having a grasp of English, may not be fluent enough to do business fully in English.



This will lead to misunderstanding or confusion when trying to communicate. Thus, language awareness and linguistic knowledge is needed in “every area of human expertise” (p. 5). Having the capacity and understanding of linguistic differences between foreign languages will help students become more competent technical writers in the future.

In this vein, the job of intercultural technical writing instruction is to open the student’s eyes to how culture affects every aspect of a localized work. However, as many scholars acknowledge, language and culture are connected in a way that is almost impossible to break. Language is used to express cultural morals, ethics and realities (Ntai, 2017). For this reason, learning linguistics in intercultural technical writing curriculum can raise awareness of not own a student’s own language but its “key differences from other languages” (Maylath, 1997, p. 343). For these reasons, linguistics should be included in technical writing courses to better prepare students for issues they may face in real life scenarios.

#### *Draft projects with other countries or cultures*

Although the average American student will have experience with varying cultures, working with them is another story. By including projects that span internationally, students will be better prepared for the reality of an intercultural and global workplace. As Seawright (2013) explains, “the ability to communicate with other people located in various countries is a skill most students have little chance to practice during college courses” (p. 30). Additionally, working collaboratively with other cultures will make students “realize that their contributions are important and valued” (Cárdenas, 2012, p. 150). Overall, a project between two countries, or even a community-based cultural project, will give students confidence in their abilities and be a valuable experience that the student will carry to their future workplace.

Jennifer O'Neill (2013) acknowledges this important experience in her conclusion after detailing a failed joint U.S.-U.K. style guide project. She writes, "It is important that we have an understanding of what these differences are and how they can impact documentation. And an obvious place to start learning is from our own team members located around the world" (p. 36). By giving students a taste of working collaboratively, instructors can help prepare them for what they may experience working in the real world. Thus, intercultural communication projects are highly recommended for future technical writing curriculum.

#### *Intercultural technical writing competence assessment*

While many technical writing students will have experience in intercultural writing before they graduate, competence in the field is something that is still difficult to assess. Han Yu (2012) theorizes this is due to the difficulty in specifying exactly what competence means for intercultural technical communication. While many definitions, theories, concepts and frameworks are discussed by textbooks, intercultural competence is still loosely defined at best (p. 170). Even so, just learning about the skills needed to become a global technical communicator isn't enough. Instructors must assess a student's skills to make sure they have intercultural competence by using appropriate methods (p. 171).

Yu (2012)'s research led her to nine different methods of testing for writing competence. These include: (1) paper and presentation assignments; (2) case study assignments; (3) portfolio assignments; (4) personality tests; (5) sensitivity instruments; (6) awareness tests; (7) cultural profilers; (8) interviews, and; (9) observations. Each assessment has its strengths and weaknesses, as well as applications for a specific type of project (Table 1, p. 182). Yu (2012) found that, with the exception of personality tests, each assessment has the potential to help students understand the competence needed to become better intercultural

technical writers.

While each has a useful place in teaching technical writing, portfolio assessments have the best potential for student growth. This is due to the student-centered learning style and applicable, valid results. Portfolios also include papers, case studies and instruments of different cultures for analysis, implementation and reflection. As Thrush (2001) says, “the keys to successful professional writing are audience and purpose” (p. 295). Portfolios allow the student to put the audience and purpose in context via the assignment and how they can be applied in an actual workplace. Teachers of intercultural technical writing should contemplate adding a portfolio assignment to their curriculum to better serve their students for the future.

### **Implications for the Classroom**

According to Maylath (1997), technical communication company officials “plead to have universities and colleges teach technical communication students ways to prepare documents for translation” (p. 342). Additionally, as Seawright (2013) points out, “[engineering] employers have lamented the sad state of recent-hires’ communication and writing skills.” (p. 28). While not seemingly connected to intercultural technical communication at first glance, each has a place in the growing world of global business. These areas can be better fixed if we change the current technical writing curriculum. The suggestions listed in the previous section can help students become better intercultural technical writers in the future by introducing them to a variety of cultural issues and ways to address them.

However, learning about various cultures via only theories will not be enough to ready a student for workplace demands. A truly inclusive curriculum must include practice of the concepts and business writing in real settings. Educators “need to design more research that

explores the many facets of the globalized workplace” (as cited by Martinez 2015, p. 161) in order to best serve their students for the future. This can be done through a variety of projects that include collaborative drafts or cross-cultural projects. By including intercultural projects into curriculum, students can have a better understanding of what will be expected of them in the workplace. Students will also have first-hand experience in the demands of a global business.

Additionally, learning about linguistics is a necessity as students need to be aware of the cultural challenges that arise through differing languages. Language drives culture and allows it to shift and change; thus, understanding how a language works can give insight into cultural ethics and morals. Through knowledge of linguistic principles and cultural differences, students can combat cultural stereotypes and instead replace them with “tendencies.” If these principles and differences aren’t highlighted or taught, “students are likely to perpetuate unhelpful stereotypes and to flounder in a marketplace that requires an intercultural understanding in business matters” (DeVoss et al 2002, p. 88). These stereotypes can also be eliminated with experienced technical writers leading the class and choosing textbooks that best suit the growing need for global business.

If the chance to work with other cultures or countries on projects arises, both students and instructors must use the opportunity wisely. These types of projects will be the closest a student can get to a real life intercultural writing scenario. It also gives the students a chance to understand different cultures they may not have had experience in before. If anything, these draft projects can show students the complexity of working across cultural lines and introduce them to skills needed as true technical writers.

Lastly, current technical writing curriculum revolves mainly around research and

reports. While good in theory, the usual reports may lead to incompetence in an actual intercultural setting. There are better ways to check for technical writing competence that include a long list of available methods such as portfolios and case studies. As different situations call for different methods, instructors should choose the best option for their classroom and project style. Overall, including competence assessment at the end of each class is very important. Without it, future technical writers can be easily frustrated and overwhelmed with the expectations of their future employers.

In conclusion, intercultural technical communication is an important aspect of technical writing curriculum that must not be overlooked. Dobrin (2010) agrees with this assessment, stating that transcultural communication needs to be a “core part of all college-level technical communication curricula” (p. 24). Due to the ever growing involvement of culture and language in global business, “the need for greater emphasis on intercultural communication in technical communication curricula is becoming increasingly urgent” (Bracken Scott, 2010, p. 86). The solutions named in this paper may be a step in the right direction to fulfilling this need. However, research and data are still scarce on the best overall method to utilize intercultural technical communication in curricula. More study is needed in this area to best help students become effective global technical writers in the workforce.

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# **Advertising in Global Markets: How the Coca-Cola Company Successfully Uses Culturally Diverse Marketing**

## **Introduction**

In today's global marketplace, it is imperative that companies understand cultural differences and release culturally correct advertisements. In doing so, they will find success in an overseas venture; if they fail to adhere to important cultural divergences, there is a high risk that the company's venture will fail. One example of an exemplary company that found global success is the Coca-Cola Company. With more than 450 brands in 200 countries, Coca-Cola has shown that they understand globally diverse issues since their expansion abroad in the 1920s (The Coca-Cola Company). From the comprehension and inclusion of cultural dimensions, to the use of semiotics to adapt to cultural clues, Coca-Cola is a prime example of a company who commands the global market. By following Coca-Cola's example, companies who wish to push into the global consumer market must adapt their advertisements to fit cultural differences and dimensions. If they fail to do so, the company will struggle, and ultimately fail in their overseas expansion.

## **Cultural Differences in the Global Marketplace**

### *Cultural Dimensions*

One of the most notable views into cultural differences comes from Dutch social psychologist Geert Hofstede. Through his extensive research into employees from 50 different countries, Hofstede identified four areas in which cultural differences can be sorted; these dimensions are: *power distance*, *uncertainty avoidance*, *masculinity versus femininity*, and *individualism versus collectivism*. These cultural dimensions can be used to summarize

people's motivations, societal issues, and structural alignment within organizations (Hofstede). Hofstede ranks his scale from 0 to 100 points, with 0 being the lowest possible score and 100 being the highest possible score.

*Power distance* refers to a hierarchical system in which people accept or expect that power will be distributed unequally. A higher level country assumes that inequality is to be expected. A lower level country expects power to be more evenly distributed between members of the organization. *Uncertainty avoidance* is related to a society's response to the unknown future. A high-avoidant culture adheres to beliefs and principles already set out by culture and looks down upon a stray from the "norm." In contrast, a low-avoidant culture accepts change more easily and welcomes innovative or new ideas.

*Masculinity versus femininity* describes the mindset of being the best (masculine) versus doing what you like (feminine.) A highly masculine society prides themselves on "being the best they can be," while a highly feminine culture is less competitive and assertive comparably. *Individualism versus collectivism* refers to a country's self-image in terms of "me" versus "we." A highly individualistic culture puts individuals first; a highly collective culture prefers to think of the group first. Various studies (Taylor, Miracle and Watson; Ji and McNeal; Cheong et. al) have shown that *individualism versus collectivism* causes the largest variance in the work goals of different cultures, as individualistic countries place workers first, while collective cultures "place greater emphasis on the needs and goals of the group, social norms and duty, shared beliefs, and cooperation with group members" (Cox 828).

Used all together, these four dimensions can give companies a cultural overview of the country they wish to expand into. For example, a country with low individualism and high femininity will most likely be more receptive to advertising that features groups that are

enjoying an activity together. Oppositely, a country with a high masculine index and a high individualism score will likely enjoy individual ads that show an individual succeeding or winning.



(Figure 1 (left): A Thailand Chang beer advertisement.

Figure 2 (right): A Toohey's Mild Bitter Ale advertisement from Australia.)

Consider Figure 1 and Figure 2 above. Thailand is a country with low individualism but high femininity. The “putting the group first” mentality is shown in the group of four male friends enjoying their beers together by the river. They are enjoying what they like (a high femininity trait) and having a good time. On the contrary, Australia is a high individualism and high masculinity country. One can see this in the fact that the man is alone (individualism) and lifting the beer into the highest place (masculinity.) The tagline “Stepping into highest flavor” also cements the masculine trait of “needing to be the best.”

### *Cultural Consumer Behavior*

Unsurprisingly, consumers in various countries behave differently due to their cultural upbringing. As nothing is universal, companies must remember that what works in a Western audience may not work in another country with different cultural beliefs. For

example, Cui et. al found that the Chinese have a “less positive attitude[s] towards consumerism” compared to Canada. Additionally, due to their collectivist society, the Chinese were less likely to complain in public compared to the more individualistic Canadians. Thus, they conclude that “cultural values may affect consumer attitudes and their satisfaction” (90).

In another study, Tsai et. al found that consumers in different countries will be more attracted to products that value their cultural ideals. For example, American culture “values excitement [and] elation,” while the Chinese value “calm and peacefulness” (79). This means that those from China would choose a product that has a sense of calm advertising as that “increase[s] the monetary value of products” (84).



(Figure 3 (left): An American T-Mobile contract advertisement;  
Figure 4 (right), a Chinese Sony Ericsson phone advertisement.)

In Figure 3, we can see that the American advertisement shows an excited group of friends taking a picture together; this shows the “excitement [and] elation” that the Western audience perceives well. On the other hand, in the Chinese advertisement in Figure 4, the model is calm and collected, not even giving a smile as he holds the phone. This is in line with the Chinese audience’s preference for calm advertising.

Similarly, Shavitt and Koo found that Western consumers “tend to perceive objects as separate from the context.” In contrast, East Asian cultures consider the usability of a product in different contexts as it is “the larger part of a whole” (106). This is because individualistic cultures of the West add “values or abstract personality traits to products,” while collectivist cultures typically found in Asia “are more interested in concrete product features than in abstract brands because they are less used to conceptual thinking” (de Mooji and Hofstede, 187).



(Figure 5 (left): a Canadian plastic surgery advertisement in Toronto;

Figure 6 (right): a South Korean plastic surgery advertisement in Seoul.)

In Figure 5, one can see how an abstract idea is placed on the model. The cup gives an idea of what a new nose may look like, but does not actually show results. The results are left up to interpretation for the audience. In Figure 6, the South Korean plastic surgery advertisement shows the new faces of patients, along with before and after photographs. This is in line with Asian collectivist attitudes preferring “concrete product features” to more abstract ideas.

As these are fairly large cultural differences in attitude towards products, companies need to understand the differences in consumerist attitudes before advertising in a new

country. Gaston Ares suggests researching into how a country conceptualizes a construct to “adapt constructs to fit the cultures under study” (256). Additionally, Nick Bryant suggests that brands that are not already well-established need more specific advertising campaigns in order to target their intended audience and push into new markets (17).

### **The Coca-Cola Company Advertisement Analysis**

Based on the cultural contexts listed above, as well as semiotic context via content analysis, I examined four different Coca-Cola advertisements from four different regions. I chose one from The United States, one from South Korea, one from South Africa, and one from Russia. The reason I chose these specific countries is due to demographic and geographic differences, resulting in a wider range of varying cultural values. Through this analysis, different companies can see the ways in which the Coca-Cola Company uses a blend of framing, context clues, and cultural variance to target their advertisements successfully.

#### *The United States*



(Source: Business Wire)

The above photo is an American advertisement from the Rio Olympic Games in 2016, using their slogan “#thatsgold” to promote the brand. It features American athletes Ashton Eaton, a track and field star, and Alex Morgan, a star soccer player. In the advertisement, both athletes can be seen smiling and laughing while holding different Coca-Cola beverages. The Olympic rings, as well as the American flag, are both clearly visible on their shirts. In this campaign, the Coca-Cola Company said they wished to portray the advertisements as more “approachable to teens and Millennials” in a slice-of-life style. “[Teens and millennials] will see their heroes performing on an out-of-this-world level,” said Rofoldo Echeverria, vice president of Coca-Cola’s Global Creative, “but then say, ‘hey, he or she looks like my friend’” (Moye).

Based on Hofstede’s cultural dimensions, the United States ranks low in power distance (40), extremely high in individualism (91), and high in masculinity (62). These values combined mean that the United States values equality among peers, a self-reliance that favors “I” before “we”, and a sense of accomplishment and being the best. These values can be seen clearly in the Rio marketing campaign shown above. The two athletes laughing in the picture look like they could be part of a group of friends, and both are relaxed and happy. Neither is shown competing or winning, which promotes friendship, good-will and equality. However, even with two athletes, the photo is still individualistic in that it utilizes single athletes from various different sports. These athletes are not on the same team, but rather famous in their own respective sport. These Olympians are some of the best in their sport, which along with the “#thatsgold” slogan, implies the chance to win Gold and “be the best” – a masculine trait.

From a semiotic standpoint, the athletes in the photograph represent an “iconic sign.”



According to Gillian Rose, an icon is a sign in which “the signifier represents the signified by apparently having a likeness to it” (119). In this case, Coca-Cola is using athletes to represent the Olympic team. The word “athlete” is being used literally and thus is an iconic sign. This means that while the athletes in the photo are sitting and not participating in sports, the symbolic meaning refers to the hope and possibility of the United States “bringing home the gold.”

From a photographic view, the angle of the picture itself is a close shot with an eye-level angle. According to Kress and van Leeuwen, the combination of these two makes the advertisement “intimate/personal” as well as equal to the viewer (Reading Images 148). Additionally, Eaton is making eye contact, with his body positioned towards the viewer. This gives the overall feeling that the viewer is involved in the photo as the athletes are shown “like us” (138). The angling and styling of this advertisement is in line with Echeverria’s goal to make the athletes seem like regular people. Lastly, as Western audiences favor excitement or elation in their consumer products, the smiles and laughs on the faces of the athletes may convince the consumer to buy Coca-Cola products in the future.

*South Korea*



(Source: NZ Korea Post)

This advertisement from South Korea comes from a 2018 campaign featuring famous actor Bogum Park and famous seven member K-pop group BTS. In this advertisement, the men in the photo stand in a shallow swimming pool and are toasting a Coca-Cola product high above their heads. Based on Hofstede's cultural dimensions, South Korea scores very lowly on individualism (18) and masculinity (38). Thus, the large group featured in the Coca-Cola advertisement is in line with the cultural dimensions expected of the country. Additionally, as South Korea leans toward a "feminine" society, they value doing what you like over being the best. This can be found in the joyous expressions on the men's faces and the toast of Coca-Cola beverages as a group. It is also important to note that this advertisement is showing the Coca-Cola beverage in action; to elaborate, the men are not sitting by the pool and drinking, but rather, they are in the pool and shown having a great time.

In contrast to what Tsai et. al concluded in their paper, this Asian advertisement seems to favor elation and excitement over the usual calm demeanor. However, this can be explained using semiotic analysis to decipher what exactly this photograph is trying to convey.

The advertisement takes place in a swimming pool – a place that the audience will most likely perceive as a happy, fun environment due to prior signified conceptions. Additionally, the group is in the middle of a toast together; thus, showing sad or complacent expressions would look out of place. Lastly, the setting is a normal place to visit in the summer and the group features young, attractive, but normal-looking 20s aged men. This leads the viewer to signify the photograph with a carefree atmosphere of summer, as well as relate the advertisement to themselves or their own group of friends.

Interestingly, Coca-Cola isn't the main focus in this photograph. In the Rio Olympics campaign from The United States, the bottles of Coca-Cola were clear and easy to read. However, in this South Korean advertisement, although the Coca-Cola brand is iconic and well-known, the front two Coca-Cola bottles are blurry; instead, the photograph uses a deep focus to highlight the group instead. The only place Coca-Cola is featured clearly is on one member's shirt, but even then it is half-covered by his body's positioning. The advertisement also features no camera eye contact. Instead, the group is either looking up at their bottles or has their eyes closed. As Kress and van Leeuwen note, this means that the photograph is not demanding anything from the audience (119-120). The audience is allowed to make their own assumptions and conclusions to what the photograph is trying to represent.

The underlying theme of this advertisement conveys a group of friends having a good time in summer. This is a sign that many in the audience can relate with and agree with. The photograph is set at eye-level and offers us power equality with the group. Instead of the famous stars depicted, Coca-Cola is showing, via a variety of methods, that this group could be any of us in the summertime.

*South Africa*



(Source: The Coca-Cola Company)

This advertisement comes from Coca-Cola South Africa's "One-Brand" marketing campaign, in which the Coca-Cola Company decided to change from brand recognition to focus on their products. The advertisement specifically makes sure to focus on the Coca-Cola products sitting on the skateboard. Based on cultural dimensions, South Africa ranks high on individualism (65) but average in uncertainty avoidance (49). This individualism is shown in the use of a lone model rather than a large group (like the South Korean advertisement.) The average ranking in uncertainty avoidance means that South African citizens are wary at first, but ultimately open to trying new things. Four different flavors of Coca-Cola are featured in the photograph, which coincides with an average uncertainty rating. The two most famous flavors – Coca-Cola and Coke Zero – are featured, but Diet Coke and Lime Coke are also included. This gives certainty to those wary, but choices for those open to new flavors.

The model used in this advertisement is what the audience might assume is an average South African. The focus is on her and the Coca-Cola products above her head. The

background is out-of-focus, but the scenery features a palm tree and other shrubbery native to the climate in South Africa. Interestingly, a skateboard is used as a prop to hold up the Coca-Cola bottles, but may signify a different meaning to other viewers in South Africa. According to Sports Trader, a South African trade magazine, interest for skateboarding has been on the rise and is seen as a vehicle of change with some South African communities. In some arenas, skateboarding is being used to uplift the youth community via “affordable and accessible leisure activit[ies]” (“Skateboarding”). The inclusion of a skateboard in this advertisement may cause some viewers to associate Coca-Cola with affordability and accessibility through a semiotic connection.

The model sports a large, ecstatic smile and her eyes are focused intently on the bottles of Coca-Cola above her. This focus on Western “elation” is clearly shown in her overall expression and body language. Lack of eye contact means that she is not demanding that we look at her product, but instead offering us an enjoyable and relatable situation. The angle of the photo is eye-level, promoting a sense of equality between the represented model and the invisible audience. This could be a friend, a family member, or even us as the viewer. Overall, the advertisement represents a situation that may be relatable to a plethora of South Africans, and offers an exciting and realistic depiction featuring Coca-Cola.

*Russia*



(Source: Marketing Mag)

This advertisement comes from a Coca-Cola advertising campaign in Russia during the 2018 FIFA World Cup. Russia ranks extremely high on uncertainty avoidance (95), high on masculinity (39), but low on individualism (39). Collectivism can be seen in the inclusion of three different models. While the center model is the one most clearly in focus, the two others around him form a collective group. Russia's masculine-leaning society is addressed invisibly via Coca-Cola's slogan. "Taste Every Minute" refers to the exciting soccer games of the World Cup; understandably, any Russian would cheer for their team's success, and upon seeing this advertisement, may assume Coca-Cola cheers for Russia as well. Lastly, due to Russia's high avoidance for uncertain situations, only the two most well-known flavors (Coca-Cola and Coke Zero) are featured in the bottom right-hand corner of the advertisement.

The center model has his eyes closed as he enjoys a Coca-Cola beverage. The lack of eye contact offers information to the viewer that Coca-Cola is refreshing or satisfying. The

woman model in the back has her mouth open in excitement and fits with the Western ideal of “elation.” These two factors combined signify a party-like atmosphere to celebrate the success and triumphs of the World Cup. The soccer ball in the middle of the photo also signifies a World Cup advertisement rather than a regular Coca-Cola advertisement. Even without specific uniforms, flags, or colors, viewers of this photograph can immediately recognize that this is a photograph related to the World Cup. Viewers from Russia can insert themselves into the model’s role and also relate to the provided situation; conversely, due to the lack of Russian paraphernalia, audience members from other countries may feel similarly.

The photograph itself is taken from a straight-angle and leads to power equality for the audience. This means that the audience can easily insert themselves into the situation or relate to the model’s behavior. Although the Coca-Cola logo is only half-seen on the soccer ball, it is clearly labeled on the bottle that the model is drinking from. The color scheme of this photograph, as mentioned before, is all Coca-Cola colors. This could be any country, any fan, or any group. Without a certain team’s color scheme, some audience members may view the models as celebrating the Coca-Cola Company’s involvement in the World Cup rather than any soccer team.

Finally, it is important to note that a similar glass bottle is used in almost every Coca-Cola advertisement worldwide; this is a symbol of the Coca-Cola brand. Rose states that while images can gain meanings from the signs located within the advertisement itself, they can also gain meaning “from their relation to other images” (127). On its own, the glass bottle could be any soft drink available on the market. However, due to being featured in a multitude of advertisements, the unique bottle shape has become an iconic trademark to the Coca-Cola Company. Thus, the bottle itself has become a sign, leading the audience to a specific

signified meaning for the Coca-Cola Company.

### **Implications for Other Companies**

Companies who wish to break into global business can look to the Coca-Cola Company for a successful way to emerge in a new market. Businesses must match the specified country's cultural dimensions as "distinctive cultural values... exert significant impacts on the choice of advertising appeals in a given culture" (Cheong et. al 12). By understanding and adapting to differing cultural aptitudes, businesses will see more "favorable attitudes" in their target region, and thus is "advisable for advertisers" (Zhang 42). Though critics of Hofstede's cultural dimensions argue that generalizing culture is not a good strategy, Hermeking notes that such generalizations "are common practice and very operational, especially for international marketing" (200).

The Coca-Cola Company itself uses a combination of semiotics, cultural dimensions, and cultural consumer behavior in order to be successful in the global marketplace. The Coca-Cola Company changes their advertising style to fit the country they are targeting with differences in eye contact, body count, and focus. Each advertisement they release features deliberate decisions based on a country's cultural dimensions and consumer behavior. If other companies want to see large-scale success like Coca-Cola, they must analyze cultural data, understand how it affects cultural signs and semiotics, and adapt their marketing style correctly. If they don't, these companies will be unsuccessful.



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## **Otome Games and the Visualization of Gender Roles**

Otome games, also called “maiden” games, have seen a rise in popularity in the last few decades. Mainly coming from Japan, these games are dating simulation type visual novels in which the player chooses from several men to court over narrative story lines. Otome games are marketed toward younger women, with one 2011 Japanese poll showing over 70% of girls aged 10-29 have played at least one otome game (Yen, 3). The main character of these games is usually a young, submissive female who must take on the duty of “fixing” domineering men with tragic backstories. Additionally, otome games utilize traditional gender stereotypes in both character and art design; females are drawn to look meek and emotional while male design is more strong-willed and powerful. Thus, through the game’s emotionally-based storylines and visual components, traditional gender roles are both cemented and celebrated.

### **Japanese Gender Roles**

As this report focuses mainly on otome games produced and released in Japan, it is important to understand the Japanese cultural mindset in terms of gender roles and equality. Japan is a country in which its culture is shaped by Confucian ideals and philosophies. According to Confucian teachings, there is a hierarchy in which men are greater than and more important than women; women are seen as inferior beings who, if in control of the household, will bring the household to ruin (Sekiguchi and Burtscher, 202). Thus, even in modern Japan, women are usually treated unequally in “the social, economic and political domains” (Lee, 382).

Although the Japanese government has pushed for gender equality in the workplace and society is changing toward a more non-traditional gender stereotypical approach, Japan still ranks highly in thoughts on domestic work. In a 2013 study by Kana Fuse, she found Japan had “the largest percentage of husbands (63%) and wives (79%) report[ing] that the wife always does the housework” (1028). Gender roles can even be seen in the visuals of Japanese school English curriculum textbooks, which showed women are associated with “emotion, weakness, attractiveness and domestic roles” while males are associated with “reputation, physical strength and body size” (Lee, 382).

### **Character design: “Alpha” males vs. Submissive females**

The idea of an “alpha” comes from the animal kingdom in which the “alpha” holds command over a subordinate group (referred to as “betas” or “omegas.”) In humans, the alpha male is “socially dominant” and can hold sway over women and other groups of men. Vinita Mehta refers to three areas in which males can be seen as socially dominant: height, voice and face. Taller males possessing lower-range voices and more typically “handsome” faces are seen as more dominant compared to other men (Mehta).

On the other hand, women in media are typically seen as “young and conventionally pretty,” while also being shown as “passive, submissive, dependent, etc.” (Van Zoonen, as quoted by Biddle, 39). Stereotypically, men prefer women who are non-combative and more agreeable in nature. For example, in workplace settings, women who “display agentic behavior (by being competent, ambitious, and competitive) seem insufficiently nice” and are disliked by their fellow workers (Ellemers, 286). Women are seen as the “weaker” gender due to these stereotypes working against them.

In otome games, this translates to the roles of the female protagonist and the variety of men that the player can choose from. The main character is ordinarily drawn to be a young, pretty female in typically more “feminine” clothing (such as skirts or blouses.) Her expression is usually more soft or subdued and her hair is long and flowing.



(Figures 1-3: Ichika Hoshino from Collar x Malice, Fuka from Ozmafia!!, and Cardia from Code: Realize.

Source: TVTropes)

Conversely, the male protagonists are drawn with cocky or determined expressions and wear more “masculine” clothing (such as pants and long jackets.) Their jawlines are sharp and large, which is one indicator of attractiveness to the opposite gender (Little et al., 39). They are also noticeably taller than the female protagonist which, as mentioned by Mehta, is one sign of a socially domineering male. Due to this, the males can be inferred to be dominant and assertive within their prospective storylines.



(Figures 4-5: Leonardo Da Vinci from Ikemen Vampire and the male protagonists from Hakuoki: Kyoto Winds

Sources: Fandom Wiki and TVTropes)

Additionally, portrayal of gender can be seen the way males and females are drawn and positioned within the visual. Males are typically seen with a “mean expression on [the] face”, “hands in [their] pockets”, or “serious.” On the other hand, women are seen as “seductive”, “caressing an object”, or “playful” (Jha, 1-2).



(Figures 6-7: Abraham van Helsing from Code: Realize; and Hanzo Hattori from Nightshade

Sources: Code: Realize Wiki and My Life Beyond the Screen)

The two male protagonists above – Abraham van Helsing and Hanzo Hattori – match the “masculinity” description perfectly. Both feature serious or mean expressions on their faces. Van Helsing has a hand on his pocket as well as a gun slung over his shoulder. As semiotic narratives “play an important role in generating and maintaining social beliefs and identity,” visuals such as the ones above craft a typical “masculine” male by confirming to the



typical male gender roles (2).

### Body Posture Differences

Another important aspect to note is the body posture differences of the male and female character design. According to Ellemers, males predominantly adopt “expansive” or “open” postures such as open arms and chests, while females typically adopt a “closed” or “contractive” posture in which they squeeze themselves to look smaller (285). An open posture is seen as dominant and confident while a closed stance is demure and shy. In the women protagonist examples in Figures 1 and 3, Fuka (Figure 1) stands with her hands close to her sides while Cardia (Figure 3) clasps her hands together in front of her chest. In these pictures, the women maneuver their bodies to look smaller and less commanding. In contrast, the *Hakuoki: Kyoto Winds* protagonists in Figure 5 stand with their chests open and hands by their face or on weapons. This allows them to look strong and assertive (Steinmetz et al., 52).

As otome games are romance storyline based, the end result of good storylines (in which the female protagonist and the male suitor of her choice start a relationship) typically features a kiss or almost-kiss visual. These “good ending” visuals feature the male suitor holding the female protagonist by her face or arm while leaning over her.



(Figures 8-10: Zen from Mystic Messenger, Kakeru Yuiga from Norn9 and Leon from Reines des Fleurs

Sources: Naver; Fandom; Lamenting Sky)

According to semiotic scholar Erving Goffman, advertisements cement gender roles with body positioning and angled view. Goffman found that women will lightly “touch[ed] or ritually caress[ed] objects” while men “purposefully grap[ed] objects” (Bell and Milic, 204). While not an advertisement, these findings can also be seen in Figures 8, 9 and 10. Zen, Kakeru and Leon are all firmly grasping the female protagonists face or waist as they kiss. On the contrary, the women are lightly setting their hands on the male character’s chest or not touching him at all. The male characters are also taller than the females and possess a broadness or openness in the shoulders which indicates authority; the female position is smaller and more closed which creates an illusion of submissiveness or compliance.

Additionally, the focus of the visual, as well as size of the characters, draws focus to the male characters rather than the female characters. The camera angle of these visuals shows the male as the center with the female at a downward angle. An upward camera angle gives the sense of power or domination, while the downward camera angle “infers the object is inferior or subordinate” (Young, 23). As such, the male looks large and powerful while the female looks demure or mousy. With the female smaller and at a downward angle compared to the males, the female protagonists are inferred to be lesser than the men and not as important.

### **Emotionally labor-intensive storylines**

In otome games, the female protagonist has agency over herself and her destiny until romance becomes the focus of the main story; from that point on, the story shifts to the woman nurturing the male suitor through his tortured past trauma. This emphasis on

emotional labor means the female protagonist is forced to “[perform] emotional labor” by teaching the men “love and peace” (Ganzon). This plays into stereotypes of gender in which women are seen as the ones needing to “fix” broken men and help them heal. As Ellemers surmises, the behavior and priorities associated with women are family and care for others while men are seen as neglectful of personal connection due to prioritizing work and individual tasks (281).

Lockenhoff et al. also found that women score “consistently higher on neuroticism and agreeableness relative to their male counterparts” (677). Women are also seen as “higher in nurturing and communal traits” (678). These stereotypes infer that women are more caring, agreeable in nature, and thinking of others before themselves. This means that, when someone they care about is in trouble, stereotypical women will go out of their way to help those in need.



(Figures 11-12: Cardia and Victor Frankenstein from Code: Realize; Carla Tsukinami and Yui Komori from Diabolik Lovers

Source: MiyuMint and Ancient Shining)

In Figures 11 and 12, both women are seen protecting the men in their prospective romantic storylines. Through social psychology, it has been shown that women show “benevolence toward their protectors or providers” due to men supplying romantic love (Rudman and Fairchild, 125). This translates to a need for the otome female protagonist to

save the male character due to his romantic investment in her.

In Cardia’s storyline with Victor Frankenstein, she comforts him after he apologizes for his mistakes. Though she gives the hug first, the circumstance is in reality submissive; Cardia, as the female protagonist, must accept her romantic interest’s mistakes and further change her expectations “to ensure a happy romantic life” (126). In Yui’s storyline, she protects Carla from another character’s assault and sacrifices her own life to keep Carla alive. This plays into a woman’s stereotypical gender role as women are seen as “warm” and “benevolent” compared to men (Ellemers 282); thus, Yui’s sacrifice makes sense through the lens of traditional gender roles.



(Figure 13: Screenshots from Arthur Conan Doyle’s route in Ikemen Vampire

Source: YouTube)

Figure 13 shows Arthur Conan Doyle’s route during the mobile otome game Ikemen Vampire, in which the protagonist (name able to be changed; in this case, “Rose”) has been

kidnapped by Adam Worth, an opponent of Doyle's. Although the protagonist was kidnapped, tied to a chair, and has been told she will die, she only thinks of how to protect Arthur and support him through his emotional trauma first. When Doyle becomes speechless after a scolding from Worth, "Rose" steps in and speaks for him. After Worth suggests a Russian Roulette type "game" to drink poison and see who dies, Rose offers herself to play the game instead of Doyle so that he may continue living. This relates in every aspect of the typical female stereotype: agreeable, caring, thinking of others before herself, doing the emotional labor in the relationship, and self-sacrifice to live a happy "romantic life."

The women in Figures 11, 12 and 13 are doing the typical "womanly" trait of being caring and agreeable toward the male they love. Even though they may be injured in the process, the women put the males before themselves and their own safety. Women, more associated with emotions compared to their male counterparts, must provide comfort and love to the male protagonists within these otome games.

## **Conclusion**

Although these gender roles are prevalent throughout the genre, otome game sales have been on the rise and are considered one area with a huge potential for growth (Yen, 3). Though wildly popular in Japan, the West has also seen explosive growth after English translations became readily available. Due to the extensive reach these games have on women of all ages, it is important to analyze the traditional gender roles and stereotypes that otome games utilize in their storylines. As Kazumi Hasegawa writes, otome culture "revive[s] conventional ideas of femininity... and heterosexual narratives" (137). Men in these games

are portrayed as strong, dominant “alphas” through character visualization and design. Female protagonists are submissive and demure, a fact that can be seen in their design and body positioning.

For players, it is imperative that they understand the way both the visual art and storyline progression rely on gendered stereotypes. As Jha writes, otome games, via their semiotic signs and signifiers, “can carry social and cultural relevance” (2). If a player is unaware of the gender role norms shown in the game, these stereotypes can have negative consequences in real life applications. Through knowledge of how these gender roles operate within the game, the player can accept or reject the offered stereotypical information. Additionally, although it may be just a “game,” advertisements and media in the real world rely on similar tactics to sell to consumers. By understanding how otome games use visuals to encourage gender stereotypes, the player can relate that knowledge to the real world and analyze how other media does the same.

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# Editing Portfolio

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## **Editing Reflection**

When I started preparing this editing portfolio, I honestly thought it would be easy. “I’ve edited so many documents!” I told myself as I began working. I’m glad (and also a bit embarrassed) to say I was very much wrong.

In preparing this editing document and utilizing the different editing techniques I learned, I realized that I knew almost nothing about editing principles in general. I learned a plethora of different editing styles, from Levels of Edit, to Types of Edit, to style sheets. If I’m honest, I’d never heard of any of those things before preparing this editing portfolio. I enjoyed learning about these different editing styles as it allowed me to find which style worked best with my skills and editing philosophy.

I found that the Types of Edit style worked best with me as it allowed me to take my time with editing and make sure I hit all of the areas. The Types themselves were broken down clearly and offered an in-depth look into all styles that must be considered. Making a chart at the end was especially helpful for me as an editor, as well as an author or writer, because it allowed me to see what was changed to fix the documents.

I’ve done a lot of comprehensive editing before, from engineering theses to my own fictional works, but I had never made a chart before to explain my editing style. Making those really helped me narrow my focus and look at what I was doing in depth. It also helped me realize the shortcomings I have as an editor in general. I find that I’m the best at editing for grammar and style, thanks to easy-to-use guides such as *The Chicago Manual of Style*. It is easy to point out rules for why a comma shouldn’t be there or why a run-on sentence should be broken up. But with flow and syntax style, it is a bit harder to explain as it is based more

on feeling or reading style to the audience. With a chart, however, I found it easier to explain why I thought this or that could be rearranged; additionally, it put my thoughts on paper so I wouldn't forget important points when explaining to the author or editor.

One important thing to reflect on is the insertion of editor's voice in an author's work. I struggle with this aspect. As writing is such a personal deal, I find that my writing style is much different from an engineer or a business student, for example. It is easy to change documents to what I want, but it might not be what the author ultimately desires. It was a good reminder to take a step back and only suggest changes, not change the document for them. That way, both parties are happy with the editing process and overall end result.

I also enjoyed learning how to craft letters to the author as those were always difficult for me. I can get too anxious sometimes when suggesting or changing documents, especially for close friends. I don't want them to get upset with my suggestions or take my suggestions in a bad way. Through practicing letters to the author, I learned how to craft a polite but stern letter that explained my thoughts concisely, but also left open the possibility of collaboration in the future.

In the end, I think my biggest takeaway from this portfolio was that editing is cooperative. Many people may not think so at first, but editors and authors need to work together to create the best possible document for both parties. I've learned that editors cannot be selfish. They need to think of their clients, their client's end goals, and how that fits into the editor's style and goals.

Through the making of this editing portfolio, I've become a better and stronger editor; learning different techniques has allowed me to incorporate a few different styles that align

with my personal editing style. Additionally, it has changed me to become more agreeable with the author so that I may work with them to craft the perfect end product. Finally, this editing portfolio made me step back and see how often I was putting my own editing voice into the works and actively work to change that habit. Through this editing portfolio, I hope to show the expanse of my abilities, the varied work I can perform, and the growth of myself as an editor.

## Keri Ann Kee

Jeonnam Haenam-gun Haenam-eup Beopwon-gil 39 Na Bldg Room 301 (Daewoong Apt)  
+82 010-2872-3740 | kerik@bgsu.edu

### Career Objective

I am an accomplished, driven, and friendly English as a Foreign Language Instructor who is looking for a new career that can expand my current skill set, promote upward growth, and provide new and various opportunities.

### Education

#### **MASTER OF ARTS | EST. DECEMBER 2019 | BOWLING GREEN STATE UNIVERSITY**

- Major: English Professional Writing and Rhetoric
- Relevant Classes: Editing, Visual Rhetoric, Scientific Writing

#### **MASTERS CERTIFICATE | EST. AUGUST 2019 | UNIVERSITY OF TORONTO**

- Major: Translation into Korean
- Relevant Classes: Introduction to Translation, Korean Translation Levels 1-3

#### **BACHELOR OF ARTS | DECEMBER 2012 | OHIO STATE UNIVERSITY**

- Major: Korean Studies
- Minor: English Studies
- Relevant Classes: Korean Language, Korean Grammar, Business Writing, Multimedia Studies

### Qualifications

#### **SKILLS**

- Fluent in Korean and English
- Acquired Korean and American dual citizenship (2019)
- Experience in Professional Editing and Translation
- Proficient in Microsoft Office (Word, PowerPoint, Excel)

#### **TRANSLATION EXPERIENCE**

- Translated a Master's Thesis on LGBTQ Art (2018)
- Provided subtitles for two short TV appearances (2017)

#### **PROFESSIONAL EXPERIENCE**

- Facilitate and lead teacher workshops once a week with my Korean co-workers
- Work as an American and European News correspondent once a week
- Led a TaLK Workshop that instructed new teachers on Korean daily life (2015)
- Edited a thesis on Mechanical Engineering for an EFL student (2016)



## Work Experience

### **ENGLISH AS A FOREIGN LANGUAGE TEACHER | JLP PROGRAM | FEB 2016-PRESENT**

- Teach English curriculum to four different middle schools around Haenam County
- Create varied and enjoyable reading, writing, listening and speaking lessons for the students
- Motivated students to work hard and try their best using English

### **AFTER SCHOOL ENGLISH TEACHER | TALK PROGRAM | FEB 2013-FEB 2016**

- Communicated with the students in both Korean and English for better understanding
- Provided hands-on opportunities for culture and language acquisition
- Built self-esteem in English speaking through fun games and activities

References available upon request

Korean resume available upon request

# **Editing Policy for Keri Kee**

## **Editing Objective**

The Editor intends to make sure all documents are grammatically correct, comprehensively organized, and written with clarity. It is my philosophy that written works be understandable, correct and well-written, while also keeping in line with the Author's voice. I will ensure that the documents adhere to good writing standards, as well as writing guidelines and the customer's specifications. Lastly, I strive to meet the requirements of the Author and Customer.

## **Guidelines**

The Editor uses *The Chicago Manual of Style* as a reference for agreed document editing. If the Author prefers another style guide, I ask that they specify and provide a copy of the wanted style guide of their choosing.

## **Type of Documents Edited**

The Editor is able to edit the following types of documents:

- Business: brochures, newsletters, and memos.
- Books: first drafts, second drafts, and pre-published final drafts.
- Online: messages, blogs, and websites.
- Reports: outlines, first drafts, second drafts, and pre-published final drafts.
- Resumes: cover letters, resumes, and curriculum vitae.

## **Schedule and Prioritization**

The Editor will only edit documents that are 100% complete and ready for review. This includes both professional and personal documents. The Author assumes the responsibility of providing all completed documents and information to the Editor before the scheduled editing time. If the Author does not provide said documents on time, the Editor will prioritize the next scheduled project.

Scheduled projects take priority over nonscheduled projects. The Author may choose hardcopy or softcopy edits. Last minute edits are possible for an additional charge of 25% the Editor's hourly fee.

## **Time Needed**

The time needed for edits varies depending on a plethora of variables. For the most accurate timeline, please answer the following:

1. Experience of the Author:

2. Type of Document:
3. Target Audience:
4. Degree of Editing (check edit checklist):
5. Draft Level and Page Count:
6. Previous Edits:
7. Publication Format:
8. Fluency in written English:

\*The Editor will provide an estimated timeline for editing after these answers have been reviewed.\*

### **Edit Checklist:**

- *Policy Edit:* Checks that the publication reflects the organization's policy. This covers abstracts, logos, title pages, table of contents, and conformation to organization's requirements.
- *Integrity Edit:* Ensures that the publication and its parts match correctly. This includes page numbers, figures, references to the table of contents, and headings. However, if larger inconsistencies are found, a substantive edit will address them.
- *Screening Edit:* Represents the minimum standard that is considered acceptable for editing. This includes spelling mistakes, subject-verb agreement, and information clarification.
- *Copy Edit:* Edits illegible materials and focuses on grammar, spelling, punctuation, and other style mechanics. This includes editing of tables, figures, and lists, and reworking of inconsistent facts.
- *Format Edit:* Provides instruction for text and figure conformity. Included are correct typeface usage, page width, heading and listing runover, capitalization conformity, and indentation.
- *Mechanical Style Edit:* Brings consistency to mechanics of texts and figures. This entails capitalization, abbreviations, numbers, typeface, citations, headings, word compounding, and use of various symbols.
- *Language Edit:* Concerns itself with expression and grammatical ideas, regardless of formatting. This includes spelling errors, syntax errors, punctuation, parallelism, conciseness, proper vocabulary use, and acronym and abbreviation definition. Changes are made based on the use of style guides, rather than the Editor's personal preferences.
- *Substantive Edit:* Clarifies the content before publication and makes sure the overall

document is coherent and cohesive. This includes all materials that may be needed for publication. If revision of writing order is needed, the Editor will consult with the Author for alternatives.

\*Any other editing services are available upon request and may include an extra fee depending on time and length.\*

### **Post-edit Communication and Delivery**

When completed, the Editor will return the documents with attached comments and suggestions. These comments and suggestions will be made into a list, sorted by page number and line number. Editor-Author Conferences are available upon the author's request.

### **Payment**

Normal rates are \$20-30 USD per hour. Specific price will be determined based on length of project and scope of editing needs.

### **Contract**

This contract is legally binding and may only be changed with written agreement between the Editor and the Author.

This agreement was signed by both parties on \_\_\_\_\_ (MM/DD/YYYY).

Editor's Signature:

Client's Signature:

\_\_\_\_\_

\_\_\_\_\_

Keri Kee  
(440) 622-2729  
[kerik@bgsu.edu](mailto:kerik@bgsu.edu)

Phone Number:

\_\_\_\_\_ E-mail

\_\_\_\_\_

## JLP Renewal Changes Announcement

---

**Client:** Jeolla-do Language Program (JLP)

**Audience:** EFL Teachers with the JLP Program

**Purpose:**

- To provide information on changed vacation policy for new contracts starting the 2019-2020 year.
- To explain these changes in depth so that teachers fully understand the new policy

**Editing Performed:**

- Revised formatting and spelling mistakes to make the announcement sound more professional
- Changed word choice to be more appropriate for a corporate letter
- Consulted *The Chicago Manual of Style* for grammar and syntax errors

**Value Added:**

- A higher level of professionalism within the program between figureheads and teachers
- Clarification of information about new policies to be more concise and understandable
- Potential decrease in the amount of questions or concerns contract teachers may experience

Good morning,

I recently sent out the 2019 April RLP and JLP contracts and actually have started receiving some back. Thank you to those who sent them to me already.

In those contracts there were some small updates, namely increased days on a couple of the special leave articles. It turns out, EPIK has decided to change the entire vacation scheme across the country to make it match labor code for contract workers. Although the JLP program has often done things a little differently, our office has decided to adopt these changes too.

So, unfortunately the contracts already sent can be discarded. My apologies to those who already took the time to send them back. Our office will send new contracts reflecting the new updated changes very soon. It's likely they will be sent by official paper and will be able to be printed at your school. I will give more details on that soon including how we will send them and when.

These new changes will take place beginning with the April 2019 contracts. If this affects anyone's decision on their renewal, and they longer wish to renew, please let me know. I don't expect it will, but we can change your decision if needed.

Overall I think these changes will be better for our teachers, for your schools, and for the administrative staff in the local and provincial offices.

Of course there are some issues too that will take some trial and error and negotiation in the future until things settle in, this is normal with such a big change in our contracts. I ask for your patience with these and I assure you I will work with you to try to sort them out as they arise.

I'll outline the main changes, the pros and cons, and some expected issues in the coming year.

This is from the current contract for reference:

- Article 14 (Paid Leave) ① The Employee shall be entitled to a vacation period of up to 32 days (inclusive of weekends and national holidays) during the Term of the Employment set forth in Article 5 hereof. The Employee may take up to twenty-four (24) winter vacation days and eight (8) summer vacation days. If the requested vacation period interferes with the smooth operation of the programming of the school or institute, the Employer and the Employee shall negotiate an alternate vacation date(s) during the vacation.↵
- ② The Employee shall apply for and obtain the Employer's consent to take any paid leave a minimum of fifteen (15) calendar days in advance of the requested date of leave.↵
  - ③ The Employee shall note the difference between school vacation and Paid Vacation days; the Employee is expected to fulfill normal working duties during the school vacation period unless the Employee has received prior approval for Paid Vacation or Unpaid Leave during the school vacation period.↵
  - ④ During the school semester, the Employer may allow the Employee not to come to work on the day(s) when the school is closed for in-semester school holiday(s), school anniversary day(s), etc., and these days will not be considered part of the Paid Leave set forth in the foregoing clause ①. ↵
  - ⑤ Regardless of the number of days over which the Paid Leave falls, eight (8) accumulated hours of Paid Leave shall be counted as one day. This includes tardiness, early leave, other absences during the work day and/or half-days of Paid Leave. A total of less than eight (8) hours will not be counted.↵
  - ⑥ In case of the termination of this Contract (including a renewal contract), paid leave shall be pro-rated based on the actual number of days of employment completed. If the Employee used more than the allowed vacation days, he or she is entitled to, those days shall be unpaid. The remaining days specified in the foregoing clause ① shall be surrendered.↵

We are all familiar with the 32 vacation days, (24 winter/ 8 summer) and we know that this is inclusive of weekends and holidays.

This has always been an issue with schools and teachers unfamiliar with this system. With proper planning and a cooperative school, some teachers were able to manipulate this system to lengthen their holidays. Unfortunately though, some were forced to use holidays and weekends to account for a good portion of their vacation period.

Our office will be moving away from this system to a system that does not include weekends and holidays. The inclusion of holidays and weekends has been a very vocal complaint of many of our incoming teachers, so hopefully it is a change that the majority is happy with. Here's what the new article will look like:

Article 14 (Annual Paid Leave) ① The Employee shall be entitled to a vacation period of a total of twenty six (26) working days during the Term of the Employment set forth under Article 5 hereof. If any requested vacation period interferes with the smooth operation of the programming of the school or institute, the Employer and the Employee shall negotiate an alternate vacation date(s) so that the requested vacation period does not interfere with the school schedule. The annual paid leave is administered in accordance with the Korean Labor Standard Act.

This brings us to a total of 26 working days, no weekends, no holidays. This will eliminate those awkward negotiations with your school and



should allow for sufficient vacation.

But what's the catch? Looking at it this way, it seems we could easily take 3 weeks in winter and 2 weeks in summer, with 1 day to spare. This doesn't sound so bad and it really isn't. I wish I could say it was just this, but unfortunately it is not.

There are two important changes that come with this that affect your vacation period negatively that you need to consider.

The first is Article 14(4):

④ During the school semester, the Employer may allow the Employee not to come to work on the day(s) when the school is closed for in-semester school holiday(s), school anniversary day(s), etc., and these days will not be considered part of the Paid Leave set forth in the forgoing clause ④. ↵

This will be eliminated from the contract. This is the article that gave your principals power to allow you to stay home on days when the school is closed such as a school's birthday or during things like a "Golden Week" without any deduction. (Golden Weeks are when multiple holidays fall in one week so the school adds additional days to take the entire week off. This has been often the case in May in the past couple of years). Schools will also add holidays to create a long weekend when a holiday may fall on a Thursday or Tuesday. With the elimination of this article, any of these days will now count as vacation days. The actual red calendar days will not count, only the additional days if the principal chooses to do this.

The point of contention seems to be that they can be forced on you. If the principal declares it a holiday, you must take a vacation day if no one else will be at the school, which likely there won't be. This would likely account for 3 days a year on average and when they are used they are often for extending a long weekend.

On the bright side, this now means you can take vacation time during the semester. Of course it needs to be negotiated with the school / principal, so it's unlikely they will allow it mid semester without good reason, but the opportunity is there for some.

The second issue is the loss of the renewal days. Article 11(2) will be eliminated. The vacation granted in article 14, 26 days, will be all the vacation that will be given. The renewal bonus will remain the same.

Article 11 (Renewal) ① The Term of Employment stated in Article 5 hereof may be renewed based on the performance evaluation of the Employee in addition to the mutual agreement between the Employer and the Employee.↵

② In the case of renewal of this Contract pursuant to the foregoing clause ①, the Employee shall be given five (5) working days paid leave which shall take place during the new term of employment on days which do not conflict with regular classes, camps, or school educational activities and which are approved by the principal. This 5-day leave will be counted as part of the contract term, and, accordingly, salary will be paid as normal for this period. ↵

Overall, I believe this will give a clearer outline for teachers and schools when negotiating their vacations. With the allotment of 26

working days I don't feel we will be receiving less vacation than we have been in the past. I moved to this system in March when I transferred to the Jeollanamdo International Education Institute and I prefer it for its flexibility. I'll try to keep you informed if there are any issues that I see that may be a result of this. I'll also let you know about when the new contracts will come, likely next week. This will be for April people only. Those on August contracts, can expect their new contracts reflecting this in June or so for their new August contracts.

I'm sure there will be lots of questions, so let me know.

Have a nice week,

## Sony Automation Report

---

**Client:** Sony Electronics' Automation Department

**Audience:** Sony employees who wish to expand their business in the automation field. This small guidelines section comes from

**Purpose:**

- To outline the guidelines explained in *Robotic Process Automation: 8 Guidelines For Effective Results*
- To relate guideline information to Sony's automation future
- To clearly suggest ways in which Sony can meld their automation strategy to said guidelines

**Editing Performed:**

- Suggested syntax changes to make the paper read smoother
- Corrected small grammar and mechanical style mistakes
- Consulted *The Chicago Manual of Style* for grammar and syntax errors

**Value Added:**

- Implementation of spelling corrections and grammatical mistakes led to a more professional paper
- Easier readability within the report thanks to syntax changes

## **Implementation of RPA Strategy Guidelines**

Based on research from *Robotic Process Automation: 8 Guidelines for Effective Results*, their effective implementation process is broken down into eight crucial guidelines for SE to use as a roadmap. The key points that are covered include: a roadmap, automation candidates, in-house RPA leads, collaboration, expectations, a business case, proving a need, and visualization of RPA once it has been implemented. Each guideline plays a vital role in the successful implementation of RPA software for SE. These guidelines are summarized below, see Appendix A for full report.

### **Guideline 1: Formalizing an Enterprise Automation Roadmap (EAR)**

The Enterprise Automation Roadmap (EAR) is the genesis of implementation, thus must be developed as accurately as possible. Mistakes can arise early through an incorrect or incomplete roadmap, leading to costly dead ends further down the line. This roadmap must include all areas that include heavy manual data entry, as this is the most beneficial candidate for automation. With the creation of EAR, Commercial-off-the-Shelf (COTS) software must be considered as a solution. COTS are arising as solutions for remedial task heavy with manual data entry. A solution for quicker implementation can be solved with COTS software, which will be identified in the creation of EAR. Due to RPA being suited for highly structured and digitized data, most solutions will come from customized solution packages from the chosen RPA vendor, which is built to suit each organizations workflow processes. A well defined EAR is the cornerstone to the implementation of RPA. A clear list of detailing the benefits and limitations of the suggested software will help eliminate any misconceptions and avoid the disappointment of falling short of goals.

### **Guideline 2 : Aspire for Revenue Generation but Act on Short Term Results Rapidly**

A common misconception with RPA is forecasting cost elimination as the primary benefit of the implementation. While it will reduce the need for human interaction during remedial tasks, RPA should be seen as a revenue generating tool. Some short term potential areas include: increased satisfaction of clients, customer, and staff due to less errors in all activities touched by RPA. Process improvements will contain higher turnaround time and included a standard process with a less subjective approach. There are current potential candidates where RPA can provide improvement: Procure-to-Pay, Order-to-Cash, and Reconciliation. These particular areas can help create opportunity for short term revenue by allocating hours currently used with mundane tasks to activities that generate more strategic opportunities.

### **Guideline 3 : Formalize IT Teams Involvement as Early as Possible**

It is common practice for RPA vendors to collaborate with the company's internal IT team when integrating of the new software. The IT team must have an in-depth understanding of the roles RPA can assist. RPA vendors vary with areas of expertise, thus the internal team tasked with aiding in the selection of the vendor must recognize the objective being sought after. Some key roles of the IT team are constant research of current trends in the market,

ongoing security testing, identifying future processes to build software on, and assisting in coding of future plug ins. IT must embrace the change and learn to grow the company with the tools that will allow RPA to pave the way for future tech to continuously be implemented.

#### **Guideline 4 : Creation of Joint IT and Business RPA Teams**

Each department is encouraged to have a continuous improvement position. An RPA lead's role is to proactively seek continuous improvement of the software and will act as a conduit between the established IT specialists and RPA provider and is imperative that communication flows flawlessly between all parties. The relationship will grow as the procedures are moved into a similar style. Benefits in growth of the teams strength will be exemplified in future projects.

#### **Guideline 5 : Get External Help and Build Internal Skills for RPA**

During the infancy phases of RPA integration, it is imperative that the internal RPA leads are trained by the RPA software provider to master the set of skills required for implementing the robotic software. These skills include the ability to proactively identify further processes for automation, select the correct tools and plug-ins needed for each job, identify the correct form of automation to be implemented (RPA, AI, or other), and the ability to train other employees in understanding the robotics software. As internal skills develop, future automation integrations cost and implementation time will decrease.

#### **Guideline 6 : Building a Business Case for RPA**

RPA software has many benefits in any organization, as such there are costs that have to be considered. Much like any project, it will be presented for approval and a strong case must be made. A good understanding of what processes will be affected must be the first focus. Vendor research must be completed as well with alternatives suggested in the proposal. A key takeaway must be that the introduction of RPA will not always constitute is cost savings, rather be considered as a revenue growth opportunity. Employees once tasked with repetitive tasks can now focus on strategic oor value added services. Organizations that do not specialize in building internal softwares must consider hiring a consultant group. The final business case must include a desired return on investment (ROI), amount budgeted, desired outcome of project, and expected costs. The business case is the final document that will be presented for approval.

#### **Guideline 7 : What Does RPA Mean to Your Organization**

Clear communication is key to a smooth implementation. Organizations must insure employees are kept up to date in implementation schedule. Common practice includes information sessions to explain how the organization's values align with the need for automation. As such, the organization must stress the importance of technology and change. Job security will be addressed to allow employees a sense of comfort. EAR is built to identify sections of work that is repetitive or tedious. Employees morale will increase as time becomes available for more defined strategic work. Work-life balance becomes a greater strength with

employees focusing more on value added services while at the office, rather than data entry. RPA automation is the tool that will help organizations with a competitive edge, but a clear understanding of why must be addressed for employees with concerns.

### **Guideline 8 : Visualize the Cycle of a Robot Deployment**

The deployment of a RPA robot into the organization's workforce must be mapped out. The robot will come either pre-coded from the vendor, or need to be finalized internally with an RPA lead. In the code of the robot, the utilization is coded for a specific time frame, while some organizations run their robots 24 hours a day for the most ROI. Before the robots go live, they must be tested on a live run - confirming success on the process they will automate. Trial testing may take longer depending on the type of data being worked on. Vendor sold software requires less testing; Software-as-a-Service (SaaS) could even mean that the robot is housed in the vendor's cloud and working remotely. RPA automation is a solution for optimization and efficiency of certain processes in an organization, but when the focus changes in the organization, an exit strategy must also be in place. Contracts must be negotiated with vendors for renewal approval to avoid being stuck with automation process after it is no longer needed.

## Cola Wars

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**Client:** Katherine Booker

**Audience:** Clients interested in reading about the history of cola wars within the United States and the classmates and teacher for the class this paper was written for.

**Purpose:**

- To discuss the history of cola manufacturers' war in the market for potential consumers
- To explain the economics behind cola companies and their push for better business

**Editing Performed:**

- Revised formatting and spelling mistakes to make the paper more readable
- Fixed grammatical errors such as comma splices and run-on sentences
- Suggested changes to word choice to make the essay flow better
- Consulted *The Chicago Manual of Style* for grammar and syntax errors

**Value Added:**

- Higher understanding and ease of readability
- Clarification of information about different cola manufacturers and their history
- A higher grade on the assignment for which this paper was written



Katherine Booker  
BUS 498  
February 11, 2019  
Professor Yasai

## Cola Wars

The Cola Wars case study touches on several of the topics to do with business strategies. Carbonated soft drinks (which will now be referred to as CSD) were the most drank beverage in 2009, with the average American drinking 46 gallons per year. Substitutes to these beverages are beer, milk, coffee, bottled water, juice, tea, powdered drinks, wine, sports drinks, distilled spirits, tap water. Other than cola, other CSDs are lemon/lime, citrus, pepper-type, orange, root beer, and many other flavors. Both Coke and Pepsi have a multitude of competitors, but cola is still the number one drink amongst the population. There are four major participants in the CSD industry – concentrate producers, bottlers, retail channels, and suppliers.

The CSD industry faced multiple entry barriers for newcomers or smaller companies. Coke and Pepsi made it so smaller independent competitors could not bottle competing products with a Coke bottler. Meaning a different type of cola could not be sold at a distributor but it could sell a citrus CSD if they did not sell Coke's direct competitor product. In the 1980s, Coke had a monopoly on the CSD industry, leading with 69%. Pepsi was behind them at 20%. DPS, which sold Dr. Pepper and Snapple drinks, was third with 11% but only after the two companies merged to form DPS – as merging seemed to be the only way to attempt competing against Coke and Pepsi. Along with this, the two larger companies had deals with most fast food restaurants - almost seemingly split down the middle, leaving not much room for a third.

A large threat of substitute drinks emerged at the turn of the century. In the early 2000s, the CSD faced a massive dilemma in terms of substitute drinks. Health officials were pointing to CSDS, particularly cola beverages, for the increase in obesity across America. Water, zero-calorie sodas, and sport/energy drinks were rising as preferred substitutes. This left Coke and Pepsi to scramble for alternative drinks in their own companies. Coke debuted Coca-Cola Zero, which was marketed as a zero-calorie drink with "real Coca-Cola taste". This alternative sold incredibly well and was a large part of the rise of diet sodas in the CSD industry during the 2000s. Both Pepsi and Coke also turned to juices, tea-based drinks, and sports drinks. Pepsi took on both Gatorade and Lipton and outsold Coke's similar products. However, Coke struck gold with their purchase of VitaminWater and almost caught up to Pepsi's lead in the non-CSD side of things.

Coke and Pepsi have one of the most well-known rivalries in all of history – the two CSD giants

have constantly gone head to head in the last century. However, Coke is more well known internationally and is also a “staple” within American culture and is something people think of first when thinking about the United States. With this brand recognition, Coke had an easier time expanding across the globe. More than three-fourths of Coke’s sales come from international markets. Pepsi moved into the countries the other brand did not catch on it, focusing on emerging markets and buying out the largest juice brand in Russia. Coke, of course, followed up with bids on large juice companies in China and creating “local” versions of their own drinks, such as Sprite Tea. Their rivalry continues in the present with no sign of stopping. Both companies are fully capable of adapting to changing times and continuing to push the other to reach newer, greater strides.

<b>Types of Edit</b>		
Policy	Page 8	Add page numbers in MLA format
Policy	Page 8	Reference needed for American cola statistics
Screening	Page 8	Fix sentence splice starting with “Making”
Screening	Page 9	Break up run-on sentence into two sentences (Starting with but)
Screening	Page 9	Break up run-on sentence (talking about a staple in American culture)
Format	Page 8	Title should be bolded and size 14
Format	Page 8	Font should be a serif font (such as Times New Roman or Arial), size 10-12
Format	Page 8	Double or single space depending on what your professor wants (current is 1.15)
Format	Page 9	Indent last paragraph
Mechanical Style	Page 9	Hyphenate well known into well-known
Language	Page 8	Change “to do with” to “Dealing with”
Language	Page 8	Add “and” before tap water

Language	Page 8	Consider changing commas to semicolons in the list of soda alternatives
Language	Page 8	Take out “s” from after CSD as “drinks” already includes an S
Language	Page 8	“Coke” is the shortened form of Coca-Cola so change the business name or add “Coca-Cola (now referred to as Coke)”
Language	Page 8	Change hyphen to a colon
Language	Page 8	Verb tense – “had faced” would be better since it is a long time in the past
Language	Page 8	Clarification for the DSP acronym is needed (business name needs to be included)
Language	Page 9	Add industry after CSD
Language	Page 9	Change “were pointing out” to “Started pointing out” or “began pointing out”
Language	Page 9	Take out s after CSD
Language	Page 9	Periods go inside the quotation marks
Language	Page 9	Change “of” to “in”
Language	Page 9	Change things to something less ambiguous such as “sales” or “production”
Language	Page 9	Sentence here is a bit confusing. Consider changing to “Pepsi moved into countries that Coke did not perform well in...”
Language	Page 9	Parallelism needed – change “creating” to “created” to match earlier verb

## Letter to the Author

Hyunsan Middle School  
39 Tapdongri-gil, Hyunsan, Haenam  
South Jeolla, South Korea 59058

November 13<sup>th</sup>, 2019

Katherine Booker  
George Mason University Student  
George Mason University  
4400 University Drive  
Fairfax, Virginia, USA, 22030

Dear Ms. Booker,

I enjoyed reading your paper on the Cola Wars from the 1990s to present. I thought it was concise but informative in its short nature. Your paper contained a lot of important facts, but be sure to remember to source your facts so your readers can check the original information themselves.

I found a lot of small grammatical errors that, if fixed, will make your paper easier to read. Some of your sentences were run-on sentences that could be broken up into two different sentences. Watch out for sentence splices and make sure your sentences always have a subject, verb, and object. Also, I recommend using active voice for your paper as the cola companies are the ones actively making deals and pushing into new markets.

Lastly, remember to always include the original names of companies before using a shortened version or an acronym. I would first write out "Coca-Cola" and clarify that you will be using "Coke" from then on. Later in your paper, you use the acronym "DSP" but do not clarify what the company is. This will confuse a reader who is not familiar with the term.

If you have any questions, please feel free to contact me.

Sincerely,

Keri Kee  
Hyunsan Middle School Teacher  
010-2872-3740  
kerik@bgsu.edu

## ISO 9000 with LG Electronics

---

**Client:** Katherine Booker and her group of business classmates

**Audience:** LG Electronics and the business class professor

**Purpose:** To see how well LG Electronics adheres to the ISO 9000 business standards and suggest areas in which the company can improve to best serve their customer base

**Editing Performed:**

- Fixed run-on sentences and comma splices
- Suggested ways to make the paper similar in paragraph length
- Corrected verb tenses to match throughout the paper
- Changed numbers to match with each other (2<sup>nd</sup> to second)
- Consulted *The Chicago Manual of Style* for grammar and syntax errors

**Value Added:**

- Correction of errors led to a more professional paper
- Changing comma splices and run-on sentences creates easier readability

## Editing Summary

Editor(s)	Keri Kee
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Document title or description	ISO 9000 with LG Electronics
Readers and purpose	This paper describes how LG Electronics adheres to and can work to extend ISO 9000 principles in their business practices. This paper then should be easy enough to understand for those familiar and not familiar with ISO 9000, as well as informative and engaging.

<b>Evaluation</b>	
Content Development	The content seems well-researched and explained, but it should be mentioned earlier in the paper than only 5/7 of the ISO 9000 principles will be discussed as readers can be confused looking for the missing 2.
Organization	
Overall	Good organization by grouping different ISO principles into separate sections, but could use a bit of a touch-up or reorganization.
Sections	Good split of sections to discuss different ISO principles separately. However, 2 <sup>nd</sup> and 3 <sup>rd</sup> ISO principle could be split or perhaps just focus on one of the two areas instead of both.
Paragraphs	Could be a little longer (one or two sentences more) in the introduction, but there is a good balance between other sections.
Visual design	
Page Design	Headers should also be indented at beginning of sections. Should the paper be double spaced or is it a single spaced assignment?
Headings	Different sections have different, appropriate headings.
Color	Not needed, black is okay.
Illustrations/Graphics	Not needed as it is an explanatory paper.
Style	

Word choice	Use more technical terms and less “common” colloquial terms. Avoid too many contractions as it is a “business” paper.
Sentence structures	Sentences could be longer as some sentences are choppy and lack flow. With some re-working, the paper will read better. Don’t use sentence or comma splices. Each sentence should be a full statement using a Subject-Verb-Object type of structure.
Grammar	Lots of switching between verb tenses. Try to stick to similar tenses as much as possible. Action verbs preferred over passive verbs.
Punctuation	Watch for excessive comma use.
Mechanics	Make sure LG Electronics is always used properly and capitalized. Words and digits should match
Spelling	No spelling mistakes found.

## ISO 9000 with LG Electronics

### **Introduction**

Located in the city of Seoul, South Korea, is the headquarters of the multinational corporation LG Electronics. They are an electronics company specializes in manufacture and distribution of products in four distinct categories - Home Entertainment, Mobile Communications, Home Appliances, and Vehicle Solutions. The company was established in 1958 and has since strived to be one of the frontrunners of new technologies. LG Electronics hopes to lead not just in physical devices, but also in the manufacturing processes of up-and-coming technologies.

Currently, LG Electronics is certified under the ISO 9000 Quality Standards. These standards are defined by seven different categories that a company should follow as a base level of quality in their products and services. The seven principles of ISO 9000 are Customer Focus, Leadership, Involvement of People, Process Approach, System Approach to Management, Factual Approach to Decision Making, and Mutually Beneficial Supplier Relationships.

ISO 9000 is recognized internationally and is imperative for companies if they wish to find success overseas. Many different key aspects of a business are encouraged by following

the ISO standards - such as quality management procedures, detailed documentation, in-depth work instructions, and comprehensive recordkeeping.

Just by having the ISO 9000 certification, there are many benefits. Along with the global recognition, ISO 9000 provides discipline to the company. By following the standards, a company will be forced into routinely reviewing its quality system. Additionally, ISO 9000 sets a simple base for a good quality system. Customer needs are understood, resources and services that are needed to meet product requirements will be fulfilled, and problems that are found will be corrected. Finally, an ISO certification offers a marketing program. Organizations will use the status of being certified to stand out among consumers.

LG Electronics easily meets these standards. However, there is always room to improve on the implementation of how they follow ISO 9000 principles. In many aspects, LG Electronics rises to the occasion, but like many businesses in the world, they also fall behind in other ways.

### **1<sup>st</sup> ISO Standard: Customer Focus**

The first principle in ISO 9000 is Customer Focus. In LG Entertainment, this is covered by the company's belief in "Customer-Value Creation". Priority is placed on the safety and security of the customer's personal information. The company also expresses urgency in responding to customers in a timely manner, whether it be compliments or concerns.

In 2018, several news outlets hailed LG Electronics as a leader in customer satisfaction. The company constantly strives to meet needs, expectations, and demands of consumers. LG Electronics itself states on the company's website that they wish to "enrich [their consumers'] lives through technology" and are continuously listen to customers for diverse idea to apply to their products and services. One could say with this outlook that LG Electronics has accomplished their mission to be a leader and pioneer is customer satisfaction.

However, as with all customer based electronic companies, the complaints and dissatisfaction are plentiful even with LG trying to combat these issues. According to ISO 9000, when it comes to the Customer Focus principle, LG Electronics lacks the most in two of the criteria. Communicating customer expectations throughout the company is one. Though LG Electronics produces remarkable technologic products, these devices usually have issues down the road and fall just shy of customer expectations. With issues such as boot-looping



(which is when a cellular device will restart uninterrupted until the phone eventually no longer works) continuously occurring with LG Electronics' products, consumers do not feel that their voices are being heard and as a result, LG Electronics' reputation has fallen with the public. The company must find a way to remedy this before the opinion of the company with the public turns negative.

This leads to the second aspect of Customer Focus that LG Electronics falls short with. The company must find a better way to measure customer satisfaction and quickly act on the results. Even the most loyal customer will stray if they feel their needs are being ignored by a company. LG Electronics is on the right path, but the company must look for better solutions or they will lose their foothold on the ladder of the technology industry.

### **2<sup>nd</sup> & 3<sup>rd</sup> ISO Standard: Leadership & Involvement of People**

LG Electronics uses a principle called Jeong-Do Management for the second and third aspects of ISO (Leadership and Engagement of people). This form of management stresses fair competition among its employees in order to deliver results. It also holds them accountable for their actions and places a focus on individual achievement to stand out among one's coworkers.

With Jeong-Do Management, there are 3 guidelines that are focused, and they're based on integrity, fair transaction, and fair competition. The guideline with integrity involves working transparently according to standards and principles. In terms of fair transaction, the focus in every transactional relationship relies on fair treatment and equal opportunities. And of course, the guideline with fair competition focuses on improving capabilities from which one can win a competition fairly.

Leadership is important when it comes to LG Electronics, but not just in the marketing aspect. They want to be recognized as a leader in management practices as well. A great leader understands on how to achieve their target goal, in this case for LG Electronics or any company for the matter, the customer. It all starts and ends with the customer, as they're to be prioritized and it defines the company's values. Always staying alert, being ahead of the game, and preparing in advance one step ahead shows the organized planning in which the customer is prioritized. Leadership is also shown when ideas are thought of and brought up by thinking outside the norm, or as known as "outside the box". A leader looking for improvements is like a leader who is always on alert, and in preparation for anything that is yet to come.

As for the involvement of people, LG Electronics wants to make sure that the people involved are accountable. Allowing there to be continued participation and any form of improvement in any area that is applicable. They're big about people learning, and improving, as well as spreading knowledge in benefit of not only themselves, but everyone involved. As for customers go, they will take feedback and see in what ways as a brand/company they can benefit with upcoming products. Matter of fact, they will progress on any improvements with current products to fulfil satisfactory solutions to appeal towards their market consumers. Having that involvement and interaction is what makes them so close with their customers.

Issues amongst leadership and involvement of people occur through minor setbacks. For example, who would be enacting upon leadership and in what ways they would be benefiting others with the role. Not having everyone on the same track or all aboard towards the project or next goal minimizes the productivity involvement in the whole management system. When people don't follow leaders or are in fact unaware of which route to take, then of course confusion will rise. In that case, it will result to productivity decreasing, deadlines not being followed as they should be, and just a decline in production. Management with issues inside the company will results with outside, in a sense where the customers will not be provided full potential service. Once customers feel that a company or brand such as LG Electronics isn't prioritizing the customer base, they will feel lack of confidence towards the brand, causing a decline from the consumer base. Once that's gone, then there isn't a business to run, if all the customers are led away.

### **6<sup>th</sup> ISO Standard: Factual Approach to Decision Making**

As a multinational corporation producing millions of different products a year, LG Electronics is well-versed in Evidence-based decision making, which is the sixth category of ISO. Analyzing sales and customer data for each product, cost-benefit and value-based analysis for each product is standard procedure. The company's product lines are for the most part sequential updates to aging items, which shows that they are taking in data from various sources in order to make decisions on what to change and what to keep the same.

At LG Electronics a consumer centered management system has been in place since 2007, ensuring all decisions the company makes are in favor of their consumers. LG Electronics evaluates all their consumer data when coming to the decision of marketing new products for their consumers. LG Electronics can continue adding to their worldwide success by continuing how they implement the 6<sup>th</sup> ISO standard into their business and make decisions based on facts. LG Electronics being a multifaceted company the provides customers with Home Entertainment, Mobile Communications, Home Appliances & Air Solutions, and Vehicle Components are involved with their consumers in more than just one area of specialty. LG Electronics was able to expand into such diverse markets based off their decisions that they made considering all the facts and data from their customers.

LG Electronics has been able to successfully to launch new products yearly because it relies heavily on the consumer feedback to improve their products and keep them satisfied with new releases periodically. A way LG Electronics can use this to better improve their decisions when considering what products to introduce, they can review and analyze how a similar product either succeeded or failed when launched. By analyzing previous data, LG Electronics puts themselves in a favorable position to correct any potential issues that occurred in the past, or they can execute a similar marketing plan so the new product can enjoy them same success. Similarly, LG Electronics can utilize all the data available to them in order to understand their consumers requests better. LG Electronics being such a prominent member of the electronics market has a responsibility to its consumers to introduce new products with up to date technology and features. LG Electronics can use the data available to them inquire what features their consumers enjoyed the most and come up with an idea on how to ensure that their consumers remain happy with their newly designed products.

LG Electronics can also improve on this standard by using the data derived from sales to better understand what released products were unsuccessful. Though LG Electronics' mission statement clearly states that its goal is to continuously improve their activities to favor their consumers, they are also in the world of money-making. So, using all the data available to them LG can analyze when exactly a product started to show signs of failure. LG Electronics understands what products are unsuccessful for them and being able to avoid any future hiccups is a fantastic way they can use a factual approach when making market decisions in the future. LG Electronics uses the sixth ISO 9000 principle effectively as it is, but by being able to implement the following recommendations to better not only their relations with their consumers and their profits will help LG Electronics remain a successful corporation for many years to come.

### **7<sup>th</sup> ISO Standard: Mutually Beneficial Supplier Relationships**

The final category used by the ISO standard is Relationship management, which discusses relationships with other firms within their supply chain. LG Electronics' strategy with its supply chain partners is to be very open with them, as well as give aid where possible. This ensures both the quality of their products and the profitability of their partner firms. LG Electronics provides all relevant data, training programs, and sustainability workshops for the businesses it works with. All these factors show that LG Electronics is willing to go above and beyond to establish and improve relationships with all of its business associates.

LG Electronics ensures that their partners and suppliers gain advantages that competitors do not, which will aid in attaining success in the future. In addition to the benefits listed above, LG Electronics also promotes a fair-trade system with their partners. Some

examples are win-win growth, CSR in supply chain, supply chain green management, and even conflict minerals.

Their win-win growth is essentially a list of philosophies and principles that will aid them in being competitive in their market around the world. The programs will aim for success in “quality, production, and technology”, as well as financial stability and HR support. This way, LG Electronics can build a strong relationship with its suppliers and listens to any needs or grievances they may have and offer support. They also put in place a comprehensive supply chain risk management program, which targets human rights, ethics, mining, and the environment. This program promotes and encourages social responsibility to its suppliers. LG Electronics aims to eventually promote their supplier social responsibility globally. With LG Electronics’ green initiative, they help their suppliers in their quest to ensure that the environment is protected, and with the green-forward technologies that it provides them, their suppliers are well equipped. This also applies for conflict minerals, which are often obtained through force and unjust methods. Human rights are put in jeopardy when minerals and natural resources are taken from countries that have them. LG Electronics’ policy for conflict materials states that they are “particularly concerned about the human rights abuses” that often take place when it comes to obtaining these useful resources.

## **Conclusion**

Overall, LG Electronics clearly meets all metrics set by the ISO 9000 principles. This insures that the company is creating an environment where quality management and assurance are a top priority. Customer security is prioritized, leaders and employees are encouraged to have positive competition amongst themselves and to stand out as individuals, quality is checked frequently in order to insure the company meets standards, data is constantly analyzed in order to make the best possible choices for the business, and relationships with other companies are kept healthy in order to benefit the company. However, where LG Electronics lacks, they can improve with a few changes. LG Electronics continuously shows that they are willing to go above and beyond to meet standards to improve the quality of their products and services. In the future, they will likely be able to refine and develop the areas they lack to continue their growth as a leader in the technology industry.

## **Katherine Booker Testimonial**

To Whom it May Concern,

Keri was professional and courteous when it came to editing my work. Her suggestions helped me amplify multiple points in my paper and she was able to assist me in a finished product that I could take pride in. I highly recommend Keri for editing. She has an excellent grasp on many aspects of writing and knows how to word specific points in a way that get the point across in the best possible way.

Sincerely,

Katherine Booker

## Haenam County Natural Environment

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**Client:** Haenam County Government

**Audience:** Haenam County English-speaking residents and potential visitors

**Purpose:** To explain the history, geography, and other information about Haenam County and its Natural Environment to potential residents or visitors who speak English

**Editing Performed:**

- Ended run-on sentences to make the information more understandable
- Changed some Korean vocabulary to ensure comprehension among non-speakers
- Corrected paragraph spacing to make the guide easier to digest
- Consulted *The Chicago Manual of Style* for grammar and syntax errors

**Value Added:**

- Better comprehension among the non-Korean speaking audience
- Higher professionalism for a government website
- Easier readability due to spelling, grammar, and syntax changes

## Editing Summary

Editor(s)	<b>Keri Kee</b>
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Document title or description	Haenam County Natural Environment
Readers and purpose	This information comes from the Haenam County English website and introduces the county to foreign visitors. Available in English, Chinese, and Korean, this page is aimed at foreigners who visit and live in the area and who speak English.

<b>Evaluation</b>	
Content Development	The information is important and explained well, but a variety of grammar, syntax and mechanical issues make it hard to read. With a good edit, this page can be even better than before.
<b>Organization</b>	
Overall	Good organization in general, but some paragraphs seemed unbalanced with information.
Sections	As it is a small introduction, sections are not needed.
Paragraphs	The balance is a bit skewed. Some paragraphs have too much information, while others have a little. Split the larger paragraphs up and everything should be okay.
<b>Visual design</b>	
Page Design	Double-spaced may be easier to read than single-spaced. However, the page overall is designed well.
Headings	Introduction is clearly labeled.
Color	Black is okay as the page background is white.
Illustrations/Graphics	Not needed as there were links on the page to virtual tours or pictures.
<b>Style</b>	
Word choice	Word choice was fine, but some Korean words need to be

	explained. more in depth as foreigners might not understand.
Sentence structures	There were many sentences that were either run-on sentences or comma splices. Make sure each sentence has a subject-verb-object syntax.
Grammar	Most sentences were missing verbs. There were also plenty of sentences with wrong verb tenses. Many sentences were also missing important articles (a, the).
Punctuation	Needs more commas and breaks between sentences.
Mechanics	Capitalization and hyphen issues were abundant. There were also lots of inserted information in parentheses that could be fixed.
Spelling	Fixed a few spelling mistakes, including “northwestern” and “porphyry”

### **Haenam County Natural Environment**

Haenam county located at southwesternmost land tip of Korean peninsula is the largest county in Chunnam province and comprises a peninsula surrounded by sea at 3 sides while only its northeastern side is a land connected with Gangjin and Youngam.

Since long time ago, this place received unusual attention for its diversified cultural nature in terms of the fact that it was a background through which cultural elements of Youngsangang basin was propagated or formed or a blind crossroad through which central power of peninsula was propagated and more broadly speaking, a sea route passing through southwestern area was a cultural movement route connecting China-Korean peninsula-Japan.

In particular, Haenam having a long rias-type coastal line based on Hwawon peninsula raises a lot of profits by various fisheries culture including salt pond or laver culture farm by using clear and clean ocean of southwestern coast and this area is widely open to expansion of farm land by comprehensive development project of Youngsangang that connects Hwawon peninsula with Youngam-gun.

Haenam protruded to southwestern tip of Chunnam is surrounded by Gangjin Bay from the east, Youngam-gun, Gangjin-gun from the northeastern side, Wando-gun from southeastern side and Jindo-gun and Mokpo City from the northwestern side as it comprises Hwawon, Sane peninsula extended to northwestern direction, Haenam peninsula extended to the south and inland area.

Its latitude is in the range of 34°18' - 34°45' and its longitude in the range of 126°15' and total extension of coastal line is 302km. Among this, coastal line of island is 38.1km and number of



island is 65 (inhabited island: 7, uninhabited island:58) and those islands exert significant influence on fisheries as those islands form an archipelago. Eastern tip of Haenam is Naedong-ri, Bukil-myeon (longitude: 126°44', north latitude: 34°27'), western tip is Hwabong-ri, Hwawon-myeon (longitude: 126° 18', north latitude: 34°45'), southern tip is Galdoo-ri- Songji-myeon (longitude: 126° 32', north latitude: 34° 18') and northern tip is Maewol-ri, Hwawon-myeon (longitude: 126°15', north latitude: 34° 42'), respectively.

Climate condition of Haenam is mild as it is located at the southernmost tip of the national land. Annual average temperature is 13-14°C and wintertime is mild as average temperature of January, the coldest month of the year, is over 0°C and this area is characterized by climatic features of limited number of days of snowdrifts. Annual average relative humidity is 75%, evaporation amount 1,200mm, precipitation around 1,300mm but precipitation during June-September accounts for 63% of the total precipitation. Climate in summertime represents high temperature and humidity due to an influence of southeastern monsoon and climate in wintertime represents climate features of relatively high temperature and humidity by an influence of northwestern monsoon but area around coastal line represents more mild climate than that of inland by an influence of oceanic climate. Haenam that is surrounded by coastal line at its 3 sides represents climate features of relative high temperature and humidity by an influence of oceanic warm current and climate and as an area of heavy rainfall (annual average precipitation :1685mm), this area provides a favorable condition for cultivation and growth of agricultural products.

Haenam forms a gentle hilly terrain as branch of Sobaek range is extended to the end of Haenam peninsula but in the northeastern area, it forms a mountain terrain due to Dooryoonsan and Heukseoksan and in central and southwestern part of Haenam as a plain area, reclaimed land, culture farm and salt pond are created.

Area of Haenam accounts for 859.79km<sup>2</sup> that corresponds to 7.3% of the total Chunnam area and this area is the largest in Chunam province. When looking at area by each eub, myeon in its order, area of Hyeonsan-myeon is 90.30km<sup>2</sup>, Hwangsang-myeon 81.44, Hwawon-myeon 80.83 and Songji-myeon 80.52 and the smallest myeon is Bukil-myeon (area: 37.01).

Among the total area, forest is 467.94km<sup>2</sup> (19.8%), field 122.28 (14.2%) and others 99.78 (11.5%), respectively.

Haenam-Eub being surrounded by Geumgangsang in the rear, Deokeumsan on the left and Samgaksan on the right is a type of Oknyeotangeum (A Taoist fairy is plucking a loquat) that could be seen in divination theory on topography and its western side is faced with Haechang Bay and connected to the Yellow Sea.

Geological features mainly consists of granite and metagranite being used as material of architecture and civil work that are usually called as pumice stone. In addition to this, it consists of complicated geological structure including volcanic tuff and porphyrite, a hardened volcanic ash, that are used for civil material as it is easy to be processed. And there is Okcheon plain being formed by weathering action of these rocks and oceanic sedimentation.