

Global Business Teams

Section 1

Instructor/Title	Scott Lind, Ph.D. / Associate Professor
Office/Building	#3312 / Building #3
Office Hours	Mondays 3:00—4:00 PM and by appointment
Contacts (E-mail)	slind@kansaigaidai.ac.jp

【Course Outline / Description】

As the world continues to become increasingly interconnected, many students will work in global contexts and will need related competencies. Creating effective work teams is challenging, even among people from similar backgrounds. Global teams face additional hurdles related to cultural differences, geographic and time zone separation, communication styles, differences in decision-making strategies, and role expectations, to name a few. Globally-competent teams understand that achieving their fullest potential requires relevant knowledge, skills, and attitudes.

The purpose of this course is to assist students in developing competencies related to effective teamwork in a global context. Upon completion, students will understand and be able to navigate cultural differences that impact team performance. To this end, students will create productive multicultural teams that benefit from shared goals, positive relations, trust, and empathy. A variety of methods and activities will be used in class, including discussion, experiential learning tools, simulations, lecture, critical incident, video critique, and personal reflection.

Section 2

【Course Objectives/Goals/Learning Outcomes】

The specific course objectives are as follows:

- To apply theoretical concepts to performance on a global team
- To effectively launch and deliver a team project
- To effectively utilize team resources to identify and overcome obstacles of diverse teams

Section 3

【Class Schedule/Class Environment, Literature and Materials】

TENTATIVE COURSE CALENDAR

1 & 2 Course preview; Get acquainted; Team building exercise; Group/class goals

Assign: *Best of groups/Worst of groups*

Syllabus; Narratives of past group experiences; Discuss cultural & personal preferences

Assignment Due: *Best of groups/Worst of groups*

3 & 4 DCOM model; Dysfunctions of a team; Group ethics; Communication in groups;
Finalize Top 4 multicultural group competencies; Write behavioral statements to

support Top 4 competencies

Reading: *Communication competence in groups (pgs. 1-36)*

Assign: *Images of your multicultural best*

Creativity in learning; Preview Project #1 and set up interview system for next class meeting.

Assignment Due: *Be prepared to present your images of your multicultural best*

5 & 6

Activity: Interviewing potential team members

Be prepared to present the following in two minutes or less:

Personal introduction; Project ideas; Your vision of the ideal team; What you can offer your team

Finalize team selection; initial steps in Project #1

Present the following to your new team:

Your vision of an ideal team, hot buttons, communication style, preferred working style, desired work schedule, etc.

Assign Project #1

7 & 8

Discuss task & social dimensions, stages of group development, group conformity.

Reading: *Group development (pgs. 51-90)*

Functional, dysfunctional & maintenance roles in groups

Personality Resources

Due: *Written proposal for Project #1, including topic and justification statement*

9 & 10

Writing vision statements

Reading: *Aligning with vision (pgs. 104-113)*

Finding our Positive Core

Reading: *Appreciative inquiry (pgs. 91-103)*

Sign up for presentation dates

11 & 12

Understanding Personal Leadership

Reading: *From intercultural knowledge to intercultural competence (pgs. 37-50)*

Personal Leadership in Action: Using the Critical Moment Dialogue

Reading: *The critical moment dialogue (pgs. 119-126)*

Be prepared to discuss a critical moment with a member of your team.

13 & 14 Mid-term Exam Review and **Mid-term Exam**
(Competence in groups, AI, PL, visioning, group development & other
class readings/lectures/discussion materials)

15 & 16 Team Coaching Sessions

Formal Team Work Session (*Graded*)

17 & 18 **Team Project #1**

Team Project #1

19 & 20 **Team Project #1**

Topic: *In the service of others (video)*

21 & 22 *In the service of others (video) cont.;* Discuss Project #2
Establish Teams for Project #2
Due: Discuss project ideas.

Project #2 Initial team meeting: topics and vision statement
Due: “This is me; this is my group”
Review Section III from Project #1 written reports
Reading: *Communicating across cultures (127-153)*

23 & 24 Creating group synergy
Reading: *Creating cultural synergy (163-189)*

World of difference: Navigating culture
**Due: Written proposal for Project #2, including topic and
justification statement**

25 & 26 Perceptions & values
Reading: *Cultural assumptions and values (154-162)*

Conflict management
Reading: *The best ways to manage intercultural conflict (190-218)*

27 & 28 Breaking eggs and building teams

Formal Team Work Session (*Graded*)

Bring all materials and equipment needed to work together in the classroom.

29 & 30 **Team Project #2** (Presentation & Group Paper due)

Team Project #2 (Presentation & Group Paper due)

【Textbooks/Reading Materials】

A comprehensive reading packet will be provided by the professor.

Section 4

【Learning Assessments/Grading Rubric】

COURSE ASSIGNMENTS

Learning becomes easier and more enjoyable when you are prepared and take pride in what you do. Come prepared to class and be ready to discuss your work. All work should reflect dedication and professionalism. The assignments are as follows:

1. Mid-term exam (objective and/or short answer format) will be given to assess your understanding of concepts addressed in the readings and during class.
2. Engagements are assignments and activities that are designed to facilitate the integration and application of course concepts. Engagements involve in-and out-of-class activities and often come in the form of written assignments. This category might be reduced or eliminated based on class progress and needs.
3. Two team projects will be assigned during the semester to provide students with experience working as a productive member of a team. Teams will provide documentation of their work and present the project to the class. Students will be graded based on quality of work, originality & creativity, and application of principles discussed during the semester.

GRADING

Grades will be based on the midterm, team projects, written assignments, class participation, and other class activities/assignments. The basic distribution of grading categories is as follows:

Mid-term exam.....	20%
Engagements.....	05%
Mid-term project	25%
Final project	25%
Participation (including attendance)	25%

Section 5

【Additional Information】

