

**Global Business Communication:
MBCM30530
Spring 2017**

*The Eugene D. Fanning Center for Business Communication
Mendoza College of Business
University of Notre Dame*

Welcome to our class. I look forward to teaching you this term!

Time: Tues/Thurs 9:30-10:45; Room TBA

Instructor: Dr. Elizabeth A. Tuleja,

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Office Hours: Mon/Wed 5:15-6:15pm or E-mail for a time that is convenient for you. Not in on Fridays.

Do you want to “hit the road running” once you begin your first job out of school? Do you want to be successful in your career? Do you want to develop good relationships with your boss and coworkers as you handle interacting in a multicultural society? If you answered “yes” to these three questions, then this course is for you!

Global Business Communication is a 1.5 credit elective course that will help you go from good to great as you learn to interact with people who are different from you. This is why EY has pledged (under the former president Jim Turley and the new CEO Mark Weinberger) its commitment to hiring new recruits who exhibit a global mindset. Whether you are an accountant or finance major, get ahead of the game and learn about this important skill while still in school!

In this course you will:

- Learn to understand how to move beyond excellence in your technical (business) skills to becoming a better communicator.
- Explore your individual cultural identity (yes, we *all* have culture!)
- Understand how to develop your emotional intelligence that will help you communicate better in difficult situations and with people who have different worldviews.
- Analyze real-life intercultural case situations in management in order to understand what is happening in our globalized world.

Required Readings (to be read before class)

1. Tuleja, Elizabeth A., *Intercultural Communication for Global Business: How Leaders Communicate for Success* (Routledge 2017, Forthcoming).
2. Additional required readings are posted on Sakai. These are short and to the point, and selected with the business student audience in mind.

Learning Objectives

If you remain engaged in this course and participate to the fullest extent, you should:

- Cultivate an appreciation for the importance of intercultural communication in business and society.
- Develop an understanding of intercultural communication processes.
- Expand your skills in analyzing intercultural communication situations.
- Improve your self-awareness and communication behavior in intercultural settings.
- Understand the ethical issues related to intercultural communication.

After taking this course you will have a deeper self-awareness of who you are as a global leader, as well as be able to identify and deal with situations, issues and challenges that come up when dealing with people from diverse backgrounds.

GENERAL COURSE REQUIREMENTS

The purpose of this section is to explicitly outline the expectations of the course and the instructor so that you may plan your time accordingly. It is the instructor's hope that you will use this detailed information in the syllabus as a guide for success, as well as take advantage of the helpful materials found on Sakai.

In order to get the most out of this course and heighten your individual learning, it is critical to be prepared before class. Please do the readings and pre-class work as indicated for each class session. Being prepared before class will enable us to engage in high level executive-style coaching sessions that include simulations, discussions and case analyses. Expect to be called upon in class to demonstrate your grasp of the material.

Absence. Mendoza has an attendance policy to which all instructors must adhere. Since we only have about 13 meeting sessions in this course, we regard your presence as especially important. So, if you cannot be here, let your instructor know *in advance* by email.

Class Participation. Participation will be measured by professionalism, attendance, preparation for the class, and full participation in class discussions. Participation means just that – being actively engaged and not simply present. Class participation is an important part of the learning process in this course (and in North American culture), so you will be evaluated on the quality of your contributions and insights. Quality comments possess one or more of the following properties:

- offer a different or unique, but relevant perspective
- contribute to moving the discussion and analysis forward
- build on or challenge comments from other students
- respond when called upon by the instructor
- apply concepts in the readings to cross-cultural experiences and insights

While your participation grade is subjective, it will not be random or arbitrary. Nevertheless, students are in control of whether they objectively display certain behaviors or not. Perfect attendance does not equal perfect participation.

Use of Electronic Devices in Class. I would appreciate that you refrain from using laptops for anything other than classwork. Texting, surfing the Internet, and using social media in class is a distraction for all. Please be respectful. Your emails, texts, and Candy Crush can wait. While I will not “police” the classroom, overuse might signal to me that you are not attending to our discussion – I reserve the right to make that judgment when determining final class participation scores.

Students with Disabilities. If you have any physical or learning challenge, please notify me as soon as you receive this syllabus and I will strive to provide the appropriate accommodation and support to assist you in meeting the goals of the course.

Quality of Writing and Speaking. All Fanning Center for Business Communication courses have an emphasis on effective writing and speaking. Considering that effective writing is a requirement for success in business, the quality of your written assignments will be a major component of the grades given on the assignments – so it’s not just the content, but how you have organized, presented, *and* communicated it (organization, clarity, mechanics, tone and scope).

There are plenty of useful tools neatly organized in our **Sakai** site in the **Writing Info** folder for your convenience, as well as in the Handouts.

Check out the **ND Writing Center**, which has two locations in: Coleman-Morse and the Hesburgh Library. <http://www.nd.edu/~writing/>. The hours are flexible and you can get all sorts of help there *but you need an appointment* – go to website or call 574.631.5390 to schedule an appointment.

Additionally – international students have a special opportunity to use the **English for Academic Purposes** (EAP Program). You must make an appointment for a tutorial session by going to the website: <http://cslc.nd.edu/eap/tutoring>. The EAP Fellows will provide linguistic feedback to help you improve your academic English. The EAP is located in 329 DeBartolo (CSLC – The Center for the Study of Languages and Cultures Office).

COURSE POLICIES AND STANDARDS

Deadlines. There are no automatic extensions, make-ups, or incompletes. If you cannot meet your responsibilities in the course, discuss with your instructor in advance of deadlines.

Incompletes. As a rule, we do not award incompletes; however, in unusual cases such as hospitalization or genuine emergency, an incomplete can be assigned. It is up to the student to make sure that s/he follows up with all paperwork.

The Notre Dame Honor Code. Much of the educational process in the Mendoza College of Business involves group discussion and collaborative activities. Neither the College nor the Fanning Center for Business Communication wish to hinder the learning that can and often does take place in that

environment. Fairness, however, requires that certain limits be observed in the actual production of assignments.

All writing and speaking tasks are to be accomplished by each student working independently. No student should copy another student's work or represent work done by someone else as if it were his or her own (i.e., graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc.). This also includes viewing the previously completed work of students in prior courses or different sections of the course.

Evidence of plagiarism or cheating is cause for serious disciplinary action by the College. Please, do your own work. We strongly endorse and support the principles and process outlined in the *University of Notre Dame Business Honor Code*. **Please read that document** and use its precepts as a guide: <http://www.nd.edu/~hnr/code/docs/handbook.htm>.

GRADING POLICIES

Grading Scale

A:	93.000	and	above	B-:	80.000	to	82.999
A-:	90.000	to	92.999	C+:	77.000	to	79.999
B+:	87.000	to	89.999	C:	73.000	to	76.999
B:	83.000	to	86.999	C-:	70.000	to	72.999

Grading Weights

-Intercultural Effectiveness Scale Development Plan	20%
-Case Study/White Paper (Teams of 2-3); includes topic outline (5%)	35%
-Final Exam	20%
-Professionalism/Participation/Attendance	20%
-COI & IES (must be completed on time to get credit)	05%

Grading Specifics for All Assignments

We understand that grades are important to you; however, the Fanning Center for Business Communication believes that learning outcomes are the most important. Your careful attention to classroom discussion and written/speaking assignments is of considerably greater importance than whether you earned an A, A-, B+, or perhaps a B in a 2 credit-hour course.

The Mendoza College of Business Management Department Grading guideline calls for a grade point average for an MBA section between 3.3 and 3.6. **This means that the average grade will be a B+. It is up to your professor to distinguish among subpar, adequate, above average, and truly superior work.**

Your grade for any particular assignment in this course is a reflection of your professor's judgment of the quality of your work. We can grade only on the basis of what you give us, not on what you had sincerely intended to do. Once a grade has been assigned and recorded, it will not be changed unless evidence is provided that your professor has made an error. A difference of opinion between you and your professor about the quality of your work is not evidence of error!

Please don't ever hesitate to ask questions or raise concerns – my goal is to make this the best learning experience for each person.

GRADED ASSIGNMENTS:**Assignment: Personal Reflection IES****Learning Objectives:**

- To become aware of your individual intercultural competencies by identifying them through the IES cultural assessment tool.
- To understand your strengths and areas for improvement in intercultural effectiveness through careful reflection and analysis.
- To create an action plan for continued personal development in intercultural effectiveness.

Overview:

1. Read the 'Reflective Process in Writing' handout (Sakai folder: Tools for Writing & Speaking/Writing Tools).
2. Select any two of the sub-categories of cultural competencies from the IES that you feel would be most useful for you to work on in order to increase your intercultural effectiveness.

Competencies	Sub-Categories
<i>Interpersonal Engagement</i>	Global Mindset ◇ Relationship Interest
<i>Continuous Learning</i>	Self-Awareness ◇ Exploration
<i>Hardiness</i>	Positive Regard ◇ Emotional Resilience

3. Describe these cultural competencies according to the IES definition (in your own words = please do not just copy from the IES documents, but paraphrase). That is, what do you need to improve, for example, your Self-Awareness or Emotional Resilience actually mean to you?
4. What are some intercultural stress points that you find challenging in effectively responding to cultural differences (as you develop these specific cultural competencies)? These intercultural stress points should describe situations you currently face or have faced in the past.
5. How do these stress points act as barriers to you being as effective as you'd like to be? Consider factors over which you have some control and the removal of which would enhance your capability in navigating cultural differences and commonalities.
6. Make a plan for personal development in terms of strengthening this competency. Your plan should be as practical and concrete as possible. (i.e., What can you do *right now* to improve your weakness AND *how* can you do it = give specific examples (help the reader 'see' what you mean so that you don't just 'tell' but 'show and tell').
7. Include some of your communication preferences regarding the COI.

Specifics:

This paper should be anywhere from 2-4 pages depending on your writing style (regardless of the length, this paper needs to have depth – it could be up to 6 pages if you want to say more). It will be double-spaced; 1" margins; 12 point font; stapled; pages numbered, your name and paper title on separate cover sheet.

Use good conventions of writing: make sure you have an introduction; body; and conclusion. Use transitions in between each section so that your essay flows smoothly and makes sense. See ‘Writing Competencies’ handout as well as the other handouts on developing thesis statements and paragraphs which will help you have strong purpose and organization (Sakai folder: Tools for Writing & Speaking/Writing Tools).

Assignment: Case Study OR White Paper

Learning Objectives:

- Improve your knowledge of intercultural challenges and opportunities in an organizational setting.
- Sharpen your analytical and critical thinking skills as demonstrated through effective business writing (which is specific, clear, and targeted towards a specific goal).

You may work in groups of 2 or 3 where the work is expected to be distributed evenly among team members.

Overview:

Find a recent critical incident in the news that relates to any **intercultural** business, social, or government topic **outside of your native country**. You will need to do some independent research on your topic. **I expect you to analyze your issue regarding a number of the concepts we have discussed in class, such as:**

Globalization	High/Low Context Environment	Competitiveness
Complexity	Power Distance	Time
Interdependence	Ambiguity	Thinking
Cultural Intelligence	Gender	Mindfulness
Culture	Short/Long Term Space	Ethnorelativism
Particularism	Universalism	Collectivism
Stereotypes	Perceptions	Identity
Cultural Sense Making	Frame of Reference	Values, Beliefs, Attitudes <u>AND many others...</u>

Instructions

You may either use the traditional CASE STUDY format OR the format for a WHITE PAPER. See handouts in Sakai.

- At least 5-6 pages not including cover sheet and sources
- Teaching notes (approximately 3 pages)
- single-spaced
- one-inch margins
- one space between paragraphs (no double-double spaces, please)
- title page with your name and date
- stapled
- pages numbered
- sources cited (**endnotes** at end of document – not part of the 5-6 pages)

These cases/white papers will be graded based upon your depth of thought, analysis, and synthesis of the situation, as well as sound writing capabilities (i.e., clear purpose, organization, clarity of thought, strong transitions, vivid examples, having an intro/body/conclusion, etc.). Consult all resources in Sakai and even the excellent “Purdue OWL” (Online Writing Lab) if you have any questions about writing: <http://owl.english.purdue.edu/owl/>. And, it is always wise to make an appointment ahead of time with the Writing Center or EAP, so that you can get help with revisions.

Exceptional cases/white papers will be considered for publication with the Fanning Center Case Study collection!

Assignment: Case/White Paper Discussion

Each team will have the opportunity to give a 10-minute overview and lead a 10-minute discussion (includes Q&A) on their case/white paper topic. Students will:

- Create a **one-page** executive summary of the issue, challenge, or problem (to be handed out to both professor and students for class discussion).
- Create another **one-page** that includes **five relevant discussion questions** followed by a **bibliography list of no less than ten sources**.
- Create a simple PPT slide (of no more than 10 slides); please have a cover slide; an agenda slide; several key point slides; a summary slide; a source slide (PPT only turned in for the professor).

These are informal discussions, but will be graded based upon: preparation; thoughtful explanation of the cultural challenge; use of course concepts; organization of the executive summary/questions; and handling of the Q&A session, and overall professionalism.

Completing COI

In order to help you develop your cultural competence, the Fanning Center for Business Communication is providing (at no cost to you – the equivalent of \$100) this assessment tool that I use around the world for high level executive coaching. You will use this tool throughout the course and will apply the multifaceted aspects to your class discussions and written assignments.

Completion of COI and IES (**must be done by class #3**). In order to have everyone prepared for class at the same time and for me to arrange the teams, you **MUST** complete this by Friday There will be a deduction of 2 points of your final grade if not completed – this means that you will have worked in advance in order to prepare for class and have planned for any computer, password, or other technical difficulties. Not having done either inventory bc of technical difficulties is **NOT** an excuse. Past experience indicates that students who are “not up to speed” hinder class learning for everyone. Get these done ahead of time to enhance your learning and classroom experience!

You will get 5% points simply for completing both the IDI and COI as indicated in the syllabus. Not being ready with COI set up and username available for me to create our class team set-up.

Schedule at a Glance

Tuesday, March 21 (Class #1) WEEK 1	Thursday, March 23 (Class #2)
<p><u>Lecture:</u> <i>Culture in Business Contexts</i></p> <ul style="list-style-type: none"> • <i>What is culture and why is ICC important?</i> <p><i>Please be prepared to complete all readings BEFORE EACH class on the day assigned.</i></p> <p><u>Reading:</u> Tuleja Chapter 1</p> <p><u>Discussion:</u> After reading chapter 1, reflect on the question below in preparation for today’s class:</p> <ul style="list-style-type: none"> • What are three things that you want to learn from this course? • How will you make this course intellectually challenging for you; and what will you do to achieve this? <p><u>Activity:</u> PaddleSports Simulation</p>	<p><u>Lecture:</u> <i>Cultural Competence and CQ</i></p> <ul style="list-style-type: none"> • <i>What is CQ - Cultural Intelligence</i> <p><u>Reading:</u> Tuleja Chapter 2</p> <p><u>Discussion:</u> Case #2: Appropriating the Samoan Culture: Another Nike Cultural Faux Pas</p> <ul style="list-style-type: none"> • Be prepared to discuss case • Review of Competencies from Class #1 <p><u>Activity:</u> Unconscious Bias & Unconscious Incompetence</p> <p style="text-align: center;">SOQR</p> <p>You will be given login information for the COI-Cultural Orientations Indicator AND the IES Intercultural Effectiveness Scale. It MUST be completed by next MONDAY 3pm because if you have problems with the system, the COI Help-Desk closes at 5pm ET. In the past, students have been quite frustrated when their classmates are not prepared for our small and large group discussions surrounding the COI and IES tools.</p> <p>Please follow the instructions carefully so that I am able to generate everyone’s scores for a group discussion.</p>
Tuesday, March 28 (Class #3) WEEK 2	Thursday, March 30 (Class #4)
<p><u>Lecture:</u> <i>Cultural Identity</i></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Tuleja, Chapter 3 2. Watch TEDTalk with Taiye Selasi https://www.ted.com/talks/taiye_selasi_don_t_ask_where_i_m_from_ask_where_i_m_a_local?language=en <p><u>Activity:</u> Individual Intercultural Identity</p> <p><u>Discussion:</u> <i>When someone asks you where you're from ...do you sometimes not know how to answer? Writer Taiye Selasi speaks on behalf of "multi-local" people, who feel at home in the town where they grew up, the city they live now and maybe another place or two. "How can I come from a country?" she asks. "How can a human being come from a concept?"</i></p> <p>DUE: Completion of BOTH the COI and IES</p>	<p><u>Lecture:</u> <i>Intercultural Effectiveness Scale (IES)</i></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. You will have taken the IES (by last Friday) 2. Follow instructions to Score the IES and <u>look over your results.</u> <p><u>Discussion & Activity:</u> <u>Be prepared</u> to identify your three dimensions and discuss your scores.</p> <p>YOU MAY WANT TO BRING YOUR LAPTOPS REGULARLY TO CLASS FOR WHEN WE USE THE COI TO DISCUSS CULTURAL COMPARISONS.</p>

<p>Tuesday, April 4 (Class #5) WEEK 3</p> <p><u>Lecture:</u> <i>Cultural Orientations Indicator (COI)</i></p> <p><u>Readings:</u></p> <ol style="list-style-type: none"> 1. Please take the COI – Print and bring to class (or bring your laptop) 2. Do the COI Worksheet #1 (In the ICC Handouts in Sakai) 3. Tuleja, Chapter 4 (Hofstede Dimensions) <p><u>Discussion & Activity:</u> COI Pairs Exercise (Worksheet #2 based upon Worksheet #1 & 2) YOU MAY WANT TO BRING YOUR LAPTOPS REGULARLY TO CLASS FOR WHEN WE USE THE COI FOR COMPARISONS.</p>	<p>Thursday, April 6 (Class #6)</p> <p><u>Lecture:</u> <i>Culture and Context in Communication</i></p> <p><u>Reading:</u> Tuleja, Chapter 5</p> <p><u>Discussion:</u> Case #5: Target Corporation-Urinal Sandals</p> <p><u>Activity:</u> Connotative and Denotative Meanings</p> <p>DUE: IES Development Plan</p>
<p>Tuesday, April 11 (Class #7) WEEK 4</p> <p><u>Lecture:</u> <i>Culture and Worldview</i></p> <p><u>Reading:</u> Tuleja, Chapter 6</p> <p><u>Discussion:</u> Case #6: Nike Air Bakin’ Blunder</p> <p><u>Activity:</u> Parable Exercise</p>	<p>Thursday, April 13 (Class #8)</p> <p><u>Lecture:</u> <i>Culture, Cognition, and Reasoning</i></p> <p><u>Reading:</u> Tuleja, Chapter 7</p> <p><u>Discussion:</u> Case #7: Groupon and Super Bowl</p> <p><u>Activity:</u> COI and Thinking Dimension</p>
<p>Tuesday, April 18 (Class #9) WEEK 5</p> <p><u>Lecture:</u> <i>Culture and Leadership</i></p> <p><u>Reading:</u> Tuleja, Chapter 8</p> <p><u>Discussion:</u> Case #7: Starbucks in India</p> <p><u>Activity:</u> Leadership Exercise</p>	<p>Thursday, April 20</p> <p><u>Lecture:</u> Wrap Up</p> <p>Reviewing the Course Concepts</p>
<p>Tuesday, April 25 (Class #10) WEEK 6</p> <p>Exam: Chapters 1-8 (50 multiple Choice questions)</p>	<p>Thursday, April 27 (Class #11)</p> <p>In-Class Workshop for Case/White Paper Topics– Final Rough Outline Due – bring to class for feedback</p>
<p>Tuesday, May 2 (Class #12) WEEK 7</p> <p>Case Discussion 20 minutes each –student led; question handout; Q&A</p> <p>DUE: One-page executive summary; one-page discussion with sources; PPT slides</p> <p>Team 1 Team 2 Team 3</p>	<p>Thursday, May 4 (Class #13)</p> <p>Case Discussion 20 minutes each –student led; question handout; Q&A</p> <p>DUE: One-page executive summary; one-page discussion with sources; PPT slides</p> <p>Team 4 Team 5 Team 6</p>
<p>Final Exam</p> <p>During the Registrar-assigned Final Exam Schedule: TBD</p> <p>FINAL COPY OF CASE STUDY/WHITE PAPER Bring final copy to our classroom AND Please also submit an electronic copy to ONE team member’s folder in Sakai.</p>	