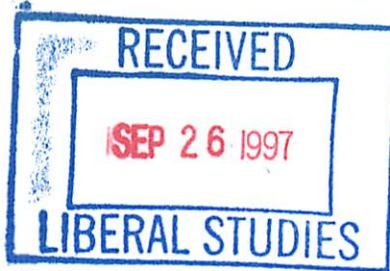LSC Use Only
Number: _____
Submission Date: _____
Action-Date: _____

UWUCC USE Only
Number: 97-32
Submission Date: *app.* 12/9/97
Action-Date: *app. 4/21/98*
Senate app. 2/3/98

CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. **CONTACT**

Contact Person Linda Szul and Maryanne Brandenburg   Phone X5733

Department   Office Systems and Business Education

II. **PROPOSAL TYPE** (Check All Appropriate Lines)

___X___ **COURSE**   AD 342 Intercultural Business Communication
                         Suggested 20 character title

___X___ New Course*   AD 342 Intercultural Business Communication
                         Course Number and Full Title

_____ Course Revision _____
                         Course Number and Full Title

_____ Liberal Studies Approval + _____
        for new or existing course   Course Number and Full Title

_____ Course Deletion _____
                         Course Number and Full Title

_____ Number and/or Title Change _____
                                   Old Number and/or Full Old Title

                         _____
                         New Number and/or Full New Title

_____ Course or Catalog Description Change _____
                                             Course Number and Full Title

_____ **PROGRAM:**   _____ Major   _____ Minor   _____ Track

_____ New Program*   _____
                         Program Name

_____ Program Revision* _____
                         Program Name

_____ Program Deletion* _____
                         Program Name

_____ Title Change   _____
                         Old Program Name

                         _____
                         New Program Name

III. **Approvals** (signatures and date)

Maryanne Brandenburg   _____
Department Curriculum Committee   Department Chair

_____ 1/28/97   _____ 1/29/97
College Curriculum Committee   College Dean

+Director of Liberal Studies (where applicable)   *Provost (where applicable)

I. <u>Catalog Description:</u>

AD342: Intercultural Business Communication   3 credits
Prerequisite: Junior Standing   3 lecture hours
                                                                   (3 c-3 sh)

The course provides an in-depth study and theoretical understanding of intercultural business communication, including international, national, ethnic, racial, and socio-economic cultures. Students will explore practices, trends, and difficulties of people primarily identified with one culture, attempting to interact with people of another culture through speaking, listening, writing, and nonverbal means. Problems of intercultural communication situations for business will be pinpointed, elements of the problems clarified, and guidelines projected for problem mitigation.

II. <u>Course Objectives:</u> Students will:

1. Gain an understanding of the cyclical processes and connectiveness of five cultural value orientations as they relate to communication: namely, doing and achieving, the self, thinking and knowing, organization of society, and perceptions of the universe.

2. Recognize and understand the basic theories of intercultural communication relevant to business.

3. Develop intercultural sensitivity pertinent to understanding and interacting with people of other cultures, whether in the work place or an international context.

4. Develop intercultural competencies needed to become independently effective in a multicultural context.

5. Understand cultural differences which affect business communication, such as immediate versus delayed gratification and specific versus diffused responses to people and events.

6. Gain new multicultural understanding by examining and analyzing episodes (mini cases) of successful and failed intercultural business communication.

## III. <u>Course Outline:</u>

<u>Lecture Hrs.</u>

A.   Introduction   2

      1.   Background and development of intercultural
            business communication as an area of study
      2.   Terms and definitions of intercultural business
            communication

B.   General cyclical processes and connectiveness of   8
      cultural value orientations

      1.   Orientation to doing and achieving
      2.   Orientation to the self
      3.   Orientation to thinking and knowing
      4.   Orientation to organizing society
      5.   Orientation to the universe

C.   Basic theories of intercultural business communication
8

      1.   Low/high context cultures (with mini case)
      2.   TORI theory of nonverbal behavior communication
            and the experience of community
      3.   Theory of intercultural and international communication
            (Rich & Ogawa)
      4.   Cross-cultural adaptation theory (Brislin)

D.   Socio-business dimensions of communication   4

      1.   Business ethics and communication
      2.   Business etiquette
            Business cards
            Greetings and mean processes

E.   Authority structures and communication   2

      1.   Legal parameters influencing intercultural business communication
            for business
      2.   Government regulations controlling intercultural business
            communication

F.   Language   6

   1.   Translation/back translations
   2.   Trade names, signs, and symbol use
   3.   Negotiation strategies and communication
         effectiveness
   4.   Communication encounters and language barriers
         (a simulation)

G.   Role of technology in intercultural business communication and   3
      competence

   1.   Relational bridges and support structures
   2.   Barriers to competitiveness and progress

H.   Cultural specific analyses   9

   1.   Least and less developed countries
   2.   Developing countries
   3.   Developed countries

I.   Culminating activity (final examination/application)   2

                     Total course hours   **44**

IV. **Evaluation Methods:** The final grade for the course will be determined
    as follows:

Writing assignments and mini case analyses   45%

      One long, formal report--research paper (10-12 pages)

      One short report --Communication etiquette, country
      specific(5-6 pages)

      Three case analyses (10-12 total pages)

      Three business messages (3 total pages)
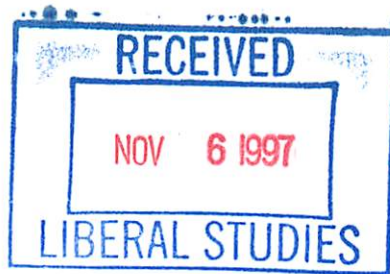
Tests and quizzes   20%

> Two tests (mid-term and final tests) consisting
> of essay and multiple-choice items
> Quizzes (4 to 6) consisting of multiple choice,
> matching, and true/false items

Oral presentations   20%

> One group case presentation (analytical, informal report)
>
> One country-specific presentation (informational, informal report)
>
> One intercultural business presentation (formal, persuasive report)

Participation and other   15%

> Quality of team work, in-class projects, and
> participation

Semester grades are based on total points earned compared to total points possible in the course, as explained below:

Points Earned	Grade Earned
90% - 100% of total possible points	A
80% - 89% of total possible points	B
70% - 79% of total possible points	C
60% - 69% of total possible points	D
59% - Below of total possible points	F

Make up work is permissible only if arrangements are made with the professor on, or prior to, the due date of the assignment. The penalty for late or incomplete assignments is 20% of the grade points for each class day beyond the assignment due date.

V.   Required Textbooks, Supplemental Books, and Readings:

Beamer, L. & Varner, I. (1995) Intercultural communication in the global work place. Chicago: Irwin.

Readings collection (as compiled by instructor), available from local printing service.

VI. **<u>Special Resource Requirements</u>**   None

VII **Selected Bibliography:**

Adler, N. J. (1991). International dimensions of organizational behavior, 2nd ed. Boston: PWS-Kent.

Asuncion-Lande, N. C. (Ed.) (1990).Ethical perspectives and critical issues in intercultural communication. Falls, Church, VA: Speech Communication Association.

Beamer, L. (1992). Learning intercultural communication competence. Journal of business communication, 29(3), 285-303.

Beamer, L. (1993). An intercultural communicate model: China-Britain, first encounter. Paper delivered at the 58th Annual Meeting of the Association for Business Communication, Montreal, October 1993.

Beamer, L., & Varner, I. (1995). Intercultural communication in the global workplace. Chicago, Irwiin.

Borden, G. A. (1991). Cultural orientation: An approach to understanding intercultural communication. Englewood Cliffs, NJ: Prentice-hall.

Brislin, R. W., & Yoshida, T. (Eds.) (1994). Improving intercultural interactions: Modules for cross-cultural training programs. Beverly Hills, CA: Sage.

Brislin, R. W., Cushner, K., Cherrie, c., & Yong, M. (1986). Intercultural interactions: A practical guide. Beverly Hills, CA: Sage.

Department of Defense. Country Studies Series (Publication No. D 101.22.550+). Washington, DC: U.S. Government Printing Office

Dulek, R. E. (1993). Models of development: business schools and business communication. Journal of Business Communication, 30(3), 315-331.

Fallows, D. (1990). Japanese women. National Geographic, 177(4), 52-83.

Fitch, D. (1990, August). Foreign language slides & video. Audio Visual Communications.

Foster, D. A. (1995). Bargaining across borders. McGraw-Hill.

Frank, J. (1988). Miscommunication across cultures: The case of marketing in Indian English. World Englishes, 7(1), 25-36.

Gudykunst, W. B. (ed.) (1983). Intercultural communication theory: current

perspectives. Beverly Hills, CA: Sage.

Gudykunst, W. B., Steward, L. P.., & Toomey, S. T. (Eds.) (1985). Communication, culture, and organizational processes. Beverly Hills, CA: Sage.

Hall, E. T. (1960). The silent language in overseas business. Harvard Business Review, 38(3), 89-102.

Kameda, N. (1992). "Englishes" in cross-cultural business communication. The Bulletin of the Association for Business Communication, 55(1), 3-8.

Kaplan, R. B. (1990). Writing in a multilingual/multicultural context: What's contrastive about constrastive rhetoric? Writing instructor, 10(7), 10.

Mayo, J.S. (1996). Information technology for development: the national and global information superhighway." In Taking Sides: Clashing Views on Controversial Issues in Science, Technology, and Society (2nd ed). Madison, WI: Dushkin Publishing Group.

Mead, R. (1990). Cross-cultural management communication. New York: John Wiley & Sons.

Morrison, T., Borden, G. A., & Conaway, W. A. (1994). Kiss, bow, or shake hands. Bob Adams Publisher.

Munter, J. (1992). Guide to managerial communication (3rd ed.). Englewood Cliffs, NJ: Prentice Hall.

Rich, A. L., & Ogawa, D. M. (1971. Intercultural and interracial communication: An analytical approach. In Intercultural and Interracial Communication.

Ricks, D. A. (1993). Blunders in international business. Cambridge, MA: Blackwell Business.

Richmond, Y. (1992). From Nyet to da: Understanding the Russians. Yarmouth, ME: Intercultural Press, 120.

Samovar, L. A., & Porter, R. E. (1991). Communication between cultures. Wadsworth.

Samovar, L. A., & Porter, R. E. (1993). Intercultural communication: A reader (7th ed.). Wadsworth.

Scott, J. C. & Green, D. J. (1992). British perspectives on organizing bad-news letters: Organizational patterns used by major U.K. companies. The Bulletin of the Association for Business Communication, 55(1), 17-19.

Scott, J. C., & Jamshidian, M. (1993). Addressing American and Iranian manifestations of contexting and face-saving in business communications involving unpleasant news. In S. G. Amin & D. L. Moorte (Eds.), Business Topics: New Directions. Proceedings of the 1993 International Conference of the Academy of Business Administration (pp. 103-110). Frostburg, MD: Academy of Business Administration.

Seelye, H. N. (Ed.) (1995). Experiential activities for intercultural learning. Yarmouth, ME: Intercultural press.

Seelye, H. N. & Seelye-James, A. (1995). Culture clash. NTC publishers.

Snider, J. H.(1996). The information superhighway as environmental menace. In Taking Sides: Clashing Views on Controversial Issues in Science, Technology, and Society (2nd ed). Madison, WI: Dushkin Publishing Group.

Storti, C. (1990). The art of crossing cultures. Yarmouth, ME: Intercultural Press.

Tanner, D. (1992). You just don't understand. New York: Ballantine Books.

Varner, I. (1988). Cultural aspects of German and American business letters. Journal of language for international business, 3(1), 1-11.

Varner, I. (1988). A comparison of American and French business correspondence. Journal of business communication, 25(4), 5-16.

Victor, D. A. (1992). International business communication. New York: HarperCollins.

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LIBERAL STUDIES

Course Analysis Questions
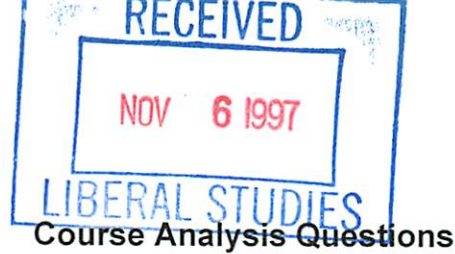
A. Details of the Course:

A1   The course will be an elective for students pursuing a major or minor in the College of Business.

A2   This course does not require changes in any other course or program in the department.

A3   The course has not been offered at IUP on a trial basis.

A4   The course is not a dual-level course.

A5   The course will not be taken for variable credit.

A6   Similar courses are offered at schools accredited by the American Assembly of Collegiate Schools of Business (AACSB). (See attached article, cited in A6 above.)

Similar courses are offered at various other universities, such as Ohio University and Southwest Missouri State University. Course syllabi for these courses are attached to this proposal. Also attached is an article titled "The status of international business communication courses in schools accredited by the American Assembly of Collegiate Schools of Business, (Green, D. J. & Scott, J. C., 1996, *The Delta Pi Epsilon Journal, XXXVII,* No. 1.)

A7   The content and skills are recommended by the AACSB, which recommends that Colleges of Business internationalize the business curriculum. (See attached article, as cited in A6 above). The present course contributes to an internationalized curriculum by providing content and applications which build intercultural competencies.

Because of the specific theories and breadth of content for international communication, the content cannot be adequately covered in existing courses.
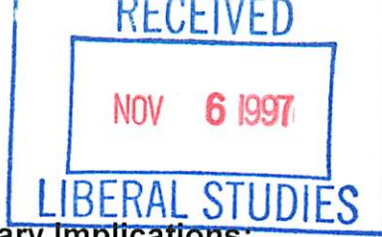
Section B: Interdisciplinary Implications:

B1 The course will be taught by one instructor.

B2 No other department offers a course in intercultural communication and business effects. The course contributes to the newly approved International business program and provides a relevant elective for students of the major.

B3 One seat in each section of the course will be reserved for students in the School of Continuing Education.

Section C: Implications

C1 No new faculty are needed to teach the course. One section of this course can be accommodated in Dr. Brandenburg's fall teaching schedule each year. To make room for the course, she will teach synthesis (LS 499) in alternate semesters.

C2 Other resources

    a.   Current space allocations are adequate to offer this course.
    b.   Current equipment in the Eberly College of Business is adequate.
    c.   Lab supplies and other consumable goods are not required.
    d.   Library resources and services at Stapleton Library are adequate.
    e.   Travel funds are not required.

C3 No grant funds are associated with the course.

C4 This course will be offered each fall semester, but is not restricted to fall.

C5 One section of the course will be offered at a time.

C6 Twenty-five students can be accommodated at a time. The writing-intensive nature of the course restricts enrollment.

C7 The course limitation of 25 is consistent with limitations set for other courses taught at IUP having considerable emphasis on writing.

Section D: Miscellaneous

No additional information is necessary.

OHIO UNIVERSITY
Athens, Ohio

CROSS CULTURAL COMMUNICATION
InCo 410/510
Dr. M. Gyi

Course Outline

A. COURSE OBJECTIVE:

1. InCo 410/510 is a broad overview of theories and concepts relating to cross cultural studies drawn from communication, psychology, sociology, anthropology, linguistics, political science, business, and management and other disciplines.

2. The course attempts to provide an interdisciplinary approach to the study of communication and culture and to develop awareness of some major cross cultural issues.

3. The course will be based on lectures by the instructor, guest speakers and members of the class, and also on readings from the texts and other related materials.

B. TEXTBOOK AND ARTICLES:

1. TEXTS: a]. L. Samovar & R. Porter, INTERCULTURAL COMMUNICATION: A READER, [6th Ed.], Wadsworth Publishing Co., Belmont, California, 1991.

   b]. M. Gyi, CROSS CULTURAL COMMUNICATION: GLOBAL PERSPECTIVE - A READER, Professor Pub., Athens, Ohio, 1990

2. ARTICLES: [Xeroxed articles in Reserve Room, Alden Library.] The list of required readings will be provided by the instructor.

C. INSTRUCTOR: Dr. M. Gyi Office No. 113 Lasher Hall
[614] 593-4837

Home Address 23 Strathmore Blvd.
Athens, Ohio 45701
[614] 592-2027

D. OFFICE HOURS:

Monday	Tuesday	Wednesday	Thursday	Friday

E. CLASS ACTIVITIES:

1] READINGS: There is a fairly extensive amount of reading
                in this class. Students are expected to keep
                up with their daily reading assignments.
....

2] LECTURES: Lectures and discussion on related topics will
                be given by the instructor and guest speakers.
....

3] ORAL PRESENTATIONS and discussion on assigned articles by
                selected graduate and undergraduate students.
....

4] GRADUATE STUDENTS [4th Week]
                Graduate students are required to submit 3 to 5
                page critical review of any journal article
                published from 1988 -1993. The selected
                article must be related to a cross cultural
                topic.

                The report is due on the last class day of the
                4th week.
....

5] MIDTERM PROJECT: [5th Week]
                3 options are provided.
                    Class members may select one of the following:
                        a. Midterm Oral Exam or
                        b. Midterm Written Exam or
                        c. Midterm 12+ Page Research Paper
....

6] EXAM STUDY GUIDE will be provided a week before the exam
                for your review.
....

7] 5 PAGE MINI-RESEARCH PAPER [9th WEEK]
                This paper may be -
                    1. Research using INTERVIEW METHOD.
                        [Should interview at least 5 people
                        from different cultures on a specific
                        approved topic.] or
                    2. Research using SURVEY METHOD.
                        [Should develop at least 10-15 survey
                        questions on a specific approved topic.
                        The questionnaire should be administered
                        formally to at least 30 or more people
                        of different cultures.]
                    3. Analysis of your personal cross cultural
                        EXPERIENCE.

        This paper is due on the last class day of the 9th week .

8. FINAL PROJECT: [10th Week of Classes]
        3 options are provided.
          Class members may select one of the following:
              a. Final Oral Examination /or
              b. Final Written Examination /or
              c. Indepth Research Paper.

. . . .

9. ATTENDANCE: Students are expected to attend all classes
                    at the regularly scheduled time and
                    place.

    a. Legitimate excuses for missing classes will be
          medical reasons, job interview, and death in
          family.

    b. 5 points will be deducted for every class missed
          without a legitimate excuse.

    c. If you are going to miss the class,

        1. please leave message with InCo Secretary at
           593-4829 or
        2. please ask your friend or room-mate to deliver
           a written excuse to my office or
           to my mail box in Lasher Hall.

. . . .

F.   SUMMARY OF CLASS ACTIVITIES

GRADUATE	UNDERGRADUATE
1. Journal Article Review [due Thursday, 4th wk.]	None
2. Oral Presentations [selected students]	None

3. MIDTERM PROJECT [3 options].
   [due Thursday, 5th wk.]
   1. Written exam or
   2. Oral exam or
   3. 12+ page research paper.
	MIDTERM PROJECT [3 options]
	   [due Thursday, 5th wk.]
	   1. Written exam or
	   2. Oral exam or
	   3. 12+ page research paper

4. MINI RESEARCH PAPER
   [due Thursday, 9th wk.]
	MINI RESEARCH PAPER
	   [due Thursday, 9th wk.]

5. FINAL PROJECT [Exam Wk.]
   3 options are provided
   1. written exam or
   2. oral exam or
   3. indepth research
     20+ page paper
	FINAL PROJECT [Exam Wk.]
	   3 options are provided
	   1. written exam or
	   2. oral exam or
	   3. indepth research
	     20+ page paper

G. **WRITTEN EXAMINATION FORMAT:**

1. You may choose to take a closed book or an open book exam. The grading scale will be different for each exam.

2. Test Items: a. Definition of concepts,
              b. Identification of concepts,
              c. Fill-in-the-blank test questions,
              d. Short essays

....

H. **RESEARCH PAPER FORMAT:**

1. You may use MLA, APA or Turabian Style for your paper.
2. Paper/s should be formally typed. Should include –
              a. Title page
              b. Table of contents
              c. Proper titles for sections
              d. Proper spacing
              e. Footnotes/backnotes
              f. References/bibliography

3. DEDUCTION OF POINTS:

              a. 10 points will be deducted for lateness.
              b. 50 .... plagiarism.
              c. 20 .... disorganization.
              d. 3 .... each misspelled
                                                       word.
              e. 3 .... improper spacing.

....

H. **DISTRIBUTION OF POINTS:**

	Graduate	Undergraduate
1. Journal Reveiw	50 points	x x x x x
2. Oral Presentation...	50 points	x x x x x
2. Mini-research paper	50 –	50 points
3. Midterm Project.....	100 –	100 –
4. Final Project	150 –	150 –
	400 points	300 points

I. MIDTERM EXAMINATION WILL BE ON......_____

   FINAL WRITTEN EXAMINATION WILL BE ON _____

SOUTHWEST MISSOURI STATE UNIVERSITY
Springfield, Missouri

COM 360 INTERCULTURAL COMMUNICATION

Fall 1995, MWF 2:00-2:50, CRA
Instructor: Dr. R. K. Dillon
Office: 371 Craig, 836-4986; 836-5218
Office hours:

In this course of study we shall investigate speech communication from an intercultural perspective, in contrast with an intracultural perspective. More specifically, the purpose of this course is to explore practices, trends, and difficulties of people primarily identified with one culture attempting to interrelate through speaking and listening with people primarily identified with another culture.

Through our study, problems in intercultural communication situations can be pinpointed, elements of these problems can be clarified, and guidelines projected for the mitigation of these problems. We shall proceed in our study by recognizing that problems of communication presents notable challenges; difficulties in human relationships mount as people try to talk with and to listen to other people across barriers imposed by cultural boundaries.

While the following units of study will not be covered in the order listed, these units essentially comprise our study.

Thinking and Communicating Pluralistically
Introduction to Intercultural Communication Competence
Why Cultures Differ? Cultural Diversity
Cultural Patterns and Communication: Taxonomies
Verbal Intercultural Communication
Nonverbal Intercultural Communication
Obstacles to Intercultural Competence
The Potential for Intercultural Competence
Intercultural Communication Today and in the Future

Throughout the semester, students will be involved in class projects pertaining to various aspects of the study of intercultural communication.
   ---Assignments in simulated role playing will be made; students will have opportunities to serve as episode participants and as episode observers.
   ---Faithful and consistently thoughtful class participation on the part of each student and the instructor is anticipated. Daily class attendance will be recorded.
   ---Along with participation in this course, two written assignments will be made. These written assignments will deal with subject material discussed in this course.
   ---Each student will be asked to bring an item, object, keepsake, etc. that represents a particular aspect of his or her own cultural/ethnic/racial heritage. Students will make an oral presentation where they will be asked to explain/explore their cultural background.

---In the final two weeks of classes, oral reports will be made on term projects, the subjects for which will be decided by the instructor; written reports on these projects will be due during the week BEFORE final examinations. Criteria for grading will be provided at the time of assignment.

---A midterm as well as a final examination will be administered. Questions on both exams will pertain to class lectures and discussions and to our textbook: Lustig, M. W., & Koester, J. (1993). Intercultural competence: Interpersonal communication across cultures. New York, NY: HarperCollins College Publishers. All chapters in our textbook will be assigned.

Semester evaluations will be computed on the following basis:

Written Assignments (50 points each)	100 pts.
Midterm Exam	100 pts.
Final written term project/oral report	125 pts.
Self-Culture report	25 pts.
Class participation and attendance	50 pts.
Final Exam	100 pts.
TOTAL POINTS	500 pts.

The following grade scale is used:
90-100 = A; 80-89 = B; 70-79 = C; 60-69 = D; Below 60 = F.

COURSE POLICIES:

ATTENDANCE: Discussion of ideas and illustration of concepts through structured interaction will constitute much of class time. Your attendance and participation is necessary to your learning and to the learning of your peers. You are fully responsible for materials missed during your absence. Quizzes will be given throughout the course and reflect on the participation grade. Quizzes which are missed cannot be made up.

LATE WRITTEN ASSIGNMENTS: Late written/oral assignments will receive a grade reduction of 10% per day. Late assignments will not be accepted after graded assignments have been returned to class.

ACADEMIC DISHONESTY: Students are expected to familiarize themselves with and adhere to the university's policy regarding academic dishonesty.

Appendix A (continued)
SANO Office Skill Course Objectives

Course	Upon completion of the course, students should be able to:
Business Letter Writing	Describe the impact of technology on written communications and writing style.
	Determine the appropriate writing style for the various types of written communications.
	Provide guidelines for effective letter writing.
	Analyze problems to anticipate reader reaction, and use a direct style in writing good news and neutral message letters.
	Display an understanding of the importance on tone and tactfulness, and use an indirect style in writing bad news message letters.
	Analyze various techniques for convincing a reader to take action when writing persuasive message letters.
	Write employment communications, including resumes, letters of application, application forms, follow-up letters, and request for references.
Secretarial Procedures	Explain the role of the American secretary in the changing office of today.
	Identify the qualifications needed to be a good American secretary in comparison to host country standards.
	Set priorities of work.
	Describe the significance of functional divisions and organizational charts as they relate to the job.
	Recognize the importance of the contribution of the secretary to good public relations internationally.
	Demonstrate the use of effective human relations skills in handling appointments, visitors, and co-workers.
	Perform basic skills and handling incoming and outgoing telephone calls.
	Demonstrate the use of alphabetic indexing according to basic rules.
	Describe various filing methods, equipment, supplies, and procedures for both paper and paperless offices.

The Status of International Business-Communication Courses in Schools Accredited by the American Assembly of Collegiate Schools of Business

Diana J. Green and James Calvert Scott

Abstract

An exploratory status study was conducted in schools accredited by the American Assembly of Collegiate Schools of Business (AACSB) to begin to fill the void in the literature regarding nationwide data about the characteristics of emerging international business-communication courses. In 1994 data were collected from 164 of the 294 accredited colleges and schools of business, resulting in a representative sampling. The gathered data provided needed detailed information about the institutions and their courses in international business communication. International business-communication courses appear to have both a place and a structure in AACSB-accredited institutions.

INTERNATIONAL BUSINESS-COMMUNICATION courses have experienced a meteoric rise during the past decade. Their sudden emergence has been prompted not only by calls from the business community for graduates with better international perspectives (Deutschman, 1991) but also by pressures from the American Assembly of Collegiate Schools of Business (AACSB) upon its members to internationalize their curricula fully (Martin & Chaney, 1992). In response writers began to publish articles about various aspects of international business communication, ultimately resulting in a body of literature.

While some writers advocated infusing international content into existing business-communication courses (e.g., Murray, 1994), others increasingly argued for developing specialized international business-communication courses (e.g., Scott, 1994). Although a distinct minority of writers devoted their attentions to underlying theory and models (e.g., Beamer, 1992), the vast majority of writers focused their attentions on their personal viewpoints about and/or their practical experiences with implementing an international business-communication course (e.g., O'Rourke, 1993).

DR. DIANA J. GREEN is an Associate Professor in the Department of Telecommunications and Business Education at Weber State University, Ogden, UT 84408-1501

DR. JAMES CALVERT SCOTT is a Professor in the Department of Business Information Systems and Education at Utah State University, Logan, UT 84322-3515.

Like the literature for other developing areas of study, the international business-communication literature is fragmented and incomplete. One notable void is information about the characteristics of international business-communication courses from a broad perspective. While the literature contains the perspectives of a number of writers who describe one particular course (e.g., Scott, 1994), no known literature describes in detail a number of courses from either a regional or national perspective. Consequently, readers of the existing literature are forced to wonder about not only how much the viewpoints and recommendations of various writers reflect idiosyncratic perceptions about international business-communication courses but also the national profile of such courses.

Simply stated, the research problem was the absence of valid and reliable data from a broad perspective about the characteristics of emerging international business-communication courses. The primary research question was what are the characteristics of the international business-communication courses offered in colleges and schools of business accredited by the AACSB. The purpose of the investigation was to elucidate multiple characteristics that create a descriptive national profile of international business-communication courses in institutions with AACSB accreditation.

If people had access to nationwide data about the characteristics of a number of international business-communication courses, then they could make better value judgments about the degree to which advice offered in the existing literature reflects mainstream thinking and practice. Further, those developing new courses or modifying established courses could compare and contrast their courses with nationwide data about international business-communication courses, providing them with a sense of the degree to which their courses are like and unlike comparable courses throughout the country.

An exploratory study of emerging international business-communication courses was conducted to begin the process of filling one major gap in the international business-communication literature. This type of study, sometimes called a status study within communication-related disciplines because it reflects the status or current state of affairs of a course (see Beebe & Biggers, 1984, and Ober & Wunsch, 1991), yields detailed institution- and course-related profile data in terms of selected characteristics from a broad perspective at a specified point of time. This study reveals factual information that would allow others to better understand the characteristics — and hence the status — of international business-communication courses in institutions accredited by the AACSB.

Literature Summary

The literature search uncovered 91 articles since a separate communication or business communication subheading labeled multicultural or international/intercultural was added to the *Business Education Index* in 1992. Some studies address international business communication directly (e.g., O'Rourke, 1993), and others address it tangentially (e.g., Hart, Tucker, & Muehsam, 1994) or involve allied fields (e.g., Beebe & Biggers, 1984).

Much of the international business-education literature provides background information (e.g., Greene, 1990), establishes the importance of international business communication (e.g., Zhao & Ober, 1991), identifies suggested content via intuitive approaches (e.g., Zimpfer, 1989) or via survey approaches (e.g., Martin, 1991), describes teaching resources (e.g., Scott, 1994), suggests teaching methodology (e.g., Hulbert, 1994), or describes existing courses (e.g., Harcourt, 1988). Only a few international business-communication studies address either supporting theory or instructional models (e.g., Beamer, 1990).

Since the broader communication literature includes status studies for its general courses such as business communication (e.g., Ober, 1987, and Ober & Wunsch, 1991) and more specialized courses such as intercultural communication (e.g., Beebe & Biggers, 1984) and organizational communication (e.g., Pace, Michal-Johnson, & Mills, 1990), the fact that the specialized international business-communication literature does not include one or more status studies is noteworthy. Although comparative longitudinal studies documenting changes in course characteristics over time exist in the business-communication literature (e.g., Ober & Wunsch, 1991), they are nonexistent in the international business-communication literature.

Existing communication-related literature provided useful guidance about conducting a status study. Status studies in general business communication (e.g., Ober, 1987, and Ober & Wunsch, 1991), intercultural communication (e.g., Beebe & Biggers, 1984), and organizational communication (e.g., Pace, Michal-Johnson, & Mills, 1990), influenced the study methodology, the investigated matters, the survey-instrument design, and the survey-instrument verbiage.

A variety of types of international business-communication literature influenced the detailed items appearing as survey-response options. These included theoretical opinion-based writing (e.g., Beamer, 1990), applied research-based writing (e.g., Martin, 1991), and experiential- and library-based textbook writing (e.g., Victor, 1992).

Research Methodology

For the purposes of the reported study, an international business-communication course was assumed to be one whose purpose is to prepare prospective and/or practicing businesspersons through theoretical and applied means for the complex communication tasks they will encounter in the increasingly important but culturally diverse world of international business. With this definition in mind in late 1993, a status study survey instrument was developed based upon relevant literature

That instrument was validated by six nationally known experts, who provided ideas for refinements. The revised survey instrument was then used in a pilot study with six respondents, and further minor enhancements to both the instrument and research procedures were made.

In early January of 1994 the research materials, which consisted of cover letters, instruction sheets, survey instruments, and return envelopes, were mailed to the deans of the 294 AACSB-accredited colleges and schools of business for completion by their most-knowledgeable employees. This was necessary since no comprehensive list of institutions or teachers offering international business-communication courses existed. AACSB-accredited colleges and schools of business were targeted for study because it was thought that their influential practices would reflect the current state of international business-communication courses better than the practices of any other known group.

Deans of nonresponding colleges and schools of business received replacement research materials in early February and again in early March. By the April 15, 1994, cutoff deadline for receiving and then processing responses from the second followup effort, 164 or 56 percent of the accredited colleges and schools of business had provided usable data.

Responses on selected key items from early and late respondents were statistically compared following procedures recommended by West (1963; 1977), and no significant differences were found at the .05 level. This suggests that if the nonrespondents had actually responded, they would have done so similarly to the respondents. Additional followup communication with officials of the nonresponding colleges and schools of business indicated that their reasons for not participating in the study were unrelated to the focus of the research, international business-communication courses. Most of the nonresponding colleges and universities indicated that they do not participate in studies unless they come directly from AACSB.

Since a single administration of the survey instrument was given and since the survey instrument contained a number of multiple-item scales, Cronbach's alpha was used to measure the internal consistency of the scales (Carmines and Zeller, 1979). Alpha provides a conservative estimate of the reliability of a measure (Novick and Lewis, 1967). The reliability of the subscales of the survey instrument was calculated, resulting in the following alphas: degree of exposure = .73, subject-matter topics = .91, instructional activities = .89, instructional assignments = .91, and instructional media = .70. This suggests that the responses given by the respondents were fairly consistent for the various subscales and that the survey instrument used to gather the reported data is highly reliable for subject-matter topics, instructional activities, and instructional assignments and moderately reliable for degree of exposure and instructional media.

Overall, the evidence suggests that the gathered data are relatively accurate, realistically complete, reasonably consistent, and, consequently, representative of the population from which they were drawn.

Findings

The study findings are presented in two groupings, institutional information and course information.

Institutional Information

This subsection provides institutional-related information about the highest degree offered, the enrollment, the minority and international students, the multicultural-diversity mission statement or strategic plan, the primary approach to teaching international business-communication content, the offering of international business-communication courses, and the academic units offering international business-communication courses.

Highest degree offered. The highest level of degree offered at the responding institutions and the percentages of institutions were distributed as follows: bachelor's degree, 1 percent; master's degree, 31 percent; doctor's degree, 63 percent; other degree, 3 percent; and no response, 2 percent.

Institutional enrollment. The number of students enrolled at these institutions and the percentages of institutions were distributed as follows: 2,000 or fewer students, 6 percent; 2,001 through 5,000 students, 11 percent; 5,001 through 10,000 students, 21 percent; 10,001 through 15,000 students, 21 percent; 15,001 through 20,000 students, 12 percent; 20,001 or more students, 25 percent; and no response, 4 percent.

Minority and international students. Table 1 shows the percentages of students at the responding institutions classified as minority and as international students.

Table 1

Minority and International Students at Responding Institutions

Percentage of Institutions that have the indicated number of minority students	Number of students	Percentage of Institutions that have the indicated number of international students
1	less than 1 percent	9
21	1 through 5 percent	38
30	6 through 10 percent	26
19	11 through 15 percent	8
9	16 through 20 percent	6
13	21 percent or higher	6
7	No response	7

Multicultural-diversity mission statement or strategic plan. When asked if the institution has a mission statement or strategic plan that incorporated multicultural diversity, 81 percent responded yes, 10 percent responded no, 3 percent responded don't know, and 6 percent provided no response.

Approach to teaching international business-communication content. Table 2 shows that although the responding institutions use a wide variety of primary approaches to teaching international business-communication content, using no systematic approach is the most-common practice.

Table 2
Approach to Teaching International Business-Communication Content

Approach	Percentage
Not taught in any systematic manner	38
Taught within some but not all business communication courses	13
Taught throughout all business communication courses	17
Taught primarily in one or more specialized intercultural/international business communication courses	10
Taught in another business course	10
Taught in a nonbusiness course	4
Other	6
No response	2

Note. Other includes College of Arts & Science courses, Communication Studies Department courses, international business courses, international management courses, and various business courses.

Course availability. Only 26 of the 164 responding institutions or 16 percent offered one or more courses in international business communication. The following percentages of respondents from those institutions without such courses indicated the perceived likelihood of offering international business-communication courses within the next five years as follows: highly unlikely, 25 percent; somewhat unlikely, 20 percent; possible, 22 percent; somewhat likely, 10 percent; highly likely, 4 percent; and no response, 19 percent.

Academic unit offering courses. Table 3[i] shows that Business Administration is the academic unit that most frequently offers the existing international business-communication courses at the responding institutions.

Course Information
This subsection provides course-related information about the title, the prerequisites, the required or elective status at various degree levels, the course level, the length, the offering frequency, the sections offered, the

Table 3
Academic Unit Offering International Business-Communication Courses

Academic Unit	Percentage
Business Administration	31
Business Education	15
Business Information Systems	4
Business Management	19
Other business academic unit	23
Communication	8

Note. Other business academic unit includes Business Administration, Business Education, and Office Systems Department; Business Information Systems and Education Department; Business Education and Speech and Theater Department; Business Administration and Communication; and Management Science Department.

years international business-communication courses have been taught, the enrollments, the primary and secondary textbooks, the general course orientation, the subject-matter emphasis, the instructional-activity emphasis, the assignment emphasis, the instructional-media emphasis, the multiple-course offerings, and the related titles.

Course title. Table 4 shows that the responding institutions with international business-communication courses use a variety of course titles, with International Business Communication being the most-frequent course title.

Table 4
Title of International Business-Communication Courses

Course Title	Percentage
Cross-cultural Business Communication	14
Global Business Communication	3
Intercultural Business Communication	17
International Business Communication	28
Other	38

Note. The respondents marked all titles that applied. N = 29.
Note. Other includes Asian Business Practices, Business Communication, Business and Society in Europe, Business and Society in Japan, Communicating in the International Business Environment, Cross Cultural Management, European Management Practices, Global Market Place, International Marketing and Global Business, Multicultural Communication, and Theories of Intercultural Communication.

Course prerequisites. Thirteen of the 26 institutions with international business-communication courses have course prerequisites. Exactly 50 percent of the responding institutions have prerequisite courses, most often the basic undergraduate business-communication course.

Required or elective status. Table 5 shows the required or elective status of the international business-communication courses for bachelor's, master's, and doctor's degrees available from the responding institutions.

Table 5

Required or Elective Status of International Business-Communication Courses at Various Degree Levels

Required or elective course status	Bachelor's-degree level percentage	Master's-degree level percentage	Doctor's-degree level percentage
Required for all majors	27	15	4
Elective for all majors	63	39	4
Required for some majors and elective for some majors	7	8	4
Not offered	3	27	39
No response	0	11	49

Course level. The international business-communication courses offered were distributed at a variety of instructional levels at the responding institutions. Those levels and their respective percentages follow: lower-division level, 10 percent; upper-division level, 52 percent; upper division and graduate level (dual level), 19 percent; graduate level, 16 percent; and other level, 3 percent.

Course length. Table 6 shows the course length in terms of both the instructional system and the number of 50-minute instructional periods or their equivalent a week, with the semester system and three instructional periods a week predominating.

Table 6

Length and Number of Instructional Periods

Length	Percentage
Course length:	
One semester	89
One quarter	8
Other	3
Instructional periods per week:	
One	0
Two	15
Three	77
Four	4
Five	4

Note. Other includes a unit in a semester course.
Note. Instructional periods per week is reported in terms of 50-minute units or their equivalent.

Course frequency. The percentages of responding institutions with international business-communication courses indicated that these courses are offered with the following frequencies: one time every other year, 8 percent; one time every year, 27 percent; two times every year, 42 percent; three times every year, 19 percent; and four times every year, 4 percent.

Sections offered. The percentages of responding institutions with international business-communication courses indicated that when their courses are taught, they offered sections with the following frequencies: one section, 65 percent; two sections, 15 percent; three sections, 12 percent; four sections, 0 percent; five sections, 0 percent; and six or more sections, 8 percent.

Offering years' experience. The responding institutions reported that they have been offering international business-communication courses for the following time periods: less than 1 year, 15 percent; 1 year, 8 percent; 2 years, 12 percent; 3 through 5 years, 38 percent; 6 through 10 years, 23 percent; and 11 or more years, 4 percent.

Course enrollment. Table 7 shows course-enrollment data from the responding institutions with international business-communication courses in terms of number of students in a section and number of students completing courses in a year, with 20 through 29 students a section and fewer than 50 students a year predominating.

Table 7

Enrollments by Section and by Year

Number of enrolled students	Percentage
In a section:	
19 or fewer	19
20 through 29	42
30 through 39	27
40 or more	12
In a year:	
50 or fewer	46
51 through 100	12
101 through 150	19
151 through 200	8
201 through 250	3
251 or more	12

Primary and secondary textbooks. Table 8 shows the titles and authors for the primary textbooks used for the offered international business-communication courses at the responding institutions, with *International Business Communication* by Victor being the most frequently used textbook.

Respondents indicated that a wide variety of secondary textbooks were used in the offered international business-communication courses, but not one of the titles was listed more than once by the respondents. Several respondents indicated that they used supplementary readings from various sources to complement the primary textbook.

Table 8

Titles and Authors of Primary Textbooks

Textbook and author(s)	Percentage
Communication Between Cultures by Samovar and Porter	6
Cultural Dimension of International Business by Ferraro	6
The Cultural Environment of International Business by Terpstra and David	11
Global Communication and International Relations by Frederick	3
Intercultural Communication: A Reader by Samovar and Porter	3
International Business Communication by Victor	20
Managing Cultural Differences by Harris and Moran	14
Other	34
No primary textbook is used	3

Note. Other includes Beyond Culture by Hall, Bridging Cultural Differences by Thiederman, Business and Administrative Communication by Locker, Cross-Cultural Management Communication by Mead, Global Communication in the Twenty-First Century by Stevenson, International Business Communication by Chaney and Martin, International Dimensions of Organizational Behavior by Adler, Multi-Cultural Management: New Skills for Global Success by Elashmawi and Harris, World News Prism: Changing Media of International Communication by Hachten, and Worldviews: Crosscultural Explorations of Human Beliefs by Smart.

Table 9

Subject-Matter Topics Addressed in Rank Order by Emphasis Means

Subject-matter topic	Mean
Accepting cultural differences and appreciating cultural similarities	3.39
Communication patterns — verbal and nonverbal	3.35
Comparative cultural perspectives	3.12
Culture- or country-specific information	3.00
Functioning effectively in multiple cultures	2.85
Communication strategies and systems	2.77
Understanding cultural constructs	2.69
Language(s) and communication	2.62
Negotiation	2.62
Understanding the global business environment	2.58
Differences within one culture	2.39
Managing global business communication	2.27
Worldwide social organization and systems	2.19
Communication ethics	2.08
Technology	2.08
Laws	1.89
Other	0.37

Note. Other includes cross-cultural communication, written communication, self-awareness as a culture member, and business etiquette.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Course orientation. Of the respondents from institutions with international business-communication courses, 15 percent reported that the offered course(s) had a theoretical/conceptual orientation, 4 percent reported that the offered course(s) had a practical/applied orientation, and 81 percent reported that the offered course(s) had a balanced orientation

comprised of both the theoretical/conceptual and practical/applied orientations.

Subject-matter emphasis. Study respondents indicated the degree of emphasis typically given to various subject-matter topics in the course(s) offered at their institutions. The degree of emphasis scale had the following degrees and values, which were used to compute a weighted average for each topic: none = 1, light = 2, medium = 3, and heavy = 4. Table 9 shows that respondents from institutions with international business-communication courses reported addressing a variety of subject-matter topics with varying emphasis, with accepting cultural differences and appreciating cultural similarities receiving the most emphasis.

Instructional-activities emphasis. Using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their instructional-activities emphasis. Table 10 shows that respondents from institutions with international business-communication courses reported using a variety of instructional activities with varying emphasis, with assigned readings receiving the most emphasis.

Table 10

Instructional Activities Employed in Rank Order by Emphasis Means

Activity	Mean
Assigned readings	3.19
Case problems/case studies	2.96
Lectures	2.85
Videos	2.46
Small-group activities	2.39
Guided independent research/study	2.35
Role playing/simulation activities	2.31
Self-assessment activities	2.27
Acculturation activities/games	2.23
Guest speakers	2.23
Performances and critiques	2.12
Large-group activities	2.00
Coaching	1.69
In-basket exercises	1.35
Other	0.27

Note. Other includes projects and field trips to local offices of international organizations.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Assignment emphasis. Using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their assignment emphasis. Table 11 shows that respondents from institutions with international business-communication courses reported implementing a variety of assignment types with varying emphasis, again with assigned readings receiving the most emphasis.

Table 11
Assignments Used in Rank Order by Emphasis Means

Assignment	Mean
Assigned reading(s)	3.15
Case problem(s)/case study(ies)	2.85
Term paper(s)	2.62
Group project(s)	2.50
Oral report(s)	2.46
Written report(s)	2.42
Examination(s) / quiz(zes)	2.35
Guided independent research	2.23
Independent research	2.19
Annotated bibliography(ies) / reference(s)	2.15
Interview(s)	2.08
Self-analysis activity(ies)	2.08
Self-evaluation(s)	2.04
Role playing(s) / simulation(s)	1.92
Video(s)	1.85
Peer evaluation(s)	1.73
Book review(s)	1.69
Journal writing(s)	1.50
In-basket exercise(s)	1.23
Other	0.12

Note. Other includes summaries of current articles.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Instructional-media emphasis. Again using the same degree of emphasis scale and values as for the subject-matter emphasis, the respondents reported their instructional-media emphasis. Table 12 shows that respondents from institutions with international business-communication courses reported employing a variety of instructional media with varying emphasis, with handouts receiving the most emphasis.

Table 12
Instructional Media Used in Rank Order by Emphasis Means

Medium	Mean
Handouts	2.89
Films/videotapes (moving images)	2.73
Transparencies	2.65
Blackboard/whiteboard/chalkboard	2.39
Pictures/posters/slides (fixed images)	1.81
Computer-assisted media	1.73
Charts/flipcharts	1.58
Teleconferencing/distance learning	1.42
Other	0.27

Note. Other includes cases and music.
Note. The degree of emphasis means are based on the following scale: none = 1, light = 2, medium = 3, and heavy = 4.

Multiple-course offerings. Of the 26 institutions offering international business-communication courses, 31 percent offered multiple courses in international business communication, 65 percent did not offer multiple courses in international business communication, and 4 percent provided no response.

Related course titles. The respondents from the eight institutions with multiple international business-communication course titles, The American University, Bentley College, Duquesne University, Loyola University, Middle Tennessee State University, University of Akron, University of North Florida, and University of Notre Dame, provided course titles for their second courses in international business communication. These divergent course titles defied meaningful classification.

Discussion
The discussion is presented in two sections, institutional and course discussion and summary and recommendations.

Institutional and Course Discussion
The typical AACSB-accredited institution that participated in the study offered doctor's degrees, enrolled more than 20,000 students of whom between 6 and 10 percent were classified as minority students and 1 and 5 percent were classified as international students, and had a mission statement or strategic plan that incorporated multicultural diversity. This information appears to be consonant with what is known about AACSB-accredited institutions.

Although about four out of ten of the surveyed institutions do not teach international business-communication content in any systematic manner, about five out of ten do incorporate international business-communication content into the offered business-related instruction, albeit in a variety of configurations. In about four out of ten cases, those configurations involve one or more business-communication courses.

About one in six of the respondings institutions offered one or more courses in international business communication, most often by the business administration or equivalent academic unit. Based on the ratio of about one to six, it seems reasonable to estimate that in the 294 AACSB-accredited institutions there are between 45 and 50 institutions that offer one or more international business-communication courses. In spite of a 19 percent nonresponse rate, respondents from 36 percent of the institutions without international business-communication courses indicated possible or higher likelihood that such courses would be offered at their institutions within the next five years, suggesting some future growth in course availability.

When a specialized course is offered, the most common course title is International Business Communication. Other common course titles include Intercultural Business Communication and Cross-cultural Business

Communication. The prevalence of the latter course titles suggests that many people do not clearly differentiate between business communication that crosses national boundaries or that involves people from different countries and business communication that involves people from different cultures but not necessarily different countries. Given the fact that the related area of study is a new, emerging one, the absence of clear delineation between the related terms is at least partially understandable.

Although half of the institutions with international business-communication courses have prerequisites for those courses, the prerequisites vary from institution to institution. The most common course prerequisite is the basic undergraduate business-communication course, which is logical and predictable.

Almost all of the responding institutions with international business-communication courses offer required, elective, or required and elective international business-communication courses at the bachelor's-degree level. Nearly seven out of ten of these institutions offer required, elective, or required and elective international business-communication courses at the master's-degree level. Only about one out of ten of these institutions offer required, elective, or required and elective international business-communication courses at the doctor's-degree level. Why such specialized courses are commonly associated with bachelor's and master's degrees but not commonly associated with doctor's degrees is puzzling and warrants further investigation, as does the reason for the high nonresponse rate at the doctor's-degree level.

International business-communication courses tend to be offered at the upper-division level, although a number of courses are offered at the dual level (combined upper-division and graduate-level courses) and at the graduate level. Given the specialized nature of most international business-communication courses, the instructional-level placement of the courses seems skewed in favor of upper-division status. This surprising finding may be partially attributable to the fact that many business majors do not pursue graduate degrees and must out of necessity have exposure to international business-communication content at the upper-division level, the highest level of their educational attainment. Given the increasing importance of international business and, consequently, international business communication, most would argue that it would be better to expose students to that content earlier than desirable than not to expose them to it at all.

The findings that the typical international business-communication course is one semester in length and has three 50-minute instructional periods or their equivalent a week is not surprising. These findings parallel those for other business-communication courses.

While the typical institution with international business-communication courses offers such courses two times a year, some institutions offer such courses as infrequently as one time every other year, and other institutions offer such courses as frequently as four times every year. The reported pattern seems predictable given the specialized nature of the course.

The facts that the typical responding institution with international business-communication courses offered only one section of such courses at a time and that an inverse relationship existed between the number of concurrently offered sections and the percentage of institutions offering that number of sections seems logical given the specialized nature of international business-communication courses.

Although the typical responding institution with international business-communication courses has offered such courses between three and five years, a surprising number of institutions—nearly three out of ten—reported having six or more years of experience in offering international business-communication courses. This suggests that a number of AACSB-accredited colleges and school of business were on the forefront of the international business-communication movement and among the first to offer international business-communication courses.

The finding that at the responding institutions with international business-communication courses, those courses typically have enrollments between 20 and 29 students parallels enrollments for other business-communication courses at colleges and universities. The finding about the number of students completing courses in a year diverges from that for most other business-communication courses since international business-communication courses tend to be elective courses while most other business-communication courses tend to be required courses. The typical yearly number of students who complete offered international business-communication courses is fewer than 50 students at each institution. This finding is compatible with the typical institution's offering two sections a year with typical enrollments of between 20 and 29 students so long as the average enrollment is in the lower half of the grouping; when it is in the upper half of the grouping, then the yearly number of students who complete international business-communication courses is between 51 and 100.

Three types of primary textbooks are used for international business-communication courses at the responding institutions; (a) international business-communication textbooks (e.g., *International Business Communication* by Victor), (b) international-business textbooks (e.g., *Managing Cultural Differences* by Harris and Moran), and (c) intercultural-communication textbooks (e.g., *Communication Between Cultures* by Samovar and Porter). Although more than two out of ten courses have a secondary textbook, no single title was cited more than once. Articles from various sources are also sometimes used to supplement the primary

textbook. These data suggest that limited availability of relevant instructional materials is no longer a valid reason for not offering international business-communication courses.

More than eight out of ten international business-communication courses at the responding institutions balance theoretical and conceptual orientations with practical and applied orientations. This suggests that most courses and presumably their teachers acknowledge the value of both knowledge about and utilization of international business-communication content.

Of the 16 identified subject-matter topics, 10 topics fell within the boundaries for medium emphasis with values of 3 and means between 2.51 and 3.50 and 6 topics fell within the boundaries for light emphasis with values of 2 and means between 1.51 and 2.50. Groupings of topics can be further divided into upper-, middle-, and lower-range topics, suggesting their relative importance within that classification. Accepting cultural differences and appreciating cultural similarities was the highest-rated subject-matter topic, while laws was the lowest-rated subject-matter topic. Respondents typically rated culture-related topics higher than most other types of topics, suggesting that cultural understanding is critical to successful international business communication. By incorporating a similar subject-matter mix to that reported in Table 9, teachers can be reasonably confident that they are selecting content that mirrors the nationwide pattern for international business-communication courses. Readers are cautioned that while knowing what the nationwide pattern is can be helpful, they should not necessarily feel compelled to emulate it exactly; if everyone replicated the pattern without deviation, international business-communication courses would soon stagnate, and the emerging discipline would not advance.

Of the 14 identified instructional activities, 3 activities fell within the boundaries for medium emphasis with values of 3 and means between 2.51 and 3.50 and 10 activities fell within the boundaries for light emphasis with values of 2 and means between 1.51 and 2.50. Each classification of activities can be further divided into upper-, middle-, and lower-range activities, suggesting their relative importance within that classification. Assigned readings was the highest-rated instructional activity, while in-basket exercises was the lowest-rated instructional activity. In general, instructional activities that are traditional and conventional tend to be employed in international business-communication courses. By using an instructional-activity mix similar to that reported in Table 10, teachers can be assured that they are selecting instructional activities that are typically used in international business-communication courses across the nation. Readers are again cautioned to be discriminating users of this information, realizing the limitations of unanimity of instructional activities.

Of the 19 identified assignment types, 3 types fell within the boundaries for medium emphasis with values of 3 and means between 2.51 and 3.50 and 14 types fell within the boundaries for light emphasis with values of 2 and means between 1.51 and 2.50. Groupings of assignment types can be further divided into upper-, middle-, and lower-range types, suggesting their relative importance within that classification. Assigned readings was the highest-rated assignment type, while in-basket exercises was the lowest-rated assignment type. In general, instructional assignments that are well established tend to be used in international business-communication courses. By incorporating a similar assignment-type mix to that reported in Table 11, teachers can be reasonably confident that they are selecting types of assignments that reflect nationwide practices for international business-communication courses. Again, readers are cautioned to use this information prudently, realizing the limitations when conformity is taken to the extreme.

Of the 8 identified instructional-media types, 3 types fell within the boundaries for medium emphasis with values of 3 and means between 2.51 and 3.50 and 4 types fell within the boundaries for light emphasis with values of 2 and means between 1.51 and 2.50. Each classification of media types can be further divided into upper-, middle-, and lower-range types, suggesting their relative importance within that classification. Handouts were the highest-rated instructional medium, while teleconferencing/distance learning was the lowest-rated instructional medium. In general, instructional media that are well established and easy to use tend to be used in international business-communication courses. By using an instructional-media mix similar to that reported in Table 12, teachers can be assured that they are conforming to national instructional-media practices for international business-communication courses. Readers are again cautioned to use this information in a discriminating manner that balances the strengths and weaknesses of conformity.

About three out of ten of the responding institutions with international business-communication courses offer more than one international business-communication course. Given the recent emergence of the international business-communication subject area, this suggests that some AACSB-accredited colleges and schools of business are strongly committed to international business communication as an increasingly important area of study.

The reported profile data serve as useful nationwide descriptors for those questioning advice offered in the literature about international business-communication courses and for those developing or refining international business-communication courses. The reported data represent circa 1994 composite characteristics of international business-communication courses at institutions accredited by AACSB. While having access to national profile data can be helpful, especially for an emerging course that is neither well understood nor built upon a strong literature

base, readers should realize that there are a number of legitimate reasons why some characteristics of an international business-communication course could deviate somewhat from the reported national patterns.

Summary

The reported exploratory status has shed light on the characteristics of emerging international business-communication courses in schools accredited by the AACSB. This study has provided needed information on a nationwide basis about international business-communication courses, beginning the process of filling one of the voids in the developing international business-communication literature. The reported study provides valuable information about not only the institutions that offer international business-communication courses but also the characteristics of the offered courses. Data from the study serve as useful comparison points for both those questioning course-related positions in the evolving literature and those interested in developing or refining international business-communication courses.

Overall, the data suggest that there are both a place and a structure for international business-communication courses in AACSB-accredited institutions. The number of existing international business-communication courses in influential AACSB-accredited institutions, as well as the reported likelihood of other institutions offering such courses, suggest that the number of international business-communication courses may continue to grow, resulting in some increase in professional opportunities for those teachers who specialize in international business communication.

Recommendations For Further Research

Although the reported study data reflect the status of international business-communication courses circa 1994, the reported characteristics will change within AACSB-accredited institutions over time; consequently, it is recommended that the reported status study be replicated periodically with refinements as necessary to focus attention on recent changes and evolving trends. Data from the past study or studies and the most-recent study can then be compared and contrasted, resulting in a needed longitudinal study of international business-communication courses. Now that the broad nationwide patterns for subject-matter topics and usage of instructional activities, assignments, and instructional media are known for international business-communication courses, additional studies should be conducted to find out the specific applications. For example, with which specific subject-matter topics are assigned readings typically used? If international business-communication courses evolve into two or more distinct courses sometime in the future, then separate status and longitudinal studies should be conducted for each emerging course.

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