

PORTFOLIO

CROSS CULTURAL BUSINESS COMMUNICATION



Education and Culture

Leonardo da Vinci
Language competences

Mag. Inge Koch & mag. Neva Čebtron
CCBC PORTFOLIO

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CROSS-CULTURAL BUSINESS COMMUNICATION (CCBC) PORTFOLIO FOLDER

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ADMINISTRATIO

CROSS CULTURAL BUSINESS COMMUNICATION



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Cross Cultural Business Communication GUIDELINES FOR STUDENTS

1. A short description of the project

The project entails founding a simulated company to market a product or service of your choice and carry out commercial correspondence with similar companies from different countries. The project coordinators will assign you with international contacts, i.e., students in a similar situation to yours, with whom you will communicate. This will enable you to learn about the workings of a company (interdependence of various departments in developing and selling a product or service) as well as practice dealing with international suppliers and customers in a near-realistic situation.

The work will include presenting your company to prospective business partners (making yourself, your company and your product known and designing an advertisement), writing and receiving enquiries, offers and orders as well as dealing with financial and transportation arrangements and adjustments.

2. What are your tasks before beginning correspondence?

Introduce yourself and your educational institution to the participants from other countries by means of a short video tape, digital photographs, short informal letter, audio tape or any other means you choose, to be sent by e-mail or surface mail. Briefly present your surroundings, e.g. city and country.

Determine the structure of your company (establish departments, such as purchasing, sales, PR, marketing etc. and distribute roles among members of your group), design company logo and stationery.

Introduce your simulated company, explaining its products or services, and describing its structure, e.g. size, product range, location etc.

Try to find out as much about your product or service as possible, perhaps by contacting existing companies, collecting advertisements about this product or service or looking into the Internet for information.

Collect information about the partners you will be dealing with, for example by doing Internet research.

Prepare an advertisement for your product or service to be sent to your business partners by e-mail.

3. What are your tasks during correspondence?

Prepare and send enquiries after receiving advertisements, and follow up with necessary correspondence (offers, orders, adjustments, etc.) to your business partners. Original, uncorrected letters should be sent by e-mail; copies should be given to teachers after letters have been sent.

Send a copy of your correspondence to your teacher and to the Webmaster.

Continue research to gain additional information about your partners, in order to present it to the other members of your group.

4. What do you need in order to participate?

Interest in making international contacts.

Basic IT-skills.

Computer with Internet access at your disposal, for example at your institution.

E-mail address.

Key qualifications, such as teamwork ability and problem-solving strategies.

No expenditure for materials is expected.

5. How will you benefit from the project?

You will have the opportunity to establish contact with a number of members of your peer group from different countries and learn about different cultural communication patterns and possible misunderstandings ("Dos" and "Don'ts" in business).

You will learn usable and marketable business communications skills and will be able to test your skills in an almost real business environment but without adverse consequences for untenable decisions.

You will learn and practice decision-making strategies in various situations, e.g. making offers, dealing with complaints diplomatically, encountering technical difficulties, practicing time-management.

You will receive a certificate of participation after successfully completing the project.



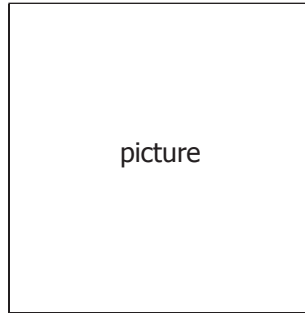
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CROSS-CULTURAL BUSINESS COMMUNICATION (CCBC) Student's Details



Name & Surname.....

Private Address.....

Institution.....

Address.....

Teacher.....

School Year.....

Nationality.....

Date and place of birth.....

Country of origin.....

Mother Tongue



CROSS-CULTURAL BUSINESS COMMUNICATION EDUCATIONAL CONTRACT GENERAL PART

1. General Regulations:

In the project students will set up a simulated company to market a product or service and carry out commercial correspondence with similar companies from different countries. The project coordinators will provide the participants with international contacts, i.e., peer groups in a similar situation, with whom they will communicate in various business contexts. This simulated environment will enable the participants to learn about the workings of a company (interdependence of various departments in developing and selling a product or service) as well as to practise dealing with international suppliers and customers in a near-realistic situation.

The project includes the following basic steps:

presenting a virtual company to prospective business partners (making themselves, their company and their product known and designing an advertisement),
writing and receiving enquiries, offers and orders as well as dealing with financial and transportation arrangements and adjustments.

Pre-requisites: Upper-intermediate level of English (IELTS, level 6; CEFR, level B2)

Duration: Approximately 1 semester (14 weeks)

Total Student Study Time: Minimum 20 hrs contact + 20 hrs independent work

2. Aims:

The course is aimed at providing students of different secondary and tertiary educational backgrounds with business communication skills in multicultural settings. The core element of the module is raising the students' cross-cultural awareness in order to facilitate their communicative abilities. The module also addresses the development of the students' IT-skills, self-expression and teamwork ability. The purpose-specific language improvement is achieved through different channels of natural communication, pre-teaching of language items and feedback from the teacher.

3. Expected Learning Outcomes

- Subject-specific skills: By the end of the course students will learn how to introduce themselves, their educational institutions and their countries in a formal and informal way, do market research, set up a company, promote their company and their products or services and do business transactions in multicultural settings.
- Intercultural Communication skills: They will develop sensitivity towards cross-cultural differences, learn about other cultures and share their own. They will learn how to build strategies for effective communication with business partners from other countries.
- Core Academic skills: Students will obtain formal business language skills and register in a natural operational way. They will learn the pertinent vocabulary for a company set-up, commercials, advertising, goods' specifications, inquiries, dispatches of goods, complaints, phone-calls, etc, and acquire written and oral business language discourse through authentic practice.
- Personal and Key skills: Independent study and group work, including negotiating, argumentation and presentation skills. IT skills. Team work- assignment of tasks and responsibilities, reporting to group and the superior. Creative self-expression individually and as a group. Carrying out interviews and implementing questionnaires.

4. Learning/Teaching Methods:

The course is a simulation of the real life business world. Under the guidance of the teacher, students create a virtual company, promote their company and products, as well as carry out different business transactions with their virtual student-created partner companies in other countries. The teacher pre-teaches the necessary vocabulary and structures, alerts the students to the style peculiarities of business discourse, organises group and team work, co-ordinates the correspondence and telephone exchanges, supervises research and carries out language and cultural awareness sessions. Students are expected to do considerable preparation individually and in groups.

5. Assignments:

According to the role assigned to him/her in the company the student will have to prepare PR materials, do market research via the INTERNET and other media, make telephone calls, compile business letters, goods specifications, price lists, etc, carry out interviews and compile questionnaires in real-life companies, make individual and group presentations.

6. Assessment:

A Portfolio comprising each student's expectations of the course, all the documents created by the students individually and as a team, an individual self-assessment report in the CEFR „can do“ format, a feed-back questionnaire and an informal account of the course against the expectations the student had at the start of the course.

The student can take a final test in the form of a case study to further assess the outcome of the project.

.....
Date, Signature of Participant

.....
Date, Signature of Teacher

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EMPLOYMENT CONTRACT

Mr. / Mrs. / Ms.

Address.....

Date of birth:.....Place of birth:.....

Nationality: Religion:



TERMS OF CONTRACT

§1 Employment:

Department:

Position:

Type of work:



§2 Life of Agreement:

Beginning of CCBC Project:

End of CCBC Project:



§3 Hours of Work:

Hours of work in the team:

Hours of individual work:



I agree to the conditions stated above.



.....
Date, Signature of Employer

.....
Date, Signature of Employee





Institutions and teachers involved

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Business Communication Skills

Use the following symbols to indicate your progress on different dates:

√ = a tick to indicate that you have observed these issues,

√√ = a double tick to indicate that you have mastered this point,

!! = exclamation marks to indicate what you would like to achieve.

Please leave some space for your teacher's assessment.

	Date		Date		Date	
1. I can write a general business plan for a simulated company. (B1)						
2. I can produce a leaflet describing the company's services or goods and an advertisement for the company. (B1)						
3. I can produce clear and accurate notes and visual aids to present my company. (C1)						
4. I can write an accurate memo based on information received. (B1)						
5. I can write a letter giving or asking for information about products or services and prices. (B1)						
6. I can compile price lists, catalogues and quotations fill out order forms and write cover letters. (B2)						
7. I can recognize the different elements of transport documents and fill out required forms. I also recognize the main Incoterms. (B2)						
8. I can identify the need for a complaint, write it or reply to one in a formal style. (B2)						
9. I can summarize the work of a group in writing; I can analyze information from a number of sources and give reasons and recommendations for further action. (C1)						
10. I can write a short report, giving the most important information and stating reasons for actions. (B1)						
I can take minutes of a meeting and organize them in a document with a suitable layout. (C1)						



Reading, Listening and Social Interaction:

Use the following symbols to indicate your progress on different dates:

✓ = a tick to indicate that you have observed these issues,

✓✓ = a double tick to indicate that you have mastered this point,

!! = exclamation marks to indicate what you would like to achieve.

Please leave some space for your teacher's assessment

	Date	Date	Date
1. I can identify and extract information necessary for my work from familiar sources. (B2)			
2. I can read simple and more demanding texts and distinguish between facts and opinions. (B2)			
3. I can recognize basic stylistic features (formal/informal; business/personal; technical/general) in written communication. (B2)			
4. I can understand personal and simple business letters and respond to these by writing an appropriate reply. (B1)			
5. I can extract information from various sources and quickly and effectively use it in my work. (C1)			
6. I can identify the writer's intentions and recognize commonly used styles and registers (formal, colloquial, business slang, etc) in a wide variety of correspondence documents. (C1)			
7. I can spot some culturally conditioned patterns in the way people express themselves in writing (length, directness, degree of formality, etc). (C1)			
8. I can reply to a phone call using suitable phrases. (B1)			
9. I can understand and summarize the main points of an incoming call, if the message is delivered in a standard dialect and at a normal speed. (B2)			
10. I can identify the speaker's mood and react to it. (C1)			
11. I can actively participate in forming a team and keep to the regulations agreed on by the team. (B2)			
12. I can effectively work in a team and can respect other people's opinions and views. (B2)			
13. I can listen to other people and refer to their views and opinions in my answer. (C1)			





Intercultural Issues

Use the following symbols to indicate your progress on different dates:

√ = a tick to indicate that you have observed these issues,

√√ = a double tick to indicate that you have mastered this point,

!! = exclamation marks to indicate what you would like to achieve.

Please leave some space for your teacher's assessment

1. I can show on the map the countries participating in the project. (B1)					
2. I can list five geographical features of the countries, where our partners live. (B2)					
3. I can list five geopolitical features of the country my partners live in. (C1)					
4. I can spot at least five factors that could influence the value system within different cultures. (B2)					
5. I can discuss different cultural values and beliefs with my partners using suitable terminology in English. (C1)					
6. I can analyse my environment and my behaviour and pinpoint a few culture specific patterns. (B2)					
7. I can understand the limitations of national stereotypes. (B1)					
8. I can analyse some culturally conditioned reactions of my partners and adopt strategies to prevent conflict or misunderstanding. (C1)					
9. I can spot some intercultural differences in business letters from different partners. (B2)					
10. When writing business letters in English I can adopt suitable strategies to prevent misunderstandings and conflict due to cultural differences in communication patterns. (C1)					



ICT Skills

Use the following symbols to indicate your progress on different dates:

√ = a tick to indicate that you have observed these issues,

√√ = a double tick to indicate that you have mastered this point,

!! = exclamation marks to indicate what you would like to achieve.

Please leave some space for your teacher's assessment

1. I can write a document on a computer, format and edit it. (B1)				
2. I can send a document via e-mail. (B1)				
3. I can use electronic tools and programmes that help me word a document. (B2)				
4. I can store, retrieve and file documents using a computer.				
5. I search the WWW to retrieve specific information. (B1)				
6. I can organize the information found on the WWW in a new document. (B1)				
7. I can produce an advertisement or a logo on a computer using drawings, pictures, colours. (B2)				
8. I can produce spread sheets and other numerical documents on computer using appropriate programmes. (C1)				
9. I can produce slides for a presentation, use the templates, animation and pictures even if the instructions are in English only. (C1)				
10. I can use a computer to give a presentation based on a slide show. (B2)				



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Company Profile

This is the part of your Portfolio Folder where all the documents related to the organisation of your company should be compiled for later reference. (Such as company Vision and Mission, Target Markets, Company Structure, Marketing Strategy, etc.)



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Documentation

In this section you will collect the advertisements, messages, letters, and e-mails that you and your group have produced, sent and received. Your teacher may want to check this part in order to assess your work & progress.

DOCUMENTS	DATE
1. Personal Presentation	
2. Presentation of Institution	
3. Presentation of Country	
4. Agenda	
5. Minutes	
6. Report	
7. Presentation of Results	



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Speeches and Presentations

Would you like to keep a good presentation of your virtual company or the description of your school? This is the place where you can store a diskette, a CD, or a hard copy of this document.



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Individual Activities and Team Work

Keep the record of all contributions you have made on your own or with your classmates.

FORUM POSTINGS	DATE
Posting 1:	
Posting 2:	
Posting 3	
Posting 4	
Posting 5	
Posting 6	
Posting 7	
Posting 8	
Posting 9	
Posting 10	





Report about Personal Experience

This section is meant to show how far your expectations have been fulfilled. It should comprise your reflections & observations, the feedback questionnaire, and similar items.



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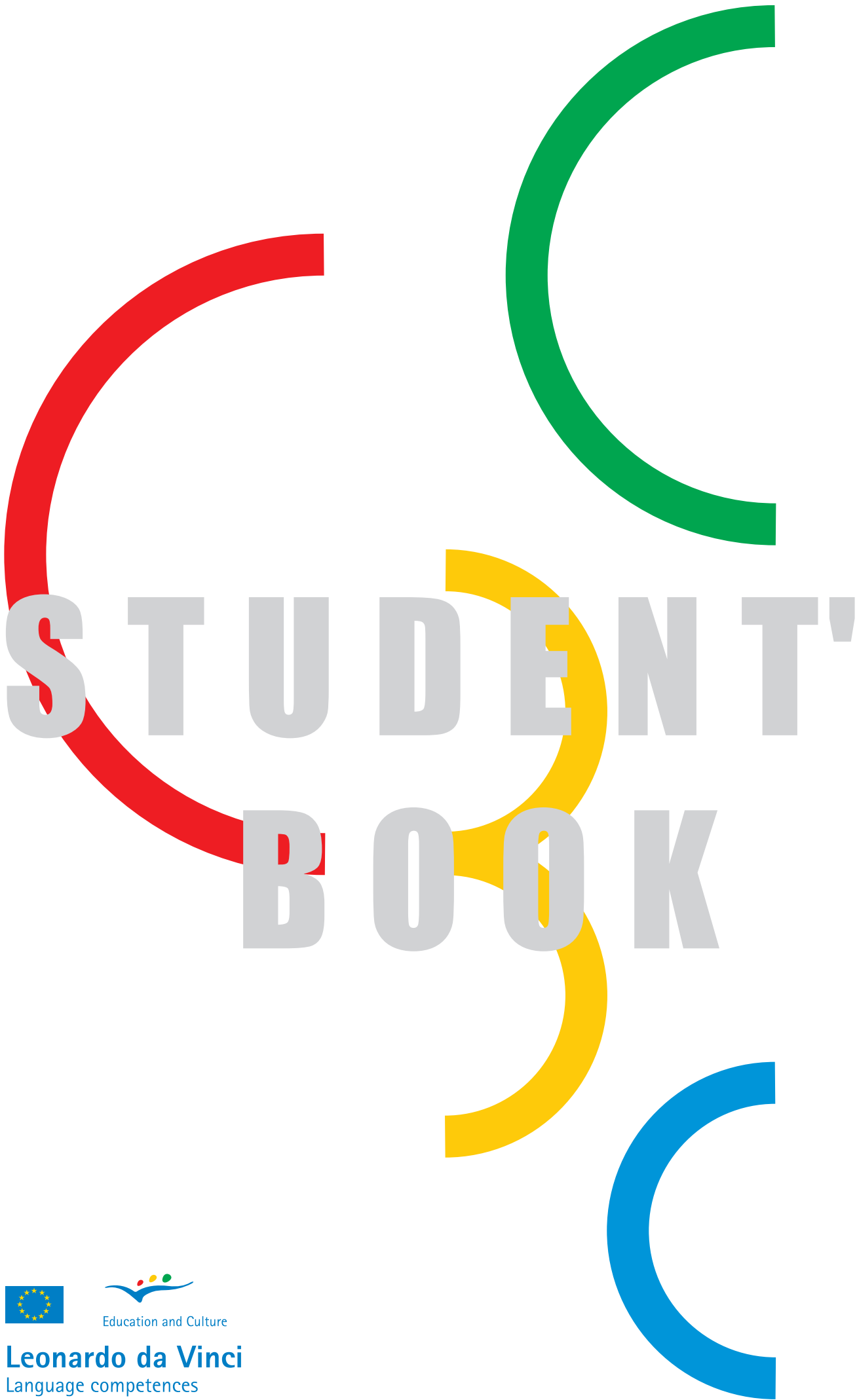
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Additional Work

Do you have any additional exercises, personal experience (direct contact with people from your partner country, movies, websites, articles, information) or comments that you would like to keep or show to your teacher? They can all be collected here.

EVENT	DATE	PERSONAL COMMENTS
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		



STUDENT'S BOOK

CROSS CULTURAL BUSINESS COMMUNICATION



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