

UNIVERSIDAD DE PUERTO RICO
 RECINTO DE RÍO PIEDRAS
 FACULTAD DE ADMINISTRACIÓN DE EMPRESAS
 DEPARTAMENTO DE COMUNICACIÓN EMPRESARIAL

PRONTUARIO

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| TÍTULO DEL CURSO | : | BUSINESS COMMUNICATION IN MULTICULTURAL SETTINGS | | |
| CODIFICACIÓN | : | INCO 4045 | | |
| CANTIDAD DE HORAS/CRÉDITO | : | 45 horas / 3 CREDITOS | | |
| PRERREQUISITOS, CORREQUISITOS Y OTROS REQUIMIENTOS | : | INCO 4008 OR ITS EQUIVALENT | | |
| DESCRIPCIÓN DEL CURSO: | | | | |
| VALUES AND CHARACTERISTICS OF DIVERSE CULTURAL GROUPS IN PUERTO RICO AS THEY ARE APPLIED IN BUSINESS COMMUNICATION IS THE TOPIC UNDER STUDY. A THEORETICAL FRAMEWORK OF NONVERBAL COMMUNICATION AND ITS INTERCULTURAL VARIATIONS APPLIED TO SPECIFIC BUSINESS ENVIRONMENTS IS PRESENTED. | | | | |
| Face to face, online and hybrid course | | | | |
| OBJETIVOS DE APRENDIZAJE: | | | | |
| Upon completion of course, student should be able to: | | | | |
| <ol style="list-style-type: none"> 1. To identify factors that characterizes effective communication strategies and business transactions. 2. To describe how social forces shape individual identities in society and influence communication and business transactions. 3. To identify the different verbal and nonverbal transactions that characterizes different ethnic groups. 4. To identify biases found in business transactions between different ethnic groups. 5. To define communication models and strategies used in multicultural business settings. 6. To gain an overview of values and experiences that characterizes selected groups in the Puerto Rican society and their implications for business transactions. | | | | |
| BOSQUEJO DE CONTENIDO Y DISTRIBUCIÓN DEL TIEMPO: | | | | |
| Tema | Distribución del tiempo | | | |
| | Presencial | Híbrida | En línea | |
| 1. To distinguish premises of business communication in multicultural settings. | 6 hours | 6 hours (1.0 hours) | 6 hours | |

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| <ul style="list-style-type: none"> a. Characteristics of business communication indifferent cultural context. b. Types of business communication <ul style="list-style-type: none"> i. Verbal ii. Nonverbal c. Multicultural audiences in business communication in the United States and Puerto Rico. d. Cultural communication barriers <ul style="list-style-type: none"> i. Learn about individual differences that affect business achievement, growth, and development. ii. The effect of culture and context in business. e. Practice developing communication strategies for a pluralistic business setting. <ul style="list-style-type: none"> i. Practice cooperative team learning (groups of selected novels will be set up.) f. Activities: <ul style="list-style-type: none"> i. Assigned readings on business communication pluralism in the United States and Puerto Rico. Active oral and written participation of students will be required to reach the established goals. | | face to face and 5.0 online) | |
| <ul style="list-style-type: none"> 2. Understand ethnic communication diversity. <ul style="list-style-type: none"> a. Distinguish among cultural, institutional, and individual racism. b. Define a number of key concepts used in the field of intercultural communication and business. c. Identify some of the basic core culture values which are predominant in our society. <ul style="list-style-type: none"> i. Socioeconomic Statuses ii. Gender iii. Handicaps iv. Exceptionality d. Examine your own sense of ethnic identity and how it may have changed. e. Understand the importance of minority perspectives in business issues through an examination of immigration increase in the 50's, 60's, 70's, and 80's. f. Learn how to use appropriate interview techniques. g. Activities: <ul style="list-style-type: none"> i. Assigned readings on intercultural communication, immigration, and interview techniques. Readings are required for active oral and written | 6 hours | 6 hours (1.5 hours face to face, and 4.5 hours online) | 6 hours |

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| <p>class participation in the discussion of issues.</p> <ul style="list-style-type: none"> ii. Research on business issues related to intercultural communication, immigration, and interview techniques. iii. Write interview questions with your partner. Set up interview with two international students. | | | |
| <p>3. To use literature as a tool for understanding ethnic minority perspectives and diversity within ethnic groups.</p> <ul style="list-style-type: none"> a. Identify concepts and themes in your selected novel which relate to course goals. (Study questions will be provided for each novel.) b. Activities: <ul style="list-style-type: none"> i. Expert groups discuss novels. ii. Interviews of international students are due. Discussion of interview findings about the macro culture in our society. | 4.5 hours | 4.5 hours (1.0 hours face to face and 3.5 online) | 4.5 hours |
| <p>4. Mid Term Exam</p> | 1.5 hours | 1.5 hour in-class | 1.5 hour |
| <p>5. To learn to distinguish intercultural business communication strategy used by diverse multicultural groups in the United States and Puerto Rico.</p> <ul style="list-style-type: none"> a. Focus in depth on the values, people, and experiences of at least one ethnic group different from your own. b. Explain the following: <ul style="list-style-type: none"> i. Significance of intercultural differences in language. ii. Differences in nonverbal communication in the areas of proxemics, kinesics, time, and manners. iii. Strategies for becoming a more efficient intercultural communicator. c. Activities: <ul style="list-style-type: none"> i. Multicultural calendar presentations will be given and research paper will be due. | 9 hours | 9 hours (1.5 hours face to face and 7.5 online) | 9 hours |
| <p>6. To develop business communication strategies for intercultural settings.</p> <ul style="list-style-type: none"> a. Learn about aspects of ethnicity that can serve as a guide for understanding cultural differences in business settings. b. Develop some management strategies while working with an ethnically diverse community. c. Activities: | 6 hours | 6 hours (1.0 hour face to face, and 5.0 online) | 6 hours |

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| <ul style="list-style-type: none"> i. Prepare a bibliography geared to help corporations design strategies for intercultural communication. ii. Present in written and oral form management strategies for an ethnically diverse community. | | | |
| <p>7. To gain greater insights of the changes in business environment (Demographics through your own personal and ethnic characteristics, as well as your sense of your ethnic identity reflected in Puerto Rico and the United States).</p> <ul style="list-style-type: none"> a. Activities: <ul style="list-style-type: none"> i. Ethnic group essays are due; class discussion of the essays. Discussion of assigned readings (Megatrends). ii. To gain insights on how to prepare for a business job interview in a iii. cultural setting different from your own b. Activity: <ul style="list-style-type: none"> i. Assigned readings on case studies and conflicting interview situations ii. due to cultural misunderstanding will be discussed. | 3 hours | 3 hours (1.5 hours face to face and 1.5 online) | 3 hours |
| <p>8. To learn about different business issues as perceived by diverse cultural groups using movies as the departing point of reflection.</p> <ul style="list-style-type: none"> a. Activities: <ul style="list-style-type: none"> i. Hand out Final "Take Home Exam" ii. Movie "The Dollmaker" (The struggle of an Appalachian family against assimilation into the mainstream macro business society of the United States.) <ul style="list-style-type: none"> 1. <i>Business issue:</i> Ethnics in the production of products. iii. Movie "A! Norte*(Hispanic immigrants labor force in the United States). <ul style="list-style-type: none"> 1. <i>Business Issue:</i> Economic surplus obtained by the oppressors of illegal immigrants in the United States. iv. Movie "Gung-Ho"(Japanese vs. American philosophical perspectives on business strategies) <ul style="list-style-type: none"> 1. <i>Business issue:</i> Discussion on the different between Japanese and Anglo perspectives on | 9 hours | 9 hours (2.5 hour face to face, and 6.5 online) | 3 hours |

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| <p>strategies, roles, and functions of business.</p> <p>v. Vídeo "Raíces Dominicanas" (Dominicans in Puerto Rico and their integration in the world of business.)</p> <p>1. <i>Business issue:</i> The evolution of diversified products and services due to cultural diversity.</p> | | | |
| Total de horas contacto | 45 horas | 45 horas (11.5 horas face to face, 25%, and 33.5 hours online, 75%) | 45 horas |
| TÉCNICAS INSTRUCCIONALES: | | | |
| Presencial | Híbrido | En línea | |
| <ul style="list-style-type: none"> • Lectures • Readings • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Exams and quizzes • Online instructional modules • Online readings | <ul style="list-style-type: none"> • Online instructional modules • Online readings: academic journal • Instructional videos • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Synchronous and asynchronous forum participation • Live online and recorded videoconferences | <ul style="list-style-type: none"> • Interactive instructional modules • Online readings: academic journal • Instructional videos • Group projects • Individual assignments • Measurement activities • Hands on activities • Oral presentations • Synchronous and asynchronous forum participation • Live online and recorded videoconferences | |
| RECURSOS MÍNIMOS DISPONIBLES O REQUERIDOS: | | | |
| Recurso | Presencial | Híbrido | En línea |
| Cuenta en la plataforma institucional de gestión de aprendizaje (Ej. Moodle) | Institución | Institución | Institución |
| Cuenta de correo electrónico institucional | Institución | Institución | Institución |
| Computadora, tablet o laptop con acceso a internet de alta velocidad y cámara con servicio de datos | Estudiante | Estudiante | Estudiante |

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| Programados o aplicaciones: procesador de palabras, hojas de cálculo, editor de presentaciones | Estudiante | Estudiante | Estudiante |
| Bocinas integradas o externas | No aplica | Estudiante | Estudiante |
| Cámara web o móvil con cámara y micrófono | No aplica | Estudiante | Estudiante |
| Libro de texto | Estudiante | Estudiante | Estudiante |
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TÉCNICAS DE EVALUACIÓN:

| Presencial | Híbrida | En línea |
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| <ul style="list-style-type: none"> Exams, quizzes, 20% Oral presentation(s), 30% Final essay, 20% Class work, 30% | <ul style="list-style-type: none"> Exams, quizzes, 10% Oral presentation(s), 20% Final essay, 20% Forum participation, 30% Class work, 20% | <ul style="list-style-type: none"> Exams, quizzes, 10% Oral presentation(s), 10% Final essay, 20% Forum participation, 40% Class work, 20% |
| Total: 100% | Total: 100% | Total: 100% |

ACOMODO RAZONABLE:

Según la Ley de Servicios Educativos Integrales para Personas con Impedimentos, todo estudiante que requiera acomodo razonable deberá notificarlo al profesor el primer día de clase. Los estudiantes que reciban servicios de Rehabilitación Vocacional deben comunicarse con el (la) profesor(a) al inicio del semestre para planificar el acomodo razonable y el equipo de asistencia necesario conforme a las recomendaciones de la Oficina de Servicios a Estudiantes con impedimentos (OSEI) del Decanato de Estudiantes. También aquellos estudiantes con necesidades especiales de algún tipo de asistencia o acomodo deben comunicarse con el (la) profesor(a). Si un alumno tiene una discapacidad documentada (ya sea física, psicológica, de aprendizaje o de otro tipo, que afecte su desempeño académico) y le gustaría solicitar disposiciones académicas especiales, éste debe comunicarse con la Oficina de Servicios a Estudiantes con Impedimentos (OSEI) del Decanato de Estudiantes, a fin de fijar una cita para dar inicio a los servicios pertinentes.

INTEGRIDAD ACADÉMICA

La Universidad de Puerto Rico promueve los más altos estándares de integridad académica y científica. El Artículo 6.2 del Reglamento General de Estudiantes de la UPR (Certificación Núm. 13, 2009-2010, de la Junta de Síndicos) establece que “la deshonestidad académica incluye, pero no se limita a: acciones fraudulentas, la obtención de notas o grados académicos valiéndose de falsas o fraudulentas simulaciones, copiar total o parcialmente la labor académica de otra persona, plagiar total o parcialmente el trabajo de otra persona, copiar total o parcialmente las respuestas de otra persona a las preguntas de un examen, haciendo o consiguiendo que otro tome en su nombre cualquier prueba o examen oral o escrito, así como la ayuda o facilitación para que otra persona incurra en la referida conducta”. Cualquiera de estas acciones estará sujeta a sanciones disciplinarias en conformidad con el procedimiento disciplinario establecido en el Reglamento General de Estudiantes de la UPR vigente. **Para velar por la integridad y seguridad de los datos de los usuarios, todo curso híbrido y en línea deberá ofrecerse mediante la plataforma institucional de gestión de aprendizaje, la cual utiliza protocolos seguros de conexión y autenticación. El sistema autentica la identidad del usuario utilizando el nombre de**

usuario y contraseña asignados en su cuenta institucional. El usuario es responsable de mantener segura, proteger, y no compartir su contraseña con otras personas.

NORMATIVA SOBRE DISCRIMEN POR SEXO Y GÉNERO EN MODALIDAD DE VIOLENCIA SEXUAL

“La Universidad de Puerto Rico prohíbe el discrimen por razón de sexo y género en todas sus modalidades, incluyendo el hostigamiento sexual. Según la Política Institucional contra el Hostigamiento Sexual en la Universidad de Puerto Rico, Certificación Núm. 130, 2014-2015 de la Junta de Gobierno, si un estudiante está siendo o fue afectado por conductas relacionadas a hostigamiento sexual, puede acudir ante la Oficina de Procuraduría Estudiantil, el Decanato de Estudiantes o la Coordinadora de Cumplimiento con Título IX para orientación y/o presentar una queja”.

SISTEMA DE CALIFICACIÓN

A, B, C, D, F

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