



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT **MBA 501: Global Business Communication and Research**

3 Credits
Effective: Fall 2021

*Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.*

FACULTY

Faculty Name: [Instructor Name]

Contact Information: [Instructor Contact Information]

COURSE DESCRIPTION

The knowledge, competence and mastery of global business communication and research are essential for success in the global business environment. This course introduces students to the importance and power of intercultural communication and international research skills in the global business environment. Students will learn the most effective methods for communicating information, data, research and ideas to both external and internal multicultural stakeholders, and conducting international business research. Global Business Communication and Research is a course designed to help students understand, develop and strengthen communication skills required for success in global business, which includes multicultural domestic, international and multinational commerce.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are found on the course [Reading List](#). Access is provided through the Reading List link in your online course as well as from the library homepage (“Find Your Reading List” button).

Note: Required resources that must be purchased by the student are tagged “Purchase from a vendor of your choosing.” Required resources with a direct link, “Available through CityU Library”, are available electronically at no cost to students.

Students in Canada may purchase course resources from the [Canada Bookstore](#), and students outside the U.S. and Canada should contact their advisor or textbook coordinator for additional information.

CITYU LEARNING GOALS

This course supports the following City University learning goals:

COURSE OUTCOMES

In this course, learners:

- Analyze and assess intercultural communication and human interaction in the diverse global business environment.
- Produce various forms of business communication to inform, persuade and direct diverse audiences.
- Demonstrate persuasive business communication skills for diverse audiences.
- Find, evaluate and analyze pertinent research information, data and ideas to generate on-point analyses, and make valid conclusions and appropriate recommendations.
- Use and apply reference information, data and ideas appropriately to support credibility and validity of written communications.

- Develop and practice business project team communication, teamwork, and team decision-making

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Development and practice of teamwork
- , team decision making and team conflict management
- Impact of globalization and diversity on communication in business
- Importance of intercultural communication skills in global business environment
- Intercultural business communication skills
- International Research, use of research materials, and reference citations
- Professional format and approaches for different business communication purposes

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Persuasive Essay	20%
Team Persuasive Presentation	15%
Country Risk Analysis Report	25%
Business Intercultural Networking and Lessons-Learned Report	20%
Instructor-Determined Activities	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

Persuasive Essay

The purpose of this assignment is to apply the concept of business persuasion to an organizational context. The instructor will provide students with a list of approved topics, for which the student will attempt to persuade an audience to adopt (real or hypothetical) a new direction (i.e., develop a new business process, product, and/or service). In the process of persuading, the student must provide concrete and tangible directives for the organization including evidence supported by research.

The paper must include at least four aspects of persuasion learned in the course readings, (including clear awareness of audience and establishing credibility), data to support the proposed organizational direction, and logically supported conclusions.

Paper length: 5-7 pages (this is the body of the paper not including title page, abstract, table of contents, references list). At least three pertinent and current (five years or less) references must be used to support students' own original analysis and properly cited adhering to APA format. The instructor may provide additional instructions about the assignment.

<i>Components</i>	<i>% of Grade</i>
Awareness of purpose and audience	15%
Logical Organization	10%
Persuasiveness	25%
Integration of course concepts and research information	10%
Paper Format, APA Style (citations, references, formatting)	20%
Writing mechanics	10%
Depth and appropriateness of research	10%
TOTAL	100%

Team Persuasive Presentation

The purpose of this assignment is to apply the concept of business persuasion to an organizational context. The instructor will assign teams and the team will attempt to persuade an audience to adopt (real or hypothetical) a new direction (i.e., develop a new business process, product, and/or service). In the process of persuading, the team must provide concrete and tangible directives for the organization including evidence supported by research.

The team will select one or more members' persuasive paper(s) and prepare a presentation. As with the paper, the presentation must include at least four aspects of persuasion learned in the readings, (including clear awareness of audience and establishing credibility), data to support the proposed organizational direction, and logically supported conclusions. It must also include a communications plan for the new organizational direction and script/speaker's notes.

Presentation: 12 - 15 slides (frames). At least three pertinent and current (five years or less) references must be used to support students' own original analysis and properly cited adhering to APA format. Please provide the script for the presentation in the speaker's notes section of the Power Point file. The instructor may provide additional instructions about the assignment.

<i>Components</i>	<i>% of Grade</i>
Persuasiveness	20%
Awareness of purpose and audience	10%
Logical organization	10%
Teamwork	20%
Integration of course concepts and research information	20%
Presentation / Slides / Script	20%
TOTAL	100%

Country Risk Analysis Report

Global business communication includes conducting and analyzing international research and communicating findings and making recommendations. A key global business report is a country risk analysis, which analyzes research information to determine the specific risks of doing business in a foreign country and makes recommendations. The purpose of the report is to inform business executive decision-makers about current risks and risk levels involved with pursuing business opportunities in the respective country. Students will select a foreign country, conduct research, analyze research information, and prepare a country risk analysis report with recommendations. At least ten pertinent and current (five years or less) references must be used and properly cited in APA format. At least five of the references must be from the University Library online databases. The report must include at least three graphics, charts, photos, drawings and/or tables. Report content length: 1,700– 2,500 words. The instructor may

provide additional instructions about the assignment. Your paper should be formatted as a business report. You may want to review the Victoria Business School reading regarding formal business reports.

<i>Components</i>	<i>% of Grade</i>
Awareness of purpose and audience	20%
Logical organization	10%
Integration of course concepts and research information	30%
Writing mechanics	10%
Report Format and References	15%
Depth and appropriateness of research	15%
TOTAL	100%

Business Intercultural Networking and Lessons-Learned Report

Business communication involves communicating and working face-to-face with diverse internal and external stakeholders. Students will prepare a written report about lessons learned about cross-cultural communication and interactions. The report will be based on face-to-face interviews with at least three business and/or professional individuals who have experience working with diverse groups as well as self-observation when conducting the interviews. This information will be integrated with information found in the text, through research, and from preparing other class assignments. The purpose of the report is to learn about students' own concerns, issues, strengths and weaknesses communicating and working with diverse individuals, concerns and issues of diverse businesspeople, and applying recommended cross-cultural communication and interaction practices. The assignment should be formatted as a formal business report.

The report will include interview questions, each interviewee's business and/or profession, and the types of diverse groups with which the interviewee has worked. At least three pertinent and current (five years or less) references must be used to support students' own original analysis and properly cited adhering to APA format. Report content length: 1,700– 2,500 words.

Interview questions will be composed by the student and should be carefully thought out. Consider what information you would like to gain from the interviews and what you'd like to learn from the experienced people that you are interviewing, and design relevant questions that will achieve your goals. Interview questions/transcripts of the interviews should be included in an appendix to your report.

<i>Components</i>	<i>% of Grade</i>
Awareness of purpose and audience	15%
Logical Organization	10%
Interviews and Lessons Learned	25%
Integration of course concepts and research information	20%
Writing mechanics	10%
Report format	10%
Research and References	10%
TOTAL	100%

Instructor-Determined Activities

Students are expected to contribute to the class several times throughout each week via the discussion board. Students are to post initial responses as well as the reply to at least two other students on at least two more days by the end of each week. The forum is to help promote student-to-student discussion. By participating on 3 days of the week in total, students have the opportunity to reply to each others' posts in

an interactive discussion. Please make your initial post no later than Wednesday at midnight each week. Responses should take place throughout the remainder of the week.

In the initial post, students must use at least one professional or academic resource as their primary source for this discussion. Examples of professional resources are The Economist, Wall Street Journal, Advertising Age, etc. For academic resources, students can use the Project Management Journal, MIT Sloan Management Review, Journal of Marketing, or others. Also, include at least one in-text citation within the content of the post with the corresponding reference/s at the end, according to APA guidelines.

Students' initial posts must be at least 300 words in length and posted by Wednesday in the current week. After posting the first response, students are to read what others have written prior to responding. Responses are required to at least two classmates' posts with substantial thought made on at least 2 more days of the week. That means that students should have at least 3 postings per topic on at least 3 days of the week to earn full points for participation. Classmate responses must be at least 100 words in length and posted by Sunday of the learning week. No credit is given for posts made after the end of the week.

Grading is based on the following:

<i>Components</i>	<i>% of Grade</i>
Quality	50%
Quantity	30%
Timeliness	20%
TOTAL	100%

COURSE POLICIES

Late Assignments

A critical aspect of management is to meet predefined deadlines. Therefore, all assignments are expected to be submitted when due. No late assignments are accepted. Life-situations do occur. When an issue arises coordinate with the instructor **PRIOR TO** the assignment's due date and the due date may be adjusted. It is in the best interest of the student to ensure that all assignments are submitted on time.

Participation

Class participation will be evaluated during class. Participation includes being prepared for class discussions and contributing meaningful content when appropriate. It also includes individual effort contributed to team projects.

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

Students are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Antidiscrimination

City University of Seattle and its staff and faculty are committed to supporting our students. We value equity, diversity, and inclusion as a way of life as well as the educational opportunities it provides. City U will not tolerate any form of discrimination based on race, color, ethnicity, sexual orientation, gender identification, socioeconomic status, or religious values. If you have experienced any discrimination based on any of the above, we encourage you to report this to the University. Please report this to your instructor. If you do not feel safe reporting this to your instructor, please report to the Provost or to the Vice President of Student Affairs.

Non-Discrimination & Prohibition of Sexual Harassment

City University of Seattle adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. The University is committed to ensuring that the education environment is bounded by standards of mutual respect and safety and is free from discriminatory practices.

In the U.S., the University is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex include sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by City University of Seattle policy. City University of Seattle also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Questions regarding Title IX, including its application and/or concerns about noncompliance, should be directed to the Title IX Coordinator. For a complete copy of the policy or for more information, visit <https://my.cityu.edu/titleix> or contact the Title IX Coordinator.

In Canada, in compliance with the British Columbia Human Rights Code, the Alberta Human Rights Act, WorksafeBC, and the Workers' Compensation Board of Alberta, the University believes that its environment should at all times be supportive and respectful of the dignity and self-esteem of individuals. Discrimination, harassment and bullying conduct, whether through person to person behaviour or via electronic communications such as email or social media is not acceptable and will not be tolerated. As an educational institution, it is our responsibility to cultivate an environment of excellence, equity, mutual respect and to recognize the value and potential of every individual. The University will take all necessary steps to meet or exceed the requirements of the law to prevent discrimination, harassment and bullying. The Respectful Workplace Policy for the prevention of discrimination, harassment and bullying policy and procedure can be found at <https://www.cityu.edu/discover-cityu/about-cityu/> under the Policies section or at <https://www.cityuniversity.ca/about/>.

Religious Accommodations

City University of Seattle has a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The University's policy, including more information about how to request an accommodation, is available in the University Catalog and on the my.cityu.edu student portal. Accommodations must be requested by the 20% mark of this course (e.g. day 14 of a ten-week course, day 7 of a 5-week course) using the Religious Accommodations Request Form found on the student dashboard in the my.cityu.edu student portal.

Academic Integrity

Academic integrity in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. Students are responsible for understanding CityU's policy on academic integrity and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Academic Integrity Policy*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if they are present at any time during the class session. For online classes, a student has attended if they have posted or submitted an assignment. A complete copy of this policy can be in the [University Catalog](#) under *Student Rights and Responsibilities* on the page titled *Attendance*.

Final Assignment Due Date

Final assignments for each class at CityU must be due on or before the final date of the course as indicated in the university's course information system. Due dates that extend beyond the final date of the course may negatively impact tuition funding for students.

Support Services

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help students find the resources and information they need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking Tutoring

CityU students have access to free online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request a user name and password.