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

What do I need to know about how to communicate in a global business environment? What will my boss – and my organization – expect of me? How can I learn to relate with diverse colleagues in my new job? How will I know if I’m successful in my interactions or not? These are the questions that we will explore in this course.

Objectives: This 1.5 credit course focuses on the communication aspects of multinational businesses, both large and small, particularly directed toward the ways in which culture impacts those communication behaviors. The coursework will concentrate on the communication behaviors of the multinational leader in her/his responsibilities through multiple cultural settings and with diverse audiences. While identifying and reviewing theoretical bases, class members will apply information to realistic work plans that can become functional in their daily lives.

Time/Day/Room:

The instructor is Dr. Elizabeth A. Tuleja, Room 234D Mendoza College of Business; etuleja@nd.edu Tel: 574.631.3385 (o). Office hours are open and on-going, so please feel free to stop by my office or e-mail for a time that is convenient for you (I am in the office Mon/Wed afternoons until 4pm; Tues/Thurs until 5pm; and am not available on Fridays).

Required Readings (to be read before class)

- Beamer, L. & Varner, I. Intercultural Communication in the Global Workplace, McGraw Hill, 5e (It must be the latest edition – 5e.)
- Other readings as noted in syllabus and found in Sakai

Learning Objectives

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

1. Understand the global environment within which business messages are sent and the issues facing business communicators (through written, spoken and electronic use).
2. Identify ethical, legal, cultural, and global issues affecting business communication.
3. Develop an understanding of cultures and subcultures and the role they play in communicating and engaging effectively in a global business environment.
4. Apply business communication strategies and principles to prepare effective communication for domestic and international business situations.
5. Increase understanding of universal systems as they relate to communicating in a global setting.
6. Examine contrasting cultural values and their impact on the international communication and engagement process.

GRADING POLICIES

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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</thead>
<tbody>
<tr>
<td>A:</td>
<td>93.000</td>
<td>above</td>
</tr>
<tr>
<td>A-</td>
<td>90.000</td>
<td>to 92.999</td>
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<tr>
<td>B+:</td>
<td>87.000</td>
<td>to 89.999</td>
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<tr>
<td>B:</td>
<td>83.000</td>
<td>to 86.999</td>
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<tr>
<td>B-</td>
<td>80.000</td>
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<tr>
<td>C+</td>
<td>77.000</td>
<td>to 79.999</td>
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<tr>
<td>C:</td>
<td>73.000</td>
<td>to 76.999</td>
</tr>
<tr>
<td>C-</td>
<td>70.000</td>
<td>to 72.999</td>
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</tbody>
</table>

Grading Weights

<table>
<thead>
<tr>
<th>Assignment</th>
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<tbody>
<tr>
<td>Homework (posted to Sakai)</td>
<td>10%</td>
</tr>
<tr>
<td>Strategy Memo – Critical Incident</td>
<td>20%</td>
</tr>
<tr>
<td>Formal Report – International Case Study (Pairs)</td>
<td>30%</td>
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<tr>
<td>Midterm Quiz</td>
<td>10%</td>
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<tr>
<td>Final Quiz</td>
<td>15%</td>
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<tr>
<td>Participation &amp; Attendance</td>
<td>15%</td>
</tr>
</tbody>
</table>

Grading Specifics for All Assignments

We understand that grades are important to you. However, grades are less important than learning outcomes. Your careful attention to classroom discussion and written 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 a BBA section between 3.0 and 3.4. 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.
**COURSE SCHEDULE**

Please read the indicated chapter for each class – you will be called upon randomly to lead discussions during each session. Please be prepared!

<table>
<thead>
<tr>
<th>Class Session</th>
<th>Topic</th>
<th>Activity &amp; Deliverables</th>
</tr>
</thead>
</table>
| Class 1       | Introduction to the Course | Activity: *Paddle-Sports Simulation*  
Homework: Personal Goal Statement |
| Class 2       | Chapter: Culture and Communication  
(*Text: Varner & Beamer*) | Activity: *Perceptions & Bias*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 3       | Chapter 2: The Role of Language in Intercultural Business Communication | Activity: *English Lingua Franca/Strategy Memo*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 4       | Chapter 3: Getting to Know Another Culture | Activity: *Parable Exercise & COI*  
Homework: Topic for Final Report International Case Study |
| Class 5       | Chapter 4: The Self and Groups | Activity: *Who Am I?*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 6       | Chapter 5: Organizing Messages to Other Cultures | Activity: *Writing a Report*  
**DUE: Critical Incident Memo** (pp. 487-493 – Case 2: Hana, A Joint Venture Between Health Snacks and Toka Foods) |
| Class 7       | Chapter 6: Nonverbal Language in Intercultural Communication | Activity: *International Business Blunders Quiz #1– Chapters 1-6* |
| Class 8       | Chapter 7: Cultural Rules for Establishing Relationships | Activity: *Hofstede Dimensions Exercise*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 9       | Chapter 8: Cultural Rules for Establishing Relationships | Activity: *Barnga Simulation*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 10      | Chapter 9: Intercultural Negotiation | Activity: *Who’s the Boss?*  
Homework: Case Study Outline |
| Class 11      | Chapter 10: Legal and Governmental Considerations in ICBC | Activity: *Corruption & Bribery Role Play*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 12      | Chapter 11: Influence of Business Structures and Corporate Culture on ICBC | Activity: *Persuasion Across Cultures*  
Homework: Respond to one bullet point in the Summary section of chapter |
| Class 13      | Chapter 12: Intercultural Dynamics in the International Company | Activity: *Self-Evaluation & Review Quiz – Chapters 7-12* |
| Final Exam    | Time and room to be announced | **DUE: Final Report on Int’l. Case Study** |
COURSE DELIVERABLES

Homework
Managing in a global environment requires that you can respond quickly yet appropriately to ambiguous and uncertain situations that arise on a daily basis. The Homework assignment is meant to have you (a) reflect on what you have read; and (b) prepare you for a rich class discussion. Simply read the chapter assigned for each class period and write a one-paragraph response/thought to one of the bullet points in the Summary section at the end of the chapter.

You get full credit simply for doing this as long as you post to the ASSIGNMENT folder in Sakai by class time and the paragraph demonstrates that you have read and reflected on the reading. You may miss 1 Homework submission. Use this as an opportunity to add your insights and experiences to what you have read – and feel free to question and challenge ideas presented in the text and in class! I will look at your responses periodically and make short responses.

Types of Homework Assignments

Personal Goal Statement
Respond in one paragraph - What are 3 things you want to get out of this course and why?

Reflective Responses to End of Chapter Summary
Respond in one paragraph to any of the bullet points/key points of chapter that is found on the last pages of each chapter. For example, in Chapter 2, you could respond to the definition of culture – what do you think about it? Do you have anything else to add? Or, there is a summary about culture shock. Have you ever experienced it and what happened/how did you feel? Have fun with these responses and keep them simple yet thoughtful. You need to SHOW and not just tell. BRING IN personal examples and observations.

International Case Study Topic
In one page – state your intended topic with a purpose statement, rough outline of topics to be researched and at least 5 sources. Follow the guidelines in the handout provided in Sakai.

Final Report on International Case Study Outline
By now you should have your research underway – produce a 2-page outline of key points that you will discuss in your case. Your purpose statement and background should both be revised now that you have more research and focus. Refer back to the handout on developing purpose statement and topic.

Critical Incident MEMO
*Hana, A Joint Venture Between Health Snacks and Toka Foods (pp. 487-493)*
Read this critical incident and write a response to all of the Questions for Discussion. Your boss has asked you to assess the situation and write a concise Strategy Memo (2-3 pages) addressing the issues and what you will do. Pay attention to all of the important conventions of good writing and use the handout on how to write a strategy memo. Follow these instructions.
Quizzes
There will be two quizzes (50 questions multiple choice). The purpose of multiple choice quizzes is two-fold: a) to keep you on track with the reading which will help you learn, and ultimately do better in this class; and b) to provide multiple forms of assessment (Current research in good teaching and learning demonstrates that a variety of assessments help address multiple learning styles.). You will be provided with study guides for the quizzes.

Final Report on International Case Study
Each student will conduct a case study of recent real-world international business problem or situation that 1) involved multinational cultural conflict and 2) received detailed business news coverage. The instructor will present a short list of possible topics, but students may also propose to the instructor a similar situation that reflects their own interests or academic focus. You are expected to pick something of interest to you and that deals with your major area of study – for example:

- Foreign Direct Investment (FDI) in Brazil (FINANCE)
- International Financial Reporting (IFRS) (ACCOUNTING)
- P&G International Product Launch (MARKETING)
- Managing Global Virtual Teams (MANAGEMENT)

The situation you analyze must be one that shows the importance of sensitivity to local, international and intercultural understandings.

a) You will first conduct in-depth research of the situation.

b) Then your paper will describe key factors affecting the situation, using at least one of the global business communication theories covered in class to analyze the communication patterns of the workers, managers, and administrators as they affected the negotiation of the cultural perspectives involved.

c) You will explain/define all terms and do a brief country analysis.

d) The best cases will show thorough synthesis of MULTIPLE course concepts – that is, in the case you first analyze (break it down) and then synthesize (bring it back together) by pulling in many of the theories and issues we have discussed in class.

e) This paper will be 6-8 pages in length (single spaced) and will be written in report format, using endnotes (APA style). Please refer to the handout on writing reports in Sakai.

This final project meets the University requirement of a “comprehensive and summative” project (or final exam) at the end of each course to be scheduled at the date/time that the Registrar assigns our course section. Your instructor will announce the due date based upon the Registrar’s schedule.

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 enriching discussions. 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. Interviews are important, but multiple absences can become problematic because you miss important course content and other students might believe that special treatment is being given. It is your responsibility to communicate to potential employers the importance of attending class and to work out a mutually beneficial solution.

Class Participation. Participation will be measured by 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, 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. Many like to be able to take notes, look up related information, or use a dictionary, etc., and it's important to allow your creativity and curiosity for things that come up during the class. Please be respectful to all. Your emails, texts, and Candy Crush can all wait.

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. Take a few moments to become familiar with the site in order to take advantage of these materials. If you have any concerns about your writing skills, bring those concerns to the professor’s attention early in the course.

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).

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.

THE ETHICS OF INTERCULTURAL COMMUNICATION
Three basic principles guide our discussion of ethics in this course.

- **First**, we contend that all parties in the communication process have ethical responsibilities.
- **Second**, ethical writers and speakers, and listeners possess attitudes and standards that pervade their character and guide their actions before, during, and after they communicate.
- **Third**, management communication is not value-neutral. What we say and what we do in this class matters – have respect for both your instructor and your fellow classmates. Attitude, teach-ability, and respect for both classmates and instructor are three key factors that go into determining your final class participation grade.

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. We know that, from time-to-time, everything from a job interview to illness may keep you from attending class.

Incompletes. As a rule, we do not award incompletes. In unusual cases, though, such as hospitalization or genuine emergency, an incomplete will be assigned. The student must
complete all class assignments within one semester or the Registrar will assign a grade of “F”, unless an extension is approved by both the instructor and the Dean, and we notify the Registrar.

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/~hnrcode/docs/handbook.htm.

TURNITIN.COM
All written assignments must be submitted online to Turnitin.com by the posted deadline. Assignments submitted by any other means or after the deadline will not be evaluated. Written assignments are submitted to Turnitin.com.

Once your assignment has been uploaded successfully to Turnitin.com, you will receive a confirmation receipt. Please keep this confirmation number for future reference. Within a few hours, your assignment will also be assigned an originality/similarity percentage. For further information as to how the similarity/originality percentage is calculated and why it is important, please review the following page: https://www.turnitin.com/static/training/student_about_originalitycheck.php.