



Bellarmino University

Course Syllabus 2009-2010

W. Fielding Rubel School of Business

MBA 702: Executive Business Skills for the Global Manager

(Fall Semester 2009 / Section LW / 3 cr. hrs.)

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Office Hours: 5:00 – 6:00 p.m. on class days
and by appointment

All sessions meet in: W.L. Lyons Brown Library, Room A-24 (unless notified otherwise)

Course pre-requisites: Acceptance into Bellarmine MBA Program

Course co-requisites: None

A .pdf version of this syllabus can be printed/downloaded/accessed anytime at: <http://www.bellarmino.edu/faculty/mluthy/index.asp>

Catalog Description: This course focuses on developing and refining many critical skills for global managers; communications (listening and writing), interpersonal interaction (business etiquette, international protocol, and cross-cultural sensitivity), and implementation activities (negotiations, public speaking, online research, and formal presentations).

Course Learning Outcomes:

1. Students will gain a fuller understanding of the communications process as a whole as well as how to improve their individual skills in listening, writing, presenting, and public speaking.
2. Students will experience situations requiring skills global managers need and use including: international negotiations, team-based project tasks, and using digital and web-based information resources.
3. Students will develop more reflective thinking through discussion of topics related to cross-cultural interaction, creativity, business etiquette and international protocol.

Earned excellence.



The best business schools
in the world.

The mission of the W. Fielding Rubel School of Business is to provide student-centered, quality education in the Catholic liberal arts tradition at the undergraduate and master's levels. The Rubel School is enriched by the diverse intellectual perspectives inherent in the overall mission of Bellarmine University.

Course Methodology: Learning outcomes will be achieved through a number of pedagogies including:

- **Lecture/Discussion:** The discussion and sharing of knowledge, experiences, opinions and ideas sharpens analytical skills, improves judgment, and enhances conceptual skills. Assigned readings will be covered in class to varying degrees. In some instances the basic concepts and theories will be addressed in detail while in others additional examples, applications, and extensions of the material will be presented or solicited. Whatever the degree of discussion, students will be actively involved.
- **Team-based project tasks:** Business is not an exact science. If it were, there would be no organizational failures; companies would have perpetually satisfied customers, employees, and stakeholders; and there would be no miscommunications or cross-cultural missteps between individuals. Through various assignments and tasks students will be placed in business situations requiring reflection, analysis, and action. It is hoped that through these experiences students will gain practical experience to apply in the future.
- **Individual assessments and assignments:** The ability to communicate effectively in a global environment is highly prized in the business world. In connection with course assignments as well as through a number of assessment tools, students will continue to develop their skills in listening, writing, public speaking, negotiation, and interpersonal interaction.

Required Reading Materials: (Harvard Business School Publishing – unless otherwise noted)

- Bargaining Strategies: Collaborative vs. Competitive Approaches, #9-480-055
- Feathered Serpents and Flowering Trees: An Extraordinary Bequest of Teotihuacán Murals (non-Harvard case study)
- Guide to Managerial Communications: Effective Business Writing and Speaking, Eighth Edition by Mary Munter, Prentice Hall Series in Advanced Communications, 2009 (Pearson)
- The Hidden Challenge of Cross-Border Negotiations, #R0203F
- Hofstede's Dimensions of Culture and their Influence on International Business Negotiations (non-Harvard reading)
- The Kinesthetic Speaker: Putting Action into Words, #R0104G
- Leveraging the Power of Nonverbal Communication, #C0404C
- Listening to People, #57507
- Negotiation Analysis: An Introduction, #9-801-156
- Nonverbal Communication in Negotiations, #9-903-081
- Six Habits of Merely Effective Negotiators, #R0104E
- What Do You Mean I Can't Write?, #64305

Required Reading Materials – Handouts: (the following materials will be distributed in class).

- Business Etiquette (spiral bound collection)
- Cross-Cultural Adaptability Index
- Culture Active National Cultural Profile
- Culture Grams – World Edition.
- Learning to Listen, 2nd edition.
- Negotiation Style Profile, 3rd edition.
- Neurolinguistic Communication Profile, 2nd Edition
- Presentation Skills Profile

Grading Elements / Assessment:

(Percentages)

(Points)

| Letter Grade | G.P.A Equivalent | Lower Limit | Upper Limit | Lower Limit | Upper Limit |
|--------------|------------------|-------------|-------------|-------------|-------------|
| A | 4.00 | 93.0% | 100.0% | 930 | 1,000 |
| A- | 3.67 | 90.0% | 92.9% | 900 | 929 |
| B+ | 3.33 | 87.0% | 89.9% | 870 | 899 |
| B | 3.00 | 83.0% | 86.9% | 830 | 869 |
| B- | 2.67 | 80.0% | 82.9% | 800 | 829 |
| C | 2.00 | 73.0% | 79.9% | 730 | 799 |
| F | 0.00 | 00.0% | 72.9% | 0 | 729 |

There are 1,000 points possible in this course. To receive a grade of “A” a student will need to earn at least 930 points, a “B” will require at least 830 points, and a “C” will require 730 points. In the MBA program grades of “D” are not given. A student who earns fewer than 730 points will not pass the course.

Points are assigned as follows:

| Graded Component | Type | Course Learning Outcome | Due Date | Max. Points |
|--|---------------------|-------------------------|--|-------------|
| • Professionalism (each student will receive a “current status grade” and feedback near the midpoint of the term sent to their Bellarmine e-mail account). | Individual | #1, #3 | Ongoing | 200 pts. |
| • Team charter assignment memo | Team | #1, #2 | September 23 rd (due by 8:00 a.m. via e-mail) | 275 pts. |
| • Team leader and project assessment memo for team charter assignment | Individual | #1 | September 25 th (due by 8:00 a.m. via e-mail) | 25 pts. |
| • Team identity assignment memo | Team | #1, #2 | October 21 st (due by 8:00 a.m. via e-mail) | 275 pts. |
| • Team leader and project assessment memo for team identity assignment | Individual | #1 | October 23 rd (due by 8:00 a.m. via e-mail) | 25 pts. |
| • Foreign Direct Investment (FDI) presentation (see MBA 701 course syllabus for details) | Team and Individual | #1, #2 | November 18 th (PowerPoint slides due by 8:00 a.m. via e-mail November 16 th) | 200 pts. |
| • End-of-semester team peer evaluation | Individual | #1 | Within 48 hours of team presentation | 0 pts. |

Note to Students: Professors typically approach graduate courses differently than undergraduate. This can result in an initial culture shock for those MBA students using their undergraduate experience as a benchmark. In graduate study more emphasis is placed on students drawing connections among discussions and experiences in class, with teammates, and from assigned reading materials – with less oversight. As a result, on some occasions articles or other readings assigned for a class session will not be directly discussed. Instead, class time may be spent extending and/or drawing tangential information into the discussions. It doesn't mean that the assigned readings are unimportant rather, it places more responsibility for considering the information and integrating it with existing knowledge into your hands (with help from the professor and other students). Put another way, many professors tend to take the approach (paraphrasing Zen teachings) “you can lead a grad student to knowledge, but you can't make them think.”

Academic Honesty Policy: Bellarmine University is an academic community. It exists for the sake of the advancement of knowledge; the pursuit of truth; the intellectual, ethical, and social development of students; and the general well being of society. All members of our community have an obligation to themselves, to their peers and to the institution to uphold the integrity of Bellarmine University. In the area of academic honesty, this means that one's work should be one's own and that the instructor's evaluation should be based on the student's own efforts and understanding. When the standards of academic honesty are breached, mutual trust is undermined, the ideals of personal responsibility and autonomy are violated, teaching and learning are severely compromised, and other goals of the academic community cannot be realized.

I strongly endorse and will follow the academic honesty policy as published in Bellarmine's Catalog 2009-2012 and in the 2009-2010 Student Handbook; both documents are available online via the student portal on the University's intranet. Students and faculty must be fully aware of what constitutes academic dishonesty; claims of ignorance cannot be used to justify or rationalize dishonest acts. Academic dishonesty can take a number of forms, including but not limited to cheating, plagiarism, fabrication, aiding and abetting, multiple submissions, obtaining unfair advantage, and unauthorized access to academic or administrative systems or information. Definitions of each of these forms of academic dishonesty are provided in the Academic Honesty section of the most recent edition of the Student Handbook. The University follows the policies outlined below for detected acts of academic dishonesty:

- 1.) Initial sanctions for instances of academic dishonesty may be imposed by the instructor or the appropriate dean. The choice of penalty ranges from a minimum penalty of failing the assignment or test to failing the course itself.
- 2.) Following initial sanctions, all cases of academic dishonesty will be reported by faculty to the Senior Vice President for Academic Affairs, who has the authority to determine a more stringent penalty for the reported act of academic dishonesty, depending, in part, on the student's previous record of academic dishonesty. The student will be required to have a conference with the dean of his/her school, or the dean's designee.
- 3.) On the second offense during the course of a student's academic career at Bellarmine University, as a minimum additional penalty, the SVPAA will immediately suspend the student for the semester in which the most recent offense took place.
- 4.) On the third offense, the SVPAA will immediately dismiss the student from the University.

All detected instances of academic dishonesty will be reported to the SVPAA, and sanctions will be imposed as dictated by the policy. It is generally assumed that graduate students fully understand what constitutes Academic Dishonesty. Thus, no leniency of penalty will be applied in cases involving graduate students, and the harshest penalty (dismissal from the University) may be imposed upon report of the first offense, if deemed appropriate by the SVPAA.

Bellarmino University Non-Discrimination Policy: Bellarmine University admits qualified students of any age, sex, sexual orientation, race, color, religion, and national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of age, sex, sexual orientation, race, disability, color, religion, or national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs. Bellarmine University is an Affirmative Action-Equal Opportunity employer.

Disability Services: Students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Disability Services Coordinator. Please do not request accommodations directly from the professor. The Disability Services Coordinator is located in the Counseling Center (4th floor 2120 Building), phone 452-8480.

Curriculum Content:

| | Team building | Communication skills. | Analytic skills. | Basic computer skills. | Reflective thinking skills. | Group and individual dynamics in organizations. | Information technologies. | Ethical and legal responsibilities in organizations and society | Financial theories, analysis, reporting and markets. | Creation of value. | Statistical data analysis and management science | Domestic and global economic environments. | Global themes , locations, and cultures | Capacity to adapt and innovate. | Capacity to apply | Capacity to lead. | The required skills of management. |
|-----|---------------|-----------------------|------------------|------------------------|-----------------------------|---|---------------------------|---|--|--------------------|--|--|---|---------------------------------|-------------------|-------------------|------------------------------------|
| 700 | x | | | | | | | | | | | | | | | | |
| 701 | | ⊙ | ⊙ | | | | | | | | | x | | | | | |
| 702 | | ⊙ | | | ⊙ | | | | | | | | | | | x | |
| 703 | | | ⊙ | | | | | x | | | | | | | | | |
| 704 | | | | | | x | | | | | | | | | | | |
| 705 | | ⊙ | ⊙ | ⊙ | | | ⊙ | x | | | | | | | | | |
| 706 | | ⊙ | | | | | | | | x | | | | | | | |
| 707 | | | | | | | | x | | | | | | | | | |
| 708 | | | | ⊙ | | | x | | | | | | | | x | | |
| 709 | | | | | ⊙ | ⊙ | | x | | | | | | | | | x |
| 710 | | | ⊙ | ⊙ | | | x | | | x | x | | | | | | |
| 711 | | | | | | | x | | | | | | | x | x | x | x |
| 720 | | | | | | | | | | | | | | x | | | x |
| 721 | | | | | | | | | | | | | | x | | | x |

⊙ General Knowledge and Skill Areas

x Learning Experiences in Management Specific Knowledge Areas

Note: Areas noted above are subject to change as the MBA curriculum evolves.

Classroom Privacy Policy: Despite the current day reality of YouTube, cell phone cameras, and MP3 devices, I want to preserve the unique and real-time nature of the classroom experience as well as the privacy of all concerned. Please refrain from any audio or video recording of lectures or discussions (unless you have prior approval).

Course Grade Notification: At the conclusion of the term grades are reported to the Registrar's Office. Grades can then be accessed at *myBellarmine*. If a student needs to know their course grade earlier due to deadlines associated with their employer's tuition reimbursement policies contact the instructor as soon as you know this will be an issue. A letter on Bellarmine University letterhead or e-mail from the instructor can be drafted and reported in an expedited time frame.

Attendance Policy: All students are expected to attend all classes. If you are unable to attend a class session due to a valid reason (as evaluated by the instructor), e-mail them ahead of time, as soon as you are aware that you will be unable to attend a class. In order to be excused, an absence must be arranged with the instructor prior to the absence. Absences that cannot be arranged beforehand due to emergencies must be cleared up at the earliest possible opportunity. For any session you miss, you will need to submit (ahead of time if possible, within one week otherwise) a 2-3 page, single-spaced memo discussing the articles and/or other assigned readings for the class and their application to your life, work, etc.. The intent is not for you to produce a summary or "rehashing" of the material but *rather to promote introspection on its relevance and connection to your own life (work and possibly non-work)*.

Late Work Policy: Any assignment not received by the identified deadline will be docked one letter grade if received within 24 hours, two letter grades if received within 48 hours, and 3 letter grades if received within 72 hours. After that, like dead fish, it won't be accepted. Late work will be accepted without penalty however, it is the result of extreme extenuating (and verifiable) circumstances and you contact the instructor at the earliest opportunity. Poor time management is NOT an extreme extenuating circumstance.

Extra Credit Policy: There are no extra credit assignments or opportunities available in connection with this course. You should invest your time and energies in the activities and project outlined in this syllabus.

Severe Weather Policy: Refer to the current student handbook for details regarding changes in schedule due to bad weather. Faculty will arrange class schedules to meet course objectives in the event classes will be cancelled. If Bellarmine's classes are cancelled (or delayed) due to bad weather, it will be noted on the university webpage and on the telephone weather line (452-8000, option #6). Students are encouraged to sign up through their *myBellarmine* website for automatic emergency notification to their cell phone.

Academic

| | | |
|------------------|---------------|---|
| Calendar: | 9/07/2009 | Labor Day holiday (University closed) |
| | 9/04/2009 | Last day to change from Letter Grade to Pass / Fail or Reverse; last day to change from Audit to Credit or reverse. |
| | 10/10-13/2009 | Mid-Semester Break |
| | 10/21/2009 | Last day to withdraw with a "W" grade. |
| | 11/25/2009 | No Evening Classes |
| | 11/25-29/2009 | Thanksgiving Break |
| | 11/30/2009 | Classes Resume |
| | 12/03/2009 | Study Day (no classes) |
| | 12/4-10/2009 | Final Examination Week |
| | 12/15/2009 | Grades Available on my <i>Bellarmino</i> |

Tentative Schedule of Activities and Assignments: The calendar shown beginning on the next page is tentative. Topics, reading assignments, in-class activities, and deadline dates may change as the term progresses although every effort will be made to adhere to what is listed. Any changes will be announced in class and sent via e-mail to your Bellarmine student e-mail account.

Course Orientation and Rationale

The Communications Model, Perceptual Limitations, and Human Biases

(Session #1 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|--------------------|---------------------------------------|
| Wednesday August 26th | Course syllabus | Orientation to the course |
| 6:30 – 9:00 p.m. | | The 12 th Earl of Kent |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- integrate the responsibilities and activities of the course with their other commitments.
- discuss the communications process and inherent biases that may distort intended communications.

Neurolinguistic Communications

(Session #2 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|---|--|
| Wednesday September 2nd | Guide to Managerial Communications, pp. 3-43. | Neurolinguistic communications profile |
| 6:30 – 9:00 p.m. | Before this class meeting, visit the website below, sign in, and take the tutorials. E-mail me a copy of the page (use print screen command and paste into a memo) that has your name and shows that you have passed all four modules. http://www.bellarmino.edu/plagiarism/index.php Module I: Introduction & Basic Guidelines Module II: Information Literacy Module III: Paraphrasing Module IV: Reference and Citation Styles | |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- recognize one's communication preference – and those of others
- communicate more effectively with others who have different communication preferences
- better develop reports and other communication requiring documentation of source material.

Communicating through Writing

(Session #3 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|--|---|
| Wednesday September 9th 6:30 – 9:00 p.m. | What Do You Mean I Can't Write, #64305 Guide to Managerial Communications, pp. 44-91; 166-178 | E-mail, memo format, executive summaries, reports, and thank you notes. |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- more effectively communicate via e-mail messages and formal reports.
- write appropriate thank you notes for business situations.

Communicating through Listening

(Session #4 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|--|---------------------------------------|
| Wednesday September 16th 6:30 – 9:00 p.m. | Listening to People, #57507 Guide to Managerial Communications, pp. 160 - 163 | Learning to Listen assessment |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- assess their listening effectiveness across three dimensions.
- discuss how visible and invisible aspects of listening affect interaction.
- create an action plan that puts new skills into immediate action.

Communicating Professionally: Business Etiquette and Protocol

(Session #5 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|---|--|
| Wednesday September 23rd 6:30 – 9:00 p.m. | None - Business Etiquette (spiral bound) distributed in class | Team Charter Assignment Due Business Etiquette Jeopardy Executive Dining Etiquette tutorial |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- more easily interact in a number of business situations.

Communicating Orally and Visually: Formal Presentations

(Session #6 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|---|---------------------------------------|
| Wednesday September 30th 6:30 – 9:00 p.m. | Guide to Managerial Communications, pp. 93 - 159 Leveraging the Power of Nonverbal Communication, #C0404C. The Kinesthetic Speaker: Putting Action Into Words, #R0104G. | Presentation Skills Profile |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- better design, prepare, and deliver structured and impromptu oral presentations.

Labor-Management Negotiations

(Session #7 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|---|---------------------------------------|
| Wednesday October 7th 6:30 – 9:00 p.m. | Negotiation Analysis: An Introduction, #9-801-156 | Final Offer Documentary |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- understand and evaluate commonly employed bargaining strategies and tactics.

Negotiation Fundamentals

(Session #8 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|--|---------------------------------------|
| Wednesday October 14th | Six Habits of Merely Effective Negotiators, #R0104E. | Duzuke Pear Negotiation |
| 6:30 – 9:00 p.m. | | Gas Station Game |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- discuss various negotiation analysis elements, including: BATNAs, parties, interests, value-creation, barriers to agreements, power, and ethics.

Nonverbal Communications

(Session #9 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|--|--|
| Wednesday October 21st | Nonverbal Communication in Negotiations, #9-903-081. | Team Identity Assignment Due |
| 6:30 – 9:00 p.m. | | Distinguishing Truth from Lies / Friend or Foe |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- better understand the connection of nonverbal communication and emotional intelligence to problems of management and interpersonal relationships.

Structural Dynamics of Bargaining Games

(Session #10 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|--|---------------------------------------|
| Wednesday October 28th | Bargaining Strategies: Collaborative vs. Competitive Approaches, #9-480-055. | Everyone has a number market |
| 6:30 – 9:00 p.m. | | Non-contact, silent bargaining game |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- diagnose and discuss the structural dynamics aspects of bargaining situations that point toward either collaborative or distributive bargaining strategies.
- adjust their bargaining tactics depending on the nature of the issues, the relationship between the negotiators, and broader contextual factors.

FDI Project / Team Meeting

(Session #11 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|--------------------|---|
| Wednesday November 4th | None | Team meeting at a location of your choosing |
| 6:30 – 9:00 p.m. | | |

Session Learning Outcome(s) - By the end of the session, students should be:

- further along in their preparations for the Foreign Direct Investment paper and presentation.

Negotiation Styles, Constituencies, Agendas, and Pre-Planning

(Session #12 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|---|---------------------------------------|
| Wednesday November 11th 6:30 – 9:00 p.m. | Feathered Serpents and Flowering Trees: An Extraordinary Bequest of Teotihuacán Murals (case study) (please don't do any outside research or investigation on this – either for discussion or the project) Hofstede's Dimensions of Culture and their Influence on International Business Negotiations. | Negotiation Styles assessment |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- understand their bargaining style preferences and characteristics.
- develop a plan for improving and augmenting their negotiation skills over time.
- identify constituencies and agendas.

Foreign Direct Investment (FDI) Presentations

(Session #13 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|--------------------|---------------------------------------|
| Wednesday November 18th 6:30 – 9:00 p.m. | None. | FDI Team Presentations |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- research, design, deliver and critique teams' presentations.

Thanksgiving Holiday

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|---|--|---------------------------------------|
| Wednesday November 25th | No class meeting due to Thanksgiving Holiday | None |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- I don't know ... something about turkey or yams, you make the call.

Cross-Cultural Adaptability

(Session #14 of 14)

| Day / Date | Pre-Class Readings | In-Class Activities / Assignments Due |
|--|---|---|
| Wednesday December 2nd | The Hidden Challenge of Cross-Border Negotiations, #R0203F. | Cross-Cultural Adaptability Inventory |
| 6:30 – 9:00 p.m. | <u>Handouts / Post-Class Readings</u> CultureGrams – World Edition, France / Spain CultureActive National Cultural Profile – Denmark 2004 | Course evaluations |

Session Learning Outcome(s) - By the end of the session, students should be able to:

- discuss their strengths and weaknesses in adapting to living in another culture and interacting effectively with people of other cultures.

Professionalism: Student Professional Behavior and Etiquette in the MBA Program

Due Date: Ongoing

Possible Points: 200

Project Type: Individual

A positive and participative learning environment is crucial to your educational experience. The goals of our MBA program include developing your willingness and ability to contribute to discussions by expressing and defending your position on a variety of topics. For some, this may involve overcoming a sense of shyness. For others, it will involve the willingness to take risks and leave your “comfort zone”. While there are many informal situations in which people have neither the desire nor the right to prescribe how others ought to behave, the classroom is unique, and requires the establishment of a culture that respects the learning process and every individual in it.

Professionalism is a significant factor in determining your overall grade in this course. The evaluation of professionalism starts with the proposition that if a student attends scheduled sessions, comes to class prepared, participates actively and frequently, makes meaningful comments that contributes to their classmates’ education, interacts professionally with faculty and classmates, hands in all required work on time, participates in the teaching evaluation process, and observes class guidelines, their score will be assessed as “average” or at a numerical level of roughly 85%. Adjustments either up or down from this starting point are at the discretion of the professor – to recognize superior effort and performance or acknowledge deficiencies in the student’s approach to their responsibilities.

Given the many hours you spend preparing for class discussions, reading articles and textual material, analyzing case studies, and working on individual and group projects, as well as the significant financial commitment you (and/or your organization) are making to undertake graduate study, each individual is responsible for creating and maintaining this professional environment. For these reasons, the following guidelines/expectations are provided.

Your physical presence in the classroom is a prerequisite for active participation. Students that come late or are not prepared when class starts disrupt the class. Please make every effort to arrange your schedule so that you arrive early enough to take care of any personal or non-class related activities and are ready when class begins. Breaks are worked into class sessions at reasonable intervals. Please wait until a break is called before leaving the classroom (emergencies or special needs notwithstanding). For breaks and other breakout activities, return at the time specified by the instructor. Again, please refer to the attendance policy described earlier.

Your mental presence as well as physical presence is necessary for everyone to get the most out of the classroom experience. Our MBA classes are interactive forums. Your activities, both positive and negative, have an effect on the class. Please focus your attention and energies on our class exclusively when the class is in session. Discourteous and unprofessional activities that interfere with your mental presence include:

- Beginning to pack up your materials before the class is dismissed
- Checking or receiving e-mail during class
- Engaging in side discussions with other students or on the phone
- Internet surfing
- Text messaging others
- Listening to headphones
- Playing games

- Reading the newspaper
- Sleeping
- Working on other classes or projects

Technology has provided us with many conveniences; however, there is a time and a place for them. If you bring a cell phone, beeper, laptop, PDA, or other electronic device to class please turn it off.

Unprofessional behaviors that will lower your course grade include (but are not limited to):

- Attempting to exclude others
- Being unprepared for class
- Coming late to class or leaving early (including breaks)
- Distractive grunts when others are speaking
- Dominating the classroom discussion
- Inappropriate language
- Off-the-cuff remarks
- Personal attacks on others (including written comments on evaluations and e-mail) and
- Unfounded criticism

Professional behaviors include (but are not limited to):

- Answering questions posed by others
- Asking perceptive questions related to topics under discussion
- Being conversant with assigned materials
- Linking current topics and ideas to previously covered material
- Making comments that build upon what others have contributed
- Making distinctions between facts and opinions
- Opening new, relevant areas for discussion and
- Volunteering relevant practical experiences

Given the numerous and varied experiences you will have during your program of study, both in and out of the classroom, as well as practice and growing familiarity with various teaching formats, the faculty's expectation regarding the depth and sophistication of your contributions will rise as you progress through the program.

Group project behavior, because of its significance in the program, carries with it its own set of faculty expectations:

- Adequate time and effort put into group activities
- Dependability of individuals to meet with their group and meet work deadlines
- High quality of work and ideas submitted to the group
- Preparedness of individuals when attending group meetings
- Respectful attitude toward the project and other members of the group
- Sharing of responsibilities in achieving the goals of each project

Professionalism in the MBA program extends beyond the classroom. It encompasses the face-to-face as well as electronic interactions you have with students in your class and cohort, with faculty, and with administrators and staff.

Observing these guidelines is the minimum expectation of the faculty. While the specific audience for this message constitutes a small percentage of all students, everyone benefits from a clear statement of expectations. Practicing professionalism will make you more productive and will lead to the achievement of your individual and group goals. You will also find that the attitude of professionalism you develop here will benefit your larger life at work and your personal life.

If you have an issue or question not particularly related to the content of the course, but rather the administration of the MBA program please contact Dr. Dan Bauer, Dean and Director of Graduate Studies at 502: 452-8026 or Ms. Laura Richardson, MBA Director at 502: 452-8245. Her assistant, Ms. Loretta Jerdan can also answer many questions 502: 452-8258.

General Guidelines for Memos:

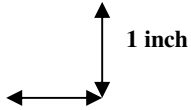
Unless you are specifically directed to prepare a report using a different format, the “professional business memo” is the standard method for written communications in the business world – and the one we will emulate in this course.

For those who are not familiar with this type of writing, professional business memos should be prepared using a word processing package and checked for both spelling and grammatical accuracy before being handed in or e-mailed to the professor. Writing should be in 11-point type using TIMES NEW ROMAN or a similarly easy-to-read font. The format should have normal margins (i.e., 1 inch all the way around) and be single spaced. Professionally appearing documents will use left-justification with a ragged right edge (as in this paragraph). You should use tabs to indent each paragraph and double space between paragraphs. Headings and sub-heading should be used where appropriate to better organize your arguments and analysis. Page numbers should be used (in a consistent location) after the first page.

If the length of your memo is 10 pages or more, including a table of contents before the introduction is warranted and helpful to the reader. If the length of your memo is 15 pages or more you should include an executive summary (ranging from ½ to 1 page) after the table of contents.

If a hard copy of the memo is handed in it should be laser printed on white paper, with printing appearing on one side of the paper only, and stapled in the upper left-hand corner. Binders, covers, or any other method of holding the paper together is not generally recommended.

Cover pages for memos are not typically used unless the information or nature of the memo is confidential or sensitive. In those instances, a larger type font is used (e.g. 14 or 16 pt) and cover sheet information is centered. Information on the cover sheet usually includes a title, names of author(s), class, date, and who is to receive the memo.



MEMO STYLE GUIDE

To: Dr. *First Name Last Name*

From: Ms. *First Name Last Name*
(use Mr., Ms. Etc. to give yourself the same respect you give your instructor by using Dr. or Professor
Mr. *First Name Last Name*
(use additional “froms” if a team project)

cc: (only include this if you are copying others)

Date: Month Day, Year (if you use the automatically inserted date function the current [meaning new] date will be displayed when viewed electronically or printed).

Subject: (be informative and brief, mention course number and section)

Introduction

Introduce your topic in an opening sentence or two.

Body (You don't actually use the word body in the heading)

Use headings and subheadings as needed to assist the reader in understanding your organization and train of thought.

References

Be sure to appropriately cite any outside or secondary resources consulted and/or directly referenced in your memo.

Attachments

If other materials are required, they may be attached to the memo with a binder clip or other sturdy mechanism.

Page numbers (after the first page)

Team Charter Assignment Memo

Due Date: due by 8 a.m. via e-mail to mluthy@bellarmine.edu on date specified on page 3 of this syllabus
Possible Points: 275
Project Type: Team

The objective of this assignment is to foster discussion among team members on the complex issues that often arise in a team work setting and achieve consensus on policies and procedures for how they will handle them and function effectively. More specifically, each team will develop a written agreement formalizing how the members intend to organize and manage team activities, set out member responsibilities, and foster productive communications and interactions. The norms agreed to in the charter will provide reference to the team for operating effectively.

Format:

The document itself can be laid out in any number of ways. The key is to create a plan that works for your team. You may find it easier to combine rosters and contact information in a chart, while developing the remaining information in paragraph and/or bullet form. This Charter will serve as the process map for the team's interaction and expectations among members. It should be signed by all members to ensure that agreement has been reached and ownership is shared by all however the version e-mailed to me does not have to be signed (although it does have to have spaces for signatures of all team members). For clarity's sake it is suggested that team's use major section titles for personnel, process, and commentary.

Content:

Personnel: The objective of this section of the Charter is to enable team members the opportunity to become acquainted and to exchange contact information. Students should use this section to gain an understanding of the interests, motivations, constraints, and goals of each member. Through discussions, each team member will have a chance to establish how they can best contribute to the overall success of the team. Equally as important, each member should also utilize this opportunity to communicate what he/she feels will be needed from the others to ensure mutual success in the program. Some suggested topics to cover include:

- Members names, phone numbers [work and home], FAX numbers, and addresses
- Work experiences
- Expected job projects, travels, and vacations scheduled throughout the length of the term
- Current semester schedule
- Communication preferences (make sure that the method you document in this part is one that everyone has access to, i.e., teleconferencing, e-mail, etc.)
- Family and other personal commitments
- Resources and skills – typing, writing, computer/technology, software, etc.
- Goals with respect to the MBA program
- Distance from the University – How far away do you live and work from the University?
- Semester attendance barriers – List any barriers or known dates that will prohibit you from attending class this semester.
- Personal Bio – tell us about yourself, family, hobbies, etc.
- Strengths and weaknesses – this will be helpful in how the team goes forward in distributing the work.
- Why did you choose Bellarmine?

Processes: The objective of this section is to foster an opportunity for open and direct discussions regarding how best to work through various issues which will typically surface as the program moves forward. Again, this Charter is the process map by which the team will take on tasks, decide on project directions, and resolve conflicts. Areas to explore include:

- Purpose of the team (Mission)
- Roles and tasks perceived by the team (weekly roles if any are decided upon such as agenda development for meetings – who will handle this? Meeting minutes – who will take them, how will they be retained and distributed? Will the charter be modified as needed (i.e., will it be a living document?)
- Division of labor
- Policies on meetings and frequency (Try to envision all possible areas of conflict within the group especially in light of all assignments due during the semester. Consider the pace of the assignments on which the team will be working when setting schedules and meeting plans).
- Decision-making (method for making decisions, (i.e. consensus, majority, etc.)
- Discipline (how this would work if discipline problems arise)
- Communication and co-ordination
- Emergencies (how will communication or responsibilities be handled if a team member has a family emergency or other event that affects their participation in team activities)

If you have not previously developed a formal team charter, do some research on the Internet to get an idea of what you might add to the bullet points above.

Commentary: This section allows the team to reflect on the process that was used to develop the charter as well as comment on its future use.

- What was the approach used to develop the document?
- How were differences of opinions resolved by the group?
- What are the items in the Charter which are most/least useful?
- Which items in the Charter were the easiest and hardest to agree upon?
- What are the concerns of the group in applying the charter to future activities?

Team leader / project assessments

Due Dates: due by 8 a.m. via e-mail to mluthy@bellarmine.edu on date specified on page 3 of this syllabus Possible Points: 25 pts. 25 pts. Project Type: Individual

Throughout your MBA program the vast majority of the assignments and projects you will be evaluated on involve working closely with other members of the class in a team setting. This mirrors the work environment that is present or evolving in many organizations. For the Team Charter and Team Identity assignments in this course, one person on your team should be designated as the team leader. It will be their responsibility for organizing, scheduling, and monitoring the work of the team as well for submitting the final work product. The team leader role should be rotated to different team members for different projects – ideally not just the ones in this course.

After the deadline for each of the two specified course projects, each team member is to individually e-mail to me a ½ to 1 page (single spaced) evaluation covering three areas: (1) your perspective on the team's efforts in preparing the project, (2) a candid appraisal of the team leader's performance (even if you are the team leader), and (3) any suggestions or coaching advice you would give them for being team leader in the future. These reports will not be shared with the other members of the team however the instructor may use them for coaching purposes. They should be attached to the e-mail as a Word document in memo format.

Team Identity Assignment Memo

Due Date: due by 8 a.m. via e-mail to mluthy@bellarmine.edu on date specified on page 3 of this syllabus Possible Points: 275 Project Type: Team

The development of team cohesion and identity occurs over time through discussion and interaction. To continue this process, begun with the development of the team charter, each team is to select a team name and develop/design a team logo for use during the MBA program. The inclusion of a slogan or other identifying worded theme is discretionary.

Rather than just developing a single team name and logo, each team is to develop 3 different possibilities for their name and logo. These different "executions" of the same project are then to be "focus group tested" to gather feedback and make adjustments prior to finalizing the one selected name and logo. The focus group testing can be done with a convenience sample of friends, co-workers, even family members. The idea is to get feedback that your team can then discuss to select or adapt the best design.

Each designated team leader, by the deadline, is to e-mail to me a WORD document memo with 1. your team's name, 2. a team developed logo, 3. the team slogan (if applicable), 4. a narrative (3 to 5 page single-spaced memo) explaining the meaning/rationale for the name, logo, and slogan (if applicable) and the choices the team has made including colors, image elements, etc., and 5. List of references/resources used. No sophisticated artwork or other skills are necessary however, given the wide availability of non-proprietary clip art and other free drawing tools and paint resources, teams should have no trouble designing a good logo that can be used in future presentations, on memos, etc. Please also include the rejected logos and names your team developed and the reasons they were not selected.

Foreign Direct Investment Presentation

Due Date: PowerPoint slides due by 8 a.m. via e-mail to mluthy@bellarmine.edu on date specified on page 3 of this syllabus

Possible Points: 200

Project Type: Team and Individual

Presentation Attire:


| | <u>Men</u> | <u>Women</u> |
|------------------|--|--|
| Business Casual: | Polo-type shirt, non-jeans pants, non-athletic shoes, no sandals | Polo-type shirt or casual top, non-jeans pants, non-athletic shoes, no sandals |

This assignment is the same one that you are being asked to develop for the MBA 701 course (and we will adhere to any dress code/attire they specify). The purposes for including it in this course are several: 1. with our focus on professional skills, the material we cover on how to develop and deliver presentations that are clear, organized, and have impact can be applied to this project, 2. by affording your team the opportunity to present this project twice, feedback from delivering it here can be utilized to improve and polish it prior to its delivery in the other course, and 3. it allows the faculty to accomplish the goals we have set for the respective courses while making the workload on students more manageable.

In this class, the content of your project presentation will not be evaluated per se. Rather, the execution of the project and its presentation will be assessed, both by the instructor and by the other members of the class (see evaluation form to be used on the next few pages). A quick turnaround of these evaluations will allow you to fine tune it before its presentation in 701.

Copies of any handouts, PowerPoint slides, or other such materials should be e-mailed to me at mluthy@bellarmine.edu no later than 8:00 a.m. on the day of your team's presentation.

Each team's presentation will be videotaped. Depending on the availability of equipment, each team may be asked to provide a memory stick to be returned at the end of their presentation.

Note:  Just as with any other major business presentation, there is always the chance that one of the members of your team could miss an airplane connection, get delayed in traffic, or any number of other circumstances that could cause them to miss your presentation. Plan ahead for this contingency, as well as for a possible catastrophic loss of PowerPoint / computer equipment right before you begin your presentation. It does happen, and as this course is about preparing you to be a better presenter, you never know.

Skills the team needs to work on for future presentations
(check all that apply)

- Transitions between speakers
- Opening / Introductions
- Closing / summary
- PowerPoint slides too cluttered
- PowerPoint slides too simplistic

| Unacceptable 0-72.9 F | Poor 73.0-75.9 C | Weak 76.0-78.9 C+ | Needs Work 79.0-80.9 B- | Fair 81.0-85.9 B | Good 86.0-88.9 B+ | Very Good 89.0-91.9 A- | Excellent 92.0-96.9 A | Outstanding 97.0-100.0 A+ |
|-----------------------------|------------------------|-------------------------|-------------------------------|------------------------|-------------------------|------------------------------|-----------------------------|---------------------------------|
| | | | | | | | | |

STRUCTURAL Elements (20%)

Opening / Introduction

- Gains attention
- Team / team members
- Purpose or reason
- Abrupt / startling
- Disorganized

Organization of presentation

- Logical flow
- Within time limits
- Difficult to follow
- Poor time management

Summary / Closing

- Not rushed
- Good recap
- Abrupt
- None

Question and Answer period

- Logical flow
- Additional detail
- Rambling
- Argumentative

CONTENT Elements (50%)

Substantive Information

- Appropriate detail
- Numerical arguments
- Not readable
- Overly complex / simple

Visual Component

- Summary tables
- Graphical representations
- Too complex
- Too simple

Please make any written observations on the team's presentation below.

Presenter #1: _____
 Presenter #2: _____
 Presenter #3: _____
 Presenter #4: _____
 Presenter #5: _____

| | | | | | | | | |
|-----------------------------|------------------------|-------------------------|-------------------------------|------------------------|-------------------------|------------------------------|-----------------------------|---------------------------------|
| Unacceptable 0-72.9 F | Poor 73.0-75.9 C | Weak 76.0-78.9 C+ | Needs Work 79.0-80.9 B- | Fair 81.0-85.9 B | Good 86.0-88.9 B+ | Very Good 89.0-91.9 A- | Excellent 92.0-96.9 A | Outstanding 97.0-100.0 A+ |
|-----------------------------|------------------------|-------------------------|-------------------------------|------------------------|-------------------------|------------------------------|-----------------------------|---------------------------------|

| | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|
| The VISUAL Dimension (15%) | 1 | | | | | | | | |
| Body Language | 2 | | | | | | | | |
| ☺ Tall posture ☹ Rocking or swaying | 3 | | | | | | | | |
| ☺ Movement in space ☹ Hands on hips/in pockets | 4 | | | | | | | | |
| ☺ Appropriate gestures ☹ Busy hands, clapping | 5 | | | | | | | | |

Eye Contact

- ☺ Varied around room ☹ Staring
- ☺ Purposeful/engaging ☹ Reading screen/script

| | | | | | | | | | |
|---|---|--|--|--|--|--|--|--|--|
| The VERBAL Dimension (15%) | 1 | | | | | | | | |
| Vocal Qualities | 2 | | | | | | | | |
| ☺ Projection ☹ Too loud or soft | 3 | | | | | | | | |
| ☺ Appropriate pace ☹ Too fast/slow, no pausing | 4 | | | | | | | | |
| ☺ Varied intonation ☹ Droning/monotone | 5 | | | | | | | | |
| ☺ Conveys enthusiasm ☹ Seems bored or nervous | | | | | | | | | |

Smooth Delivery

- ☺ Confident ☹ Unsteady/quavering
- ☺ Rhythmic flow ☹ Unsure
- ☺ No vocalisms ☹ Ahs, ums, “-wise”
- ☺ Engaging ☹ Remote/overly-detached

End-of-Course Team Members Assessment

Due Date: due by via e-mail to mluthy@bellarmine.edu within 48 hours of your team's presentation

Possible Points: 0 However it factors into professionalism scores for each student

Project Type: Individual

The success of any group effort, such as the various projects assigned in this course, depends on the contributions of its members. This evaluation will assist me in determining whether all members participated fully and equally in team activities throughout the semester.

Information that you provide on this form is *strictly confidential* and will not be shared with the other members of your team. This evaluation form should be completed after the last class period of the semester but within two days of that class – during a window of time when you can reflect on the issues and events of the semester but while things are still fresh in your mind. This information will be used in conjunction with other information to determine each individual's professionalism grade.

There are two specific tasks associated with the evaluation you are to make. The first is your assessment of how a hypothetical \$10,000 bonus should be divided among the team members for their participation in team activities over the course of the semester. This is a **global evaluation**, meaning that you should consider each team member's overall performance throughout the semester. Factors you should consider include, but are not limited to, the following:

- * **Dependability** of the individual to meet with the team and meet work deadlines.
- * **Preparedness** of the individual when attending team meetings.
- * **Time and effort** put into the team's activities.
- * **Quality of work** and ideas submitted to the group.
- * **Professional attitude** toward the project and other members of the team.
- * **Other contributions**

Please be as objective and fair as possible in your assessments, both of yourself and the other members of your team.

| | | | |
|----------------------------|-------|----|-----------|
| Team Member #1 (Your Name) | _____ | \$ | _____ |
| Team Member #2 Name | _____ | \$ | _____ |
| Team Member #3 Name | _____ | \$ | _____ |
| Team Member #4 Name | _____ | \$ | _____ |
| Team Member #5 Name | _____ | \$ | _____ |
| Team Member #6 Name | _____ | \$ | _____ |
| Total Must Equal | | | \$ 10,000 |

The second task connected with this form is to **explain why** you have distributed the bonuses (to yourself and your fellow team members) in the manor you have. Please be specific as possible (I'm looking for ½ to 1 page single spaced at most).

Further Reading

No single course can acquaint you with the wealth of literature available on most topics. For those who wish to continue their investigation of areas raised in this course on their own, beginning below is a sampling of readings that you may find valuable.

While the activities of the course may be over, learning is a lifelong endeavour.

Bargaining and Negotiation:

- *Getting to Yes: Negotiating Agreement Without Giving In* by Roger Fisher
- *Negotiating Across Cultures: Communication Obstacles in International Diplomacy* by Raymond Cohen
- *Coping with International Conflict: A Systematic Approach to Influence in International Negotiation* by Roger Fisher

Presentation Skills:

- *101 Ways to Captivate a Business Audience* by Sue Gaulke
- *Presenting to Win: The Art of Telling Your Story* by Jerry Weissman
- *Maximize Your Presentation Skills: How to Speak, Look and Act on Your Way to the Top* by Ellen Kaye
- *How to Get Your Point Across in 30 Seconds or Less* by Milo O. Frank
- *Never Be Boring Again: Make Your Business Presentations Capture Attention, Inspire Action and Produce Results* by Doug Stevenson
- *Presentation Skills For Managers* by Jennifer Rotondo
- *5 Steps to Professional Presence: How to Project Confidence, Competence, and Credibility at Work* by Susan Bixler

Diplomacy:

- *Corporate Diplomacy: The Strategy for a Volatile, Fragmented Business Environment* by Ulrich Steger
- *International Mediation: The Art of Business Diplomacy* by Eileen Carroll, Karl J. Mackie
- *Diplomatic Theory from Machiavelli to Kissinger (Studies in Diplomacy)* by Geoff Berridge (Editor), Maurice Keens-Soper (Editor), Thomas G. Otte (Editor), G. R. Berridge (Editor), H. M. A. Keens-Soper (Editor)
- *Diplomacy* by Sir Harold George Nicolson

Listening Skills:

- *Effective Listening Skills* by Art James
- *Listening: The Forgotten Skill : A Self-Teaching Guide* by Madelyn Burley-Allen
- *The Art of Communicating: Achieving Interpersonal Impact in Business (Fifty-Minute Series)* by Bert Decker
- *The Lost Art of Listening: How Learning to Listen Can Improve Relationships* by Michael Nichols
- *Effective Listening And Feedback – Improving How You Listen* by Editors of BrownHerron

Corporate Etiquette and International Protocol:

- *Business Class: Etiquette Essentials for Success at Work*, by Jacqueline Whitmore
- *Choosing Civility: The Twenty-five Rules of Considerate Conduct* by P. M. Forni
- *Power Etiquette: What You Don't Know Can Kill Your Career* by Dana May Casperson

Writing Skills:

- *Get to the Point! Painless Advice for Writing Memos, Letters and E-mails Your Colleagues and Clients Will Understand* by Elizabeth Danziger
- *Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide* by Alicia Abell
- *The Encyclopedia of Business Letters, Fax Memos, and E-Mail* by Robert W. Bly

About the Instructor:

Dr. Michael Luthy is Professor of Marketing in the Department of Business Administration. He has received several national teaching awards for innovation and creativity in the classroom, is a Fulbright Scholar alumnus, and is widely published in marketing and related business journals. Numerous additional case studies, articles, and other writings have been published in national and regional conference proceedings, textbooks, pedagogical volumes, and newspapers.

Dr. Luthy earned his Ph.D. and bachelor's degrees in business administration from the University of Illinois and an MBA from the University of Iowa. He taught at Drake University in Des Moines, Iowa for six years before joining the Bellarmine faculty in 1998. His work experience includes positions in professional sales, as a bank examiner with the Federal Government, and in marketing and finance for Oscar Mayer Foods Corporation. Dr. Luthy's teaching interests include marketing management and strategy, services marketing, and small business entrepreneurship. His research includes global and cross-cultural marketing issues as well as business and entrepreneurial education.

In addition to his academic activities, Dr. Luthy consults with organizations and conducts training in marketing and executive business skills. He also serves on the editorial review boards of the *Journal of Marketing Education*, *Industrial Marketing Management*, and the *Academy of Marketing Studies Journal*. For the last several years Dr. Luthy has been a member of the Fulbright peer review board for the Council for International Exchange of Scholars.