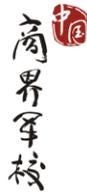




北京大学  
汇丰商学院



Peking University HSBC Business School

北京大学汇丰商学院 MBA 课程教学大纲

Course: Communication in a Global World

Course Code: TBA

1st Module, Winter Semester, 2017

Course Information

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**Instructors, Dr Sharon Condon & Dr E.R. McDaniel**

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Lectures: 401 – Dr Sharon Condon; 403 – Dr Ed McDaniel

Classes: 323 – Dr Sharon Condon; 229 – Dr Ed McDaniel

Venue: PHBS Building, Room

## 1. Course Description

### 1.1 Context

This core course recognizes that in order to have true internationalization it is not enough to have diversity and students from different cultures in attendance. What is needed is for people from diverse backgrounds to become integrated, to study together with active engagement, to strive to understand complexity and difference and engage with all people, whether they are the same or different. This course will lead students through a process that will strengthen their knowledge and understanding of contemporary communication theory, whilst at the same time, facilitate their reflection on their own ideas, beliefs and worldview. This will be achieved through a combination of lectures and classroom work.

The lectures for this course will provide background information for students on the key challenges facing our globalized society and the important role that communication plays in addressing them. Key concepts and theories will be examined and will form the basis for the discussions, experiential activities and debriefing which will follow in the classroom work.

Classroom activities will extend the lecture material but with an interpersonal communication focus. Traditional approaches to teaching postgraduate courses in business rely on the development of ‘thinking’ skills and the learning of abstract concepts<sup>1</sup>. Employers in Western countries are demanding more. They expect graduates to have expertise in core employability skills, such as: interpersonal communication; teamwork; critical thinking; and self-management<sup>2</sup>. Kolb<sup>3</sup> describes these as ‘feeling’ skills, which transform the conceptual work through reflecting and acting. The integration of ‘thinking’ and ‘feeling’ leads to the development of knowledge<sup>3</sup>. Experiential learning or ‘learning by doing’ provides opportunities to develop such skills that are considered by many to be essential for success, especially when developing cross cultural relationships<sup>1</sup>. The benefits of this approach are well documented and include positive social and personal outcomes, enhanced networks with peers and faculty, better student retention rates and enhanced student learning. Through this course, students will gain insight into themselves and their peers and will develop essential skills for survival in the business world<sup>4</sup>.

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<sup>1</sup> Nieva de Figuieredo, J. & Mauri, A. (2012) Developing international managerial skills through cross cultural assignment: Experiential learning by matching US based and international students. *Journal of Management Education*. 37(3). Pp 367-399

<sup>2</sup> Baldwin, C. & Rosier, J. (2016) Growing future planners: A framework for integrating experiential learning into tertiary planning programs. *Journal of Planning Education and Research*. 1-13.

<sup>3</sup> Kolb, D.A (1984) *Experiential learning: Experience as the source of learning and development*. Englewood Cliffs, N.J.: Prentice Hall

<sup>4</sup> Cole, D. & Zhou, J. (2014) Diversity and collegiate experience affecting self-perceived gains in critical thinking. *Journal of General Education*. 63(1) pp. 15-34

## Course overview

As a core course this is required for all Masters students studying at PHBS. The course runs for nine weeks over one module. Each week there will be a: 40 minute lecture and a 2 hour class. Classes will involve a number of ice breakers, group activities and hands on problem solving games followed by debriefing. There will be four assessments: attendance and participation; reflective journaling; role play of active listening skills; and an end of module exam. Students will be expected to be present and actively involved for all classes.

## Prerequisites

This is a foundation course and, as such, there are no prerequisite courses.

## 1.2 Textbook and Reading Materials

Only readings as provided in the student workbook and handouts.

## 2. Learning Outcomes

### 2.1 Intended Learning Outcomes

Learning Goals	Objectives	Assessment
1. Our graduates will be effective communicators.	1.1. Our students will produce quality business and research-oriented documents.	Yes. Students will perform in dyads to demonstrate active listening skills.
	1.2. Students are able to professionally present their ideas and also logically explain and defend their argument.	Yes. Students will be required to engage in discussions that require critical thinking and logical deduction.
2. Our graduates will be skilled in team work and leadership.	2.1. Students will be able to lead and participate in group for projects, discussion, and presentation.	Yes. At each class students will be working in small and large group discussions and activities.
	2.2. Students will be able to apply leadership theories and related skills.	Yes. Students will learn and practice reflective practice which will focus on these areas of development.
3. Our graduates will be trained in ethics.	3.1. In a case setting, students will use appropriate techniques to analyze business problems and identify the ethical aspects, provide a solution and defend it.	Yes. Coursework includes examining cross cultural and gendered communication and the ethical issues concerning these topics.
	3.2. Our students will practice ethics in the duration of the program.	Touched on but not assessed.
4. Our graduates will have a global perspective.	4.1. Students will have an international exposure.	Yes. Students will learn theory associated with communication, group and team building within a cross cultural setting.
5. Our graduates will be skilled in problem-solving and critical thinking.	5.1. Our students will have a good understanding of fundamental theories in their fields.	Yes. As an experiential class, students will be learning about and practicing practical application to business scenarios.
	5.2. Our students will be prepared to face problems in various business settings and find solutions.	Yes. Through reflecting on themselves and their peers they will learn about opportunities and pitfalls in cross cultural communication.
	5.3. Our students will demonstrate competency in critical thinking.	Yes. Students will learn about cross cultural communication which includes assessing and adjusting for differences.

## 2.2 Course specific objectives

This is a skills-based course with the objective of helping students to improve their skills in communication to facilitate success in the business world. By the end of the course, students will demonstrate the ability to 1) Reflect on their own and others actions and draw logical conclusions for management actions; 2) Work productively as a member of a work team to problem solve; 3) Develop an understanding of intercultural differences and how these impact upon a communication event; 4) Build a platform of shared understanding with their peers; and 5) Gain a depth of understanding of the forces governing both global and interpersonal communication.

## 2.3 Assessment/Grading Details

Assessment	Weight	Explanation
Attendance & Participation	20 points (10%)	Lecture and class attendance mandatory. Grade determined by attendance; physical and verbal involvement and participation in class activities.
Reflective Journal	60 points (30%)	Not graded on grammar or structure but looking for student demonstration of understanding, learning and critical thinking.
Active Listening	60 points (30%)	Demonstrations of key skills learned during the classes.
Exam	60 points (30%)	60 question objective examination on delivered lecture material.
Total	100%	

## 2.4 Academic Honesty and Plagiarism

It is important for a student's effort and credit to be recognized through class assessment. Credits earned for a student's work due to efforts done by others are clearly unfair. Deliberate dishonesty is considered academic misconduct, which include plagiarism; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; or altering, forging, or misusing a University academic record; or fabricating or falsifying of data, research procedures, or data analysis.

All assessments are subject to academic misconduct check. Misconduct check may include reproducing the assessment, providing a copy to another member of faculty, and/or communicate a copy of this assignment to the PHBS Discipline Committee. A suspected plagiarized document/assignment submitted to a plagiarism checking service may be kept in its database for future reference purpose.

Where violation is suspected, penalties will be implemented. The penalties for academic misconduct may include: deduction of honour points, a mark of zero on the assessment, a fail grade for the whole course, and reference of the matter to the Peking University Registrar.

For more information of plagiarism, please refer to *PHBS Student Handbook*.

### 3. Topics, Teaching and Assessment Schedule

*This course calendar may be adjusted at any time at the discretion of the instructor*

Wk	Day	Date	In-Class Topic/Activity for Today's Date
1			Lecture: Course overview and Communication in a Globalized World
			Classroom: Welcome and classroom material and assessment overview Introductions Group norms Noise in communication
2			Lecture: What is Communication? Communication Model Barriers to communication Trust in communication
			Classroom: Communication events and 'noise'. Cultural variations in language
3			Lecture: Active listening and non-verbal communication
			Classroom: Active listening skills in practice: non-verbal communication; and minimal encouragers; open questions; paraphrasing. Practicing active listening skills.
4			Lecture: Power and communication
			Classroom: Active listening skills in practice: Reflecting and perception checking Power
5			Lecture: Communication and prejudice. Gendered communication.
			Classroom: Hierarchy of tolerance Active listening role plays
6			Lecture: Intercultural communication in context: business protocols; decision making
			Classroom: Inter cultural communication and Assertiveness Active listening role plays
7			Lecture: Intercultural communication in context: business leadership styles in a cross-cultural context.
			Classroom: Leadership and persuasion Active listening role plays
8			Lecture: Intercultural communication in context: Conflict management
			Classroom: Conflict management Active listening role plays x 3 pairs
9			Lecture: Team working and models of team processes Review of course materials
			Classroom: Conclusion Review of class activities Wrap up of class groups – finalization activities Emotional Intelligence (EI) Questionnaire findings/implications

## **4. Miscellaneous**

### *4.1 Tardiness and Absenteeism*

As students will be working in teams and will need to be present in the class in order to complete assessments, attendance at every lecture and class will be expected. Please note:

1. Attendance will be taken. If you are not in class when attendance is taken, you may be marked absent (even if you show up late).
2. You may be granted two excused absences from class – if you notify the lecturer ahead of time, provide a reasonable excuse and are granted leave.
3. Absences that are not considered leave but for which you can provide written verification of illness or emergency may be excused at the discretion of the lecturer.

**If you miss three classes, for any reason, you may be given an automatic failure of the course.**

### *4.2 Your Grades*

Your work will be evaluated based on clearly defined criteria using a rubric; your strengths and weaknesses will be clear to you based on the rubrics – there should be no mystery about your marks. Most employers provide at least annual employee reviews and work evaluations. Therefore, the approach to evaluating your coursework provides a model for evaluating an employee's work.