Improving customer loyalty through employee characteristics

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Proceedings of the 86ᵗʰ Annual International Conference
October 18-23, 2021 – Virtual

Partnering with Global Advances in Business Communication (GABC)

Proceedings Editorial Review Board

Leigh Ann Whittle, Editor

Preface

When I joined the Association for Business Communication in 2008, I never imagined I would become its international conference proceedings editor. As I open my sixth proceedings as editor, I am grateful to Sherry Southard and the Technical and Professional Communication graduate faculty at East Carolina University for encouraging me to join a professional organization.

I have found the ABC to be full of talented, wise individuals who have cultivated a wealth of communication knowledge from research and practice. These conference proceedings provide only a sampling of this knowledge. I am confident you will enjoy reading the content as much as I enjoyed reviewing it while editing this year's proceedings. We expanded our knowledge base by partnering with Global Advances in Business Communication (GABC) for this year's conference. I also think you will appreciate the topics covered by our GABC members.

The ABC is full of professionals committed to advancing business communication by any means necessary. This became evident to me when I issued a call for new members to the Proceedings Editorial Review Board. Fifty-seven ABC members agreed to volunteer to review conference proceedings during the summer. By contrast, our board had 15 members in 2020. My words of gratitude are not enough to thank those volunteers.

I thank Marilyn Buerkens for all her help, support, and encouragement and the ABC Publications Board and Jason Snyder for their support and advice. Thanks also to Jim Dubinsky for his leadership of ABC these years and his support of these proceedings. He will be missed as the ABC executive director.

Thank you to all the presenters and authors who submitted to this year's conference. It is because of them that we can publish conference proceedings such as these. Finally, thank you, the reader, for your support and readership of these proceedings.

Leigh Ann Whittle, M.A., M.Ed.

Proceedings of the 86th Annual International Conference of the Association for Business Communication
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Leigh Ann Whittle, Editor

How Do You Teach Diversity, Equity, and Inclusion? I-II

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If you ask people to define "diversity," you will get as many different definitions as you have people. Some think of such traditional hierarchical categories as color, gender, and class. Others factor in such additional aspects as age, religion, creed, socioeconomic status, geographical location, disability. But these are just some of the more salient characteristics. People combine them in unique ways, pulling in additional factors.

Diversity can be magical, exposing us to ideas and perspectives of which we would otherwise never be aware. It can make any group or enterprise better and stronger.

But it can also be divisive if one particular brand of diversity takes precedence over others—and over prior hegemonies, if we proceed blindly, without careful deliberation and questioning.

In our rush to be diverse, to welcome groups and individuals long marginalized, we cannot afford to marginalize, in turn, groups who once held power. We still need contributions from white males, for example, and from those who are financially, environmentally, and socially secure. In our rush to level the playing field, we need to be mindful and not tilt it another way. In a truly integrated global society, no one is expendable.

One of our challenges, then, is to interweave the disparate strands of diversity into a cohesive, well synthesized whole, inextricably intertwined, stronger than the sum of its parts.

In short, we need an encompassing form of diversity—we need inclusion. This is the philosophy and application in which every voice matters, can be distinct and sing solo, is prized for the richness it offers. But beyond that—and without losing the wonders of the individual—all are blended into a chorus more powerful than any mere collection of individuals.

This is one of our challenges as business communication teachers and practitioners. How do we teach and enact this? How can we best prepare ourselves and our students for the complexities of this new reality?

The proposed teaching roundtable will be a forum in which panelists—and audience--will share best practices. The idea is for panelists to share a favorite assignment in a lightning round in which each will have three to five minutes to present (depending on number of participants). The idea is to pull from ABC membership (and prospective members), not just members of the Diversity and Inclusion Committee. We want people to start thinking about diversity and inclusion in their teaching, research, and daily lives. We want them to consider all the things that they currently do and all the opportunities that they have to do more. Our emphasis is on teaching and application in a very broad sense. We would love to draw practitioners as well as academics. We hope to recruit panelists/participants in any practical way. We view the session as a good way for people to try out a new topic that they can turn into something more substantial. They then can fine tune based on feedback. Being part of this panel can be an easy step to presenting at ABC. This can also be a powerful demonstration that diversity and inclusion are not values that we as an organization relegate to pure research and merely annual discussion. Ideas can emerge from this roundtable that will strengthen us as an organization.

This roundtable was very well received when it debuted at the Seattle Conference in 2015. Since then, there has been interest in our making this an annual session. We brought it back for Albuquerque. Now

it is an expected and accepted part of our annual ABC conference. We had such an overwhelming response for the Dublin conference that we needed two sessions. Each session had about 15 participants, which made for great, diverse, stimulating sessions. For Miami and Detroit, we had three. With a pandemic and social injustice roiling the globe in 2020, we still had two excellent sessions. This year, we again had two.

Diversity, Equity, and Inclusion

Earn Accreditation in SOCIAL STYLE® to Expand Students' Interpersonal and Inclusive Communication Skills

Judy Tisdale
University of North Carolina- Chapel Hill

David C. Collins
TRACOM Group

Daisy L. Lovelace
Duke University

Jana M. Seijts
Western University

Here's your chance to become accredited in the SOCIAL STYLE® model, a communication skills program used by companies in over 100 countries around the world. This model is unique compared to other profiles typically taught in business communication courses because it focuses exclusively on observable communication patterns—not on personality traits or types. By achieving accreditation, you can integrate this communication profile into your undergraduate, graduate, or executive education courses to support student communication skills development.

You can leverage the SOCIAL STYLE® model to teach students or executives how to more efficiently and effectively

- analyze an audience in order to craft more outcomes-oriented written messages or presentations,
- adapt to diverse audiences (demonstrate versatility),
- manage interpersonal conflict,
- demonstrate agility in interviews, and
- think more strategically about how to lead peers and managers.

Additionally, the model will help students and executives demonstrate confident versatility in today's multi-cultural, multi-national business environment.

In this experiential workshop, we'll provide ABC attendees with a deep dive into SOCIAL STYLE®, a deceptively simple, yet well-researched, communication style profile that gives students the abilities to heighten their social and emotional intelligence and become more agile and effective in influencing and communicating with others.

Workshop participants will work through their own self-perception profile and actively engage in an in-depth learning experience about SOCIAL STYLE® content and how to leverage it when teaching in any program. As well, participants will receive assignment samples, a book, a certificate of accreditation at the end of the workshop, and access to online resources from TRACOM, Inc.

Each of our presenters brings a different perspective on SOCIAL STYLE® in the business communication classroom, ensuring the session provides maximum value for ABC attendees.

DAVID COLLINS, President and CEO of The TRACOM® Group, will take participants through real-time accreditation in the SOCIAL STYLE Model®.

DR. DAISY LOVELACE, Associate Professor of the Practice at the Fuqua School of Business (Duke University), will share experiences teaching SOCIAL STYLE® to consulting clients and business and law school students at Duke University.

PROFESSOR JANAKI SEIJTS, Lecturer in Management Communication at the Ivey Business School (Western University, Canada), will address strategies to leverage SOCIAL STYLE® in the undergraduate business communication classroom, in her consulting practice, and findings published in a white paper on how Social Intelligence affects Diversity, Equity, and Inclusion.

DR. JUDY JONES TISDALE, Clinical Professor of Management Communication at the UNC Kenan-Flagler Business School (University of North Carolina at Chapel Hill), will offer 17 years of experience teaching SOCIAL STYLE® as a leadership tool in MBA and executive education communication courses.

Diversity, Equity, and Inclusion

Enhancing Cultural Competence Toward Inclusive Leadership

Tiesha Douglas
University of North Carolina at Chapel Hill

Cultural Competence is the foundation for managing diversity. It is the ability to understand the differences that make each person unique and celebrating those differences. Understanding cultural competence informs and expands our awareness around not only difference but also informs and expands awareness of ourselves.

Recognizing one's own identity and understanding how the intersections of identities can frame our perceptions for the betterment of our communities and institutions are at the core of promoting diversity, equity, inclusion, and social responsibility. Being mindful of the intersections of identities and cultures that we all bring to our professional and personal spaces will give us the courage to bring our 'whole selves' in order to build inclusive communities and make a positive impact in the world.

Diversity is, in a lot of ways, Cultural Differences. Cultural Competence is understanding, respecting, and ultimately celebrating those differences. The Cultural Competency framework is important because it helps us look at the links between:

1. Working together effectively
2. An organization becoming more inclusive
3. What the individuals within that organization need in order to create and become part of an inclusive environment; and to become Inclusive Leaders

Data suggests that organizations that are more diverse not only generate more revenue, but are more innovative and have a higher staff retention rate. Using this encouraging evidence, I hope to inspire and transform lives through providing tangible actions that promote community, equity, inclusion, and social responsibility.

In today's society, it is critical that we understand, respect, and appreciate (and ultimately celebrate) the diversity in our personal and professional spaces. While we may be aware of who's in the room, we may be not know how to effectively and inclusively navigate difference.

This 2-hour interactive workshop, Enhancing Cultural Competence toward Inclusive Leadership, will be focused on cultural competence and unconscious bias; and provide participants with a Cultural Competence self-assessment designed to explore individual Awareness, Knowledge, and Skills toward cultural competence. The workshop will also challenge participants to become champions of diversity, equity, and inclusion by applying the skills learned in the workshop. A few of these skills include: Recognizing cultural incompetence; Combating unconscious bias; and Assessing Social Responsibility.

The workshop will establish actionable steps toward integrating a diversity, equity, and inclusion strategy in the workplace and assist in integrating diversity, equity, inclusion, and belonging in the classroom for our future business leaders. Leveraging a top-down approach, this workshop will also assist in establishing a level of familiarity and vulnerability as well as curating the most relevant content for Business Communication.

The workshop will conclude with a providing an Action Plan toward Inclusive Leadership to assist as a way to recognize what participants can do to become more effective in navigating a diverse environment; and knowing what to do when they witness cultural incompetence taking place.

A brief summary of the workshop, Enhancing Cultural Competence toward Inclusive Leadership, is as follows:

1. Cultural Competence Self-Assessment
2. Foundational Framework of Cultural Competence
3. Examples of Cultural Incompetence in the workplace
4. Self –reflective discussion on unconscious bias and inclusive practices
5. Tangible action steps for social responsibility

TIESHA D. DOUGLAS serves as a Faculty Lecturer of Business Communication at Indiana University's Kelley School of Business, where she teaches Strategic Business Writing and Business Presentations. Tiesha is the Founder and Principal for LEAD Culture, an organization designed to assist in the education of diversity, equity, and inclusion through self-discovery.

Prior to her faculty role, Tiesha became the inaugural Director of Diversity & Inclusion (D&I) for Kelley's full-time MBA Program and as Eastern Kentucky University's inaugural Associate Director for Diverse Student Retention, where she created and oversaw the retention program for under-represented minority students. Tiesha's professional experience also includes Marketing, Fundraising & Donor Development, and Student Residence Life.

With over 12 years of professional experience within the higher education and non-profit sectors, Tiesha brings a wealth of knowledge and insights toward awareness and competence of diversity, equity, and inclusion (DEI) issues and topics. Tiesha has been a DEI Consultant and Practitioner for over 6 years and is trained and Certified in Emotional Intelligence, Keirsey Temperaments (personality sorter), and Conflict Mediation & Resolution.

Diversity, Equity, and Inclusion

Accessibility for Disabled Digital Information Stakeholders in a COVID-19 "Work From Anywhere" Era

Sarah E. Miesse; Rachael Smallwood; Jef Naidoo; Seth Miesse
University of Alabama

Overview

The COVID-19 pandemic has significantly mobilized remote working for knowledge-based organizations, giving momentum to the "work from anywhere" phenomenon (Choudury, 2020). An obvious challenge emerging from this shift is the increased burden on employers, employees and stakeholders to stay connected while physically distancing. Not surprisingly, this has resulted in a rapid growth of online communication portals for both public and private sector organizations (Pinto, Costa, Borges, Silva, & Abreu 2019), with government entities and big businesses around the world showcasing advanced levels of sophistication in technology infrastructure and capabilities (Csontos & Heckl, 2020; Sonnenberg, 2020; Zhang, 2020). While the rise in digital efficacy continues, questions emerge as to whether the new digital environments create a barrier-free digital experience for all users.

Our specific population of interest in this study is users with disabilities. The ability to access information via alternative text, screen readers, or captions is invaluable for fostering a connected workplace (Sproul, Ledger, MacCallum, 2019; Stewart, Spurgeon, & Edwards, 2019), and promoting workplace empathy (Branham & Kane, 2015; Ryan & Wessel, 2015).

To this end, this study aims to conduct an evaluation into user experiences of organizational digital portals to assess digital accessibility and the extent to which the digital experience promotes workplace empathy for users with disabilities. This will help us understand whether the reshaping of digital information sharing following the COVID-pandemic and the "work from anywhere" phenomenon resonates with and meets the needs of this particular population.

Method

Using Web Content Accessibility Guidelines (WCAG 2.1 AA), a set of heuristics published in 2018 by the World Wide Web Consortium (W3C) for evaluating accessibility and Americans with Disabilities Act (ADA) compliance, this study will employ a between subjects research design to inspect a broad sample of corporate information portals in order to evaluate their efficacy as an effective communication platform for users with disabilities. These heuristics broadly encompass usability and accessibility in terms of knowledge discovery, information delivery, visual design, and integration. These usability guidelines were developed by the ADA to ensure that populations with disabilities were given equitable access to digital collateral. A sample of prompts that characterize the scale are shown below:

- Alt text: Do images and non-text content incorporate alt text?
- Sensory characteristics: Are detailed instructions reliant on a single sensory ability?
- Use of color: Is the information heavily reliant on color alone to convey information?
- Color contrast: Is there a color contrast ratio of at least 4.5:1 between all text and background?
- Text resize: Is the text resized up to 200% without negatively affecting the ability to read content or use functions?
- Images of text: Are images of text used unnecessarily (e.g., logo)?

The results of the evaluation will help us define best practices for user-friendly digital interfaces for information stakeholders with disabilities, to help alleviate future communication challenges.

Research Questions

Two fundamental questions guide our study:

1. What approaches and techniques characterize the way information is communicated to stakeholders with disabilities in the COVID-19 pandemic era?
2. Is information communication on corporation information portals optimized for populations with disabilities?

Contribution

This study will help close any latent gaps for stakeholders with disabilities that currently exist in information communication in the accelerated "work from anywhere" era imposed by the COVID-19 pandemic. This study will help organizations exercise more care and empathy when they communicate with underrepresented minority stakeholders.

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Business Writing: Inclusive Practices for Student Improvement and Assessment

Kimberly Marchesseault; Marisa Michaels
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Theme, Purpose, and Goals

Though demand for strong writing skills remains consistent in the employment marketplace, educators and employers struggle to close this gap (Bradford, 2019; Solomon, 2018). For years, educators across disciplines have sought to create and employ fair, reliable, and sustainable assessment measures for student writing (Bacon & Anderson, 2004; Caldwell & Hamdan Al-Ajmi, 2018; Warnock, Rouse, Finnin, & Linnehan, 2017). Student writing assessments take many forms, and even when effectively administered and analyzed, a more critical challenge remains in providing effectual and equitable writing improvement interventions for students who need additional coaching.

As a part of the Eller College of Management's Business Communication Program's commitment to championing Diversity, Equity, and Inclusion (DEI) in the classroom, the instructional team reevaluated our assessment and remediation practices to determine if and how they created an inclusive environment for growth. Our discussions centered around understanding what, if any, messages the feedback intensive sections sent about race, gender, ethnicity, and diversity of learning styles.

This presentation describes the Eller Business Communication Program's shift from providing specialized, feedback-intensive class sections to a model in which additional coaching is integrated into all sections of the upper-division business communication courses.

For years, our program has grappled with the challenge of providing targeted post-assessment coaching to students, as despite our best efforts, interventions seemed to reinforce a deficit model that proliferated visible distinctions and a language of exclusion. We know from both the research and from anecdotal observation that "remedial" coursework negatively impacts student morale and learning (Ehrlinger & Shain, 2014; Melzer, 2015; Ostergaard, & Allan, 2016). This influenced our decision to move away from using "pass/fail" language in assessments and to discontinue using a model which required students who did not pass the writing assessment to take an additional eight-week writing course.

This shift in approach was aided by the introduction of a sixteen-week, pre-business writing course for which the Business Communication Program had advocated by demonstrating the prevalence of this skill gap across academic and professional contexts. Moving forward, the writing assessment would take place in this new writing course, and rather than requiring students in need of more coaching to take an

additional class, the team opted to create "Feedback Intensive" sections of the upper-division business communication course. Here, students who tested as needing more writing coaching were placed in sections where instructors provided more feedback on written deliverables.

These sections were identical in all aspects of coursework, deliverables, and expectations, but over time, it became apparent that the feedback intensive sections were different, if not despite tacit distinctions, then because of them. As a result, the Eller Business Communication instructional team sought an alternative to this approach.

Methodology

To create a more inclusive environment for all students to grow their professional writing skills, our program is moving towards sections with a mix of student writing skill sets, combined with offering corequisite workshops for all students. Placing students in specific sections based on their writing assessment score of 'pass' or 'fail' contributed to two main challenges. Firstly, the feedback intensive sections were not in alignment with our program's commitment to DEI. We found that having feedback intensive sections caused common problems associated with remedial courses and did not advocate for the equity and inclusion of all students as best they could. Secondly, our previous approach provided instructors with limited data on the students' writing abilities.

Our new approach solves both of these challenges. By eliminating the stigma of a remedial course and having sections with mixed students skill sets, we promote greater equity and inclusion for our students. Secondly, our new approach provides instructors with more assessment data to better tailor their pedagogy to meet the needs of each individual student in their section. As part of our assessment process, students are assessed based on eight categories of business writing listed below.

- Introduction- Includes an introduction with two of more following: frame for audience, purpose statement, and forecast.
- Organization- Presents information in a logical manner.
- Conclusion- Concludes with an appropriate summary and closing statement.
- Data- Includes relevant data.
- Errors- Features no or limited grammatical errors.
- Design- Demonstrates effective document design.
- Tone- Uses appropriate tone for a business document.
- Plagiarism- Adheres to academic integrity guidelines.

Although the overall categories were shared with instructors in our previous model, the data provided did not allow instructors to know how each student in their section scored on each writing category. Our new approach allows students' writing results to follow them throughout our writing sequence, allowing instructors to offer targeted lessons based on the needs of their students.

In addition to providing instructors with additional data to inform their teaching, our new approach capitalizes on the growing research that highlights the fact that corequisite workshops offered in conjunction with non-remedial courses help students to quickly improve their writing skills, pass college-level writing requirements, and achieve greater levels of college success (Daugherty, Gomez, Carew,

Mendoza-Graf, & Miller, 2018; Ostergaard, & Allan, 2016). Our team's plan to reinstate grammar games workshops, which we provided in the past. In addition, we will offer writing assignment preparation workshops, and workshops tailored to the needs of students based on the writing assessment data.

Outcomes

This new system of assessment is designed to successfully measure our students' writing skills, use the assessment data to better meet student needs, and uphold our program's high standards for diversity equity and inclusion in the classroom. At the time of this presentation, we will be in the first iteration of this new approach and will share preliminary findings.

Reckoning with the Year of Reckoning: A Business School Responds to 2020

Stephen Rahko; Jeanette Heidewald; Clark Barwick; Anna Deeds; April F. Smith; Jennifer Shelby; Tatiana Kolovou
Indiana University

This Group Panel discussion will focus on how the art of teaching business communication is changing as American culture continues to be transformed by the aftershocks of the events of 2020. After listening to faculty, students, and recruiters, this panel will feature several faculty members from the Kelley School of Business who will each address the changes and challenges they have observed in teaching business communication during and after 2020. In particular, the panelists will each address different ways the Kelley School of Business responded to 2020 with curricular changes that were school wide, departmental, and in the classroom. Panelists will share what recruiters and students told us they wanted to see changed and how we sought to address these concerns. This panel seeks to invite a comparative disciplinary dialogue with colleagues from other business schools in order to address the following pedagogical questions and goals for teaching diversity, inclusion and culture in business and professional contexts, such as:

- What systemic changes should be addressed and what are strategies for addressing them?
- What tools (student surveys, auditors, faculty awards) are available for creating an inclusive climate for diverse students?
- What are the best ways for addressing faculty development in the area of diversity, equity, and inclusion, and what resources and institutions can be built to best serve faculty in this regard?
- How should we revise or reassess our program learning outcomes and our primary mechanisms for assessing student learning (i.e., undergraduate and MBA case competitions) in order to account for diversity, equity, and inclusion?
- How did faculty change the way they teach business communication to respond to 2020?
- What should be prioritized in the classroom as we teach post-2020?
- What forms of backlash can we expect from faculty, students, or stakeholders who are unwilling to address these matters?

The panelists will address these matters from the vantage point of teaching both undergraduate and MBA business programs and will share how the Kelley School of Business addressed each of these questions. One panelist will report on school wide initiatives that were launched. Others will address how changes were made at the level of the department to build resources for faculty development, teaching, and new case competitions redesigned to make DEI a central component of the case. Finally, several panelists will share how the events of 2020 changed the way they teach business communication, focusing specifically on revised in-class activities and assignments. Each panelist will offer remarks with enough time for a vibrant question and answer session to follow so a robust conversation among faculty and business professionals can unfold. All panelists will register and present at the conference.

Language Bias and Black Linguistic Justice in
Remote Workplace Communication

Amy Hodges; Margaret Ellen Goin; Nila Smith
University of Texas at Arlington

During the COVID-19 pandemic, Black employees have faced additional challenges and burdens during the transition to remote working. According to an article from the BBC, literary agent Renée Jarvis was comfortable talking with hand gestures and would wear wigs as self-expression in her workplace before the pandemic (Ekemezie, 2021). Now, however, she is subject to the harsher form of code-switching that distance work has created. Online work entails being watched (and recorded), fixating on one's own camera view, and experiencing pressure to have a workspace that looks neutral or conventionally professional (Jiang, 2020). Jarvis has found that remote work has caused her to express herself less, feel more self-conscious about her personal work environment, and become more hesitant to wear her natural hair instead of a wig (Ekemezie, 2021). According to the New York Times, Black workers do not have as many connections as white colleagues, leaving them lonelier than ever in the digital workplace and inhibiting Black progression into executive roles (Schwartz, 2020).

Black workers often have to code-switch, or "transition from one language variety to a different one" (Young, 2009, p.50), in order to be perceived by the mainstream as more professional. Code switching sacrifices self-expression for the sake of an alternative value such as professionalism or fitting in. When Black workers must code-switch in a professional environment, they must deny a cultural part of who they are. Workplaces where code switching is encouraged or necessary can be harmful to Black employees' mental health (McCluney et al, 2019), emotional wellbeing (Hewlin, 2009), and job performance (Walton, 2015). Historically, many majority-White workplaces have facilitated bias and discrimination towards speakers of Englishes used by underrepresented groups, such as African American Vernacular English (AAVE), also known as Black English.

The roots of AAVE can be found in various dialects of English that originated from the interactions between enslaved peoples and others in the Americas. AAVE or Ebonics (a controversial previous term) became a common language style among Black people but faced controversy in the 90s. The Oakland Unified School District caused backlash when they passed a resolution to recognize Ebonics as a legitimate language in the school system. The following year, The Economist published an article named "The Ebonics Virus" in reference to a recent outbreak of Ebola fever in Zaire. The usage of AAVE became discouraged in professional fields where the language was viewed as improper. Even now, speakers of AAVE may face bias in predominantly White workplaces, and code-switching is a strategy they may employ to navigate these workplaces.

This work-in-progress presentation examines the language and communication strategies of Black workers in remote working during the pandemic. We designed a study to interview employees who identify as Black and who have worked online since the COVID-19 pandemic started. Participants were asked about work life before and after moving to digital workspaces, methods of communication, and the intersection of race and communication. In this presentation, the undergraduate researchers focus on the existing studies on digital communication, linguistic bias, and diversity, equity, and inclusion efforts in corporations.

Through adding to the body of research on digital workplace communication across language borders (Barnum, 2011; Takino, 2020), our presentation has implications for business communication instructors seeking to support diverse student populations (Jones, 2016; Jones and Williams, 2018). We argue that Black linguistic justice is an important concept for all business communication classrooms, and that honoring the linguistic expertise of Black professionals, especially remote workers, can provide students with necessary tools for communicating in the workplace.

During the COVID-19 pandemic, many courses have moved online, where Black, Indigenous, and People of Color (BIPOC) students face similar challenges with systemic language bias (Edwards, 2018). BIPOC in the online classroom are likely to use AAVE and other language variations in their interactions with peers and teachers. Teachers who consistently denigrate and "correct" this linguistic diversity can drive BIPOC students out of the classroom, such as the young African-American high school student who stated, "Every time you try to say something they gotta correct every line you say. It's like ... I don't want to talk to you now" (Guerra, 2014). A student may become discouraged and less likely to participate in class when over corrected. Therefore, the act of correcting a student for their usage of AAVE is harmful and purposely teaches students to erase the cultural aspect of their language. According to University of Michigan Education professor Holly Craig, "that type of "correctional" teaching style is a sure-fire way to turn African American students off from education" (Guerra, 2014).

Through responding to the call for Black linguistic justice (Inoue, 2019; Baker-Bell et al, 2020), we aim to help business communication instructors learn how to better support BIPOC students in online learning, as well as train all students to enact linguistic justice in their remote workplaces.

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Nothing About Us Without Us: Analyzing Public Discourse on Disability Twitter to Develop More Inclusive and Accessible Workplace Communications

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Theme

As many business and professional communicators (BPCers) have recognized, considerations for disability are integral to workplace communication, particularly through the field's engagement with disability inclusion and access documentation (Palmeri 2006; Walters 2010; Melonçon 2013; Colton and Walton 2015; Hitt 2018; Smyser-Fauble 2018). When creating inclusion and access documents, it is important that BPCers engage discourse that inspires equitable practices and attitudes towards employees with disabilities. Following the disability community's call for "nothing about us without us," we argue that BPCers should engage with public discourse created and circulated by individuals with disabilities themselves and make the case that examining and learning from digital spaces (e.g. Twitter, Facebook, Instagram), wherein the disabled community identifies and discusses issues that fundamentally shape their lives, provides tremendous insights for supporting BPCers' ethical engagement with issues of disability access and inclusion. By turning to an example of a disabled community's Twitter conversations about workplace issues, this presentation demonstrates how engaging with such conversations positions BPCers to compose documents that articulate, frame, and conceptualize disability in a way that simultaneously honors the disability community's call for "nothing about us without us" and forwards an organization's work.

Twitter has previously been used by information scientists to better understand public attitudes, experiences, and discourse around social phenomena in relation to matters of public health (Chew and Eysenbach 2010; Paul and Dredze 2011; Tavoschi et al 2020), customer engagement with particular corporations (Okazaki et al. 2014; Hannah and Lam 2017), and risk communication (Eriksson & Olsson 2016). Such studies illustrate that Twitter provides organizations unique insight into public perceptions, experiences, and needs that often go overlooked. In not considering the embodied knowledge and perspectives of folks with disabilities when composing access and inclusion documents, BPCers may unknowingly reify discursive understandings of disability that further disenfranchise members of this community. Through examining and learning from Twitter conversations, BPCers can compose more equitable articulations of disability access and inclusion by positioning individuals with disabilities as discursive agents in the workplace. In this way, BPCers can forward understandings of disability not as a problem to be resolved but as a generative and integral source of knowledge in the workplace.

Purpose

By examining the hashtag #disabilityinclusion to trace public conversations around matters of disability access, accommodations, and inclusion, the presentation provides insight into how the disabled community articulates matters related to disability in the workplace. Additionally, this presentation demonstrates the value of engaging with disability-related public discourse on digital platforms like Twitter and models this methodological practice for audience participants.

Goals

The goals of this presentation are to:

- Provide audience members with a nuanced understanding of the potential misalignment between the disabled community's values and goals and the practices organizations rely on to respond to legally mandated access and inclusion requirements.
- Work with audience members to strategize ways to foster more equitable communication practices related to disability inclusion and access.
- Open a conversation regarding the value of using social media channels, like Twitter, to support BPCers' disability inclusion and access efforts.
- Model the practice of designing and performing social media analysis to support BPCers' disability inclusion and access efforts.

Methodology/Methods

Using the hashtag #disabilityinclusion, we examine a disabled community's public framing of issues related to access, accommodations, and inclusion. In analyzing this hashtag, we were guided by the following research questions: 1) What are the workplace-related issues that individuals with disabilities identify in regard to access, accommodations, and inclusion? 2) What are the discursive practices (e.g., language use, framing, style) that individuals with disabilities use when discussing workplace related issues of access, accommodations, and inclusion?

Our methodology draws from Lisa Johnson and Robert McRuer's (2014) concept of "cripistemology," which challenges normative epistemologies, or ways of knowing, by calling for scholarship that engages the knowledge and embodied experiences of individuals with disabilities to challenge normative constructions of disability (p. 145). Through our engagement with public perspectives from those with disabilities on Twitter, we challenge dominant, normative understandings of disability and illustrate its generative nature in inspiring corporate change.

Regarding our methods, we analyzed tweets over the course of nine months (August 2020-April 2021) and archived those tweets under the hashtag #disabilityinclusion using Martin Hawksey's Twitter Archiving Google Sheet (TAGS), which has been used previously by other BPC scholars (Lam and Hannah 2016; Friess and Lam 2018). To study the corpus of tweets, we created a spreadsheet with the key words "inclusion," "access" and "accommodations." In our analysis, we studied individual tweets and engagement (comments, retweets and likes) with those tweets by using a combination of content analysis (Saldaña 2016) and corpus linguistic analysis conducted through the program WordSmith Tools

(Baker 2007). Specifically, we analyzed keywords, collocates (words frequently appearing together), and concordances (words in context) to better understand the discursive practices individuals with disabilities rely on to express their workplace values and goals.

Outcomes and Takeaways

Audience members will learn about a new theoretically and pedagogically informed practice that ethically responds to the disabled community's call that an organization's work necessarily includes the perspectives and languages of disabled community members themselves.

Practical takeaways for participants include:

- Insight into the value of engaging public discourse related to disability through Twitter analysis in constructing professional workplace documents
- Understanding of how to engage in Twitter analysis to aid in the construction of workplace documents
- Guidelines for composing disability inclusion and access documents specifically grounded in public discourse around disability

Pedagogical takeaways for participants include:

- Recognition of the value of having students engage with public discourse to gain insight into user experience with matters like disability access and inclusion
- Understanding of ways to incorporate Twitter analysis within business writing and communications courses

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Diversity and Inclusion Needs Its Own Course: The Case for a Unique DIE Course in Business Communication

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Diversity and inclusion in the business field is undeniably problematic. As of February 2021, there were only 4 black CEOs managing Fortune 500 companies. Further, McKinsey & Company found that women account for an average of just 16% of the members of executive teams in the United States. This is simply not good enough.

Despite the lack of diversity in corporate America, the research shows that the 20 most diverse firms in the ranking have an average operating profit margin (the profit a company generates from its core business before interest and tax, as a percentage of sales) of 12%, compared with 8% for the lowest-ranking companies. It has been universally agreed upon that diversity in the workforce fosters innovation and competitiveness in business. In a Forbes survey, 85% of respondents said diversity is crucial for their businesses and about 75% indicated that their companies will apply more focus during the next three years to leverage diversity to achieve their business goals.

Many argue that diversity and inclusion topics need to be addressed in the university setting. Yet, business schools are not promoting diversity and inclusion efforts at the rates needed to match the demographic changes happening across the country. According to the Census Bureau projections, by 2050 one in two workers will be a person of color. While there have been tremendous efforts to include assignments, readings, and experiential learning into business communication courses (look no further than ABC for examples) and a handful of MBA programs have committed to increasing diversity through scholarships, recruitment efforts, and faculty hires (Griffith, 2020), I argue that business schools need a dedicated diversity and inclusion communication course to effectively teach this topic.

While most universities have diversity requirements in their general education or common core classes, few business colleges have specific classes on diversity and inclusion (Pope, 2018). In a recent article, Fernhaber and Hines (2020) advocate that business curriculum should find ways to incorporate diversity discourse into existing courses. The authors argue that "cognitive learning theory suggests that multiple opportunities are needed to engage with such complex topics" (p. 8). They suggest threading social justice topics into online discussion boards as a best approach to diversity conversations into existing content. They continue that discussion boards offer students an opportunity to be thoughtful in their responses and allow for incremental steps towards learning and discussing social justice. In addition to the measuring the efficacy of discussion prompts, the researchers also looked at whether students who had taken business ethics were any more equipped to engage in meaningful conversations on the topics at hand (p. 6). While their study was limited in scope, I agree that business ethics courses don't necessarily focus on social justice, but rather ethical decision-making in business scenarios—not the

same as how to be an inclusive leader or how to communicate within a diverse workplace. To fill this gap, I propose business schools require a diversity and inclusion-focused communication course to equip students with the tools to communicate more effectively with diverse populations.

In the spring of 2021, I piloted a communication course that focused on diversity and inclusion in business settings; specifically, on how to incorporate meaningful dialogue amongst managers and colleagues. Rather than incorporating diversity-focused assignments or discussion prompts (Fernhaber & Hines, 2020), this course was solely dedicated to learning the tools to engage in inter-racial/inter-ethnic communication and decision-making. Attendees will walk away from this session with (1) the rationale for creating a dedicated diversity course, (2) readings and assignments that can be used, (3) and examples of student reflection journals and evaluations as evidence for the value of a course of this manner.

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Profits or Principles?: The Business Case Versus the Justice Case for Diversity, Equity, Inclusion, and Belonging

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Lori Boyer; Kellye Jones
Clark Atlanta University

In this roundtable conversation, experts discuss informed perspectives on the business case for diversity, equity, inclusion, and belonging (DEIB) within business organizations and institutions of higher education. We specifically examine the business case as it compares to the justice case for DEIB along four dimensions: transparency, accountability, sustainability, and impact.

We share brief descriptions and definitions of the business and justice cases for DEIB. We also describe the four dimensions of examination and use them to evaluate the opportunities and constraints associated with the business and justice cases. As part of our discussion, we offer a general scorecard that individuals, organizations, and institutions of higher education can use when making DEIB-related arguments and decisions.

The Business Case for DEIB

The business case for DEIB argues that organizations and institutions of higher education should pursue DEIB-related goals in order to achieve financial and prestige-related success. According to a 2009 article by Cedric Herring in The American Sociological Review, those who embrace this perspective argue that diversity is monetarily valuable:

> "'diversity pays' and represents a compelling interest—an interest that meets customers' needs, enriches one's understanding of the pulse of the marketplace, and improves the quality of products and services offered.... Moreover, diversity enriches the workplace by broadening employee perspectives, strengthening their teams, and offering greater resources for problem resolution" (208)

This perspective prioritizes the financial interests of organizations and institutions of higher education, which some DEIB scholars find troubling (Ely and Thomas 2020).

The Justice Case for DEIB

The justice case for DEIB argues that organizations and institutions of higher education should pursue DEIB-related goals in order to be responsible contributors to society. According to a 2020 piece by Lily Zheng in The Harvard Business Review:

> "Corporate Social Justice is a reframing of CSR [Corporate Social Responsibility] that centers the focus of any initiative or program on the measurable, lived experiences of groups harmed and disadvantaged by society. CSR is a self-regulated framework that has no legal or social obligation for corporations to actually create positive impact for the groups they purport to help. Corporate Social Justice is a framework regulated by the trust between a company and its employees, customers, shareholders, and the broader community it touches, with the goal of explicitly doing good by all of them."

In both business organizations and higher education, the justice case prioritizes fairness and redistribution of power.

Roundtable Conversation

Once defined, we conversationally explore the merits and drawbacks of the business and justice cases for DEIB in business organizations and higher education. Throughout the conversation, we explore four, related dimensions of strong DEIB climates: transparency, accountability, sustainability, and impact. Each dimension contains multiple facets, and we discuss them from our individual lenses as scholars and business school educators.

- Transparency involves openness and honesty, allowing individuals to make informed decisions related to their personal lives, education, and careers.
- Accountability concerns an organization's or institution of higher education's responsibility to its various stakeholders, including but not limited to employees, students, clients, and community members.
- Sustainability asks if a particular argument or action is likely to succeed in the long-term.
- Regarding DEIB in organizations and higher education, sustainability specifically requires a focus on experiences of wellness and belonging.
- Impact includes the practical effects of a particular argument or action, as well as the more long-term effects it may have on the lives of stakeholders or society more generally.

After sharing our own perspectives and engaging with one another, we will extend an invitation for audience members to join us in conversation.

Audience Outcomes and Takeaways

Audience members can expect to leave our conversation with knowledge about DEIB in organizations and higher education which may be a practical tool for DEIB-related decision making. Specifically, our knowledge-related outcomes include a thorough understanding of the business and justice cases for

DEIB in organizations and higher education, an awareness of the complexity of DEIB-related decision making, and exposure to contemporary DEIB methods and vocabularies.

At a practical level, audience members will leave with a scorecard tool as well as specific actions aimed at creating a climate of DEIB. Using the four dimensions of transparency, accountability, sustainability, and impact, the scorecard allows individuals to quickly reflect on their own arguments and actions through the lens of DEIB. Such a scorecard will prove useful for business communicators living in an "uncertain world." The provided action steps will allow audience members to immediately work towards DEIB goals, regardless of whether they rely upon the business or justice case for DEIB initiatives.

Conversation Participants

DR. LORI BOYER, Clinical Associate Professor of Management and Corporate Communication, UNC-Chapel Hill, Kenan-Flagler Business School. Dr. Boyer examines diversity in higher education and organizations. She also explores whether organizations, corporations and universities create infrastructures to foster success for its members of color.

DR. KELLYE JONES, Associate Professor, School of Business, Clark Atlanta University. Dr. Jones' work focuses on executive leadership, organizational change, and gender in organizations. She is a consultant with the National Center for Women in Technology which focuses on moving the needle on underrepresentation in STEM. She also delivers Executive Leadership training for the United Nations.

MR. FELIX MORTON IV is the Wellness Coach at the Kenan-Flagler Business School at UNC-Chapel Hill. He is a Counseling and Counselor Education doctoral student at North Carolina State University. His work focuses on creating mental health structures to support post-secondary and higher education students.

DR. ALLISON SCHLOBOHM, Clinical Assistant Professor of Communication, UNC-Chapel Hill, Kenan-Flagler Business School. Dr. Schlobohm's research focuses on the possibilities of and problems with contemporary diversity, equity, inclusion, and belonging efforts in organizations. She works alongside students, fellow faculty members, and practitioners to investigate productive solutions to societal inequity.

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Fostering Inclusive Communications Classrooms
for Neurodiverse Students

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"Audaces fortuna iuvat": "Fortune favors the bold" Virgil, *The Aeneid*

In business communication classes, fortune often favors the bold. Extroverted students get rewarded with participation points, their ideas get heard more often, and teachers reward this engagement both abstractly with praise and concretely with grades.

As teachers, the instinct to reward the extrovert comes easily—they make our jobs less demanding and help boost classroom engagement. But teaching tactics that reward extroverted engagement can alienate those students who, for a multitude of reasons, do not participate according to metrics that reward consistent, neurotypical, verbal engagement.

Neurological differences, including Autism Spectrum Disorders (ASD), ADHD, Dyslexia, Dyspraxia, and Tourette Syndrome, can make conforming to these neurotypical exchange expectations challenging, if not impossible. To a professor, an ASD student may appear disengaged, may struggle with group work, and may misunderstand social cues that invite class participation. Students with ADHD, Dyslexia, and Dyspraxia may struggle in presentation environments in communication classes, as the ability to process, memorize, and make sense of content works in different ways for them. I do not list these criteria to suggest the limitations of these students. To understand the ways in which our students process information and engage in educational settings that invite verbal participation allow professors and instructors to figure out a better way to engage all of our students, not just those who fit into neurotypical profiles.

Enter neurodiversity. Rather than making all of our students conform to what has, in the past, been called a "best practice," we can use the lens of neurodiversity to restructure our business communication classes. We can replace accommodation with inclusivity and help to shape a teaching philosophy grounded in the concept that "difference is part and parcel of the human genome, which evolved in us because it benefits our species even when it disables some individuals." John Elder Robinson, the neurodiversity scholar in resident at William & Mary's Neurodiversity Initiative, continues, "the emerging view of autism is that of a neurological difference that confers a mix of gift and disability."

Helen Needham discusses how education needs to be more inclusive of neurodiverse individuals. She writes, "Too often the neurodivergent are noted as under-performing. Feedback is often focused on what the individual needs to do in order to improve, instead of looking at environmental factors which

could be limiting their ability to be successful." In the higher education classroom, these factors include classroom environments that favor that bold, extroverted student who always raises their hand. Their idea gets heard and validated, and they receive further endorsement with a higher grade. By contrast, a student who struggled to memorize their presentation, or had a nervous tic when presenting, or didn't speak up during class because they need more time to process ideas before they could articulate their thoughts, receives negative feedback or no feedback, further perpetuating inequities and lack of inclusion.

Rethinking our frameworks for business communication classes could help change these environmental factors to encourage the participation of all students. For example, offering multiple methods for students to participate (discussion boards, poll everywhere, typing notes & questions on a google doc), structuring group projects to help the teams be more inclusive, and preparing our students to be the best business communicators they can be, which may or may not confirm to current "best practices" for Western culture. These standards are changing, and the neurodiversity movement, and the larger Diversity, Equity, and Inclusion movement, are helping to change those standards.

Purpose/Goals

In this presentation, I suggest classroom best practices for building a more inclusive classroom for neurodiverse students. These suggestions include scaffolding assignments, using a bio-dex for student feedback, sliding scale class participation metrics, instructing students on how to work in teams, and a more bespoke approach to individual presentation coaching.

My goals for the presentation are to provide some insight and ideas based on my research on accessibility best practices as to how we might look to revise our teaching to be more inclusive of our neurodiverse students.

Methodology

Currently, I am researching neurodiversity inclusivity at the corporate level and seeing how we can train our undergraduate and graduate students—both neurotypical and neurodiverse—to have more inclusive communication practices in both the classroom and the boardroom.

My corporate research includes looking at companies actively engaging in conversations about Neurodiversity, including EY, Deloitte, Accenture, and Ultranauts (the most neurodiverse company I have ever seen, with over 70% of employees identifying as neurodiverse).

Additionally, I am connecting with universities working in this space, including William and Mary's Neurodiversity Initiative and Vanderbilt's Frist Center for Autism and Innovation. My own university, UNC-Chapel Hill, has an Autism Research Center and professors who work in the space of inclusive teaching, including Kelly Hogan and Viji Sathy.

At the last ABC Conference, I presented on ablelist presentation rubrics in business communication courses. I see this presentation as building on that work to continue our conversation of inclusivity in the classroom.

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Diversity, Equity, and Inclusion

Communication and Anti-Racism in the Business School: Best Practices for Teaching and Program Administration

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This presentation makes the case for engaging in anti-racism practices in business schools and business communication classrooms. It provides deeply researched definitions of anti-racism and anti-racist pedagogy, grounding these definitions in Black feminist scholarship. This presentation reviews a list of recommended best practices for faculty and administrators. Additionally, it is designed to spark discussion about anti-racism in business communication programs and the broader discourse community comprised of academics and industry professionals.

Addressing racism directly may have once been thought to be outside the purview of business, but the recent global movement against racism that followed the killing of George Floyd in May of 2020 prompted significant shifts. Since then, businesses from large corporations to local shops have issued position statements decrying racism, touting inclusion, and expressing commitments to anti-racism.

While some of these statements are likely performative rather than substantive (Morris, 2020), businesses that engage in systemic anti-racist practices can lead change and have greater success over time (Dixon-Fyle & colleagues, 2020). Faculty and administrators in business schools can best prepare the current and future business professionals we teach by engaging in anti-racist pedagogy and by incorporating anti-racism into program implementation.

Anti-racism is active opposition to social, cultural, institutional, and political systems that, in function, discriminate and oppress members of certain racial groups to the advantage and benefit of others. Anti-racist pedagogy comprises teaching practices that actively opposes the systems and structures, including policies and procedures, which operate in ways that advantage some students and disadvantage others based on their respective racial identities.

Anti-racism is certainly a buzzword in 2021. But it most certainly is not a new word or a new idea.

Writing in The Black Scholar in 1975, a historian defined anti-racism as a "widespread questioning of racism and even considerable rejection of it" and identified anti-racism as happening during that time, near "the end of the twentieth century" as well as having been "markedly true in the preceding three centuries" (Aptheker, 1975, p. 18).

Because racism is systemic, and as such is intrinsically linked to other forms of oppression, discrimination, and advantage/disadvantage that are equally systemic. As a result of these interlocking

advantages and disadvantages, Black feminist scholars have framed anti-racism using the lens of intersectionality theory.

Originating in critical race theory and legal studies, where Dr. Kimberle Crenshaw (1995) coined the term, intersectionality disrupts the tendencies to see gender, sexuality, class, and race as "exclusive or separable" components of identity (p. 358), and "highlights the need to account for multiple grounds of identity" (p. 378). Because of Black feminist scholarship and activism, anti-racism has been intersectional at least since the 1970s, though Crenshaw did not coin the term until the 1990s.

Some of the early work influenced Crenshaw included the Combahee River Collective's A Black Feminist Statement (1978), a manifesto of solidarity issued by the organization of Black feminists and activists. Barbara Smith's (1982) definition of feminism included intersectional racism. Her understanding of feminism has long been to see it as "the political theory and practice that struggles to free all women: women of color, working-class women, poor women, disabled women, lesbians, old women—as well as white, economically privileged, heterosexual women" (p. 49).

Anti-racism is intersectional. It intentionally and actively opposes systemic oppression, and it does so in ways that address interlocking oppressions within the same system.

Anti-racism is also deeply uncomfortable. According to rhetoric & professional communication scholars Condon & Ashanti Young (2011), the work of antiracist pedagogy includes the need to sit in some discomfort. The learning curve needed for anti-racism is fairly steep, involving much reading and watching and listening before engaging in the work. That effort requires engaging with concepts and truths that are quite uncomfortable—awkward, sad, distressing, heartbreaking, and even enraging.

In U.S. contexts, much of the public or private education (at the K-12 level, in undergrad, and even in grad school) has completely omitted or glossed over huge chunks of U.S. economic, political, social, and cultural history connected to racism. Colleagues educated elsewhere may know more or less—depending on a range of factors—about systemic racism in the U.S., but in general we all have gaps in our knowledge.

Antiracism in business schools must start with educating ourselves as well as our students (Sheridan). We must acknowledge that racism, including systemic racism, exists. We need to be willing to learn more and, based on more and better information, change the way we do things.

At the program level, best practices call for precious resources of time and of money. Assessment, recruitment and hiring of faculty and staff, and continuous critique are fundamental practices for programs to embrace. Anti-racism best practices for faculty include a range of strategies, from course design and syllabi to leading classroom discussions.

As professional communicators who teach, consult, and lead—in business schools and beyond—we should educate ourselves about anti-racism and work toward removing systemic racism from our institutions and organizations. As faculty and administrators in business schools and as industry professionals who consult with communicators in leadership roles, we are well-positioned for this critical work.

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Deaf Faculty's Effective and Ineffective Communication Access in Higher Education

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These days, many universities have developed disability services and have consequently developed research projects advocating for deaf/disabled students. On the other hand, few universities have developed disability services and research projects to advocate for deaf/disabled faculty members. Furthermore, most of the studies have discussed improving support systems for disabled/deaf students, but these studies have rarely discussed support systems available for deaf/disabled faculty members. Only a few studies have discussed the issues of the lack of accommodations for deaf/disabled faculty members, and those studies have not discussed how those accommodations have helped to improve deaf/disabled faculty members' contributions for teaching, research activities, and mentoring students. In fact, the communication accommodations (e.g., sign language interpreters, captionists) available for deaf/hard of hearing (DHH) faculty members have required higher costs, when compared to other disabled faculty members. Because of this, universities might feel hesitant to hire DHH faculty members due to the higher costs for communication accommodations, rather than for their potential contributions in higher education.

My research project, which is currently being designed, focuses on learning about college students' total values toward DHH faculty members' classes in addition to understanding DHH faculty members' experiences – how the communication access has helped to enrich their teaching, research activities, and professional services. The research project consists of two parts in a mixed methods design. The first part focuses on college students, by collecting quantitative data and qualitative data to compare college students' total values toward classes given by DHH faculty and the actual costs for communication accommodations for DHH faculty. The second part focuses on DHH faculty members, by collecting quantitative and qualitative data to compare with DHH faculty's experiences with effective and ineffective communication access at their past, current, and alumni universities. The research project is conducted in United States, United Kingdom, Canada, and Japan.

More importantly, it is unknown whether there is a correlation relationship between the low rate of employment of DHH faculty and the costs of communication accommodations for DHH faculty members in higher education. It is also unknown whether there is a correlation between the existence of effective and ineffective communication access and DHH faculty members' potential contributions. If the study finds that college students' total values toward the DHH faculty classes were higher than the actual costs of communication access, the study could help to engage universities to be open to hire DHH faculty members. If the study also finds that effective communication access improves the DHH faculty members' educational and research contributions, the study could help to engage universities to develop the support system for DHH faculty internationally and nationally.

Employer Expectations for Virtual Interviews

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The global COVID-19 pandemic that begin in early 2020 within the U.S. forced everyone out of the workplace and on to Zoom. This shift has had major organizational implications, particularly with regard to hiring processes and decisions. As of March 2021, many U.S. workplaces have been physically closed for one year and have not set a date of reopening. However, hiring has not stopped. Therefore, many people are being interviewed entirely using virtual platforms like Zoom and when hired, starting their job entirely remote with a reliance on virtual and digital communication. This has created a unique context for communication and with that, brought the introduction of new expectations for hiring. This qualitative study uses in-depth interviews with hiring managers to understand their expectations for candidate communication during virtual interviews, using expectancy violations theory (EVT) as a guiding framework. The findings demonstrate what the expectations of hiring managers are and how they communicatively respond following both positive and negative expectancy violations. Collectively, this study continues to move EVT into an organizational context while sharing important and timely business communication implications for prospective employees.

Originally conceptualized as a nonverbal communication theory, EVT has expanded to help predict and explain communication instances that deviate from our expectations. Expectations are defined by Burgoon (1993) as "an enduring pattern of anticipated behavior" (p. 31) that are formed through social norms. Furthermore, expectations help people predict and plan their communication, as well as influence how people process information (Burgoon, 1993). When we experience something unexpected, known as an expectancy violation in EVT, it triggers the arousal phase before interpretation, which assigns either a positive or negative valence to the violation (Burgoon, 1993). Assigning a valence is dependent on the communicator reward value and social norms. Communicator reward value includes characteristics that society typically finds appealing including appearance, physical attractiveness, knowledge and expertise, socioeconomic status, power, and familiarity.

Using norms and the communicator reward value helps determine the valence of the expectancy violation which ultimately determines how the receiver of the violation will communicatively respond. EVT posits that people either respond by compensating or reciprocating. In other words, positive violations produce better outcomes and negative violations typically lead to worse outcomes. In interviewing situations, the power dynamic that EVT was based upon is highly present between the hiring manager and the job candidate. While it is logical to assume that negative violations during virtual interviews will lead to a decrease in communication, it is unclear to what extent communication changes following positive violations, and if there are instances where negative violations trigger more of a compensating response such as the opportunity to begin again or reschedule. Furthermore, because COVID-19 has shifted our perspectives about workplace communication and created new expectations

surrounding professional communication, this study seeks to better understand hiring processes within the new virtual work environment. The following research questions are proposed:

RQ 1: What are the expectations of hiring managers for virtual interviews?
RQ 2: How do hiring managers communicatively respond to both positive and negative expectancy violations?

This study has received IRB approval and data collection is underway. In-depth, virtual interviews with at least twenty hiring managers will be conducted and transcribed. The sample is being selected to be "representative of the typical case" (Lindlof & Taylor, 2011). Variation within the sample is being maximized because participants of diverse industries are participating, as well as the hiring practices of part-time, full-time, wage, and salaried employees. The data will undergo a thematic analysis using constant comparison including open and axial coding until theoretical saturation is achieved through the sensitizing framework of EVT.

The findings of this study will help create best practices for virtual interviews given the new, remote working environment and effects of COVID-19 on professional communication. The themes will illustrate some of the positive and negative experiences that hiring managers have had and how their subsequent communication with job candidates has changed. For instance, preliminary findings indicate that when a virtual interview goes better than expected hiring managers speed up their process of making an offer. Conversely, when someone has a messy background, disheveled virtual appearance, or is otherwise distracting during the virtual interview, they are typically removed from consideration. Since it is unclear to what extent our current virtual practices will remain after the pandemic, this study provides timely practices for job seekers and hiring managers alike.

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Publication Expectations of Business Communication Faculty

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At the 2019 ABC Conference, in Detroit, MI, a panel representing the Academic Environment Committee presented information from a survey of members regarding the current environment for business communication faculty. Members who attended that presentation asked the Committee to look into publication expectations/requirements for business communication faculty to ascertain any patterns across units in which business communication faculty are housed and institution types. This panel has conducted the requested study and will report findings and conclusions.

The team surveyed members of ABC and extended an invitation to two other listservs that included faculty who teach business communication but may not be members of ABC. Over 160 participants completed the survey; 85% of participants were housed in either a College of Arts and Sciences or an AACSB-accredited college/school of business, and 90% were at a doctoral or master's degree-granting institution.

The panel will report findings related to number of publications and the range of publications expected and valued across ranks and host college. Some of these include the following:

Types of publications expected for TT and NTT faculty depend on institution type, college in which business communication is housed and accreditation of that unit as well as faculty status. These include statistically significant findings related to faculty status and college in which faculty are housed.

Also, there is considerable difference in publication expectations for NTT faculty across the colleges in which business communication faculty are housed.

Business communication faculty (TT and NTT) housed in non-AACSB-accredited schools/colleges of business who participated reported much lower publication expectations. Faculty who were housed in "other" colleges reported expectations that depended greatly on the institution.

Seasoned Professionals Discuss Their Career Journeys—and Yours—in This Interactive Session

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University of California-Los Angeles

Deborah Andrews
University of Delaware

Peter W. Cardon
University of Southern California

Charles Kostelnick
Iowa State University

Panelists will share what they have learned about maximizing the pleasures of work as a business communication professional. Panelists are business communication faculty and ABC veterans who have taken on various roles in the organization over the past thirty years--and, most important, are interested in giving back to the organization by candidly discussing career challenges that young professionals may face and opportunities for meaningful work in the field.

The session is organized around several key questions each panelist will address that are likely to be concerns of a young business communication professional:

- In what ways can ABC help me advance in my career? Are there ways for newcomers to the organization to make connections with veterans? What opportunities are there for formal or informal mentoring from veterans, for co-authoring, for participating as reviewers, and for participating in new ABC initiatives?
- What "survival tools" can help me navigate through academic politics? How do I assess the alignments and power in my department? How will my publications be reviewed as I approach tenure? Are there positions I should avoid taking? What importance does the mission of the department or school have to my work? How can I lobby for more resources devoted to business communication teaching and research?
- How can I enjoy a sense of meaningful work in a discipline that is often marginalized in the university? Are there tactics for becoming central to my department? How do I assess what is meaningful to me?
- How will business communication research and teaching impact my career in my home university? If I'm working in a business school, what is valued as research? If located in an

English department, what kind of publishing is expected? How will pedagogical research be assessed in faculty reviews within my institution?

- What special challenges may I face in a post-COVID research and teaching environment? Will more be expected of me? Will mastery of remote teaching be required? What must be taught? What sort of research questions should be addressed?
- What's the impact of the multiple roles I might take in my department, university, and ABC (e.g., department head, dean, editor of an ABC journal, board member, communication program administrator)? Are there potential synergies across these roles?
- How do I avoid burnout? What roles should I seek, and what should I avoid? Should I assume some roles early in my career and others later? How can my communication skills benefit me within the university as a faculty member or program administrator?
- How might scholarship be linked to teaching and vice versa? How might the work I do in the classroom stimulate research? How might research, in turn, strengthen my teaching?
- How can an "entrepreneurial frame of mind" help me move forward in my career? How do I create opportunities for myself? What kinds of collaboration (within business communication and across disciplines) will be productive and valuable? Is there such a thing as prudent risk?

Panelists will draw upon their research, teaching, and professional lives more broadly in addressing these questions, and their experience in the field has been quite diverse. Janis Forman is the founder and director of the management communication program at UCLA's Anderson School of Management. She prepared graduate students to teach management communication for over three decades. Her research and teaching focus on storytelling and strategy, collaborative communication practices, and corporate communication. Debby Andrews taught business and technical communication at the University of Delaware. Her research centers on the design of physical workplaces, along with collaborative composing practices at work to foster innovation. Peter Cardon is a professor of business communication at USC's Marshall School of Business. His research focuses on the intersection among culture, technology, and business communication. Charlie Kostelnick is a professor at Iowa State University, where he served as department chair for ten years, taught courses in business and technical communication for over three decades, and worked extensively with doctoral students in rhetoric and professional communication.

The session is intended to be very interactive. There will be ample time for dialogue with the panelists and among members of the audience.

For further understanding of the questions identified earlier, you may want to read the panelists' essays in a new anthology called "Teacher-Scholar Journeys," to be published as the first in a book series by ABC. The essays for the collection are written by leaders in the discipline who reflect on the links between their teaching philosophy and research and between their personal and professional lives. This is the only collection to bring together the reflections of our discipline's leadership in essay form, a genre that invites contributors to speak in their own voice and to move fluently between reflection on their personal story and its influences on their choice of profession, teaching, and scholarship.

It's All About Structure: Two Management Consulting Practices to Help Graduate Students Prep for Interviews

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The Need for Structure

The 2020 application cycle forced many freshly minted Ph.D. students to adapt their professional aspirations as they navigated an uncertain job market. The COVID-19 pandemic prompted hundreds of hiring freezes and severely limited the quantity of academic jobs available (Flaherty, 2020). In just one case of tenure-track Rhetoric positions, the number of jobs during the 2020-2021 cycle decreased by 50% when compared to the previous two job cycles—the greatest decrease observed in the last eight years (Lindgren & Heuser, 2021).

One pivot point for graduate students looking for jobs outside of university settings locates their search in what is known as "Alternative Academic" or Alt/Ac jobs (Basalla & Debelius, 2001; Beres, 2015). Though the phrase "alt-ac" poses definitional and contextual problems (Clow, 2015; Kim, 2018), the application process into non-academic jobs calls for graduate students to reposition the way they think about and narrate their unique skillsets.

A range of resources exist to help graduate students navigate the uncertainties of the Alternate Academic job market (e.g., #alt-Academy; The Versatile PhD; Basalla & Debelius, 2001). In these sources a frequent argument is made that contests the differences in the type of work done academically and those used beyond. Within the interdisciplinary field of business communication, these boundaries may seem even less firm, as the field engages scholars, teachers, and practitioners who are already interested, if not immersed, in the crossover between business and academic contexts (Ismail & Sabapathy, 2016; Schieber & Robles, 2019).

A particular source that may help Ph.D. graduates translate their skills for alt-ac contexts draws from my experiences practicing for management consulting interviews In this presentation I will offer attendees two practices from management consulting interview preparation that can help graduate students translate and leverage their unique skills for use in the alt-ac job search.

The two practices described are MECE+bucketing and "the Pyramid Principle. While these practices may be already taught in some business communication classrooms, this presentation offers insights into how applying these practices to academic work can help graduates in the job search, wherever those jobs may be. The two helpful skills are specific to my preparation for work at management consulting firms (such as Boston Consulting Group, Bain, and McKinsey & Company).

MECE + Bucketing

The first transferable skill is a structural and generative process called MECE Bucketing. MECE, pronounced "me-see," is an acronym meaning "mutually exclusive, collectively exhausting." Used in conjunction with "bucketing," a way of categorizing and generating content, MECE is a powerful way to group and categorize content without overlap. For example, a business with profitability issues could bucket that business's revenues in terms of price and volume, and that business's costs in terms of fixed and variable. The consultant moves through each category in their search for the source of the profitability problem. If you are "being MECE," that means consultant covers the necessary and distinct problem spaces to help their client solve their issue.

Using MECE to bucket issues can help graduate students translate their skills. For example, in my own research experience, when organizing a lit review on teamwork literature it became organizationally necessary to group the various arguments for how best to assemble a team. Organizing the literature into groups would constitute the "collectively exhausting" requirement of MECE, however a more strategic approach would ensure that those buckets were also "mutually exclusive" from one another. For instance, while having two buckets named "team virtuality" and "team size" might generate content for my lit review, they would be better served as sub-buckets in a larger category named "structural features of teams." The benefit to using MECE Bucketing is that it forces you to consider the conceptual categories with which one is working, and additionally functions as a heuristic to generate information in categories that might be overlooked. Likewise, graduate students could use MECE buckets to identify, name, and order the various skills they developed as part of graduate school for use in their own resume writing and interviewing preparation.

The Pyramid Principle + "May I Have a Moment?"

The second transferable skill is a way to adapt your verbal communication in a structured way. Known as the Pyramid Principle, it may be one of the more well-known concepts in business communication. Originally conceptualized by Barbara Minto (2010), the Pyramid Principle is a way of organizing information and communicating the "big picture" item first, details second (if at all). Similar versions of the Pyramid Principle also exist as Bottom-Line-Up-Front or BLUF (Sehgal, 2016). The Pyramid Principle offers a structural, versus stylistic, way of presenting information and is often used to teach students how to write effectively. Similarly, graduate students can learn the value of using the Pyramid Principle in verbal, unwritten, exchanges as well.

In order to lead with the bottom-line in verbal communication, one needs to first identify what the bottom line is before it can be verbalized to others. A key sub-skill to help structure your verbal talk is the humble practice of asking your interlocutor if you can have a moment to think. For example, when my dissertation advisor asked me to name in a sentence what my dissertation contributes to the field, rather than narrating my thinking as I found my way the bottom line of my thinking, I instead asked her "do you mind if I take a minute to collect my thoughts?" Ideally, this request is only used once (and early) during an interview situation, but doing so can help provide a helpful BLUF structure to organize the talk as it develops. If limited to one instance, an individual in a power position (e.g., an interviewer or dissertation adviser) might prefer to wait 30 seconds to get a well framed answer than to listen to 120 seconds of someone narrating their thinking while en route to their answer. For graduate students, knowing that you have the option to request an important 30-60 seconds to figure out your bottom line

can potentially help them uncover the structure of your answer—which you then can communicate first—and avoid jumping into the minutia of details your listener may not be interested in hearing.

While faculty and business communication instructors often teach students skills for thinking on their feet and to anticipate questions that may be asked in interview settings, the Pyramid Principle can be an effective tool to filter thoughts and anticipated answers in a way that is ultimately more rhetorically effective.

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Midwestern Employer and Alumni Perspectives: A Roadmap to a Business Communication Course Redesign

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When faculty design or redesign a course, several stakeholders are served in this educational process (Tracy, Knight, & Rieman, 2014). Internal stakeholders, including faculty, adjuncts, students, and administrators, are essential and oftentimes accessible perspectives to consider. Yet, engaging the expertise of external stakeholders, such as employers and alumni, in a course redesign can provide valuable insight to guide the redesign process. Faculty can use the external stakeholder perspectives to improve value for both students and industry, while balancing the instructor's academic freedom to develop course objectives and materials (Tracy, Knight, & Rieman, 2014).

There is a common gap between skills acquired at a university and those needed for employment (Garner, Gove, Ayala, & Mady, 2019; Kleckner & Marshall, 2015; Sulphey, 2015). This presentation will explore key findings from a study completed at a Midwestern university designed to address the employability skills gap between industry and academia. This mixed methods study aimed to perform two functions: first, to identify the skills that Midwestern employers are seeking from potential applicants, and second, to identify and provide suggestions to narrow the gaps that exist in the business communication class and the labor market expectations in the Midwestern region.

The National Association of Colleges and Employers (NACE) is known for its nationwide approach to understanding the employer perspective of employability and trends in the job market (National Association of Colleges and Employers, n.d.). The NACE core competencies have provided business communication faculty and researchers a common vocabulary and framework to align business organizations and academia (Coffelt, Baker, & Corey, 2016). Using an explanatory sequential mixed methods design, the study presented started with collection and analysis of quantitative data using adapted surveys from NACE. Next, qualitative data was collected via focus groups and analyzed. The following research questions guided this study:

1. How do graduates perceive the importance of NACE core competencies in comparison to employers?
2. How do graduates perceive the importance of NACE employability attributes in comparison to employers?
3. What skills do Midwestern employers expect business graduates to have at entry level?
4. How are core competencies utilized by Midwestern employers?

This presentation will provide an overview of the study and results before engaging participants in discussion on how external stakeholder perspectives could be used to assist in the course development or redevelopment process at their own institutions. Obtaining input from external stakeholders can not only inform the design process, but it can also provide justification for course and curriculum revisions (Porter et al., 2020).

For this Midwestern university and its business communication course, including the external stakeholder perspectives in the early stages of the redesign process guided the revision of course objectives and assignments by determining the elements of emphasis within the course. Including external stakeholders in this process helped to harbor relationships with these stakeholders and will likely lead to guest speakers or recorded videos from employers and alumni to provide a clearer connection between course content and requirements of industry for students.

The results of the study defined how Midwestern employers and alumni view the COVID-19 workplace. These perspectives were vital in moving forward as a team of faculty who all teach the redesigned course. In addition and in alignment with Engstrom (2019), this study will support the legitimacy of the business communication coursework to administrators and college wide faculty.

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Composing the Persona: Guiding Students to Understand the Increasing Domain of the Personality Test

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Tim Travers Hawkins' 2021 documentary Persona: The Dark Side of Personality Testing presents audiences who are unaware of the depths of how widespread personality testing is used as part of human capital acquisition (hiring) and management with a compelling, if slanted, representation of two competing factors in present-day personality testing.

The first of these representations is the current resurgent popularity with members of the Millennial and Z generations of the Myers-Brigg Type Indicator (MBTI) test, especially as indicated by extensive discussion of it on social media/video sites like YouTube and TikTok (Bottger 2015). As represented within the documentary, individuals are finding within the MBTI's structure frameworks that they are using to make sense of their lives and their interactions, including their interactions in their personal and professional lives. Popular bits like Frank James's 2019 video "16 Personality Types at a Job Interview" have more than 2.4 million views as people laugh at the representation of different versions of themselves thriving or struggling with this notoriously stressful experience, making comments about how they love to see the representation of their "type" and feel that they are finally seeing themselves.

This popular embrace of the MBTI and other personality tests, including the Big Five and DISC, provides a bridge into the second representation: the growing strength of personality tests as fuel for algorithms being used as part of hiring decisions. Since personality tests can be cheaply and consistently administered as part of an online application process, the number of organizations using personality testing as part of their employment process has grown massively since 2000 (Society for Human Resource Management, 2019). However, while many organizations speak well of how they help organizations pre-screen for qualities like cultural fit, the results are not always so positive. Persona relates the story of Kyle Behm, a young man who, after continued struggles in which personality testing became a barrier to employment, began to see himself as irreparably "broken" and ultimately contributed to his 2019 suicide. It's a story that many advocates for disabilities and mental illnesses like Matthew Rozsa (2021) recognize as part of their struggles in finding and maintaining employment. Such struggles are part of an emerging legal battle between test providers and their tests' relationship with the Americans with Disabilities Act (Timmons 2021).

Beyond Behm's tragic tale, however, the story that Persona relates is one that many researchers of how personality testing Is used as part of employment screening understand quite well. On one hand, these screens are growing more numerous, more sophisticated, and even more of a barrier between a student and productive employment. On the other hand, students often know little about personality tests other than the ways they use them on social media, where they are often understood as empowering and

productive. They are rarely exposed to the types of thinking that ask them to compose a version of themselves that can appear as skilled, productive, and employable to an algorithmic system based on personality tests that are designed to categorize and rank them for potential psychological fit for a position. Recent approaches by companies like HireVue and Pyrmetrics to combine psychological games and/or artificial intelligence analysis of video with personality tests opens even more challenges to students in terms of passing these employment barriers (Kim and Heo 2021).

What will be discussed in this presentation is a framework for presenting the mechanisms used by personality tests, particularly those based on the Big Five, and strategies for recognizing how the tests work to typify and how to help compose the representation of the self as suited for the employment at hand. As part of the modern application process, teaching students how to recognize and respond to these challenges is becoming potentially as fundamental as teaching résumé and cover letter strategies.

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Recruiting Faculty to Serve as Business Consultants

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University-based business development centers (BDCs), such as the FHSU Management Development Center (MDC) and the University of Louisville's Executive Education, facilitate mutually beneficial relationships among universities, faculty, and businesses (Docherty & Smith, 2007). Through these centers, faculty are contracted as consultants to assist businesses in strategy development, problem-solving, and workforce training. To expand and offer clients more options in content and delivery of services, BDCs often recruit faculty to serve as consultants.

Only a few studies have sought to understand what motivates faculty to pursue consulting, or what has colloquially been referred to as a side-hustle, but none have investigated in depth how faculty are drafted into consulting roles or how they calculate their return on investment from these activities. In addition to improving business practices, research has shown faculty consulting can positively influence the quality of classroom teaching, lead to collaborative research projects and publications, reduce the perceived gap between academia and industry, and provide supplementary income (Chillara, Sahoo, & Ponnam, 2017). In this presentation, we will discuss the benefits of engaging in faculty consulting and recommend strategies for recruitment including investigating faculty and administrative assumptions, recruiting faculty with diverse skill sets, and creating recruitment material.

Quality of Classroom Teaching Chillara, Sahoo, and Ponnam (2017) explored what led management faculty to engage in consulting activities. They concluded faculty perceived consulting benefited teaching practice by building their connection between teaching and the corporate world and providing students with real-world examples of business problems. Faculty cultivate stories and examples from practice to bring industry into the classroom in a contextualized way.

Collaborative Research Opportunities. Faculty at many higher education institutions have requirements to produce scholarly publications in their fields. Research contribution to their fields is of value to the academic institution and builds upon the body of knowledge they have been charged to share with students. Business practitioners, however, may not read or have access to scholarly publications. Such publications may not have been written with the practitioner in mind; articles may use research jargon and provide little practical application of findings or specific industry knowledge (Chillara, Sahoo, & Ponnam, 2017). Through consultation, research can be translated with the business practitioner in mind.

Supplementary Income. Financial gain has been discussed as a faculty motivator for consulting but only one study reviewed consulting rates (Quittmeyer, 1960). Given the age of the study, and that the rates ranged from $25 to $300 a day, the claim that faculty are motivated to consult by financial gain needs to be further investigated. This need for this research will be discussed in the presentation.

Faculty Recruitment into Consulting. Faculty become involved in consulting through a few avenues (Quittmeyer, 1960). Businesses may approach faculty seeking experts in a field, faculty may be recommended by others, or faculty may solicit consulting gigs. The majority of respondents favored their institutions promoting consulting. Only a minority of respondents indicated they did not think faculty should become involved in consulting because it was outside the mission of the university, consulting problems would not be worth their time, or that it would increase their workload.

Research on recruitment (Dessler, 2017) provides several important findings that inform faculty consultant recruitment:

1. "The recruitment source influences the applicants you attract.
2. Recruitment materials have a more positive impact if they contain more specific information.
3. Realistic job previews highlighting both the advantages and disadvantages of the job reduce turnover.
4. Applicants will infer (perhaps erroneous) information about the job and company if the information is not clearly provided by the company." (p.175).

Based on this information, we will provide several recommendations for recruitment:

Investigate faculty and administrative assumptions. Understanding how faculty calculate return on investment would help BDCs prioritize benefits to promote. Faculty utilizing a return-on-investment approach to decide whether to get involved in consulting would include weighing the anticipated costs of participating against an expected gain in salary. Given the evidence of strong gains in teaching and research performance, these outcomes are likely to be considered in decision-making. Surveying faculty and administrators on their understanding of BDCs would provide insight into the most essential information to include in recruitment materials.

Recruit faculty with diverse skill sets. Docherty and Smith (2007) contend there is an assumption that it is easier for management faculty to engage in consulting than other social science disciplines. To address the assumption and reach faculty outside of business schools, BDCs will need to utilize various channels and emphasize how faculty from outside of business can provide services to organizations including but not limited to for-profit and non-profit firms.

Create recruitment materials. Since faculty recruitment is typically informal and performed on an ad hoc basis, information distribution is often inconsistent. There is a great opportunity to develop recruitment material that contains specific information about serving as a faculty consultant. Without these materials, potential recruits may infer they are not suited for the position based on incorrect assumptions such as they have to be a business faculty member. Providing specific information that highlights the benefits and challenges of being a faculty consultant is likely to have a positive impact on initial reactions and follow-up.

Digital presentations and resources describing how faculty can get involved in consulting for BDCs can be posted on institutions' websites and social media platforms accessed by faculty from across the university. Interactive, live, or otherwise synchronous sessions, however, may be more persuasive and give BDCs a chance to respond to questions and explain what a center does. BDCs should capitalize on these types of sessions to help faculty see how their expertise could be of value to industry and recruit consultants.

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MBA Student Communication Excellence Tool Kit

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During this session, members from the ABC MBA SIG group will share best practices developed to set students up for communication success beyond the classroom:

1. Activities and projects that help students find their authentic story and craft a unique personal pitch
2. Classroom (FTF and virtual) interactions and tools to make learning real
3. Client projects that help students prepare for internships and careers

1. The "Authentic Story" segment of the presentation will include three examples of developing a unique personal pitch:

   a) "What Matters to Me and Why": Traditional MBA branding and elevator pitch activities are particularly challenging for international MBA students. The panelist will discuss an alternative approach to an elevator pitch that reduces an authenticity challenge and encourages reflection about beliefs and motivation to develop value statements. (Source: USC Marshall)

   b) LinkedIn Exercises: A set of LinkedIn Exercises take a warmth and competence approach to the age-old question of "tell me a little bit about yourself." The presenter will discuss the questions that lead to the creation of an authentic story, which is unique to each student and their experience. (Source: Indiana Kelley School of Business)

c) Story Lab: The panelist will explain, "Story Lab," a program at Michigan's Ross School of Business that develops executive-level presence and communication skills through storytelling workshops. These workshops help students learn to communicate with impact and authenticity both in person and virtually. Story Lab teaches students to craft and deliver inspiring stories that convey their value and influence audiences immediately and in their future careers.

2. Active learning (FTF and virtual): In this segment, the panelists will share materials and tools developed to engage students in active learning and to provide a robust way to foster student interaction and collaboration in both FTF and virtual class sessions. For these activities to work, preparing and sharing well-planned course materials is key. Examples will include:

a) Strategies for incorporating active learning as a routine aspect of synchronous class sessions, which motivate busy MBA and EMBA students to prepare more carefully for class. The presenter will share examples of highly structured writing and presenting workshops, breakout reading "report out" groups, in-class activities, and collaborative technology used to reinforce course best practices. The presenter will share strategies she developed for implementing these active learning strategies in FTF and virtual class sessions. (Source UNC Kenan-Flagler Business School)

b) Tactics for working with presentations and feedback online including discussion boards with the focus on virtual perspective. The presenter will share tools that can be used and best practices for managing discussion board exchanges, including using specific prompts incorporating automated feedback. (Source: USC Marshall)

c) An approach for helping students prepare for robust Q & A Hot Seat sessions. The presenter will share the formula for developing an interactive Q & A session, which involves peers getting involved in the research process. The project example that ties with this activity will be included in the toolkit. (Source: Indiana Kelley School of Business)

3. Client Projects: In this segment, the panelists will share materials developed to support students with action-based learning projects, which reinforce core curricular concepts and prepare MBAs for team-based project management and communications in the workplace.

a) The presenter will share communication tools that enable MBA teams to successfully develop contracts, presentations, and reports that document scope, progress, and results. These tangible outputs prompt work to get done, keep everyone up-to-speed, and provide forums for client feedback at the right times, whether engaging in-person or virtually. (Source: Michigan's Ross School of Business)

b) The panelists will discuss global considerations related to working on cross-cultural projects, such as establishing rapport and building trust and relationships across cultures despite virtual distance potential inter-cultural barriers. (Source: USC Marshall)

c) Finally, the panel will address an opportunity created by the pandemic to bring expert speakers to an MBA classroom and discuss the added value created by expert voices in a virtual classroom. (Source: evidence from the Western ABC Expert speaker initiative.

2020 Award for Excellence in Communication Consulting: Crisis Communication in the Caribbean

Theomary Karamanis
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This project was an integral part of the award-winning entry for the 2020 Award of Excellence in Communication Consulting.

The Caribbean Public Health Agency (CARPHA) is the single regional public health agency for 24 member states in the Caribbean. In 2017 CARPHA issued an RFP for a consultancy aimed at building a pool of competent instructors in risk/crisis communication within its member states.

Goals and Objectives

The overall goal of the workshop was to enhance the competencies of regional health communicators so that they could in turn advise and/or train others to utilize effective communication strategies during public health emergencies. The main learning outcomes were:

1. To understand and apply effective risk and crisis communication strategies and plans
2. To learn how to deal with the media in public health emergencies
3. To understand and apply effective training and facilitation skills

The objectives of this training intervention were (expressed as Objective Benchmark Target/Outcome):

Achieve high level satisfaction with workshop experience NA for CARPHA -- Benchmarks from other professional workshops:

- 65-85% (immediately after training)
- 65% (3-6m after training)
- 75% evaluating workshop as excellent (immediately after training)
- 70% satisfaction 3m (or more) after training

Increase familiarity/knowledge of risk and crisis communication principles among participants --"No knowledge at all" levels ranged from 12.5% to 41% before the workshop

- Advanced and/or Proficient knowledge levels ranged from 12% to 23%
- At least 90% basic knowledge of all concepts after workshop
- At least 50% of participants to achieve advanced knowledge of all concepts

Increase knowledge of training and facilitation best practices among participants

- Advanced knowledge of training best practices was at 17.64% before the workshop
- At least 50% of participants to achieve advanced knowledge of all concepts after workshop (300% increase)

Apply skills learned in class in a professional setting (NA for CARPHA --Benchmarks from other professional workshops)

- 65%-80% willingness to do so (immediately after workshop)
- 40-60% actual application of skills 3-6m after training
- At least 75% of participants willing and ready to apply these skills at their work (immediately after training)
- At least 50% of participants to apply these skills within 6 months-1 year

Training Overview

1. Preparation and design:

   a) Conduct stakeholder interviews and pre-workshop participant survey to assess level and needs;
   b) customize workshop according to findings;
   c) assign pre-workshop activities as needed.

2. Roll Out (Conduct workshop/field work).

3. Measurement and Evaluation:

   a) Evaluation survey immediately after workshop;
   b) facilitator assessment and final report to client;
   c) follow up assessment 3-6 months after the workshop and ongoing (anecdotally) for 2 years.

Preparation and design. A blended workshop was designed, balancing risk/crisis comm material with training material. Based on the audience profiling (senior employees, high interest and engagement), I opted for an intensive, highly interactive and high touch workshop experience.

Roll out. The 2 ½ day workshop was held at CARPHA HQs in Trinidad. It contained two simulations and a role play, among other activities. The first simulation was one of an escalated public health crisis; the second one was a trainer simulation and was conducted as an individual exercise. In fact, on the last day, half of the participants trained the other half in risk communication (presenters/facilitators were the ones who had prior exposure to training and more communication experience). The rest of the participants served as the audience for these mini-trainings. Live oral and written feedback was given to each presenter from both the observers and the instructor. A role play with difficult participants was also an option for any presenter feeling comfortable to handle it.

Evaluation and measurement. The success of this training intervention surpassed all expectations.

Objective Target Results

Achieve high level satisfaction with workshop experience

- 75% evaluating workshop and workshop elements as excellent (immediately after training)
- 70% satisfaction 3m (or more) after training

Immediately after training:

- 94% rated the workshop overall as excellent; 88% rated the educational content as excellent
- 100% rated the facilitator as excellent
- 100% would recommend the workshop to others

3m after training:

- 100% feeling positive about experience
- 100% thought it was a valuable experience

Increase familiarity/knowledge of risk and crisis communication principles and practices among participants after training

- At least 90% familiarity with/ basic knowledge of all concepts
- At least 50% of participants to achieve advanced/proficient knowledge of all concepts

Assessed 3 m after training:

- 100% at least basic knowledge across items
- 63.6%-72.7% of participants achieved advanced knowledge.

Highlights:

- Risk comm strategies increased from 11.7% to 72.7%
- Stakeholder mapping: from 23% to 73%
- SOCO and POINT: from 11.7% to 63.6%

Increase knowledge of training/facilitation best practices

- At least 50% of participants to achieve advanced and/or proficient knowledge of all concepts (300% increase)

Assessed 3 m after training:

- 100% at least basic knowledge
- Training/facilitation best practices: increased from 17.54% to 72.78% (400% increase)

Apply the skills learned in class in a professional setting/workplace

- At least 75% of participants willing and ready to apply these skills at their work (immediately after training)
- At least 50% of participants to apply these skills within 3-6 months

Immediately after training:

- 100% planned to apply the skills they learned at work
- 94% described specific actions they would take as a result

6m after training

- 54% applied these skills successfully within that period
- 91% reported the workshop was "extremely/very helpful" in preparing them for these real-life instances

Some qualitative feedback as it pertains to application of skills (data from 2017-2019 follow up surveys, as well as personal emails from participants):

a) The Jamaica representative applied the risk communication strategies learned in preparation for Hurricane Mathew.

b) The Trinidad representative advised the Minister to change the campaign on Influenza Vaccination. The new plan was implemented.

c) The St Lucia representative delivered a presentation to all staff in his department on risk/crisis communication.

d) The Dominica representative used learnings to effectively manage the outbreak of Flu H3N2 in Nov. 2017.

e) The Guyana representative successfully delivered an educational session for multiple stakeholders.

f) Another participant utilized the concepts/principles to deliver a health presentation to 20 people.

My Favorite Assignment I-IV

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Every year since 2006, the ABC Teaching Committee has sponsored a popular session: My Favorite Assignment. These well-attended, lively programs give ABC members a venue to share one of their favorite assignments and/or learn about fellow members' teaching innovations. One of the treasured benefits of ABC membership is to share ideas with fellow business communication/business writing teachers and network.

In this proposed session attendees will have the opportunity to learn about the specific instructional techniques that colleagues find most effective with their students. Attendees can also take away assignments that they can employ to improve their own teaching.

Past My Favorite Assignment Sessions have been featured in *Business and Professional Communication Quarterly* articles in 2007, and 2009 to 2021. If this proposed session is accepted, we will submit papers for *B&PCQ* reporting the 2021 Conference's papers.

Engaging Students Using PearDeck Technology

Cynthia Alt; Yijia Guo
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Even prior to the current pandemic-driven online environment, professors have been searching for ways to make the classroom engaging and drive active learning. Students' attention is constantly being pulled and tugged by the pings from social media and online interests. How often have you been in a battle to secure your students attention rather than to what is happening on their phones. What is a teacher to do?

We all look for ways to create active learning opportunities in the classroom. Whether it be small group discussions, experiential learning activities, or impromptu exercises, students learn when they are engaged in the learning process. Furthermore, as instructors, we long for ways to assess classroom learning other than quizzes and tests.

Students often complain that they do not know how their participation score was calculated or that as professors, we have favorites? As hard as we try, it is difficult to remove our subjectivity out of this assessment. Those students who are extroverts and talk more tend to get the higher grade.

This is where PearDeck comes in. A Google platform that seamlessly integrates with Google Slides (and Microsoft PowerPoint), it gives professors the ability to engage their class in real-time providing feedback as students respond to prompts and provides even the quietest student the opportunity to have their voices heard. It provides students the opportunity to process the question, think independently and prepare before engaging in the collective debrief or participations. It minimizes the impact of peer pressure and fear of asking a question while holding social loafers to task.

Research shows that PearDeck increases engagement (according to 94% of teaching currently using it), promotes students expressing their understanding and opinions (95%), and supports critical thinking skills (84%). Professors are able to use a diverse set of assessments in order to gain a better understanding of their student's learning of key concepts and outcomes. It seamlessly provides individual feedback in the large classroom (online or live) environments. Furthermore, the technology can be used in the asynchronous environment allowing professors and students capturing the active learning moments, even when they are in different time zones. International students can still be held accountable with the asynchronous learning mode while they are in their home countries.

In addition to giving opportunities to respond to prompts and take notes during a session, PearDeck is unique in that it provides each person with a document combining the slides and their responses. This report can be used for studying or communicating directly with the professor via Google comments. This presentation will provide not only an overview of how to use PearDeck in the classroom, will spend time discussing best practices, share student reviews, and ways to use the technology in an online environment but the classroom as well.

Teaching Cross-Cultural Business Communication:
An Experiential Approach

Marianna Richardson; Diego Calderon; Jose Polanco
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The globalization of businesses is an established part of the modern corporate world. In order to prepare students to be successful, they need to understand translation, localization, and diversity. Embracing these skills improves their ability to become an industry leader as well as openly accepting the differences of others and realizing their own blind spots.

In this workshop, we will explore experiential teaching techniques to help students understand how to avoid translation failures, how to be sensitive to cultural differences, and how to embrace diversity. Case study examples will be shared as well as other active-learning materials for your use in the university classroom. An experiential learning program will also be explored that has given students the opportunity to put into practice the skills they learn in the classroom.

At Brigham Young University, a student-run English business podcast (Measuring Success Right) and a business journal (Marriott Student Review) has been and continues to be successful with an audience of business students and young professionals. But what about the international students at the university who do not have English as their first language? At BYU, there are approximately 1,500 international students from 105 different countries, many from Central or South American countries and many other students who speak Spanish.

These students have started a Spanish business blog and a Spanish business podcast experiencing real-life challenges in all areas of cross-cultural business communication – writing, speaking, advertising, and branding.

A team of Spanish-speaking students started working on this project almost a year ago. Examples will be shared of what students have learned from mistakes and difficulties, along with their triumphs. They have dealt with the practical aspects of translating English business text into Spanish, realizing that translation is more than mapping one word for another word in the target language. Instead, the context and meaning of the words need to be looked at as a whole. They also started a Spanish business podcast and soon found out that a Spanish-speaking audience wants different branding, music, guests, and even questions than the previous English podcast audience. These practical lessons have helped students understand the complexity of these issues.

By the end of this workshop, you will have a variety of teaching aides that you will practice using during our time together, as well as an understanding of one group of students' experience navigating through the complicated issues of cross-cultural business communication.

Integrating Positive Communication Principles and Practices in Business Communication Courses: An Interactive, Action-Based Workshop

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Research and teaching about organizations have frequently centered on the dark side of human behavior. Unfortunately, this dark side focus socializes individuals into a glum reality of organizational life that is harm-inducing, through spotlighting how negative climates and deviant behavior contribute to the organizational bottom-line but lead to stress, burnout, turnover, and larger societal harm. An alternative perspective known as positive organizational scholarship (POS) has emerged that characterizes organizations as places that create meaning, encourage flourishing, energize, transform, and create value for stakeholders by serving higher purposes.

Within the POS movement, researchers and practitioners have developed a substantive body of literature to explain the nature of positive leadership (Cameron, 2012), how to create deep change in organizations (Quinn, 2010), or ways of fostering compassionate workplaces (see Lilius, Worline, Dutton, Kanov, Maitlis, 2011). Across the spectrum of the research, scholars agree that good, healthy, productive communication is critical for fostering positive workplaces and that students enrolled in business or professional communication courses need to learn how to communicate positively. The challenge is to find a concise, comprehensive model that can guide students toward better practice by offering specific behaviors that will naturally make a difference in their lives.

In this workshop, the authors show how instructors can integrate positive communication principles and practices in business and professional communication courses. They offer a model of positive communication (see Mirivel, 2014, 2017) that was developed to help learners communicate more positively -- a model which has been tested in their own courses across multiple institutions: Ross School of Business at Michigan, UA Little Rock, Sacramento State University Business School, and UNC

Greensboro. The model focuses on micro-behaviors that contribute to positive outcomes for organizations (Mirivel & Fuller, 2018). Focusing on micro behaviors is significant because these behaviors can be easily observed, evaluated, and improved. They are concrete and manageable for students. The Model of Positive Communication developed by Mirivel (2014) is theoretically-informed, empirically grounded, and heuristic. It describes six behaviors and principles that function positively in human interaction. Those behaviors include greeting, asking, complimenting, disclosing, encouraging, and listening. Those behaviors then serve personal and organizational functions and ultimately give individuals the ability to inspire and influence others.

In this workshop, participants will learn more about Positive Organizational Scholarship and the nature of positive communication. The authors will describe Mirivel's model of positive communication and engage participants in activities to illustrate its principles -- all of which can be applied to the classroom. Following an understanding of the model, the authors will show how instructors can apply the model in their teaching. Finally, they will describe meaningful activities and assignments that have been tested in the classroom.

Intended Learning Outcomes

This workshop will foster a deep learning environment through which participants will learn (a) the nature of positive communication and its contribution to positive organizational scholarship, (b) how to implement positive communication practices in their approach to teaching, and (c) a series of activities, exercises, and assignments that will naturally improve students' abilities to communicate positively.

By the end of this workshop, participants will be able to:

Better understand the nature of positive communication.

1. Apply Mirivel's model of positive communication in their own teaching to enrich the lives of students.
2. Effectively evaluate their own communication competency and the communication competency of students.
3. Integrate Mirivel's model of positive communication in professional or business communication courses.

Structure of Workshop

Part 1: Positive Organizational Scholarship and Positive Communication

The first part of the workshop will provide a summary of the positive organizational scholarship literature. The authors will then introduce Mirivel's (2014) model of positive communication and the concrete behaviors it suggests for everyday practice. During this part of the workshop, participants will engage in interactive activities and exercises to more fully understand the model and to practice its core behaviors.

Part 2: How to Model Positive Communication in the Classroom

The second part of the workshop focuses on instructors' communicative competencies. The authors believe that instructors, through their communication behaviors, provide important models for students, whether they are intentionally doing so. Part 2 of the workshop focuses on how instructors can both design the course with positive communication practices in mind and enact its principles. The authors will draw here on our range of experiences teaching the course and show how participants can serve as role models of communicative conduct and practice.

Part 3: Assignments/Activities to Implement Model

The third part of the workshop will share resources, assignments, and activities that work especially well in the classroom. The authors focus on a range of small and large projects that engage students. At UA Little Rock, for instance, students conduct mini-research projects to test the model. At Michigan, students engage in and reflect upon "social experiments" of positive engagement that develop their abilities to build human capabilities. At UNC Greensboro, students are led to develop positive communication workshops for local and national organizations. Together, participants will learn how to structure the course and how to create assignments that will cultivate students' positive communication skills.

We conclude the workshop with an assessment, questions and answers, and a guide for the future.

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Centauri Simulation: Creating Experiential Learning Through Collaboration

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The majority of workers surveyed across industries report that they work in teams, and the majority of those on teams are on more than one team (Hayes, et al., 2019). Consider teams, for example, from health care, cockpit crews, and software engineering that do work that eclipses the abilities of any one individual. The stakes for effective teamwork are high for teams and organizations.

Ineffective teams can derail projects, waste time and money, and create conflicts that linger and go unresolved. Adverse events illustrate the high stakes of health care teams, with approximately 70 percent of adverse events due to breakdowns in teamwork (McEwan et al., 2017). Understanding and using processes that deliver high performance, learning, and innovation are essential to teams and organizations.

Effective teams boost organizations' bottom line, yet "organizations only have an indirect influence on team-level dynamics" (Nellen et al., 2020, p. 153). Teamwork has been found to improve performance—outcomes by 20 percent (Salas et al., 2008; Weaver et al., 2010). Despite the high stakes, many organizations and teams expect effective team behaviors to occur naturally, leaving teams and leaders to develop effective team skills independently. Yet few teams understand effective team behaviors despite more work happening in teams (Varela & Mead, 2018).

Knowing the necessary behaviors to exhibit as a team is one aspect of driving team effectiveness with the goal to experience "seamless, coordinated teamwork" (Tannenbaum & Salas, 2021, p. 81). Thus, finding ways to expose teams to ineffective and effective team behaviors before they are needed provides insights into building effective team skills. With leadership distributed in teams, all team members benefit from the knowledge, skills, and abilities needed for leading teams and understanding how to perform teamwork (LePine et al., 2008). These skills are essential not only to organizations, teams, and individuals, but as well in undergraduate, graduate, and executive education.

All forms of learning require practice. Over time, this practice, or repetition of specific behavior(s), requires less conscious effort and begins to function more automatically. As this transition from conscious to subconscious action occurs, the practice becomes stable and instinctual, requiring less effort to maintain. Meta-analysis has shown that teamwork training "should incorporate experiential activities that provide participants with more active ways of learning and practicing teamwork" (McEwan et al., 2017, para. 27).

A simulation approximates an experience. Using media to engage the senses, a dramatized experience creates an immersive experience for practicing skills and behaviors. As a game, it can be replicated and used with multiple teams. A simulation becomes a lab to gain experience and deepen the users' understanding of theory and practice (Brazhkin & Zimmermann, 2019). Simulations have demonstrated improvements in teamwork and communication for healthcare and aviation (Weller et al., 2016). Consider nurses working with computerized patients or pilots using flight simulators. In much the same way, leadership and teams develop through opportunities to practice skills and behaviors, feedback, and reflection. That it can be done as a team, creates a shared experience upon which to reflect and debrief.

Professionals, graduate, and undergraduate students from the College of Business' Robert D. Walter Center for Strategic Leadership, the Game Research Immersive Design (GRID) Lab, and Scripps College Master of Fine Arts (MFA) in Communication Media Arts degree program enrolled in an experiential learning course at Ohio University collaborated to create the CENTAURI simulation. CENTAURI, a role-playing game, simulates a team experience using story and immersive media including video, images, and text on a gaming platform. It engages the senses and sets up circumstances that ask for individual and team decisions. Game designers focused on coding. Design students created visuals including images, handbooks and videos. Story ideas began with research on leadership and teams and evolved with collaboration by the larger team round by round. Developing CENTAURI was a meta team experience!

Through various decisions in CENTAURI, individuals and teams confront themes that commonly occur in teams. Themes include leadership and team effectiveness, communication, psychological safety, problem solving, bias and decision making, and balancing individual goals with team goals. Teams can experience the consequences of decisions in a safe place to fail and learn. Players' engagement ensures a shared experience from which to meaningfully debrief and process learning. The debriefing, essential to the simulation experience, provides space for insight and reflection.

A way of processing learning is through reflection– "...reflection can be defined as a systematic cognitive process in which individuals actively attempt to increase their understanding of personal experiences, and thus, enhance their ability to learn from such experiences" (Cajiao & Burke, 2016, p. 510). Reflection secures what can be learned, and it creates the space for insight to happen. The practice of reflection allows teams to synthesize, expand, improve, and co-construct knowledge, which goes back to John Dewey and Donald Schon's work (McLeod et al., 2020). Debriefing questions and reflection time lay the foundation for insight for individuals and teams. Acting on insights gathered is the ultimate goal of reflection, thus building essential teamwork and leadership skills vital in today's workforce.

Considering the importance of teamwork and the lack of team training, simulations like CENTAURI offer teams an interactive, shared experience from which to learn. Created through a collaborative team, CENTAURI sets up an immersive experience with challenges at each step. Through a team's insights, gathered through the debrief, discussing things like the value of team alignment, psychological safety, and the tensions between individual and team goals can occur. Additionally, the discussion provides opportunities to explore tendencies within groups and some potential biases in team decisions. Simulations, like CENTAURI which focuses on effective leadership and team behaviors, offer a replicable, experiential, interactive learning experience to develop needed skills. Educators, trainers, and consultants who value effective teaming and communication, can use simulations to jump-start team conversations and build needed teamwork skills.

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Connecting Self-Reflection to Students' Careers

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As business communication instructors, we have the unique privilege and undeniable challenge of creating the bridge between a student's education and professional development. Both sides of this bridge require cultivation and attentiveness, and instructors and students to walk alongside one another to reach students' career goals. Subsequently, teacher and student must approach the communicative exchange with an eye toward informed theory that generates a foundational springboard into professional success.

Good teaching unites relevant curriculum with our contemporary moment as well as inspires students along the way. The role of instructor and a key contributor to the business communication classroom's larger goal is to provide a strong framework for implementing knowledge practically throughout a student's career. Yet, a student's role in the classroom is of equal importance. Students must demonstrate the ability to reflect upon their learning in the classroom to synthesize their academic accomplishments and, thus, extend those learning experiences into their careers.

Reflective learning has a long history in various disciplines, including education, health, and humanities. Critical reflection is also well documented in business communication courses; however, engaging business students in this reflection practice is challenging. Although studies document the difficulty of incorporating reflection into the business education classroom, few articles suggest ways to teach it (Carson and Fisher, 2006). This presentation offers business communication instructors ways to engage students in reflective learning by connecting reflection assignments and activities to students' careers.

Instructors have found some success assigning reflective work to business students. Instructors report accomplishments related to students' ability to identify their values (Carson and Fisher, 2006), evaluate their own and others' emotional reactions (Szenes and Tilakaratna, 2021), and transfer their learning to cultural contexts (Ono and Ichii, 2019). However, the opportunity to showcase mastery of theoretical content into practical marketplace application is lacking from demonstrated success.

Articles in Business and Professional Communication Quarterly (BPCQ) also provide convincing reasons to include reflection specifically in business communication courses. For example, Wills and Clerkin (2009, p. 224) described reflection as a way for students "to connect theory to practices across disciplines and between academic instruction and workplace realities." Lawrence (2013 p. 194) wrote that reflection "in business communication courses can help our students take more responsibility for their own knowledge, become better writers and thinkers, and, in turn, become better managers and leaders." Schieber and Robles (2019) also established that reflection activities demonstrate students' understanding of audiences for different types of messages, helping faculty adjust their instruction.

Although the prevailing instructional assessments for reflection have been keeping journals and writing essays, these BPCQ authors provide more creative examples of assignments and student reflection activities. Self- and peer feedback, freewriting, personal mission statements, values assessments, and career planning provide more engaging opportunities (Lawrence, 2013). Wills and Clerkin (2009) assigned self-reflection as part of a team simulation in which students include their interpretation of team decisions.

This presentation extends the work on reflection to offer students additional innovative ways to reflect on their learning. Specifically, panelists will discuss reflection assignments and activities with explicit connections to students' careers. Our pedagogical approaches demonstrate the usefulness of student learning and of student reflection in the job search process, in corporate performance reviews, and in students' future professional success. Some panelists apply reflection tools commonly used in business, revealing real-world applications in the classroom.

We have found that these pedagogical approaches engage students more than reflection assignments and activities without these career connections. Although some students find intrinsic value in connecting learning to themselves, others, particularly our more quantitative business students, view reflection as too "touchy-feely" or "emotional." Adding the career component to reflection allows students to take a more applied approach when asked to reflect—not constraining reflection to simply sentiment and allowing for a more rational response.

We offer our experience and examples for our business communication colleagues to try in their own classes. One version of a performance self-assessment, which students likely will complete in any work environment, asks them to reflect on their success during a course and to identify skills they would still like to develop. Another version asks students to compare their work to learning outcomes—the equivalent of annual performance goals—set at the beginning of the course.

Reflection can be incorporated into preparation for a job interview and connected to lessons learned that students would continue to practice in their careers. Students can answer behavioral interview questions about what they learned in a course or about how they handled specific situations.

Another approach incorporates the "What?," "So What?," "Now What?" strategy to move students through the process of critical reflection—from observation/description to analysis/interpretation to decision/application in their work lives (Rice, 2010).

Having students reflect on their values illustrates the connection to organizational values. Writing a script someone might deliver about students who won an award in the future encourages students to consider their strengths, values, and the impact they would like to have on others.

Research about reflection in organizations shows that reflection improves work outcomes as well as learning outcomes. Instructors who include experiential learning in their courses may find even more value in reflective assignments. By coupling students' experiential work with reflection, we might expect to see an increase in students' ability to synthesize learning and an increase in their confidence about their new skills (Di Stefano et al., 2014).

Our goal is for students to connect their experiential work in the classroom alongside their professional development ideas. By reflecting on how their education informs the success they can find in the marketplace, students position themselves as qualified professionals with foundational skillsets that will transition across industries, professions, and time. The instructor's focus is to invite students into the conversations about this application and demonstrate that reflection in the classroom permits professional development with tangible implications for their careers.

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Starting From Scratch: Establishing a Departmental Communications Curriculum From Square One

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Like many schools of business, the University of Iowa's Tippie College of Business requires undergraduate students to complete a one-semester, three credit hour business communication course. Despite the benefit students gain from this course's comprehensive curriculum and talented faculty, it is impossible to sufficiently cover written communication skills, presentation skills and group dynamics, visual communication best practices, and discussions centered on diversity, equity, and inclusion in a single semester.

To supplement the content of Tippie's Business Communication and Protocol course, the Frank Business Communication Center is in the process of establishing curricular initiatives in each of the college's departments to teach and assess communication skill development within existing business classes. While the Accounting Writing Program has been a part of Tippie's Accounting departmental curriculum since 1998, the remaining departments have only recently begun to implement similar initiatives with the Frank Center's assistance. The Accounting Writing Program's model of instruction has been described by AACSB as a best practice and "a significant advantage for Tippie's Accounting students," but it was unclear how well the model would work in other departments.

In this presentation, Dr. Carl Follmer, Associate Director of the Frank Center and the Accounting Writing Program, tells the story of how the center worked to integrate the Accounting Writing Program model within the existing course structure of the Department of Business Analytics and Information Systems (BAIS) from scratch. Within a period of two years, the department's undergraduate program has gone from not having any formal communications programming to an integrated course of instruction centered on targeted assignments, faculty collaboration, and student feedback. The key to this success comes from the model's emphasis on joint strategic planning between the department and the Frank Center to identify the suitable classes for communication assignments and the forms of student and faculty support the center provides.

As part of the model, the Frank Center supports faculty through assisting in communication assignment and rubric creation. Additionally, the center also provides scoring for communication-related aspects of the chosen assignments while the faculty member scores for technical accuracy. This form of instruction is similar to "writing across the curriculum" initiatives but removes the onus for assessing communication best practices from the course instructor, something many business faculty feel ill-equipped or too time constrained to teach and score.

To support students, the Frank Center trains and assigns professional communication consultants to each departmental course with a communication assignment. The communication consultants provide recorded and live tutorials that identify best practices for written, verbal, or visual communication as the assignment requires, and hold a series of office hours prior to submission dates for students to receive help on a specific assignment. The same consultants then assess and provide feedback on student work after the submission. The work of the specially trained communication consultants is more specific and targeted in nature than the Frank Center undergraduate and grad student staff who are trained to help with any business-related assignment.

The assignments in both the Accounting and Business Analytics communication initiatives increase in complexity from basic memos and short, recorded presentations in the junior year to report decks and live group presentations to corporate partners in the final semester of senior year. Since the pandemic began, new assignments integrate team Zoom presentations and additional visual elements, such as refining slides and optimizing charts and infographics to maximize readability and information retention. These considerations are particularly noteworthy as many companies hiring business graduates plan to continue utilizing these technologies even after the pandemic is over.

Dr. Follmer will use the experience of establishing a communication curriculum in the Department of Business Analytics and Information Systems as a potential model for other schools, focusing on the scalability of the model, the value of the data the communication curriculum yields for departmental use in reaccreditation, and potential avenues for funding based on the scale of initiative. The need for this type of innovative pedagogy is particularly noteworthy given pandemic-related drops in enrollment and funding. Being able to provide a high return on investment for a relatively low cost, while also providing hard data (or what the AACSB refers to as "direct assessment") for upcoming accreditation cycles, speaks to what motivates department chairs and dean's offices.

The intended learning outcomes of the session are that attendees will be able to identify areas in their institutions where communication-based assignments would offer added value, and learn about concrete, achievable steps towards establishing similar communication initiatives. This session is applicable to all areas of business education and all student levels.

Constructing Presence in the Classroom: Using a Social Presence Framework to Create Intentional Strategies for Engaging Students

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How can a teacher effectively manage presence when the students are distracted by their phones? What about when students are connecting online their dorm rooms? How can faculty and staff navigate the demands of hybrid meetings? The proliferation of digital mobile devices and the practice of multicommunicating has changed the dynamic of our college environments. The move to fully online has made this engagement even more challenging and has also created an infrastructural flexibility that suggests a need for an intentional approach to managing social presence. As individuals and students make decisions about the way that they will attend meetings and classes, we need to be thoughtful about the environment that we create.

Strategies associated with creating and managing social presence within online and hybrid environments continue to be critical as universities navigate the transition back from the "suddenly online" context in response to the COVID-19 pandemic (Turner, Wang, & Reinsch, 2020). Research found that students were more distracted without the support of the physical space of the classroom and missed the energy and nonverbal cues of the students that can be felt in an in-person classroom. Similar challenges have been voiced within the contexts of online meetings. As a result, communicators seem to have less control over their audience's attention than ever before.

While having students just turn off their technology and listen to might have been tempting in the face-to-face environment, it is impossible when the class is online. It can be even harder to demand this undivided attention in a faculty meeting of colleagues without the same authority as a professor in a classroom. This presentation introduces a framework based on the theory of attentional social presence which provides four options for constructing social presence (Turner & Foss, 2018; Turner & Foss, 2020; Foss & Turner, 2020). Communicators have four options for addressing the challenges of engaging audience attention: budgeted, entitled, competitive, and invitational. While conversations are dynamic and reciprocal, with continuous change in attention and focus throughout a message, this framework examines snapshots in the conversation between a communicator and the target audience to address strategies within a specific moment. As a result, each type of presence will be described from the point of view of the communicator and the audience (recognizing that the audience can be comprised of one or more people).

Budgeted presence describes the situation where the communicator and the audience are multicommunicating (or engaging in multiple conversations at once) during a class or meeting. Here, the communicators are allocating part of the attention to the conversation and part to other conversations taking place on their digital devices. Communicators are essentially budgeting part of their attention to one conversation and part to another. While this type of presence is not ideal for a focused conversation, it seems to be the default state for many communicators.

Entitled presence describes the situation where the communicator is speaking, and the audience is only paying attention to the communicator and no other conversations. The communicator creates this context by forbidding the audience to attend to other conversations by either removing access to digital devices or asking the audience to refrain from using them. This type of presence was easier to establish through rules and restrictions in a face-to-face environment but often problematic because people do not like to have their technology taken from them. Entitled presence can be impossible to establish in an online environment since the very device that provides the connection to the meeting also provides connection to other online distractions.

Competitive presence describes the situation where the communicator is competing with those devices for the audience's attention, recognizing the importance of classic persuasion principles in constructing this engagement. Competitive presence can be hard to sustain.

Finally, invitational presence describes the co-construction of dialogue and learning conversations. Here, the communicator is a partner with the audience in the classroom or meeting. Each of these social presence types has a place within conversations and meetings based on the context, message and relationship factors that are being cultivated.

This framework builds off of the research on multicommunicating (Reinsch, Turner & Tinsley, 2008; Reinsch & Turner, 2019) and the development of the attentional social presence framework (Turner, in press). It has been used with executives, faculty, and students to help communicators navigate the complexities of both fully present, hybrid, and fully online environments. This presentation will provide strategies for approaching and designing social presence in an intentional way.

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Innovative Instructional Methods

Using the Community of Inquiry to Create Effective Online Business Communication Classes

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In early 2020, most business communication classes moved to online formats as professors struggled to create effective virtual learning environments (VLE). A Chronicle of Higher Education survey revealed that as a result of rapid online course creation, "a strong majority of faculty and administrators believed these online courses were worse in quality than prior in-person offerings" (Kelly & Columbus, 2020, p. 3). Business communication faculty became aware of the need to learn new pedagogical methodologies as their classes have remained virtual. The Community of Inquiry (CoI) framework presents a method for professors to plan effective online courses and for students to acquire the cognitive material presented to them. This presentation examines the benefits that the Community of Inquiry provides to business communication professors in online classes as well as provides examples of how to incorporate the CoI framework into the online classroom.

As Spring 2020 turned to Fall 2020 and many business communication classes remained online, the VLEs provoked within students a lack of enthusiasm and a high level of dislike for these changes in their classes. They overwhelmingly felt that their education was suffering, and the courses were not engaging. While students understood the need for the changes, they disliked the courses presented to them, preferring the community built within the classroom (Kelly & Columbus, 2020, p. 3). In order to address these needs of students, business communication professors have had to bridge the gap by educating themselves in the new technologies, using "novel teaching method[s] and attractive teaching content, so as to maintain students' learning enthusiasm and learning effect" (Ma, 2020, p. 3).

The Community of Inquiry (CoI) framework allows business communication professors to construct courses that address challenges brought to the classroom by COVID-19 while allowing professors a process to better meet the needs of most students. While the CoI is not all encompassing, this framework assists professors and students as they work together to establish a teaching presence, a cognitive presence, and a social presence that produce the educational experience within business communication classes.

The CoI framework developed from a Canadian study conducted from 1997 through 2000 (Garrison et al, 2000, p. 87; "Community of Inquiry, n.d.) as a way to construct asynchronous online classes so that students successfully engaged with the material, other students, and the professor. "The Community of Inquiry (CoI) framework provides a lens to examine online learning through three elements: teaching presence (the design and facilitation of learning experiences), social presence (the extent to which learners project themselves as real people) and cognitive presence (the extent to which learners are able to construct meaning through inquiry and reflection activities)" (Huang et al., 2019, p. 1883). The

CoI framework is an established model that allows business communication professors in asynchronous, synchronous, and HyFlex classes to be able to create courses that provide students with rich experiences from which they can learn the concepts taught in the class and move into the meaning making phase of learning.

Developing an online course requires professors in traditional business communication classrooms to re-engage with the course materials in order to create a business communication course suitable for online instruction. Traditional courses cannot be uploaded in the exact form with the expectation of students forming community and learning material. Courses must be designed to engage students in ways that the CoI framework theory, methodology, and instruments define as threefold: social presence, cognitive presence, and teaching presence. At the core of these three concepts lies the educational experience for students (Garrison et al., 2000, pp. 67-68; "Community of Inquiry," n.d.) from which meaning making flows.

The foundation of the CoI framework is "Educational Experience" which became a foundational issue during the 2020 pandemic and is comprised of social, teaching, and cognitive presences. Teaching presence is defined "as the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes" (Anderson, et al., 2001, p. 5). Before the semester begins, the business communication professor begins to balance course objectives with activities and readings to produce the optimal experience for students to begin meaning making throughout the course. Throughout the semester, this professor continues to monitor the teaching presence through leading discussions and facilitating learning experiences.

"Social Presence" of CoI involves professors engaging with students in dialogue or activities as well as students engaging with other students to wrestle with new concepts and to encounter tasks with which they are unfamiliar. Business communication professors must engage with participants in multiple ways as they present supporting material. Professors also set the climate for the classroom as they establish a social presence for the students (Garrison, 2019, p. 63; "Community of Inquiry," n.d.). Providing lectures with PowerPoints, while boring in the traditional classroom, leaves students struggling to feel any social presence within the class as they are distant from the professor and other students.

"Cognitive Presence" refers to the subject matter that business communication professors deliver to students. The engagement of students' minds is necessary for them to learn the material and to make meaning from that material. As students encounter the content of a business communication course, they need to be able to discuss that content and to incorporate it into their minds. The cognitive presence is reliant on the social presence, but it is equally dependent on teaching presence (Garrison, 2019, p. 63; "Community of Inquiry," n.d.). The content is regulated by the professor, but also by the discipline's standards.

The concept of producing an optimal educational experience through VLEs in higher education revolves around developing a CoI within each class so that students are engaged through teaching, social, and cognitive presences. Through this multi-dimensional approach, students in business communication classrooms can move toward meaning making as they learn the material. Understanding the CoI

framework and learning how to incorporate it into VLEs allow business communication to construct VLEs that engage students with each other and the material to produce communicators within the business world.

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Innovative Instructional Methods

Training Tutors to Work in Business Communication Centers

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Business Communication Centers (BCC) fill a particular need within the University. Not quite a writing center, not quite a lab or a traditional tutoring center, instead they provide a specialized space for those who seek opportunities to improve their business-specific writing and oftentimes, speaking. One of the many tasks BCC Directors face is preparing their tutors to work in this environment. To those ends, this panel provides a broad set of resources and recommendations related to tutor training that expand beyond the writing center literature (i.e., Fitzgerald & Ianetta, 2015; Mackiewicz & Thompson, 2018; Ryan & Zimmerelli, 2015) and address BCC-specific concerns. The panel's intended audience is BCC Directors and those considering starting a BCC at their University.

One of the initial concerns for the BCC Director is determining the philosophy that will inform the center's work. Across BCCs, tutoring philosophies differ, and range from Brooks' (1991) minimalist non-directive approach where the student attendee is tasked with the majority of the work, to more directive approaches (Shamoon & Burns, 2001), and even those combining both directive and non-directive methods (Truesdell, 2007). Varied tutoring philosophies also come into play regarding who is hired to do the actual tutoring within the BCCs. Centers employ a variety of types of staff, including undergraduates, graduate students, contingent part-time staff, and faculty members.

Directors also need to consider the structure of their training and the topics they will cover, whether they are able to offer a full course, a pre-semester training, or ongoing staff development sessions. Each training structure offers different affordances and constraints, and these decisions are necessarily situated within the context of the particular university and BCC's setting. Considerations about topics to cover in training are myriad. For example, directors may consider whether or not speaking is part of the center's work, the level of need for ESL training (see Bruce & Rafoth, 2009 as a resource), DEI training (ABC, 2021), genre-specific training, and whether and how to incorporate reviews of micro-skills (e.g.,

grammar, formatting etc.). The director's role also necessitates making decisions about how and when to evaluate tutors' performance on the basis of their ability to enact the training provided.

While a variety of excellent resources are available in the writing center literature for directors (e.g., Caswell, McKinney, & Jackson, 2016; Murphy & Stay, 2006), the BCC literature is quite slim (Griffin 2001; Kuiper & Thomas, 2000; Tomlinson, 2014). This panel will assist directors in addressing these training-related concerns

The methodology of this presentation addresses two key themes: the overall philosophy of tutoring and the organization of training.

Theme 1: What is your center's philosophy of tutoring/consulting? (e.g., Prescriptive? Student-led?)

- Do your tutors determine the services you offer, or do you hire on the basis of services you plan to offer?
- When hiring, how do you identify potential tutors and what do you look for in candidates? Why do you use that approach to staffing?
- Do tutors specialize or cross-train?
- Do you assess tutors' performance? If so, how and how often?

Theme 2: How is your training organized (i.e., as a class, ongoing, pre-semester?)

- If you offer multiple services at your center, how do you train tutors for these offerings?
- Do you cover micro skills (grammar/usage/punctuation) in your training?
- Do you include DEI (diversity, equity, & inclusion) and/or ESL materials in your training?
- Do you differentiate training for online tutoring versus face-to-face?
- What can you share that has NOT worked well in training tutors or in developing a tutor-training curriculum?
- Do you have a favorite tutor training resource that you can recommend or share?

Takeaways: BCC directors leave this session with a variety of ideas about how to structure tutor training in varied contexts, including issues of ongoing tutor education and assessment. Tutor training strategies from this presentation apply to both online and face-to-face settings, which is the new reality for BCCs post pandemic. The resources provided both during the session and in the SIG files afterward advance the scholarship and praxis of BCCs.

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Toward an Integrative Approach: Incorporating Assertiveness in Business Communication Courses in B-Schools

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Theme

Assertiveness can be defined as "an ability to express our thoughts, feelings, opinions, beliefs and needs directly, openly, honestly and appropriately, while not violating the personal rights of others. An assertive person effectively influences, listens and negotiates so that others choose to cooperate willingly" (Dryden, 2004). It helps leaders to handle difficult conversations, manage conflicts or set boundaries and makes them look honest and transparent. The provenance of correlation between assertiveness and leadership is well established and research conducted on assertiveness validates it as a top skill and a highly valuable characteristic for successful leaders (Folkman, 2013). Yet, there is scant discourse available around styles and methods of teaching it in the management education context.

A review of assertiveness research showcases more work in the domain of clinical psychology than communication (Peneva & Mavrodiev, 2013). Within the management domain, a study of 207 schools by Brink & Costigan (2015) revealed 76% of the AACSB accredited schools have a learning goal related to presenting, 22% have goals related to conversing, and 11% have goals related to listening. In another study, the deans of AACSB-accredited business schools rated 'effectively delivers an oral presentation' as the most important communication competency for new business majors (English, Mantón, & Walker 2007). Nonetheless, evidence suggests that a highly rehearsed, organized, and planned persuasive presentation does little to mirror the cognitive complexity of the spontaneous, synchronous persuasion needed in today's business environment (Brink & Costigan, 2015).

This portends a clear misalignment between the communication skills needed in the workplace compared to those emphasized in business school curricula across geographies. To align communication competencies of students with industry needs, assertiveness training in business school curricula is sorely needed. The present study, therefore, aims to bridge this gap and chronicles an innovative pedagogical method for incorporating an experiential learning activity on assertiveness in the Communications course.

Purpose

The session presentation will discuss a creative approach for communication instructors to teach assertion and develop students' confidence and assertiveness. It shall draw from anecdotal experience of teaching a module on assertion in the Managerial Communication I course to first trimester graduate-level Business Administration Programme students in an AACSB accredited school, ranked among top 10 in India. The pedagogical approach adopted emphasizes learning and discovery through role-play in a business simulation. It will trace the evolution of the module design on the basis of instructor reflections and student feedback across different student groups. The presentation will explain the rationale, design, and outcomes of how the communications area replicated the assertiveness module through an experiential learning approach applied for the entire cohort of 650 first-year, MBA students, and taught by six faculty members.

With the sudden shift to online mode of teaching in 2020, the academics faced a big challenge in terms of delivering the course content and creating similar value as face-to-face (FtF) interactions. The presentation, therefore, also addresses the authors' experience of delivering the activity successfully through online medium.

Goals

The presentation aims to provide a model for assertiveness teaching that can be adopted by business and professional communication faculty. It also will identify the necessary resources to facilitate students' learning and performance. In particular, the session will focus on the following goals:

1. To understand how the exercise aligns with the Association to Advance Collegiate Schools of Business (AACSB) standards

2. To familiarize business communication instructors with the assignment design including the learning objectives, deliverables and rubrics, models and frameworks, and role-play resources

3. To discuss the value and logistical challenges in replicating this exercise to the online mode of instruction

4. To discuss the merit of applying a thematic approach to assertiveness assessment by incorporating a component of assertiveness in the evaluation for other oral and written assignments across multiple courses

Methodology

The presentation shall commence with an overview of how assertiveness emerged as a key skill to be imparted to business studies students in the curriculum review process at NMIMS's School of Business Management, and its refinement to the present form through multiple deliberations. The authors will then discuss the activity design based on Kolb's Experiential Learning Theory (ELT) that emphasizes the central role that experience plays in the learning process through the dual dialectics of action and reflection (Armstrong & Fukami, 2009). The integration of peer feedback and anecdotal evidence shall be presented.

Details will be offered on predominant theoretical models and frameworks applied along with resources used for role-plays. The utility of ABC framework of Rational Emotive Behaviour Therapy (REBT) pioneered by American psychologist Dr Albert Ellis shall be discussed. Assessment by mirroring measurement methodologies used in the workplace also known as BARS or Behaviourally Anchored Rating Scales and its application in the evaluation shall be shared.

Differences, challenges, and opportunities of replicating the exercise in the virtual classroom shall be presented though anecdotal evidence based on authors' experience of appropriating the exercise for online teaching.

Finally, the presentation will have an interactive deliberation on the merit of applying a thematic approach to evaluation of assertiveness in the other activities like team presentations, group discussions, e-mail assignments, and decision reports to create a deep and meaningful experiential learning experience that translates into behavioural change.

Outcomes

The participants will be acquainted with a portfolio of activities and approaches that can be used to teach assertiveness to business students.

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Innovative Instructional Methods

Staying Online: Business Communication Centers After the Pandemic

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Overview

For the past three years, the Business Communication Centers SIG has organized panels on starting, expanding, and - given the pandemic - pivoting their operational strategies to remain an active part of their institution absent in-person instruction, tutoring sessions, or workshops. This session builds on these prior panels by focusing on the lessons learned from and practices adopted during the COVID-19 pandemic. The pandemic created many challenges for business communication centers, with their operations being delimited while still remaining tasked with supporting students' career readiness and general communication skill development. Along with these challenges, however, came unexpected opportunities, many of which allowed for a deeper, renewed focus on strategic aims and an exploration of how to support those aims through different means. What practices adopted out of necessity during the pandemic have proven useful enough to retain after the pandemic? What will training regimens, management practices, student leadership initiatives, and allocations of resources look like in the 2021-2022 academic year and beyond? Panelists will discuss how the pandemic has prompted them to largely reframe center operations, center management, and student contributions/leadership, a reframing that will supplement their post-pandemic operations and complement their ability to support ongoing student success initiatives.

Purpose

This session will consider the creativity engendered by business communication centers during a transformative, generation-shaping event. In light of the conference's theme, panelists will discuss the ways they have had to respond, adapt, and innovate and the ways that these responses, adaptations, and innovations will last beyond the pandemic's end. Panelists will discuss how they pushed against the campus and community perception that the "university is closed" and their experiences whilst doing so. Panelists will also discuss how the shift to online tutoring introduced an opportunity for flexibility and the use of different metrics to define successful usage of center resources. The decline in foot traffic and lower numbers of appointments allowed peer tutors and writing consultants to take a larger leadership

role in creating ways to better meet students' needs in an online-only environment. The panel will explore staffing and resource allocation, namely how letting peer tutors carve out these new leadership roles increased rapport among staff, job satisfaction, and their ability to support student success and career readiness initiatives in new ways. These responses, innovations, and adaptations created new opportunities for leveraging staff members' particular strengths and interests while still holding true to their own institutions' particular core missions and strategic goals. Panelists will outline how these innovations and adaptations will be carried forward in the coming academic years. Our hope is that by cataloguing our respective successes - and struggles - we can help others learn, adapt, and innovate during and after future disruptive events.

Goals

The panelists seek to create a pragmatic, targeted dialogue around the ways one can successfully respond, adapt, and innovate during a pandemic or other long-term disruptive event. While each institution's version of a "successful" response will undoubtedly differ, panelists hope to provide several options for creating, measuring, and reporting the responses business communication faculty and staff provide in order to mitigate the loss of face-to-face interactions and instruction.

Over the past three years' presentations, we learned that many attendees were interested in how to start, sustain, and maintain a center - even during a pandemic. This proposal thus responds to the audience's desire for a continued discussion of that topic by focusing on how the lessons learned during a pandemic can direct, shape, and reframe the work centers do.

Methodology

While very little research on business communication centers exists, several studies exist regarding university-wide communication centers and a comprehensive body of scholarship exists in the related field of writing center theory and pedagogy. A survey of studies into writing and communication centers' responses to exigencies will frame our understanding of our responses to COVID-19 in business communication centers (McKinney, 2005; Denton, 2017; Griffon, et al., 2006; Kinkead, et al., 2002; Simpson, et al., 2006; Grimm, 2008, Sharon, et al., 1998; Harris, 2000). Additionally, we will measure our experiences against several studies regarding students' willingness to pivot to online education during a pandemic's first wave and other disaster settings (Van, et al. 2010); likewise, we will also measure our general perceptions of student anxiety against prior studies of pandemics (Fox, 2004; Wong, Gau, Tam, 2010). We will also examine several historical analyses of universities' responses to prior pandemics and their lessons learned (Jordan, 1930; Tomes, 2010) alongside our respective universities' responses.

This panel presentation will inform future practice by providing tactical and strategic advice to shape center directors' responses to future disasters that disrupt campus routines. These resources will be housed on the Business Communication Centers SIG page.

Takeaways

Participants will learn how to respond, innovate, and/or adapt their center operation whenever long-term disruptions to normal service occurs. Participants will also gain a deeper appreciation for the many flexible - and non-intensive, student-generated/led- strategies that colleagues adopted as the pandemic continued to affect normal operations.

Designing an Artificial Intelligence (AI) Chatbot Simulation for Professional Communication Learning

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Today, some affluent publics living in North America encounter artificial intelligence (AI) natural language processing (NLP) chatbots on a weekly or daily basis. Encounters with these tools are becoming commonplace, as an increasing number of consumers integrate AI chatbots into their homes and businesses launch chatbot-based customer services. It is estimated that the AI NLP market will be worth $28.6-billion (U.S) in 2026 (Research and Markets, 2019). In 2020, 6.7 million Canadians or 17.9 percent of Canada's population are estimated to have a smart speaker in their homes (eMarketer, 2019).

There are increasing discourses in support of including AI NLP in the classroom and learning design to help students and instructors engage in simulations, customize material to learning styles, and better engage Gen Z learners. Similarly, businesses are turning to AI chatbots to help serve customers with just-in-time information. Service providers, in seeking to deliver high quality service, are required to constantly interact with clients and attend to their inquiries and task-specific needs, a challenge that involves the gathering of detailed, domain-specific knowledge and "an ability to quickly understand the client's issues through...casual descriptions" (Ni & Liu, 2018, p. 559).

However, there are those who criticize AI NLP tools as 'Wizard of Oz' technologies, as these critics suggest that many AI NLP solutions for education and business often require intensive human labour processes (Taylor, 2018). AI chatbots have to be carefully written to respond to the wildly variable permutations of human speech and learner requirements. The dizzying levels of complexity in the range of possible interactions these bots might have with human learners and customers creates a set of wicked design problems for pedagogical designers and AI practitioners.

Independent scholar and filmmaker Astra Taylor (2018) coined the term fauxtomation to describe the human-powered processes behind many AI NLP solutions for the classroom and beyond. She, and other critics, note there is a constant need to recalibrate these tools because of the highly variable ways in which real people in the real world communicate. According to Taylor, (2018), human labour is an absolute imperative in making AI technology seem like magic. The reality is that AI NLP chatbots require a significant amount of audience research, careful pedagogical design, and professional communication expertise to be successful tools for instructional and industry settings.

Currently, Taylor (2018) notes that there is a "puffery and propaganda" surrounding contemporary discussion of AI which can make it difficult to understand how AI technologies can be employed effectively to solve challenges in both learning and professional contexts. The proposed session seeks to cut through the hype, share best practices, and highlight the constraints of using AI technologies in a classroom context.

Given known criticisms and constraints, can AI chatbots be effectively used in the classroom or in business? More specifically, can AI chatbots be used to simulate client-consultant interactions according to a social learning consultancy model (McGivern & Fineman, 1983: Shön, 1983: Shein, 1992; 2002) to encourage reflective practices and inquiry into client needs and to facilitate client problem-solving? What are the right ways to introduce these nascent tools into instructional practice?

In this proposed presentation, the presenters will discuss how they created an AI chatbot for upper-level undergraduate students and graduate students in a dedicated business communication program course that in part adopts a social cognitive approach in order to help students understand how the co-construction of knowledge and social interactions are relevant to grant proposal writing and the development of fundraising communications.

"Simon," the artificial intelligence chatbot built by one of the co-researchers (an AI NLP practitioner), was designed to help students understand how to work effectively with non-profit clients and draw on contextual knowledge to propose non-standardized solutions to client problems. This chatbot, based on IBM Watson, was created to give learners access to a simulated non-profit interview experience in an online learning context.

In their pedagogical solution, students use 'high-yield' questions to discover the chatbot client Simon's understanding of his organization, the audience his non-profit serves, and the goals Simon has in mind for his planned fundraising campaigns. Students engage in a real-time, text-based dialogue with this simulated AI client to practice the back-and-forth of interview interactions, all in a consequence-free environment. The goal of the project was to build learner confidence and help students practice important, real-world skills in a gamified, fully online learning exercise.

This innovative session will:

- Share the limitations and constraints of AI natural language processing (NLP) tools in the classroom
- Provide best practices in support of AI technologies used in pedagogical settings
- Furnish some of the key process steps toward creating a chatbot in a learning and teaching environment
- Lay out some lessons learned and pitfalls to avoid in terms of integrating AI in an educational or industry setting

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Incorporating Digital Badges and Micro-Credentials into Undergraduate Business Programs

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Micro-credentials offer opportunities to recognize learning, with a focus on qualifications like problem-solving, self-management, cultural competency and oral communication skills. This learning not only acknowledges individual achievement but also provides information to relevant stakeholders when badges are digitally linked to user profiles, added to a resume, or shared via social networks. However, implementing a path to earning digital badges in learning environments can be challenging because for students to succeed, assessment must align with both targeted instruction and a clear understanding of learning outcomes.

At the Kogod School of Business at American University, we had three primary concerns when we embarked on this initiative.

First, we wanted a program that had rigor and would provide and incentivize knowledge acquisition beyond what we already provided to students. We wanted a digital badge that would recognize exemplary skills, but also provide a roadmap to improve for less-skilled students. We wanted students to see badge acquisition not as an automatic achievement, but something that required additional effort and resulted in a degree of proficiency beyond their peers.

Second, we wanted to ensure that we could customize our path. We know our students best, and we weren't looking for a one-size-fits-all approach from our partner company.

Finally, we wanted to make sure that the effort - both from our students and from ourselves or our micro-credentialing partners in assessing the various milestones - was worth the investment of time and other scarce resources.

Ahn et al. postulate that the success of badging depends on three factors: motivation, pedagogy, and credentialing (Ahn, Pellicone, & Butler, 2014). At American University's Center for Business Communications, we used these guidelines to focus our search for a micro-credentialing partner to offer opportunities for first year students to acquire or demonstrate proficiency in oral communication.

Motivation

Goal-setting theory proposes that people perform better when they have 'high goals' that are specific, challenging and achievable (Locke and Latham, 1990). Additionally, when learners align their learning path to their own career goals, they feel empowered in planning their own instruction. Once the digital

badge is awarded, individuals maintain this control deciding where, when and to whom they will display the badges.

We've found that students are more motivated when learning is somehow "gamified." Software programs like PitchVantage and Big Interview use AI to incentivize rehearsal of verbal skills. A student who earns a 72 out of a possible 100 wants to improve to an 80; a student who earns a bronze badge wants to earn a silver or even gold. Research around this topic suggests that digital games in particular are, "able to generate an enormous amount of motivation which leads to intensive, sustained and emotional engagement with the game contents and mechanisms" (Hense and Mandl 2012, p. 20).

Valuable learning experiences that result in career fulfillment are the best possible outcome for any educational initiative.

Pedagogy

The sudden and total shift to online instruction in March 2020, though challenging, opened up new or little-used opportunities for expanding instructional pedagogy. The most positive pedagogical change, and one that is likely to remain in place post-COVID, is self-paced learning.

Self-paced learning can enhance the learning experience of most students. Tullis and Benjamin found that learners with control of study-time allocation significantly outperformed subjects with no control, even when the total study time was equated between groups (2011). No two students learn at the same pace or in the same way. Making content available at home helps each student address his or her own learning styles. Our non-native English speakers in particular can benefit from access to self-paced instruction that they can pause or rewind to aid comprehension. Being able to choose when and how to learn provides the flexibility that many students need to accomplish their learning goals.

Credentialing

We know that our students are transactional and efficiency-minded. Put another way, they want something measurable and noticeable for their efforts, and they'll seek that reward with a minimum of added stress. For this initiative, we saw the appeal of embedding a pathway in a course they already had to take and partnering with Education Design Lab (EDL), a reputable, non-profit pioneer in the micro-credentialing and badging space.

Takeaways

Our presentation will document our process of working with EDL - from inception through execution - offering insight into our questions and challenges, communication and alignment with our program, and lessons learned. Through our experience, we hope that ABC conference attendees will be better positioned to decide if and how to embed micro-credentialing and badging into their curriculum would be achievable and beneficial.

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Designing a (Somewhat) Personalized Online Course on Professional Communication

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Problem

In the late 2000s, a large, open-enrollment university in central Canada launched a course called Educational Communication as one of its early online offerings. The general elective course was intended to offer online students an option to develop their writing and covered many of the same lessons as a typical technical writing course. But because the instructor had tenure in an Education department, the course was named Educational Communication. The popular course was offered twice per year with somewhere between 150 to 250 students per term. Although a good start, the course had acknowledged short comings. Despite its title, the only "education" it covered was a short section on giving feedback. Because of administration concern about cheating, the course relied on a heavily weighted final rather than individual assignments. Online examples became outdated and revisions of the textbooks created alignment problems with the assignments. The course needed a major overhaul.

Solution

Goals for the revision included: (a) Better meeting the needs of students by providing more subject-specific content for Education majors and more professional communication material for Professional Writing students while providing meaningful links for students in other disciplines; (b) supporting students who speak English as a Second Language; (c) replacing the final exam with more meaningful assignments and (d) providing more writing opportunities for students without increasing the marking required.

Resulting Course

An eight-lesson, thirteen-week self-study course. Each lesson explores a different aspect of writing. The first and last are conceptual; the others focus on one genre and one stylistic issue each. The genre and stylistic issue are intended to have some relationship to one another.

Objectives

The main objective of the course is for students to complete a communication assignment so that it achieves the intended results with the designated learners or readers.

Structure

The unique characteristic is that, for two lessons towards the end of the course, students choose one of two paths depending on their learning interests.

The course has six graded assignments. Three are peer-reviewed, in which students submit their own work and provide feedback on two other submissions (guidance provided to students in doing so). The other three assignments are formally graded.

Lesson 1. A conceptual lesson explains the difference between academic and professional writing (Knoch, May, Macqueen, Pill, & Storch, 2016), writer-based and reader-based prose (Flower, 1979; Redish 1992; Felker, Pickering, Charow, Holland, & Redish, 1981; Schriver, 1989); genres (Bhatia, 1999) and writing processes (Flower, 1979). The style lesson addresses using copyrighted material (plagiarism).

Lesson 2. Genre: Definitions (Pfeiffer & Adkins, 2012; Brusaw, Alred & Oliu, 2006). Style: Writing in the active voice. Peer review assignment: Writing in-sentence, basic, and expanded definitions of a term associated with students' majors.

Lesson 3. Genre: Descriptions (Pfeiffer & Adkins, 2012; Markel, 1996). Style: Nominalizations. Peer review assignment: Writing a description of concepts associated with students' majors.

Lesson 4. Genre: Procedures (instructions) (Pfeiffer & Adkins, 2012; Markel, 1996; Price, 1984). Style: Communicating visually (Kostelnick & Roberts, 1998). Graded assignment: Writing a procedure.

Students have choices of two paths for Lessons Five and Six; genres and assignments differ by path. Students in both paths receive the same style lesson.

Lesson 5. Genre—Educational Path: Writing objectives, associated assessment questions and related feedback (Carliner, 2015; Dick, Carey, & Carey, 2005; Mager 1962). Genre—Professional Communication Path: Catalogs and references (Price, 1984). Style lesson: Screen and page design for functional reading (Kostelnick & Roberts, 1998; Redish 2008; Schriver; TC 2000). Peer review assignment: Writing objectives and assessment questions, or preparing three catalog or reference entries and an associated template.

Lesson 6. Genre—Educational Path: Lesson plans. Genre—Professional Communication Path: Announcements and press releases (Doyle, 2013; Goldschein, 2019; Moody, 2009). Style lesson: Crafting openings and closings (Ausubel, 1960; Driscoll & Carliner, 2005). Graded assignment: Writing lesson plans or writing several versions of the same announcement for different media outlets.
The two paths converge again after Lesson 6.

Lesson 7. Genre: How-to articles. Style lesson: Refining your style (Alred, Brusaw, & Oliu, 2006; Judd, 1990; White & Strunk, 1972; Williams, 1990). Graded assignment: How-to article on a topic related to students' majors.

Lesson 8. A conceptual lesson about applying writing skills in students' careers, whether or not they work in education or communication. A related style lesson provides guidance in the practical task of writing email messages.

Instructional Strategy

The instructional strategy employed in this course is mastery learning, an approach rooted in Gagne's nine events of instruction (Gagne, 1985) and that focuses on helping each student master the competencies taught (hence, the name). The strategy is also rooted in the concept of chunking (Redish, 1992), which breaks down complex skills into their components.

Because no single textbook addresses genres used in both education and professional writing, two Open Textbooks were developed in conjunction with this course: one exploring genres, the other presenting style lessons.

In addition, an instructor's guide was developed to explain the philosophy underlying the course and provide practical guidance in administering it, such as job descriptions for teaching assistants and guidance in writing new assessments each term). A guide to onboard teaching assistants was also developed.

Results

The new course was piloted during the summer 2020 term, in the early days of the COVID-19 pandemic. The course received mostly positive feedback from learners in end-of-course surveys. The course also fared well or the same as its predecessor on other metrics: (1) percentage of students withdrawing from the course: about the same; (2) percentage of students completing assignments and the course: significantly higher (about 30% of students taking the earlier version earned Fs for failing to submit assignments; the number dropped to fewer than 5%). (3) Instances of plagiarism dropped from 10% of all papers to none. Although this course was designed to meet the needs of one particular context, many of its characteristics, including the structure of its lessons, the two paths that let learners personalize the content, its integration of live virtual sessions, and its combination of peer-reviewed and graded assignments, might be useful in other online professional writing courses.

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Activities to Practice Listening and Non-Verbal Communication Skills in the COVID Classroom

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To meet the changes to our classrooms in 2020, all of us had to find ways to adapt. My Business Communication course had relied on lots of in-class exercises and activities to help students apply the concepts they read about in our textbook, Peter Cardon's Business Communication: Developing Leaders for a Networked World, 4th edition.

For example, I had students try to complete a puzzle in pairs. One student could touch the puzzle pieces but was blindfolded; the other student could see the puzzle pieces but couldn't touch them or their partner (This exercise is the subject of my My Favorite Assignment presentation this year). In another activity, I cut up an email into strips of paper, one sentence on each piece, and had students try to put the sentences in order (A trick to this activity is to cut up several copies and use different strips from each copy; otherwise, students will try to line up the paper edges rather than attend to the language cues).

While these activities were engaging and educational, the social distancing limitations of our Covid classroom required alternate solutions. One of the activities I designed that worked most successfully was a series of listening and non-verbal communication activities to apply concepts from Chapter Two of Cardon's text, "Interpersonal Communication and Emotional Intelligence."

The four activities I created relied on a PowerPoint to give instructions to different groups of students as we moved through the activities.

Activity 1: The Difference Between Active and Passive Listening

Active listening, as Cardon says, is "hard work" (p. 38). When we listen to each other, we do more than simply take in language. We respond with our face, our body, our voice, our breath, indicating in small ways that we are paying attention to the speaker. For this activity, one student would tell a story for about 3 minutes. Another student would spend 90 seconds responding non-verbally to the story and 90 seconds ignoring the speaker.

Students were loud and animated while they were being actively listened to, but the students telling their stories began to get quiet, slow, eventually stopping without finishing their tale because their partner was no longer paying attention. After this experience, students had a better understanding of what it means to listen actively; it's more than simply being able to hear the person and requires engagement.

Activity 2: Emotion Charades

Research suggests that "nonverbal communication accounts for 60 to 80 percent of meaning in various face-to-face business situations" (p. 47). In our class, we had discussed the differences between speaking and writing, how the two forms of communication employ different strategies because of how they function. In this activity, students would see how quickly they could sight-read another student's emotions based on their posture and gestures, and the part of their face not covered by their masks. Students were allowed to make noises but were not supposed to speak any words. Emotions were shown on the PowerPoint, so that students could select one and act it out for their partner. They were trying to get their partner to guess as many emotions as possible before time ran out. With their mouths covered, students had to get a little more creative for even basic emotions like happy and sad.

Activity 3: Instructions Challenge

In an adaptation of the blindfold puzzle activity, during this exercise, one group of students were shown a simple picture and tried to get their partners—who could not see the picture—to draw the same image. The students giving instructions could describe shapes and their positions (a circle with lines around it above three triangles) but were not supposed to interpret the picture for the artist (a sun above three mountains).

Activity 4: Zen Counting

For the final activity, we attempted something I had read about in a few places (here's one link: https://www.teampedia.net/wiki/Zen_Counting) called "Zen counting." A typical team-building exercise, the idea is to have a group count from one to x number using these rules: 1) each person says one number, 2) if two people speak at the same time, the group starts over, 3) no one specifically indicates when to start or who should go next. The idea is to get the group paying such close attention to each other, to small signals about who is about to speak, that everyone is able to contribute.

It took quite a few attempts for us to count to 25 in my classes, but eventually all the groups were able to successfully do this.

These four activities are easy to do, help students learn to apply concepts from their reading, and were able to be deployed even when students were six feet apart and wearing masks.

Innovative Instructional Methods

Preparing for the Campus Teaching Tsunami: Aligning Your Curriculum to Help Support a Student Cohort that Progressed Via Pandemic Distance Learning and Are Now "Sitting" in Your Classroom

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Purpose

"With significant academic disruption for graduating and rising high school seniors, the need for academic supports to succeed in credit-bearing college coursework is likely to grow dramatically" (Reyna, 2020).

The incoming students of the 2021/2022 academic year have faced enormous educational challenges because of the global pandemic. While research and anecdotal evidence show that students are anxious to return to in-person learning, they want continued flexibility of instruction. There are expected re-entry "culture shocks." This session will discuss guidelines for how to reexamine and adapt your Business Writing curriculum to address an anticipated and unprecedented variation in levels of preparedness.

Business communication instructors already work with different levels of ability in the classroom. That challenge is not new. However, many students in this '21-'22 academic year may have had some compromised level of instruction for almost a year and a half because of the pandemic. In fact, recent research shows that more than 30% of educators feel they are not well prepared for the unique challenges of the upcoming '21-22 academic term (Cielo24, 2021).

Debate about the effectiveness of on-line instruction has not been resolved, with credible arguments on both sides. Research shows how on-line instruction can be effective (U.S. Department of Education, 2010) and how it can be detrimental to students and student learning (Bettinger, 2017).

Regardless, due to the severity of the pandemic and its social restrictions as well as the longevity of exclusively on-line instruction, higher ed does have concerns about the return to in-class instruction. These concerns involve: lowered student motivation (Dorn, Hancock, Sarakatsannis, & Viruleg, 2020; Lawrence, 2021); lack of preparedness (Ezarek, 2021); erosion of good study habits (Whitford, 2021); students' increased leveraging of online cheating (Dorn, et al; McKenzie, 2021); and even a perceived fragility of student mental health (Becker, 2021). In fact, preliminary "COVID slide" projections from the NWEA suggest that "students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year" (Kuhfeld & Tarasawa, 2020).

Strategies to help mitigate these issues will be discussed.

In 2017, Suffolk University's Business Writing instructor team revamped the curriculum to meet the needs of a diverse student population in terms of ability and preparedness. Improvements to this core business course were made that drastically improved the consistency of instruction and student outcomes across the business school. These upgrades have built in flexibility to adapt to every level of learner in the classroom. The team has continued to research, examine, and improve the evolving needs of students in business writing. The 2021/2022 academic year is no different. The approach established clear standards with the curriculum and has designed assignments/projects that scaffold student learning with a focus on outcomes. Support systems have been designed and implemented that help students at every level succeed without slowing down instruction in the classroom.

Methodology

The session will begin with an overview of current higher ed trends to accommodate this post-virtual student body. As a practical application, an overview of the successful experiential learning curriculum at Suffolk's Sawyer Business School's BComm core will be presented. Existing challenges to this core program--as well as the new challenges that have emerged with online learning--will be reviewed. The panel will then discuss critical course adjustments to compensate for anticipated learning gaps due to the Covid19 pandemic. The panel will demonstrate how Suffolk's course objectives and adjusted teaching methods will have been updated to meet the anticipated needs of incoming students. In anticipation of the challenges for Fall'21, Suffolk's writing team has also launched a pilot program that offers a formalized two-tiered approach to BComm instruction. This program will be discussed in detail. Outside classroom support will also be analyzed as an essential element to overall student success in BComm. Flexible Q&A will be accommodated.

Outcomes

Participants will: a) gain an understanding of why it is important to be flexible with existing curriculum as we return to the classroom, and b) receive an overview of classroom strategies that can be modified to adjust to diverse student learning styles and skill sets as well as potential deficits specific to the past year of virtual instruction This approach will also help instructors to more fully engage students while supporting their growth and confidence.

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The Way to Build a Successful Learning Community During a Most Disruptive Time

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The pandemic has posed significant challenges for both students and instructors in higher education around the globe. Potential concerns about online classes focus on the lack of a sense of community among classmates and face-to-face relationships with their instructors. Guided by Garrison, Anderson, and Archer's (1999) Community of Inquiry (CoI), this study describes a practical approach to implement instructional concepts and educational tools that can help build a supportive learning community in business communication courses.

The author applied nine different educational tools or strategies to online or hybrid courses and social distancing face-to-face courses, based on each element of CoI—Cognitive, Social, and Teaching Presence.

As the results of the CoI applications and tools showed, students' course grades overall improved compared to the previous year. Students who followed the instructions to develop a learning community during the courses assessed the course positively in their evaluations with respect to the quality of learning, engagement, motivation, and course satisfaction. Students' verbal reports also indicated that the course design and instructional tools increased their sense of belonging and improved their learning experience.

This new approach could help instructors prevent adverse outcomes in students' learning process with which many people are concerned during the pandemic. Regardless of the pandemic context, the approach could help instructors achieve a high quality of learning and an engaging community, thereby providing students with a better chance to prepare for their professional careers.

From Fragile to Agile: Re-Organizing the Business Writing Classroom with Design Sprints

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In the field of workplace writing, scholars have long researched organizational shifts in the workplace and how those shifts have affected writing and the writing process. As far back as the 1990s, scholars noted a turn from vertical to more horizontal forms of management meant to increase innovation, efficiency, and quality (Gee & Lankshear, 1996; Henry, 2006; Slack Miller, & Doack, 1993). These shifts require new modes of collaboration built from the bottom-up, allowing employees increased participation in the design and development process. One can see similar trends in the writing classroom, where students are asked to develop and organize their own projects, instead of being told exactly what to do by the instructor. Such horizontal collaboration requires new ways of looking at collaborative workflows.

In the 21st century, many corporations have incorporated Design Thinking (DT), a methodology for solving complex problems, into their project management through design sprints, which combines DT with agile project management. To accommodate complex projects, agile teams work in 2–3-week work periods to prioritize and focus on specific parts of a larger project. This process allows teams to adapt to changes easily. Alternatively, planning projects sequentially (often called waterfall) makes writing projects more fragile and less adaptable to changing circumstances. This is the most common way we organize writing projects in our classrooms. Focusing classes on applied learning projects, I have begun re-designing my writing classroom into a series of design sprints focused on a specific project to give students a more focused and flexible experience with writing. In these projects, students must produce a deliverable for a community partner, using the skills and ideas from the business writing course. But instead of making such a project the "capstone," I design the whole class around this project to streamline and focus content for better application.

This presentation will first critically review scholarly research into design sprints from across disciplines (including educational technology, design science, business management, etc.) to give readers a broad understanding of how DT has bridged gaps between academia and the workplace. I will also critically analyze key DT resources (like IDEO and Stanford's d-school) to identify the unspoken relationship between business writing and design thinking that will bridge important gaps in how we teach writing projects. Scholars in technical writing have briefly explored the ways design thinking can alter our thinking about the writing process (Pope-Ruark 2015, 2019; Wible, 2020), but not how we can structure our class like a DT project. Through this research, I will use the canon of invention to create theoretical space for building a bridge between DT, design sprints, and writing pedagogy. This will recast design thinking as an integral part of the writing process that re-organizes how we think about the writing workflow.

I will then summarize the key elements to design sprints that will help us focus more on innovation (critical thinking), efficiency (managing student workload), and quality (matching learning outcomes). I will use examples from my corporate partners and my course materials to illustrate how we can organize our course or our projects within this design sprint paradigm. Specifically, I will show how I have organized my entire course schedule using design sprint methodology and demonstrate how I revised key assignments to better integrate design sprints into the course content. Not only does this streamline the business writing class, but also allows space for more innovation, helping students to adapt to changing circumstances that arise when working with an actual client. Readers will walk away with new ways of organizing classroom that better match trends in corporations focused on innovation.

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Scenario-Based Business Communications Project: Good Things Happen When Students Work Together to Respond in Real-Time

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A cornerstone of many business communication courses involves students working together on a shared writing project. These typically involve students producing common business communications genres such as proposals, memos, and reports and then presenting on what they have created.

But, in my observation, I've seen more struggles than success in this model. Like most group college projects, students tend to procrastinate on the work and then become frustrated with one another as the deadline nears. One or two students end up taking on the bulk of the work, while others don't engage at all. Then, the writing itself comes out pretty half-hearted, and the inevitable presentation ends with a shrug and "any questions?"

As an undergrad student, I worked in many projects like this myself. When we would complain, professors always came back with, "Well, you will have to do group projects in the REAL WORLD, so this is preparation."

And those professors were not wrong. In my career, I have collaborated on many projects, but they never really looked like my group projects in classes, largely because the project was happening in that real world they told us about.

Corporate environments operate very differently than a classroom, but many times Business Communication courses fail to bridge that gap, especially as it relates to group projects. Actual corporate communications are highly context-based, which is very hard to capture in an academic setting, and students have no real urgency about these communications. As a result, the work they complete is often not an accurate depiction

This presentation seeks to give the audience a look into a simulation project that they can use within their own classrooms to help students connect more deeply with the content of the course and with each other.

The most important feature of this project is that it's happening in real-time, and the students aren't aware of the assignment goals ahead of time. As a result, the stakes of the assignment are slightly raised and the work more closely resembles the real-world stakes of writing in response to a crisis or situation that arises at work.

The students then work together to develop a set of deliverables that are given out throughout the simulation. The goals from that traditional assignment are still being met. Students are engaging with writing business communication genres, but they are also working on: group dynamics, interpersonal communication, and adaptation to new technologies.

A very important facet is that students are highly engaged (maybe even having a little fun!) while completing the simulation. As a result, participation becomes a given and they are putting in a new level of effort in group work.

The simulation can be completed both in-person or via video chat and has endless remix opportunities for you to customize for your own course goals.

In this presentation, I will share student feedback, reactions, and completed work. I will also provide detailed instructions on the creation of the simulation project and field any questions you may have.

Teaching Data Communication Through Service Learning

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As a field, business communication widely recognizes the value of teaching through service-learning projects, as evidenced by the number of articles focused on service learning in BPCQ alone. Service learning enhances teaching by providing intellectually challenging projects, a real-world context for learning, real audiences for student communication, and an opportunity for students to contribute to the community (Littlefield, 2006).

Commonly, service-learning projects focus on analyzing an organization's communication (Littlefield, 2006) or creating communication products for an organization (Cross, 2006). Other service-learning projects ask students to practice their communication skills by seeking out an organization, identifying a project that meets the organization's needs, and communicating with the organization throughout the project (Bush-Bacelis, 1998; Tucker, McCarthy & Hoxmeier, 1998). Service-learning courses or projects may also be constructed to focus on a particular set of learning goals for a course, for example ethics (Blewitt, Parsons, & Shane, 2018; Vega, 2007), cross cultural communication (Stevens, 2001) or social justice (Jones, 2017).

This presentation offers a new option for a business communication service-learning project focusing on a specific set of learning goals: analyzing, visualizing, and presenting data. In contrast to service learning, strategies for communicating data and teaching data communication are not well-studied in our field. In our journals, a search for "visual communication" returns articles focusing primarily on document design (Dyrud, 2006), visual rhetoric (Rosenquist, 2012), or infographics (Toth, 2013). A search for "data communication" returns no results.

This absence in our field is alarming, given how important data communication will be in many of our students' business careers. Textbooks do cover the topic and provide excellent teaching material; thus, we assume that most faculty who choose to teach data communication use textbook exercises with hypothetical data, much as we used to do.

Recently, however, we have rethought our approach to teaching data analysis, visualization, and communication, and we now introduce it to our classes in a service-learning context, challenging teams to students to analyze real data provided by real organizations in our community that have real questions they wanted answered. This switch to service learning provides many benefits: students have the opportunity to see the kinds of data that organizations gather and to evaluate how best to use that data to answer questions; they have to grapple with messy data that has not been curated for them; and they need to collaborate and negotiate within their teams to identify the most insightful data displays and use those data displays to tell a data story to an interested audience.

Working with a local not for profit organization also motivates students to work harder and learn more. Because they are working to help an organization rather than simply to fulfill the requirements of an assignment, students rarely settle for a result that is "good enough." They want to make a difference in the organization, and they are motivated to provide the best result.

In addition, these projects provide students with all the benefits that come from communicating to real audiences. Students need to tailor their reports and presentations to an audience, anticipate audience questions, and frame their communication so that their immediate audience can use the students' reports and slide decks in their own internal meetings. Students comes to understand that the work we ask them to do in a communication class isn't busy work; it is necessary work required for communication success.

In this presentation, Megan Geigner will share her experience partnering with two regional theaters in Chicago--TimeLine and Victory Gardens--for service-learning data projects. Barbara Shwom will share her experience working with a local not for profit organization, Youth and Opportunity United, which wanted to gain insight from data about its donor base. Both presenters will share the details of the assignments, learning outcomes, and results of using real world data from local organizations to enhance business communication courses for undergraduate students. Attendees will leave the session with ideas for finding potential community partners, drafting learning objectives, and deconstructing the project into manageable milestones.

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Teaching Students to Assess, Strategize, and Network in Service Learning

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In many business writing courses, students get overly sanitized rhetorical situations: hypothetical/historical case studies, contextless reports, or minimal contact client partnerships. Often in these situations the parameters of timetable, audience, author, genre, and purpose are boiled down to easily digestible rhetorical components for students to consume with a textbook. However, collaborative industry writing situations rarely fit into such neat constraints. Instead of the reductively simplified rhetorical situations, one approach to teaching is to involve students in the deliberation and development of client-based projects. Doing so can develop them into "macro-rhetors," communicators who can assess, strategize, and network within their constraints to accomplish their rhetorical vision.

One of the dominant patterns of rhetorical labor observed in research of client and partner-based writing classes was the networked nature of interactions participants had with each other, material constraints, and the various aims of different stakeholders. These conditions capture the contexts of many large-scale rhetorical ventures. In a rhetorical venture, multiple participants collaborate together to develop various texts and rhetorical artifacts to push the venture forward. Primary stakeholders with a venture recruit and network with new stakeholders that can help the venture's efforts. Time, space, genre, and material resources all exert various pressures and can provide various affordances and constraints as they are networked and leveraged into the venture. The distinction between audience, author, and collaborator starts to blur as rhetors network with audiences for feedback and collaboration, as partners are brought into the venture for insight and direction, and as various documents and rhetorical artifacts circulate between different participants in a venture. This presentation describes rhetorical venture participants as "stakeholders," where individuals working towards a rhetorical venture interact with/involve other people depending on what stakes they may have in the venture itself. Collaborating stakeholders produce rhetorical artifacts and take into consideration the interests and constraints that other stakeholders may have with the artifacts, whether they be the intended audiences or interested parties to the venture.

This presentation argues that effective rhetorical labor in writing partnerships can be supported by taking a "macro" approach to the rhetorical situation, one that accounts for networking stakeholders, material constraints, and rhetorical vision. A macro-rhetorical perspective is deliberative and inventive as macro-rhetors identify these networks and successfully strategize to leverage them for the venture. Macro-rhetoric's inventive and creative approach aligns with Vatz's (1973) assertion: "To view rhetoric as a creation of reality or salience rather than a reflector of reality clearly increases the rhetor's moral responsibility.... the rhetor is responsible for what he chooses to make salient" (p. 158). Similarly, macro-rhetoric illustrates how a rhetor crafts networks of rhetorical action, strategizing the material

constraints and stakeholder visions to achieve their rhetorical ends. Ethically leveraging these networks "increases the rhetor's moral responsibility."

The concept of macro-rhetoric in client and partner-based composition courses intersects with rhetorical theory and experiential learning pedagogical methods in writing studies. Networks, audience theory development, and material rhetoric all have complicated rhetorical situation frameworks. Rhetorical theory has been complexifying its view of the rhetorical situation over the course of its scholarship. Models for approaching/analyzing rhetoric have abandoned simplified "audience-text-author" triangles in favor of rich illustrations and metaphors for the layered and distributed nature of rhetorical action. Despite this complexity, Grabill (2013) said,

What rhetorical research does not do very well is detect rhetorical activity as coordinated and distributed, as human and non-human, as performative in the ways that I have suggested it is performative, as a chain of agencies that is not bounded in the ways we have historically bounded rhetorical agencies. (p. 204).

The concept of macro-rhetoric, however, stands out from some of the previous rhetorical models by representing a cohesive effort to describe the distributed and networked rhetorical labor for large-scale rhetorical ventures. Not only that, but macro-rhetoric specifically provides rhetors a prospective strategic framework for a rhetorical venture whereas many other models are meant as retrospective analytical frameworks.

In terms of specific details, macro-rhetoric also pushes rhetors to consider rhetorical situation participants not as "authors," "collaborators," or "audiences," but as "stakeholders." This move encourages what this presentation calls "audience networked," where macro-rhetors network with other individuals and entities who have interest or "stakes" in a situation. Based on their stakes with a venture, macro-rhetors may recruit and leverage other stakeholders to push along the rhetorical venture. This pattern of working with other stakeholders is what this presentation calls "sharing rhetorical vision." Within a rhetorical venture, macro-rhetors take on an iterative process of recruiting stakeholders, re-envisioning project scope with them, renegotiating rhetorical labor, and collaborating to execute that labor.

Macro-rhetoric has significant implications in reimagining theoretical constructs such as the rhetorical situation and audience. However, from a usability standpoint, becoming a "macro-rhetor" and developing a networking strategy can be important for students to learn as they are entering into a writing partnership for a business communication class. Therefore, this presentation recommends teachers use partnered large-scale project-based approaches to assignments within business communication courses. More specifically, this presentation encourages instructors to develop assignment opportunities that allow students to explore how rhetoric operates in a macro fashion, extending across multiple texts/genres/artifacts and various stakeholders. A project-based approach will teach students how to align their rhetorical vision for their rhetorical venture with the instructor, clients/partners, and other stakeholders. As they explore ways to actualize their venture, students will gain useful experience networking across their material constraints.

Besides giving students the opportunity to practice macro-rhetoric through a project-based approach to teaching, this presentation offers some ways in which instructors may teach a macro-rhetoric mindset.

The suggestion for teaching a macro-rhetoric strategy involves three deliberative steps:

Taking Stock: Inventory and Research

Strategizing: Recruitment and Leverage

Networking: Collaboration and Negotiation

By covering each of these three deliberative steps, students should begin to conceptualize their work as existing within a macro-rhetorical venture and establish steps to leverage the stakeholder and material networks they work in.

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Do We Have to Teach Slack? A Tool-Minded Pedagogy

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Business communication educators have at their disposal the opportunity to side-step the burdensome question of exploring new tools by arguing that they are teaching concepts and practices that can be deployed across any tool. An over-emphasis on tools can bog down a department in the minutia of certifications that do little for students' actual learning or marketable resume.

Yet can the theory and practice of business communication education truly be separated from the practical application of a new tool? Does an aversion to focusing on tools ignore the reality of professional tool-ubiquity (Slack, for example, boasts a user base of 12 million [Curry])? Does a business communication curriculum suffer if it does not actively include a technological focus in its offerings?

The purpose of this presentation is to (1) define a technology-minded curriculum; (2) provide educators with a rationale they can use to justify their tool-focused time allocation to themselves, students, administrators; and (3) equip educators with starting places for essential technology elements their curriculum.

Part 1 - Definition: A technology-minded curriculum is defined in this presentation. This presentation will draw on traditions in rhetoric, such as Greg Ulmer's notion of "electracy," to develop a nuanced approach to how educators can conceptualize their curricular relationship to technology. Beyond the money- and frustration-laden university relationships to an LMS, this technology-minded curriculum advocates for an approach to communication that affords the production of thoughtful, engaging, contextual content, through practices like 3-D writing in both modern and traditional contexts.

This tool-minded approach does seek to produce mere momentary proficiency in a rote set of systems, asking students to memorize formulas and specific click-paths. According to Ulmer, electracy "is to digital media what literacy is to print." This presentation thus argues that a tool-based curriculum affords the educator the opportunity to promote learning beyond mere button-based proficiencies. Instead, those button-based proficiencies become the gateway by which broader learning is able to happen. One cannot easily teach comparative analysis in an English literature class, for example, if students do not first know how to command the English language. Likewise, asking students to become digitally analytically minded requires that they first have adroit flexibility and sufficient mastery over the real technology spaces in which educators ask them to make decisions consonant with theoretical best practices.

Part 2 – Rationale: In addition to sharing substantial numbers of users for some of the most ubiquitous technologies, which are often not a staple part of curricula, this presentation will argue for the value of teaching a tool that extends beyond the tool itself. What does learning Slack do for a student? How is it

marketable for a student who may never use Slack in their professional life? This presentation will outline essential answers to justify the tool-minded pedagogy for the resistant instructor and the traditionalist administrator.

Part 3 – Equipment: This presentation will briefly outline for its educator audience core exemplars of technologies to consider in a modern business communication curriculum. Audience members will be introduced to the exemplary tool and a practical classroom use-case scenario for tools like (A) Slack – the chat channel and direct messaging platform used by diverse companies, from financial services giant TD Ameritrade to New York City's MTA to grocery deliverer Shipt; and (B) Miro – the digital whiteboard collaboration tool used by companies from Dell to Volkswagen, boasting 15+ million global users (Miro).

The goal of this presentation is to empower business educators to better empower their students for lifelong professional communication success. The above breakdown of the presentation is intended to make it more likely and less difficult for business communication educators to engage new tools beyond the core Microsoft Office productivity suite with which most students already have a basic level familiarity.

This presentation's focus sits on top of the types of communication events that students are already being asked to engage within a business communication program – written, oral, and visual communication that is both synchronous and asynchronous. While it has been argued elsewhere that students need to learn to engage in video making to truly have a competitive edge in the modern business communication landscape (Lind), this presentation offers a slightly different vantage point by arguing that the specific tools that one uses to compose the idea for the video are itself an important educational opportunity that educators should thoughtfully consider and ideally embrace.

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Helping Students Manage Group Work During Transitions to Online Classes

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Group work can be a "headache," to both the instructor and students, if not managed properly, even more so when it comes to transitioning to online classes during a pandemic. However, through years of hybrid and all-online teaching, especially since my university decided to move all classes online last year as the nation was hit by COVID-19, I have developed a set of methods that can be effectively executed when guided by a clear policy on group work and a "student-attitude" teaching philosophy. The end result is, most of the students have come to appreciate and even enjoy group work assignments, as evidenced in their end-of-semester reflections on their learning experience, as well as in their course evaluations.

"Student Attitude" is borrowed from the term "You Attitude" in business communication, which refers to a principle that approaches communications from the reader's perspective. In my online class teaching, it means fully understanding students' needs and situations when COVID-19 makes everyday life already difficult for them, not to mention an abrupt transition to online learning. For example, I will try to give group work assignments that can truly "pique" their interest in working together as a group. "Student attitude" also means that we instructors need to exercise more empathy with students by seeing things from their perspective. This way, I will not get upset when a group misses an assignment deadline. Instead, I will try to work with them by, for example, holding a Zoom conference with all or select group members and giving them an extension if necessary. "Student Attitude" mandates that more flexibility be exercised dealing with issues arising from group work activities. After all, student success is all that matters.

On the other hand, a clear policy on group work has to be in place so that students can see, unambiguously, what is exactly expected of them, and what the consequences will be if they fail to participate in group work activities. Group work is group work, a principle that must be driven home in students' mind, and must be firmly upheld. So, part of my presentation will be on how to strike a balance between exercising empathy and flexibility and upholding the principle of working-togetherness at the same time. However, the "how to" part, or the methods of managing online group work, will be the focus of my presentation, in which "tricks" or tactics will be shared on the management from A to Z: that is, how to select group work assignments, how to arrange student groups, how to mentally prepare students for group work, how to monitor group work, how to deal with conflicts among group members when they arise, etc.

The Archive as Client: Challenging Students with Brand Language and Technical Writing Precision

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For the last five years, technical writing students have donned white cotton gloves and explored boxes of yellowed letters and diaries stored on our college library. Students encountered the world of archives for the first time, which has its own cultural value. More pertinent to business communication, students wrote up archive entries that aligned with archival expectations, learning brand language and the technical niceties of archive writing along the way. They eventually published entries in the archive interface, producing content of value for our in-house client.

With client-based projects (CBPs), students must balance textbook knowledge or theory with real-life situations and personalities (McCale, 2008). Perhaps most uniquely, students can benefit from CBPs because they learn soft skills, especially professional communication habits. According to McCale CBPs can make students "street ready" for their future employers by running them through the gauntlet of soft-skills boot camp (p. 52). Like McCale, I think of students involved in CBPs as entry-level employees, a label that encompasses their lack of industry culture as well as their reliance on samples, textbook information, and instructor/manager knowledge.

The client-based archive assignment had several benefits. First, it promoted client-based learning since students published their work to serve the library as a client. It also introduced students to the clipped style and information details required for archive entries. The experience helped students transition from student writers to writers able to adapt to the voice and language of their company. The archivist and I introduced archive language, and we challenged students to write in that vein. The exercise helped students to realize that they will need to move beyond the comforts of academic writing, and they may be asked to take on the brand language of their employer. That versatility will make them valuable assets to companies' brand strategies (Morais & Lerman, 2020).

Archivist Rachel Grove-Rohrbaugh and I ran an IRB-approved study on the outcomes of this most recent version of the project. Students reflected on how the project asked them to 1. adapt their voice and 2. work for a client. Responses to the reflection show that students felt the challenge of this "small writing." One wrote,

Interacting with a client definitely acts as a strong motivator for a project. I felt greater pressure than normal to perform at my best and deliver a high-quality result. The experience has yielded a net positive for my professional development.

Technical and business writing asks students to edit succinctly and with focused care. Archive entries perfectly embody those characteristics. For some archival writing, students had to limit their multiple entries to three sentences each. While in theory this sounds easy, students learned that short writing briefs takes intense attention and extreme editing. With the right preparation, they carried some of those editing skills into their longer projects.

The archivist assigned each student a partially processed box of archival materials. The archivist taught students how to handle archival materials, and then they each unpacked their box. This was hands on research and writing! By the end, students had written a historical note, a finding aid, and a Library of Congress keywords list.

During COVID-19, the archivist and I adapted this program for a remote teaching arrangement. Students still learned archive language, but they directed their efforts to describing pieces in a photography collection.

Collaborating with the college archivist gave the students the experience of writing for a client, but it allowed me to organize the work with a colleague who understood students' capabilities and did not have a "what's in it for me" attitude identified by Wolf (2010). Moreover, the library has hundreds of uncatalogued materials, so we could recreate this project each year. I could devote my energy into finding new clients for the other client-based project later in the term. Our relationship as colleagues meant that I could bypass some of the expectation stressors of organizing a client-based project with community partner.

Overall, students found the challenge of adapting their writer's voice for business to be a worthwhile experience. Faculty looking to grow their portfolio of client-based projects can look for in-house partners before tackling the larger challenge of nurturing community-based relationships.

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Teaching with Simulations: Centauri

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Engagement Desired

Engagement impacts learning. An engaging learning experience that has students participating dynamically is essential in the competitive climate of undergraduate education, including for retention and to business schools accredited through the Association to Advance Collegiate Schools of Business (Haug et al., 2019). In addition to organizations, students and instructors want engaging learning experiences.

Games influence engagement as well as learning outcomes (Fu et al., 2016). Schindler et al. (2017) reviewed student engagement with computer-based technology, including digital games, finding that engagement includes emotional, cognitive, and behavioral indicators and that students in courses with simulations, as opposed to traditional courses, reported higher levels of cognitive engagement through applying theory to practice and motivation. Though sharing information can trigger learning, behaviors need to be practiced for real change (Weise & Burke 2019). A screen-based simulation role-play offers users the opportunity to develop through an engaging experience.

Simulations also increase confidence in thought processes, help students logically position themselves, and reinforce learning by applying concepts (Ajayi-Ore, 2019). Bitrian et al. (2020) note that playing games can result in Csikszenthihalyi's (1975) state of flow, whereby engagement is high and "when we act with total involvement" (p. 43). "When students actively engage in the learning process, it is more successful" (Haug et al., 2019, p.83). "To the extent that the instructional method promotes the involvement of the learner as an 'actor' and not just a 'receiver,' learners should perceive the learning environment as psychologically safe (Edmondson, 1999 as cited in Caijiao & Burke, 2016, p. 511).

Storytelling to the Rescue

A simulation of a dramatized experience that uses media to engage the senses creates a virtual experience for practicing skills and behaviors. A role-play engages students in learning with their peers. Think here of nurses working with computerized patients or pilots using flight simulators. Users within a simulation also experience choices from within the safety of a game. Story scenes, incorporated into games, set participants in scenarios to strengthen the reality of the choices because the magnitude of the incentive affects outcomes (Radlow et al., 1968). Stories trigger emotions and senses, make information easy to recall, and get people on the same wavelength (Jordan et al., 2020). A screen-based simulation role-play, like Centauri, engages players with stories, sights, sounds, and choices to set teams up for reflection and discussion about specific learning objectives, for example, leadership and team skills.

Play Then Debrief

After playing a simulation, debriefing consolidates learning. Debriefing's value has been found to enhance team effectiveness by 25 percent (Tannenbaum & Cerasoli, 2013). Debriefs intending to develop participants and that foster "information exchange and perspective taking" (Tannenbaum & Cerasoli, 2013, p. 232) benefit learning. Four elements essential to debriefs include (1) active self-learning– playing the simulation, (2) developmental intent– learning objectives, (3) specific events– shared play experience, and (4) multiple information sources– game choices, results self-reflection, team discussion, etc. (Tannenbaum & Cerasoli, 2013).

When participants are aligned with intent and measurement to improve team effectiveness, the greatest effects, up to 38 percent, are found in debriefs (Tannenbaum & Cerasoli, 2013, p. 240). Keiser and Arthur (2020) discuss the theoretical basis for facilitating the "learning from others by directing trainees' attention to important behaviors, enhancing their retention and production of those behaviors, and motivating them to repeat effective behaviors in subsequent performance (Bandura, 1986; Villado & Arthur, 2013)" (as cited in Keiser & Arthur, 2020, p. 2). Debriefs benefit from structure and guidance.

Centauri Teaches Skills Needed by All

Leadership has long been distributed in teams (e.g., Bales, 1951; Mathieu et al., 2008; Morgeson et al., 2010). Collective leadership has emerged as a term for "the shared, distributed, pooled, and relational aspects of leadership" (Ospina et al., 2020, p. 442). Within teams, leadership can shift with expertise. "In most teams, different members need to perform some 'leader-like' actions" (Tannenbaum & Salas, 2021, p. 167). "It appears fruitful to facilitate information exchange among all team members and to generate strategies and tactics based on knowledge which is distributed among team members rather than relying on the expertise of one or few" (Aubke et al., 2014, p. 155). Leaders need effective habits, behaviors, and skills around teamwork, communication, leadership, and belief in their capabilities and ability to succeed (Mathieu et al., 2008).

In most organizations, complex work is done in teams. Individuals need the ability to "work effectively with others" (Morgeson et al., 2005, p. 585) in team settings. Team skills are known to improve team outcomes by 20 percent (Salas et al., 2008). Team training, such as through simulations, promotes teamwork and enhances performance (Salas et al., 2008). With leadership distributed in teams, all team members benefit from the knowledge, skills, and abilities needed for leading teams and understanding how to perform teamwork (LePine et al., 2008). As all team members potentially lead at some point and teams benefit from learning team skills, the Centauri simulation focuses on developing leadership and team skills within a team, screen-based roleplay.

Use a Simulation to Engage

Simulations, like Centauri, combine storytelling and peer interactions to strengthen the reality of the choices and provide a shared experience for reflection and discussion to engage. Though learning objectives vary by the simulation, Centauri specifically provides a level starting point for reflection and

discussion of team climate, psychological safety, the tension between individual and team objectives, a few cognitive biases, and effective communication behaviors for teams and leaders. Simulations, generally, create engaging, shared learning experiences.

Engaging learning experiences are desired by learners, instructors, and even organizations. Screen-based story role-play simulations such as Centauri create engagement dynamically by using stories, sights, and sounds that strengthen the reality of choices and increase involvement, including peer interactions. The shared experience then serves as a source for reflection and discussion, whereby learning is consolidated. Centauri, specifically, engages peers to learn needed team and leadership skills to improve the team experience for all. Use a simulation to engage learners!

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Developing Competencies for Communicating and Working Across Cultures in the Classroom: A Team-Based Learning Approach

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Future global leaders need to develop global leadership competencies (GLC) to tackle the complexities of globalisation, not just to learn about them. One of these is the ability to communicate effectively when working across cultures. To meet this challenge, this workshop aims to illustrate how students can learn on the topic of negotiations across cultures using a Team-Based Learning (TBL) pedagogical approach (Michaelsen & Sweet, 2008; Sibley & Ostafichuk, 2014). This workshop will be highly interactive (Bolívar-Ramos & Martínez-Salgueiro, 2018) with attendees participating in a full TBL sequence of activities (see below) using a cross-cultural negotiation simulation.

Furthermore, the workshop aims to help participants practise (1) their ability to understand and describe their own views of the world, and to question the way they act; and (2) their ability to communicate effectively and work in multicultural teams, an essential competency for global leaders (Bird & Osland, 2004; Deming, 2017). The module will enable attendees to discover how TBL can help future global leaders successfully collaborate with, motivate and lead people in international settings and from different cultures. Participants will leave this workshop with a new approach to teaching both Business Communication and global leadership.

TBL has also been used in business school courses such as management (Stepanova, 2018; Timmerman & Morris, 2015), accounting (Christensen et al., 2019) and global leadership (Ly, forthcoming). Business and management studies have shown that TBL is an effective approach to developing skills such as teamwork (Betta, 2016), leadership (Bakar & McCann, 2015), and academic and professional skills (Carrie et al., 2017; Drummond, 2012), improves performance (Balan et al., 2017; Chad, 2012), and leads to higher engagement, accountability and satisfaction with the approach (Ainsworth, in revision; Balan & Balan-Vnuk, 2013). In addition, students participate in semester-long experiential learning based on a constructivist approach (Neufeld & Haggerty, 2001) that has been shown to improve teamwork abilities, particularly related to cultural diversity (Christensen et al., 2019; Espey, 2018), and attitudes toward their discipline (Kenny et al., 2015).

Format of Workshop (3 hours)

We will begin the workshop by giving an overview of TBL and elements of TBL. Participants will then move to the full TBL sequence as follows.

1. Preparatory materials, pre-readings. When registering, participants will receive readings on negotiation and cross-cultural communication plus the simulation common info. During registration, they will also be asked to include background information and international experience to enable us to create heterogenous, multicultural teams of five for role assignment for the simulation application (Alpha, Beta or Observer).

2. Readiness Assurance Process. The hands-on workshop will start with an individual Readiness Assurance Test (iRAT) and team Readiness Assurance Test (tRAT) both based on the pre-readings. This is followed by an appeals process and mini-lecture clarification, as necessary.

3. Team Application Activity. Participants receive confidential information and worksheets for their role to carry out the application in breakout rooms. Two Alphas and two Betas per team, plus the Observers, will have 25 minutes to prepare the simulation followed by 25 minutes to role-play the simulation.

Description/Summary of the Application Activity

The application exercise is aligned with the 4S structure. Participants will be assigned roles for the role-play simulation and all will have read the common information for the role-play application prior to beginning the exercise (Same problem). Participants will receive confidential information about their role and worksheets to prepare the simulation (Significant problem). To prepare the role play, two Alphans will work together per room, two Betans per room, Observers will remain in main room. For negotiating, two Alphans and two Betans with one Observer will be assigned to new breakout rooms. The Observer will take notes during the role-play. After 25 minutes, participants will stop negotiating whether they have reached an agreement or not and will then have a 10-minute debrief with the Observer. They will reflect both on communication issues and working in multicultural teams (Specific choice). Teams will then re-join the main room for simultaneous report, feedback and discussion.

We will conclude with a discussion on the use of this activity to foster competencies for communicating and working across cultures in the classroom and invite suggestions for improvement.

Purpose/Rationale/Background for Workshop

In a world that has become more globalized than ever, leaders need to possess the knowledge and skills to tackle the complexities of globalization. The purpose of this workshop is to help future global leaders develop competencies for communicating and working across cultures in the classroom. As Meyer recently concluded, "it's no longer enough to know how to lead the Dutch way or the Mexican way, the American way or the Chinese way. You must be informed enough and flexible enough to choose which style will work best in which cultural context and then deliberately decide how to adapt (or not) to get the results you need."

Specific Learning Outcomes of Workshop

It is argued that well-designed on-campus learning methods can develop Global Leadership Competencies successfully. By participating in a cross-cultural negotiation application, this workshop will help future leaders (our students) learn how to successfully collaborate, negotiate, motivate and lead people in international settings and from different cultures. For instructors, the workshop showcases an effective instruction method that offers a clearly defined set of practices for instructors to implement an innovative, student-centred activity where students practise, reflect and develop their GLC.

Detailed Workshop Schedule

15 min – Introductions
10 min – TBL Overview
10 min – iRAT
15 min – tRAT
10 min – Appeals and clarification

15 min – Break

25 min - Read confidential information for roles and prepare negotiation simulation in breakout rooms
25 min - Negotiate in breakout rooms (different from the previous breakout room assignments)
10 min - Still in breakout rooms, debrief with Observer
30 min - Simultaneous report in main room
10 min – Discussion, feedback, suggestions for improvement for using this activity
5 min - Wrap-up

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Shapeshifting Professors: Transforming Peri-COVID-19 Pedagogy and Research Agendas to Satisfy the Needs of Business Communication Students, Internationals, and Ourselves

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Rethinking Business Communication for International Business Students

As part of a class assignment, students pursuing specialized graduate degrees in business were asked to interview someone working in their chosen field. In this large US-based graduate business program, most students are international (primarily Chinese). These students gathered information of types of communication, frequency of communication, and challenges in communication from individuals already working in the students' intended fields. Students were permitted to choose interviewees based in any country. Results of these interviews were then used to identify the range of communication challenges that specialized master's students might experience once they enter the workforce, whether in the US or abroad. Results from this work can inform course design that better matches the needs of international students in business programs in terms of communication tasks.

In 2019, according to the Institute of International Education, the US was home to nearly 1.1 million international students. Among this population, business remains the second most common major (after mathematics and computer science). As of 2020, the largest number of international students in the US come from China. The majority of MBA programs in the US boast that 30% (Yale) or more (Harvard 34%; MIT Sloan 41%; etc.) of their students are international.

When these students enter business schools, many curricula require that students study business communication. But what constitutes the most important training in business communication for international students? Much of what we teach may be determined by our own areas of academic knowledge using our own cultural lens rather than by understanding students' intentions about future work. As others have noted, US higher education often ignores international students' goals (Heng

2017). Suppose international students have little desire to remain in the US post-graduation (a point supported in by my international graduate students); how might that shift our thinking about what we ought to include in a business communication course?

Business communication practices vary widely according to culture (Hooker, 2012). This is also true in the local sense: we know that businesspeople in the US are more likely to be bothered by pragmatic errors in tone or politeness made by internationals than by grammatical errors (Wolfe et al. 2016). Are there perceived skills that we can help our students to acquire that will bring them benefit? By understanding perceived needs in industry, we can better prepare our international students for their future careers – whether in the US or abroad.

Teaching How to Communicate about Health Care Systems through the Lens of the COVID-19 Pandemic: Messaging and Responses across Cultures

In seeking ways to facilitate student learning about the components, functions and challenges of health care systems, the COVID-19 pandemic enabled an especially relevant context for examining these systems. In a fall 2020 health administration class, Panelist Two engaged students in learning about domestic health systems as well as global systems of health. While the course typically examined health care systems in various countries, the pandemic crisis enabled meaningful conversations and learning regarding global actions and reactions to the pandemic.

The class examined the global pandemic responses to enhance understanding about the nature and function of health care systems, and varied communications styles. This included discussions on the messaging and actions of government officials, health leaders, and the public during the pandemic. Imbedded within this examination was a review of different cultural expectations and how these differences manifest in differentiating actions to address the COVID-19 virus.

The discussions of the various country responses led to frank conversations about what seemed to work well, and not so well during a pandemic. The class examined the relationship between cultural beliefs and values when communicating and responding to messaging regarding the crisis. For example, they examined differences in "mask wearing" in various countries to understand the why people in some countries were more willing to follow WHO or national health services messages to reduce the spread of the virus. The class resulted in students gaining a deep understanding of the challenges and opportunities involved in health care administration and communication to multiple audiences across cultures.

Teaching and Research All Over the World Thanks to Digital Technologies: Advantages and Disadvantages

Have you been able to teach from the comfort of your home in other countries while also teaching at your home institute? Have you been Zooming and Skyping with research partners around the world?

Speaker Three will discuss both experiences, and the advantages and disadvantages of working remotely while living in Montreal and teaching at McGill University. The first part of the presentation focuses on technology and social networks (Blattner & Fiori, 2011) to teach a course on Written and Oral Communication at Ashesi University in Ghana in spring 2021. The second part explains a research

partnership established with a colleague at the Norwegian School of Economics, which led to a workshop presentation in March (Ainsworth & Ly, 2021). She concludes with challenges in setting up SoTL research projects at Ashesi University.

Overall, advantages of working internationally, even remotely, far outweigh disadvantages in terms of enriched experiences and increased cultural knowledge (Angouri, 2010).

At the Nexus of Crisis Communication and COVID: Organizational

"We're not just fighting a pandemic; we're fighting an infodemic," said, WHO's director (2020, Newman). The nexus of fast technology access, easy Google medicine, and global urgency spawned a plethora of quasi-informed communiques that could undermine trust in health (and teaching) institutions. Presenter Four shares a business communication activity with simulation (Zeremba) that suggests restraint, recognition, practice in the face of crisis messaging with the use of logical fallacies. The activity, timely for international business communication classes, examines the popularity of to support vaccine commodification as people assert their presumed expertise: for example, first-in-line or conspiracy-based-resistance. The presumption of possessing superior information, rather than cash acts as currency. Charoensukmongkol noted that effective crisis communication is required not only from management, but also employees/stakeholders (2020). The activity encourages students of the importance of lateral communication.

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Framing Huawei: From the Target of National Debate to the Site of International Conflict in Canada's Mainstream Newspaper

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Decades of high-speed economic growth have wrought incredible changes in China and have also changed the relationship of China with the Western world. Chinese trade surpluses with many Western countries are quite large. While most of that advantage in trade is a result of the huge manufacturing industry and cheap labor, China seeks to reposition itself on the global economic stage and has been developing its high-tech industry. As part of this drive, many large and domestically successful corporations have expanded abroad. One such company, Huawei, is at the forefront of this trend. It's rapid expansion and technological expertise surprised its Western counterparts.

Huawei's operations in Canada provide an interesting case highlighting the intersection between international technology development cooperation and media reporting on these cooperative ventures. While Canada has been testing the water with the prospect of accepting foreign direct investment (FDI) from China, the media have been very critical. Most countries tend to be very critical of foreign intervention in areas of national interest. This is particularly true when the investing nation is from another ideological camp. This clearly applies with regard to Western media coverage of China. Media coverage carries with it decades of ideological, political and historical burdens which influence the writing and interpretation of China's interaction with the Western world. Most coverage of China skews negative, with this trend evident in the US media (Chen and Gunster, 2018), but also apparent in other countries such as Canada.

Both theoretical and empirical evidence indicates that media framing has a strong influence on public perceptions of other countries (Brewer, et al., 2003; Kiousis & Xu, 2008; Manheim & Albritton, 1984; Wanta, et al., 2004). In the case of FDI (foreign direct investment) from China, reporting following the standard critical line is more easily accepted and reporting diverging from this accepted stance is discounted. This has been confirmed in studies examining media coverage of China in both the United States and the United Kingdom (Chen & Gunster, 2018).

As a result of the indelible connection between Huawei's proposed Canadian FDI and the Canadian foreign policy stance toward China, we find Indexing hypothesis and cascading activation model

provides relevant insight. Both the media and the public audience are often influenced by the government when it comes to foreign affairs and policies (Entman, 2003). According to the cascading activation model (Entman, 2003), framing of ideas flows from the government to the elite outside the administration, then to the media, and finally to the public. "Just as with real-world cascading waterfalls, each level in the metaphorical cascading activation makes its own contribution to the mix and flow (of ideas), but the ability to promote the spread of frames is also highly stratified, both across and within each level" (Entman, 2003, p420). For example, non-administration elites might contradict the government and affect media portrayals and public opinions. In a similar fashion public opinion may feed back to the media and these elites, which in turn may change the government view on particular topics. As Entman (2003) stated, the public is not always a passive receiver and can, on occasion, influence its construction through the media, reversing the flow of the cascading activation. In the case of Huawei, it is not clear which of these directions of influence is more significant. Does the elite view which takes a negative approach to China and Chinese FDI, contradicting the Trudeau government stance, have a significant influence on the media and resulting public opinion, or do these three entities (elites, media, and public opinion) work hand in hand to strengthen each other? In addition, how do foreign sources influence these relationships? When the media expresses concern about government policies it may turn to foreign sources for support (Althaus, et al., 1996). In this case, the media finds ample support due to the US government's decision to ban Huawei involvement in 5G network development in the US and its pressure on the Canadian government to do the same.

The indexing hypothesis presents an alternative view to the interaction between the media, elites, public opinion and government policies. The indexing hypothesis argues that the media will index the views held by different sides in a news event to show media freedom and its key function in democracy (Bennett, 1990, 1995; Bennett & Manheim, 1993). In the case of Huawei, Canada's foreign policy is ambiguous. At the same time, many other sources have voiced their views. Ideally, the media's role is to candidly report this national debate and index all voices from different sources, although in reality, it often favors certain sides over others.

Our study looks at how Canada's largest national daily newspaper, *The Globe and Mail*, framed Huawei. Content analysis and discourse analysis were performed to analyze the news articles concerning Huawei from the beginning of 2018 to March 2019. During this time, a national debate was taking place over whether Huawei should be allowed to contribute to Canada's 5G network construction. On Dec. 6th, 2018, G & M first reported Meng Wanzhou, Huawei's CFO, was arrested by Canada at the request of the US on their suspicion of her violation of the sanction against Iran. The Chinese embassy in Ottawa immediately strongly protested and demanded her release. Meng asked the court to grant her bail on December 10th. That same day, the Chinese government threatened serious consequences for Canada if it did not free Meng immediately. This event led the China-Canada relationship to hit an all-time low. Hence, we would, in addition, compare how the media framed Huawei before and after this critical event.

We found, in the end, that Huawei were mainly framed as national security threat vs valued partner before the event, and center of the Sino-West conflict after the event. Cascading activation model can be partially applied to explain the government-media-public relationship, but indexing hypothesis and event driven model are more relevant.

Effective Communication and Knowledge Sharing: The Role of Chinese Millennials in Project-Based Organizations

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Organizations around the world are grappling with how to encourage collaboration, communication, and knowledge sharing among their highly diverse workforces (Cardon et al., 2019). In fact, knowledge sharing has become critical for global project organizations' success. This is due to the fact that knowledge gained through experience is a significant competitive advantage. Moreover, how effectively knowledge is managed, both within a project and between projects, determines whether global projects succeed or fail.

Chinese millennials are now starting to enter the workforce. Within global organizations, they will begin to influence communication (Long et al., 2021), collaboration, and notably knowledge sharing behavior. In contrast to the generations before them, millennials are already exposed to a variety of cultures and ideas as a result of their extensive travel, study tours, or even brief stay abroad. They are usually tech-savvy, active on social media, and love the visual world. It seems that "they spend more time chatting online with their friends than with face-to-face communication" (Wang, 2015, p. 20).

Hence, it must be determined how this new generation's behavior will influence global communication (Lockwood and Song, 2020) and knowledge sharing in organizations in the near future. Therefore, a study was conducted focusing on the question, "How will the behavior of Chinese millennials affect communication and knowledge sharing in global project-based organizations?"

In fact, international management research is interested in ways to enhance the ability of global workforces to learn through experience (Fink et al., 2009). Working in global virtual teams and using team collaboration platforms has become the new norm for global projects as a result of the widespread use of the Internet (Anders, 2016). Individuals from all around the world are now collaborating virtually, even if they have never worked together before. (Zakaria et al., 2020). Typically, team formation varies from project to project depending on the competencies required.

Hence, research on communication and knowledge sharing behaviors in virtual project environments might lead to some insights into whether barriers to knowledge sharing in virtual environments are attributable to culture, virtuality, or experience with technology. This is of particular significance as younger generations, such as the techno-savvy millennials, become more involved in today's workplace (Johnson Controls, 2010). Therefore, "virtual competence and generational impacts are an interesting

opportunity for future scholarship" (Gilson et al., 2014, p. 1325), especially in the Chinese context, in which knowledge sharing intentions may still be affected more by cultural factors than by personal attitudes (Huang et al., 2008).

An amended Delphi model was used in an attempt to create a suitable study design to answer this question. The Delphi method is a group communication process that uses an iterative feedback technique. It might be defined as a "research technique whose aim is to obtain a reliable group opinion using a group of experts" (Landeta, 2006, p. 468). A three-round survey was used in the study (Okoli and Pawlowski, 2004), with in-depth interviews following the first round.

To form a panel of Chinese millennials, graduate students in their final year of study at the Hong Kong University were invited to participate in the study. Although these graduate students are not yet experts in their respective disciplines, they do represent the millennials' generation soon to be entering the workplace, which is the focus of this panel. Besides, millennials are the most highly educated generation and are referred to as "Digital Natives." They are already using the Internet as a learning tool (Tolbize, 2008; Sox et al., 2014).

This single panel study verified the Delphi method's suitability for intercultural research and investigated how the behavior of Chinese millennials would affect knowledge sharing and communication in global project-based organizations in the coming years. The results of the survey on Hong Kong millennials revealed that seeking information was the most important motive for using project networks and online communities, rather than sharing knowledge with others.

The findings of this study are consistent with earlier research and suggest that millennials learn through inquiry and participation in projects and other activities (Ho, 2010). In doing so, millennials easily retrieve information from the Internet. The study confirmed that millennials inquire online information and use online communities and the Internet naturally (Tolbize, 2008; Ho, 2010; Sox et al., 2014). The panelists cited convenience and real-time availability of information in online communities as reasons for consuming information online.

In the Chinese context, knowledge sharing intentions are more affected by cultural factors, including the concept of face, than by personal attitudes (Huang et al., 2008). In addition, culturally related in-group/out-group orientation and the concept of face will have a considerable impact when looking at learning with the aim of obtaining mutual engagement (Wenger, 1998) and collaborative knowledge building among equals (Wenger et al., 2002). In this study, many panelists confirmed in-group/out-group behavior. Furthermore, many panelists believed that, in order to avoid losing face, they needed to have more confidence in a subject before sharing their knowledge with others.

Prior literature emphasizes the importance of knowledge sharing in an intercultural organizational context (Pauleen et al., 2010; Ahmad et al., 2018; Chiocchetti, 2018) and calls for further research into the behavior of the millennial generation, which is currently entering the workforce (Ho, 2010; Sox et. al., 2014).

This empirical study suggests that embracing generational differences might pose challenges, but it can also present opportunities to organizations. This could be advantageous. It does two things: first, it helps young employees to adjust to the workplace by including them in organizational learning, and second, it

allows organizations to operate more efficiently (Steward et al., 2017). Organizations that pay attention to generational differences "may find opportunities that will offer competitive advantages" (Steward et al., 2017, p. 46).

Moreover, knowledge of millennials' behavior could be especially valuable because this generation has the potential to transform the way business is conducted globally and hence initiate communication trends that will influence other generations (Sox et al., 2014). For this reason, considering generational and cultural differences in communication and knowledge sharing is critical to establishing effective knowledge management in global project organizations.

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Professional Writing Internships Abroad: Stories of Student (and Program) Learning

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Background

In fall 2018, I collected data for an onsite qualitative case study of the UC Davis Australian Internships and Writing in Sydney quarter abroad program. The study, Professional Writing Internships Abroad: A Study of Student Learning and Program Efficacy, received financial support from the C. R. Anderson Research Fund. My research objective was to examine how internships abroad might best be structured to support student learning and the development of desired competencies, particularly global communication competence (GCC) (see Louhiala-Salminen & Kankaanranta, 2011).

This objective grew out of scholarship that calls for GCC as a learning outcome for students completing degrees or specializations in business and professional communication (e.g., Andrew & Henze, 2009; Stark-Meyerring, 2005). Study abroad programs, particularly those with internship components, are ideal locations for students to gain GCC, as they offer rich experiential learning opportunities in communication contexts across the globe (Ballentine, 2015; Munoz, Wood, & Cherrier, 2006; Salvo, Conrad-Salvo, & Rice, 2012).

Students enrolled in the Australian Internships and Writing in Sydney program were completing minors in professional writing and gained global experience by interning 20 hours a week in a Sydney-based organization and taking courses in both professional writing and Australian life and culture. My research project focused on the internship component of the program.

In this presentation, I will share students' journeys learning how to self-advocate and adapt to Australian business culture, including how they negotiated rhetorical decisions and their professional identity. I will also share what I learned about how writing/communication internships abroad programs might best be structured to support student learning and development of GCC.

Study Research Questions

Through interviews, focus groups, and analysis of reflective writings, experience logs, and internship writings, I examined four primary research questions:

1. What global communication competencies do students gain while interning abroad and how do (or might) targeted metacognitive interventions facilitate learning?

2. During their internships, how do students come to understand and then participate in the communication practices of their organizations?
3. How do students negotiate the rhetorical strategies of their organizations in their assigned professional writing work?

4. How might writing/communication internships abroad programs best be structured to support student learning and development of professional writing competencies?

I originally set out to examine the intercultural competencies students gained over the course of their internships. Because students noticed very few cultural differences while interning and living in Sydney and struggled to identify instances in which they had to adapt their communication to achieve understanding, I refocused interview questions during data collection to allow students to talk more broadly about their learning experiences, particularly their growth as a writer and workplace professional.

Nine students and two onsite internship coordinators participated in the study. I conducted four interviews over three months with each student participant and one interview with each internship coordinator. I also conducted a focus group with all student participants and collected six reflective writings, a 10-week experience log, and sample internship materials from each student participant.

Preliminary Results and Discussion

Preliminary research findings center around the themes of self-advocacy and adaptation. More specifically, student interns learned early on that if they did not advocate for themselves, they would receive little guidance and feedback on their work.

Unlike internships in the U.S., where supervisor-intern relationships tend to be hierarchical and experiential learning largely happens through supervisor guidance and mentorship, internships in Australia are viewed as work contracts (even though unpaid); interns are considered fully capable experts in need of little mentoring or guidance. This came as a shock to the student interns, most of whom had never held a professional position and had very little experience with professional writing (in fact, they had enrolled in the study abroad program to complete the majority of units required for the minor and thus had yet to take any professional writing coursework). Over the course of their internships, interns learned to problem solve and trust in themselves, as well as how and when to ask questions and seek mentorship from a peer.

They further gained skills in adapting to a business culture quite different from U.S. business culture. The flattened organizational hierarchy, laid-back attitude toward time and deadlines, and trust in employees' abilities and work ethic meant that interns had to do a lot of figuring out on their own. They came to understand the communication practices of their organizations by observing, reading, modeling, and asking questions and then, often with great trepidation, drafting articles, web content, emails, and other professional writing genres with the hope that they were "doing it right."

Session participants will learn about students' experiences interning abroad and gain insight into how writing/communication internship abroad programs might best be structured to support student learning and development of GCC.

Managing Fear and Anxiety in Intercultural Communication

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With the advent of globalization intercultural and global communication has become the new operating norm. As firms expand overseas they interact with suppliers, customers, joint venture partners, and/or other stakeholders whose values/beliefs may be very distinct from their own. Values/beliefs impact how we communicate, interpret, and respond to the other. The communicative choices made by individuals are often unconscious but that does not lessen their significance. Differences in communicative styles can impede effective intercultural communication in a multitude of ways. It can give rise to misunderstandings, mistrust, fuel negative emotions, and/or lead to the development of conflict. This will impede the development of a successful business relationship between the parties or the destruction of an existing relationship. It is well known that in high context cultures individuals communicate indirectly whereas in low context cultures communication is much more direct. Likewise, in a tight culture there is greater formality and constraints in terms of what can and cannot be said whereas in a loose culture the latitude of what you communicate and how you communicate is that much greater. In high power distance cultures, all communication is top down whereas in low power distance cultures there is greater latitude in the structuring of interactions. In cultures where tolerance of ambiguity is high communication is more unstructured and fluid whereas where tolerance of ambiguity is low communication is that much more structured. In the presentation I will explore how the emotions of fear and anxiety can influence the way we communicate and its consequences. Fear/anxiety represent agitation related emotions i.e., emotions that represent a potentially negative outcome. Fear arises in relation to a specific threat whereas the emotion of anxiety is reflective of a state of generalized uncertainty. Fear and anxiety are also transformative emotions in that they can bring about significant changes in terms of how we perceive ourselves and how we relate to others. In an intercultural encounter the participants are communicating on the basis of different assumptions or expectations. Differences in expectations generate emotions such as fear or anxiety. When expectations are violated and given the presence of cultural barriers participants may be at a loss initially as to why things have gone wrong and what could be done to reverse the trajectory. These dynamics then have the potential of giving rise to fear and anxiety. The typical response of individuals experiencing these emotions is to escape or withdraw from the situation. If both of the parties respond in a similar manner it will lead to the demise of the interaction and individuals may not be aware as to how and why this has happened. In the presentation I will discuss the specific ways by which partners can deal effectively with fear/anxiety. As a start it is importance to develop a heightened self-awareness of your own cultural beliefs/values and how it impacts your communication style. Once you have become cognizant of your own beliefs/values you can perhaps come to better appreciate your counterparts view point. Fear/anxiety in many ways represents a loss of control as what has worked in the past is no longer working now. Another approach would be to reframe the issue of control by recognizing that you gain control by adaptation rather than direct control. Fear/anxiety may also be lessened through the help of third parties who can play a vital role in building and maintaining trust. It is also helpful if the individuals

can change their mind set with which they approach intercultural interactions. It might be helpful to develop a global mindset which seeks to find a balance between different ideals. I do not wish to imply that we wish to eliminate fear and anxiety completely. Up to a certain level it may be optimal but beyond that it becomes dysfunctional. In sum this presentation will highlight the challenges of intercultural/global communication and how they can best be overcome.

Does Your "National Culture" Represent You? Intercultural Communication and National Culture

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Academia has been increasingly critical about the comparisons of "'national culture'" in intercultural communication studies for failing to capture the complexity and dynamism of culture in a globalized and diversified world (Baker, 2018). This is because such a framework disseminates the potential for negative stereotyping and the illusory idea of "national culture" as being stable and quantifiable (Baker, 2018). In recent academic discussions, culture is increasingly perceived as a negotiable process and "trajectory of action" in social practices (Holliday, 2011). Despite such criticisms, the comparison of "national culture," such as Hofstede's cultural dimensions theory (Hofstede, 2011), remains widely applied and used as the research framework, especially in studies and practices that analyze conflicts and uncertainties in globalized business and communication (Sent & Kroese, 2020). This paper investigates how and why business practitioners still widely appreciate and utilize the notion of differences in "national culture" in their reflections and understanding of the challenges of intercultural communication in their business practices.

For this purpose, a recent worldwide bestseller, The Culture Map (Meyer, 2016), is used as an example of a framework based on comparisons of national cultures. Written by Erin Meyer from ISEAD, the book is widely read and referred to by business practitioners and is often used as a framework for understanding and dealing with the differences in business culture (e.g., Menabney, 2021; Straub, 2020). It claims that cultural differences in business communication can be classified into eight categories, including low context vs high context; consensual vs top-down; direct negative feedback vs indirect negative feedback; principles first vs applications first; egalitarian vs hierarchical; and confrontational vs avoid confrontation. Meyer also presents the relative positioning of different national cultures in the diagram of the eight dimensions as "the Culture Map." In this way, she positions Japanese culture at the far end of the maps for many of these dimensions. Thus, she presents it as being the most "high context," the most "indirect negative feedback," the most "consensual," and the most "avoid confrontation" within the range of differences of the national cultures worldwide. By analyzing group discussions among Japanese business practitioners concerning the Japanese national culture as portrayed in this book, the paper discusses from an insider's perspective how such value is perceived and evaluated by the Japanese.

Three groups of 5–10 Japanese business practitioners were invited to discuss the eight dimensions of the culture maps in the book and the positioning of Japanese culture in each of these maps. The group interviews were semi-structured, with the main questions centering on 1) whether the positioning of the Japanese culture in each map makes sense to them; 2) whether their communications generally conform to the value of Japanese culture in the maps; and 3) whether they think that it is productive

and effective for non-Japanese business practitioners to equip themselves with the knowledge of such Japanese culture on the map when they conduct business with the Japanese. Participants are business practitioners using English as a business lingua franca (BELF: Louhiala-Salminen et al., 2005) to do business with people from different cultural backgrounds. Thus, many of them have a relatively rich experience in intercultural communication through their work.

The thematic analysis of the group interviews reveals that most of the participants agree that the Japanese culture as presented in the book somehow "makes sense," as they can recall business experiences that fit the illustration of Japanese culture in the book. However, none of the participants agrees that they conform to all of the norms of Japanese culture as discussed in the publication. Instead, many participants affirmed that they differ from "mainstream" Japanese business practitioners in their business communications, not only when communicating in English with non-Japanese speakers but also when communicating in Japanese with Japanese speakers. Many are critical of Japanese cultural norms as being ineffective in business practice, while others express frustration or show resistance in situations where they are required to follow such norms. Some participants identify their "self" by contrasting themselves with "others" who follow the Japanese culture, stating that the initial motivation to engage in international work, rather than domestic central work, is to escape from the "boring and ineffective working environment" in Japan.

The author analyzes the group discussions from a micro or individual perspective and a macro or societal perspective. The individual points of view are analyzed by employing the concept of "othering" (Holiday 2011, p. 113) and other recently developed frameworks in cross-culture research (Baker, 2018). The author discusses how many of the participants feel torn between the multiple cultural groups to which they belong because these groups, such as those of companies, schools, and generations, are often competing and conflicting. The national culture as presented in the Culture Map is perceived by the participants as being accurate to an extent but not all encompassing; they opine that deviations from this paradigm are common rather than exceptional.

From a macro perspective, the author discusses three possible reasons for the contradicting perceptions of practitioners regarding the national culture: 1) the culture, as presented in the book and other frameworks, is rather conventional, whereas the evolution in the culture means a widening gap in the perceptions of different generations; 2) BELF users have changed their attitudes toward their own culture as a result of global experiences gained through communicating in English; and 3) practitioners who are less comfortable with their own culture may be more likely to choose to work in an international environment.

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An Analysis of Language Competence and Cultural Distance on a China-Based Expatriate Adjustment to Their Overseas Assignments

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With the emergence of Chinese multinationals, an increasingly large number of Chinese expatriates work overseas. However, little research has been conducted to investigate Chinese expatriates' adjustment to overseas assignments. Drawing on prior studies in the areas of linguistics, communication and business (see for example, Du-Babcock, 2000), the current study examines the impact of the English-language competence and intercultural communication competence and cultural distance on the Chinese expatriates' adjustment to their overseas assignments. The objectives are to: (a) examine how language (host-country language and English) competence affects China-based expatriates working in postings outside of their country origins, (b) investigate the relationship of factors in intercultural competence to the expatriate adjustment of overseas assignments, and (c) explore the impact of the cultural distance and the expatriate overseas adjustments.

Previous theory development and research has suggested that expatriates, working under an unfamiliar behavioral and wider cultural distance, were likely to encounter serious challenges in understanding local behaviors and communicating with local subsidiaries. These difficulties would inhibit effective organizational communication and eventually impede their job performance. In addition, although the importance of language has been acknowledged in intercultural business communication, it has been "weakly integrated in cross-cultural competence literature" (Peltokorpi, 2010, p. 178). Although past research has led to insightful theories regarding impacts of culture and language on Western-focused expatriate adjustment, little research has specifically examined the effect of language and culture on Asian expatriate adjustment. To bridge the gap, the present study investigates how cultural distance and language competence (host-country language or English as a lingua franca) impact China-based expatriates adjustment to their overseas assignments.

The present study is an exploratory research based on an epistemological position, qualitative method. Involved in the study were 35 Chinese expatriates employed by a China-based multinational corporation (MNC). These China-based expatriates were stationed in over 25 countries for a period of 1 to 5 years. The qualitative data was collected using a combination of semi-structured interviews (Ritchie & Lewis, 2003) and objectifying interviewing technique (Redding, 1990; Sjoberg & Nett, 1968). The objectifying interview approach was employed in which interviewer engaged in interactive dialog with interviewees.

The in-depth interviews allowed the researcher to examine the nuances that are usually lacking in quantitative data collection.

Four areas of questions were included in the interview guide. They are: English competence; intercultural communication competence and culture-related challenges; organizational support; and corporate training and its effectiveness. Each interview lasted from 40 minutes to 90 minutes, with most interviews lasting about 90 minutes. All of the interviews were recorded with the permission of the interviewees. For confidentiality, all names used in this study are pseudonyms.

The analysis of qualitative data is based on the data derived from interview transcripts. Interviews conducted in Chinese were transcribed verbatim in Chinese and then translated into English for analysis. In total, approximately 35,000 words of a corpus was compiled for analysis. The data was subject to interaction analysis by using Nivo10, a tool that analyzes text based qualitative data. This software can be used not only for "code and retrieve" analysis, but also for combining qualitative and quantitative data. The analyses were coded and categorized according to four identified thematic iterations: (1) language competence; (2) culture related challenges; (3) organizational support in relation to ICT support; and (4) kinds of and effectiveness of the corporate training support.

Findings show that language and culture-related challenges were different for China-based expatriates and that cultural competence was comparatively less critical for efficient intercultural communication. Results also reveal that linguistically proficient expatriates may have to comply with local behavioral values and norms and were subject to harsher criticism when engaging in culturally incongruent behavior.

China-based expatriates recognized importance of English-language competence not only for expatriates themselves, but also for local staff and headquarter staff. These China-based expatriates aware that they are the interface between headquarter & subsidiary." Expatriates who lacked adequate English language proficiency felt frustrated and constrained in relaying corporate policy to the local employees.

As for the importance of the intercultural competence (IC), all Chinese expatriates expressed the importance of the IC abilities and believed that having local culture knowledge is critical and consequently having better relationships with local staff. Chinese expatriates also expressed that cultural distance affects their adjustment; namely the wider the cultural difference the harder the adjustment. For example, Chinese expatriates who stationed in the Asia-Pacific region (e.g., Singapore, Malaysia, and Thailand) found their cultural adjustments were slightly easier than when they were sent to the wider cultural distance countries (US, Germany).

To conclude the presentation, implications and limitations will also be presented.

Does Culture Matter on Managing Conflicts?: A Comparative Study Between Individualist and Collectivist Cultures

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Research on conflict management has been extensively examined by looking at national cultures to particular modes of communication, style of managing conflicts, and cultural variability to conflict management styles. Cultural values (Hall, 1976; Hofstede, 1980) have been proposed as one major factor for differences in managing conflicts. Hofstede's (1980) individualism-collectivism (I-C) cultural dimension has been widely applied as a theoretical framework for conflict management studies (Ting-Toomey, 1988; Trubisky, Ting-Toomey, & Lin, 1991). Past research examining effects of culture on conflict management styles (CMS) have not been consistent and conclusive. The present study aims to bridge the gap and attempt to investigate (a) how individuals from collectivist and individualist societies manage conflicts differently and (b) how conflicts are managed and solved between individualist and collectivist managers when handling conflicts with supervisors, peers, and subordinates.

Involved in the present study are three sets of data. The first data set contains 41 expatriate managers coming from 15 countries that shared individualist and collectivist cultural backgrounds while the second data set contains 50 Hong Kong local managers. The first and second data sets were managers who have been working for multinational corporations in Hong Kong from 5 to 15 years. The third data set will replicate the previously collected data sets. The third data set will recruit approximately 50 mid-level managerial professionals in medical and nursing industries in Taiwan. Hong Kong and Taiwan are categorized as collectivist society (Hofstede, 1991).

The research participants for the first and second data sets adopted the snowball sampling method (Dornyei, 2007). In total, we collected 50 Hong Kong local mid-to-upper-level managers and 41 expatriate managers who were collectivists or individualists. As for research subjects from Taiwan, we will adopt convenience sampling method where approximately 50 individuals holding managerial positions in the medical and nursing industries will be attending a summer course in June 2021. For consistency, the third data set will replicate the first and second data sets in both quantitative and qualitative data collection and analysis.

Both quantitative and qualitative research methods were employed. For quantitative data, Rahim's (2001), ROCI–II Form A (to superiors), Form B (to subordinates), and Form C (to peers) survey questionnaires were and will be administered to all of the research subjects. The questionnaire contains a 28-item questionnaire measuring five independent dimensions: integrating, obliging, dominating, avoiding, and compromising. To ensure the accuracy of the translation between English and Chinese versions, the translation and back-translation methods (Brislin, 1980) were used to produce the Chinese version of the questionnaire. The instrument contains Forms A, B, and C to measure how organizational

members handle their conflicts with their supervisor, subordinates, and peers. Participants responded to each statement on a 5-point Likert scale. A higher score represents greater use of a conflict style.

To compare the differences in using five CMS, the descriptive analysis and independent sample t-test were and will be employed. The study will also investigate whether and how individualist and collectivist managers exhibited similar or different CMS when handling conflicts at different organizational levels; namely to superiors, subordinates, and peers. An analysis of variance (ANOVA) test will be employed to compare the differences. Post hoc test will also be used to further investigate the differences at the organizational levels. The qualitative interview data was transcribed and compiled. To strengthen the findings and interpretation of the questionnaire data, qualitative data was also collected. The collected qualitative data other than English will be translated into English for further analysis. For this presentation, we report only the quantitative data.

The present study investigates how and whether culture affects collectivist and individualist professionals exhibited different CMS when dealing conflicts with superiors, subordinates, and peers. Findings of the preliminary data (first and second data sets) show that integrating is most preferred with compromising and obliging came as the second most preferred at different organizational levels.

Findings also reveal that being influenced by collectivist cultural orientation, harmony and power distance are valued in the organization; consequently, obliging is more likely to be preferred by collectivist managers than individualist managers, and dominating style is only used when handling conflicts with subordinates, not to superiors and peers. Dominating was preferred only when handling conflicts with the subordinates. In the business world, the major aim is to solve problems and get tasks done. Therefore, avoiding is the least preferred CMS because negative effects may be brought to teamwork and productivity when one party involved in the conflict is always ignored, or when the conflict goes unaddressed.

To conclude the presentation, implications, limitations and suggestions for future research will also be discussed.

Across Time Zones, Languages, and Cultures: Coaching Intercultural Teams Through Reflection and Evidence-Based Frameworks

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Culture. It's complex, nebulous, and ever evolving. Yet, we know through experience that culture is a force that galvanizes people. It shapes our words, thoughts, and actions and how we interact with others in the world. Coyle (2018) defines culture as "a set of living relationships working toward a shared goal." Understanding the nuances of culture can significantly impact communication and outcomes in the business world. To prepare young professionals for a globalized society where technology changes every day, it is vital for instructors to consider how intercultural communication impacts team dynamics, especially in virtual environments.

What makes a team a "real" team? Not all working teams are created equal, and not all team experiences yield the results we intend in academic settings and professional industries. According to Katzenbach and Smith (1993) five key characteristics of strong, dynamic teams include: 1) meaningful purpose shaped by the team, 2) performance goals related to the purpose, 3) mix of complementary skills, 4) established commitment to how work will get done, and 5) mutual accountability. Purpose, goals, skills, process, and accountability. This is what separates strong, high-performing teams from the rest. This sounds ideal, but how does diversifying the cultural composition of a team impact the process and outcomes?

Diversity in teams can be a game-changer for business professionals and organizations but also pose challenges. Diversity of nationalities in team members means that individuals can offer unique perspectives in problem-solving and varied levels of knowledge and expertise. On the other hand, several barriers may inhibit intercultural teams' productivity and achievement. Brett, Behfar, and Kern (2006) categorize the top four barriers for team success as differences in direct versus indirect communication styles, accent and fluency issues, views of hierarchical and authority in leadership, and opposing approaches to decision-making. When cultures collide in these areas, strategic communication becomes critical.

To compound the complexities of teamwork, communication in the virtual environment can either enhance or diminish the quality of messaging between members. Technology affords us a plethora of channels for communication and instant response times. However, it can also create interference in how a team member receives the message because the nuances of our voice and nonverbal cues may be lost. Common problems for global virtual teams include language barriers, lack of social presence, misinterpretations of tone and nonverbal cues, and differences in communication norms (Daim et al, 2012; Glikson & Erez, 2020). Despite the potential for miscommunication, it is undeniable that technology is an integral part of our past, present, and future, and working in intercultural, global virtual

teams allows for young professionals to grow their interpersonal and technical competencies simultaneously.

Intercultural team communication in virtual learning environment provides challenges and opportunities for students to hone their professional skills. In the context of a Business Communication undergraduate course, students were assigned to diverse teams based on backgrounds and academic strengths. To frame the reflection process throughout the course, students used Bolton and Bolton's (2009) People Styles at Work model for understanding workplace behaviors and Meyer's (2014) Culture Map for understanding cultural preferences. The People Styles model gauges assertive and emotionally responsive behaviors to categorize work style preferences, which enables greater predictions of workplace interactions (Bolton & Bolton, 2009). Meyer's (2014) Culture Map assesses eight dimensions of a person's culture: communicating, evaluating, persuading, leading, deciding, trusting, disagreeing, and scheduling. As part of a series of reflections, students began to articulate their preferences for communication and work behaviors and engaged in ongoing team dialogue to acknowledge differences and form compromises.

Students began their journey in a Business Communication course with a self-assessment to determine their individual results for Peoples Style and Culture Map dimensions. These results were utilized in the initial team formation. Students discussed their results with their new teammates, wrote an informative summary of their self-assessments results, and developed a team charter utilizing what they knew preliminarily about their shared preferences and differences.

Four weeks later and after conducting two team presentation projects, students were offered a survey on team dynamics. The questions in this survey prompted students to reflect once again on their Culture Map results and their similarities and differences between them and their teammates. Purely based on their perceived experience, the top dimensions of the Culture Map that students believed were most aligned for their team were Communicating, Deciding, Trusting, and Scheduling. The top areas that students believe were most dissimilar in their team were Evaluating and Disagreeing. Students were also asked open-ended questions to gauge what issues they were facing, what they wish team members knew, and possible goals for future team dynamics.

Subsequently, teams had storming sessions to prepare for the next project and discuss specific actions they would take to work together and compromise on their differences. In addition, a guest expert speaker visited the class to offer additional insight on working in intercultural virtual teams. Students were given additional resources including The Lewis Model (Gubin, 2013) and Hofstede Insights (n.d.) to review in further reflecting upon their "culture profile." In the final weeks of the course, teams completed research, one team report, and two more team presentations based on their research. A final reflection was collected from students to process how their team progressed with regards to dynamics and the culture map dimensions.

Utilizing specific frameworks for intentional reflection offers a foundation for students to process their experience. Engaging in dynamic research projects with intercultural, virtual teams challenged students to stretch their professional communication skills. As students reflected upon their individual People Style and Culture Map dimensions and how their team members held similar or varying cultural norms, they were better equipped to articulate challenges in process and the need for relationally-oriented communication. This ongoing process of reflection also exposed the need for empathy as they began to

share personal struggles that impacted their connection and collaboration. By mindfully analyzing their interactions, reflecting upon given frameworks, and setting specific goals for future behaviors, students can expand their capacity for professional collaboration across time zones, languages, and cultures.

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Cross-Cultural Learning: Surfing the Highs and Lows of U.S. Expatriates' Work Experience in Brazil

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Context

Globalization has caused a significant increase in the flow of human capital moving across the globe (Ko & Yang, 2011), with expatriation being a reality in international business (AlMazrouei & Pech, 2014). In this context, cultural differences pose challenges for organizations and their employees (Schilcher, Poth, Sauer, Stiefel, & Will-Zocholl, 2011), making the adjustment to a host country's culture into a key factor for success in an international assignment (Nunes, Felix, & Prates, 2017). Moreover, interest in studying management in non-Anglo cultures has been increasing rapidly (Dorfman, Javidan, Hanges, Dastmalchian, & House, 2012). With the growth of emerging economic blocs such as the BRICS (Brazil, Russia, India, China, and South Africa), the distribution of power has changed and the business leadership characterized by Anglo-European traits has been shaken (Graddol, 2006). Therefore, today's international business scenario is defined by a more diverse combination of countries, which requires a good deal of understanding and adjustment to different cultures.

Research Purpose

To explore how cross-cultural learning was experienced by U.S. expatriates on assignments for U.S. organizations located in the emergent economy of Brazil.

Research Questions

The central question guiding this study was: *What are the perceptions of U.S. expatriates who are assigned to work in Brazil about their cross-cultural learning experiences?*

In order to capture the in-depth complexity of expatriates' perception and experience, the following sub-questions helped guide the interviews:

1. How do U.S. expatriates describe the complex cultural processes embedded in their expatriation experience in Brazil?
2. How do U.S. expatriates describe the factors that influence their cross-cultural learning and adjustment experience?
3. In what way do U.S. expatriates describe the impact of pre-departure preparation on their cross-cultural learning experience

Rationale and Significance

The rationale for this study is the lack of research on factors that promote a satisfactory performance of expatriates' assignments (Littrell et al., 2006; Nunes et al., 2017) as well as the little research specifically on expatriates' learning factors and content (Armstrong & Li, 2017; Furuya, Stevens, Bird, Oddou, & Mendenhall, 2009). Empirical research on cross-cultural learning tends to be limited to lists of skills, lacking an integrated theoretical framework of the learning process (Yamazaki & Kayes, 2004). Also, the field of expatriation studies has a need for qualitative research that investigates the unique challenges expatriates face (Littrell, Salas, Hess, Paley, & Riedel, 2006). Therefore, what guides this study is the demand to examine the features involving expatriates' cross-cultural learning experiences in the multinational organization context.

Moreover, as the world economy is becoming more multi-polar through the growth of emerging countries such as Brazil (U.S. Department of State, 2010), there is a greater need to investigate cross-cultural learning in organizations between developed economies and emerging nations (McGuire, Garavan, & Dooley, 2011). In the specific case of Brazil, the country ranked among the top five emerging destinations for international assignments and one of the nations with the greatest challenges for expatriates from North American and European organizations (Brookfield, 2016).

Research Design

Interpretative phenomenological analysis (IPA) guided this qualitative study to present a rich description of participants' lived experiences, and a detailed exploration and interpretation of meaning. Kolb's (1984) experiential learning theory (ELT) was used as the theoretical framework and analytical lens, unfolding the learning processes embedded in cultural differences in a contextualized manner.

Participants

Six professionals who worked for six different U.S. organizations located in four different cities and states of Brazil participated in the study. Participants were chosen based on their nationality (U.S. Americans raised in the U.S.), employment (worked for a U.S. organization), international assignment location (Brazil), and assignment duration (having been abroad for at least six months). Moreover, participants needed to have had their international assignment experience no longer than five years before being interviewed for this study. These delimitations were justified by the time needed for expatriates to face the challenges of adjustment abroad and also to provide reliable retrospective accounts (Stahl, Miller, & Tung, 2002).

Data Collection and Analysis

Data was collected through semi-structured, in-depth, one-on-one interviews guided by open-ended questions. Participants were interviewed once, and in some cases, took part in a follow-up communication about points that had to be clarified by phone and email. To identify specific patterns of meaning (Smith, 2011), this study followed the Smith, Flowers, and Larkin's (2009) flexible Seven-Steps of IPA of data analysis, i.e., Step 1 –Reading and re-reading; Step 2 –Initial noting; Step 3 –Developing emergent themes; Step 4 –Searching for connections across themes; Step 5 –Moving to the next case; Step 6 –Looking for patterns across cases; and Step 7– Taking interpretations to deeper levels.

Findings

The superordinate themes that emerged through this study analysis were: (1) Confusion and Loss of Control; (2) Surfing the Waves of Expatriation; and (3) Life-Transforming Experience. From the exploration of these themes, the following findings arose:

Finding 1: Due to cultural extremes, expatriation in Brazil is an intense 24/7 state of confusion and feeling of loss of control that requires adjustment;

Finding 2: Like surfing, learning to adjust to Brazil is a realistic long process of highs and lows that requires the right attitude and help; and

Finding 3: Although difficult, expatriation in Brazil can be life-transforming through change of perspectives and the development of resilience as one steps out of the comfort zone of the home country.

This study prompted several recommendations for practice that can be summarized as follows: (1) Sparingly use cultural models; (2) Go beyond a list of skills needed to operate in Brazil; (3) Connect assignees to supporting networks; (4) Provide assignees with support and guidance; (5) Focus mainly on tacit knowledge; (6) Have realistic expectation of expatriates' adjustment; (7) Do not primarily seek out other expatriates but mainly locals; (8) Leverage new experiences, differences, and challenges; (9) Turn stressors into resilience and adjustment; and (10) Support assignees to transition back and readjust to the home country.

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"It's a Posture Thing": A Case Study of a Multilingual Conflict in a Dutch Warehouse

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The poster introduces multimodality theory, and illustrates through the example of an ethnographic case study how a multilingual conflict escalates. Through discourse analysis the accounts of the stakeholders are compared, which clarifies the different approaches in the event. The purpose is to examine how the participants arrive at a satisfying outcome when in conflict with a multilingual interlocutor. After all, the supply chain needs to continue, and thus the interlocutors need to bury the hatchet and work together. The present study contributes to our knowledge about multilingual workplace interactions in blue-collar workplaces, and the way that power dynamics affect conflicts in the workplace.

This study explores how stakeholders attempt to regain control in a conflict situation in the multilingual context of a Dutch warehouse. Logistics workers meet truckers with a range of cultural and linguistic backgrounds on a daily basis as they arrive to transport goods. Lønsmann & Kraft (2018: 145) assert that the interaction between European truckers and Danish logistics workers mainly relies on routine: "The warehouse workers and truck drivers operate within a specific frame of expectations: The truck driver is there to deliver or pick up goods, and the warehouse worker facilitates this process. Each step of the process within the interaction is known to both parties from the beginning." Through the shared context and based on experience the interactions between these stakeholders can usually play out harmoniously.

Nonetheless, unexpected events do occur, and the communication around routines is interrupted occasionally, as the social aspect of workplace interaction might make certain parts of interaction unpredictable (Duchêne & Heller, 2012: 332). After all, "all communication involves participants, settings, purposes, linguistic and other communicative medium choices, none of which are culturally neutral" (Baker, 2015: 12). People's interpretation of any interaction is affected by their own cultural norms, as well as by their role-specific viewpoints (Dijkstra et al., 2020), and these individual interpretations might not match the interlocutor's interpretation. The aforementioned factors, as well as a range of other aspects, like production delays or bugs in the system, may lead to communication breakdowns, and they can also escalate into a conflict between the interlocutors. When it concerns an incident in the context of a workplace Oetzel & Ting-Toomey (2013: 291) succinctly define that the concept of conflict is "often referred to as an expressed struggle or disagreement between and among people who work together to achieve common goals". In these conflicts people often experience a loss of control, and in some cases they even experience social exclusion. This is worrying, since individuals who are ostracized and in loss of control frequently respond aggressively (Warburton et al., 2006).

Ironically, after such an outburst their interlocutors then often try to take away even more control, which may turn the incident into a vicious circle (Warburton et al., 2006).

The Dutch logistics workers in the present case study experienced a conflict with a multilingual interlocutor. This is inevitable, since they encounter interlocutors with diverging proficiencies in a range of languages daily. Although conflicts are not always language related, the complexity of a conflict is amplified in a multilingual context, especially when the speakers do not share a common language. The participants in this study have diverging proficiencies in a range of languages, which leads the participants to tackle communicative challenges through a multimodal approach: they typically use all the communicative resources that they have access to. In general multimodality plays a key role in face-to-face interaction as more emphasis is placed on communicative resources other than spoken or written language, such as a person's posture, their gestures, and visuals.

The poster draws on qualitative data from an ethnographic case study at a Dutch logistics service provider. Central to this case is the interview with a Dutch logistics worker who provides his account of a conflict with a foreign trucker, as well as his strategy to deal with this unwanted development. This perspective is supplemented with that of his other team members, and that of the trucker in question. This combination of viewpoints provides a rich perspective of what went down in the office that afternoon. In short, the case describes how one foreign trucker feels disadvantaged, because he has to wait before he can continue the logistics process, whereas he sees that the transport orders of other truckers keep being processed. When he verbally expresses his dissatisfaction with the situation, one of the logistics workers feels threatened, and the situation escalates.

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I Hear You: The Online Students' Perspective of Instructor Interpersonal Transactions in the Online Business Communications Classroom

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Abstract

Do online students have an opinion of their online instructors' interpersonal transactions? This mixed-method study explored online students' perceptions of their instructors' interpersonal exchange, including warmth, care, collaboration and open communication. Online education has opened the door to new teaching-learning methods and teacher-student relationships (Al-Maroof, Alhumaid, & Salloum, 2021; Nguyen, 2015; Anderson, 2010). Getting a closer look at the value these online students placed on their business instructors' interpersonal skills may potentially contribute to the success of future online business learning programs. The survey was offered to this researcher's online students from the Spring and Fall 2020 semesters. It is hoped the findings has added to the body of literature in helping to identify student-desired online instructor interpersonal skills. [The tremendous impact of the COVID-19 pandemic on online programs is certainly unprecedented, but this research was organized prior to the Pandemic, and therefore will not be emphasized in this particular report.]

Theme

While research on student perceptions and emotional connections are not as prevalent as some current topics, the same body of literature speaks in great length to success of the online students as factors of the successes of online education programs (Abdulla, 2004; Wilson, 2006). The potential neglect of students' feelings and perceptions may contribute to a decrease in online course satisfaction (Pera, 2008). Understanding some of the views of online learners is an essential part of identifying online learners' behaviors and the perceptions that drive them (Rhee, Sanders, & Simpson, 2010). According to Chayko (2008), the professed relationships and connections experienced online are very real, thus reiterating the importance of the instructor's lens of interpersonal communications.

In light of the tremendous growth of online learning programs (Al-Maroof, Alhumaid, & Salloum, 2021; Nguyen, 2015) as well as the interpersonal communication theories (Dainton and Zelley, 2017) the purpose of this research was to examine the perceptions online students had regarding the value of care, warmth, interest of feelings and instructor-student collaboration situated within the online learning framework.

Lack of understanding and acknowledgment of a student's emotional responses to an online class could potentially have an adverse impact on their satisfaction over the online course, their academic success,

and on the success of the online program as a whole (Meyers, 2009; Noddings, 2006; Pera, 2008). Studies which specifically cover online student perceptions and emotions are not as current as other online learning topics. The significance of this study included exploring the online students' experiences and perceptions of having received interpersonal communication transactions from their online instructors.

Growth in the online learning environment is increasing at an extremely rapid pace and as the growth continues, it is important that the courses and programs not only keep up with the demand, but are effective as well (Abdulla, 2004; Meyers, 2009; Peterson, 2001). Included in this effectiveness is an awareness of what the online student experiences and feels as an online student (Aman, 2009; Kane, 2005; Meyers, 2009; Ross, Batzer, & Bennington, 2002). Interestingly, research in online education predominately focuses on effectiveness and cost-containment issues, with student's feelings and perceptions being paid less attention (Pera, 2008).

Method

The study was conducted using a Qualtrics 11-question Likert-scale survey with one open-ended question. The survey was emailed to 128 undergraduate/graduate college students at a rural Texas university who had taken an online Business Communications course during the Spring and Fall 2020 semesters. The demographics of the respondents included 28 males, 42 females and 2 Non-Gender specific. Seniors-26; Juniors-20; Sophomores-21; Freshman-1; Graduate-4. Online experience data showed 41.67% had had 1-3 online classes; 33.33% 4-6 online classes; 11.11% 7-9 online classes; and 13.89% had had 10+ online classes.

Outcome

The survey generated 71 responses at a response rate of 55% with a 100% complete rate.

The survey data revealed 85.51% of the respondents felt their online instructors Always or Most of the Time communicated respect, followed by Welcoming with 75.36% in agreement and Encouraging with 71.02. On the other end of the spectrum, responses indicated online students had feelings of being left out, ignored, and not collaborated with: 28.35% indicated online instructors focused on the student feelings only 50% of the time, and 21.74% indicated online instructors communicated warmth 50% of the time.

An additional Likert question rating how important the perception of interpersonal transactions between student and online instructor was, defined in general term as care, 88.24% respondents replied Extremely important and Very important. Interestingly, 11.76% indicated care was Slightly or Not at All important.

The last question was an open-ended question asking what additional instructor interpersonal characteristics, if any, did the student consider important in online learning. There were 26 comments. The words available, communication, empathy, and understanding were the most prevalently used in the responses.

Goals

The goal of this study was to capture the voice of the online student which in turn could provide us with insight into the online students' opinions of their interpersonal instructor transactions outside of the framework of academic scholarship. The survey responses answer the research question that online students do have an opinion, thus indicating collection of more student voices needs to be done. The simple research conducted here captured only a minute number of online student voices taking a business course online. Additional studies should be conducted on online learning and the role of the interpersonal transactions, e.g., to explore what constitutes a culture of care from the student perspective.

Awareness of the value online students place on perceiving interpersonal transactions with their instructors might be of benefit for the business instructor as s/he strives to practice being interpersonal in the online classroom.

Gender Role and Communication Style Impact on Voice Behavior

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Abstract

The aim of the present study was two-fold. It was conducted (i) to examine the association of gender role and social style of the managers or supervisors, and (ii) to examine the impact of the supervisor's gender role and social style on employee voice behavior. Results indicated a significant association between gender roles and social styles based on the assertiveness-responsiveness dimensions. We found that feminine gender role individuals are more likely to demonstrate amiable social style, androgynous gender role individuals to be expressive, masculine gender role individuals to be driver and undifferentiated gender roles to be analytical in social style. Concerning the impact of supervisor's gender role and social style on their direct report employee voice behavior, we observed that only social styles have a significant impact on employee voice behavior. Our results indicated that employees show higher values of prosocial voice when the perceived social styles of the supervisor are more responsive (amiable and expressive) than less responsive social styles (driver and analytical). We also observed that employees reported lower values of acquiescent and defensive voice when the perceived social styles of the supervisor are more responsive (amiable and expressive) than less responsive social styles (driver and analytical).

Purpose

Extant literature in communication studies provides various categories to analyze the communicative behavior of leaders under various organizational circumstances. The categorization based on communication behaviors is immensely helpful to study the impact of a leader's communication style on an employee's organizational citizenship behavior (OCB). This study is based on two focal categories – gender role and social style.

After Sandra Bem's (1974) research and categorization of gender roles, researchers have acknowledged the distinction between biological sex and psychological sex or gender role. Based on feminine traits (like responsiveness, empathy) and masculine traits (like assertiveness and competitiveness), the gender roles are categorized into four quadrants: feminine, androgynous, masculine, and undifferentiated.

On the similar dimensions of assertiveness-responsiveness, Merrill and Reid (1981) developed the social styles model by measuring sets of observable interpersonal communication behaviors. They categorized communication behaviors into an amiable, expressive, driver, and analytical social styles.

Responsive leadership communication style is annotated by qualities like active listening, compassion, empathy, and a strong focus on building relationships (Men, 2015). Many empirical studies in the

internal communication domain bring forth that responsive communication from leaders enhances various OCB (Kang & Sung, 2017) and fosters employee voice (Kim & Rhee, 2011) and employee engagement (Lockwood, 2007).

This paper focuses on employee voice behavior categorized by Van Dyne, Ang, and Botero (2003), which includes both positive and negative forms of voice behavior. The organization-oriented and proactive nature of voice is termed as prosocial voice, voice behaviors that reflect disengagement are termed as acquiescent voice, and a voice behavior for self-protection is termed defensive. Despite increasing recognition of employee voice behavior in the literature, we see that leader's observable communication behavior has found limited scholarly attention. Hence the current study examines how the leadership communication styles and their gender roles impact the three forms of employee voice behavior. We also establish an association between gender roles and social styles.

RQ 1 – How are Social styles associated with Gender roles?

Hypotheses

H1: Subordinate's prosocial voice is higher when supervisor gender roles are perceived as more responsive (feminine and androgynous) than lower responsive gender roles (masculine and undifferentiated).

H2: Subordinate's acquiescent voice is higher when supervisor gender roles are perceived as less responsive (masculine and undifferentiated) than more responsive gender roles (feminine and androgynous).

H3: Subordinate's defensive voice is higher when supervisor gender roles are perceived as less responsive (masculine and undifferentiated) than more responsive gender roles (feminine and androgynous).

H4: Subordinate's prosocial voice is higher when supervisor social styles are perceived as more responsive (amiable and expressive) than less responsive styles (driver and analytical).

H5: Subordinate's acquiescent voice is higher when supervisor social styles are perceived as less responsive (driver and analytical) than more responsive styles (amiable and expressive).

H6: Subordinate's defensive voice is higher when supervisor social styles are perceived as less responsive (driver and analytical) than more responsive styles (amiable and expressive).

Design/Methodology/Approach

An empirical study was conducted using 240 data samples collected from Indian Information Technology sector employees (out of 271 participants). They were asked to rate their supervisors on BSRI12 and Social Style Assessment scales. The subordinates also rated their own voice behavior using the voice behavior scale. A two-way chi square test for association was used to determine an association between

Gender Role and Social Style. Also, one-way ANOVA tests were used compare voice behavior of the subordinates across different categories of gender role and social styles of their supervisors.

Results

With respect to the association between supervisor gender role-social style, our results showed strong association between feminine-amiable, androgynous-expressive, and undifferentiated-analytical.

With a focus on employee voice, the objective of this study was to find out how the leadership styles (highly responsive against less responsive) impact prosocial, acquiescent, and defensive voice behaviors of the employees.

Results indicated that social styles with higher responsiveness (expressive and amiable) foster overall employee voice behavior, that is, it promotes prosocial voice and dampens acquiescent-defensive voice (compared with less responsive styles - driver and analytical).

Research Implications

From the practical implications standpoint, the gender role-social style association results can benefit organizations during leadership hiring and staffing. At the time of hiring for leadership positions, organizations may not be thoroughly familiar with the communicative behavioral patterns of the leaders. Hence applying the gender role assessment can help organizations hire leaders with diverse social styles and according to the business needs.

The social styles model is intensively used in the private sector for various communication training. However, empirical tests of this model are seldom reported in research studies (Snavely and McNeill, 2008). This study guides leaders and practitioners on how they can nurture positive employee voice. Knowing their social style helps leaders adjust their communication behavior according to the situation; this adaptation is termed style flex (Darling & Walker, 2001). Effective leadership teams are formed by including all four types of individuals – Amiable, expressive, driver, and analytical. However, finding all four styles in one individual is unlikely. Hence, organizations should train their leadership on the social styles to empower them on style flex, enabling positive employee voice culture.

"So, Who Did You Vote For?": An Examination of Comfort with Political Discussions at Work

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"So, who did you vote for?" is a question that can be uncomfortable or even downright fear-inducing, especially when asked at work. In our increasingly volatile and partisan political landscape, it is important to explore political discussions in the workplace. This study specifically examines the (dis)comfort involved with discussing politics and political topics in an organizational setting.

The workplace is a unique place in which to explore the discussion of politics for a variety of reasons. As we do not choose the individuals with which we work, it is much more difficult to create an echo chamber of similar viewpoints compared to our personal lives or lives on social media (e.g., Guo, Rohde, & Wu, 2020). Mutz and Mondak (2006) found that the workplace "is the social context best positioned to facilitate cross-cutting political discourse" (p. 140). It is certainly possible then, that there are benefits of discussing politics at work. Despite this, there is also a stigma for doing so, perhaps because the contentious nature of political topics is seen as crossing a line of organizational professionalism. Not surprisingly, Wells et al. (2017) found that individuals reported discussing politics with co-workers less often than they did so with family members.

A total of 160 individuals completed the online survey. Respondents ages ranged from 18 to 82 (M = 38.57, SD = 15.6) and 52.5% (n = 83) of the respondents identified as female whereas 43.7% (n = 69) identified as male, and 3 (1.9%) identified as non-binary and 2.5% (n = 4). When asked about how conservative or liberal they consider themselves, 39.6% (n = 63) responded "moderate", 31.4% (n = 50) responded "conservative" or "very conservative", and 28.3% (n = 45) responded "liberal" or "very liberal". Additional questions assessing political views were also included. A four-item scale assessing comfort with discussing politics at work with different targets (e.g., coworkers, boss) was created for this project. Responses were assessed on a five-point Likert-type scale ranging from "very uncomfortable" to "very comfortable." The scale received an acceptable reliability of .89 in this data collection. When asked how often they personally discuss politics at work, the majority of respondents indicated that they "rarely" did so (29.6%, n = 47), while 20.1% (n = 32) reported "very frequently", 17.0% (n = 27) reported "occasionally", 12.6% (n = 20) reported "frequently", 12.6% (n = 20) reported "very rarely", and 8.2% (n = 13) reported "never".

Hypothesis one predicted that individuals would be more comfortable discussing politics at work when their political opinions are closer to those of their coworkers. Results of a Pearson correlation indicated a weak but significant relationship (p = .02, r = .18).

Hypothesis two posited that comfort with discussing politics at work would be related to how often politics are discussed at work. Results of a Pearson correlation indicated a significant positive relationship ($p = .00$, $r = .42$).

Hypothesis three predicted that individuals will discuss politics at work more often when their political opinions are closer to those of their coworkers. Results of a Pearson correlation indicated no relationship ($p = .09$).

Hypothesis four posited that men would be more comfortable discussing politics at work than would women. Results of an independent samples t-test indicated significant differences ($t(150) = 2.07$, $p = .04$) between men ($M = 3.00$, $SD = 0.91$) and women ($M = 2.70$, $SD = 0.93$).

Hypothesis five posited that men would be more likely to personally discuss politics at work than would women. Results of an independent samples t-test indicated significant differences ($t(150) = 2.88$, $p = .01$) between men ($M = 3.67$, $SD = 1.51$) and women ($M = 2.95$, $SD = 1.54$).

Research question one asked if political affiliation would be related to comfort with discussing politics at work and research question two asked if political affiliation would impact how often respondents personally discuss politics at work. Results of a series of one-way ANOVAs indicated no differences between groups.

There are a variety of important takeaways from this pilot study. First, consistent with hypothesis one, people were more likely to be comfortable discussing politics at work when they felt that their co-workers' views were similar to their own, as in an echo chamber. Interestingly, hypothesis three indicated that while perhaps feeling more comfortable in doing so, people did not report actually discussing politics at work more often when they felt they had similar views to those around them. A second important result concerns gender, with women being both less comfortable and less likely to discuss politics at work. Consistent with ideas of feminist organizational communication theorizing, it is possible that women are worried that their views will have a negative impact on their organizational standing (Buzzanell, 1994). Finally, it is worth nothing and exploring further why political affiliation had no impact on comfort or frequency of discussing politics. This presentation will further discuss the implications of the results of this study. Specifically, the author will explore the potential impacts of this study on individuals, interpersonal relationships, and organizational culture. Additionally, areas for future research will be explored and discussed.

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Investor Communications Between Individual Investors and Independent Financial Advisors (IFAs)

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Theoretical Framework

The author wants to analyze an investor communication issue between Individual Investors and Independent Financial Advisors (IFAs) from a perspective of Critical Discourse Analysis.

Purpose and Objectives

IFAs, instead of traditional distribution channels such as securities companies and commercial banks, are increasing globally including Japan. IFAs are independent investment advisors whom ordinary individual investors will consult as they intend to invest in certain financial instruments. Securities companies and commercial banks have been main components in the traditional investment chain but this structure is well on the way of changing. In other words, IFAs are becoming main players as intermediary between end investors and ultimate investee companies. This shows that there is a need to establish a smooth communication channel between IFAs and individual investors. Considering the above, the author intends to take up this issue and analyze it from a point of investor communication by using Critical Discourse Analysis.

Research Methodology

The author shall research communication issues by way of questionnaire survey performed by the author through an internet research company and analyze the said research results from a perspective of Critical Discourse Analysis, focusing on the exiting orders of discourse constructed by the traditional investment chain and how IFAs build or try to build new orders of discourse.

The survey design and methods are as follows. First, the author elects about 100 respondents by way of screening the panels consisting of over 10000 residents in Japan. The elected respondents represent the population with regard to the age equally, i.e., 20% each of 20s, 30s, 40s, 50s and over 60s. Then, the author researches the issues with regard to investor communications through questioning the elected respondents about communications with IFAs to find out investor communication issues as diversification of distribution channels of financial instruments.

(Preliminary) Results

The said communication issues seem to be related to actualization of investor communication gaps as diversification of distribution channel of financial instruments. The author intends to suggest that it is important for IFAs to understand that there are differences in cultural background and social environment as well as professional knowledge in financial and investment field between IFAs and individual investors.

Number(s) of the Topic(s)

Two (2) (Investor communications and Business discourse)

Emotional Intelligence for the Burned-Out Business Communicator

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Global Collaboration Insights

It's apparent that we've all experienced a transformational period of uncertainty and change in one way or another. Students, professors and practitioners alike are finding their own methods to cope with stress in different ways and at different times. Emotional intelligence can boost some key components of communication related to interpersonal relationships, decision making and problem-solving. Perhaps less known is what emotional intelligence can add to the business communication toolkit to manage stress, especially during times of burnout.

While burnout was on the radar even pre-COVID19, it was amplified by complications around the pandemic. As illustrated by a Harvard Business Review global study conducted in fall of 2020 (Moss, J., HBR, Feb. 2021), a dramatic 89% of respondents said their work life was getting worse; similarly, 85% said their well-being had declined. Another nearly two-thirds (62%) struggling with their workloads had experienced burnout "often" or "extremely often" recently, while just over half (55%) felt unable to balance their home and work life. Participants also stated their difficulty in maintaining connections with others in their lives.

For those in the business communication discipline, it's no longer sufficient to be skilled in core competencies such as business writing, presenting, facilitating, strategic thinking, and researching. Essential (soft) skills related to emotional intelligence are in the spotlight. Emotional intelligence, like burnout, is not a new concept. However, its relevance is elevated now more than ever as a key capability in a successful professional's profile, particularly for leaders. Whether managing people directly or influencing others indirectly, leaders need to engage with their teams and the rest of the organization in a different way. Humility, vulnerability and authenticity are characteristics that some might find uncomfortable leaning into. Nevertheless, employees expect the support as they are trying to balance their own professional and personal well-being.

Defining a concept like emotional intelligence is a challenge since a few words don't do justice to the richness and complexity of human connection. In short, a higher level of emotional intelligence requires activation of a set of emotional and social skills that focus attention on successfully navigating interactions. It begins with self-awareness and understanding how to manage our own emotions, followed by social awareness of others' emotions and learning to manage relationships for the best outcomes (Goleman, D.).

It is important, especially in a workplace environment, not to let some preconceived notions or misperceptions of emotions become a barrier to leveraging the benefits of emotional intelligence. To be sure, emotional intelligence doesn't mean wearing one's heart on a sleeve and letting feelings take over,

leading to emotional outbursts and communication breakdown. Rather, it is employing the emotions we all have in a wise manner.

More importantly, there is evidence around the business impact of emotional intelligence. For example, emotional intelligence is said to be key to an estimated 27-46% of workplace success (Bar-On and Center for Creative Leadership). Moreover, emotional intelligence represents an estimated 85-95% of the difference between a rated "good leader" and an "excellent leader." (Goleman, D.) As we've seen, burnout is on the rise at all levels. This can significantly increase costs related to absenteeism and higher employee turnover. Consequently, there will be additional pressures on remaining managers and employees. Savvy organizations will be looking to keep their employees engaged and show concern for their well-being in hopes of retaining some of their best talent and preventing them from leaving for greener remote pastures.

Preventing or mitigating the effects of a stressful work environment is one key step. After touching on the nature and importance of emotional intelligence as noted above, this session will provide a high-level overview of one research-based, globally-administered emotional intelligence model (the EQ-i 2.0) and focus on its three stress management components: flexibility, stress tolerance and optimism. Flexibility is defined here as adapting emotions, thoughts and behaviors to unfamiliar, unpredictable, and dynamic circumstances or ideas. Stress tolerance is concerned with how well one copes with stressful or difficult situations and believes that one can manage or influence situations in a positive manner. Finally, optimism is an indicator of one's positive attitude and outlook on life, and ability to remain hopeful and resilient despite occasional setbacks (© 2011 Multi-Health Systems Inc.). Each of these components can be used in the right amount, underused or overused, creating an opportunity for reflection and action. Some practical takeaways from this session will provide inspiration for strengthening emotional intelligence to address burnout and improve workplace and personal well-being.

Nonprofit Social Media Communication in the Post-Truth Era

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Since the introduction of social media, nonprofit organizations have utilized various platforms to maintain communications with their constituencies and broaden their audiences. Social media has provided greater and more simplified access to larger populations with cost-effective, or even free, advertising and promotional capabilities.

Within the past few years, the global communication culture has shifted to what many scholars refer to as a "post-truth" era. Scholars within fields as diverse as anthropology, science, management studies, politics, and journalism have all begun to define and explore this idea in their work. However, the unique challenges and implications within the non-profit sector have largely been overlooked by this scholarship.

In this time when it is simple to post anything on a social media platform and potentially reach a vast audience, how do non-profit organizations ensure they are effectively and responsibly communicating with their constituents?

The concerns of what are 'facts' and how 'truth' is or is not disseminated are not the only of interest in the political realm. Organizations must resist the urge to construct their own realities and must inspire confidence in their patrons that they are being transparent and truthful.

This presentation will begin with a historic overview of social media for nonprofit organizations. We will present a survey of how social media has been used in fundraising communications, donor interactions, and public relations in the nonprofit sector. Following a review of past social media use by organizations we turn to an exploration of social media communication in the post-truth era. We will define "post-truth," examine its identifying features and discuss how post-truth has changed previous communication patterns.

"Post-truth is perhaps best described as a manifestation of 'a qualitatively new dishonesty on the part of politicians' who, instead of being merely economical with the truth, 'appear to make up facts to suit their narratives' (Mair, 2017, p. 3), leading to 'the diminishing importance of anchoring political utterances in relation to verifiable facts' (Hopkin and Rosamond 2017, p. 1–2).

The phrase 'post-truth' became common in politics following the election of 2016. Nonprofits already striving to make their missions and needs accessible to the public at large might find this challenge intensified by a public seemingly willing to disregard facts (Gewin, 2017). The fact that the terms 'alternative facts' and 'post-truth' even exits in our discourse today sheds light on the increasing recognition that what we, as a society, take to be a fact or truth is malleable.

In this context, facts that once might have been twisted or misrepresented are entirely replaced by counter-information that serves the speaker's purpose. As the providers of charity, access to the arts, and other social causes, regularly competing for limited resources, there is a foreseeable danger that nonprofit organizations could alter communicated information to better serve their missions. Additionally, even if nonprofits communicate precise and actual facts, constituents might be skeptical of data that brings into question their perceived truth (Kalpokas, 2020). Likewise, non-profit organizations need to be prepared to responsibly manage their communications and credibility in such an environment.

At a time when nations are confronting populism, post-truth and fake news, our objective is to examine how social media practices might need to be amended, modified, or rehabilitated to combat the mistrust that accompanies our current climate. There has always been competition for scarce resources in the nonprofit sector. The combination of competing for resources and our new societal acceptance of alternative facts has thus far created a more performative model of communication that places entertainment over content (Thompson, 2019).

With this literature presented, we will then move into a theoretical construction of the foreseeable and potential challenges of the post-truth era confronting nonprofit organizations dependent on social media for communicating with their communities. This research provides non-profit organizations with a framework and strategies to respond to external social media misinformation posted by the organization's constituents, clients and audience. This thought process examines "post-truth" not only as an internal threat but as an external threat, as well.

Our presentation concludes with warnings for nonprofits as they navigate this post-truth climate and guidance toward mitigating and avoiding the expected pitfalls it brings.

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Organizational Communication

A Rapport-Based Virtual Events Framework

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COVID-19 forced people apart and higher education professionals to look for alternate ways to allow people to gather for various purposes. The altered reality changed the way faculty teach, students learn, and the way graduates celebrate milestones. The need to cancel traditional ceremonial events, such as commencement, led to the implementation of virtual year-end celebrations. An exploration into the experience of the graduating college student who attended at least one virtual event in 2020 illuminated differences between interactive events and those that consisted of a more passive experience, such as watching a pre-produced video. A mixed quantitative and qualitative survey offers insights into the student perspective on whether perfection or interaction matters more.

Findings suggest the potential for interaction during the virtual event impacts the perceived benefit of the experience. The vast majority of survey respondents indicated they preferred virtual events even if they tended to seem less polished than pre-recorded events. Furthermore, participants were able to forgive imperfections, such as technical issues, in favor of being able to communicate in real time during the event. Based on these and other study findings, a framework for virtual event design that draws on Masspersonal Communication Model (O'Sullivan & Carr, 2018), presence theory (Lee, 2004), and rapport (Gremler & Gwinner, 2000) is proposed.

This study also answers the call by Kim & Kaewnuch (2018) to further explore the role of festival and event management in higher education and construct a theoretical approach to strengthen event and festival management studies.

There were two groups of participants in the study - students from a university honors college graduating in May and December 2020 and incoming freshmen entering in Fall 2020, a time period situated entirely during the COVID-19 pandemic.

The honors college typically hosts some kind of in-person celebration of honors graduates a day or two prior to the main university commencement. In response to the pandemic, honors decided to pivot and plan a virtual medallion ceremony for the graduates to supplement a virtual commencement video that would debut the next day. A similar structure was used for both the honors event and the university commencement in Spring and Fall 2020.

A virtual arrival ceremony was designed to welcome the incoming freshmen in Fall 2020. This event was not a virtual substitute for an existing event but rather a new event designed to both celebrate incoming students' success (since COVID-19 disrupted their senior year in high school) and officially welcome them into the honors college.

All events took place on the WebEx video conferencing platform and included some pre-recorded video elements, live remarks by a variety of speakers, and an opportunity for all attendees to engage in conversation in the chat throughout the event. In two of the events, videos were requested from the parents in advance and shown as a surprise to the students during the event. Though a pre-recorded part of the program, the parent messages added a personal element to the event which became a topic of discussion in the chat. Having a platform like WebEx house the event itself also allowed interaction to take place surrounding video elements.

The college recognized that virtual events are not the same as in person gatherings, but viewed them as the next best thing during a pandemic. The college considered how to preserve key elements of in person events when transforming to virtual celebrations and decided that to embrace the college's brand - opportunity, community, and family - interaction was needed, even if there was an increased risk of an error.

Research questions considered: -

How did interaction (or lack thereof) during the virtual event impact the perceived benefit of the event?

How do we preserve key elements of in person events when planning virtual celebrations?

How can virtual events build or maintain presence?

How can virtual events build or maintain rapport/presence?

Key dimensions incorporated as part of the communication-based virtual events framework include:

Interaction - Each event must have a way for attendees to communicate with others within the infrastructure and during the defined times of the event.

Authenticity - Though subjective, being authentic is an important attribute of event hosts.

Personalization - Drawing on the Masspersonal Communication Model, the event should be personalized in some way to highlight the individuals attending or being honored.

Rapport - When elements of interaction, authenticity, and personalization exist in harmony, the resulting event can either maintain or build rapport, which is sometimes defined as an enjoyable interaction and a personal connection.

A future research direction could explore the role existing rapport inside and outside of the classroom may play in fostering a positive perception of virtual events in an honors environment.

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Organizational Communication

Quality of Business Recovery Plans

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Businesses of all types are in business to provide goods and services, and often to make money. They quite likely believe that they can offer a product or service and that members of the public will pay, in some way, for those products and services. In order to keep their businesses running, owners will have operations in place for sales, accounting, customer service, technology, and more. What happens if one or other of the functions of the business is interrupted? What happens if all the functions are interrupted in some way? Businesses have typically put in place a disaster recovery plan, or a business continuity plan, to be prepared in the event of some interruptions. In this project, the researcher will review continuity plans from a number of businesses in one geographic area.

This study attempted to determine commonalities and variables in disaster recovery plans that were in place before March of 2020, and assessed how prepared local businesses were for the impact of COVID-19. The study also concludes with ways in which the local business community plan to make changes / adaptations in their emergency preparedness plans, based on the immediate financial and residual impacts of the pandemic. Members of the Belmont Abbey College President's Roundtable, in Gaston County, North Carolina, were surveyed to identify their plans, and the extent to which those plans have changed since the impact of the COVID-19 pandemic.

A business of any size or significance would do well to have a continuity plan, also known as a disaster recovery plan, to bounce back from un-anticipated yet foreseeable problems. This continuity plan demonstrates a business's ability to identify, prevent, and manage various types of risk (Mosteanu, 2020). The bottom line is that organizations should attempt to prepare for any eventualities that may come about (Williamson, 2016). Such a plan typically involves a number of areas of consideration but generally should consider such things as technology recovery, communicating in the midst of a problem, considering quick replacement of key personnel, lapses in transporting of goods, and natural disasters. Wallace (2011) describes these in five layers that include: 1) external risks such as natural disasters and transportation accidents; 2) risks to the physical office space such as weather events and obstructed utilities; 3) data systems problems that consist of networking and data loss; 4) individual department issues such as one unit not performing as it should perhaps due to illness, resignation, or lack of output; and 5) individual work area where employees must identify those contingencies that could impact their own personal performance. The general idea is to stop the effects from any perceived or real disaster quickly and then have all systems back in operation as soon as possible (Snedaker & Rima, 2013).

Elsey (2020), writing for the Forbes Business Development Council, states that a business continuity plan should identify how a business will continue in the face of any crisis, encompassing every area of the business. Serious and on-going review should include each unit and function within the business. The Federal Emergency Management Authority (FEMA) identifies the specific areas of people, human resources, succession, authority, records, communication, and critical systems as areas to consider when building a plan (FEMA, 2018).

The research surveyed local business leaders to identify the status of the business continuity plans of Gaston County, North Carolina, in order to find what was common and what might be missing from the plans. Specific questions that were asked concerned the self-reported comments on whether or not the organizations had plans in place issues with technology, active shooter, natural disaster, communication, leadership, production, insurance, and supply chain. The organizations were also asked to identify their size in terms of number of employees and the type of business from among bank / financial, consulting, government, manufacturing, non-profit, and real estate. Finally, organizations were asked if their plans were going to be updated following the pandemic of 2020, and if so, how.

Of the 68 organizations surveyed, 34 responded. Of those 34, 28 were found to have sufficient responses to the survey to be included. The results show a wide variety in the quality and content of recovery plans. A simple analysis shows that bank / financial organizations and government entities had the most robust plans. Much lower on the resulting scale were real estate, manufacturing, and consulting firms. Also, the areas that received the highest importance in the plans were communication and leadership, with active shooter and supply chain at the lowest end of the scale.

From the qualitative, open-ended responses obtained, it appeared that some responses were not well-informed. Yet, others provided in-depth commentary. Looking at how plans have changed in the past 12 months, during the COVID-19 outbreak, a few organizations mentioned needing to be ready / able to move to remote work environments with a video conferencing platform, two organizations were planning on updating supply chain issues, and others were addressing COVID-specific protocols and just trying to review their plans altogether.

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Managing Conflict in Virtual Teams

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Teams have worked virtually for decades, but COVID-19 greatly accelerated the pace that organizations relied on virtual work. According to a Gallup study (Morgan & Hickman, 2020) the number of remote workers in the U.S. doubled between April and May 2020. The same study found that 55% of the managers who were surveyed said that they would allow their employees to continue to work from home more often than they did before COVID-19. Similarly, a McKinsey study of 278 executives found that on average they planned to reduce office space by 30 percent in anticipation of allowing more personnel to work remotely (McKinsey, 2021). And last, a study of Global Workplace Analytics (2021) found that 80% of employees want to work from home some of the time, and that over one-third of them would be willing to take a pay cut in exchange for that option.

While face-to-face teamwork can be challenging, virtual teaming can be even more difficult. Numerous scholars have studied virtual team effectiveness. Recently Schulze and Krumm (2017) created a synthesis of six knowledge, skills, abilities, and other characteristics (KSAO's) that are needed by virtual team members. One of the six KSAO's is conflict management.

Conflict Management in Virtual Teams

High performing teams know how to manage conflict (i.e., difference in opinions, perspectives, and ideas). Effective virtual teams are good at managing differences in a productive way for improved outcomes for the team and the organization.

Conflict management happens when "the condition in which people's concerns – the things they care about – appear to be incompatible" (Thomas, 2002). Research shows that people engage in conflict an average of 2.8 hours per week (Hayes, 2008). Examples of conflict include differences in setting priorities, ascribing workload, establishing decision processes, and determining roles and responsibilities.

When conflict is managed well, teams reap numerous benefits. It can encourage innovation, improve decisions, increase productivity, strengthen relationships, and yield more effective outcomes. On the other hand, poorly managed conflict often results in project delays, anger, frustration, poor morale, reduced trust, litigation, and failed outcomes.

Scholars have identified several types of conflict including task conflict which includes differing ideas or opinions about substantive issues; relationship conflict which include clashes due to interpersonal issues; and process conflict which includes disagreements about timing, roles, responsibilities, and how things get done (Jehn, Greer, Levine, & Szulanski, 2008).

We know that complex tasks generally benefit from a moderate level of conflict – too little can result in groupthink; too much can lead to team dysfunction. A moderate level of conflict allows team members to share their differences and creates an environment where people feel heard and their ideas valued. While task conflict can be very useful if managed well, interpersonal and process conflict is generally not advantageous (Gallo, 2017).

Thomas's (1988) model describes five conflict-handling modes that align across two dimensions: assertiveness when an actor is attempting to address one's own concerns and cooperativeness when an actor attempts to satisfy another person's concerns. These two dimensions create the five modes: Competing, Avoiding, Accommodating, Compromising, and Collaborating.

Each team member has preferences for dealing with conflict, and the constellation of the members' preferences creates a team conflict handling dynamic or profile. Thomas and Thomas (2010) suggest that team members who become aware of their preferences are better able to adjust their approach and better manage the teams' use of conflict. To illustrate this approach, we will discuss a virtual team scenario that can be used in a classroom setting to teach virtual team conflict management.

Discussion questions will include:

1. Given a team's conflict profiles, how might you predict their approach to dealing with conflict?
2. How does virtual work impact conflict?
3. What might this team do to minimize process and interpersonal conflict? How might this team maximize task conflict to improve their effectiveness?
4. What is required to build collaborative skills in a virtual team?

Benefit and Takeaways

This session will provide materials for a conflict management lecturette, a mini-case study about virtual team conflict, and discussion questions to promote critical thinking around this topic. Materials should be especially relevant for students who might be working in virtual team settings.

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Why Traditional Financial Institutions Should Adapt Their Communication to the Target Readers' Needs

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The sprouting of digital banks and online trading platforms seduces retail investors to confidently participate in the financial markets. In contrast to traditional banking with fees and charges, this type of dealing seems to be for free – and it would appear that the online trading platforms are the Robin Hoods of modern times and help the people to get rich. This belief, however, paired with low financial literacy of retail investors, can bring huge losses for individuals and, indirectly, for society at large. The mere question as to what cash flow, bonds, or shares are, often causes embarrassment in people. Especially in bearish markets with falling prices do retail investors realize that they were not aware of the potential consequences of their investment decisions. For the traditional financial institutions, such as universal banks, this development erodes one of their customer bases even though the banks offer all the expertise to advise their customers and especially retail investors. What goes wrong in the banks' communication with their customers and which measures can bring back retail investors' loyalty?

"Buy," "hold," or "sell" – these three words summarize the most frequent recommendations to investors. And these three words are easy enough to understand: the investors are advised to buy, hold, or sell securities, i.e., stocks, bonds, or warrants. But do investors, and especially retail investors, understand the financial institutions' reasoning behind these recommendations? Such understanding calls for readers' financial literacy, based on financial education. According to the Organisation for Economic Co-operation and Development OECD, a sound financial education enables people to understand "financial products, concepts and risks and, through information, instruction and/or objective advice, develop the skills and confidence to become more aware of financial risks and opportunities, to make informed choices […]." (OECD, 2020: 42).

On the one hand, financial literacy of retail investors' and even of middle management is often not sufficient to understand basic financial matters as numerous studies confirm (e.g., Berman & Knight, 2009). There is an obvious "mismatch in what people think they know and what they actually know" (Lusardi & Hasler, 2020: 2). On the other hand, the decision process of the experts who write investment recommendations, often financial analysts, is far from transparent, it has been termed a "black box" (Brown, Call, Clement, & Sharp, 2015: 1). This is reflected in financial analysts' language, which "consists of market phrases that sound intelligent but don't mean anything. The phrases don't sound like they don't mean anything, of course. On the contrary, they sound like they mean a lot" (Blodget, 2014: 2).

As a review of the state-of-the-art research reveals, there are no contextual studies, informed by both theoretical and practical knowledge, that provide in-depth analyses of language mediation between the financial community and society-at-large as the addressee of financial text products. This is the gap that my research on communication in the financial sector aims to close.

My analysis is based a) on ethnographic data, collected over 25 years in the field; b) on text production process data, collected in writing coachings between 2014 and 2020; and c) on a corpus of roughly 2100 financial analysts' text products in English, German, and Japanese. Text genres include short reports about companies, company updates, sector analyses, macro analyses on financial markets, consensus estimates, periodical publications, calculation models, and press releases from 1987 until today.

I have applied a mixed method approach, combined of a) ethnographic context analysis, based on 25 years of working in the investment banking sector; b) Grounded Theory; c) half-standardized interviews and questionnaires; and d) pragmatic text analysis.

In my presentation, I first define some key concepts of communication in the financial sector: language awareness, context awareness, cross-domain translation, and financial literacy (part 1). Based on the text corpus, contextualized with ethnographic data, surveys, and interviews (part 2), I then use pragmatic text analysis (part 3) to explain where the shortcomings in communication and language mediation affect individuals and what the implications for traditional financial institutions can be (part 4). I conclude by showing measures that can improve the communicative potential of financial text products. On the one hand, the measures help retail investors to consciously participate in the financial markets and be aware of the risks they are taking when they engage in online securities trading. Such participation both requires and promotes financial literacy. On the other hand, the measures indicate ways for traditional financial institutions of regaining investors' loyalty and trust-building through comprehendability and comprehensibility (Defino, 2014), pivotal ingredients of successful communication (part 5).

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Organizational Communication

The Value of Capturing and Communicating Consumer Flexibility and Uncertainty in Data-Driven Decision Making — Gaining Industry Perspectives

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Abstract

Modern manufacturing methods make it ever more feasible to tailor products to the end-user. However, in practice, consumers may not be able (or desire) to pinpoint exactly what they want, leaving some uncertainty, or 'leeway,' around their ideal product. Viewed conventionally, this uncertainty brings challenges (i.e., noisy preference data), but we propose that it also brings opportunities. Whereas individual-level product personalization faces great challenges to economic viability (Aheleroff et al., 2019; Tseng & Jiao, 1998), it may be possible to leverage the uncertainty and flexibility in consumer preferences to identify shared, or at least overlapping, areas of preference within 'consumer-archetypes'. This approach may represent a customization 'sweet-spot,' offering potential for data-driven semi-personalized goods with scope for much broader adoption and market penetration.

The key objective of the present study is to examine the potential added value of gaining insight into the uncertainty and flexibility associated with consumer preferences - from the perspective of industry decision-makers who will ultimately use this information to inform key business choices, such as in product design and market segmentation. Our study addresses two key challenges highlighted by industry partners surrounding such decision-making: the needs to comprehensively capture consumer preferences, and to maximize efficiency and efficacy when making product-related decisions. The work reported stems from a broader project exploring the viability of an emerging 'interval-valued' data elicitation approach (as an alternative to conventional, discrete measurements) for the efficient, active capture of richer quantitative consumer preference information, including uncertainty and flexibility, that would otherwise go undetected. This builds from a growing foundation of inter-disciplinary research focusing on development and validation of cutting-edge methods and tools for the efficient capture of - and modelling and analysis with - inherently vague or uncertain human response data (Ellerby et al., 2019a; 2019b; 2020; 2021; Ellerby & Wagner, 2021; Kabir et al., 2021; McCulloch et al., 2019; 2020; Navarro et al., 2016; Wagner et al., 2015; Wallace et al., 2016). We hypothesize that this information can provide vital insight into scope for consensus and compromise - ultimately indicating a pathway for consumers to re-engage with active co-creation of products at scale, at the level of consumer archetypes rather than individuals. This abstract will focus on one phase of our ongoing

research exploring the real-world utility and scope for impact of the additional information arising from interval-valued consumer preference capture. Specifically, we have examined a case study through a mixed-methods approach, to obtain and document views and insights of industry decision-makers concerning the utility and potential value of the proposed approach (and associated richer-data), and to anticipate potential barriers to adoption. We also perform a preliminary evaluation of methods of presenting and communicating information about uncertainty and flexibility in consumer preferences to decision-makers, with the objective of maximizing both interpretability and insights gained versus approaches relying upon point data. The study comprises focus groups, workshops, and a survey, targeting industry professional 'decision-makers' across a variety of relevant roles (e.g., managers, product designers, executives). Nonetheless, this abstract particularly concerns the initial focus group. Transcribed focus group discussions have been analyzed to highlight key themes raised and how these inform each of three core research questions:

1. How could capturing consumer preference uncertainty and flexibility improve the current decision-making and product design process?
2. What are the reasons that uncertainty in data is currently underrepresented in industry decision-making processes - with potential implications for future barriers to adoption of the proposed approach?
3. How can this richer 'uncertainty-aware' data be most effectively communicated to decision-makers, to maximize insight and achieve positive impact?

To date, our discussions with industry decision-makers have covered several topics. According to thematic analysis, participants' comments on the impact of uncertainty on their decision-making could be roughly subdivided into three foci, relating to: input, process, and output. Under this categorization, input comprises the broader conditions and circumstances in which decisions are made and the nature of efforts determining these decisions (e.g., who is involved). Process concerns (the impact of uncertainty upon) data analysis itself, relating to participants' work with both consumers and colleagues, which were each raised as key in the process of making decisions for a company. In relation to working with consumers, participants focused on accurate preference capture and the questions and response scales used to achieve this. First, they highlighted the value of identifying consumers who are indifferent versus those who have strict preferences. They emphasized how making this distinction can be key to product decisions, as consumers who were relatively inflexible are at greater risk of being lost, if their preferences are not met. Second, they stressed the impact of the questions to be answered on the scales best suited to answering them.

Choosing an appropriate scale may impact the clarity, accuracy, and usefulness of the information collected—meanwhile, consumer perceptions may be influenced by phrasing of questions and the scales provided to answer them, which may affect how preferences are expressed. These considerations imply that professionals need to invest time to carefully choose how to collect information from consumers, particularly in providing suitable response scales for them to meaningfully answer questions. Arguably, incorporating the capacity for uncertainty capture within each response may increase the complexity of this process. Discussions relating to output focused on uncertainty surrounding decisions made by participants in their professional roles, especially on behalf of their organization, and identifying driving factors behind this. Participants also reflected on how uncertainty and its influence on decisions have evolved throughout their careers. Finally, they explored how uncertainty was currently communicated

with their colleagues. Future engagement is planned to further develop discussion and knowledge exchange on best practice in relation to this final point.

In summary, this study sheds light on how capturing uncertainty and flexibility in consumer preferences could offer added value to commercial entities. So far, using a combination of direct questioning and facilitating discussion, we have investigated how industry professionals involved in consumer research and product development currently operate, including the type(s) of data that they currently base their decisions upon, and how the added information offered by interval-valued data may be used strategically to support their decision-making processes. Our engagement with industry research professionals and decision-makers is ongoing, and follow-on sessions will expand upon how this 'uncertainty-aware' data can be best communicated throughout organizational hierarchies, to realize the added insights it may offer. This will include presentation and evaluation of emerging visualization methods (cf. Ellerby et al., 2020; Wagner et al., 2015). This work will be complemented by an empirical validation study, designed to assess the efficacy of interval-valued consumer preference capture in practice. We envisage strong potential for future research in the area - to further investigate the potential added-value of efficiently capturing and communicating richer data on the uncertainty and flexibility that are inherent in human preferences, beliefs, values, attitudes, and behavioral intentions. Our research could find substantial applications across a broad range of sectors, both commercial and beyond (e.g., marketing, public opinion, customer feedback, economic forecasting, election polling, risk and policy impact assessments).

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Research Roundtable

Sky Marsen
Flinders University

Yan Jin
University of Georgia

Kirk St. Amant
Louisiana Tech University

The roundtable will be facilitated by Yan Jin and Kirk St Amant, recipients of the Kitty O. Locker Outstanding Researcher Award, 2019 and 2020, respectively. The facilitators will focus on the theme of crisis communication from different angles. Yan Jin specializes in public relations and Kirk St Amant in technical communication. The roundtable will have a research training focus, with facilitators focusing on methods and approaches used in their projects. Several research methods and main conceptual frameworks used in the facilitators' research will be highlighted. These include experimental design, online surveys, mixed-method research, and qualitative analysis. In the first part of the roundtable each facilitator will overview their research, extending it to a detailed description of their methodology. In the second part, participants will have the opportunity to ask questions and engage with the facilitators.

Yan Jin's presentation addresses the business communication challenge of how to fight misinformation and correct misperceptions that can lead to detrimental behavioral outcomes. In the context of crisis communication, a framework for misinformation correction will be examined, focusing on: 1) the threat of crisis misinformation and stakeholders' misperception regarding complex crisis issues and crisis-stricken organizations; and 2) the imperative for organizations to employ evidence-based corrective communication strategies to (a) fight misinformation with truth telling techniques and (b) intervene the spread of information disorder and remedy distorted public perception in a networked communication sphere.

YAN JIN is Professor of Public Relations and the Georgia Athletic Association Professor at Grady College of Journalism and Mass Communication, University of Georgia (UGA). She is also the associate director of the Center for Health & Risk Communication and co-founder of the Crisis Communication Think Tank at UGA. Dr. Jin has authored more than 90 journal articles and over 20 book chapters. She received the Krieghbaum Award from the Association for Education in Journalism and Mass Communication (AEJMC) for overall achievements in research, teaching, and public service.

Kirk St Amant's presentation addresses the use of psychological models to research what audiences expect of communication. This knowledge will help communication designers to create practices that effectively share information (locally, nationally, and globally) in times of crisis.

KIRK ST. AMANT is a Professor and Eunice C. Williamson Endowed Chair in Technical Communication at Louisiana Tech University where he is also a Research Faculty member with Tech's Center for Biomedical Engineering and Rehabilitation Science (CBERS). He researches how cognition affects usability and the design of technology with a focus on international health and medical contexts and international online education. Kirk has worked on international projects with a number of industry, governmental, and non-profit organizations and has taught for universities in Belize, China, Denmark, Finland, Ireland, Qatar, Ukraine, and the United States. Kirk is also an Adjunct Professor of International Health and Medical Communication with the University of Limerick in Ireland, and he is an affiliated faculty member in the Texts & Technologies Program at the University of Central Florida and a Research Fellow/Expert in Residence with the Ghana-based African Centre for Science and International Security (AFRICSIS).

Three-Minute Research Pitch

Sky Marsen
Flinders University

Kim Sydow Campbell
University of North Texas

Ryan Wold
University of Minnesota, Twin Cities

Stefan Diemer
Trier University of Applied Sciences

The "Three-Minute Research Pitch" is a panel in which the participants will inform each other and the audience of a research project they are working on. Each presentation will be three minutes in which the participants can showcase their project, explain its significance and elicit questions or feedback from others. This panel is organized by the Research Committee with the aim of providing the participants with an opportunity to share research ideas with supportive and informed colleagues.

The Impact of Employee Empathy on Customer Satisfaction and Other Outcomes After Complaint Handling in Written Communication: An Overview of Five Experimental Studies

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University of Antwerp

Studies have shown that product or service failures, such as a damaged parcel delivery, are becoming more and more frequent (CCMC, 2020). In turn, the number of customer complaints is on the rise as well (UK European Consumer Centre, 2017). Service recovery research, which involves all strategies that could help to turn a dissatisfied customer into a satisfied one after a complaint, emphasizes the importance of establishing a personal connection in customer-agent relationships to achieve service recovery (Gelbrich & Roschk, 2011). It has been consistently shown that favorable employee behavior, which refers to the interpersonal qualities of the customer service agent, such as apologizing or being empathetic to the customer, is a main contributor to positive customer outcomes, such as customer satisfaction through positive perceptions of interactional justice (i.e., interaction-related fairness) (Gelbrich & Roschk, 2011; Orsingher et al., 2010). This points towards the importance of the interpersonal (i.e., people/relationship-oriented) communicative dimension in the service recovery process. However, while quite a few studies have examined the effects of an apology as an interpersonal strategy, there is still a limited amount of experimental-based literature that focuses on the effect of employee empathy (e.g., Packard et al., 2018; Simon, 2013). Moreover, it seems that employee empathy occurs rarely – compared to apology or gratitude – in written service recovery communication, such as in business-to-consumer (B2C) organizational email replies to customer complaints (Authors, in review). In addition, the interaction effects between different organizational responses are in need of further exploration (Van Vaerenbergh et al., 2019).

Against this background, this paper reports on the effect of the linguistic realization of employee empathy on customer outcomes in business-to-consumer e-complaint interactions. In April 2021, we conducted five between-subjects experiments with a 2 (empathy high/low) x 2 (different independent variables) design, based on realistic complaint scenarios (in the context of master theses). We examined the (combined) effect of (not) expressing employee empathy and (a) personal salutation (i.e., "Hi Sarah" vs. no salutation) in a reply on a public Facebook complaint of a popular Dutch online shop (N = 572), (b) personal salutation (i.e., "Dear Sarah" vs. "Dear customer") in a complaint reply of a chatbot of the same online shop (N = 411), (c) compensation (i.e., no compensation vs. low compensation amount) in an email response to a customer complaint of a well-known Belgian delivery company (N = 377), (d) improvement (i.e., "what the organization has done to prevent the failure in the future," Van Vaerenbergh et al., 2019, p. 106; manipulated as vague or specific sentences) in a response to a negative review of a popular restaurant on TripAdvisor (N = 547), and (e) apology (i.e., absence or presence) in an email response to a complaint in a hospital setting (note: complaint was made by a visitor, not a patient) (N = 367). The dependent variables were perceived empathy (Delpechitre et al., 2019), interactional

justice (Gelbrich & Roschk, 2011; Orsingher et al., 2010), conversational human voice (Crijns et al., 2017; Decock et al., 2020; Kelleher, 2009), and satisfaction with complaint handling (Gelbrich & Roschk, 2011; Orsingher et al., 2010). The two main hypotheses are the following: (H1) Linguistic realizations of employee empathy in e-complaint interactions increase the customer's perceived empathy, interactional justice, conversational human voice, and satisfaction with complaint handling and (H2) the impact of employee empathy depends on the combination with each of the other independent variables and/or the specific context (e.g., Facebook vs. chatbot). For example, we hypothesize that the impact of employee empathy will be reinforced when it is combined with another interpersonal strategy, such as apology or personal salutation (i.e., the synergy effect). However, we hypothesize that the impact of employee empathy will be weakened when the customer receives no compensation (vs. receives a low compensation amount). Giving or denying a compensation has been identified as an important variable which can play a decisive role in the effectiveness of an interpersonal strategy (e.g., Wirtz & Mattila, 2004). Gelbrich and Roschk (2011), for instance, suspect that apologizing without giving a compensation may trigger consumer skepticism and come across as insincere (i.e., sham or backfire effect). The main and interaction effects in each experiment were analyzed using a two-way ANOVA in IBM SPSS. Preliminary results show that the scores for the dependent variables perceived empathy, interactional justice, and customer satisfaction were often significantly higher in the high (vs. the low) empathy condition. We have found interaction effects in only two experiments (improvement and personal salutation-chatbot), in which the impact of linguistic realizations of employee empathy was reinforced by the presence of the interpersonal strategies. Follow-up analyses of qualitative open-ended questions will be conducted in the following weeks, which will provide additional insights into the statistical findings.

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Organizational Communication

Taking From the Poor to Give to the Rich: The Robinhood – Game Stop Controversy

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Robinhood is a financial services company founded in 2013 for the purpose of "democratizing the financial system," giving people the opportunity to make fee-free investments. Its main product is an app designed to make it easy buy and sell stocks without a financial broker or commissions. Robinhood also offers cash management accounts and cryptocurrency trading.

Robinhood quickly became popular among millennials, who make up a majority of its users.

Robinhood became mired controversy after it decided to freeze trades for GameStop on Jan. 28. Traders on the Reddit group r/WallStreetBets forum used the app (and others like it) to push shares of the beaten-down game retailer 14,300% higher. This group of Reddit traders saw an opportunity to make money while also sending a message to Wall Street and hedge funds about the "evils" of short-selling and that the "little guy" had market power as well.

The controversy began when Robinhood made the surprising move to restrict buying shares GameStop citing issues with the price volatility of the stock as well as having to adhere to regulatory requirements. Its January 28th announcement stated:

> "In light of recent volatility, we are restricting transactions for certain securities to position closing only, including $AMC, $BB, $BBBY, $EXPR, $GME, $KOSS, $NAKD and $NOK."

Robinhood announced that it would only allow customers to sell their shares of these companies, not buy or trade in any other way. Because of its action, however, Robinhood was denounced by its users, lawmakers and regulators alike.

There's was also a lawsuit filed on Jan. 28 in the Southern District of New York accusing Robinhood of "purposefully, willfully, and knowingly removing the stock 'GME' from its trading platform in the midst of an unprecedented stock rise ... deprived retail investors of the ability to invest in the open-market."

The next day, Robinhood posted another blog explaining that it was required to keep a substantial amount of money on hand in order to process all the trades happening through its clearinghouse (the part of the company that sends shares and money back and forth to other clearinghouses to complete trades).

Two days later, Robinhood CEO Vladimir Tenev went into more specifics on the new Clubhouse app, stating:

> "At 3:30 a.m. Pacific, our operations receives a file from the NSCC, which is the National Securities Clearing Corporation. So they gave us a file with a deposit, and the request was around $3 billion, which is about an order of magnitude more than it typically is."

Unfortunately, Robinhood had just $2 billion in capital. Tenev observed that the NSCC has a formula to determine how much a deposit it needed and one component of it involved risk. Tenev declared: "We had no choice in this case. We had to conform to our regulatory capital requirements." Tenev then announced that the NSCC worked with Robinhood to decrease the amount of capital Robinhood needed, while, at the same time, Robinhood had secured another $1 billion in additional capital. Robinhood allowed traders to invest in GameStop again, but with a limit of 500 shares for each purchase.

The move did not satisfy investors. Robinhood users flooded the Google Play Store and Apple's App Store with negative app reviews. There were so many one-star ratings that Google intervened to remove tens of thousands of the reviews. More importantly, several members of Congress, including ideological opposites Rep. Alexandria Ocasio-Cortez and Sen. Ted Cruz, called for a hearing on Robinhood's actions. The New York attorney general, Letitia James, announced she would review Robinhood's actions, while Texas attorney general, Ken Paxton, also launched an investigation.

Finally, the Securities and Exchange Commission (SEC), released a statement that, while it that didn't name Robinhood, declared it would "closely review actions taken by regulated entities that may disadvantage investors or otherwise unduly inhibit their ability to trade certain securities." SEC investigators reviewed social media and Reddit posts for any signs of fraud. The commission also met with newly-appointed Treasury Secretary Janet Yellen, the Federal Reserve Bank of New York and the Commodity Futures Trading Commission (CFTC) to discuss the trading surrounding GameStop.

Rep. Maxine Waters, a Democrat from California and chairwoman of the House Financial Services Committee, held a hearing about Robinhood's actions called "Game Stopped? Who Wins and Loses When Short Sellers, Social Media, and Retail Investors Collide." Those who testified included Tenev; Kenneth C. Griffin, CEO of hedge fund Citadel LLC; Gabriel Plotkin, CEO of Melvin Capital Management LP; Steve Huffman, CEO and co-founder of Reddit; r/WSB member Keith Gill, the Reddit poster who spearheaded the GameStop buying frenzy.

Tenev's remarks did little to help his case as he responded to many queries with vague answers. For example, when Congresswoman Madeleine Dean asked him to get specific about mistakes the company made, Tenev replied, "I admit to always improving."

Following the hearing, on Feb. 26, Robinhood confirmed it was working with the state attorneys and the SEC on various inquiries about the company's practices. The controversy quickly died down.

Despite the controversy, Robinhood added 3 million new customers in January alone, swelling its roster of users to over 13 million. It then announced an initial public offering of stock in the company later in 2021. Investors predict that the IPO will result in Robinhood's total valuation reaching $50 billion.

Using Benoit's Image Restoration Discourse Theory, and employing a case study approach, this presentation analyzes how Vladimir Tenev was able to weather the storm of the controversy that he created, so that Robinhood was able to not only survive, but thrive. The answer appears to be that Tenev was able to effectively employ the strategy of evading responsibility by blaming Reddit. He appeared to understand that such a strategy would work because the House Committee on Financial Services did not understand how a website (Reddit) could cause such anarchy in the stock market where established traders, all set to profit from GameStop's fall by shorting its stock, were foiled so dramatically.

Organizational Communication

What Type of Guidance Should Leaders Give to Employees Returning to the Workplace? The Influence of Outliers and Message Ambiguity on Group Norm Development

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By April 2021, the availability of COVID-19 vaccinations has led many organizations to consider bringing more employees back to work. Also, many organizations are loosening some of the COVID-19 precautions for employees in the workplace. Overall, this is a highly uncertain environment, with CDC guidance continually updated, many employees feeling at risk still, pressures to conform to group and team environments, and unpredictability of the pandemic trajectory over upcoming months. For organizations bringing employees back to the workplace, this creates a challenge for leaders to effectively communicate to their employees in ways that lead to desired group behaviors.

The rationale for examining social norms when observing work in the post-Covid world is based on past research that has found the following: a) the majority of individuals overestimate the prevalence of undesirable behavior (Prentice & Miller, 1993, Dannals & Miller, 2016) and b) norms are formed by watching stimuli within the environment and thus used by individuals to determine their own behaviors (Kahneman & Miller, 1986). There are two main types of norms: (1) descriptive, the perception of what is commonly done, and (2) prescriptive norms, referring to what is commonly approved or disapproved of. (Cialdini et al., 1991; Reno, Cialdini, & Kallgren, 1993) Specifically in this paper we will focus on how outliers affect judgements of prescriptive (or injunctive) norms based on past research showing individuals overweight outliers when judging prescriptive group norms (Dannals & Miller, 2017). As discussed, social norms exhibit powerful influence on individual behavior and norm-based interventions can decrease risky behaviors- such as alcohol consumption in college students (Miller & Prentice, 2016).

To build upon past research that examined the effect of outliers on social norm perception, we will introduce an uncertainty condition related to the COVID-19 pandemic. As employees return to the workplace there is bound to be uncertainty regarding the changing regulations and behavioral expectations. Past research has shown that individuals seek to reduce uncertainty and in uncertain situations tend to cling to their norms (Hogg, 2011; Smith & Hogg, 2010). However, these studies examined individuals within state and attitude uncertainty while we will be manipulating institutional uncertainty and seeking to control individual's attitudinal uncertainty regarding the COVID-19 pandemic. Overall, the study will examine individuals' perception of prescriptive group norms in an uncertain situation, returning to the workplace, and their subsequent judgement of outliers displaying unsafe COVID related behaviors. We hypothesize that individuals in the uncertainty condition will judge outliers less harshly than those in the certainty condition as it relates to group norm perception.

The purpose of this research is to study the effect outliers have on group norm perceptions in certain and uncertain situations (i.e., message ambiguity), specifically related to returning to the workplace after the COVID-19 pandemic. Message ambiguity will be based on the level of specificity versus ambiguity in leader communication about safety guidelines. The study will involve a 2x2 design (specific/ambiguous leadership communication and outlier/no outlier) in three scenarios of returning to the workplace. Participants will take surveys with hypothetical situations. In the specific leadership communication, employees will receive a message from their leaders with specific guidance that is closely aligned with CDC recommendations about safety in the workplace. In the ambiguous leadership communication, employees will receive a message from their leaders with ambiguous (i.e., "use your best judgment to protect others") guidance without any concrete details about safe behaviors. The three scenarios will involve mask-wearing, spacing, and greeting. In the mask-wearing scenario, the non-outlier condition will show a picture of teammates all properly wearing their masks; the outlier condition will show a picture of a team with one member incorrectly wearing a mask. In the greeting scenario, the non-outlier condition will show a picture of team members warmly greeting one another without physical contact; the outlier condition will show a picture of two team members fist bumping. In the spacing scenario, the non-outlier condition will show a picture of a team properly space; the outlier condition will show a picture with two of the team members violating the guidance about space.

Approximately 1,000 full-time working professionals in the United States will take the surveys in early May 2021. Upon completion of the data collection, descriptive statistics, mean testing, and regression analysis will be conducted. Full results will be available by the time of the Association for Business Communication conference. The results of the study will provide guidance to managers for how to communicate safety norms and handle outliers as employees increasingly return to the workplace.

Organizational Communication

Teaching Emotional Labor Using a Role Play Approach

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Kean University

Overview

The term emotional labor, which was first introduced by the sociologist Arlie Hochschild (1983), refers to the management of emotional displays at work in order to meet the job requirements. According to Hochschild (1983), employees can enact emotional labor through either surface acting or deep acting. In surface acting, employees experience emotional dissonance, in other words, they display the prescribed emotions without changing their actual underlying feelings (Hochschild, 1983; Hoffmann, 2016). In contrast, deep acting occurs when employees internalize the organizationally desired emotions and genuinely express them (Hochschild, 1983; Hoffmann, 2016).

During the past few decades scholars have examined emotional labor in various types of industries and presented mixed findings. On one hand, emotional labor is viewed as a way to achieve customer satisfaction and organizational goals (Miller, 2015). In particular, positive emotion work can help employees build rewarding relationships with clients (Franzosa et al., 2019), and increase job satisfaction (Barsade & O'Neill, 2014; Coté & Morgan, 2002). On the other hand, performing emotional labor, especially surface acting, has been found to have some negative effects, including emotional exhaustion and burnout (Grandey, et al., 2005), depression (Han et al., 2018; Suh et al., 2021; Yoon at al., 2017), and denial of dignity to workers (Wang & Brewster, 2020).

Purpose and Goals

It is necessary for business communication students to recognize emotional labor in the workplace and understand its impact on both organizations and employees. How can instructors teach this topic effectively? I have used a role play approach for over eight years, and received many positive feedbacks from students. In this presentation I will explain the procedure for implementing this approach, share several role play scenarios, and discuss the student learning outcomes.

Methods

The role play approach I used has four steps, as outlined below.

Step 1: Introduction. At the beginning of the class, I notified students about the role play activity and divided the class into groups. Each group had approximately five students.

Step 2: Preparation. Each group received a scenario. There were different scenarios which cover a range of jobs, including restaurant server, nurse, flight attendant and customer service. Here is a sample

scenario: A customer service representative is dealing with a rude consumer who wants to return an opened software. I intentionally kept the description of the scenario brief so that students could develop their own scripts. Each group needed to prepare a skit based on the given scenario. All the group members were required to participate in the role play activity, and they decided what kind of role each member would play. Students were more likely to engage in the discussion if they were involved in the role play. The preparation stage took approximately 15 minutes.

Step 3: Act out and debriefing. Each group took turns to act out their skit. Students often entertained the audience with their enthusiastic and creative performances. At the end of each skit, I asked the performing group to talk about their thoughts on playing their roles. Then I asked all the students if they had any similar experiences, such as dealing with difficult customers. Students often responded actively and shared all kinds of personal examples. Next, I asked them what they would do in order to handle that difficult situation and whether it was effective or not. Finally, I asked students to generate a list of emotional display rules for that particular type of job. I followed the same procedure for all the other groups (we usually had four skits). Debriefing is important because students can reflect upon their experiences, and exchange their thoughts with their classmates. Finally, I made sure to applaud students for their creativity and outstanding performances. This step took approximately 30 minutes.

Step 4: Theoretical discussion. Following the act out stage, I gave a lecture on emotional labor. In particular, I discussed the differences between surface acting and deep acting, as well as research findings on the advantages and disadvantages of emotional labor. Once again, I asked students to relate these concepts to their role play scenarios and personal experiences.

The entire procedure would take about one hour.

Outcomes

In conclusion, teaching emotional labor using a role play approach is both entertaining and educational. This approach will stimulate interest among students and generate lively discussions afterwards. It will help students comprehend the concept of emotional labor through firsthand examples. Students will also become more empathetic towards those employees who are required to perform emotional labor at work. Finally, by actively participating in the learning process students will better retain the information discussed in class.

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Organizational Communication

Relative Leader-Member Exchange and Self-Determination Theory in the Workplace

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For decades, leader-member exchange and self-determination theory have independently explained a host of employee behaviors, processes, and outcomes in the workplace. Separately, these popular theories have maintained great scholarly and managerial utility for those seeking to examine the integral role of leader-follower relationships (LMX; see Martin et al., 2016) or the importance of psychological need fulfillment (SDT; see Deci et al., 2017) in organizations. Yet, despite their advantageous reputations and theoretical compatibility, LMX and SDT are not often used within the same investigation (e.g., Graves & Luciano, 2013). The purpose of this investigation was to demonstrate the psychological and relational congruence of these theories by examining the association between RLMX and workplace satisfaction (i.e., job and communication satisfaction) via the fulfillment of employees' autonomy, competence and relatedness needs (Deci & Ryan, 1985). Toward this goal, numerous empirical findings emerged.

One of the main hypotheses predicted positive associations between RLMX, job satisfaction and communication satisfaction after controlling for individual composites of LMX scores. The other hypothesis predicted significant indirect effects between the predictor (RLMX) and the outcome variables (i.e., job and communication satisfaction) would be mediated by the psychological needs of relatedness, competence and autonomy. Two conditional parallel mediation models were used to answer the study's hypotheses. Parallel mediation models were chosen to encapsulate the co-occurrence and simultaneous effects of need fulfillment (i.e., autonomy, competence, and relatedness) as specified by SDT (Deci & Ryan, 1985). Put differently, employees' psychological needs are multidimensional but operate in tandem to influence various personal and organizational outcomes (Deci et al., 2017). Moreover, parallel mediation models are ideally suited to address the proposed convergence of SDT and LMX as the "antecedent variable X [e.g., relative LMX] is modeled as influencing consequent Y [e.g., satisfaction] directly as well as indirectly through two or more mediators [employees' psychological needs], with the condition that no mediator causally influences another" (Hayes, 2013, p. 125). Parallel mediation models also permit researchers to examine unique indirect effects through co-variation (i.e., controlling for other indirect effects). Indirect effects were generated using 50,000 bootstrapped samples and were interpreted using bias-corrected confidence intervals.

Support for the preliminary hypothesis emerged in that partial correlations between the predicted criterion variables and RLMX were positive and significant ($p < .05$) even after accounting for individual LMX perceptions. The parallel mediation models used to answer the central hypothesis also provided invaluable insight into these relationships. Specifically, findings from the two parallel mediation models revealed RLMX indirectly effected job satisfaction (Hypothesis 4a; total ab = .564 [CI: .231, .927],

bootstrapped SE = .178) and communication satisfaction (Hypothesis 4b; total ab = .265 [CI: .070, .496], bootstrapped SE = .108) through employees' psychological needs. Specifically, indirect effects in the job satisfaction model were found for autonomy (ab = .292 [CI: .033, .597]) and competence (ab = .154 [CI: .006, .322]). Only autonomy (ab = .127 [CI: .010, .288]) yielded unique indirect effects in the communication satisfaction model after controlling for the other effects. The direct effect of RLMX on communication satisfaction also became non-significant when controlling for the other effects.

The results of the current study reinforce previous investigations of RLMX. Specifically, scholars have noted the explanatory power of RLMX that extends beyond individual perceptions of one's own relationship with their supervisor (e.g., Henderson et al., 2008; Hu & Liden, 2013; Pan et al., 2012). Although LMX relationships most often exist in the context of interdependent groups, concentrated investigation into the comparative processes that employees undertake is still developing. This study, like others, supports the contention that RLMX holds independent explanatory power over organizational behavior and outcomes in addition to traditional LMX.

The exchanges leaders and managers share with their employees produce a range of obvious to subtle implications that impact individuals, their teams, and their organization. Thus, implementation and utility continue to be defining hallmarks of LMX theory among managers and practitioners (Marion & Gonzales, 2013). SDT has historically provided similar value from the field of psychology through findings related to intrinsic motivation and the preceding needs that require satisfaction or fulfillment to foster optimal working conditions (Gagné & Deci, 2005). The results of the current investigation extend the practical and theoretical benefits these theories offer in isolation while demonstrating the underexplored utility of their co-occurrence.

Practically, the current findings offer a potential interceding process by which managers can help mitigate the negative consequences associated with employees' unfavorable RLMX comparisons (Martin et al., 2015). Those who implicitly or explicitly evaluate their own LMX status to be unfavorable relative to their peers are more likely to suffer from performance issues while enacting fewer citizenship behaviors than employees with positive RLMX comparisons (Vidyarthi et al., 2010). Theoretically, this investigation offers one of many ideas for merging two of the more utilized interdisciplinary theories to help explain organizational behavior and predict optimal working conditions and outcomes. LMX theory and SDT examine distinct concepts within organizational settings, yet their relational and psychological foundations offer opportunities for scholars to integrate their predictions to better understand working experiences.

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Organizational Communication

Narratives of Idea Stealing and Unjustified Credit Taking in the Workplace

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Ideas are interesting commodities in workplaces in that they serve to benefit workers intrinsically through feelings of pride and worth for generating the ideas, and extrinsically if they are recognized for the ideas. Recognition for one's ideas and work may impact motivation, performance, and retention in positive ways (Rawat et al., 2015). In addition, workers' ideas at least partially fuel their own success and often that of their work group, supervisor, and their business at large. In many respects, workers' ideas and intellectual property can be considered their own form of capital, just as an organization's material and monetary property is its capital.

It is widely accepted that people should not lie to, steal from, or intentionally harm others, and they should be truthful in relationships and treat others with dignity and respect (Planalp & Fitness, 2011). Yet, basic ethical principles like these are violated daily in organizational life. While stealing a tangible resource like money, a computer program, or office equipment may be among the first thoughts that come to mind when considering theft in the workplace, the focus of this presentation is on theft of the more intangible and often "unseen" resource, ideas. Idea theft and taking credit for others' work are inherently communicative and message-based unethical phenomena, in that ideas are often expressed through writing and speaking, and observed by others through reading and listening.

Confronting questions and violations of idea ownership has the potential to be an especially personal and potent ethical situation. Credit in general is "a valuable commodity in organizations" (Graham & Cooper, 2013, p. 403) as credit is how work, contributions, and ideas are recognized by others in the workplace. Ideally, credit taking for work activity— "an inherently ethical act" (Graham & Cooper, p. 404)—will be justified rather than unjustified. Credit that is justified matches the credit receiver's contribution and is thus rightfully earned, but credit is unjustified if the credit received exceeds the receiver's contribution and efforts.

What is the communication response to idea stealing? While individual employees are purported as crucial sources of detecting, reporting, and responding to such wrongdoings as they arise (Miceli, Near, & Dworkin, 2009), they are usually untrained in raising concerns (Heard & Miller, 2006) and they often do not respond directly or even indirectly to wrongdoing. Some employees do report the observation of wrongdoing to a neutral third party (e.g., internal or external whistleblowing), and the associated body of literature on whistleblowing is vast. However, less research attention has been dedicated to understanding how employees respond to wrongdoings in the workplace (see Bisel & Adame, 2019; Bisel & Kramer, 2014; Kaptein, 2011; Ploeger, Kelley, & Bisel, 2011; Valde & Henningsen, 2015). As noted by Roloff and Paulson (2001), "There is little analysis within that literature [on whistleblowing] focused

on whether the witness confronted the transgressor and, if such a confrontation occurred, what took place during the encounter" (p. 53). Do victims of idea theft and unjustified credit taking confront the unethical actors? If so, under what circumstances do they confront the thief and what do they say?

Despite the prevalence of unethical behaviors in businesses, confrontations about unethical behavior in general remain understudied; accounts of idea stealing and unjustified credit taking are even less common (Graham & Cooper, 2013). Therefore, the aim of this study is to collect data on experiences of idea stealing via in-depth interviews with full-time working adults who have been the victims of such behavior. All participants will produce narrative accounts of idea stealing and unjustified credit taking. Narrative accounts are "chronological accounts of events that imply causality and provide interpretive structures for individuals" (Sias et al., 2004, p. 325) and function to aid in sensemaking of the event. A narrative approach is an especially apt methodological and analytical framework for advancing understanding of employees' experiences as victims of idea theft. An analysis of these narratives will "begin with the stories told and [move] toward common themes" (Hones, p. 228) relevant to idea stealing, especially in regard to the following narrative elements (Labov, 1972):

"...an abstract (a summary of the statement as a whole), an orientation (identification of the time, place, and persons, their activity or situation), a complicating action (the plot or 'what happened' in the story), a resolution (description of events occurring after the high point of the narrative that resolve the high point action in some way), an evaluation (an emotional assessment of the meaning of the narrative), and a coda or signal that the narrative is over" (Sias et al., 2004, p. 326).

In sum, the goal of this study is threefold: (a) to better understand workers' perceptions and interpretations of idea stealing and unjustified credit taking as it happened in their working lives; (b) to learn how employees describe their feelings during and after the idea theft; and (c) to explore how and under what circumstances employees respond communicatively to an idea thief.

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Talking Trust: Leader Attributes and Communication Styles That Engender or Deflate Employee Trust

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The year 2020 permanently altered many things at the global level that directly impact the labor force, employment demands, and employee needs. Employees are by necessity now more heavily reliant on their leaders with changing labor demographics, geographics, and technology use/access. A recent Prudential employee study (2020) noted 26% of the workforce was actively seeking alternative employment or new positions post-coronavirus pandemic. A plethora of Fortune 500 organizations, including LinkedIn, Amazon, Facebook, Microsoft, Capital One, and Shopify among others have implemented permanent remote-from-home work access impacting thousands of employees (https://www.flexjobs.com/blog/post/companies-switching-remote-work-long-term/).

The direct impact of these sea changes is an expected amplification of critical and seasoned leadership attributes that engender employee trust and confidence in both the leader and the organization. High-trust organizations – and their leaders – provide a robust strategic advantage in the marketplace and drive increased employee retention and loyalty (Great Place to Work, Trust Index Survey 2019, https://www.greatplacetowork.com/resources/blog/the-business-returns-on-high-trust-work-culture) Lower turnover rates, decreases in employee attrition, improved stock market performance, greater customer and client satisfaction, and higher levels of productivity are characteristics of organizational cultures that promote higher levels of trust (https://hbr.org/2017/01/the-neuroscience-of-trust). The seminal longitudinal study by Zak et. al published in the 2017 Harvard Business Review "found trust in the workplace had a positive impact on everything from company performance to employee turnover" https://www.forbes.com/sites/johnhall/2021/03/14/why-a-focus-on-employee-trust-is-essential/?sh=51c25e5e43ee)

Changing environmental circumstances and contexts are likely necessitating an adjustment in leadership behaviors that likewise engender employee trust. Employees are now looking more closely to their leaders for support, confidence-building, and structure in tumultuous times. A recent Gallup study indicated that "employees' engagement and wellbeing depend upon feeling informed and guided, heard and taken seriously, and supported as much as possible – and not feeling like just another number on the payroll" (https://www.gallup.com/workplace/312833/why-leaders-need-build-trust-employees.aspx).

Not much has changed from Gallup's findings in 2019 exploring factors influencing team and individual trust within organizations: for senior leaders to be effective conduits in building high-trust cultures, they must rely on the ripple effect outside their immediate social networks (usually 2-3 immediate connections to whom they are closest). By necessity, senior leaders need to reinforce perceptions of

trust via their mid-line/front-line managers, who have direct engagement with larger numbers of employees and the capacity to impact and influence through ensuring psychological safety, meaningfulness, and availability. This requires mid-level managers to have confidence in their senior leaders so as to best advocate and serve as "communication/change agents" in their stead. Leader characteristics, attributes, and communication styles that engender employee trust are more critical than ever.

This exploratory study seeks to examine current mid-level cross-industry managers perceptions of their leaders. A survey of 80-100 mid-level managers across varied industries (finance, technology, higher education, retail, insurance, health care, consulting), in conjunction with interviews of 30-40 survey respondents, will take place from September 2021 – March 2022. The objective of the study is to gather perceptions of mid-level managers related to trust of their senior leaders. Questions to be explored include:

- What senior leader characteristics or traits engender mid-level manager trust?
- What senior leader characteristics of traits deflect or discourage mid-level manager trust?

The outcome of this study has implications for the changing labor environment. Identification of those factors which assist or impede creation of manager-to-leader trust have relevancy in building and sustaining organizational cultures with high-levels of trust.

Participants in the poster session will be invited to hear preliminary study/survey results. The researcher is interested in soliciting community/poster session participant discussion around results, and input regarding interview questions and broader study implications.

Effective, Ineffective, and Prohibited Communications in the Workplace

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"The style of business English as well as the substance is governed by the principle of taking the reader's point of view. This 'you attitude' is in fact the whole key to success in securing a favorable response."

And, with these few words, George Burton Hotchkiss and Celia Anne Drew assumed a central role in the history of teaching business communications at American colleges and universities. Their textbook, Business English (1916), is considered the first explicit analysis of the language of commerce as having a distinct rhetorical purpose. "The communications that aid in business transactions," they wrote, "whether sales talks, letters, reports, or advertisements—share the general purpose of business, which is profit. And profit results from action. Hence, our communications in business must influence the action of other people. It has rightly been said that business English is 'the art of using words so as to make men do things (p. 4).'"

Hotchkiss and Drew were concerned that students—and practitioners also—understand that effective communication in business is the use of language such that readers or listeners respond in a manner favorable to the writer or speaker. Similarly, communications that fail to elicit this response—ineffective communications—must be avoided. For this reason, business students and practitioners must studiously avoid language that is egregiously ungrammatical:

> "'I has received your letter'" is not less understandable than 'I have received your letter,' but it is avoided by every careful writer. It would distract the attention of the reader and make him feel contempt for the writer (p. 40)."

The authors recognized that poor grammar is not the exclusive criterion of ineffective business communication. Indeed, Hotchkiss and Drew emphasized that written or spoken language that fails to recognize the interests and needs of specific audiences will also likely not achieve the intended purposes. Business English offers analyses of how the "you attitude" may effectively be applied to various demographics: "Dealers," "Business Men as Consumers," "Professional Men," "Farmers," and "Women." And Hotchkiss and Drew devoted considerable print space to drawing students' attention to examples of effective letters, forms, and reports, as well as to communications deemed ineffective for their intended readers.

More than a century has passed since the original publication of Business English. However, instructors—and employers—have remained concerned that students and employees develop sufficient skills to grasp the often-ambiguous distinctions between "effective" and "ineffective" communications and to demonstrate this knowledge in practice. In addition, a further distinction has received increased attention in recent decades—communications that are not only ineffective, but also prohibited. Most employers, for example, prohibit the use of language (written or verbal) that is obscene or insensitive to the employees of diverse workplaces.

The Business Practices Committee will sponsor a panel hosted at the ABC 2021 Annual Conference; its focus will be "Effective, Ineffective, and Prohibited Communications in the Workplace." The panel will include four presentations that offer original research concerning examples of corporate and workplace communications that have been deemed, by the researchers or by relevant stakeholders, to be effective, ineffective, or prohibited. Case studies, historical analyses, ethnographic treatments, rhetorical and discourse analyses, quantitative studies, or other appropriate research methodologies are welcomed.

The World is Your Workplace: Business Communication at the Capitol Insurrection
McClain Watson

Can *any* communication be or become 'business communication'? If yes, what might that mean for BCOM teachers/researchers? I tell the stories of four people who participated in the January 6 Capitol insurrection. These people have since experienced the consequences of communicating in ways that were, first, labeled by their employers as business communication and then, labeled as prohibited communication

"Interrupting the Dictator": Examining Effective Communication Style for Secretaries in the Mid-Twentieth Century
Marci Orwig

This presentation will focus on the timeless nature of business communication by surveying the communication styles taught to secretaries to prepare them for the Mid-Twentieth Century office. By researching the legacy and impact of such "effective business communication" practices, several issues—such as gender, power, control, ethics, culture, technology, and language—will be raised and discussed.

Deaf Faculty's Effective and Ineffective Communication Access in Higher Education
Manako Yabe

A few universities have developed disability services for deaf faculty members, similar to deaf student services in Japan, United States, Canada, and the United Kingdom. This mixed-methods study discusses how effective and ineffective communication access have influenced the deaf faculty members' teaching, research, and social activities, as well as how college students have experienced communicating with deaf faculty in classroom.

Inherently Organizational: Speech Acts, Organizations, and Mission Statements

Shelton Weech
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This presentation examines the genre of the mission statement through the lens of speech act theory. In order to carry out this analysis, I analyze two instances of Microsoft's mission statement: the first was unveiled in a 2013 shareholder letter from then-CEO Steve Ballmer, and the second is Microsoft's latest mission statement, as revealed by Satya Nadella in 2015 (as quoted in Bishop 2015) shortly after succeeding Ballmer. Looked at within their context and the corporate culture and activities surrounding them, these mission statements present strong examples of how discourse can spur action and influence organizational identity.

Generally associated with the work of linguistic philosophers John L. Austin (1975) and John R. Searle (1969), speech act theory examines how discourse is not simply the sharing of information, but is inherently active. Seen through the lens of speech acts, discourse can change the state of things. We can see very visible examples of this when a parent names a child or when a preacher declares that two individuals are married. In each of these examples, the words literally make something happen—before the parents speak or write the name of the child, the child is unnamed. Before the preacher makes the pronouncement, the couple is single. The pronouncements change reality and are actions in and of themselves. According to speech act theory, discourse can also influence behavior, such as in situations where individuals ask questions or make requests of others. When someone asks a friend to go out and buy pizza, and that friend does it, the action was a result of the speech that preceded it. Parker and Riley (2005) summarize the six primary categories of illocutionary acts that make up speech act theory as originally outlined by Searle:

- Representative: utterances that are used to describe some state of affairs
- Directive: utterances designed to get a hearer to do something
- Question: utterances designed to get a hearer to provide information
- Commissive: utterances designed to commit the speaker to do something (for example: "I will be at the party tonight.")
- Expressive: utterances that express the emotional state of the speaker
- Declaration: utterances that change the status of an entity

Almost all utterances fit into at least one of these categories.

Speech acts are inherently organizational. Organizations are formed as a result of discourse, and they maintain themselves in the same way. Fairhurst and Cooren (2004) note that "language in use organizes as it situates actors in relation to other actors, contexts, goals, and objects" (p. 143). Thus, through

communication—speech and writing—organizations continually reorganize, reprioritize, and reconstitute themselves over time. Analysis of organizational discourse can give us insight into how such action takes place, and speech act theory can be a valuable lens through which to undertake these examinations. The various genres of organizational discourse, including mission statements, can each be looked at individually or together in order to see how they impact the identity and activities of that organization.

Mission statements are a genre in which organizations write a brief, guiding statement that is meant to sum up the organization's values and its vision for how it will carry forth its work. As such, mission statements make interesting artifacts when analyzed as speech acts. How might these statements serve as speech acts? In other words, how do these statements "act" in and of themselves, as well as inspire action in others?

In the terms of speech acts, the current and previous Microsoft mission statements can serve as multiple illocutionary acts simultaneously. They serve as declarations—utterances designed to change the status of an entity. The 2013 mission statement, for example, indicates a new corporate emphasis on devices, building on Microsoft's recent acquirement of Nokia and the release of its first tablet, the Surface. The 2015 mission statement refocuses the corporation entirely on users, positioning the company as more customer-oriented than it had been previously. A second type of illocutionary act at work in these mission statements is that of the commissive—utterances used to commit the speaker to do something. The 2015 mission statement commits the organization to empowering users—both individuals and businesses—to do more. This commitment led to a number of corporate initiatives to carry out this new directive. Finally, these mission statements function as indirect directives, utterances designed to get the hearer to do something. Mission statements indicate to corporate employees the direction of the company, implying that all employee activities should fit within this vision.

There may be some question as to what came first—the mission statement or the context that created it—a chicken-and-egg situation in corporate form. It is likely a little bit of both. Cultural contexts in 2015 were shifting towards narratives of empowerment, and Microsoft's adapted mission statement echoes that, but at the same time, it led employees to make specific choices about the actions they should be taking within the purviews of their jobs. In reality, there can be little doubt that the mission statements themselves spurred the organization and those individuals within it to action. From this analysis, I offer two takeaways: first, if mission statements represent how organizational discourse can create and motivate action, then they can also indicate how other organizational discourse can build and reify the organization while also spurring action of those within. Second, since the discourse within the organization does spur action, it is important to recognize discourse's potential to inspire ethical actions within an organization.

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Rhetoric

The Pathway of Passion: A Pedagogical Application

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Abstract

Pathos (emotion) is part of the discourse, one of Aristotle's three rhetorical proofs, the other two being logos (rationality) and ethos (orator's character, as perceived by the audience). The orator, in order to achieve the audience's adherence, must construct pathos according to a pathway, Pathos, in rhetoric, is somewhat different from pathos in Psychology. The perception of *pathos* in rhetoric is connected to emotions, to items in the process of argumentation that are not attached to logic. Pathos is vital to the success of an argumentation and follows a pathway within the rhetorical process. Such path consists of the following steps: availability, identification, awakening of passion, change of judgment and action. Of these, the crucial step is the awakening of passion, that demands knowledge and talent by the orator. A class is a good example of discourse, and in order to promote a good, fruitful class, the teacher must be able to conduce his speech as to obtain the awakening of passion. The theory was tested in an institution of higher learning, and teachers who managed to obtain class awakening had excellent results to show. Teachers will benefit to plan their classes aiming an awakening of passion by the audience of students.

Introduction

It is intriguing that words are tools capable of giving shape to opinions, changing them, leading readers to think according to the pretense of the one who writes, that lead crowds to vote for a particular candidate; that induces the most diverse feelings; that produces either passionate answers or answers that may not arise interest in the speaker's goal.

Aristotle, Plato's disciple, was the philosopher who systematized rhetoric, in the *work Rhetorical Art,* which had been commented and instrumental in teaching about the ability to convince and persuade by discourse. Such work, moreover, is, since its very conception a continuous source of discoveries, even after a humongous number of readings and more than 2400 years of research. The author saw great civic importance in rhetorical art and, in a way, therefore, criticized his predecessors for identifying it as persuasive art and reducing it to legal procedures, forgetting the political and, why not, human aspect. For Aristotle, the object of rhetoric is the study of words and not of things. The philosopher established a difference, for example, between poetics and rhetoric, the first defined as the art of producing narratives, while the second is the art of discourses, art of producing discourses and speeches that are persuasive. The words "persuade" and "convince" imply the existence of an audience: the one to whom the speaker addresses.

This article seeks to apply rhetorical theory to the process of achieving the students' adherence to the pedagogical discourse exercised in a classroom, in the case studied of higher education. As a research question, we intend to verify how *pathos settles* in educational discourse, and the objective is to verify the breadth of the concept of "pathway of passions" (Figueiredo, 2018, p. 234).

Conceptualizing passion is an eternal approach without a definitive answer, but, although we know of these limits, of such inconclusions, many questions are put not to be answered, but to serve as a stimulus and constant search for knowledge. The classical Greeks brought important contributions to *the understanding of pathos. H*ence, for this first moment we study the subject from the point of view these thinkers and confine the research to the study of passion not in the psychoanalytic sense of its root – *passio* – suffering, but in the sense of being affected by something. (Carvalho da Silva, 2006, p.32) emphasizes that classical culture attributed great relevance to the issue of *pathos,* since the passions of the soul were involved in personal and collective well-being, in the choices of the way of life and in the conditions of truth search itself – the core of Philosophy. *Pathos* is therefore about a way of being and positioning yourself.

Rhetorical Movement

Although many other researchers, philosophers and thinkers deal with rhetoric, Meyer (2000, p. XVII) was perfectly clear in demonstrating that Plato began everything, by giving continuance to Socrates – with his questioning – and the sophists, who already spoke in the plurality of opinions, in the ability to embarrass, if necessary, to defend the theses they favored. The subject is complex, and as much as we study it, we as a rule find more questions than answers. Thus, the focus of this work will be passion, more specifically the "pathway of passions" (Figueiredo, 2019, p. 143). In other words, we will treat *pathos* as a rhetorical entity capable of awakening the audience (Perelman, 1996, p. 45), whether individual or collective, universal, single or formed by the speaker only.

For Plato, the human soul would be affected by *passions (pathematas),* which are in the number of four: illusions, sensitive bodies, mathematics and ideas. When, in the book VI of the *Republic,* he talks about the Diagram of the Line and Myth – or Allegory of the Cave – the author presents to us the theory of knowledge (gnosiology) and the theory of being (ontology). The diagram is part of the stroke of an imaginary horizontal line. Below it would be the two modes of sensitive reality: *eikasia* (things: images, shadows, reflections) and *pistis* (objects: living bodies, natural bodies). Above, the two modes of the intelligible world: *dianoia* (mathematical, quantum elements) and *noetic* (ideas). All these ways, according to Plato, are out of man and affect him, so they are affections, or, rather, passions.

In other words, man goes through four ways of apprehending the world, all passionate: perception (things – *eikasia),* sensitivity (natural objects – *pistis),* understanding (mathematical elements – dianoia) and reason (ideas – noesis*).* It is therefore possible is possible to understand a more fundamental level of knowledge, that of the sensitive world, which would be below the imaginary horizontal line – that of natural things and objects – and a world, say, superior, the intelligible, represented by mathematical elements and ideas. For the philosopher, for all those are out of man, they certainly affect him in some way.

When thinking about the Allegory of the Cave, in which the entire sensitive universe consists of shadows and light, it is possible to deepen the question and conclude *that eikasia* and *pistis* (things and objects)

associate with doxa *(world* of opinion). What we see, for Plato, is not *fact*, but our *impression* of the true, for now we are overshadowed by the intense light, and we cannot see. We are blinded by the darkness of the shadows of the cave, and we do not know what is outside. On the other hand, the *dianoia* and *the noetic* belong to *the episteme* (world of knowledge, which is divided into two: 1) what is constructed and allows the human subject to create hypotheses after the elaboration of reasoning and reach conclusions and 2) knowledge, which does not aim to reach any conclusion, but to reach the unconditional principle.

In fact, for the philosopher this whole division depends on belief. Scientific knowledge itself would reside in beliefs, since in the very moment of the elaboration od a hypothesis, for example, the scientist needs to believe in it. The Platonic man is essentially passionate in the sense of being affected by what is outside, subject to various passions.

Plato tries to answer the mentioned questions through the *theory of rational logos,* which is fundamentally different from the theory based on Meyer's problematicity, according to which, the more uncertain the alternatives, the higher the level of problematicity. The *logos* theory is based on apoditic reasoning (demonstration). In this sense, what is not apoditic, meaning not belonging to *logos,* would be in the domain *of doxa,* susceptible, therefore, to disputes.

Aristotle produced a theory of argumentation and rhetoric, in *response to the platonic logos* that, through propositions and demonstrations, ends up transporting man to a game of passions (again the cave allegory).

Aristotle defines Rhetoric as derived from Dialectics and Politics (2002, p. 34) and as "the faculty to theoretically see what, in each case, may be capable of generating persuasion [...] to discover what is a proper object to persuasion", and adds that "no other art has this function, because the other arts have on their own object the possibility of instructing and persuading".

Persuasion takes place through three rhetorical proofs: *the ethos, represented* by the moral character (the speaker lets it show that he is reliable); the *logos,* constituted in the discourse (the speaker demonstrates the truths or what seems to be true) and the *pathos*, passion aroused in the listeners.

In fact, Aristotle states that desires are part of human nature as much as reason and thus the author does not link virtue with the false expectation of a life free of emotions or passions. In this sense, it differs from stoics,[1] who define passion – in itself a sin – as ignorance and vice.

Aristotle's philosophy shows that it is not possible to condition virtue and good conduct to the absence of emotions or passions because they are constitutive of the soul and, to some extent, move man. As he states that without them man would be lifeless, incapable of action, the philosopher tries to discriminate, divide them, categorize them, to ultimately determine to what extent they are capable of leading to good or bad conduct. Aristotle, in the Rhetoric of Passion (ca. 322 BCE), wrote:

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[1] For the Stoics, virtuous is the man who has freed himself entirely from passions and achieved the full realization of human perfection through *logos*.

Passions are all those feelings that, causing change in people, vary their judgments, and are followed by sadness and pleasure, such as anger, pity, *fear, and* all other analogous passions, as well as their opposites.

Passions, for the philosopher, are psychological affections expressed by the words *pathos* and pathema*.* There is a discussion, among scholars studying his work, whether it is *possible to distinguish pathos* (passion) *from pathema* (emotion), since Aristotle is not always clear on that. In, Nicomachean Ethics (II 4, 1105 pp. 21-23), though, some authors see such a distinction: "Being the passions movements (*kinesis*) that act on the soul, the *pathemata* can be nothing more than the passionate states produced in the soul as a result of these movements, that is, emotions." This phrase lets you see a possible difference between passion and emotion, in the plane of sensation or information.

In another work (Categories VIII, 9 b25-10 to 25), *pathe are qualities* produced in us by the senses, as is the case of heat, cold, darkness. In De Anima (ca. 350 BC)*, pathos* has three meanings: emotions, attributes or predicates and forms of passivity as opposed to activity. The word *pathema* would indicate emotion, but it can also mean affection, fact, event. According to Menezes e Silva (2013), the best meaning for the notion of *pathos* in Aristotle is in his work *Metaphysics*:

Affection*(pathos)*means (1) a quality according to which a thing can be changed, such as white, black, sweet and bitter, weight and lightness, and all the qualities of this species. (2) In another sense, affection means updating all of this, the changes that are in place. (3) Especially, it is called disorders*(pathe)*changes and harmful changes and, above all, painful damage. (4) Finally, conditions are also said to be of great calamities and great misfortunes.

This quotation makes us think that the first sense determined by *the philosopher for pathos* is that of change, that is, it is a characteristic according to which something can be changed; the second, what changes are made; the third, the changes that cause pain in the body or soul and the fourth is connected to attribute or property. Thinking in these terms: change, alteration, pain in the soul or body, attribute or property leads us to conclude that it is used in varied contexts, from physical to emotional states.

Hegel strived to distinguish what the Greeks understood as *pathos* and modern thinking understands as passion. According to his opinion, the word pathos *would* be difficult to translate, because the term implies a notion of something of lesser value – as in the sense given when we say that "a man should not succumb to passions" – and this is definitely not the meaning for the Greeks. In ancient Greece, pathos was observed in a nobler plane, without censorship or selfishness. Hegel uses, as an example, Antigone's love for his brother, and treats the internal, driving element, but also refers to an essential rational content present in the individual and quotes: "Nothing great was done without passion".

Rhetoric, as an ability to convince and persuade by discourse with the involvement of the *triad ethos,* pathos and logos*,* requires the existence of the other, called by Perelman the audience. It was precisely in Aristotle that Perelman, a pioneer of modern rhetoric, sought, from the 1950s, to show that, in addition to form, empirical sciences and formal logic, there are other possibilities, such as argumentation and rational reasoning, that is, it is possible to use practical reasons in a theory of argumentation. The author began with the studies of Frege's logic, tried to prove that the arguments

could be logical, but, as not all are, classified them and thus created, together with Olbrechts-Tyteca, a *Treaty of argumentation – the New Rhetoric*, a work considered as a resumption of Aristotle's rhetoric and dialectics.

In the same decade, other thinkers focused on rhetoric, which had been forgotten since the Enlightenment, the heyday of Logic. Among them, Toulmin (1958). Toulmin launched The Uses of Argument in the same year that Perelman and Tyteca launched the Treaty of Argumentation. The research paths were different: Perelman and Tyteca sought the logic of each argument, Toulmin proposed a model for argumentative coherence, whose central idea is to establish an assertion, highlight it, justify it, show its rationality (or lack of), the reasons and its strengths or weaknesses. Toulmin's model – named layout – provides utterances so that arguments make up a coherent argumentative unit. and Johnstone (1958) looked, studied argumentation in different ways: while Toulmin proposed a model of argumentative coherence, observing the communicative situation, Johnstone took a more philosophical look. Both authors did not care about pathos, meaning that they simply did not consider it in argumentative construction.

The New Rhetoric, as we see, established, from the arguments and reasoning used in political and legal discourses, new tools and methodologies. Perelman and Olbrechts-Tyteca (1996) performed a broad classification of the arguments and, more than that, show the interaction between them and establish one of the central concepts of their theory: the notion of audience.

The Audience

For Perelman and Olbrechts-Tyteca (1996, p. 21) there is no doubt that "argumentation aims to obtain the support of those to whom it is addressed", that is, the speaker has in mind an audience whom to convince, persuade. To do so, he develops the argumentation with a certain quality. in other words, his ideas need to be expressed with such a skill that it awakens the desire to listen. The speaker needs to induce a response in the audience: in order to succeed in his speech, he will use arguments that persuade or convince the audience to adhere to the proposed thesis.

These authors comment on the presumed audience, the one of whom the speaker presupposes certain beliefs, preferences, so they construct a systematized notion with sociological or psychological bases (Perelman & Olbrechts Tyteca, 1966, p. 22). Whether either base, the important thing is that, for the argumentation to be effective, the audience must presumably be as close as possible to the real. This includes avoiding inappropriate use of images that can, for example, cause "the most unpleasant consequences" (Perelman & Olbrechts Tyteca, 1996, p. 22). Given such environment, the prior knowledge of the audience becomes a condition for any argumentation.

If we consider that belief, doxa, the conviction of individuals is built based, to a large part, on their social environment, we assume that this aspect of rhetoric has a sociological character. Another aspect is that the audiences do not have impermeable, fixed, established beliefs, but they are susceptible to change, adaptable, manned. This perspective of change is what makes the audiences flexible and leads the speakers to study them before choosing their arguments, after all the intention may be to modify their beliefs.

Perelman and Olbrechts-Tyteca (1996) comment on some conditions of the audience: its homogeneous and heterogeneous character, its universality or particularity, the necessary connection between the thought of the speaker and the audience. Here we remember Meyer (2007b), for whom rhetoric consists of the discipline that studies the means used by man (speaker) to negotiate the distance that separates him from the other (audience).

Here we can see social reinforcement echoed by Aristotle (ca. 375 BC):

> Among the evidence provided by discourse, three species are distinguished: some reside in the moral character of the speaker; others, in the provisions that were created in the listener; others, in the discourse itself, by what it demonstrates or seems to demonstrate.

If we think of the triad as the three points of support of Aristotelian argumentation, we highlight the audience whom we intend to persuade, convince and gather *the pathos, and then* we can understand it as a relevant point in the argumentation. In such a way that Aristotle dedicates a chapter (book) of *Rhetoric* to passions and resumes the theme in *Nicomachean Ethics.* Emotions are essential in the argumentative clash, because, through them, distances are negotiated (Meyer, 2007b). Aristotle understands that the speaker's goal is to persuade the audience and, to do so, he must present persuasive statements or evidence to listeners, hoping to make them join his speech. However, the mastery of discursive demonstration is not sufficient for persuasion; it is necessary, according to the philosopher, that the speaker inspire confidence in the listeners through his posture, in addition to observing the disposition of those to whom he addresses and, when such observation is solid, using emotion.

While *logos* produces a conviction of truth through discursive organization and argumentative logic, the evidence by *ethos* (speaker's') and *pathos* (audience's) are supposed to conduce to the same belief, because they present the speaker as credible and stimulate emotional states favorable to his speech.

Should the objective be to awaken a desired emotional response, Aristotle helps us understand how individuals are affected by passions: a condition in which the audience is found; by whom or against whom it feels a certain emotion; motives that arouse that emotion. Passions affect judgments, so speakers should study their audiences: how they are, what emotional state; the reasons that led them to be the way they are.

According to Aristotle, the passions are 14: 1) *cholera*, an impulse of revenge, caused by unjustified negligence towards the other or those who are loved; 2) *calm*, the opposite of cholera, a state of peace after cholera that recreates symmetry between subjects; 3) *love* (friendship), desire for kindness towards the other – a bond of identity with him; 4) *hate* (enmity), feeling of distancing from the other, desire for evil from the other. Whoever feels anger wants the cause of his torment to feel his evil in his place; 5) *awe* (fear), pain or disturbance resulting from the projection of an imminent, painful evil. It's accompanied by expectation. We fear the wicked who can ruin us or ruin those who are dear to us; 6) *confidence*, contrary to fear, is the anticipation of what leads to security; 7) *shame*, pain or disturbance in relation to the present, past or future, which is believed to be discredited according to the vision of others. Feeling of inferiority in relation to the other; 8) *impiency* (shame), occurs according to the established image of ours, however, does not cause pain, promotes indifference that nullifies any possibility of disgust. 9) *favor* (kindness): disinterested goodness in doing or returning good to others;

10) *pity* (piety, mercy): a feeling of pain, considered ill destructive or painful, which falls on those who do not deserve it. It is awakened when we think that ourselves or someone close could suffer badly; 11) *indignation*: grief for those who seem happy without deserving it or who enjoy undeserved success; 12) *envy*, disturbing anguish directed at an equal, pain felt because others have what is desired; 13) *emulation* imitation movement of the other. They affect our assets or achievements; 14) *contempt*, contrary to emulation, occurs with people who are in a position to be imitated and tend to feel contempt for those who are subject to any evils.

The passionate states usually have a cause and an essence, according to Aristotle, so if we want to change a state of passion, we must understand the cause and its essence. Let us think of an audience that will meet a new teacher and that does not have any favorable or unfavorable reference. There will probably be some curiosity; there may also be some benevolence towards him or ill will, but there will be no cause of well or malaise. On the other hand, an audience that already has prior information about that teacher, even if he has never actually contacted him, will form a value judgment based on comments or actions. Such understanding may affect the disposition of the audience, and it is useful for the speaker to be aware of this provision, to know how to conduct his arguments.

Once the soul state of the audience and the purpose of the speaker are defined, he studies the cause and essence and, from there, establishes which passions he wishes to address. Finally, it is relevant to clarify what passion carries the etymological sense of passivity. It is convenient to remind Descartes (1649) who, at the beginning of his *work The passions of the soul* wrote:

> after having considered what the passions of the soul differ from all its other thoughts, it seems to me that we can generally define them by perceptions, or feelings, or emotions of the soul, which we refer particularly to it, and which are caused, maintained and strengthened by some movement of spirits.

We are, all the time, referring to the passion as origin of ethics, and not to the pathological passion, origin of medical diagnoses.

The Pathway of Passions

Figueiredo (2018) proposed a possible pathway of passions according to what appears to occur within the persuasive process. According to the author, the unprecedented contribution "initially rests on the first two stages 'availability' and 'identification', which will serve for the three subsequent stages (awakening of passion, change of judgment and action), already present in Aristotle" (Figueiredo, 2019, p. 10).

The following illustration seeks to show how the pathway of passions is structured.

Figure 1

The Pathway
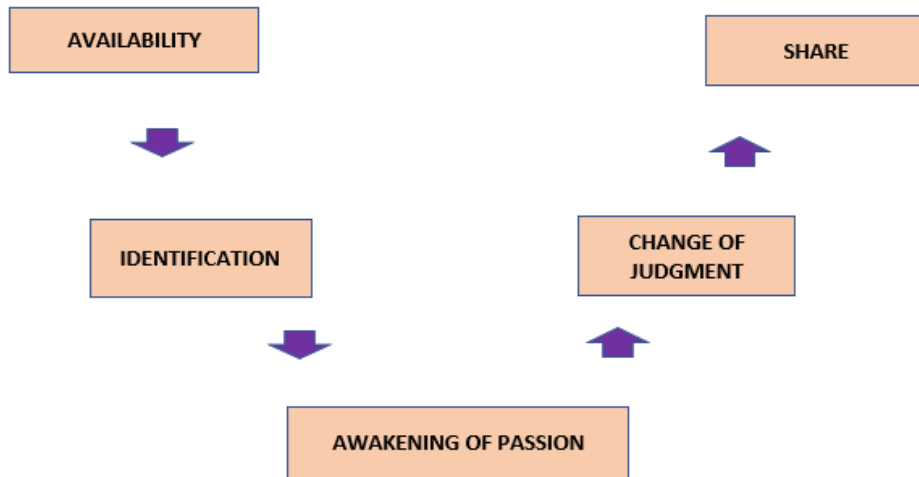
As already explained, awakening *the pathos* in the audience is the task of the speaker who, to persuade, in addition to building rationality *(logos)* from his character *(ethos),* outlines emotions in a skillful and intelligent manner and, with this, reinforces his argument. Once the public's benevolence is earned, the speaker needs to keep it and retain interest in his speech. Aristotle, in his treatise of passions, part *of Rhetoric,* analyzes passions in order to allow the speaker to support or pacify them in his listeners.

According to the diagram shown in Figure 1, the phases of the pathway of passions, according to Figueiredo (2019), are: availability, identification, awakening of passion, change of judgment and action.

The first of these, availability, refers to the emotions that the audience is able to feel. We said that the speaker, before putting his arguments, needs to know whom he will address, his attributes – from physical to psychological – so he will be able to modulate his discourse according to such peculiarities, to the profiles traced, the natures shown, the patterns and beliefs. To do so, it is not enough to know age, race, sexual orientation, but it is good to have access to values, preferences, habits, so the speaker will be able to move his arguments. An important moment is the beginning of the dialogue between speaker and audience that, as it turns out, needs to be predisposed and open to passions that will be aroused by the speaker. If there is room, the affections will be awakened and the discourse will find fertile ground. Showing himself up in a favorable light transforms the speaker into an individual who will create good disposition in the listeners.

In the second phase, that of identification, the audience identifies with the part of itself that is echoed in the speaker or in the propositions. This is the moment when the speaker and audience recognize and accept each other, an occasion when the public admits and agrees with the initial propositions of the announcer and the opportunity in which the relations of trust are established. Part of this stage is the understanding we have not only of the subject to be treated, but also the encyclopedic knowledge that structures one's knowledge, behavior, habits, scholarship, level of education and the skills that go out of

the discourse uttered. They constitute identification, our life history, capacity to establish a dialogue and to give voice to topics treated, to be based on real-life examples, sketched theories. All these are, then, part of the identification, the sensations that we describe or let appear and the rational impressions. In other words, during the identification the speaker reaches the audience in the soul, " by a sensitive perception, a memory, an imagination" (Figueiredo, 2019, p. 13).

After identifying with the speaker, the audience is prepared for the most important phase of the pathway of passions: the awakening itself. Considering that there is only persuasion when there is passion, this is the stage in which it is given, because passionate experiences that affect soul and body happen: there is fruition, *delectare,* and also painful experiences. It is relatively common for people to weep during religious preaching, especially conversion and healing; who feel anger in fiery speeches of a political nature; who even choose to kill in cases of induction into terrorism. In war, some of the enlisted are led to this by patriotic speeches of passionate character. There is also the discourse to awaken guilt, relatively common in family contexts. It is therefore perceived that passion is not limited to conducting discourses with intellectual or epistemic function, only, but, as Aristotle says, it is the essential rational content of being. To harmonize passions, one should not rely on a moral law, according to Leibnitz (1973, p. 9): "I prefer to say that passions are not contentments or displeasures or opinions, but tendencies, or rather, modification of the trend, which come from opinion or feeling, and which are accompanied by pleasure or displeasure". The speaker's goal is not only to convince through arguments: he must touch the chord of affections and use the movements of the soul that extend certain emotions.

The fourth phase is determined by the change in judgments from what was constructed by the speaker's speech. Aristotle tells us that "passions are the causes that introduce changes in our judgments, and that are followed by pity and pleasure; such are anger, compassion, fear, and all other similar emotions, as well as their opposites" (Aristotle ca. 322 BCE). In other words, passions cause change, and for this to happen, it is necessary that the speaker inspires confidence, which comes from three causes: prudence, virtue and benevolence. If one of them is missing, the speech may be impaired and the audience will no longer believe. As in a house of cards, the lack of prudence destroys fairness; evil can prevent the speaker from expressing what seems good to him or yet, although prudent and honest, without benevolence, he can fail to express the best determinations. For Aristotle (ca. 322 BCE), the speaker "endowed with all these qualities necessarily inspires confidence in his listeners".

The last and most important objective of the persuasion process, and most is to lead the audience to action, that is, to make the largest number of people modify their attitudes towards the world from the speaker's speech and their posture. It is interesting to reflect on the ethics that permeates the speech and the speaker's own attitude, considering that his intention is to change the audience. Meyer (2000, p. XXXIV) reinforces the thinking about the ethical need when dealing with passions in discourse: "Hence the obligatory ethical relationship with passion, because morality is based on a just deliberation capable of incarceration action". After the path described here: availability, identification, awakening (of passion), change of judgments, the listener is ready to act, that is, to modify his action. Not only modify your thinking with respect to what you consider correct, but to move, to transport, to replace his previous thinking with the thinking of what the speaker has put as correct, useful, true.

Awakening of Passions in College Students: An Application

We believe that the use of the pathway of passions in the discourse of college professors, as seen so far, can help in the relationship between the speaker-teacher and the student audience.

In addition to the structure herein explained, some underlying processes were perceived during the analysis in a real situation, thus competing for better argumentative negotiation: the strengthened construction of *the ethos,* based on discourse, narratives, figures and other resources, knowledge of common sense supported by memory, imagination and fantasy and three new stages, which occur after the change of judgment: deliberation, choice and disposition.

Figure 2

The awakening of passions
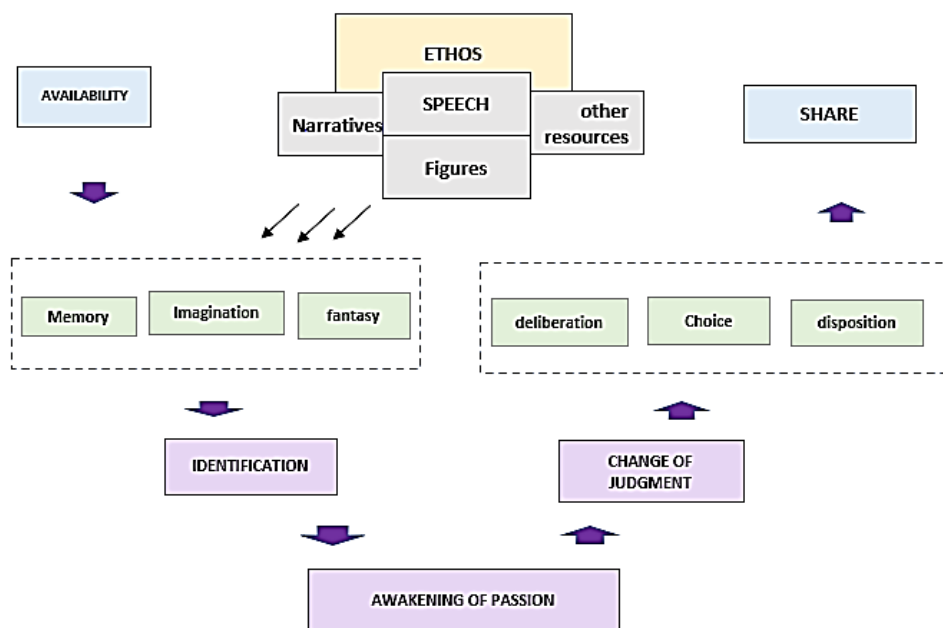
Four programs in a higher learning institution agreed to test *the* pathway of passions as applied to education. The analysis was based on the observation of the results achieved by the teachers and students' comments about these teachers. The instructors for the test were selected among the most vocal teachers in teachers' meetings.

The classes involved provide, in general, the following competencies: concept of public relations and its performance; communication advice and tools; knowledge of organization and stakeholders; evaluation and measurement in specific areas; calculations and reasoning; ability to develop and complete solutions, establishment of rules and appropriate forms of behavior in a corporate environment in order to promote interaction between employees, customers and managers.

The audience was composed of students of both sexes, aged between 18 and 30 years (a few over 30). Most came public education (very heterogeneous in Brazil) and, therefore, had variable knowledge of the content of basic subjects. They usually originated in the lower middle class and seek social ascension, which is the prime reason to attend college. There is, in part of these students, the fantasy that access to college already gives them the desired rise. During the first semester, most realize that considerable personal effort is needed to reach graduation. The psychological profile is quite varied and transitions from people focused on the nuclear family to people socially excluded; from structured to disorganized and even unbalanced.

In general, those students are willing to learn and interact, but this moment in the pathway of passions is fundamental: without the student being willing to attend classes and learn from them, the process of persuasion does not begin. It was observed that the most engaged teachers have used, at this stage, the previous knowledge of the audience, thus, they seek to participate in the common physical spaces in order to establish an initial bond. The fact that the teacher attends the same areas establishes a predisposition. In addition, when he begins his speech – his class – he appeals to memory, imagination, fantasy to get closer to students and thus reinforce interaction by awakening the same topics in students. It seeks, in its mental archives, narratives that coincide with the knowledge of the world demonstrated by what it was able to raise about that group. Thus, if they are people from a particular school – and he is aware of events that occurred there – he makes comments that bring them closer and thus establishes a partnership.

Although the *teacher's ethos* begins to actually be constructed in this first phase, from his discourse, it is possible that there is a previous *ethos,* resulting from the comments of other students. Care will be taken with the maintenance or deconstruction of the image, of the character transmitted in these previous conversations. In Figure 2, we also add a representation of the instance of the *logos,* which the teacher is usually worth in the persuasive process: narratives, figures, other resources.

Narratives are powerful devices that function as reinforcement of construction of *the ethos* or lead in the path of the construction *of pathos,* for the purpose of structuring *the logos.* After all the teacher's goal is the construction of knowledge. Although narratives come in different shapes (story, something told or retold, an account of a real or fictitious event, series of events, events, sequence of logical and chronological events), for Todorov (1979, p. 138), every narrative begins with a stable situation, has stability disturbed by some force, which causes imbalance and, finally, there is a new balance, although modified. Among the narratives that help in the disposition phase are those of personal experiences, which awaken the student's imagination and are able to assist in the construction of a solidarity *ethos.*

By showing love for what he does, the teacher decreases the distance between him and the audience and establishes a place of conjunction, tied to an *ethos* of sincerity, humility. The passions raised appear as responses to the representations of the students, in order to operate as mental images: therefore, what seems to govern the Aristotelian structure of passions is that combination of identity and difference, supposed or real.

Narratives well placed by the teacher have the purpose of making an impact on the audience, which is instigated, inspired by the awakening of imagination and memory. Of the teachers observed, those who best went through the phases of availability and identification were those who used the narratives of

personal experiences, which function as passionate responses, governed by the logic of passions, since they are the logic of consequences.

Rhetorical figures, like metaphor, irony, hyperbole, pleonasm and metonymy can also play a decisive role in the pathway of passions and are as useful as they can awaken the imagination of the audience and help in understanding what is taught. Some, almost crystallized, make the discourse clear and manage to involve the audience, in addition to capturing benevolence, making knowledge more intelligible, perceptible and tolerant. The successful teachers observed have a very comprehensive understanding of the figures of language and use them in the awakening of *pathos* in their classes. Metaphors, allegories, hyperboles and metonymies are the most perceived.

Some other resources observed to awaken the passions in the classes of these teachers were: the elaboration of works of direct interest to students, subjects related to real situations, tasks that resulted in expansion of responsibility, activities that demonstrated that they learned and practical duties, which made clear how much they learned. There is a search for the concreteness of knowledge, for practicality, for applicability in the market. Thus, the teacher who demonstrates to move through these attributes, in an appeal to the stage of identification, has obtained more success in his discourse and in the awakening of pedagogical passions.

The successful teachers observed, by awakening the passions in the students through the construction and reinforcement of the ethos, of a well-constructed discourse in the narratives and with figures of rhetoric and by the identification promote the change of judgment in those students who presented resistance, either by seeing themselves as belonging to a less favored social class, or because they do not feel qualified to attend college, although they were successful in a selection process. It is common for some [students] to feel not necessarily excluded, but different, and those are precisely the ones who need to be conquered in order for a social unity be established. The change of judgment will be all the more useful the closer the social classes become, the more they integrate those who consider themselves different in some way.

Between the change of judgment and the action, an accurate description shall include deliberation, choice and disposition. Deliberation is a rational activity, that is, the student realizes that his initial thought has changed, sees himself facing a stalemate and needs to solve it. Meyer (2007a) would say that questioning is established that needs planning for action. The choice is directly linked to the change of judgment from the awakening of passion and will put the audience in a position to be willing to act.

It is relatively common for students to drop out of an entire course in the face of some difficulty. Given that many of these decisions are not consistent, the student is asked to try to talk to the teacher who originated the[2]crisis. Sometimes the conversation with the teacher is enough to resolve the impasse. When not, the course coordinator is asked to intervene and will be responsible for the speech to persuade him to continue. In such circumstances, it is often decided that the student is decided by withdrawal, and that speaker should reflect on the entire pathway of passions, from availability, identification, passions, change of judgment, deliberation, choice, disposition and, finally, the new action.

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[2] Crisis, in this respect, occurs whenever a student feels impaired to the point of wanting to give up. It is often triggered by a note, by an unexpected number of absences, by a discussion.

Of *course, the ethos* has a powerful function, so the more rhetorical knowledge and pathos *pathway the speaker* has, the better he will organize his arguments, using the possible narratives, figures and all discursive resources to, from memory and appeals to the student's imagination and fantasy, lead him to action that best meets the first objective of the school: to lead the individual to learn in an integral way so that he can do well in the labor market and, more than that, grow intellectually, acquire competence and skill, know how to put himself in the world, interact and defend his or her points of view.

There is a phenomenon that can be called "passionate transference": from teacher to student. It is not about psychoanalytic transference, because *the pathos* of psychoanalysis is almost always related to pathologies. The teacher who was able to awaken the *pathos of* his audience, in a bolder leap, provokes and stimulates a desire for increasingly elaborate achievements and encourages creativity. The teachers observed have been able, through discourse, to awaken in students the desire to improve their knowledge, and this is demonstrated in achievements that start at school and extend beyond the academic environment. Some started very elementary activities that, after conducting with passion, turned into remarkable ventures with the involvement of professionals.

This is the case, for example, of an activity that began with an exhibition of old photos of the city. The first title was "our city in the timelines" and contained, in addition to the exhibition of 20 old photographs, three very short and simple short theatrical plays from stories involving characters from the municipality. The teacher of the discipline used the pathway of passions to lead the students in the first phase and managed to get them to continue in the project that, in a second moment, evolved into the creation of a full theatrical play. In this second moment – piece with the story of a couple very characteristic of the city – the work consisted of writing the play, selection of songs, definition of venue, design and production of period costumes, fundraising, design and construction of physical spaces and others. What had begun as "Our city in the lines of time - past" continued with the creation of a story in the present. The students, passionate about the project, continued and created a third moment: what the city would look like in the future. For this phase, they sought public elementary schools and suggested that children, in groups, write stories about what the city would look like in the future. They invited teachers and had the number of classes from different schools. They sought sponsorship for the purpose of awards and contacted the city, with the agreement of the mayor and the Secretary of Culture. The children, led by the teachers, were very creative in the text and, the most creative, was awarded the staging of s play based on the story, in a park with the participation of the city hall, teachers, many children and parents, college students and authorities. In addition to the award defined by the creators of the project, there was an award by the city. The students completed the college and involved *by pathos,* continued the project with public schools. In addition to being in the third edition of the project, they created a Theater Course that has already formed 8 classes and opened a business in the area.

Of course, we think about the pathway of passions in a single text, in moments of discourse, but we can, in the long run, think about such an itinerary in the progress of attitudes, as shown in the example.

Final Comments

We have shown an example of a well-conducted discourse that has been directed in a positive way, but there are countless discourses, as we know, move to painful situations, cause disharmony, accidents, adversities, damage, misfortunes, unhappiness, losses, disturbances. The *pathos* is not, in itself, correct

or incorrect, good or bad. The speaker makes use of it for good or evil, for the right or uncertain, fair or unfair and it is in this aspect that the knowledge of the pathway of passions becomes useful, because it guides, by discourse, the audience in the desired itinerary.

This text sought to apply rhetorical theory to the process of conquering students' adhering to the pedagogical discourse exercised in the classroom, in the case studied, of higher education. We believe that the research question has been answered, that is, we show *that pathos* settles in educational discourse and is able to lead students. The objective was also achieved, that is, we verified the amplitude of the concept of pathway of passions.

Here we understand that, unlike those who consider passion as something of lesser value, passion if properly used in speech, has a lot of strength to conduct audiences.

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Rhetoric

Getting Your Business Communication Research Funded

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Conducting original research in the discipline of business communication can be expensive. Travel to research locations, specialized software, tokens of appreciation for study participants, support staff, and transcription services can add up quickly. The C. R. Anderson Research Fund (CRARF) was established to promote excellent research on business communication topics by providing grants to members of the Association for Business Communication. In this presentation, members of the C. R. Anderson Research Fund Committee will introduce the fund and provide specific instructions and feedback on individual proposals in breakout rooms. The goal of this presentation is to help each attendee learn how to successfully apply for funding from CRARF.

The panel will begin with a group introduction, where members of the committee will give a brief history and overview of the C. R. Anderson Research Fund, including its purpose, mission, and limitations. We will provide examples of the kinds of projects CRARF has funded, walk through the application process, and discuss opportunities to donate to the fund. After the introduction, the committee will open small breakout rooms where attendees can ask questions and get personalized feedback on their research proposals. The topics in the breakout rooms will include the following:

- Situating your research in business communication. In this room, the presenter will address what CRARF considers business communication and give direction on how to connect a research project to that discipline.
- Writing a research overview. In this room, the presenter will discuss how to write an effective research overview that clearly explains the project for the CRARF committee.
- Communicating quality and significance. In this room, the presenter will help attendees write proposals that show the importance of their research to the discipline of business communication.
- Preparing a budget and a timeline. In this room, the presenter will discuss the process of creating a reasonable budget and a realistic timeline, within the constraints of the CRARF proposal.

Attendees at this panel can expect a detailed discussion of the CRARF proposal and funding process, as well as time to interact directly with members of the CRARF committee.

Rhetoric

Apology and Apologia in Finance and Banking

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In uncertain times and in an uncertain world, business communicators face the daunting challenge of how best to communicate apologies and apologias effectively in a variety of modes and contexts. In the finance and banking industries, the rhetorical strategies related to apologies and apologia can raise tricky concerns about liability, identity management, brand reputation, and more. The audiences for these messages may also be especially sensitive given that the scenarios leading to the need for such apologies and defenses may jeopardize stakeholders' financial stability, now and in the future.

In this panel, we first examine the rhetorical strategies used by CEOs and by customer care representatives when offering their apologies. To conclude, we then examine the rhetorical strategies used by financial market stakeholders to defend who should be involved in the markets. Taken together, these presentations offer insight into the rhetorical role of apology and apologia for stakeholders at every level in finance and banking. These presentations will also offer possible cases and considerations for discussing apology in the business communication classroom.

Use of Apologies in Quarterly Earnings Presentations

This paper examines differences in word choice between male and female executives in quarterly earnings calls with the public. It is well documented that women are often caught in a double-bind in leadership positions, and are expected to communicate differently (more indirectly) than their male counterparts, or they risk coming across as aggressive and threatening (Baxter, 2010; Holmes, 2007; Kanter, 1993).

We obtained a list of C level executives from Compustat IQ via Wharton Research Data Service (WRDS). We match female led firms to male led firms with the same SIC code in the same fiscal year and count the frequency of apologies in the earnings transcripts. Transcripts from fiscal year 2018 up to fiscal year 2020 were downloaded from Seeking Alpha. Our null hypothesis was that there was no difference in usage of apologies between male and female executives. We used a pooled t-test to test our null hypothesis.

While we did not find statistical significance in the different use of apologies, we found some interesting differences between male and female CEOs. Implications will be discussed.

"We're Sorry": Apologies in Online Customer Care Encounters

Apology is one of several responses customer care agents can adopt in their efforts to mitigate customer complaints and maintain profitable brand-customer relationships. This paper examines apology as part of the remedial work, as Erving Goffman (1971) termed it, customer care agents in the banking services sector perform as part of their response strategy when addressing client issues on social media. Factoring in William Benoit's extensive work on apology in brand image repair, this presentation takes a closer look at the rhetorical moves present in customer care agents' apologies when responding to customers' posts online. By examining how these apologies are expressed, this presentation aims to expand our insight into how client-brand relationships are socially constructed online and contribute to our understanding of image repair discourse.

Dumb Money vs. Wall Street: An Examination of Stakeholders' Identification Arguments for Appropriate Participants in U.S. Financial Markets

The January 2021 meme-stock event, most notably centered on the manipulation of GameStop's stock (GME), highlighted the changing conceptions of who can be a viable, respected participant in the U. S. financial markets. When Robinhood, one of the most popular apps for individual traders, halted the buy option for GME, many perceived this step as an action to protect traditional institutional and hedge fund investors rather than Robinhood's users, "the little guy."

In the subsequent U. S. House Financial Services Committee hearing investigating the event, Robinhood's CEO Vladimir Tenev and other stakeholders in the financial markets used identification and affinity strategies to offer an apologia, a defense, of their actions leading up to and during the GME frenzy. Further, they used these rhetorical strategies to create frames for the American cultural mindset regarding who has, and who should have, agency and power in U. S. financial markets.

This paper draws on Bentley et al.'s (2021) Apologies as Identification Management Model, and related foundational rhetorical theories regarding apologia and identification (e.g., Burke, 1969; Goffman, 1971), to examine how various stakeholders in the U. S. financial markets used the GameStop event to define and defend acceptable participants in the market.

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Privileged Precarity: Complicating the Positionality of Influencers in the Gig Economy

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Lori Loughlin, Alec Baldwin, and the Kardashians may not seem to have much in common, but they all share one particular experience: they are related to social media influencers (SMIs) who have been targets of national schadenfreude that, coincidentally, has taken place over social media. Olivia Jade, Hilaria Baldwin, and Kendall Jenner have all been on the receiving end of corporate and social ire in the wake of scandals (i.e., the college admissions scandal, the Spanish accent scandal, and the protest-themed Pepsi ad scandal, respectively) that have resulted in lost collaborations, revenue, and credibility—literal and figurative currencies in the life of an SMI.

These scandals highlight the intensely precarious nature of the influencer marketing industry. While the public figures mentioned above have vast safety nets to compensate for any losses they may experience, the average SMI does not enjoy that privilege and security. Influencers occupy a unique space in society and corporate America, a betwixt and between positionality that is both enduring (thanks to digital footprints) and ephemeral (thanks to independent contracting). They are not permanent fixtures of any company, but they are the relatable faces of those companies (Tafesse & Wood, 2021). They are not anonymous bodies posing alongside ad copy, but rather are individual brands harnessing their followings for the mutual benefit of the involved brands—both their own and the company's (Singh et al., 2020). They have entrepreneurial credibility not shared by celebrities, but they do not have the resources of celebrities (McCorquodale, 2020). They are hired to help companies recover from crises, but are terminated the moment they are involved in crises of their own (Sng et al., 2019). And they live seemingly desirable lives of travel and luxury, yet they are firmly ensconced in the trappings of the gig economy (e.g., overdelivering to keep their clients happy, managing the lack of consistent work, performing immaterial labor, handling the lack of a support structure from a steady employer, adapting to the ever-changing system to stay relevant in the attention economy) (Singh et al., 2020; O'Meara, 2019; Ledronvirta, 2018; Stoldt et al., 2019).

This once maligned job of "being famous for being famous" has transitioned from a vacuous oddity to a $5 billion to $10 billion a year industry (Elliott, 2020). Influencing quickly rebounded from COVID-induced losses to be on track for its largest year yet in dollars spent in 2021, with projected growth to continue for years to come (Influencer Marketing Hub, 2021). And it is a highly aspirational job, with 86% of Gen Z-ers and millennials reporting that they would engage in influencer marketing for money, and 54% of them willing to "become an influencer given the opportunity" (Locke, 2019, para. 2).

Given the projected power of this industry and the centrality of SMIs to organizational and marketing strategies, how does one rhetorically position SMIs in discussions about influencer marketing, advertising strategies, and organizational crises? How do communication practitioners and instructors discuss and frame this industry for students and clients given ongoing national discourses about precarity, equity, and diversity in the workplace generally and the gig economy specifically (e.g., see Ledronvirta, 2018)? How should organizations manage their commitments in the face of influencer crises without exploiting the precarious workers that helped these organizations reach their target audiences and recover from crises? These questions indicate that a bridge is needed between the practicalities of marketing literature and the critical inquiry demanded by much communication literature, resulting in the argument that practitioners and instructors need to complicate how they understand SMIs in the context of neoliberal individualism and late consumer capitalism.

Therefore, this presentation complicates the current theorizing about SMIs in the gig economy to account for the multifaceted elements that make up the influencer marketing industry, but that have yet to be dissected in concert through this lens. It argues that the positionality of influencers in the gig economy necessitates attention to self-branding, corporate social responsibility, and identity politics. To begin, it is understood that self-branding is central to influencer platforms, with companies deliberately collaborating with specific influencers based on their established brands and accrued goodwill with certain demographics and targeted audiences. This self-branding, however, depends on authenticity building via immaterial labor that has the potential to perpetuate further precarity for SMIs (e.g., influencers must learn how to adapt to the changing algorithms of social media platforms, coach their followers on how best to engage for maximum impact, and grow their following across platforms to grow their audience, vary their content, and reduce reliance on a single platform).

Second, this presentation argues that discussions of influencers should take corporate social responsibility into account, especially regarding crises, given the strong ties influencers have with corporations under crisis, yet tenuous ties when under crisis themselves. Rhetorics of blame and accountability need to be assessed when critiquing crises involving influencers, particularly in instances where influencers are pushed to the fore—and become the face—of corporate decision-making they were not privy to (e.g., Kendall Jenner becoming the face of Pepsi's advertising gaffe and subsequent severed ties between the model/influencer and the beverage giant). Finally, it argues that research about SMIs often utilizes a myopic lens that treats influencers as a monolith and fails to account for the identity politics that are inherent to influencer personae, audience, and reception. To view influencers, their collaborations, and their crises through a lens of gender and/or racial blindness is misguided at best (egregiously ignorant at worst).

Interrogating the complex discourses and forces that inform and shape the SMI and influencer marketing industries is necessary for communication instructors, practitioners, and students. Influencers, collaborations, and crises are likely to keep growing in scope and impact over the next few years, and research is needed that attends to the complexities of identities at work in neoliberal and capitalistic economies marked by precarity. To do otherwise would be to prepare for a simplistic world that simply does not exist.

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Rhetoric

"Your Safety Is Our Top Priority": Investigating Business Emails from the Pandemic's Start in the U.S.

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In March 2020, the professional work and personal life practices of people in the United States came to a halt as the seriousness of the novel COVID-19 emerged throughout the country. As the virus quickly spread to the point where emergency rooms feared not having enough personal protective equipment or beds to treat the influx of patients, the business world came to almost an overnight standstill with routine operations.

Businesses in all sectors were thrust into a challenging decision—stay open and risk customers or employees contracting the coronavirus or shut down and take a potential revenue hit to the bottom line. By and large, most businesses decided to suspend operations or close their doors for a brief period, especially in states where governors used executive action to force closures as a result of the novel coronavirus.

Once a business made a decision, email became a major channel of communication that organizations used for informing existing customers about store closings, suspension of operations, modifications to typical routines, and/or new safety protocols. Often, these email messages were sent from the CEO of the organization to communicate the seriousness of the COVID-19 decisions.

While organizations used a variety of communication channels to connect with their audiences, almost all chose to communicate with their stakeholders and customers via email. This channel allowed for more explanation and prose than is permitted in other social media channels, such as Twitter or Instagram. In addition, the email distribution lists owned by businesses serve as an easy way to ensure their messages are reaching potential customers who would most likely want to be informed about potential disruption of services or closings.

These email messages sent by organizations during the early days of COVID-19 fall into the broad business communication genre category of negative messages. As leading business communication textbooks suggest, negative messages inform their audiences about something they do not want to hear while the rhetor tries to maintain goodwill and prevent any legal issues. In the case of coronavirus emails, these negative messages fall, more specifically, into a sub-category of crisis communication.

Crisis communication is a growing area of study for business communication scholars and has been given attention in a timely special issue of the International Journal of Business Communication in April 2020. Crisis communication is defined as an "untimely" and "unexpected event" that has real consequences for stakeholders (Millar & Heath, 2004). These negative events often threaten the

reputation of an organization (Coombs, 2007). In most crisis situations, there is typically only one organization impacted by the crisis, as was the case with the BP Deepwater Horizon oil spill (Smithson & Venette, 2013), the Volkswagen diesel emission issues (Raupp, 2019; Zhang, Vos, & Wang, 2016), or the Wells Fargo financial crisis (Anderson, and Guo, 2020). These organizations all faced a crisis within their operations, oftentimes by their own creation, and were forced to respond to stakeholders and the public.

The COVID-19 situation is unique because there is not a single organization independently using crisis communication to respond to an unexpected event. Instead, there are myriad organizations across many sectors of the business world that were forced to respond to a crisis created by factors outside of their control at the same time.

Organizations during the early days of the COVID-19 pandemic in the United States responded to the crisis within a short time period; the severity of the initial wave of the coronavirus forced them to do so. As a result, their email communications present a ripe avenue for investigation of crisis communication. Crisis communication research, as Sky Marsen (2020, p.165) explains, "explores the ways organizations respond to, explain and justify the crisis events, …and the ways they communicate these actions to the public."

How effectively did the organizations communicate in their emails? What crisis communication strategies did they employ? What commonalities exist between crisis communication approaches in their email messages? To what extent do similar sectors of business use comparable crisis communication approaches? These email messages offer an avenue to understand the theory of crisis communication put into practical application.

This presentation will report on an investigation of over 60 email messages from a variety of business sectors (airlines, hotels, retail stores, and restaurants) between March 10, 2020, and March 24, 2020. This time period marks the height of when CEOs and businesses were making decisions about how they will keep customers safe and move their organizations forward during the early days of the pandemic's spread in the United States. This investigation employs cluster and theme analysis to better understand the rhetorical moves present in these email messages and to evaluate their effectiveness. Ultimately, this presentation will also offer instructors suggestions for how this type of analysis can be used as an activity within the business communication classroom.

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What is It That Patients Want?

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Online customer reviews are essential for businesses. Through an accessible channel of communication reviews create an online conversation that connects consumers to the organization and to one another. Often, the focus of online customer reviews is negative reviews and how they can have damaging outcomes for an organization. However, the opposite is also true: positive online reviews can generate recognition, increase sales, and build trust and credibility.

As Callista Gould (2021) notes, many times organizations focus on the one-star review and what went "wrong" for the customer rather than what went right. From a business communication and rhetorical perspective, the focus on the negative review as the driver of an organization's decision-making is an interesting one. While some evidence suggests our tendency to attend to negative feedback over positive represents an evolutionary desire to avoid danger (Cherry & Swalm, 2020), overreliance on negative feedback creates a "negativity bias" that may lead to bad decision-making (Kahneman & Tversky, 1984). Thus, in business communication where we teach topics such as giving and receiving feedback and criticism, examining customers' perspectives through positive reviews is a useful take on the topic.

When investigating online customer feedback, recent studies in marketing have focused on considerations including individual motivation to post online in brand communities (Moe & Schweidel, 2012; Moe & Trusov, 2011;), identifying credible reviewers (Clare, Wright, Sandiford, & Caceres, 2018); and the effects of negative reviews (Herhausen et al, 2019; Ziegele & Weber, 2015).

We decided to apply this lens of customer reviews further to examine customer feedback in the healthcare industry. While lagging behind business in its attention to customer reviews, the healthcare industry has been paying increasingly close attention to online reviews and there is growing empirical research in the area of patient online reviews (PORs) in scholarly journals (see Hong et al 2019). For health care organizations, there is particular interest in what these reviews reveal about patient care.

We were motivated to conduct this study by a recent email communication on online reviews by author and etiquette instructor Callista Gould of the Culture and Manners Institute. Gould (2021) informally examined the words that were used in positive reviews in banks, and the words were surprising. Instead of focusing on financial products, customers often focused on the friendliness of staff. Conversely, negative reviews were not about poor investment returns or bad account management but about

wasted time. The unanticipated focus on elements that seem outside the scope of the products themselves made us wonder how online patient reviews for healthcare facilities indicate what patients want.

Using Gould's observations as a starting point, we examine the customer feedback on Google for the top medical facilities in the United States to determine what factors contributed to positive reviews and what customers are communicating to their audience (the organization and consumer readers of the review).

We chose Google reviews because they are often one of the first things a reader sees when searching for a business online in Google, the most used search engine worldwide. We analyzed the 5-star ratings for the top five healthcare organizations in the United States (Mayo Clinic, Cleveland Clinic, Johns Hopkins, New York-Presbyterian-Columbia-Cornell, and UCLA Medical Center) in order to answer the following research questions:

1. What makes people feel positively about a healthcare organization?
2. What are the criteria that reviewers provide to support their positive review?

To analyze the reviews, we are using NVivo software to identify keyword frequencies in the five-star reviews. We will then code the word frequencies into categories of the types of positive feedback customers leave and infer from that what facets of their care had the greatest impact on the positive reviews they gave and, subsequently, infer what patients value about an organization's care, professionalism, facilities, and approach to healthcare.

This session presents the findings of this study and offers insights going forward regarding how healthcare organizations may want to reframe their use of customer feedback to account for negativity bias and use customer ratings more intentionally as input on what patients value. We do not mean to suggest that organizations ignore negative feedback; they should, however, consider that the reviews are more than the rating; they are a reflection of what they look for in their healthcare.

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Rhetoric

Knowing Your Audience as a Panacea for Uncertainty: A Rhetorical Analysis of the Lean Startup Movement

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Theme: In a business setting, the term "Lean" implies a philosophy designed to "optimize time, human resources, assets, and productivity, while improving the quality level of products and services" (Becker, 1998). In 2011, Eric Ries published a book titled the Lean Startup which repurposed the Lean manufacturing principles for the world of entrepreneurship. Ries's work demonstrated that systematic approaches to quality control, customer development, and minimizing waste could work in the often mysterious and chaotic world of startups. Entrepreneurs and business leaders flocked to the Lean Startup. The book has sold over one million copies, is translated to over thirty languages, and the principles are taught in business schools around the world (Ries, 2020). In this presentation I will focus on how the strategies and best practices associated with the Lean Startup Movement very closely align with what business communication scholars know as audience analysis. Business communication instructors could benefit from applying principles from the Lean Startup Movement to their teaching, but there are also risks associated with over-applying the Lean Startup Movement's reliance on experimental data.

Purpose and Goal

The purpose of this presentation is to help researchers and business communication instructors recognize the similarities between audience analysis and the customer development process. Identifying the similarities in how entrepreneurship and business communication are being taught can empower instructors to apply what they know about teaching business communication to add value to students interested in starting new ventures. For example, encouraging students to take time to figure out what the audience cares about prior to writing a speech is analogous to the importance of entrepreneurs conducting customer development interviews.

Also, Business communication instructors could apply principles from the Lean Startup movement to help their students become more effective communicators. The Lean Startup's framework for helping entrepreneurs focus on only spending time on building what they know will add value to their customers and help them make money, is applicable for teaching business communication as well. For entrepreneurs Ries writes, "Additional features or polish beyond what early adopters demand is a form of wasted resources and time" (Ch. 6). This same logic can be applied to proposal writing, since including extra details beyond what the audience requires is a form of wasted time and energy. For both the entrepreneur and the proposal writer, waste could be avoided through more careful study of the intended audience.

This presentation will also cover ways in which the rhetoric of the Lean Startup Movement diverges from typical audience analysis techniques. When what customers say they desire contradicts with what

customers actually do, the Lean Startup Methodology teaches entrepreneurs to place more value on experimental data and behavioral observations. Privileging behavioral data, and discounting expressed desires, has the potential to lead practitioners to flatten their understanding of audiences to only include behavior.

Methods

This presentation is based on a rhetorical analysis of the Lean Startup Movement. The analysis drew on two data sets. The first data set included the original Lean Startup text and additional speeches and content produced by Eric Ries and other leaders of the Lean Startup movement. The second data set included the course lectures and materials gathered via auditing a semester-long customer development course designed to teach the Lean Startup Method to researchers interested in commercializing their inventions.

Key Takeaways

Ries defines a startup as, "a human institution designed to create a product or service under conditions of extreme uncertainty" (Ries, 2020). For entrepreneurs facing 'extreme uncertainty,' the Lean methodology promises certainty. The way The Lean Startup Movement celebrates audience analysis as the path for eliminating uncertainty from the entrepreneurial process serves as a model for understanding the way writers, developers, and entrepreneurs have always sought to bring certainty to their interactions with audiences, users, and customers. Although audience analysis is a powerful tool for both rhetoric and entrepreneurship, it is necessary to consider the limitation of audience analysis and to view the Lean Startup Movement as part of a long tradition of humans attempting to profit from selling the myth of victory over uncertainty. From the Oracle of Delphi to contemporary search engine optimization, selling the promise of certainty, i.e., predicting the future, has always been one of the most profitable activities and one of the most effective ways to move humans to action.

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Must. Keep. Up.: Using the P.A.C.E. Model to Craft Strategic Business Communication Plans

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Educators are encouraged to integrate strategic planning into the education of future professionals; however, before that can be achieved, students need to have a foundational understanding of practices and principles. As the field of business communication shifts to incorporate artificial intelligence, digital storytelling and big data, it is imperative students develop an understanding of how to write and incorporate strategies into their planning. Additionally, with cultural outcry in many parts of the country, many organizations are going back to communication strategies and refining them to be more reflective of the surrounding world.

Building strategy can be daunting for students. It's important for them to understand it's a marathon, not a race. If time can be built on the front end of the process, the planning stage can result in the most fruitful results. In order to make it to the finish line, students can be taught to P.A.C.E. themselves. This presentation would be highlight what the P.A.C.E. Model entails and how to best implement into curriculum in the business communication courses.

Prioritize. First and foremost, take the time to start with the first step of research. Once the review the research is complete, prioritize what is essential to continue to develop a sound plan. Getting hung up on details or meaningless tasks drain the momentum of developing a solid strategic plan. Involve the team tasked with the planning process to advance a clear plan in which they are motivated and energized to implement.

Attest. During the planning process, conversations can be difficult. Folks can lose sight of the goal and days can be long. Don't speed up just to get through or risk burnout. Take the time to clarify and address the hard questions. Rally behind what is determined as the best plan set forth and believe in fruitfulness. A wise mentor at an organization once told me to attest to where the bus was going (in other words, where the organization was being led) or get off the bus! Those words have repeated in my brain on more than one occasion. Once the strategic plan is determined, attest that you are on board to move to the next step.

Change. In order for the plan to move onto the next (often the most exciting) step of implementation, the strategic plan must be fluid and not written in stone. Even if every single member of the team attests to the plan being the best ever, pivoting mid-planning process can trigger panic. Don't let those running around screaming the sky is falling second guess your need to proceed with best practices— even if those best practices shift due to constant monitoring and adjusting throughout the process. A

strategic plan must be able to evolve throughout the planning process.

Educate. Being exposed to knowledge (whether in real-life or through case studies) can be one of the best ways to sharpen strategic planning skills. It's worth the time to read what others have done and what worked and didn't. A big part of life in general is learning from each other. Being a lifelong learner, even as a seasoned professional, is essential for continuous growth within the industry. The internet hosts a surplus of resources to help you sharpen your creative and strategic thinking. By taking the time to educate, professionals can properly analyze the situation, think about what can or should be done and thus determine how the results can best be measured.

Practitioners and educators alike have grappled with the exercise of teaching students and new professionals to craft strategic plans for an organization. Strategic planning is often implied but is not expressly taught. Education on campaign planning tends to focus on how to write distinct sections of the communication plan as opposed to focusing on the strategic communication elements necessary to compose the campaign. This research explores how campaign planning focused on the P.A.C.E. Model can increase understanding, help students and new pros hone their strategic thinking capabilities, and encourage students to view strategic planning as the heart of communication as opposed to a daunting task that has to be overcome.

Surveys were conducted with students/recent graduates from universities across the country to highlight gaps in business communication curriculum, specifically regarding defining and crafting strategy. Surveys introduced participants to the P.A.C.E. Model to identify areas of overlap. Discussion focused on how the P.A.C.E. Model directly addressed most curriculum gaps by training students to prioritize essential campaign elements, attest to where the organization was being led, evolve throughout the planning process, and value the need for continued education. Recommendations give practical and implement-ready suggestions of how to best craft strategic plans for an organization for those future or new pros who need additional guidance.

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A Project-Based Approach to English for Business Purposes

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The global pandemic has accelerated already-existing trends in education. Most notably, there is the turn toward online delivery of instruction with the development and increased use of programs such as Google Hangouts, Skype, or Zoom that allow for instruction that mimics, to varying degrees, what goes on in traditional face-to-face learning. These platforms are synchronous and allow participants to receive and provide real time instruction and feedback. The other trend involves a broadening of the educational enterprise though the use of these platforms. Students can take traditional college courses toward a degree but they can also enroll in certificate programs that seek to teach specific job-related skills on a much shorter time frame. Lately, these trends have spread to both foreign language learning and to Business English for L2 (Second Language) learners. This presentation will explore the use of online platforms in an English for Business Purposes (EBP) approach to language learning along with a curriculum based on project-based learning.

This presentation provides a case study of an advanced English-language learner receiving instruction on Zoom in an English for Business Purposes or EBP approach (Alyousef 2016). The lessons were part of an employee benefit from a large international corporation and, although the student was in the instructor's local area, the lessons were conducted virtually because of the COVID-19 pandemic. Initially, the student simply wanted to improve her conversational English (she is a Brazilian national) but, after a brief initial assessment, she decided to narrow the focus to Business English. The rationale for this decision coincides with the recognition that a language has different uses and expectations in various domains (Tratnik, Uhr & Jereb 2019). In discussing her goals, the student expressed that she had some well-defined career goals, such as promotion and a return to auditing with another company, leaving behind her most recent managerial position. Over the course of two hour-long sessions, we decided that four related projects would best serve her needs:

1. Development of an English language resume;
2. A LinkedIn profile;
3. A PowerPoint presentation that would help her prepare to discuss her career in an interview setting; and
4. Composing an "elevator speech."

The first two projects, thus, involved job seeking while the last two involved preparing for the interview process.

Project-based learning has only recently been featured in foreign language learning. Park and Hiver (2017) advocate for the use of project-based second language learning as it is both process-oriented and results in the creation of tangible products, such as the online documents listed above. Further, the use

of projects involves collaborative learning with participants acting as both creators and readers. Mohan and Lee (2006) note that, for learners who were middle school students in the 1970s and 1980s, project-based learning is an approach that is uniquely familiar to these learners. Because of this familiarity, projects in second language learning can lessen the anxiety that goes along with L2 learning and can create greater self-efficacy (Cheng, Lam, and Chan 2008). Belz and Wakina (2006) suggest that the authenticity of project based foreign language learning creates learning experiences that are impossible to match in traditional L2 learning, at least for those learners with a high degree of proficiency.

Additionally, project-based learning is part and parcel of the university business curriculum (Kumari & Nandel 2016). Not only do they provide a degree of authenticity, as recent college graduates will likely be tasked with any number of small projects during the early stages of their careers, but also those who can learn the conduct and assessment of increasingly larger projects will have a decided advantage over those who do not (Calloway-Graham, et al. 2016).

This presentation, then, will discuss the uses of English for Business Purposes and project-based learning for an advanced L2 learner in a course of instruction outside the confines of a university. We will discuss the composition of the projects and how they are interrelated. It will discuss those projects and aspects of instruction that worked well in both the domains of Business writing and foreign language instruction (EBP). Although it is essentially a case study and although it may be difficult to draw any firm conclusions from the results, the presentation will discuss advantages in the use of providing instruction in a setting such as Zoom. We will also discuss the challenges inherent in the use of this platform. Finally, recognizing that, as Klemic & Lovero (2011) note, there are challenges inherent in the assessment of project-based learning, we will try to offer suggestions about how our insights can be used in a university class. Admittedly, while this is a case study, the outcome is such that it appears that allowing L2 students to take part in designing their own course(s) offers value. The reduction in anxiety seems genuine and, in our case here, the student was able to take that confidence to pursue (and be offered) a position with our city's Chamber of Commerce.

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Scholarship of Teaching and Learning

Does Communication Strategy Training Using Written Computer-Mediated Communication Enhance Strategy Use in L2 Conversations?

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Since language adjustment increases customer satisfaction (Messner, 2020), many enterprises in Europe seek employees with second language (L2) skills (Bloch, 1995). Despite having L2 knowledge, these employees often find it difficult to keep the conversation going when they are confronted with words they do not know. In an attempt to inform an English-speaking guest about the weather, for example, a Chinese receptionist tries to say "drizzle," but cannot find the correct word. The receptionist may just stop there and fall into silence (Ya-ni, 2007), disrupting the conversation. To help future hotel employees in developing more fruitful strategies for coping with such situations, we designed an intervention aimed at enhancing strategy use in L2 conversations and measured its impact on L2 strategy use in actual conversations.

In the literature, various definitions and taxonomies of communication strategies (CS) have been suggested (for an overview see Dörnyei & Scott, 1997). A common working definition describes CSs as "systematic technique[s] employed by a speaker to express his (or her) meaning when faced with some difficulty" (Corder, 1981: 103). With regard to speech perception, previous research has shown that the following strategies are frequently used (and effective) in the professional context: asking for repetition, clarification or confirmation (Sato et al., 2019; Vu, 2015). With regard to speech production, on the other hand, the choice of strategies depends on the speaker's proficiency level. Whereas L2 speakers with low proficiency often switch to the L1 (first language) or L3 (third language), speakers with intermediate and advanced proficiency use more L2-based strategies, such as paraphrase (i.e., the thing you open wine bottles with for corkscrew), or approximation (i.e., ship for sailboat) (Dörnyei, 1995). It seems that the L2-based CSs require a certain base vocabulary and sentence structure to describe properties and function (Tarone & Yule, 1989). Dörnyei demonstrated, however, that specific teaching of communication strategies, which involve various verbal means of dealing with difficulties and breakdowns that occur in everyday communication, could effectively be incorporated early, even at a pre-intermediate level, allowing L2 speakers room to manoeuvre in times of difficulty (1995: 80).

Although it seems obvious to spend more time on L2-based CS training, there has been considerable controversy over their teachability (e.g., Dörnyei, 1995). Kellerman (1991), for instance, argues that strategy training in L2 is not necessary since L1 strategies are transferable to the target language. However, many other researchers advocate that strategy training is possible and desirable (e.g., Brooks, 1992; Chen, 1990; Færch & Kasper, 1986, Tarone & Yule, 1989). A communication tool that has been shown to elicit CS use is written computer-mediated communication (CMC), operationalized as real-time

interaction through text chat (Smith, 2004). Van der Zwaard & Bannink (2014) demonstrated that L2 speakers using written CMC were less inhibited to indicate non-understanding and started solving the communication breakdown more often and more successfully than L2 speakers using video calls. Smith (2003) showed that L2 speakers used a wide array of CSs in written CMC and revealed that CSs elicited in written CMC contributed to the recognition and production of new lexical items (Smith, 2004). These positive effects of written CMC have been attributed to a reduction in anxiety levels (Satar & Özdener, 2008). In addition, it has been demonstrated that the lack of non-verbal cues in written CMC stimulates equal participation in L2 interaction, explicit communication and a stronger focus on form (van der Zwaard & Bannink, 2014; Warschauer, 1997). Furthermore, the lack of urgency invites learners to take their time to monitor their language output (van der Zwaard & Bannink, 2014). Since written CMC provides a secure learning context, it might also be a promising tool in CS training. To our knowledge, no extensive research has been done on the possible transfer of CSs from written CMC to conversational L2 speech. Therefore, we conducted an intervention study addressing the following research question: Does communication strategy training using written CMC enhance strategy use in L2 conversations? In the proposed study, 9 first-year students of French (2 males, aged 17-22 years) from the Hotel Management School Maastricht were asked to participate in a CS training. In line with the direct approach of Dörnyei (1995), learners' awareness was raised about the nature and communicative potential of CSs and L2 models of CS use were provided. Students were asked to perform, in dyads using written CMC, jigsaw and decision-making tasks. Previous research has shown that such information-gap tasks elicit most CSs (Pica, Kanagy & Falodun, 1993). The efficacy of the intervention study was tested using a multiple-baseline design (Riley-Tillman & Burns, 2009). We coded the number of CSs used in L2 conversations between students (in the context of other information-gap tasks) before and after CS training and expressed them as a percentage. The percentage of nonoverlapping data (PND) was calculated by identifying the most extreme datapoint in the baseline phase, before the intervention, and comparing it to all data points in the subsequent intervention phase. We controlled for a wide range of potentially confounding variables.

Results revealed PND effect sizes larger than 66,7%, suggesting a moderate to effective intervention (Scruggs & Mastropieri, 2013), for 5 out of 9 students. These 5 students had a larger vocabulary (LEXTALE; Brysbaert, 2013) and were more prone to initiate communication (WTC; Cao & Philip, 2006) than the 4 other students. Interestingly, this latter group of 4 students did show relatively high percentages of CS use in the written CMC they produced during the training, suggesting an online disinhibition effect. Although this did not transfer to the actual conversations in which the effect was measured, they also did not show a decrease in CS use there.

Therefore, it can be concluded that CS training using written CMC can enhance strategy use in L2 conversations. However, it does require a certain base vocabulary and WTC. Further research is needed to replicate the intervention, to investigate CS use over a longer period of time and to investigate how to get low-scoring participants to transfer their CS use from written CMC to actual conversations.

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Measuring Business and Professional Communication Skills

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Understanding the expectations of employers contributes to the relevancy of business and professional communication (BPC) courses. Studies that help bridge-the-gap between course content and workplace expectations help with this process. This article presents findings from a comprehensive scale development procedure to analyze a multitude of BPC skills using a multimodal perspective across 4 studies. Several studies have attempted to determine competencies and skills desired by employers, but we are aware of none that have utilized multimodality. Collectively, closing-the-gap studies provide invaluable insights that educators can use to improve course materials and objectives. This study contributes to bridging-the-gap research (Brent, 2011) because it (a) samples employers who evaluate the communication skills of recent college graduates and (b) examined a wide array of BPC skills. Study 1 involved item generation via a literature review of articles related to BPC skills. Relevant articles (N = 474) were ranked using a coding scheme. The final list included 170 articles representing a globally diverse set of scholars and research settings. Members of the research team embarked on Study 2, item refinement, by reading the articles to identify previously examined BPC skills. Study 3, item purification, involved sending a survey to employers. There were 122 useable surveys by employers. The survey asked whether or not they perceived the skill to be a communication skill and how proficient they expected a new hire to be on the skill. Results were analyzed and reduced the list to 186 items, which were used in preparation for Study 4. The validation study included 141 participants. The survey was formatted as it was for Study 3. Analysis methods included descriptive statistics, hierarchical cluster analysis with Ward's method, and exploratory factor analysis (EFA). Results from Studies 3 and 4 regarding perceptions of communication skills show nine, identical top-ranking skills: articulate ideas, address others, clarity, electronic communication, email, listening, and oral communication skills. Similarly, nine skills appeared in the bottom 10 in each study: follow a style guide, use projection equipment, graphics development, platform knowledge, Wiki development and use, web development languages, file types and file management, database design/development, and code-switching. Results for the expected proficiency level indicated skills with a score of 4.0 and above include avoid discriminating language (M = 4.23, SD = .88), demonstrate respect (M = 4.13, SD = .83), listening skills (M = 4.06, SD = .81), and courtesy (M = 4.04, SD = .82). Four clusters surfaced on the dendogram. The first cluster was labeled working with others; the second cluster was labeled writing; the third was labeled

public/group; and the fourth was labeled interpersonal communication. Exploratory factor analysis (EFA) was conducted to reduce skills into related categories, leaving 15 factors. The large number of factors and range of communalities within a factor hinder an application of plausible factor labels. The results reveal the specific skills that employers perceive to be communication skills and how much proficiency they expect from recent college graduates. Employers expect recent college graduates to be highly proficient at avoiding discriminating language, demonstrating respect, listening, and being courteous, which upholds the need to emphasize ethics and goodwill messages in business and professional communication textbooks and courses. Such skills imply the value of a multimodal approach by emphasizing the skill, rather than the way in which the skill is delivered. The ways in which BPC skills are organized and presented to students is another contribution of this study. The dendogram supports the current, typical approach of offering separate courses on writing, small group communication, interpersonal communication, and public speaking. The theme, working with others, does not clearly align with a named course, but includes skills that are seen across several communication courses. The results could also be used to revamp BPC courses to begin with collaboration skills and other top-ranked skills mentioned above. This approach overlaps with the way many multimodal courses are currently taught, but de-emphasizes electronic communication or technology applications and adds interpersonal communication. To emphasize, these results do not suggest that electronic skills are not important, as shown by Holtzman and Kraft (2011), but rather suggest that employers perceive them to be different from communication. The items employers rated with the potential to develop is telling, as well. Such skills included negotiation, sending bad news messages, writing a speech, or leadership communication. Certainly, employers expect these topics to be addressed in college courses, but perhaps they anticipate recent college graduates will need experience or professional development to become highly proficient at these skills. Universities should carefully analyze the courses approved to fulfill communication competency requirements and incorporate employers' views along with other perspectives. General communication classes should include a broad array of skills that reflect multimodality in a pervasive manner. Most of the prioritized communication skills are applicable across modes and, therefore, support a continual shift toward increased integration as well as emphasis on the communication skill before the mode of delivery. The importance of some skills is highly variable based on discipline (Reid et al., 2016). For this reason, individual majors should continue to include advanced communication courses with concepts distinct for their majors. Taken together, the results of this study and others (Brink & Costigan, 2015; Waldeck et al., 2012) show that a gap remains and higher education can do its part to close the gap by including and emphasizing oral and interpersonal communication skills. The results of this study support BPC research by moving toward a comprehensive, valid measure of skills. Repeated studies with the 73-item instrument, larger samples, and confirmatory factor analysis would boost this measure's value to researchers. Indeed, a valid and reliable instrument adds value to the research community by comprehensively measuring multimodal BPC skills. In time, employers could use a BPC skills instrument to ask job candidates to self-report their perceived proficiency, managers could use the scale to add specific communication skills to job announcements, employers could use the instrument during employee appraisals, and employers can use the results when deciding on professional development topics for employees.

A Comparative Approach to Teaching Business Style: Helping Students Interrogate Differences Between Academic and Business Writing Conventions

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The writing business students do in typical classroom settings differs substantially from the writing they will do in their future business careers. For instance, students are often asked to demonstrate their knowledge by writing in typical classroom genres like essays and lab reports. The exigence for such writing is to meet a professor's deadline and to earn the best grade they can. Over time, many students learn that in order for their classroom writing to succeed, they need to adopt an academic style of writing — one which uses the "impersonal, stodgy, jargon-laden, abstract prose" that characterizes much published academic writing (Sword, 2012, p. 3). In other words, over the course of their academic careers, students come to associate "writing" with authoring dense, complex documents that report knowledge.

But in our Business Communication classes, our goal is to give students a very different picture of "writing." We want students to practice writing in business genres, such as emails, proposals, and reports, and to learn that the goal of such writing is to drive decision making by linking information to action. We want students to adopt a business style of writing, one that synthesizes information instead of only reporting it and favors clear, direct prose; relatively short paragraphs; and document design that facilitates skimming.

In our experience, helping students acquire these kinds of business writing skills involves not only teaching them conventions of business writing but also helping them unlearn some of the conventions of academic writing to which they have become accustomed. This approach, we have found, helps students avoid unproductively applying academic writing conventions to business writing assignments.

However, few of the curricular materials we have reviewed support such explicit, comparison-based instruction. Indeed, while many Business Communication textbooks offer ample guidance meant to help students learn how to adopt a business style and write effectively in business genres, very few direct students to compare academic and business modes of communication. As a result, these resources leave important differences between academic and business communication tacit and unexplored. Kitty Locker's (2011, 2015) textbooks are notable exceptions: in the first chapter of each, Locker and her coauthors offer a direct comparison between academic and business writing, noting key differences in the purpose, audience, formatting, tone, and language-level choices of both. But aside from Locker's, no resources that we have found offer students the same explicit comparison.

Purpose/Goals

In an effort to build on and extend the kind of explicit comparison that Locker's textbooks offer, we designed an assignment that asked students to transform one of their own academic papers (typically a research paper) into an action-oriented business document intended for a busy professional reader. In creating this assignment, our goal was to force an even deeper comparison between the familiar rhetorical contexts and textual conventions of academic writing and the less familiar contexts and conventions of business writing, in order to make key differences explicit and accessible (Wolfe et. al., 2014).

This presentation reports the findings of a quasi-experimental within subjects research study (Reichardt, 2009) intended to test the efficacy of this assignment. We designed this study in order to answer the following questions:

- To what extent does this assignment raise students' awareness of the relationship between academic/business genre conventions and academic/business contexts?

- What changes did students find easiest and most difficult to make as part of this assignment?

Methodology

Our study relied on two measures:

- pre/posttests intended to capture what students learned as a result of the assignment

- student's responses to a set of post-assignment reflection questions, in which students reported which revisions they found easiest and hardest to make.

In addition to our quantitative analysis of students' pre/posttest data, we also employed qualitative coding methods in order to iteratively code and then analyze students' open-ended responses (Geisler & Swarts, 2019).

Takeaways

Posttest data suggests that after completing this assignment,

- students were more likely to suggest that academic and business writing conventions are 'very' or 'somewhat' different, which suggests that the assignment made students aware of new differences between academic and business styles of writing.

- students could name more nuanced differences between academic and business conventions, and their responses showed a much greater understanding of business writing conventions.

- students were able to connect differences in academic and business writing conventions to differences in context, thus showing a greater awareness of the way different audiences and genre-based purposes contribute to major differences in form.

In addition, analysis of students' post-assignment reflection responses suggests that in transforming their academic texts into action-oriented business documents, students found it easiest to make formatting- and design-related changes, while they found it most difficult to make content-related changes. In particular, while students found it easy to cut what they called "obviously unnecessary" information (such as detailed reporting of methods), students found it quite difficult to strike a balance between offering enough and too much information when it came to supporting claims, explaining reasoning, and providing background information.

Limitations and Implications

Since our study is small in scope—we collected data from just two Business Communication courses with a combined enrollment of approximately 50 students—the applicability of these findings is somewhat limited. Future research with additional course sections could confirm or add to the findings presented here. Moreover, while our findings suggest that this assignment productively raised students' awareness of key differences between academic and business styles of writing, they also suggest that students need more guidance when it comes to determining how much information busy professional readers need in order to be adequately informed and persuaded. We are continuing to test and refine strategies for offering this kind of support in our current classes.

In spite of these limitations, however, our study results suggest that Comparative Genre Analysis, or CGA (Wolfe et. al., 2014) is a productive but currently underutilized pedagogical approach in Business Communication curricula. Given our findings, we suggest that Business Communication instructors provide opportunities for students to compare genres of academic and business writing, in order to raise their genre awareness and help them make strategic, informed rhetorical choices.

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Scholarship of Teaching and Learning

Persistence Indicators for Hispanic-Serving Institutions' Professional Communication Programs

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With the steep growth of the Hispanic student population in colleges and universities, Hispanic Serving Institutions (HSIs) have become an important set of local higher-education providers. Despite the rapid growth of the Hispanic student population in the past decade, this population remains vastly underrepresented in professional communication degrees and certifications. This presentation addresses the problems of student preparedness, engagement, and retention within professional communication programs at Hispanic Serving Institutions (HSIs) and suggests ways to enhance access and success for Hispanic students interested in earning degrees and certifications in business and technical communication.

Introduction

Hispanic-Serving Institutions (HSIs) are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total enrollment with at least 50 percent of those students being the first generation in their families to attend college. Many HSIs are mainstream institutions that have been transformed through demographic enrollment changes, especially in southern and southwestern states, where an expanding Hispanic population resides in large numbers. These areas of steep growth of Hispanic population makes HSIs an increasingly important set of local higher education providers. Despite the rapidly increasing number of Hispanic students entering postsecondary education in the past decade, the Hispanic student population remains vastly underrepresented in terms of the percentage of students both pursuing and attaining STEM degrees. Similarly, Hispanic students have been even more underrepresented in professional communication degrees and certifications.

Problems for Hispanic Students Looking to Attend HSIs

1. Problems of funding, both for the student and the academic institution. The current trend of austerity in raising tuition and placing more of the financial burden for the cost of higher education on families is a challenge for many students who choose to attend HSIs. Moreover, historically, fewer financial resources have prevented many HSIs from being able to compete for the best faculty, upgrade and maintain facilities, establish or improve technological infrastructures, and fund large endowments. While the rising cost of a college education is beyond the purview of professional communication programs, the problems of student preparedness, engagement, and retention at HSIs are not.

2. Problems of preparedness, as a result of being the first-generation of their families to attend college. First-generation college students often have to do everything on their own, including visiting college campuses, applying for admission and scholarships. Moreover, these students are less likely to engage with other students, which is key to retention.

3. Problems that result from dual-credit writing courses that oftentimes lack rigorous academic curriculum. Dual-credit writing courses are popular at HSIs, but oftentimes these courses are taught by community colleges by instructors absent terminal degrees, and thus dual-credit courses lack the rigorous college curriculum to prepare students for advanced professional communication courses.

4. Problems with retention as the result of an academic institution failing to provide the resources, curricula, learning opportunities, and support services to induce students to participate in educationally purposeful activities.

5. Problems with the resources necessary to provide for digital engagement in professional communication programs at Hispanic-serving institutions.

Methodology

Based in part upon success in other disciplines, possible solutions to these problems include the following:

1. How an institution deploys its resources, curricula, learning opportunities, and support services to induce students to participate in educationally purposeful activities directly correlates to successful student retention.

2. Seminars, learning communities, and developmental advising have a surprisingly huge influence on student engagement and retention.

3. Strong engagement indicators include student-to-faculty contact, active learning, prompt feedback, time on task, and respect for diversity.

4. Other possible means to engage and retain students include a gateway seminar course, peer mentoring with upper-division students, student clubs similar to student chapters of the Society for Technical Communication (STC), and experiential learning that has the students representing the program to external constituents beyond a single internship or coop capstone course.

5. Community engagement and service-learning assignments connect the classroom experience with industry by allowing students to apply the principles covered in the classroom to real-world professional communication.

6. Hiring recent graduates of the academic institution helps in the shared experience of first-generation college students.

7. Bridge programs assist in the readiness of first-generation college students.

8. Most important, for professional communication programs at HSIs want their students to persist, they must offer opportunities and assistance to engage them early and often, not just at the end of their academic course work.

Attendees will engage in an important conversation about a student population that has historically been vastly underrepresented in technical communication programs, with student retention and success as the primarily goals.

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The Role of Social Comparison on Burnout, Anxiety, and Satisfaction for Faculty Who Used Video Conferencing Software During the COVID-19 Pandemic

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Theme

Video conferencing platforms became popular in higher education across the U.S. during the COVID-19 pandemic allowing faculty to teach synchronously remotely. Faculty are likely to experience professional, and personal challenges when teaching using these technologies (Baltaci-Goktalay, 2006). Festinger's (1954) social comparison theory has been used to examine how individuals evaluate themselves against others. In teaching, faculty may compare themselves, or their teaching performance, against peers to make sense of their professional identity and evaluate technological and pedagogical skills. Engaging in upward social comparison (i.e., comparing with those better than us) and downward social comparison (i.e., comparing with those worse than us) tendencies among those who teach has been found to relate to self-efficacy (i.e., degree of confidence in one's capabilities) and burnout (i.e., emotional exhaustion): those who exhibit high social comparison tendencies experience higher levels of burnout (Gigasari & Hassaskhah, 2017). Horizontal social comparison among educators leads to increased level of anxiety (i.e., feelings of fear or worry), decreased job satisfaction, and increased job burnout (Rahimi et al., 2017). Thus, when teaching in virtual environments, faculty might engage in social comparison leading to similar negative outcomes.

Additional studies found that faculty who teach in virtual environments face job burnout (Hogan et al., 2009) which can be the result of working more hours to prepare for synchronous online courses (Hislop & Ellis, 2004) and meet expectations of being responsive to students (Dunlap, 2005). Faculty and instructors who teach online courses have demonstrated burnout symptoms including emotional exhaustion, depersonalization, poor personal accomplishment (Logan & McKnight, 2007) and changes in job satisfaction when experiencing technological difficulties (Bollinger & Wasilik, 2009). Other faculty have found satisfaction in online teaching if the student learning objectives were fulfilled (Gibson et al., 2008).

Purpose

This study examines social comparison (upward and downward) as potential mediators of the relationship between faculties' job burnout, anxiety, and satisfaction. It fills a gap in the literature by examining the interrelationships of these factors among educators who taught using video conferencing software during the COVID-19 pandemic.

Goals

The two goals of this study were to examine whether upward and downward social comparison mediated the relationship between faculty's job burnout and teaching satisfaction and to examine upward and downward social comparison as mediators of the relationship between faculty's job burnout and teaching anxiety.

Method

After IRB approval, a Qualtrics questionnaire was distributed in the fall of 2020 to faculty via email, listservs, and social media invitations. To participate, individuals had to be faculty at a higher education institution and have experience teaching at least one synchronous class using video conferencing software. There was a total of 219 questionnaire responses. Of those, 25.6% identified as men and 73.1% as women, with ages ranging from 25 to 75. The ethnic composition of the sample was 73.1% Caucasian/Non-Hispanic, 7.8% Hispanic/Latino(a), 5.5% African-American/Black, 5.5% Asian-American/Asian, and 8.3% other. The faculty ranking included 5.6% part-time instructor, 11.6% full-time instructor, 36.1% assistant professor, 26.9% associate professor, 16.7% full professor, and 3.2% other. Of the participants, 39.4% were tenured, 32.6% on the tenure-track, and 28% were non-tenure track. A total of 11.1% indicated having a disability and 31.5% of faculty indicated having at least one chronic illness.

Results

Two multiple mediation analyses were conducted. The first model used Model 6 with 5,000 bootstrap samples using Hayes' Process including faculty's job burnout (X), upward social comparison (M1), downward social comparison (M2), and teaching anxiety (Y), with the covariates including gender, ethnicity, chronic illness, disability, and course modality. The first step indicated that job burnout (b = .23, $p < .001$) was related to downward social comparison after controlling for demographic variables. The second step showed that downward social comparison was positively related to upward social comparison (b = .53, $p < .001$) after controlling for covariates. Additionally, job burnout was positively related to upward social comparison (b = .23, $p < .001$) after controlling for downward social comparison and covariates. In the third step, downward social comparison and faculty's burnout did not relate to teaching anxiety. However, upward social comparison positively related to teaching anxiety (b = .21, $p < .001$). The overall effect of the model was significant, R = .28, $R2$ = .08, $p < .01$. The total indirect effect of teaching burnout on teaching anxiety was also significant, (b = .15, $p < .001$). However, the direct effect was not significant, (b = .07, $p = .11$).

The second model used Model 6 with 5,000 bootstrap samples using Hayes' process including faculty's job burnout (X), upward social comparison (M1), downward social comparison (M2), and teaching satisfaction (Y), with the covariates including gender, ethnicity, chronic illness, disability, and course modality. The first step indicated that job burnout was positively related to downward social comparison (b = .23, $p < .001$), while controlling for demographic variables. The second step indicated that downward social comparison was positively related to upward comparison (b = .53, $p < .001$), while controlling for job burnout and demographic variables. Also, job burnout was positively associated with upward social comparison (b = .22, $p < .001$), while controlling for downward social comparison and demographic variables. In the third step, downward social comparison was not related to teaching

satisfaction while controlling for upward social comparison and covariates. Upward social comparison was positively related to teaching satisfaction, (b = .40, p < .001) after controlling for other variables. Job burnout was inversely related to teaching satisfaction after controlling for covariates (b = -65, p < .001). The total effect model on teaching satisfaction was significant, R = .46, R2 = .21, p < .001. The indirect effect of teachers' burnout on teaching satisfaction was significant, (b = -.566, p < .001). The direct effect of teachers' burnout on teaching satisfaction was also significant, (b = -.65, p < .001).

Implications

Faculty's job burnout is indirectly related to anxiety, upward social comparison mediates the positive relationship between job burnout and anxiety, and upward social comparison mediates the inverse relationship between job burnout and teaching satisfaction. Findings suggest that those who compare themselves against others who rank higher might experience worse cases of burnout and anxiety, and educators who compare themselves to those above themselves might reduce their overall teaching satisfaction. Business communication educators who are instructors, tenure-track, or tenured need to recognize that their social comparison practices with their colleagues in higher positions at the departmental or college level may have an influence on outcomes that impact them personally such as their level of job burnout and teaching satisfaction.

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Dual Ambiguity and Online Student Success: Finding Positives in a Pandemic

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Many instructors are familiar with the goal of transparency in teaching and learning. The well-known TILT (Transparency in Learning and Teaching) method, developed by Mary-Ann Winkelmes, asks instructors to include the purpose, task, and criteria for success for all assignments, ultimately promoting students' conscious understanding of how they learn (Winkelmes 2013). When students understand why an assignment exists and how it contributes to their success, they are more receptive to engaging in the learning process.

Yet in the spring of 2020, Covid flipped clarity on its head. As instructors, we were abruptly faced with the realization that we were uncertain about how our course learning objectives might be redefined in the online environment. This ambiguity was matched by the students' own apprehension around how they could succeed in this untested virtual environment, as well as how the virtual environment, itself, would redefine their role as students.

In our Business Presentation courses, we were not simply challenged to deliver content in a different medium, were tasked with incorporating an entirely new skill set into the course objectives: delivering virtual presentations. In turn, students layered this new skill set on top of the fundamental presentation knowledge that they were concurrently developing. In other words, they were interacting with the material in a way that forced them to construct their knowledge of virtual presentations as they were simultaneously engaging in these presentations because of the switch to online learning.

Structured as a case study, this session examines student responses to the dual ambiguity arising from the abrupt pivot to online learning. More specifically, we sought to analyze 1) how students defined effective virtual presentation skills as they engaged in them; 2) how they adapted to the uncertainty surrounding their performance, given the instructors' own uncertainty about how the learning would unfold; and 3) how they valued this experience as contributing to their future success.

Approximately 200 students enrolled in undergraduate Business Presentations classes at a large Midwestern university reflected on their course learning experiences throughout the spring 2020 semester. As a reoccurring course assignment, students were accustomed to watching recordings of their presentations and reflecting on their experience using guided prompts from their instructors. Final reflections asked students to carefully consider and assess their performance, their preparation, and

what lessons they took away from their most recent virtual presentation. Specifically, students were asked what lessons they learned from unexpectedly being required to deliver their presentations in a virtual environment.

Two broad categories emerged from the student reflections: Adaptation and Application. With Adaptation, four sub-categories emerged: adapting to technology (or not), adapting their delivery (or not), adapting their preparation (or not), and adapting to the environment (or not). Within Application, students noted that they had learned a new, valuable skill that would transfer to experiences beyond the class. In the session, we will offer unedited excerpts taken directly from student reflection papers to illustrate these themes that emerged.

As we engaged with the student voices contained in personal reflections about their experiences, it became clear that our students were capable of adjusting to their situation, learning from it, and identifying how this learning would be beneficial to them in the future.

While our data and response pool may be limited, there are still broad lessons to be learned about online learning in a specific context, namely, how students can simultaneously learn and effectively deliver virtual presentations. Virtual presentation skills are essential, not just in a dedicated course, but in a wide variety of learning and professional situations. Our students' experiences revealed both the challenges and the unexpected satisfactions that emerged in the pivot to online learning. These lessons and expectations can be built into future presentation skills courses to enhance transparency in teaching and learning. Specifically, instructors who both teach with technology and require their students to learn with technology can benefit from our analysis. Observations include:

- Adjusting to communication anxiety in a virtual platform.
- The importance of the audience as an active participant.
- The relative importance of visual design needs in a virtual environment.
- The skills transfer to virtual work meetings and new workspace expectations and etiquette.

As students simultaneously sought to define and enact their learning goals, it was clear they constructed their learning in valuable and empowering ways. By adapting to the challenges, they faced many recognized the importance of applying what they learned in future contexts. They recognized how their presence is impacted by technology and what this means for their interpersonal communication moving forward. This is good news as we contemplate more widespread use of virtual presentations in both academic and professional environments. We did, indeed, find positives in a pandemic.

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Impact of Open Educational Resources (OER) on Learner Performance and Persistence

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Theme, Purpose, and Goals

Open education resources (OER) save students money, ensure all learners have access to class materials, and increase faculty capacity to adapt course materials to what and how they want to teach. In this presentation, we will describe how four instructors collaborated on the creation of OERs for their managerial communication course. The Managerial Communications course is a required business course at their institution that enrolls between 300 and 400 students annually. The instructors worked together to write a textbook, instructor's guide, PowerPoint lecture slides with narration, and a quiz/exam bank. They applied a Creative Commons license to the materials and made them freely available. While these new resources have saved student money - $14,000 to $35,600 in Fall 2020 alone – the instructors also wanted to know that their students were having a high-quality educational experience.

To answer questions about their students' experiences, the instructors conducted two studies that will add to the literature on the influence of OERs (Cutler, 2019; Fine & Read, 2020). Specifically, they collected data during two semesters in which we explored how OERs influenced students' high-impact behaviors, persistence, performance, and perceptions of the materials, instructors, and course.

Methodology and Results

Study one included a comparison of undergraduate students enrolled in Managerial Communications, a required School of Business course, from a mid-sized, four-year comprehensive liberal arts institution. Data compared two semesters: Spring of 2019 before OER was adopted and Fall of 2020 after OER was adopted. Additionally, instructors teaching seven sections of the course submitted data including the number of students enrolled, course delivery method, course grade and whether the student persisted to the end of the semester. A survey was administered online to students enrolled in the Fall of 2020 about the impact of textbook price on course selection, comparison shopping for course materials, and preference for free resources of comparable quality.

When comparing fall 2020 students (n = 173) to spring 2019 (n = 136), results suggest that students given OERs performed and persisted in the course as comparable levels to those students who paid for a textbook. In fact, the average grade for the course in Fall 2020 was slightly, though not statistically significant, higher (81.72% vs. 79.71%). The proportion of students who earned a grade of C- or better was comparable for Fall 2020 (87.9%) and Spring 2019 (88.2%) students.

The Fall 2020 survey of students yielded a sample size of 81. Survey findings revealed that textbook price was an important factor in course selection and a positive influence on student-instructor relations. In addition to the quantitative results, the qualitative results suggest that students place a great value on textbook costs. Most students expressed appreciation for being given access to resources that did not increase their financial stress. Here are a few examples:

"The book that I have been assigned in MC 207 does meet my needs. I do compare this book over others because not only is it free but it's an online textbook. It makes things more convenient and easier to follow during class."

"I personally have no complaints regarding the book assigned to MC 207. It is very informative and comparative in quality to books in other classes of which I have paid upward of $100 for. Therefore, I have nothing but good things to say about it seeing as it provided plenty of helpful information at no cost."

"Thank you for making it free! It takes a lot of stress off students who struggle to pay for class materials. I had to pay $700 for just class materials this semester, so this book being free was a huge relief."

"I think that textbook that we were given the link to in the beginning of class this semester is a great resource to be able to reference. I believe that in the assignments we have done, it is used a secondary tool for the class, and therefore I am happy it didn't have to spend additional amounts of money for this semester. Other textbooks this semester along with access codes for programs like McGraw Hill Connect and Cengage significantly accumulated therefore, a free textbook absolutely alleviated some financial stress of the semester."

Study two utilized the Theory of Planned Behavior to further explore the influence of OERs on students (Burns, Houser, & Farris, 2018). In it, students from multiple sections of a managerial communication course utilizing OERs are being surveyed about their perceptions related to the materials, instructors, their own behaviors, and their class performance. These additional data will be analyzed and presented at the conference.

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Emotional Intelligence (EQ) as Course Theme: Boosting EQ, Improving Communication

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Theme

Emotional Intelligence (EQ) as a course theme can meaningfully support how students learn about writing and communication, while also developing student awareness of EQ as an essential workplace resource. In addition, as awareness increases, there are strategies that help students develop skills in areas specific to them.

Purpose and Goal

Presenters share findings and methods from two EQ-themed courses: one having a strong writing-emphasis, one emphasizing team communication. Both courses implemented the theme alongside Bradberry and Greaves's Emotional Intelligence 2.0, and both instructors found that the theme EQ stimulated meaningful student engagement as they learned about and developed their communication practices.

In the writing emphasis course, students engaged in a series of informal writing exercises that challenged them to consider how EQ matters for their careers and how EQ is essential for developing as a writer: The EQ-writing link is an essential one for the theme to help students learn about writing and communication. Students answered multi-part questions like the following: 1. How has self-reflection been a part of your life so far, whether in personal or professional contexts? What strategies do you use or could you develop to enhance self-reflection? 2. How has self-reflection been a part of your writing development so far? What strategies do you use or could you develop to enhance self-reflection? EQ comes from the dialogue between the emotional and rationale parts of the brain, and as students share their thoughts about developing EQ, the course discusses the emotional-rationale dialogue as a form of internal persuasion, the author's own pathos-logos appeal to self. Students need to reflect on that internal dialogue as affecting their interactions, whether in life or in writing. Discussions of EQ therefore orient students to writing as relational, supporting their conceptualization of the writing process as rhetorical.

In a team communication course, students discuss the four elements of EQ and how they relate to individuals on a team. For this course, teams communicate virtually which adds another dimension to the discussion. Students discuss elements in terms of team communication like the following: 1) How do self-awareness and self-management influence individuals' participation on a team? Students select one strategy from each topic and journal their observations. One example of a strategy includes: 2) How do

you handle stress? How could stress impact a team? How could stress be a positive influence? How could stress be a negative influence? As students share their personal observations, they begin to understand themselves and also develop skills to better understand their emotions. Their personal insights about the impact of emotions on their decisions can then transfer to the impact of emotions on a team. These same strategies can be applied to cultural awareness as teams work across geographical boundaries (Burleson, forthcoming IGI Global, 2021).

Methodology

The implementation of course theme in business communication is derived from course themes as a teaching method in composition studies. In composition studies, rationale for theming includes:

1. Increased student interest in the course (Black, 2007; Dannen, 2012; Hiser, 2010; Heiman, 2014)

2. An opportunity for students to pursue intellectual curiosity (Friedman, 2013)

3. Content particularly amenable to critical thinking (Black, 2007; Hughes, 2009; Wilhoit, 1993)

4. Continuity across assignments (Coles, 1970; Zebroski, 1994)

5. A support for how students learn about writing (Horton, 2021).

These rationales also apply to business communication courses, where a thoughtfully selected theme can likewise enhance student interest, create space for students to take ownership of their work (i.e., pursue intellectual curiosity), challenge students to think critically about their communication practices, and make potentially disparate course elements cohere. Most importantly, a theme can support how students learn about writing and communication.

Whether themes function in support of students' learning about writing depends on theme selection and implementation: That is, the kinds of themes instructors use and how they use them determine if theme content will move students' knowledge about communication forward. Theme course scholarship not only outlines rationales for theming but also articulates a pathway to realizing the goals of a theme. To be effective, themes must demonstrate or engage students in concepts closely connected to the course's learning aims, explicitly connecting the theme's features to the course's primary emphases (Horton). This presentation shares classroom practices directly informed by these principles of theme course teaching.

Outcomes

In the writing-emphasis course, the EQ theme helped students learn about writing by orienting them to writing as relational. For example, in writing a sales sheet, students considered why you-voice is important in persuasion: Through a lens of EQ, students considered how to anticipate real needs, rather than using you-voice as pushy or manipulative rhetoric. The EQ quotient grounded writing choices in empathy and relationship to audience.

In business communication, students, working in teams either face-to-face or virtually, learned how EQ skills enabled them to work more effectively in teams. To increase EQ skills, such as managing emotions and working through difficult situations, students selected strategies for each of the four skills. These strategies required students to observe themselves and reflect on their reactions to others and on their personal reactions and emotions. In discussion forums, students shared their observations and insights. Through identifying both internal and external areas of improvement, students were prepared to interact in teams, which enhanced the quality of the team project.

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Writing the LinkedIn Bio: Recovering Heuristics, Pisitis, and Protreptics

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Theme

This presentation begins with its rationale: The presenters advocate the recovery of the essentials of Aristotelian rhetoric to provide students with necessary tools to address the challenges of twenty-first century business communication, tools missing from most contemporary textbooks. The next section focuses on the key role of Aristotelian heuresis or invention schemes in the persuasion process and, in turn, the centrality of enthymemes to achieving the ultimate end of that process: pistis, belief in/acceptance of the communicator's position. The final section deals with the protreptic or pedagogical elements of our instructional model. The presenters detail a reading, reflection, and writing sequence that enables students to apply the insights derived from these noetic activities to creating a LinkedIn bio that is at once evidence based and persuasive in effect.

Purpose and Goal

The prevailing heuristic in business communication has long been the prescriptive, formulaic current traditional paradigm (CTP) with its distinct limitations, while as the presenters contend, the open-ended, generative Aristotelian invention heuristic is singularly suited for producing evidence-based, audience-centered discourse (Dow, 2010; Kienpointner, 1997; Walker, 1994). Despite this clear, enduring value, in the late eighteenth and early nineteenth century, the CTP supplanted Aristotelian rhetoric in the instructional curriculum, and with this shift, the robust classical invention heuristic almost completely disappeared (Berlin, 1984; Kitzhaber, 1990). The CTP—now the foundation for business communication instruction—rests in practice on individual discursive abilities, stylistic prescriptions, and sales psychology (Brooks, 1991; Carbone, 1994).

While CTP best practices have value, they cannot adequately prepare students to respond to the unique suasive demands of emerging communication contexts (Lucas & Rawlins, 2015). For this reason, the presenters advocate a return to a streamlined Aristotelian invention heuristic because it offers a superior means for delivering instruction on developing suasive, evidence-centric communication (Lee, 2013). This superiority stems in large part from the Aristotelian heuresis, or heuristic for discovering proofs that establish the all-important credibility of the communicator (ethos), engage the appropriate emotions of the audience (pathos), and operationalize quasi-logical lines of text development (logos) needed for the audience-centered, evidence-based persuasion process (Corbett & Connors, 1999; Heracleous, Parouttis, & Lockett, 2020).

Aristotelian rhetoric produces this type of discourse mainly from two sources: the enthymeme and the example, with the former being the key to almost the entire classical invention heuristic (Gage, 1983).

Aristotle identified and labeled 28 enthymemes, which he termed the koinoi topoi or common topics (Murphy, Katula, & Hoppmann, 2014). These topics are meant to be derived from and compatible with the ambient endoxa or opinions, propositions, and notions privileged by the intended audience (Heracleous, Paroutis, & Lockett, 2020; Renon, 1998). When deployed with proper technique, these topics—and relevant supporting examples—provide deductive and inductive grounding for the communicator's position and ultimately move the audience to belief (pistis) in the probability of that position (Garver, 1994).

Methodology

After presenting the essentials of Aristotelian invention, the presentation concludes with the protreptic (Enos, 1993) or hands-on learning phase of our instructional model. In this phase, the presenters show how to engage students in an inquiry process that combines reading of and writing about assigned LinkedIn bios. Following is a brief description of how students are guided through their reading for evidentiary persuasion, writing about their findings, and then applying their insights to composing their individual bio.

Reading for Persuasion

To create a persuasive reading experience, writers must first learn to "decode meanings from a text," that is—to learn to recognize persuasive moves as a reader (Brent, 1992, p. 3). A rhetorical teaching approach should therefore recognize reading for persuasion as a precursor to writing with persuasion. Presenters share how they applied this principle to teaching LinkedIn bio writing, which asked students to 1.) research LinkedIn bios 2.) analyze the persuasiveness of various bios 3.) compare their findings to a list of guiding best practices for LinkedIn bio writing. This process created a reading-writing relationship in which students gathered evidence before creating their own persuasive text.

Writing About Evidence

The LinkedIn bio assignment puts emphasis on reading for persuasion as evidence gathering by requiring students to articulate in writing what made professional bios effective or ineffective. Then, students wrote about applications from their reading experience: They wrote a rationale for which moves they would replicate, which they would not. This pivot from what students had read into what they would write helped them with one of the greatest challenges students face in evidence-based writing: transforming information into new contexts (Du and List, 2020).

Applying Evidence to the LinkedIn Bio

When students began writing their own LinkedIn bios, they had already engaged in two phases of reading for persuasion. They entered the composing process having gathered evidence of effective persuasive practices, thus producing evidence-informed persuasive texts. As a result, they had increased understanding of how to organize information, what language choices to make, and how to craft a careful ethos in connection to target audiences.

Outcomes

Students learn about suasive decision-making from their reading-to-writing experiences: They learn about the writer-audience relationship (moving audience to belief through proofs/evidence), arrangement, and discursive conventions.

In the LinkedIn bio, students targeted audiences for their bios, learning that the bio is not generalized persuasion written to all audiences on LinkedIn. Rather, in reading bios, students noticed how persuasive moves vary across industries and according to different purposes. Students grounded their own persuasion in the immediate, aiming to connect with recruiters for internships or permanent employment in their fields of study.

Students developed suasive techniques after gathering evidence on successful bios, universalizing on best practices according to their rhetorical reading. As a result, their writing moved inductively into general guiding best practices, applied deductively in connection to the writer-audience relationships they cultivated. That is, students induced best practices like creating a top-down hierarchy—leading with most important information—yet deduced individual choices like what experience to prioritize according to audience. In this way, Aristotelian rhetoric involved students in writer-audience relationships that were evidence-based and contextualized in the discourse of LinkedIn.

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Written Communication Instruction and Assignments in an Economics Program: A Syllabi Analysis

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For many years, employers have noted that university graduates must possess strong communication and critical thinking skills (see, for example, The Association of American Colleges and Universities, 2013; National Association of Colleges and Employers, 2017). Communication skills, among other things, signal leadership potential (Graduate Management Admission Council, 2014). Scholars, too, have advocated for the integration of writing in the disciplines to help students succeed in and outside academia (Bean, 1996; Elbow, 2003). What opportunities do students have to learn about and practice their written communication skills? One way to investigate this question is to analyze course syllabi across the curriculum. For example, O'Day Nicolas and Annous (2013) found that 70% of business course syllabi made no reference to writing. In 2016, Garbati et al. found that first- and second-year business students wrote half as many assignments as students in history. Further, syllabi and interview data showed that business faculty did not include a lot of writing instruction or assignments in their first- and second-year courses. In a more recent curriculum study of an undergraduate business program, Garbati (2019) noted a disparity in communication course offerings among Canadian business schools. If specific written and oral communication courses are not required, where are students learning these skills? Perhaps the expectation is that these skills are embedded within the curriculum. To investigate the extent to which written instruction is embedded within an economics curriculum, this study adopted a syllabi analysis. The purposes included: (a) to determine if, where, and how writing instruction is included in the curriculum; (b) to recognize areas of strength and gabs in writing instruction across the curriculum; and (c) to explore opportunities for writing instruction. Methods included: collecting all undergraduate syllabi for one academic year; coding syllabi using established criteria (see Garbati et al., 2015; Graves et al., 2010). Findings reported in this presentation will include the number and type of assignments; genre categorization of assignments, presence (or absence) of learning outcomes and rubrics; time to complete assignments (week number within the term); and opportunities for scaffolded assignments. This study achieves two goals. First, it presents new information about writing instruction and assignments in a Canadian 4-year undergraduate economics program. Second, it expands on our understanding of the purposes and methods of a syllabi study.

The research is significant as it is a reflection of the current expectations—written communication and curriculum in general—of an undergraduate economics program. It helps the local faculty and department reflect on the place of writing within their program. It provides administrators and researchers within the Scholarship of Teaching and Learning with important information about the syllabi analysis methods.

Students' Perceptions of Professional Short-Messaging Education in Undergraduate Courses

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Theme and Purpose

The increase in networking applications led to widespread adoption of short-form messaging in the business communication context. These platforms allow team members to post announcements and connect their digital tools in one space. These workspaces help "manage productivity and improve team efficiency" (Johnson, 2018, p. 148). To keep everything organized and all team members on the same page, these workflow spaces rely on frequent, short messages between team members. Team collaboration software reduces time spent on email and meetings (Slack, 2016). Along with this shift in teamwork processes is a shift in communication styles designed meet the up-to-the moment needs of today's professionals. This leads to collaboration software where short and frequent messages are preferred over those that are long and wordy, creating faster progress and more satisfying results for professionals (Mehandru, 2019).

While many businesses expect employees to utilize virtual teamwork platforms, the skill of short-message communication are not often learned in undergraduate courses. Business communication courses traditionally included business writing, but this instruction most commonly includes formal letters, memos, and reports. This study seeks to understand current educational experiences and how students perceive their ability to formulate short-messages in a professional manner.

Goals of Research

While short-messaging skills are important in the workplace, this study aims to further understand the current need to learn these skills. To this end, the following research questions are posed:

RQ1: What experience do students have with short-messaging for professional communication?
RQ2: How do student confidence levels compare to experience levels for creating effective short-messages on virtual teamwork platforms?
RQ3: What prior educational training on short-messaging have students participated in?

Methodology

This research utilized an online survey hosted on Qualtrics with a combination of quantitative and qualitative questions. Research participants (n = 406) came from two large universities and were provided extra credit for participation in the study. 56% of survey participants (n = 228) were employed in either a paid position or unpaid (i.e., an internship) professional employment at the time of the survey working an average of 22.1 hours per week. Participant age ranged from 19-45 with an average of 22 years old.

Outcomes

For RQ1, the survey asked students currently or previously working in their prospective career field (n = 100) about the most common form of written messages used to communicate between colleagues. Respondents indicated email (71%, n = 71), chats (12%, n = 12), and text messages (12%, n = 12) are the most common form of written messages used. When asked if they believe short-messages (texts or chats) are often used in business settings, 82% (n = 82) said yes, 9% (n = 9) said no, and 8% (n = 8) were unsure. Students also rated their level of experience using a semantic differential scale to indicate level of experience writing text and chat messages for business communication purposes. Results indicated moderate levels of experience for text (M = 6.63, SD = 2.36) and chat (M =6.20, SD = 2.43) messages on a scale of 1-10.

For RQ2, a Pearson correlation was calculated examining the relationship between confidence level and experience level writing effective text messages. A strong positive correlation was found (r (403) = .685, p < .001), indicating a significant linear relationship between the two variables. Greater confidence levels are associated with greater experience levels for writing text messages. Descriptive statistics indicate higher average confidence levels (M = 7.19, SD = 2.18) than experience levels (M = 6.32, SD = 2.63). A Pearson correlation was also calculated examining the relationship between confidence level and experience level writing effective chat messages (using online platforms like Zoom or virtual communities like Microsoft Teams). A strong positive correlation was found (r (401) = .789, p <.001), indicating a significant linear relationship between the two variables. Greater confidence levels are associated with greater experience levels for writing chat messages. Descriptive statistics indicate higher average confidence levels (M = 6.69, SD = 2.35) than experience levels (M = 6.03, SD = 2.67).

To answer RQ3, 24% (n = 95) of respondents indicated they had training in an undergraduate course on writing short messages. Of those that responded yes, the most frequent courses listed where they learned how to write short messages were Business Communication (n = 60), English (n = 11), Intro to Journalism (n = 9), and Communication (n = 7).

Findings and Future Directions:

The purpose of this study was to better understand students' perspectives on short-messaging. Results indicate that students are aware that short messaging formats are used for business purposes, but have only moderate experience with texting and chatting in professional circumstances. However, despite limited experience communicating professionally with short messages, students indicate confidence that they can successfully deploy these messages in the workplace. This finding indicates that students have greater belief in their abilities than they do proof of these abilities.

The majority of students indicated that they had no formal education or training on the use of short messaging for professional purposes. This finding, coupled with the experience and confidence data above, reveals that students are informally learning the process of communicating with short messages or perhaps naively believing that personal experience with a tool equates to professional success.

Now that we further understand the need for short-messaging education in the classroom, future investigation should include employers' perceptions of the nature, amount, and necessity of short messaging in the workplace. This study could also consider the perceived ability of recent graduates to communicate effectively with these media.

We set out to explore the topic of students' perspectives on professional short messaging because we see a trend toward this form of communication in the workplace. As business communication instructors, we must stay abreast of current industry needs and equip our students to communicate effectively in fast-paced, rapidly-changing environments. This study showed that students need more short-messaging communication training and we intend to create educational interventions to meet this demand.

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Using Grammarly: Perceptions of Its Influence on Effective Writing

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In a 2019 article published in the Australasian Journal of Educational Technology, O'Neill and Russell described their study designed to assess university students' perceptions of Grammarly regarding (1) instructor-provided feedback versus non-Grammarly feedback, (2) Grammarly based on language level, (3) Grammarly based on student visa status, and (4) delivery mode. These researchers used a short time span (one university term that spanned February 2016 through July 2016) and had five faculty collect data from one university campus and one faculty member collect data from another. They used an experimental group/control group approach with 96 participants (54 in the experimental group and 42 in the control group). For the control group, instructors (designated in the study as ALAs) provided feedback on written assignments, identified grammar issues, discussed their findings, and recorded their suggestions using "track changes" in Microsoft Word. The instructors (ALAs) in the experimental group uploaded students' assignments into Grammarly Premium and then downloaded the detailed Grammarly report with feedback across the six categories: spelling, grammar, punctuation, sentence structure, style, and vocabulary enhancement. Instructors asked students to determine if the underlined section (error) was accurate. If the student determined the error to be inaccurate, the instructor asked the student to rewrite it in a different way. If the student's correction did not confirm understanding of the mistake, additional error correction checks were employed. Techniques varied by instructor, but all had the same goal--to encourage the students to think about their choices, articulate their choices, and not accept the program's suggestions outright.

O'Neill and Russell (2019) determined that students who received instructors' advice, along with Grammarly feedback, were generally "very positive" about the experience. However, the participants did identify six areas of concern with the main area being the accuracy of the feedback from Grammarly. One of the comments from a participant stated, "not all grammar errors were valid or correct." The participants also noted that Grammarly missed errors and that it made suggestions that were at times difficult to understand. One participant pointed to an issue that the literature has identified as a potential hindrance to language development when using a tool such as Grammarly: "They just fix the grammar but I don't understand why they did it that way. It's just for the assignment not for overall English development."

As suggested by O'Neill and Russell, additional research is needed regarding Grammarly as their study was limited to a small sample size. The authors stated that a longitudinal study using the same student group would be very useful in determining whether improvements have been made in those students' high-frequency errors and overall written accuracy from their initial assignment to their final assignment during their educational process.

The instructor of the student participants in the current study has taught a Business Communication course for 25+ years at the post-secondary level. This course has been part of the required business core at both authors' institutions of higher learning where the researchers have been employed, with one of the Colleges of Business relegating it to an elective position as a writing course in that core within the last five years. Most of the departments in that college have removed Business Communication as an option for their majors, replacing it with departmentally specific writing courses that are tied to their programs.

In fall 2019, the College of Business that relegated Business Communication to an elective position had its administration opt to engage in limited testing of the Grammarly Premium program concluding that it was worthy of purchasing licenses sufficient in number for each student registering for College of Business classes. The program was first made available to all College of Business students in summer 2020. The purpose behind the purchase of the license for this premium grammar program was twofold: (1) to enable students taking business classes to use it to assist them with their writing assignments rather than requiring them to take a course that teaches elements of writing with grammar, sentence structure, punctuation, and word choice spread across the content and (2) to reduce the grading load of faculty so that they did not have to spend excessive time requirements reviewing students written work for grammar, spelling, punctuation, and word choice errors as most had voiced strong displeasure for being required to do so despite teaching departmentally specific writing courses for their majors.

Because only one year has passed since the implementation of Grammarly in College of Business courses, the researchers in this study recognize that that the initial review of students' perceptions needs to be just that, an initial pilot study, with a continuation of the study moving forward for an additional three to five years to gain valid and reliable data on the use of this tool based on graduating business students' perceptions of the software. A second component of this study, however, will venture into the workplace to examine employers' perceptions of Grammarly and the impact this program has had thus far on the writing skills of the employees hired from the institution where it is being used for College of Business classes. Again, the researchers in this study recognize that the initial review of employers' perceptions needs to be handled as a pilot study with the continuation of data collection going forward for a period of three to five years to gain truly reliable and valid data. This portion of the study will not be proposed for IRB approval until fall 2021 with the data collection to begin as soon as approval is obtained.

For this initial pilot study, the purpose is to answer the following research questions: (1) What are business students' perceptions of Grammarly? (2) Do they register for and use the premium service provided to them as a student registered in College of Business classes? Why or why not? (3) Does language skill (e.g., ESL) affect business students' response to Grammarly? (4) Do business students have any concerns about development of their writing skills because of the use of or reliance on Grammarly?

(5) What are business students' perceptions about the impact the use of this program will have on their ability to secure employment post-graduation?

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Employers' Perceptions of the Use of Emojis in Professional Messages as a Means of Personalizing Digital Communication

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Emojis have infiltrated our texts, tweets, and emails. They have become the nonverbal means we use to show emotions and express ideas across languages and generations. According to the Adobe Emoji Trend Report (July 2019), a sample of 1,000 frequent emoji users in the United States ranging in age from 16 to 73 were asked in a 10-minute online survey if they used emojis at work. Three-fifths (61%) of emoji users say they do so, most (36%) with people at their level of responsibility in the organization. When asked what impact they believe emojis have on their messages at work, the majority of emoji users (78%) indicated they feel using emojis positively affects the likability of the person communicating with him/her/them.

While the participants in the Adobe Emoji Trend Report indicated that they used emojis in their workplace, no data was reported from the employer or business owner perspective. One could extrapolate from the responses that those individuals' employers and/or business owners knew and approved of the use of emojis for internal communications; however, making an assumption is detrimental as emojis are not a universal language and have been increasingly showing up in workplace lawsuits as evidence (Kelly, 2019).

If you think of emojis as hieroglyphs, you can see a common thread of human development. After all, before we had a form of writing, pictures were our language--the way we kept records, thus leaving a history of civilization from which future generations would learn. Pictures on cave walls transcended even the Egyptian form of hieroglyphics and the Sumerian scheme of symbols. From those images, historians learned about our ancestors and how they survived, migrated, and adapted to changing environments. So, the old adage, "everything that's old is new again," is never truer than in the case of emojis and communication.

In fact, emojis were first referred to as emoticons, a reference to emotional icon, the first of which was conceptualized by the computer scientist, Scott Fahlman, and posted on a Carnegie Mellon bulletin board in 1982 (Krohn, 2004). Fahlman posted ":-)" to represent a smiley face. Emoticons required the use of a combination of keyboard characters to represent facial expressions indicating emotional status of the writer.

The use of emoticons continued for more than a decade before the first emoji appeared. Emoji, as a term, is derived from the Japanese word pictograph where "e" represents picture and "moji" means character (Tang & Hew, 2018).

Prior to the COVID pandemic and the move to working from home for those Americans whose jobs afforded them the ability to do so, emojis had emerged as a form of nonverbal communication that served either a complementing or a substituting function, to send the same message nonverbally or to replace the verbal message. McCulloch and Gawne (2018) reviewed the use of emojis from the context of sequence and whether these sequences were governed by rules of grammar. However, based on their findings, McCulloch and Gawne concluded that the emoji is a digital gesture much like the gestures that accompany speech in a face-to-face setting. Emojis represent nonverbal communication in the digital environment.

Emojis have been primarily used in social media posts, texts, or emails and most commonly among friends and family with friends being the most frequent recipients of emojis (Adobe Emoji Trend Report, 2019). According to the 2019 Adobe Emoji Trend Report, of the 1,000 frequent emoji users surveyed (men, women, and non-binary aged 16-73 years of age) across the United States, 82% of the participants indicated that text messages remain the communication form of choice for emoji use. Moreover, females (87%) are more likely to use emojis in text messages than males (78%) according to participants in the survey. When asked about other channels of communication and the use of emojis, participants indicated (48%) that for social media, Facebook ranks highest in use of emojis (48%) when compared with Instagram, Snapchat, or Twitter.

When asked whether they were more comfortable expressing emotions via emojis or actual phone conversations, 83% of Gen Z participants indicated they were more comfortable expressing emotions through the use of emojis compared with 71% of Millennials, 61% of Gen Xers, and 53% of Baby Boomers. On average, 65% of participants in the survey agreed that they were more comfortable expressing emotions through emojis rather than through actual conversations.

Participants in the survey were questioned about the use of emojis in their workplaces. The majority (36%) indicated they used emojis in their work setting but only with people at the same level of the hierarchy; 13% with everyone regardless of position; and 12% with internal-facing communications. A surprising finding, however, was that 4% of participants revealed that they used emojis with external-facing communications. In a comment published in a September 2019 issue of Forbes, Vik Verma, the CEO of 8x8, a unified communications platform company, stated "Businesses of today simply cannot afford miscommunications… Plain and simple, emojis help employees communicate more effectively with each other. They can indicate tone that might otherwise be misconstrued and can boost efficiency. They are a universal language regardless of your native speech. As we move into the future of work, we'll continue to see communication channels evolve to incorporate tone, voice, and personality in ways that are aligned with real-life interactions."

With the existing literature focused on the basics about emojis--what they are, what their purpose is, why people use them, and where people use them--this proposed study will fill a niche that has yet to be explored, that of what employers and business owners believe about the use of emojis in their employees' internal-facing and external-facing communications.

The purpose of the present study is to learn employers' and business owners' perceptions regarding the use of emojis in the workplace, both as internal and external communication tools. The research questions being addressed are as follows:

1. Do you allow your employees to use emojis in their internal-facing and/or external-facing communications (with coworkers and/or customers/clients)?
2. Do you have a company policy that dictates the use of only select emojis that are appropriate for workplace communications?
3. If you do not currently allow the use of emojis in your workplace, would you consider allowing it if the use of such would improve the communication between coworkers as well as customers/clients provided you have a policy governing the emojis that are allowed in those communications?
4. Would you allow the inclusion of emojis in communications with customers and/or clients without the development of a policy governing the choice of emojis?

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Beyond COVID: Reimagining the Pedagogical Norms

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The sudden shift in March 2020 to remote learning environments caused institutions to accommodate students' needs in a variety of ways. Faculty quickly modified their content and delivery modalities, adapted policies, and revised assessment methods that best responded to student struggles with personal challenges and adapting to less structured learning environments. Two additional semesters have reinforced student behaviors, both positive and negative. The purpose of this panel presentation, organized by ABC's Teaching Committee, is to discuss what pedagogical practices should stay and what should go as we move beyond COVID-19 restrictions.

The abrupt move to all online higher education learning is best illustrated by considering data from the National Center for Education that show 16.6% of students in fall 2018 were enrolled as online learners. With almost no warning universities and colleges moved to all online course offerings in spring 2020 with few exceptions. To prevent the spread of COVID-19 campuses closed and students were sent home early to complete the semester online. Instructors hurriedly put the remainder of course content online, many with little training or experience in remote teaching.

During the quick transition into the world of remote learning, faculty experienced many challenges and began to reflect on the struggles. Michele Kozimor (2020) shared her top three takeaways:

"1. Emergency remote instruction is not the same as online learning.
2. Faculty as humans have also experienced trauma from the COVID-19 pandemic.

3. COVID-19 has significantly impacted scholarly teaching and professional activity."

Instructors and administrators made adjustments as the community realized that a variety of learning modalities would continue, and students expressed dissatisfaction with the online courses delivered in spring 2020. Instructors vowed to spend their summer improving the remote learning experience for students, and administrators moved quickly to offer supportive programs and resources. In their article offering multiple perspectives and points for reflection, Carpenter et al. suggested that faculty development professionals, "[e]xplore opportunities for responsive faculty development; [r]e-evaluate campus priorities and needs; [o]ffer venues, formal and informal, for faculty and students to share their perspectives; and [c]ollaborate with institutional leaders to design experiences that span summer terms," in order to support faculty and students.

Even publishers rushed to the aid of struggling faculty. In a review of resources offered by publishers, Masha Krsmanovic (2020) found that support came in three content areas: "(1) resources for supporting students, (2) resources for remote teaching, and (3) resources for remote work." Krsmanovic concluded that "it was impressive to see that each publisher also introduced unique resources that could not be found elsewhere . . . [and presumptively led to] faculty searching for guidance in the time of crisis will likely experience feelings of support, companionship and encouragement." Such content was sent often to individual instructors through personal emails as well as easily found during online "help" research.

Michelle Miller wrote in The Chronicle of Higher Education (March 17, 2021), "We're never going back to a time when large swaths of the faculty lacked basic knowledge about things like learning management systems and videoconferencing, or when the ability to teach in a virtual classroom was rare." Recognizing that administrators and students expect continued reliance on technology to deliver and supplement courses, panelists will share changes they made to teach in hybrid, synchronous remote, and asynchronous online formats.

Panelists will describe designing content for various platforms and modifying course materials to integrate Universal Design Principles and align with assistive technologies to accommodate various learning styles and abilities. The pros and cons of the different formats will be explored, and resources such as SUNY's Online Course Quality Review Rubric and Process will be introduced.

Acknowledging the tension between quality and quantity (Gooblar, 2021), panelists will explain how they simplified lesson plans, activities, assignments, and assessment to focus on key concepts students needed to learn in their courses. Panelists will explore changes to their syllabi covering late and missing work, specifying technology requirements, delineating student responsibilities and conduct, and establishing class norms for interaction with peers and faculty.

Panelists will disclose their struggles with being perceived as flexible versus too lenient, historically problematic words in higher education (McMurtrie, 2021). They will share their observations about the impact on student motivation and performance of extended withdrawal deadlines and implementation of pass/fail or satisfactory/unsatisfactory grading scales.

During the presentation, attendees will participate in a candid discussion about their experiences with what worked and what did not. Attendees should leave with ideas to modify their curriculum and policies to help their students succeed as the world recovers from the pandemic and technological innovations continue to transform pedagogy.

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Crafting a Book Proposal that Works: Suggestions From the Field

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Publishing an academic book offers many benefits for today's scholars. Books (whether monograph-length or multi-volume) provide a forum where authors can explore a topic to a depth not possible in a journal article. Books also offer career benefits to new scholars whose departments expect such output and for tenured faculty who want to advance to a higher rank.

Writing a book – or even just a book proposal – will require dedication on your part. However, this dedication can have many rewards. While you will not likely see great direct economic rewards (since most remuneration tends toward honorarium levels), a book can advance your academic career in many ways. Depending on your discipline, your university may expect a published book before granting tenure. A published book will also strengthen a full professorship application regardless of field. Also, books can raise your visibility with a broader audience more than a journal article published in all but the highest-level journals. This visibility can translate into increased citations and create collaboration opportunities outside of your usual circles. Books also give you an outlet to fully develop ideas that journal articles cannot. A book allows you to more deeply explore your research ideas and dive into a broad-ranging overview of the topic area.

To help you achieve this academic milestone, a panel of experts will guide the audience through the necessary steps in writing a book proposal and share insights into what publishers expect from these initiatives. This panel will detail the major points your proposal should cover and help you understand how to hone each of these sections to grab a publisher's attention.

Your proposal needs to resonate with publishers due to the many submissions that cross editors' desks each day. Your proposal must also demonstrate how your text will advance the field beyond that already in print. A well-written proposal will advance both of these goals by clearly defining your topic, showing how it differentiates itself when compared with similar books, and laying out your book chapters.

These three parts of a proposal – topic definition, uniqueness, and chapter outlining – will also help you think through your ideas and craft the best book you can write. Too often, people have a great idea for a book but falter when trying to implement it. You can use your proposal to fully develop your core vision – making your proposal a powerful tool for advancing your research. A book proposal will guide you in developing your vision through a structured process that ensures you consider all crucial parts of your book: from conceptualization to how you advance the field to considering what to include in each chapter.

In developing your proposal, you also have the opportunity to think through what format will optimize the distribution of your work. Systematically laying out your ideas will help you decide if you have enough material for a monograph, full-length text, or multi-volume book. Often, book ideas lend themselves to a monograph (usually eighty to one-hundred and twenty pages) by being an extension of a detailed research study. However, you may find yourself with material better suited for a longer book (up to three hundred pages) or even multiple volumes (more than three hundred pages). You will most likely want to employ these longer texts if your book concept includes an edited volume with multiple authors contributing different chapters.

Besides writing your book proposal, you also need to find the right publisher for your work. When considering where to submit your proposal, you should think about why you want to have a book in print and tailor your submission to publishers who will best advance these goals. Most people in academics publish a book for career advancement, but you may also publish a book to augment your consulting or training work. For an academic career, you should target university presses or publishers with a strong standing in the academic field. On the other hand, you might prefer sending submissions to more popular press outlets to promote your training work or see higher monetary returns on your efforts. You similarly need to consider the time it will take a given publisher to decide on your submission and the likelihood of having your proposal accepted. In general – as with article submissions – the higher prestige the outlet, the more competition you will face.

When writing your proposal, you should factor what publishers want into the text. Academic book publishers have two major concerns when deciding on a book proposal: academic quality and the market. Most journals receive funding from associations, so editors rarely consider the issue of an article's marketability. However, book publishers must ensure that – overall – they can sustain a profit on their lines to continue to exist. Simply put, you must show that your book has a chance of selling in addition to advancing the field. To do so, you need to think about identifying a good fit between your book and a feasible market segment, what competition the book will face, and how you can deliver a quality product.

Scholarship of Teaching and Learning

Student Perceptions of B-Comm Online Learning Practices in the Post-Covid Era

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Prior to Covid-19, institutions of higher learning had already begun their development of online courses to meet the needs of an increasingly diverse student population; however, international pandemic shutdowns caused institutions to sharply accelerate remote learning in an effort to meet the urgent and widespread needs of their constituents. For institutions in Texas in March of 2020, many faculty members had less than a week to transform their face-to-face courses to remote courses as a part of the national response to Covid-19, and students, many of whom had never taken an online or hybrid course, were forced to navigate in a completely foreign educational environment an effort to complete their semester credits. Many institutions provided workshops, lectures, videos, and one-on-one help for faculty in developing, designing, and executing online and hybrid courses and also provided similar assistance for students who were unfamiliar with working in an online course environment.

Much research has focused on the best practices of developing online courses from technological and pedagogical perspectives (AACSB, 2013; Armstrong, 2011; Dixson, 2010; Oztok, Zingaro, Brett, & Hewitt, 2013), and some studies have approached these best practices from the point of view of the student (Holzweiss, Joyner, Fuller, Henderson, & Young, 2014). However, because more students than ever have taken online courses by necessity during the pandemic, rather than by preference, the authors were interested in determining which online practices current students identified as most beneficial to their own remote learning.

This study investigates students' perception of best practices in online business communication courses at a regional institution of higher learning in Texas, approximately one year after the pandemic began in the Southwestern United States. The study's objective is to determine what online pedagogical practices students found to be the most and least helpful to them in achieving the course learning objectives. The authors designed a 20-question survey for undergraduate and graduate students which solicited student recommendations for online courses. Closed and open-ended questions elicited comprehensive feedback from approximately 150 students during the spring, summer, and fall semesters of 2021. The results of the survey identify pedagogical methods that Post-Covid Era students find more effective in remote learning. Study results will enhance online course development and increase the impact of remote learning in online learning platforms. These findings will also support the college's continuous improvement in its assessment of learning.

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Learning Online, Learning to Connect: A Continuum of Learning Theories for COVID-19

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The year 2020 will be remembered as the time that the world shuttered itself and tried to stave off the ravages of an unknown disease. Subsequently, higher education untethered itself from geo-centric workspaces to embrace entirely virtual environments. In the presenter's professional communication courses, this sudden and dramatic shift to all-virtual instruction necessitated a reflective examination of four core learning theories to determine which may provide a relevant theoretical foundation for designing and facilitating online professional writing courses.

Behaviorist Theory

An online course instructor using a behaviorist approach views learning as "the study of observable behavior" where "knowledge exists outside of a person and is gained through behavior modification." Learning, then, is seen as a "change in behavior that can be conditioned using positive and negative reinforcements" (Stavredes 2011, Loc. 1005). There are two types of conditioning based upon this theory: classical conditioning, in which "an association is created between two stimuli" as advanced by Pavlov et al. and operant conditioning, in which organisms emit responses which are gradually shaped by consequences" as advanced by BF Skinner et al. (Stavredes 2011, Loc. 981). Behaviorism is task-oriented, task-specific, and this is the major criticism of this theory because behaviorism tends to lose sight of the "whole". (Stavredes 2011, Loc. 1005). Learners are viewed as a "black box" in which what happens inside (the learning process) is unknown. Learners are externally motivated by positive or negative reinforcements. Learners are more passive in that they are required to recall facts, define and illustrate concepts, apply explanations, and automatically perform procedures. The learner's ultimate role is to "respond" to the learning content and "demonstrate" proficiency to predetermined objectives. (Stavredes 2011, Loc. 1001).

Cognitivist Theory

An online course instructor using a cognitivist approach views student learning as an attempt to understand how the mind processes, catalogs, and stores information for retrieval and application (Stavredes 2011, Loc. 1017). Although information still exists outside of the individual, cognitivism seeks to understand "how knowledge is stored in memory structures called schema" and "how information is presented and the relevance of information" plays a role in the transfer of knowledge from one situation to another (Stavredes 2011, 1017). In a cognitivist online course, "task analysis shifts from behavioral objectives to performance." A person's performance is ranked from novice to expert, and learning is a change of knowledge state. The primary focus is how learners "acquire specific types of

strategies for learning" along with the "influence of prior knowledge, beliefs, attitudes, and values on learning" (Stavredes 2011, Loc. 1014). Students in an online cognitivist course are asked to problem-solve in an active learning environment. Learning occurs within the student and can be influenced by the student. Learning outcomes are dependent on what the student does to process the information.

Constructivist Theory

An online course instructor using a constructivist approach views student learning as something innate or within the individual as the student interacts with and experiences the world. Therefore, much attention is given to students' beliefs, perspectives, and experiences as equally valid learning constructs. Learners build a personal interpretation (lens) of the world based upon their experiences and interactions. They are active participants in the learning process by creating novel and situation-specific understandings from multiple sources in the flexible use of knowledge. Knowledge acquisition occurs through the "interpretation" of information through each person's individual and unique lens.

Connectivist Theory

An online course instructor using a connectivist approach views student learning within a "software ecosystem" that is based on a "distributed model of resources" which are part of a large and growing network of stored information (Downes 2012). According to Downes (2012), "To learn is to immerse oneself in the network". The attraction of connectivism is that it embraces some of the significant trends in learning such as the importance of informal learning, learning as a continual process, and technology's ability to "rewire" or reshape our brains (Siemens 2005). According to Siemens (2005) and Downes (2012), connectivism addresses the affordances and constraints of learning in digital spaces found within a networked learning landscape.

A Continuum of Learning Theories

Ally (2008) suggests a model that "integrates the different theories" in a post-modern both/and approach to designing meaningful online learning experiences (p. 18). Using a both/and approach, instructors may choose various strategies from the different schools of thought based upon educational objectives for the course as well as the environmental and contextual factors of learners and institutional culture.

Connectivism, then, should be included as part of a continuum of learning theories that may be used alone or together to inform the praxis of our online professional communication courses.

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Scholarship of Teaching and Learning

Facing the News Media in a Crisis: How Students Reflect on Their Own Communicative Practices and What We Can Learn From It

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Of the endless communicative challenges to which we have to introduce our students in the wide domain of business and professional communication, crisis situations constitute perhaps the single most complicated one. No matter how well prepared you are, the nature of the game is that you need to improvise, adapt, and revise, even at the very last minute (Coombs 2008).

This presentation deals with a multi-layered crisis assignment developed within our master programme of Multilingual Business Communication at Ghent University in Belgium. The assignment is part of a full-term exercise in which teams of students work on a start-up idea of their own making and the start-ups are mentored through a diverse range of communicative activities. One of them is a crisis exercise: at an unannounced moment, the teams are confronted with a crisis scenario and have 24 hours to issue a press release and meet the news media in a press conference simulation. During the press conference simulation, a number of professional communicators with a strong background in crisis communication take up the role of journalists and ask the students of the besieged start-up a number of questions, some of them critical and aggressive. Afterwards, the teams are invited to reflect on their own performances in an interactive feedback session together with the teacher.

The analysis presented here looks back at 8 start-up teams and the crises they have gone through; the data set includes:

- The white paper that the students developed to market their start-up idea
- The crisis scenario that the teams were confronted with
- The video recording of the press conference (around 20 minutes)
- The press release that the teams issued to address the crisis
- The video recording of the interactive feedback session that the teacher organized with each of the teams (around 30 minutes)

This presentation focuses on the last item in the list, viz. the interactive feedback session. In this session the students comment on how they reacted to the scenario when they first saw it and how they proceeded with their response. They also explain some of the strategies behind their press release and they talk about the various questions in the press conference and how they responded to them.

Drawing on a discourse-sensitive approach to the students' self-reflections we will demonstrate how the interactive feedback sessions turn out to be rich learning opportunities. In particular, we turn to a selection of the so-called 'metapragmatic' features of the interactions (Verschueren 2012), i.e., to a

number of the ways in which the students categorize their own communicative practices. We will show how these categorizations are realized in a collaborative way, with the various students in a team and the teacher co-constructing a joint version of what was actually going on in the crisis process in general and during the press conference in particular. In line with previous research on the topic it is concluded that, in doing so, the students are negotiating different learner and professional roles (Bruyer et al 2016, Vandendaele et al 2016, Jacobs et al 2021).

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Emerging from COVID with Personalized Student Relationships: Building Connections in a Disconnected World

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Student centricity is paramount within Miami University's First Year Integrated Core (FYIC). Institutionally, engaging in personalized communication builds loyalty to the organization, as students see a deeper level of empathy and communication from faculty, creating a sense of belonging. This, in turn, leads to an increase in retention, builds a strong alumni network, and creates a deeper level of engagement with the university community. Thus, regardless of class size, teaching load or the total number of students faculty may have, delivering a high-touch experience for the student is our goal and our prescription for excellence.

Therefore, when the shift to remote learning limited the reach of traditional pedagogical methods for attaining this goal, we were steadfast in adopting new ways to engage students. By leveraging new technologies, adopting digital tools, and creating deliberate touchpoints of meaningful engagement, we can meet these new expectations with enthusiasm and academic rigor. This shift was quite timely: With the increased focus on globalized corporations, students require skills in communicating via modern technology; yet, before March 2020, our classrooms still centered primarily on in-person communication.

In this panel, faculty from our skills-based, highly experiential program will discuss strategies for working with teams to provide individualized attention, building one-on-one connections with students when they feel disconnected, and personalizing communication in large classrooms. Faculty will discuss lessons learned from COVID and the strategies they will use in a post-COVID world to facilitate personalized learning and equip students with the skills they need to be successful business communicators in an uncertain world.

First, we will discuss how to provide individualized attention, build one-on-one connections with students when they feel disconnected, and personalize communication in large classrooms. In today's contemporary business environment organizations are being challenged to deliver on millions of individual customer expectations across an increasingly diverse marketplace. Those expectations of personalization are also finding their way onto college campuses. Our students who have grown up in the "Amazon era" and, as such, their expectations of individualized experiences, and on-demand everything, are coming along with them. Combined with the increased need for human connection

amplified by the global pandemic, higher education has been forced to rethink current models of teaching and learning. This has led to improved practices, new innovations, and a greater understanding of the role we all play in our students' lives.

Second, we will discuss how we worked with teams to provide individualized attention, even during a time when students feel disconnected. Presenters will share strategies on how to facilitate groups work in their classes to foster public speaking skills across diverse teams. The speakers will share details on in-class workshops and improv work which help increase student engagement and learning through business communication.

Finally, we will discuss building a one-on-one connection and personalized communication with students through virtual office hours. Video conferencing in the academy and business environment is here to stay. The time-honored tradition of students dropping in for office hours with faculty has been disrupted in the wake of COVID; and, with it, the tradition of professors holding office hours sitting behind massive desks, surrounded by accoutrements of faculty privilege and hierarchy are rightly coming to a close. Our students are the winners in this dramatic transformation of communication modalities. Virtual office hours provide a comfortable setting for informal conversations, break down hierarchy, are efficient, provide greater access to faculty, and use superior tools to show student work. It is intimidating for students to locate small offices tucked away in vast buildings, as they enter the professor's home "turf." In contrast, virtual office meetings are environments with cats, dogs, and children making quick appearances, the footing is more equal, and students enjoy and more frequently attend. And, in utilizing video conferencing for office hours, students gain pragmatic experience communicating in a medium that is integral to the success of modern global organizations.

The First Year Integrated Core is a key part of our students' college career, and they expect high engagement and personalized learning. During COVID, we found a number of strategies to become more engaged with our students virtually, and we will share these important learnings as we help shape the future of business communication in an uncertain world.

We've Been "Grouped": Leveraging a New Collaborative World

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The purpose of this panel presentation, organized by ABC's Teaching Committee, is to explore how students are using computer-mediated communication platforms for informal collaboration. Panelists will discuss how to approach students engaging in such discourse, introduce ideas to monitor activities, and identify opportunities to cooperate. Panelists will explore how to influence the use of apps for peer-to-peer learning opportunities and convert unauthorized collaboration into productive learning experiences.

With the shift to remote learning, students have been resourceful at finding apps such as GroupMe, Discord, and WhatsApp to network and interact outside the channels promoted by faculty. While some students have benefited from the contact and study groups, others have used the apps to organize cheating and engage more effectively in different forms of academic misconduct. Regardless of motives, sub rosa collaboration is likely to continue well beyond the end of Covid, and faculty must explore ways to leverage situations beyond their control to enhance learning within their courses.

Platforms such as GroupMe, Discord, and WhatsApp help students connect with their peers outside of their courses. Such apps can be beneficial study tools and enhance literacy skills (Ly, 2020), give students opportunities to make friends, discuss the topics they are studying, and help each other with homework. These tools, however, are leading to more incidents of cheating and plagiarism as students post general information about exams and assignments, share videos and screenshots of tests, and disseminate instructors' materials.

Students often engage in academic misconduct because of their motivation to succeed and their fear of failure (Amzalag, Shapira, & Dolev, 2021). Contributing factors such as insufficient self-discipline, laziness, tiredness, dissatisfaction with teaching, time pressures, diminished personal relationships between students and faculty, and a sense that there are multiple cheating opportunities have intensified during the pandemic, exacerbating unethical behaviors. Although faculty cannot prevent students from using these apps, they can discuss what behaviors are appropriate and affirm the value of academic integrity in their courses. As Keyser and Doyle (2020) acknowledge, "while it is a noble goal to

influence culture in a way that encourages students to earn degrees honestly, we also recognize that realism requires our attention in identifying and managing tangible components."

Managing the situation begins with clearly defining what behaviors constitute academic misconduct, and more importantly, what behaviors are acceptable, so students have a better understanding of faculty expectations. Students are often confused about when collaboration, often encouraged in business courses, is ethical. The merging of the face-to-face classroom with online environments has served to further blur the lines. Class norms and syllabi codifying the rules for interacting with peers and faculty should be aligned with department policies and university honor codes to uphold the institutional values that influence culture and individual actions. Panelists will describe how they introduce these topics with students, and share a video created at The University of Texas by students seeking to influence peers and promote academic integrity.

Peer mentors and other student leaders are uniquely positioned to influence learning environments. During the pandemic, students were more likely to turn to social media to ask peers for support instead of institutional staff (Beaucham, Schwartz, & Pisacreta, 2021). Students yearned for a sense of belonging and connection, and seized opportunities to build new communities to express their concerns and share their experiences. Panelists will discuss how they responded and monitored some of the forums to better understand their allure and use.

Openness to leveraging these familiar platforms to foster peer-to-peer learning experiences could boost student engagement and elevate performance. Apps like GroupMe, Discord, and WhatsApp can offer students a chance to practice their writing skills. Ly's (2020) research indicates that students extend their rhetorical knowledge and knowledge of conventions when they compose messages. They consider their audience, tone, level of formality, and integration of textese when practicing with tools they may apply to their careers.

Expanding beyond traditional learning management systems to integrate familiar external tools can make collaboration more comfortable for students (Rister & Bourdeau, 2021). Panelists will share some of their ideas for integrating various platforms into group exercises and assignments. Students will learn to understand how apps are a strategy to utilize in their communication protocol for exchanging information and collaborating on projects.

At the conclusion of this panel, attendees will be able to identify strategic ways of app use such as GroupMe, Discord, and WhatsApp in their curriculum design that help students ethically consider interactions outside of the classroom for coursework and discussions. Panelists will share ideas and experiences that help attendees implement specific methods of utilizing such apps as platforms that encourage students to participate in productive ways that build their communication skills and prepare them for appropriate communication venues in their careers.

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Beyond Assignment Genre: The Team Project and Professional Communication

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Beginning in July 2019, the speakers collaborated to optimize team project assignments with the intention was to simulate the experience of working with unfamiliar elements and pausing to debrief and evaluate these experiences. Utilizing dimensions of tacit knowledge theory (Polanyi, 1966; Wagner & Sternberg, 1987; O'Dell & Grayson, 2012) in conjunction with best practices for business students and professional communication courses (Ortiz, 2012; Anthony & Garner, 2016; Kögl & Silvius, 2019), the speakers designed a co-taught, team project that concluded with a survey about soft skills and situational applications.

At first, survey results revealed that the majority of students expressed a lack of confidence in their verbal communication skills, particularly when faced with presenting in front of unfamiliar audiences. Second, surprisingly, the students expressed no awareness of the role that empathy plays in communication. Based on these observations, the speakers redirected the project with the hypothesis that first, empathy, particularly framed by emotional intelligence, is the arena of tacit knowledge possibly least articulated and most useful and second, that students can utilize empathy to activate and increase their tacit knowledge of verbal communication. However, these ideas developed new meanings as iterations of the "pre-Covid" year.

The three-year project timeline coincides with pandemic impacts, capturing a pre-Covid year, a during-Covid year, and the current moves to a post-Covid year. After 25 months of research and practice, the speakers observe that a business school team project is an ideal context to help students recognize and mobilize their tacit knowledge in preparation for the workplace; as a result, the team project moves beyond assignment genre to mechanism. Therefore, the discussion posits that it is crucial for students to engage tacit knowledge and transactional synergy to be successful professional communicators and that team project assignments are valuable systems of engagement and self-awareness.

The goal of this presentation is twofold. First, this presentation will elucidate the importance of tacit knowledge engagement for business students. Second, this presentation will highlight a range of assignments that work in concert to teach not only the rhetorical flexibility imperative to successful professional communication, but the opportunities for students to capture and define understandings of tacit knowledge.

Speakers will discuss data implications for each year, as well as plans for revised delivery in 2022.

Drawing from their own classroom experience, the presenters will share assignments that demonstrate how learning the process of tapping into tacit knowledge leads students to recognize and apply this knowledge in context-specific business situations. The speakers will share their most current experience in year three of a co-teaching unit that requires students to harness their tacit knowledge through regular self-evaluation during practice in simulated workplace team projects. Audience members will learn strategies for teaching students to realize and apply personal communication strengths inherent in their tacit knowledge.

Integrating Strategic Campus Partnerships in a Semester-Long Project on Social Responsibility

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Indiana University

Kathy Fisher
Indiana University Bloomington

Purpose

The purpose of this session is to share ideas with participants on how they can utilize their own campus resources, such as research and instruction librarians and campus organizations focused on social impact and responsibility, along with a globally based client, to create a meaningful semester-long project.

Change can be a challenge, or change can be an opportunity to grow. The pandemic has required us to change in every facet of our lives. In late spring 2020, our business communication department was alerted that due to pandemic struggles for our current corporate partner, we would have to change direction for the capstone project of our BUS-C104 Business Presentations course – the case competition. We saw this as an opportunity to shift gears and develop this project to be more meaningful.

Business Presentations is a required course for Kelley School of Business students and usually taken in their first year by over 3,000 students annually. There is no better time to introduce students to topics that allow them to explore their place in this world and the impact that they can make. Fortunately, we have an incredible resource right within the same walls of our school – Kelley Institute for Social Impact (KISI). By partnering with KISI, students are connected early in their academic career with a group that fosters social change and responsibility, providing resources and internship opportunities beyond our course.

The pandemic drove the case competition to be virtual, making the possibilities of our case competition client endless. Informed by Kearsley and Shneiderman's Engagement Theory, our goal was to direct students to produce a project that contributed outside the classroom by introducing them to a global business with a mission. After careful consideration of the partnerships that KISI had, we were thrilled that Global Mamas agreed to be our client for the case competition. Global Mamas is a Ghanaian nonprofit organization whose mission is to "create prosperity for African women and their families." They do this by creating and selling handmade fair-trade products of the highest quality through their

stores and online. We worked closely with Global Mamas, KISI, and Indiana University's library to develop a case that would challenge our students and provide Global Mamas real solutions that they could implement in their business.

Partnering with Global Mamas was exciting, but also daunting. This was not a simple case with a corporate partner that our students knew. It was important that we be intentional with the way we presented this case and how we prepared our students. We developed a scaffolded approach to make the project achievable for students: Inform, Connect, Strategize.

Inform: We reinvented our existing Informative Team Presentation to explore topics relevant to Global Mamas including: Fair Trade, Non-Profit 101, Gender Inequality, Cross Cultural Comparison, US & Ghana, and the Rise of the Ethical Consumer. The business research librarians contributed greatly – from providing search terms on the assignment to creating a resource in Canvas directing students to relevant databases to serving as semi-final judges for the competition. The research done for this presentation allowed students to confront their own biases and discover new topics through an academic lens. After each presentation, there was time to digest and unpack the content which provided robust conversations in the classroom.

Connect: With the help of University Technology Systems, we organized a Q&A webinar with Global Mamas in Ghana that was moderated by the director of KISI. Students provided questions, both in advance and live, and Global Mamas was able to clarify their needs and even showed us around their shop. This was instrumental in our students building loyalty to the client which motivated them in their final weeks of the project.

Strategize: After students did research, learned from and interacted with the client, they used their creative magic to begin crafting proposals. Classes utilized storyboarding assignments, creative outlines, and other team connective techniques that created projects that reflected client needs, took initiative for solving problems, and clarified how to reach the solution. Instructors also utilized Kelley Peer Coaches, a group of students who have previously demonstrated excellence in the course, to meet with current teams, host in-person and out-of-class visits, and who ultimately served as trusted consultants around the delivery and organization of team presentations. This peer-driven process motivated students to utilize trusted feedback to enhance their proposals.

In the end, the pandemic drove us to change our semester-long case competition, and through adaptability and innovation, a greater student experience grew. This revamped project allowed students to delve into important social issues and global nonprofit business. Student feedback confirmed the benefits of the experience:

> "I learned a great deal through this project. I learned that small businesses have to be nimble and always be thinking of new ideas to grow. I learned that businesses are not only driven to be profitable but also to create positive social change."

> "I learned that we can make an impact on the world."

"Working with Global Mamas challenged me to synthesize all of my business learning to find a sustainable and socially responsible solution. I learned the importance of truly understanding the values of a non-profit in order to best address its needs and further its mission."

"I learned about how the needs of a non-profit are different than those of a for-profit corporation. Making an attainable solution that stays true to a non-profit's mission and values is critical. I found helping Global Mamas to be a fulfilling experience, and it inspired me to focus more on sustainability and my social responsibility as both a consumer and future businessperson."

By collaborating with campus partners, students connected with resources that will be instrumental in their remaining college career. In a year that challenged us in so many ways, we are proud of this project and the impact it has left on students, Global Mamas, and our colleagues.

Sources and Methodologies

This assignment utilizes several different theories and methodologies in our classrooms. First, it draws upon social change theory in helping business students see how the seven c's of social change can manifest for students: consciousness of self, congruence, commitment, collaboration, common purpose, controversy with civility, citizenship, and change (the eight c). It also uses engagement theory and the notion that students gain insightful and meaningful development through interactive learning with others. Finally, as instructors, we utilize the Pyramid Principle to assist students in clarifying their choices, reasoning, and delivery for audience members and in this case, Global Mamas, an international client.

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Graduate Studies Sponsored Panel

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The Graduate Studies Committee of the Association for Business Communication (ABC) invites graduate students to submit proposals for the Graduate Studies Sponsored Panel at our upcoming conference, the 86th Annual International Conference which will take place October 18 to October 23, 2021, VIRTUALLY. Graduate students will find a welcoming group of researchers, teachers, professionals, and fellow graduate students at the conference.

ABC is dedicated to graduate student development and provides numerous benefits to graduate student members. These benefits include waivers of all the base conference registration fees for those who register early (workshops and excursions are optional extras). Membership is encouraged, but not required for the Marty Baker Graham Research Grant to help graduate students complete a dissertation, an annual Outstanding Dissertation award, and connections for the job search process.

The theme of the panel is "Emerging Trends in Business and Professional Communication." Graduate students are often engaged in boundary-pushing and field-expanding work. This panel hopes to highlight those contributions of graduate students to business and professional communication scholarship. Within the context of business and professional communication, possible topics could relate to the following:

- innovative pedagogy
- digital communication

- social media
- visual communication
- interpersonal communication
- team communication
- crisis communication
- globalization
- ethics
- other topics of related interest

Kairos in Risk Communication: People's Rhetorical Response to Face Masks in Covid-19 Pandemic

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Abstract

The purpose of this research is to enhance our understanding on three questions. 1) How do people across the world respond rhetorically to face masks in Covid-19 pandemic? What are their immediate and future effects? 2) How does kairos account for the rhetorical response of people in the risk of Covid-19? Following a holistic theoretical framework of kairos, and utilizing qualitative data collected from four newspaper databases about face masks, my analysis uncovers the importance of public participation in pandemic risk communication; in the meantime, this research bears practical implications for education practitioners to improve teaching by incorporating kairos into risk communication course design.

Background

The outbreak of coronavirus emerged in December 2019 and later spreads throughout the world, which forced the World Health Organization to declare a Public Health Emergency of International Concern at the end of January 2020, and then to announce it as Covid-19 pandemic on March 11, 2020, which forms a serious global public health risk (Rzymski & Nowicki, 2020).

Scholars argue that risk is "the likelihood of a hazard" (Coombs, 2007). And "timing" is an important factor involved in risk because risk might happen at unpredictable timing or moments (Coombs, 2014). Minor changes in timing either stabilize the situation or cause more chaos in risk communication (Seeger, 2002). And in a world of globalization, timing brings significance to a rhetorical notion, namely, kairos in risk communication (Blake Scott, 2006; Derbez, 2018; Miller, 1994).

Therefore, informed by the rhetorical framework of kairos, this paper attempts to examine the issues in Covid-19 risk communication. Specifically, I will delve into the rhetorical responses of people to face masks in various countries in the spread of Covid-19 pandemic. And I am interested in the questions as follows,

How do people across the world respond rhetorically to face masks in Covid-19 pandemic? What are their immediate and future effects?

How does kairos account for these rhetorical responses?

Utilizing qualitative study, this research uncovers the rhetorical responses of people across the world to face masks in Covid-19 pandemic by tapping into data systematically collected from four main newspaper databases. This research makes the following contributions. First, this paper highlights the importance of arguing risk communication issue within a holistic framework of kairos; second, this paper foregrounds the significance of public participation in risk communication. Finally, my study provides referential use to education practitioners by bringing kairos into the teaching of risk communication, or in a broader sense, technical communication.

In the remainder of the article, I would review the development of kairos, and special focus would be paid to kairos into risk communication area. Based on my data collection and analysis from four main newspaper databases, I will explore the rhetorical responses of people in different countries to face masks. The last part of this article will return to the discussion of my findings, and the theoretical and practical implications.

Theoretical and Empirical Literature

The Development of Notion of Kairos

Most scholars define *kairos*, as a counterpart of *chronos*, means "the right or opportune moment to do sth. and the proper measure of sth" (Adam, 2004; Derbez, 2018; Kjeldsen, 2013). Kairos has a combination of dimensions from ancient times. The first major dimension centers on "situation" and kairos works as a vital concept in the dynamic play between rhetor and situation of realist and constructivist school (represented by Bitzer and Vatz) (Miller, 1994). Specifically, Bitzer highlights the "rhetorical situation" and argues that rhetoric is constraint by situation and rhetoric response is "invited by situations" (Bitzer, 1968). And Vatz claims that rhetoric creates meaning and is "antecedent to a situation's impact" (Vatz, 1973). Bitzer emphasizes the predeterminacy of situation to rhetor's response, while Vatz foregrounds the creative role of the rhetor. As a vital concept of rhetorical situation, kairos was influenced and developed from the debate on the relation between situation and rhetor. Bitzer argues that kairos focuses on ethos and pathos, but stasis emphasizes logos (Bitzer, 1968). In recent years, Ciurel argues the issue of kairos in the areas of risk communication. She reviews Bitzer's notion about kairos in rhetorical situation, and recounts that kairotic competence does not only mean seizing the right time to communicate, but also determining the "amount and extension of communication content." Her research provides a potentially useful application of kairos, a vital rhetorical notion, in managing and solving risk communication issues (Ciurel, 2013).

The second major dimension of kairos can "figure change over time as both continuous and discontinuous" (Miller, 1994). Miller describes that discontinuous change is originated from early Christian thought and kairos means "moments of miracle;" however, continuous change signifies kairos as "constructive power," and people can enact agency to make an opportunity at any time (Miller, 1994). As regards to the continuous view, Garrett and Xiao support the viewpoint of kairos as continuous and dynamic situation (Garrett & Xiao, 1993). And Scott also views kairo is a "continuous and urgent" existence for the agents. Furthermore, Scott proposes his notion of kairos as a continuous moment grounded in uncontrollable and indeterminate manageable global risks (Blake Scott, 2006). However, from the discontinuous view, some scholars like White regards kairos as discontinuous and

only the "living present" is the opportune moment (White, 1987). In addition, Asteriti explores the mechanics of kairos as a discontinuous notion in temporality for revolutionary politics (Asteriti, 2013).

Additionally, kairos has a "temporal-spatial dimension." "Spatial" is a metaphor which signifies a "critical opening" and a "problem-space" for a rhetor to seize the chance, echoing Bitzer's exigence as "an imperfection marked by urgency…something waiting to be done" (Bitzer, 1968). And Kjeldsen accounts for kairos as "an opening providing an opportunity" and mentions that the temporal-spatial dimension works as an "opening of a rhetorical void" for a rhetor to occupy (Kjeldsen, 2013).

Kairos and Risk Communication

Grounded in the three dimensions of kairos, Miller was the first to put her finger on kairos in risk communication via analyzing the threat of a Japanese computer project on Western computer system and industry (Miller, 1994). Specifically, Miller defines kairos as the "qualitative nature of the situation itself as it is shaped in and by discourse (83)" and kairos "figures situation as inherently indeterminate and rhetoric as a momentary determination (83)" in risk-relevant rhetoric of technology.

Other scholars offer more interesting insights into kairos in risk communication. For example, based on Beck's concept of "world risk society" (Beck, 2002), Scott proposes his view of kairos as "continuous moment grounded in uncontrollable and indeterminate manageable global risks". Scott argues the importance of indeterminacy and unpredictability of kairos in risk communication, and he enables us to rethink the concept of kairos via theories of risk (Blake Scott, 2006). Trapani and Maldonado summarize Scott's view about kairotic situation as "the management but loss of control over risk situations" (Trapani and Maldonado, 2018). And Ciurel argues the critical role of kairotic competence in risk situations, and claims that kairotic competence does not only mean seizing the right time to communicate, but also in determining the "amount and extension of communication content." She highlights both the notions *stasis* and *kairos,* and argues that people compete over stasis and kairos relevant to a crisis with stakeholders and media (Ciurel, 2013). In addition, Derbez brings the concept of kairos into medical risk communication area, and finds that there is discordance between the "right time" and the practical kairotic moment to inform the patient's family about the disease (Derbez, 2018).

Although previous studies argue kairos in risk communication, there is a paucity of literature discussing the three dimensions of kairos holistically in this area (Blake Scott, 2006). Therefore, I would like to fill this lacuna by arguing kairos in Covid-19 pandemic risk communication in a holistic manner.

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Methodology

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Method Design

I approached this study by adopting qualitative methodology. In my research, I first defined my key role as people being involved in the spread of Covid-19, because I wanted to focus on the rhetorical response of people in the risk communication of Covid-19. My critical point analysis focused on the use and production of face masks. And I limited my timeline from late January 2020 to late May 2020 when the world was struggling to understand the etiology, epidemiology, treatment and prevention of the pandemic. My space map highlighted the United States, mainland China and Europe as countries and regions severely affected by the spread of the pandemic.

Data Collection and Analysis

Four newspaper databases, Reuters, the Associated Press, Bloomberg and China Daily, were used to collect data about people's rhetorical responses to face mask in various countries in the context of Covid-19 pandemic. Using "new coronavirus," "Covid-19" and "face mask" as keywords, I collected news reports on people's responses to face masks. The discourse about face masks in the newspaper databases has been identified as raw data.

Then the raw data collected and analyzed was converted into codes, which were categorized under themes previously defined for the purpose of the study. And I did dual coding to ensure the reliability of the codes so as to understand why and how these rhetorical responses occur in the pandemic.

Results

I presented the findings based on the manifestation of people's rhetorical responses to face masks in Covid-19 pandemic. I began with showing people's rhetorical responses for current and future risks, continuing to argue the uncertainty of other risks brought by people's rhetorical responses. As a dynamic manifestation of public participation in the pandemic, the study on people's rhetorical responses to face masks would be informed by kairos holistically.

Rhetorical Responses for Current and Future Risks

The threat of Covid-19 poses a challenge for people throughout the world: how to cope with the risk? People around the world had responded to governments' policies to use face masks in large quantities. For example, "Chinese customers are snapping up face masks to protect against pneumonia caused by a new coronavirus as the outbreak is spreading across the country." (China Daily, 01/21/2020) The in the U.S., as AP reports in April, "in Los Angeles, many people are wearing masks". (AP, 04/22/2020) In May, "Some major retailers including Costco Wholesale Club have made masks mandatory regardless of government policies". (AP, 05/08/2020)

In order to meet public desire for face masks, a large number of enterprises turned to the production of face masks. Bloomberg reported that "Michigan-based workwear maker Carhartt is shifting over to mask production. In Houston, Gourmet Table Skirts & Linens, which normally sells to hotels and cruise ships, has gone all-in on surgical masks." (Bloomberg, 04/03/2020) The situation was not only in the U.S, but also in China. "Chinese manufacturers are speeding up production at full capacity to meet frontline medical workers' urgent need for masks amid the ongoing coronavirus outbreak, with daily output of more than 900,000 N95 medical masks", as reported by China Daily. (China Daily, 02/25/2020)

Within a few weeks of Covid-19 outbreak, people around the world responded quickly to prepare for possible new coronavirus transmission not only for current risk but also against future risk. AP reported that "people were swarming pharmacies and stores to get masks and disinfectant spray." (AP, 01/31/2020) Through positive rhetorical responses, people can successfully manage possible future risk.

People's rhetorical responses about panic buying and boosting mask production reflected that kairos was based on present and uncertain future risks. Theoretically, White argues that the changing present moment is the starting point for kairos (White, 1987). And Miller claims that kairos is mainly about

creating "opportunities" for the future (Miller, 1994). Meanwhile, the interdependence of people and government proved the usefulness of treating kairos as a factor distributed in the rhetorical sociocultural network (Miller, 1994; Beck, 2002; Blake Scott, 2006).

Uncertainty About Other Risks Brought by Rhetorical Responses

When scholars account for that global risk societies are increasingly reflexive when faced with unintended risks, they also uncover kairos as uncertainty of the timing (Beck, 2002; Blake Scott, 2006; Walsh & Walker, 2016). As the world teetered on the brink of the spread of Covid-19, the rhetoric surrounding these events highlighted uncertainty and fear, and people around the world had reacted swiftly. As a result, a large number of people began to buy face masks in a panic way, which in turn prompted the research and development of new technologies for face mask. China Daily mentions that "A robot capable of checking the body temperature of people from five meters away, believed to be the first of its kind in the country, has begun duty in Guangzhou, Guangdong province to help fight the novel coronavirus outbreak...It can also judge whether a passerby is wearing a mask, as presently required." (China Daily, 02/05/2020) And "A new type of face mask has been developed in Shanghai using nano technology, which is highly permeable to air but resistant to water." (China Daily, 02/22/2020) Here we see the modernist vision of kairos, which ultimately allows technology to control the future and "reconfigure the society" (Lynch & Kinsella, 2013; Miller, 1994). Although people acknowledged the uncertainty of the transmission of the new coronavirus, they believed that this uncertainty could be predicted, prepared and controlled by technology.

However, Beck argues that efforts to control risk often lead to the increase of risks and making risks out of control (Beck, 2002). In addition, Scott and Lockwood mention that the global risk of kairos has an uncertain response that it is "infinite, unmeasurable, and unpredictable" (Blake Scott, 2006; Lockwood, 2014). Therefore, with the panic buying and mass production of face masks, new risks came out, such as robbery and crime, and threats to people of color, etc.. In the U.S., "coronavirus masks a boon for crooks who hide their faces… reports are starting to pop up across the country, as well as in other parts of the world of crimes that were pulled off in no small part because so many of us are wearing masks." (AP, 05/16/2020) AP also reported that "an African American doctor who wore a mask as he volunteered to test homeless people for Covid-19 was handcuffed and detained by police outside his home in Miami, Florida. These incidents suggest mask requirements 'could expose Black Americans to unfair and dangerous treatment from law enforcement,' a former prosecutor Harris said in an email to the AP." (AP, 04/18/2020) The same threat was to Asian Americans, as China Daily reported, "a number of Asian Americans who were wearing masks have become targets of violence in public areas". (China Daily, 04/01/2020)

Mask waste disposal and environmental pollution were other unpredictable risks. As China Daily reported, "The huge concern over face masks, while understandable during a public health crisis, has had an unintended consequence: mountains of trash. Environmental experts said the spike in the use of disposables will aggravate the region's waste management problem." (China Daily, 03/16/2020) "With people wearing face masks to help protect themselves from being infected with the novel coronavirus, a concern now is how they are disposing of their used masks." (China Daily, 02/05/2020) In addition, in order to meet the needs of the public and switch to face mask production, a large number of enterprises might have the risk to maintain their benefits in the long run. For instance, Reuters reported that "While it did not give any details, Foxconn noted the virus' impact would be short term and that so far the

effect on its supply chain was "not that great." (Reuters, 03/03/2020) As Beck and Scott claim, "Many attempts to control risk per se increase the uncertainty and risk of these risks" (Beck, 2006). My analysis demonstrated the uncontrollability, unpredictability and ultimately uncontrollability of kairos and its impact in risk communication.

A Holistic View of Kairos

My analysis of the aforementioned people's rhetorical responses to face masks in the risk of Covid-19 was based on a holistic synthesis of rhetoricians' theories about kairos. People's rhetorical responses to face masks made the interpretation of kairos more comprehensive and holistic. This article not only reiterated White's view that the changing present moment is the starting point for kairos, but also foregrounded Scott's notion of kairos as deriving rhetorical power primarily from "the future trajectory" (White, 1987). Miller proposes that kairos provides "predictability, control and advantage" although kairos is defined both as a threat and opportunity to the future (Miller, 1994).

While I acknowledged the positive aspect of people's rhetorical responses in short term, I interpreted the unpredictable future risks around people's responses, particularly about environmental protection, racism, and social crime in addition to the challenges for enterprises to maintain their profit. The findings suggested that kairos for controlling or profiting from the risks were uncertain. In effect, as Beck and Scott claim, the more participants try to avoid or control risks, the more they sometimes get out of control, leading to new, often unexpected risks (Beck, 2002; Blake Scott, 2006). Therefore, although people in all countries actively coped with Covid-19 risk, the impact of these responses was often immeasurable, uncontrollable and unstable in the future.

My exploration of people's rhetorical responses to face masks highlighted the nature of public participation in risk communication. As Schoch-Spana et al. mention, public participation should be emphasized in future pandemic risk communication (Schoch-Spana et al., 2006). Only with public participation that face mask policies could be effectively carried out. My research provided references to governments and institutions that more attention should be paid to public participation in risk communication; meanwhile, I provided suggestions and guidance to people so as to facilitate them to cope with pandemic risk. Additionally, this paper was of practical implication to higher education practitioners, especially in risk communication classroom settings. This paper complemented existing wisdom on how mentors could improve their pedagogy by incorporating kairos into readings, in-class discussions and student assignments in risk communication classroom settings.

This article argued how kairos is imbued in people's rhetorical responses in pandemic risk communication; however, this paper only examined the situation how people responded to face masks in Covid-19 pandemic, therefore, equally fruitful directions may also include systematically exploring people's rhetorical responses to other issues such as quarantine or lockdown. We hope to see how people respond to these issues under the theoretical framework of kairos so as to provide a broader picture of public participation in Covid-19 pandemic risk communication.

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Artificial Intelligence for Business Communication

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This three-hour workshop will explore the trend of communication augmentation by AI in the context of business communication. Workshop participants will be given some pre-work reading and activities to prepare for a full day of fun and productivity. A portion of the workshop day will be devoted to experimenting with various AI tools that influence communication. Then, participants will explore the growing literature on AI-mediated communication. The workshop will allow participants to form groups that will continue to work on research and/or teaching ideas. This will be the third year of the workshop. The working group has several research streams in progress. Attendance at last year's workshop is not required and new members to the working group are welcome!

Social Media Expanding Chinese Medical Professionals' Workplace and Accommodating Exigencies Existing in the Chinese Society

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Recently online paid knowledge business has been booming up in China. According to iResearch, the industry generated more than 4.91 billion Yuan in 2017 and increased by 300% compared with 2016 (www.iresearchchina.com). The growth of online paid knowledge not only shows users' demand of knowledge acquisition but also encourages professionals to "sell" their knowledge online. However, research on online paid knowledge mainly focuses on economic/business perspectives (Punj, 2015; Pi &Cai, 2017). This article investigates how Chinese medical professionals "sell" medical knowledge in the 2017/2018 No. 1. childbirth and parenting app named Babytree in China, which expands their workplace and redistributes their work.

The research is situated in the contexts of 1) Chinese pregnant women's constrained agency in hegemonic medical discourse and their individual demand of high-quality medical knowledge; 2) intense doctor-patient relationships. In recent years, doctor-patient relationships in China are becoming more and more problematic, which has led to lots of cases of violence despite efforts from the Chinese government. Poor doctor-patient communication is the major factor causing the relationship between patients and doctors to deteriorate over the past two decades (Zhang, Margret,2011); 3) the rigid Chinese medical system where medical resources are seriously uneven in China (Zhou, et al., 2017). Due to the stiff medical system, advanced medical equipment and the best doctors are concentrated in large state-owned public hospitals in big cities and there is a serious shortage of doctors, especially pediatricians and gynecologists across the country.

However, due to the disparity of people's knowledge and obscure medical terminology, how to effectively communicate medical and healthcare knowledge to people is a big challenge for doctors. Through rhetorical analysis, this article examines how Chinese medical professionals use the app Babytree to "sell" their medical knowledge directly to the users. Facilitated by technological affordance of the app, the medical professionals create different genres such as online audio classes, audio Q & A, and auditing Q & A to communicate with the users. By different genres, the medical professionals not only "sell" their medical knowledge and make money, but also increase pregnant women's and new moms' medical literacy and abilities to access health care information and gain extra help from these medical professionals, which can improve the poor doctor-patient relationship. There are two important findings: first, that the online paid knowledge business in social media works as a new model to expand Chinese medical professionals' workplace and redistribute their work; second, that the Chinese medical professionals' identity changes from doctors to technical communicators. In other words, the

technicality of No.1 childbirth and parenting app and the online paid knowledge business model work together to provide a new avenue for medical professionals to rhetorically respond to the medical exigencies in China.

Additionally, this research has implications for workplace communication practice and technical and professional communication pedagogy since the field of technical and professional communication has maintained connection with workplace practice in the late 1990s (Freedman, Medway &Par, 1999; Spilka, 1998; Sulliwan & Dautermann, 1996). With the constant development of communication technologies, especially with the emergency of social media, a lot of change has been happening in workplace communication practice and the roles of practitioners. However, most of research on these only focuses on workplace writing (Brumberger, 2007; Campbell,2016, Kohn, 2015; Lentz, 2013, Leyden, 2008; Schneider, 2002; Schneider & Andre, 2005). This research investigates how workplace practitioners use audio or video in a social media platform to spread their professional knowledge to make money. To put it another way, workplace communication practice has changed, not only including writing but also audio, video or other genres with affordances of communication technologies, which suggests that technical and professional communication instructors should re-evaluate their programs and reshape curricula by adding multimodal communication strategies in social media in terms of how they meet the needs of contemporary workplace communication practice, as the multimodal communication practice can not only generate more power in interaction between workplace practitioners and users by wide circulation of social media, but also provide workplace practitioners/users more accesses to achieving social justice. Preparing students for the workplace is a goal of technical and professional communication programs and even for the existence of this academic discipline. Such reflective thoughts will enrich technical and professional teaching like what to teach and how to teach it, which, in turn will benefit workplace communication practice.

The Video Arts Briefcase Booklets, or How Do Students Learn from Video and Text?

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In 1972 Sir Antony Jay and three other English media professionals (John Cleese, Peter Robinson, Michael Peacock) formed Video Arts to produce business training films. The company's first film was a success and the company went on to become one of the most successful international training film companies in history.

Video Arts films differed from many other training films in at least two respects. First, as Video Arts advertised, they were entertaining. Second, many of the films were accompanied not by a discussion guide or other teaching materials but by a briefcase booklet. These small (30-page folio, 15 by 21 cm) booklets were mini textbooks—they were intended to be an essential part of the training package and to be retained for future use as stand-alone references.

For example, in one training package designed to improve the use of Power Point in business presentations, Jay wrote:

> The purpose of the film [Can we please have that the right way round? (Norden & Robinson, 1976)] is to change people's attitude to slide presentations. By involving the audience in comedy situations that are only a slight caricature of an all too painful reality, it drives home the mistakes presenters so often make… Having seen the film, all those who are not irredeemably lost in self-delusion will be willing to admit they have something to learn, and will be open to ideas and suggestions for improving their use of slides. And that is precisely what this booklet is designed to provide. (1976c, p. 4, emphasis in original)

According to Antony Jay's theory-in-use, the briefcase booklet was not an introduction to the film but, rather, the reverse. The primary medium for information delivery was the briefcase booklet, and the roll of the film was to motivate study of the booklet.

The quality of the briefcase booklets can be illustrated by the fact that one booklet (Jay, 1976a) written to accompany the film Meetings, Bloody Meetings (Cleese, Jay, & Robinson, 1976) was also published as an article in the Harvard Business Review (Jay, 1976b), became for many years one of the magazine's most popular reprints, and is still sold today as an HBR "classic" (Jay, 2008).

Contemporary and retrospective assessments indicate that the educational impact of film was not at the time well understood or adequately theorized (Bunyan & Crimmins, 1977; Marchant, 1977; Travers, 1967). And, in particular, the cognitive processes of video learners were not well understood (List, 2018). As late as 2009 Beitzel and Derry could identify their study as the first known investigation that examines the "cognitive mechanisms activated while learning from video" (2009, p. 350).

In this context, Jay's theory-in-use is worthy of note. It is a good example of the development of explicit from tacit knowledge (Nonaka & Toyama, 2003). While not unique (cf. Perrin, 1971), it appears to have been rare.

Contemporary theories of learning would identify Jay's theory of video learning as fitting comfortably within the Constructive Integration approach (List, 2018) consistent with either (Beitzel & Derry, 2009) a reconstructive hypothesis (learners fit video examples into the ideational framework of a subsequent text) or an indexical hypothesis (video examples stimulate learners to desire information included in a subsequent text). Placing Jay's ideas into the matrix of modern theories both helps us to appreciate Jay's achievements and enriches our own understanding of how video and printed texts can work together to help students learn.

The purposes of the presentation include: (a) appreciating the contributions of Antony Jay (and others) to the field of business communication; (b) encouraging business communication scholars to give greater attention to business training films and supporting materials—such as briefcase booklets—as a recognizable genre and teaching tool (Cf. Thralls, 1991); (c) encouraging business communication teachers and scholars to give greater attention to the ways in which students learn from moving images (film and video) and from printed texts; and, more broadly, (d) encouraging business communication scholars to study business training films and the materials that accompany them.

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Building a Digital Marketing Internship Program for Technology-Based Start-Ups: An Exploratory Study of Student Benefits

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Introduction

A key component for career success in today's business environment is both knowledge about, and experience with, the digital nature of marketing and communication. This requires the requisite classroom training along with applicable experiential learning activities. One of the best ways for students to gain "real world" digital business experiences is through participation in an internship program that focuses on building digital business skills in a systematic and relevant manner (Forbes, 2017). The Eastern Michigan University Center for Digital Engagement (CDE) has been successful in developing and growing such an internship program.

The objectives of this research are to (1) provide an overview of the purpose and characteristics of the summer internship program (Summer Clinic) developed and delivered by the Eastern Michigan University Center for Digital Engagement (CDE) over a five year period from 2015 to 2019, and (2) report the results of an exploratory study of the benefits received by a sample of student interns representing the entire span of the summer clinics existence.

This paper consists of six parts. First, a brief review of literature related to the use of student internships in small businesses is presented. The review focuses on the three major areas of research interest: (1) models of student internship programs; (2) empirical studies of internship programs, and (3) investigations of the usefulness of internship programs to host companies.

Second, a detailed description is made of the CDE Summer Clinic to include (1) the program components and the changes in those components over the five-year time horizon; the (2) demographic characteristics of the student participants in the program; and (3) the sources and requirements of the client organizations hosting the interns. Third, based on parts one and two, the research question(s) guiding the development of this research are presented and discussed.

Fourth, the methodology used for addressing the research questions is described. Fifth, the findings are presented. Sixth, the implications and future research needs pertaining to the use of student interns in technology-based firms is discussed.

Research Questions

Three specific research questions are addressed - (1) Can interview texts be used to identify common words and phrases used by Summer Clinic participants when describing experiences? (2) What are the underlying dimensions best describing the common sets of words and phrases used by students in describing their experiences in the CDE Summer Clinics? (3) How do the descriptions vary by characteristics of the student interns (gender and cohort year)?

Methodology

The methodology for identifying the benefits received by student interns consists of two stages: First, in-depth qualitative interviews were conducted among a sample of summer clinic alumni. A convenience sample of 14 former summer clinic participants from 2015 to 2019 cohort groups were contacted and a structured interview was conducted by a team of two trained interviewers. Summer clinic participants were selected to provide a range of perspectives across majors and demographic profiles over the full five years of the clinic. The interviews were recorded and transcribed to provide a verbatim record of each interview. The purpose of the interviews was to capture a verbatim record of the perspectives each participant recalled from their Summer Clinic experiences. The focus was on the value they received from participating.

Second, a text analysis of the interview records was performed using the JMP 14 Text Explorer program. The purpose was to empirically extract the terms and phrase usage contained across all of the interviews. After extraction, the terms were scored based on the proportion of occurrence by two demographic characteristics of the sample--gender and participation year. In addition, a word cloud was generated summarizing the terms extracted.

Workflow

As an alternative to conducting a manual content analysis of the interviews, the complete text corpus for all 14 interviews were analyzed with a natural language processing (NLP) algorithm. Such algorithms allow for the processing of lengthy texts in a systematic manner so that the underlying structure of the terms and phrases captured in the interviews can be holistically analyzed. Furthermore, the terms identified can be used in other types of analysis (i.e., principal components analysis) to examine the relationships between the terms and characteristics of the sample.

Findings

While this research is exploratory, the findings of the analysis demonstrate that an identifiable set of student benefits related to networking opportunities, marketable hands-on experiences, certifications in analytics programs, mentoring and peer to peer support, consistently occurred across the 5-year time span of the Summer Clinic.

Research Questions were addressed by the use of Natural Language Processing (NLP) analysis of a text corpus consisting of 14 interviews. The text corpus used in the analysis was comprised of interviews from 14 Summer Clinic participants. A total of 492 terms and 43 phrases were extracted from the text

corpus. Further qualitative examination of term and phrase usage validated the relationship between the term or phrase usage and benefits received by participants.

Better understanding of the structure underlying the extracted stem terms required the use of a dimension reduction analysis using Principal Components Analysis (PCA). In keeping with the exploratory nature of the research only a limited number of stem terms were analyzed. Four underlying dimensions were extracted from the 12 stem terms used in the analysis. They correspond to opportunity, experience, career potential and work quality.

Finally, overlaying the characteristics of the participants onto the PCA results it is possible to identify patterns of associations. Male participants were associated with stem terms such a career-, compani-, and work-, while Female participants were associated with experi-, opportun- and clinic-. There were also differences in term usage by cohort.

Implications

The major implications from the study are that a consistent set of benefit related terms are used by student interns in describing their participation in the CDE Summer Clinic. Several underlying dimensions of the Summer Clinic experience are identifiable while the frequency of benefits voiced varies across cohort years and gender.

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On request.

"I'll Let You Guys Off (Peace Sign Emoji)": Webcare Interactions on Instagram

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The paper investigates the pragmatics of webcare interactions in an international business context through Instagram. We follow a corpus-driven approach specifically optimized for multimodal data, providing an interdisciplinary, applied perspective. The basis for the study is a collection of Instagram posts and comments by 40 European companies from 2018/19. In the context of the panel, we investigate in particular the discursive dynamics and interactional strategies that take place in this public webcare setting.

Instagram has become a key international company advertising for companies that address an international and young customer base. Companies have been shown to use Instagram mainly as a marketing and customer engagement tool (Brunner & Diemer 2019). Our study suggests that webcare is increasingly taking place on Instagram, particularly since the introduction of a thread structure in 2019. Webcare on Instagram has not yet been researched widely, though public webcare has been documented in other social media, such as Facebook (Einwiller & Steilen 2015, Lillqvist & Louhiala-Salminen 2014). In order to analyze webcare in our dataset, we carried out a multimodal discourse analysis, identifying and analyzing salient webcare examples to illustrate key strategies.

The results indicate that companies monitor and address customer comments and feedback on Instagram posts and stories. In successful webcare resolutions, companies used a range of strategies, focusing on personal, brief messages that specifically and individually address the respective issues (cf. also Zhang & Vásquez 2014). In more complex cases or in cases of continued dissatisfaction expressed by followers, webcare can be moved into the private sphere (via direct message). Similar to other social media, complainants expect fast reactions and comment on lack of responses, illustrating the need to manage content. We also find frequent occurrence of 'peer-to-peer webcare,' where other followers answer/comment on the initial complaint/issue. The webcare interactions show classical webcare sequences and strategies such as apology, explanation or an offer to remedy the situation. Tonality is generally positive, and criticism or complaints are frequently phrased humorously or in a face-saving manner.

In sum, our study illustrates that Instagram is an increasingly interesting and attractive medium for webcare. Companies can strengthen customer engagement considerably through managing and showcasing brief instances of successful, fast webcare. Due to its positive tonality, Instagram provides a more forgiving and less critical webcare medium both for newer and smaller companies and for companies that want to strengthen customer engagement through successful public webcare.

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Uncovering Topics of Customer Concern. A Corpus Linguistic Analysis of Airline Tweets

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Contacting airlines about a specific issue, such as lost luggage, cancellations or refunds, can be very time-consuming and may require high levels of patience, especially when resorting to the usual means of customer service communication, such as phone calls or email. At the same time, trying to find specific information on their websites may involve advanced navigation skills given the maze of subpages and hyperlinks with which customers are often met. It is thus not surprising that passengers increasingly accept airlines' offer of getting in touch with them on Twitter.

This study addresses the use of Twitter, one of the most popular social networking sites with 500 million daily tweets on average, in the world of business. Far from being restricted to its inherent purpose as a reporting tool used to tell and share stories in response to the tagline "What's happening?," Twitter has developed into a channel for customer service interactions and is used as such extensively by airlines.

While facilitating exchanges between airlines and their passengers, the public nature of tweets, the use of hashtags and Twitter's retweet feature entail that tweets can be shared with and read by a potentially unlimited audience, increasing their visibility (Squires 2016: 2242-44). This is particularly relevant in a corporate context as businesses, such as airlines, generally want to avoid negative feedback about their products and services going viral, but they have very little control over their customers' use of social media.

This study illustrates how a corpus linguistic methodology can be used to study collections of tweets with the aim of uncovering the issues that customers mainly discuss online and their general sentiment towards a company (Lutzky, Forthcoming). It focuses on the budget airline Ryanair, which was voted worst airline for the sixth year in a row in a 2019 Which? survey, as reported in the media (Coffey 2019, Topham 2019).The analysis is based on the Ryanair Corpus, which comprises 2.8 million words and includes tweets that customers addressed to the Irish airline Ryanair over a period of one year, from August 2018 to July 2019, as well as the airlines' replies.

To gain insights into the main topics discussed in the Ryanair Corpus and the attitudes expressed towards the airline in customer service tweets, a keyword analysis was carried out. By comparing the Ryanair Corpus to the 6.6-million-word Airlines Twitter Corpus 2019, which includes tweets addressed to and posted by eleven British and Irish airlines (see Lutzky 2021), keywords could be uncovered that specifically characterise the interactions between Ryanair and its customers, and that distinguish the discourse of its customer service tweets from those of other airlines. The results of the keyword analysis show that passengers tend to refer to the company's policies concerning boarding and baggage

allowance, such as priority boarding and weight specifications, the airline's main airport in London, Stansted, as well as other channels of customer service interaction, such as the live chat. They use the name of the company to address the airline (e.g., Hi Ryanair, can you help me?), but also when discussing their experiences with the airline (e.g., what a hideous service by Ryanair).

In addition to the name Ryanair, passengers also repeatedly use the keyword company. While this keyword does not offer insights into customers' attitude towards the airline when taken on its own, studying the collocates that appear in first position to the left of company reveals that they mainly convey a negative evaluation. The top collocate of company is worst, which indicates that customers repeatedly refer to Ryanair as the worst company, and its top ten collocates also include forms such as awful, shitty, horrible and vile.

While studying these collocates in their context of use reveals some of the general reasons for customers' negative attitudes, such as the airline's unresponsive customer service, flight delays or the boarding process, the collocation racist company uncovers a specific crisis situation that Ryanair faced in mid-October 2018. A video went viral on social media that showed an elderly black lady being verbally abused by a white man on a Ryanair flight, which resulted in crew moving the female passenger to a different seat on the plane. Ryanair only reported the matter to the police after the video had already spread widely. In addition to the adjective racist, this incident clearly emerges as a prominent topic in the Ryanair Corpus, with more than half of the top thirty keywords relating to this scandal (including e.g., black, woman, abused, racist, white, man, disgusting, police, abuse, removed, and victim). The hashtag #boycottryanair was not newly created as a result of this incident, but its use increased considerably in October and it was still used very frequently in November 2018. Users included it in their tweets to emphasize their intention of not flying Ryanair again as a result of the way the airline handled this situation and to request others to do the same.

The study of corporate tweets can reveal new understanding of business communication practice. As this study illustrates, corpus linguistic analyses can uncover topics frequently raised by customers as well as customers' attitude towards an airline's service provision. They are thus a means of gaining further insights into passengers' dissatisfaction with customer service, which can in turn be used to streamline customer service interactions and enhance customer communication in 280 characters.

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Using Technology to Enhance Business Communication Pedagogy

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Join the Teaching with Technology Special Interest Group in this panel presentation discussing software and/or apps that you can use in your class. This panel will discuss the use of PitchVantage, using Canva for report writing, Using breakout rooms in Zoom, Miro Boards, Basecamp, Flipgrid, Tips on Using Technology, and the use of Wakelet.

Marsha L. Bayless, Stephen F. Austin State University – Moderator
Sarah Clements, University of Arkansas at Little Rock, - PitchVantage for use with presentations
Geoffrey Clegg, Midwestern State University – Canva and its use in report writing
Carol Wright, Stephen F. Austin State University – Using Breakout Rooms Effectively in Zoom
Jane Strong, University of Wisconsin – Eau Claire –Using Wakelet.
Clive Muir, ThinkCraftSolve – Tips on Teaching with Technology
Reid McLain, Hankuk University of Foreign Studies – Miro Boards, Basecamp, Flipgrid

"I am Not a Cat": Virtual (Re)Presentations in Business Communication Courses

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This past year, we have constantly viewed flattening-the-curve graphs and pictures of people of every nation in all kinds of masks. These visual artifacts of our pandemic year will also include images of how the world transitioned to remote learning and working. Business communicators, specifically those who taught in online and synchronous virtual formats, were ready to meet the academic challenges of remote instruction and to equip students with the communication skills necessary to succeed in the remote environment. While the migration to virtual instruction might be optimistically viewed as a stop-gap measure on the way to pandemic recovery, we posit that teaching students to participate professionally in the virtual environment is a distinct and enduring business communication skill. These skills are not substitutes for the "real thing" until face-to-face learning returns; they are the real thing.

Social media has provided numerous examples of business communication mistakes on Zoom. The February 2021 Texas court hearing depicting "I am Not a Cat" is one of the most memorable examples. Although we find humor in these Zoom errors, they clearly underscore the need for virtual fluency among students and practitioners alike. Such inherent weaknesses further support the responsibility of business communication faculty to provide training in these modes.

The advantages and drawbacks of using virtual technologies such as Zoom, WebEx, or Teams as instructional tools have been well documented (Alfadda, 2021; Shadat, 2017). However, relatively little discussion exists on the methods for teaching business students best practices for remote "presentation" -- whether this presentation involves mere online appearance in Zoom classrooms or the more rigorous demands of giving a formal speech. Even before global health made facility with virtual technology necessary, portal interviewing and "one way" asynchronous screening interviews were testing business students' ability to present themselves professionally in the virtual environment (Raispuram & Juyagopi, 2016; Torres & Mejia, 2017; Maurer, 2020; DeCarlo, n.d.).

Many business students are technologically adept and score highly on the user receptiveness criterion of the technology acceptance model (TAM) (Alfadda, 2021). However, technological capacity and professionalism are two different things (Fenwick & Edwards, 2016). Apart from simply being able to manage the technology, students in business communication classes should be provided tools to develop their professionalism demonstrated through effective presentations.

This presentation will provide the methodology and projected outcomes of teaching presentation skills fully online, on Zoom, and face-to face. It will provide specific examples and demonstrate successful techniques. The presentation further discusses the virtues and drawbacks of online presentations vs.

synchronous virtual presentations vs face to face presentations in business communication. It will demonstrate how students learn to present in all three modes and will further demonstrate how all three modes will continue to have an important place in business communication.

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Genre Set in an Online Marketplace: An Integrated Approach to the Understanding of Etsy Messages

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Recent years have seen increasing empirical genre-based research that makes genre become "newly important" (Miller& Kelly, 2017). One aspect of the research focuses on understanding the relationship between genres and environments of use by examining how existing genres can be repurposed and restructured in response to new communicative demands such as those arising from an online setting (Evangelisti Allori et al., 2014; Miller, 2017; Wang, 2021). To understand the complexity of genre interactions in a specific context, Devitt (1991) introduced the concept of genre set, which is a collection of genres that are individually distinct, but at the same time intertextually linked to achieve a common purpose. The notion of genre set utilizes the set of genres as an analysis unit, emphasizes the significance of intertextuality of genres, and reveals the ways that genres interact with one another (Devitt, 1991, 2000).

In this research, a genre set of Etsy messages composed by the shop owner to communicate with customers was collected from an Etsy shop in one year's time in order to investigate how business correspondence genres enter into the complex of e-commerce activities. As a popular e-commerce platform, Etsy is an online marketplace for handmade goods, vintage items, and supplies that allows people around the world to buy and sell unique products directly from each other. As of 2020, Etsy boasts of more than 4.3 million sellers sold goods to over 39.4 million active Etsy buyers worldwide through the Etsy platform (Etsy, n.d.). In this research, I adopted an integrated approach to the understanding of the genre set of Etsy messages collected. From a linguistic perspective, I identified and explained illocutionary acts in the genre set using Searle's five categories (1976): representatives, directives, expressives, commissives, and declaratives. After collecting the data, I classified the illocutionary acts manifested in the genre set in order to identify the salient speech act. To go beyond this linguistic analysis, I then used the analysis as an assessment tool and explained how the dominant illocutionary acts in the genre set of messages communicating with customers may indicate areas that need to be improved in the Etsy shop.

To extend the analysis beyond textual features, I conducted a rhetorical genre analysis to understand the genre set's functions in an e-commerce setting. For this purpose, I examined all the messages and identified the range, variety, and frequency of genres identified in the genre set, which included routine messages, adjustment messages, negative messages, and persuasive messages. I then conducted a genre move analysis of the whole genre set. According to Parodi (2010), a rhetorical move is a diverse

text unit that aims to achieve a specific communicative purpose; a move often has litter variation between texts in the same genre, and rhetorical moves in a genre work together to contribute to the general communicative objective of the whole genre. This genre move analysis not only explained the main functions of the genre set, but also served as an assessment tool to discover how the shop activities can be improved. For example, a frequent rhetorical move of apologies in the genre set may indicate customer dissatisfaction, while a constant move of requesting customers to clarify the order details may signify that product listings are not specific enough. To understand how the genre set of messages are intertextually connected to other genre sets and get the work accomplished in the shop, I obtained data from the shop owner and investigated how many messages in the genre set contributed to sales and positive reviews.

The current research characterizes how a genre set fits into an online ecommerce setting. Although the Etsy messages collected in this search performed different roles, the linguistic and rhetorical genre analysis of the messages as a genre set defined activities in the e-commerce setting. Most important of all, the genre set analysis in this research presents how this analysis may serve as an assessment tool to evaluate the effectiveness of a larger genre system in the Etsy shop website through shaping opportunities and identifying expectations from customers in an e-commerce setting. The current research also showcases practical, functional interactions of genres in a professional setting, and how genres learned in the classroom can be repurposed and restructured in response to new communicative needs arising from an online setting.

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State of Decking: How Public Companies Communicate Using Slide Decks

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Much has been written about how businesses can best communicate ideas visually. A large body of academic research, popular press books, and consulting practices inform what business communication faculty teach related to decks designed in PowerPoint and related software.

In Speaking PowerPoint, Bruce Gabrielle describes the difference between briefing decks, discussion decks, and reading decks.

- Briefing Deck: Supports a presenter who is speaking to a live audience.
- Discussion Deck: Facilitates a conversation between a presenter and a live audience. The speaker may stand or sit, and it is also common for members of the audience to have their own copy of the deck to flip through.
- Reading Deck: Stands alone and may be read on a computer screen or printed for individual reading.

Business communication faculty strive to teach the best practices, but our own industry and consulting experience informs our view that most working professionals do not make a clear distinction between these deck types. Moreover, we often learn organizational practices can contradict the best practices we teach our students (e.g., reading decks presented like briefing decks). Much can explain the gap between what we teach in our classes and what happens in the workplace.

For instance, even though Microsoft released PowerPoint in 1987, the genre conventions for decks are relatively new compared to the genre of letters, memos, and reports. Genres can be shaped by theoretical and practical forces (Yates, 1989). In her analysis of memos, Yates writes, "Changes in managerial methods and communication technology were primary factors in the evolution of the memo's form and function" (p. 486). We suspect the same to be true for decks. As decking conventions evolve, our responsibility in the discipline of business communication is to make sense of the research and practice, document it, and share it.

Business communication textbooks have given more attention to the discussion of various deck types in recent years (e.g., Shwom & Snyder, 2018; Newman, 2015), but beyond briefing decks, we are far from achieving consensus about best practices for discussion and reading decks.

With changes in financial reporting laws (Sarbanes-Oxley Act of 2002) and the widespread practice of publicly traded companies posting disclosures to their websites, academics now have access to a wide range of documents that were not available 20 years ago. For example, Camiciottolio (2010) conducted a qualitative discourse analysis on the transcripts of earnings calls. We know of no published research on the decking practices of publicly traded companies.

The questions guiding this study are:

1. What is the state of decking practice in the hospitality industry?
2. What are the common characteristics of discussion decks?
3. How aligned are the conventions we teach with the common industry practices?

Our focus is on genre form with the goal of understanding how the visual design of decks informs function. In addition to helping document the state of practice, our aim is to share our findings and recommended best practices with industry practitioners.

Method

To identify companies for this analysis, we began with the Russell 3000 Index, a list of 3000 publicly traded companies that represents close to 98% of the United States equity market. We then identified the hospitality companies on the list (N=56). The hospitality industry accounts for more than 1 in every 25 U.S. jobs. Sectors include food and beverage, lodging, travel, recreation, and real estate services.

We visited the investor relations page on the website of each company and downloaded the most recently published deck. Decks included investor presentations, investor overviews, investor updates, and investor day decks. The final sample includes decks from 29 companies.

Informed by literature from our field and professional practice, we developed a 50-item framework to analyze the decks. Listed below are some of the items analyzed organized in three categories:

- Design: logo placement, background color, font sizes, font types, design elements, slide numbers
- Content: titles, subtitles, types of visual evidence, use of text, references, emphasis strategies
- Structure: Title slides, agendas, dividers, trackers, closing slides, Q&A slides, appendices

The authors of this study independently analyzed each of the 29 decks in the sample, compared results, and reached consensus on areas of disagreement. We also made a series of qualitative observations about each deck.

About the Sample

- Year of Publication: 2019-2021 (2020 = 79%)
- Pages Analyzed: 1,170
- Average deck length: 40 pages
- Sector Types: Lodging: 45%; Food & Beverage: 34; Travel: 14%; Recreation: 3%; Real Estate Services: 3%

This presentation shares our findings. We present the descriptive statistics, example slides to demonstrate best practices, and highlights from our qualitative observations. Included below are some of our key findings:

- 86% used white backgrounds
- 100% used a sans serif typeface
- 72% included slide numbers in the lower right corner
- 83% included references
- 100% placed references in at the bottom of the slide (i.e., no references slide)
- 55% included an agenda/roadmap slide
- 52% used divider slides
- 21% included trackers
- 62% used a closing slide
- 72% used appendix slides
- 69% used message titles

These findings should help business communication instructors understand which conventions to reinforce in the classroom.

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The Entrepreneurial Business Pitch: Content, Structure, Slide Design, and Speaking Strategies

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When asked what makes an effective business pitch, experienced entrepreneurs usually give the somewhat cryptic answer: "storytelling." But what does this mean, exactly? And more importantly, how can storytelling and other strategies be concretely integrated into a pitch to make it persuasive? In this presentation, I will answer these questions from the perspective of a former entrepreneur, entrepreneurial communication scholar, and teacher of entrepreneurs. I provide a detailed analysis of the business pitch genre, covering content, structure, slide design, and speaking strategies. In other words, I distill my experience making and researching this visual genre into a primer on how to communicate persuasively at this key step in securing investment for a fledgling business. My goal is to provide attendees a deeper understanding of the pitch, so that they can more effectively compose or teach it.

I will start with structure and content. Most know that pitches usually begin with a problem statement, which describes the customer pain points that a company seeks to alleviate. However, fewer know that the most effective problem sections often employ a story about the company's origins which connects the "problem" to the entrepreneur's biography (Baehr & Loomis, 2015). Next is the solution section, where entrepreneurs describe their product or service and how it solves the problem. The challenge in this section is providing enough information so that investors understand the product and its features while avoiding too much technical jargon and other difficult-to-understand language. This challenge is sometimes referred to as the "curse of expertise," and it is common due to the cross-disciplinary communication that often occurs while pitching (Blendstrup & Reichert, 2020, p. 34).

After the problem and solution sections, there is more flexibility with the order of the sections, but it is common for the market section to come next. Here, investors are most interested in the total size of the market that the entrepreneur's business is entering, whether that market is growing or shrinking, and how much of that market the entrepreneur projects to capture in the next few years. Rather than using a top-down approach to calculate how much of the market the business will capture, using a bottom-up approach is better because it generates more realistic and precise projections. Entrepreneurs do this by using specific characteristics to calculate how many customers might be acquired in a timeframe, then multiplying that number by the projected lifetime value of each customer (Colwell, 2019).

When presenting the business's competition, a common and sometimes disastrous mistake is arguing that a company has no competition (Blendstrup & Reichert, 2020). Regardless of the product, customers are currently addressing their pain point somehow, and it is important to remember that even Steve Jobs described his competition when he revealed the iPhone. Close to the end of the pitch,

entrepreneurs describe their "traction," which is how much success their company has had in terms of revenue, customers, or users. An effective traction section gives the investor the impression that the business is on track for massive success regardless of whether they invest. This is commonly visualized with a "hockey stick" graph, which is a graph that has no growth at first, but then shoots up exponentially. However, hockey stick graphs can be overused, so it is important to not visualize growth like that unless it actually exists. Frequently, the last slides are a slide describing the members of the startup and their expertise, then an explicit ask for investment with a short explanation of how the money will be used.

While investors prefer to believe that the content of a pitch is most important, research has suggested that how the information is presented can have a larger impact on determining whether an entrepreneur receives investment (Clark, 2008). Because of the immense effort often required to launch a new venture, one trait considered necessary when delivering a pitch is passion (Lucas et al., 2016; Sudek, 2007). Investors believe that entrepreneurs need passion not only to make it past inevitable difficulties but also to attract others to their vision. To convey more passion, Galbraith et al. (2014) suggest cultivating a presentation style that includes "tonal variety, body movement, and hand gestures" (2014, p. 241). Unfortunately, bias is a factor in how investors evaluate entrepreneurial pitches. Using experimental design, Brooks et al. (2014) showed that investors on average rate attractive men as more persuasive than less attractive men and all women, despite delivering identical pitches. In addition to describing public speaking strategies, I will briefly provide examples of common ways to visualize each section, as well as general guidelines for making pitch decks. Many of the usual considerations for slide design are the same for pitch decks such as using little text and lots of images, but entrepreneurs seeking any significant investment (say, over $50,000) should purchase professionally made slides.

The methodology for creating this presentation was an iterative process of refining teaching materials for entrepreneurs. This includes both teaching business writing classes for entrepreneurs at Purdue University and creating presentations and workshops on pitching. Some of the strategies in this presentation also stem from my experience working as a communication specialist in a startup and from studying pitches academically.

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Virtual Professionalism in a Pandemic: An Exploration of Non-Verbal Cues

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When COVID-19 emerged on the world stage, many thought it would be over in a matter of months. As time passed, it became clear that we would need to make major adjustments to our work and school life. A big part of that is how we interact with others. Prior to the pandemic, the virtual space was relegated mostly to the corporate world. Virtual meetings at companies with multiple locations or international businesses were commonplace. For the rest of the world, there was a shift in how they conduct business. We largely moved from mostly face-to-face interactions to a mainly virtual environment.

The purpose of this study is to look at professionalism in a virtual environment from the standpoint of a business professionals' perception and experience. By examining how business professionals view nonverbals being communicated, we hope to use that information to share with students and job seekers so they may have more professionalism in their own virtual encounters.

The goal is to provide instructors and trainers with practical knowledge that will enable them to help students and others in a virtual environment to overcome negative nonverbal communication practices that may inhibit them from networking, job acquisition, and position advancement.

Students and employers have had a year to navigate this new normal. But how well are they doing this? Students that are college juniors and seniors seem to understand there is a difference between how they represent themselves in a virtual classroom setting versus if they are in a business meeting. Younger students are still learning the rules of virtual etiquette.

Part of this new normal is how students interact with employers, whether it is for an interview, networking event or meeting. Students don't always understand what the non-verbal communication elements in their virtual space are communicating to others about their level of professionalism. Those nonverbal elements include having their camera on, eye contact, room lighting, how they are dressed, if there is a silhouette around them, the camera angle, their video composition, and items in their background.

Using research from surveys posted to the researcher's personal LinkedIn and Facebook accounts and then shared amongst their networks, attendees will learn more about business professionals' perceptions and experiences with job seekers in a virtual environment. How are they showing professionalism? In which areas are they most lacking?

This qualitative research survey uses open-ended questions by showing visual methodology (3 photos for each question which depict various degrees of professionalism) to uncover perceptions. Compositional interpretation will be utilized to frame the survey. Elements examined were lighting, composition, background, attire, eye contact, and audio.

The research will examine the level of professionalism students show the business professionals when in a virtual environment. Future research will look at this topic from the student perspective.

Since this is such a new phenomenon, very little research has looked at business professionals' perceptions of student and new hires' professionalism in a virtual setting. This does not mean, though, that it's not an important area to examine. Despite the lack of research, many websites that focus on recruitment and hiring do offer tips and information on how to look more professional in a virtual setting. How much students tap into these resources though is unknown. From personal classroom experience, it appears that students rely more heavily on their college instructors for this information, which is why this research is so important.

Training in professionalism should be integrated into undergraduate curriculum. College students should learn to exhibit and to identify professionalism in a variety of circumstances. Black, Dingus, and Milovic (2021) have noted that colleges should emphasize professionalism training to "ensure preparedness and success of their graduates" (p. 41). The virtual space is a new frontier where professionalism should be explicitly taught.

Utilizing new technologies for the interview process was in use prior to COVID. Virtual recorded interviews allow companies to narrow down the "applicant pool" and "ensure soft skills capabilities" (Eike, Rowell, & Mihuta, 2016, p. 27). When preparing for virtual interviews, students and young professionals focus heavily on their responses to interview questions. Equally important are the nonverbal behaviors and cues that evaluators perceive and view on their screens.

Tips for preparing for Zoom and other virtual interviews abound on the internet. With first-hand experience in interviewing on Zoom, Fouda (2020) has recommendations for job seekers. Some of the recommendations focus on the non-verbal aspects of communicating in a virtual space. Care should be taken to prepare the physical space visible to the computer camera. It is advised that the camera should be set at eye level. For dress, Fouda has suggested that one should dress in professional attire that would mimic a meeting with a "prospective employer in person" (p. 299). The appropriate attire is a mental signal to maintain professionalism throughout the virtual interview.

The rectangular individual spaces in virtual meetings have been metaphorically compared to a window where we are allowed a peek into the more personal worlds of individuals (Neideck, Pike, Kelly, & Henry, 2021). Like "an actual window," the view is "two-ways" (p. 51). Students and young professionals need to think of their Zoom window as part of their personal brand.

At the end of the session, we will provide instructors and trainers with practical knowledge that will enable them to help students overcome negative nonverbal communication practices that may inhibit them from networking, job acquisition, and position advancement.

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Artificial Intelligence, Digital Business, and Cross-cultural Communication
(Track presented in partnership with GABC)

How Artificial Intelligence is Transforming Corporate Business Communication

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This presentation explores how Artificial intelligence (AI) is transforming global business communication. Innovations developed by Facebook, Apple, Amazon, and Google use AI to facilitate corporate communication across languages and cultures. Examples ranging from Siri and Alexa, chatbots, Google translation, and simultaneous meeting translation by Cisco's WebEx will highlight the vast and growing power of AI in corporate communication of international companies.

Theme

The theme of the proposed presentation is the application of Artificial Intelligence to business communication and its transformation of the way global companies conduct business communication and reach across cultures.

Purpose

The session has three main purposes. The first is to explore the innovative ways that AI is impacting corporate communication around the world. The second is to raise awareness of the companies that are driving research and development in AI to constantly improve results in a very complex area of human language and communication. The third purpose is look at the near and long-term future of business communication by investigating plans of AI leading tech companies such as Amazon, Google, Facebook, Apple and Microsoft.

Goals

The goals of the session include helping the participants to: 1) develop awareness of AI's wide range of application in business communication; 2) discover which tech giants lead innovation in AI's ongoing transformation of business communication; 3) increase understanding of the processes that tech companies use to create their innovations; 4) learn about future developments in AI and business communication that are in the works.

Methodology

The presenter will summarize the results of her research into the transformation of corporate business communication by AI. First she will give an overview of the field,. Then she will discuss the leading

companies working in the area, and the processes they have followed in developing their innovations. Next, she will discuss examples of widely adapted applications of AI in corporate communication such as Siri and Alexa, Google translate, and simultaneous translation of meetings through WebEx by Cisco. The presentation will conclude with a look ahead into plans for future developments and coming changes to the field of business communication.

Outcomes

After the session, it is hoped that participants will take away 1) greater understanding of how AI is changing the ways that global companies communicate and reach across cultures; 2) increased knowledge of the ways that companies develop innovations in AI and business communication; and 3) awareness of possible future directions in AI and business communication.

Artificial Intelligence, Digital Business, and Cross-cultural Communication (Track presented in partnership with GABC)

From Targeted to Pervasive Surveillance: The Rise of Anti-Surveillance Activism Against Twin Big Brothers

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This article consists of 3 sections: The first section offers an introduction to the major notions of surveillance studies such as surveillance society, privacy, transparency etc. It is argued that the so-called 'liberal democracies' are no longer so liberal when it comes to surveillance. Pervasive surveillance by twin big brothers (i.e., states and corporations) over all the people are justified on the basis of crime prevention, security, terrorism or profit maximization. In the wake of Snowden revelations that magnified and even confirmed the suspicions about surveillance, anti-surveillance movements have been in the making. They are still weak and quite fragmented, as it is rare to see that democracy movements busy with their other priorities are interested in data justice issues. So, we have a set of suggestions for anti-surveillance activism. Thirdly, we tried to reflect on alternatives to mass surveillance. As it is considered to be inevitable, we need to think about how to transform it and transform to what. Burgeoning notions such as sousveillance, equiveillance and coveillance are discussed within this context. We propose that anti-surveillance movements in a more socially conscious form should join hands with wider social justice movements via the notion of data justice.

WhatsApp Emoji in Business Interactions Between Malaysian and Iranian Entrepreneurs

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Emoji has increased in popularity in recent years and is now one of the most widely used multimedia tools. According to Skiba (2016), emoji was developed by Shigetaka Kurita in Japan in the late 1990s to provide contextual stimuli and interpersonal significance on a mobile internet network. Rather than the English word expression, the term emoji is derived from the Japanese character e (絵, "picture") + moji (文字, 'character') (Skiba, 2016).

In the business world, the use of emoji in business communications will encourage both entrepreneurs and customers in various aspects. Emoji aids entrepreneurs in forming relationships with customers because it is regarded as genuine a genuine expression of oneself. Furthermore, using emoji in a business context gives customers the impression that entrepreneurs are trustworthy and approachable (business.com, 2020).

Due to the extremely growing number of English speakers from various cultural backgrounds around the world, English is commonly used as a means of intercultural communication (Sharifian, 2014; Babai Shishavan & Sharifian, 2016). Intercultural communication refers to interactions between people who speak different languages but use the same language to communicate. Iran, for example, has used Business English in their business dealings. In line with modern development, global communications are vital for entrepreneurs to grow and expand their businesses. Therefore, the use of online communications such as WhatsApp is needed for them to interact globally.

This research focused on interactions between a Malaysian SME (M2) and three Iranian business counterparts named IA, IB, and IC in a Business English as a Lingua Franca (BELF) setting. Data were collected from these participants of the study based on their interactions on WhatsApp. Sixty-six messages from their WhatsApp conversations were analysed. Content Analysis was used to interpret the messages in the conversations, and De Vito's Five-Stage Model of Conversation was used to analyse the data. These stages incorporated Opening, Feedforward, Business, Feedback, and Closing. However, this paper highlights the usage of emoji in the Opening, Feedforward, Feedback, and Closing Stages only.

The data from the interaction between M2 and IA revealed that M2 used emoji as non-verbal communication to give IA an indirect sign or hint about his feelings. In the Opening Stage, the Iranian counterparts had more usage compared to M2. In this stage, types of emoji involved were OK hand (once) and a beaming face (once) was used to greet them with happiness. M2 only used one emoji which was grinning faces with smiling eyes.

The second stage involved Feedforward Stage. In this stage, M2 only used one form of emoji during this stage, which was the crying emoji (once) to express his disappointment. During this stage, none of the Iranian counterparts used any emoji.

The following stage was Feedback Stage. The participants used four different forms of emoji. IC was the most regular user, using folded hands (once), red heart (once), and orange heart (once). M2 used a folded hand twice. Finally, the last stage was Closing Stage. Three types of emojis were used at this stage. They were red hearts, smiling faces with hearts, and an emoji with a smiling face. The red heart was used by IC, while the other two were utilised by M2.

Emoji expands the capabilities of emoji by introducing a wide range of characters with emotional associations, such as anger or fear, that can be used in face-to-face interaction but are hidden in text (Annamalai & Abdul, 2017). Thus, both Malaysian and Iranian counterparts used WhatsApp emoji to convey certain meanings of feelings to each other.

Additionally, the results revealed that emoji was used less frequently in business interactions between M2 and IB. There was only one emoji discovered, which was used by M2. During the Opening stage, for instance, M2 used beaming face emoji to greet his clients with joy and as a conversation starter. According to SwiftKey (2015), using emoji entails adding an acceptable tone to text messages or suggesting refinements to particular sections of the messages' content. To clarify, this suggests that emoji plays an essential part in initiating conversations in business interaction.

Lastly, in the interaction between M2 and IC, it can be found that various types of emoji were used throughout the business interaction. This interaction has found an incredible number of emoji used compared to other interactions. Nonetheless, in these four stages, IC used emoji far more often throughout the business interaction. For example, IC used a variety of emoji, including a red heart, an orange heart, and folded hands. This may indicate that IC is an expert in the use of technology in business interactions.

Based on the results, it is possible to infer that WhatsApp emoji serves a variety of functions in business interactions. In short, it is apparent that WhatsApp has introduced some useful and beneficial features for a variety of purposes, including business communications. WhatsApp can improve an individual's efficiency by making communication quicker, easier, and more meaningful. Future studies should consider comprehensive analyses of other instant messaging systems in relation to BELF to further explore the use of language in BELF settings. Furthermore, future research should aim at using other theories to highlight the use of emoji in business interactions.

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Lessons and Tactics for Designing a Successful Virtual International Global Immersion Course

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University of North Carolina, Chapel Hill

Proposal

Due to restricted and suspended international travel, as a result of the COVID-19 pandemic, conducting traditional global immersion electives were not an option this year. In response to these unique circumstances, the presenter developed a fully virtual study-abroad experience for a group of Kenan-Flagler Business Students in collaboration with faculty at Corvinus University of Budapest. In this session, participants will hear a discussion of curriculum, see examples of student work, and explore best practices for developing a virtual international curriculum. Lessons and tactics learned related to navigating time zones, working with cross-cultural differences, enabling successful group projects, and keys to student success will be shared.

Background

Students at the Kenan-Flagler Business School at the University of North Carolina at Chapel Hill typically have the opportunity to enroll in faculty-led courses that result in international travel. These Global Immersion Electives (GIE) involve pre-departure classes as well as a wrap-up session after travel. Depending on the content of the courses, the classes can award a range from 1.5 to 3 credit hours. Unfortunately, with the onset of the COVID-19 pandemic, international travel was no longer an option for students; however, the need for them to gain valuable international perspective remained. Research conducted in 2020 by educations.com showed students desired to study international topics but were uncertain about study plans, worried about the impact of missing study abroad opportunities on their career/studies plans, and were willing to study online.

This GIE, developed by Michael Meredith, was the first of its kind at the Kenan-Flagler Business School; it used a client-based project and virtual cross-cultural teams. KFBS students worked virtually with a group of Hungarian peers from Corvinus University of Budapest. Within teams of four (two U.S. and two Hungarian), students worked on developing client recommendations. The teams worked on behalf of an actual client in Hungary (a startup firm called Munch with a mission to reduce international food waste); the company was looking to do market development in Hungary and expand into countries in Central and Easter Europe. Students met the client via Zoom meetings, collaborated, and delivered a formal presentation of findings (participants included the firm's founders and members of their executive

team). Additionally, students participated in course work that included learning about Hungarian culture, conducting research, conducting ideation and design thinking, recommendation development, and executing effective client presentations.

Students engaged in a rich, problem-based course. Students began by learning about Hungarian culture using Globe Smart and conducting other types of research. After the kickoff meeting with the client, students were placed in their respective cross-cultural teams based upon survey responses. KFBS students learned effective research techniques using library resources from the business school librarian, were assigned to conduct a profile of one of their Hungarian teammates, kept a journal focusing on their cross-cultural and leadership development, learned best practices of running successful international meetings, interviewed a Hungarian Angel investor, earned a design thinking practitioner badge from IBM, designed and engaged in student socials with an emphasis on cultural exchange , met and held a Q&A with a consultant from KPMG, received presentation coaching from a team of MBA students, participated in a case competition, and completed a self-reflection.

Lessons and Tactics

Important lessons, for faculty planning similar courses, include tactics for helping students find success. Key lessons to help students will include but not be limited to:

- Navigating time zones: A challenge for all students is maintaining a schedule. Being aware and creating a plan is key. Encourage students to split or balance the inconvenience between time zones and seek to normalize a schedule yet help them understand the need for flexibility.
- Working within cross-cultural differences: Using GlobeSmart to baseline tendencies and reflect were useful; learn from other students the group; build in space to reflect and unpack in class (don't assume); simple assignments can be powerful—especially when they encourage dialogue; a sequence of student baseline, reflection and gap identification, checkpoints, and wrap-up can be a great sequence.
- Experiencing successful group projects through planning and execution: Encourage social media and app usage; ensure stable internet; be clear about virtual behavior and etiquette expectations; use agendas, timelines, and agree to rules; budget social time into your meetings.
- Growing as an individual and leader: encourage students to play different roles in the team setting; invite others to speak; be patient; support each other; have students practice how they'll articulate the virtual learning experience to someone else.

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La Comunicación RSC de Empresas Chilenas, Españolas y Mexicanas: un Análisis Crítico de Género
(The CSR Communication of Chilean, Spanish and Mexican Companies: A Critical Gender Analysis)

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En este estudio examinamos en tres países del mundo hispanohablante, Chile, España y México, cómo se lleva a cabo la comunicación de la responsabilidad social corporativa (RSC) en empresas de los sectores de extracción y de la banca en dos géneros diferentes: el informe de sostenibilidad y la página web. Según la bibliografía (Bhatia, 2012), estos géneros experimentan una creciente hibridación. A partir de un análisis discursivo léxico-semántico de los informes, por un lado, y de un análisis multimodal de los sitios web, por otro, estudiamos cómo estos géneros cumplen la finalidad informativa y la de involucramiento de la comunicación de la RSC (Du, Bhattacharya y Sen, 2010). En los estudios de gestión de la RSC (Porter y Kramer, 2006), se afirma que las empresas distinguen entre la RSC estratégica y responsiva. Las empresas que incluyen la RSC en su estrategia procuran mejorar la sostenibilidad de sus actividades comerciales proactivamente, creando una situación beneficiosa para todos gracias a la dependencia mutua y a la sinergia potencial entre la empresa y la sociedad. Sin embargo, muchas empresas aplican una política de RSC responsiva, que intenta compensar los posibles efectos negativos de las actividades comerciales en la cadena de valor mediante acciones que puedan recibir la aprobación de sus partes interesadas. Esta brecha parece ser aún más profunda en los sectores sensibles a la RSC en combinación con países con un contexto institucional débil. La literatura argumenta que, paradójicamente, son los sectores más sensibles los que causan más daños sociales y/o ambientales, al mismo tiempo que muestran mayor RSC, a menudo responsiva. Así conseguirán justificar sus actuaciones y alcanzar sus objetivos, además de cubrir los vacíos de los que el gobierno no quiere o no puede responsabilizarse debido a un marco institucional demasiado débil (Rodrigo et al., 2016).

Por otra parte, los estudios de análisis crítico de género (Bhatia, 2010) argumentan que el discurso principal de la RSC se cruza con el interdiscurso promocional, es decir, un discurso de legitimación, reputación y diálogo con las partes interesadas más allá del mero discurso informativo. En la literatura se distinguen esos tres tipos de estrategias de comunicación promocional cuyos objetivos son mejorar la reputación de la empresa, legitimar sus actuaciones discutibles y comunicar con las partes interesadas para que se sientan involucradas (Du y Vieira, 2012). En la gestión de la RSC se identifican como cruciales para su éxito (Du, Bhattacharya y Sen, 2010). Además, la literatura argumenta que cuanto más controvertido sea el sector económico en que opera la empresa, más reforzarán los interdiscursos la comunicación de la RSC. Una reputación más negativa asociada a las empresas polémicas las impulsa a

comportarse como buenos ciudadanos corporativos para mitigar el escepticismo de las partes interesadas y mejorar la credibilidad de la comunicación de la RSC (Aerts y Cormier, 2009).

Los resultados de este estudio muestran que en los informes el contexto institucional determina el tipo de RSC comunicada, con una RSC más responsiva en México y Chile que en España. Además, en los primeros hay una mayor presencia de interdiscurso promocional, posiblemente dado el alto grado de institucionalización de la comunicación de la RSC en el contexto español (Basanta & Vangehuchten, 2019). Respecto a las páginas web de las empresas examinadas, el análisis multimodal corrobora asimismo la presencia mayoritaria de una RSC responsiva en los subcorpus hispanoamericanos, con elementos visuales que reflejan el interés social general, pero aparecen anuladas las diferencias transculturales en cuanto a la presencia de elementos promocionales y divulgativos, que en los tres subcorpus se manifiestan de manera equivalente. El objetivo común de las páginas web y de los informes es la transmisión de información y la presentación de la misión y los valores de la empresa. En efecto, mostrar la empresa como éticamente comprometida con el medioambiente y la sociedad es un elemento común en las páginas web de las seis empresas y constatamos que la RSC estratégica se manifiesta a través de elementos teóricos o visuales caracterizados por un especial cuidado de su contenido y de su forma. En cuanto a las diferencias entre ambos géneros, observamos que la presencia de una estrategia de interacción con las partes interesadas se limita en los informes a una comunicación indirecta a través del uso de imágenes con las que los lectores pueden identificarse, mientras que las páginas web combinan este enfoque de identificación indirecto con otro directo, al ofrecer posibilidades de interacción, tales como enlaces a las redes sociales, formularios para seleccionar información concreta, herramientas de ayuda directa, sistemas de búsqueda rápida, cuestionarios de varios tipos. Asimismo, apuntamos que en los sitios web se prioriza el uso de una estrategia retórica positiva especialmente al referirse de una manera tangencial a los aspectos más discutidos de la RSC, mientras que en los informes se maneja una retórica de omisión (McGoey, 2019). Ambas técnicas retóricas, sean de índole multimodal o textual, ejercen cierta influencia sobre la percepción de los grupos de interés acerca de los temas más sensibles de la RSC.

La hibridación del género se constata igualmente en la heterogeneidad del formato del informe. Los informes chilenos son todos informes de RSC autónomos, mientras que los informes españoles se integran en las memorias anuales y el subcorpus mexicano cuenta con ambas variantes. Además, al descargar los informes de las páginas web de las empresas hemos podido constatar cómo partes de ellos se ofrecen directamente en la web de la empresa, de manera que la presentación visual de los contenidos en los informes también resulta influenciada por esta contigüidad de soportes.

In this study, we examine in three countries of the Spanish-speaking world, Chile, Spain and Mexico, how the communication of corporate social responsibility (CSR) is carried out in companies in the extraction and banking sectors in two different genres: the report of sustainability and the web page. According to the bibliography (Bhatia, 2012), these general experiences increase hybridization. Starting from a lexical-semantic discursive analysis of the reports, on the one hand, and a multimodal analysis of the websites, on the other, we study how these genres fulfill the informative purpose and that of involvement of CSR communication (Du, Bhattacharya and Sen, 2010). In CSR management studies (Porter and Kramer, 2006), it is stated that companies distinguish between strategic and responsive CSR. Companies that include CSR in their strategy seek to proactively improve the sustainability of their business activities, creating a win-win situation thanks to mutual dependence and potential synergy between the company and society. However, many companies apply a responsive CSR policy, which attempts to compensate for

the possible negative effects of business activities in the value chain through actions that can receive the approval of their stakeholders. This gap appears to be even deeper in sectors that are sensitive to CSR in combination with countries with a weak institutional context. The literature argues that, paradoxically, it is the most sensitive sectors that cause the most social and / or environmental damage, at the same time that they show greater CSR, often responsive. In this way, they will be able to justify their actions and achieve their objectives, in addition to covering the gaps that the government does not want or cannot take responsibility for due to an institutional framework that is too weak (Rodrigo et al., 2016).

On the other hand, critical gender analysis studies (Bhatia, 2010) argue that the main discourse of CSR intersects with the promotional interdiscourse; that is, a discourse of legitimation, reputation and dialogue with stakeholders beyond mere informational speech. The literature distinguishes these three types of promotional communication strategies whose objectives are to improve the reputation of the company, legitimize its debatable actions and communicate with interested parties so that they feel involved (Du and Vieira, 2012). In CSR management, they are identified as crucial for its success (Du, Bhattacharya and Sen, 2010). Furthermore, the literature argues that the more controversial the economic sector in which the company operates, the more interdiscourse will reinforce CSR communication. A more negative reputation associated with controversial companies prompts them to behave as good corporate citizens to mitigate stakeholder skepticism and enhance the credibility of CSR communication (Aerts and Cormier, 2009).

The results of this study show that in the reports the institutional context determines the type of CSR communicated, with a more responsive CSR in Mexico and Chile than in Spain. Furthermore, in the former there is a greater presence of promotional interdiscourse, possibly given the high degree of institutionalization of CSR communication in the Spanish context (Basanta & Vangehuchten, 2019). Regarding the websites of the companies examined, the multimodal analysis also corroborates the majority presence of a responsive CSR in the Hispanic-American subcorpus, with visual elements that reflect the general social interest, but the cross-cultural differences in terms of the presence of elements promotional and informative, which in the three subcorpus are manifested in an equivalent way. The common objective of the web pages and the reports is the transmission of information and the presentation of the mission and the values of the company. Indeed, showing the company as ethically committed to the environment and society is a common element on the web pages of the six companies and we note that strategic CSR is manifested through theoretical or visual elements characterized by special care for their content and its shape. Regarding the differences between both genders, we observe that the presence of an interaction strategy with stakeholders is limited in reports to indirect communication through the use of images with which readers can identify, while web pages They combine this indirect identification approach with a direct one, by offering interaction possibilities, such as links to social networks, forms to select specific information, direct help tools, quick search systems, questionnaires of various types. Likewise, we note that the websites prioritize the use of a positive rhetorical strategy, especially when referring in a tangential way to the most discussed aspects of CSR, while the reports use a rhetoric of omission (McGoey, 2019). Both rhetorical techniques, whether multimodal or textual in nature, exert a certain influence on the perception of interest groups about the most sensitive CSR issues.

The hybridization of the genus is also confirmed in the heterogeneity of the report format. The Chilean reports are all autonomous CSR reports, while the Spanish reports are integrated into the annual reports and the Mexican subcorpus has both variants. In addition, when downloading the reports from the

companies' web pages, we have been able to verify how parts of them are offered directly on the company web, so that the visual presentation of the contents in the reports is also influenced by this contiguity of supports.

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The State of Green Marketing in India

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Abstract

This review article provides a qualitative assessment and analysis of green marketing in India. The World Economic Forum reported the world's largest democracy was at a tipping point regarding a healthy and sustainable future. The accelerating rise of sustainability issues in India has directed companies in developing sustainable corporate strategies and marketing practices throughout their companies. Our paper (1) examined the state of green marketing in India within the context of macro environmental issues, (2) defined green marketing and contrasted green with other marketing activities in India, (3) conceptualized green marketing as an essential element within the concept of sustainability, and (4) offered principles at a strategic level for the triple bottom-line responsible and sustainable management India may consider for adoption. We conclude with applications and discussion involving units of Tata Indian Group.

Keywords: Green Marketing, India, Sustainable Development, Environmental Social Governance (ESG)

Declaration of Conflicting Interests

Funding

Environmental sustainability has become a prominent concern in India, in both government and industry. The 2019 World Economic Forum (WEF) reported that India was at a tipping point in terms of economic growth and human development, stating that achieving a "healthy and sustainable future" was one of the top three challenges facing the country (Ghosh 2019). India is the world's largest democracy, the second most populous nation, and the sixth-largest economy in the world (CIA Fact Book 2020), yet "cities grappling with alarming rates of congestion and pollution, together with an unhealthy population, could significantly dampen the benefits of India's demographic dividend and

urban growth, and lead to a fast deterioration in the quality of life of its citizens" (Ghosh, 2019, p. 4). The WEF report indicated that nine of the 10 cities with the most serious air pollution are in India, including the capital city of New Delhi. Agarwal (2019) reported that air pollution in New Delhi has reached 20 times the level recommended by the World Health Organization, and that this pollution was having a negative impact on employee recruiting and retention.

In response to this increasing concern, Indian companies have developed sustainable corporate strategies, communicated green vision and mission statements to stakeholders, and broadened sustainable practices. This paper reviews the expansion of green marketing in India, details challenges and opportunities in green development, and evaluates how companies are responding to these challenges. Today, green marketing is viewed as essential communication with customers and has a critical impact on the perception of products or services as sustainable (D'Souza & Peretiako, 2002; Jain & Kaur, 2006; Khare, Mukerjee, & Goyal, 2013; Singhal & Singhal, 2015; Bailey, Mishra, & Tiamiyu, 2016). Kotler (2011) states that the environmental agenda is likely to have a profound influence on marketing theory and practice and that "Companies must address the issue of sustainability" (p. 132). Our paper (1) examines the explosion of business opportunities in green marketing in India within the context of macro-environmental issues; (2) analyzes challenges many enterprises face in developing Page 4 sustainability activities; (3) identifies other business challenges, including the pattern that larger companies set for smaller companies in sustainability leadership, (4) aligns these opportunities and challenges with sustainable advances; and (5) discusses strategic responsible competitiveness for India and offers principles at a strategic level for fulfilling the imperatives of the triple bottom line. We conclude with applications and illustrations involving units of Tata Group, a leader in sustainable development in India.

Opportunities For the Expansion of Green Marketing In India

The business climate in India has shifted dramatically toward production and consumption of sustainable products and services. Aggarwal and Singh (2019) perceive CSR as a "buzzword" for corporate India. Gupta (2019) argued that a green "bandwagon effect" with eco-friendly products has taken hold in corporations, stating, "An overwhelming 65% of global consumers are ready to shell out more for brands which use sustainable products and nine in every ten customers are also ready to switch to eco-friendly brands if price and quality were equal." Current trends in industry seem to support these statements. Hindustan Unilever, an Indian subsidiary of the British-Dutch multinational Unilever consumer goods conglomerate, brought a range of sustainable skin care products to India packaged only in recycled plastic. The company subsequently dominated the local packaged-goods sector across the country, and its product line grew nearly 70% faster than its regular brands. Adbrand.net, which maintains a global database and tracks accounts in India, reported that Hindustan Unilever marketed products toward lower-income rural communities as well as wealthier urban customers. Marketing91 reported that Hindustan Unilever maintained a portfolio with 35 brands across different sectors (Bhasin, 2019), engaging primarily in direct sales. In addition, Paranjape (2018) published a Hindustan Unilever case study on the role of digital marketing in developing customer loyalty. The case study showed how the "firm enticed its core audience of young women with free mobile airtime rewards—building a useful Page 5 database through digital marketing of airtime rewards" (p. 1). The report stated this was the first time the company had relied entirely on mobile product marketing, and the result was considered very successful with both traders and consumers.

An enterprise in another different industry similarly enjoyed exceptional growth thanks to advances in sustainability. Mahindra & Mahindra (M&M) started in Mumbai in 1945 as a steel trading company. That is a difficult sector for sustainable development, but M&M became known as a top-listed sustainable company. Now a multinational with 22 diverse industries, it has grown exponentially into 150 companies with 250,000 employees in over 100 countries (Mahindra & Mahindra, 2020). The firm integrates sustainable activities and development throughout its organization along with green marketing. M&M's website focuses on the company's sustainable mission and vision statements, developing alternate energy sources and energy conservation (Mahindra & Mahindra, 2020). The CSR policy has become central to the company's mission, which includes this goal: "To promote a unified and strategic approach to CSR across the Company by incorporating under one 'Rise for Good' umbrella the diverse range of its philanthropic giving, identifying select constituencies and causes to work with, thereby ensuring a high social impact" (Irani, 2019). Corporate philanthropy exists as an element of social responsibility and is best understood as altruism or "love for mankind." Corporate philanthropy corresponds with green marketing because it describes corporate giving, such as donations, corporate foundations, and volunteer programs, that benefit the community and "brand" the name and logo of the corporation. When an enterprise acts as a good citizen of the local community, giving grants for soccer stadiums, literacy programs, food pantry programs, it engages in philanthropy and can market these social activities to stakeholders. Parallel to M&M's new CSR policy, India established a nationwide policy in 2013 called the New Companies Act, which required firms to spend 2% of their earnings on CSR initiatives. Currently, Mahindra has pursued a new digital marketing route by Page 6 integrating a virtual world in its automobile showrooms and engaging customers in the pre-purchase and purchase stages. The company has dedicated Rs 60 crore (600 million rupees or $8 million) to developing a technology backbone for the project.

Legal requirements in India set constraints around green marketing and added parameters that intertwine with a company's sustainability activity and reporting. Aggarwal and Singh (2019) described the Securities and Exchange Board of India's (SEBI) requirement for the top 500 companies (by market capitalization) to file Business Responsibility Reports (BRRs), based on National Voluntary Guidelines (NVGs). These guidelines for responsible business conduct were updated in 2017 and include reporting requirements aligned with environment, social and governance (ESG) activities. Companies must demonstrate that sustainable development is a priority, which results in green marketing of products and services.

Numerous academic studies on green marketing in India indicate opportunities for businesses. First, according to Fouziya and Gracious (2018), corporations have identified "green" as a good marketing philosophy. Their research supported findings that customer perceptions and buying behavior were influenced by eco-friendly messages. Second, Chaudhary and Bisai (2018) tested three predictors of purchasing intention among educated Indian millennials using the Theory of Planned Behavior framework; they found correlations between attitudes toward buying green products, subjective norms of consumers, and perceived behavioral control. In summary, Paul, Modi, and Patel (2016) underscored how consumers and marketers can benefit from information that guides their environment-related behaviors, which are useful for predicting green product purchase intention in India.

Sustainable development in a business not only attracts the young and educated but also attracts a broader demographic range of consumers. For example, NatureLand Organics, a private company headquartered in Jaipur, Rajasthan and founded in May 2014 by Ajeet Godara and Arvind Godara, Page

7 promotes organic foods and agricultural products to a broad range of consumers. Achieving authorized capital of 1579.83 lakhs ($157,983,000), the company jumped to a position among the top ten promising organic food companies in 2019 (Siliconindia, 2019a). Doing business predominantly in the agricultural sector, NatureLand Organics controls its supply chain and, according to the founders, "We are contributing to the growing awareness of organic product consumption by propagating it advantages and future benefits through varied marketing channels" (Siliconindia, 2019b, p. 28). Products offered include cereals, dry fruits, flour, juice, powder, oils, pulses, spices and others, and the firm specializes in varied marketing channels, such as digital marketing and other online promotions. One major drawback to online marketing is India is that consumers in many areas of the country still lack reliable Internet access due to poor connections.

Boobalan and Nachimuthu (2020) compared organic consumerism between India and the USA, reiterating the need to consider factors such as the consumer culture and specific context of the buying decision. In general, they noted that developed and developing countries have different views of the value of organic foods, yet both countries welcome them as eco-friendly products. Likewise, Kumar and Polonsky (2019) quantified perceptions of 350 Indian consumers by asking whether their positive perception of retailers' environmental activities depended on three variables: (1) service encounter quality, (2) in-store communication quality, and (3) product encounter quality. Their study suggested important implications for green retailers: "If consumers' expectations are consistent with their in-store experience, perceptions of the retailers' credibility are increased" (p. 31). These research findings may help marketers effectively communicate about environmental issues with consumers who are willing to pay a premium for green products.

Finally, one study (Alex & Mathew, 2018) summarized reasons why purchasers chose green products. They found a positive relationship linking both perceived quality and perceived value to Page 8 customers' purchase intentions and that "green marketing awareness has a positive influence on perceived price and purchase intention" (p. 91).

One marketing survey (Pillania, 2013) examined the content of such green messages and identified a number of reasons why companies are "going green": Reasons surveyed included:

1. Compliance with legislation
2. Stakeholder pressures
3. Government incentives
4. Increasing customer awareness
5. Increasing global environmental concerns
6. Brand name and reputation
7. Competitive advantage
8. Carbon credit incentives
9. Responsible corporate citizenship

Challenges of Green Marketing

Lazer (1969, 2013) was among the first to introduce the concept of corporate social responsibility and initially focused on terms such as environmental resources and environmental impacts in marketing (Kumar, 2016). George Fisk (1973) tied "the redefinition and measurement of consumption behavior in

ecological systems … to marketing theory and measurement" (p. 31), a trend that extended far beyond his lifetime. Decades later Chatterjee and Mir (2008) reported that most Indian companies were disclosing environmental information in their annual reports and providing eco-information on their web sites. Narula and Upadhyay (2011) reported that companies generally in the environmental industry, such as Rallis India Ltd., United Phosphorus Ltd., Syngenta India Ltd., and Bayer India Ltd., had diversified into related businesses or engaged in mergers and acquisitions to create an industry strategy of environmental attractiveness with stakeholders and regulatory authorities. Kumar (2016) reported on an extensive study that tracked green marketing development through five extensive, global literature reviews (Kilbourne & Beckmann, 1998; Chamorrow & Banegil, 2006; Leonidou & Leonidou, 2011; Chabowski, et al., 2011; McDonagh & Prothero, 2014). He summarized the "green" consumer as an environmentally conscious person who responds to green ads, purchases green products, and is interested in energy conservation and recycling. In an earlier perspective, Kumar (2014) reflected on the Page 9 Indian experience in the greening of the retail sector, finding that retail businesses' commitment toward the environment and green products was increasing. Further, Kumar (2015) noted the contributions of literature reviews on green marketing in small Indian firms had focused on product innovations and as a result had enhanced their competitive advantage against larger companies. He concluded that the natural resource–based view (NRBV) was a theoretical foundation of green marketing for small firms in India. A challenge or conundrum many Indian companies face appears to be a tension between product strategy and its effect on the environment, or economic growth at the cost of the environment.

Other Challenges

A broader question asks, "What is the degree of impact larger companies are having on smaller companies?" Do larger companies set a "green" example for these firms? How does corporate strategy, orientation to environmental concerns, or development of green technology influence smaller firms? The three largest companies by revenue on the Bombay Stock Exchange are engaged in the areas of hydrocarbon exploration and production (Reliance Industries), petroleum refining (Indian Oil Corporation), and petrochemicals (Oil and Natural Gas Corporation). Reliance has done well in representing itself in a difficult industry for sustainability, and its excellent reporting has set a pattern for smaller companies. The company published its first sustainability report in 2004-2005 (Reliance Sustainability Report, 2005). In that year it achieved an A+ rating, according to the international Global Reporting Initiative (GRI) guidelines, continuing to be certified with an A+ through 2015, and afterwards achieving a Core or Comprehensive rating. Today, Reliance explicitly seeks to engage stakeholders and customers in sustainable marketing communication. Its Sustainability Report (2018) states, "Our marketing communication efforts abide by the brand standards and guidelines with regard to visual manifestation, brand promise and relevancy and saliency of the target group. We also adhere to all legal statutes with respect to product labelling and display of product information" (p. 145). The Page 10 company uses FirstHive, a customer data platform in customer relationship management (CRM) that builds unique customer identities by aggregating data from across all sources of customer interactions and customer transactions. Smaller companies can look to Reliance for leadership in sustainability.

A major challenge for smaller firms rests in conformity to the requirements of the GRI guidelines. GRI standards include fundamentals of ownership, market served, supply chain issues, and statements of company strategy, values, norms, and ethics. Documentation is required of governance structure and stakeholder engagement (including collective bargaining agreements). Details of economic performance

(financials) are expected. The guidelines ask for an explanation of environmental performance (energy, water usage, emissions, and waste compliance) and statements of occupational health and safety. Besides, the small firm must be concerned with non-discrimination, diversity, and human rights. Although it may meet some of these standards, a smaller firm would be challenged to meet all of them.

Marketers in small and large companies also strive to meet government requirements, achieve international standards, and engage in sustainability reporting on websites and annual reports. The government of India created "Ecomark" in 1991 to identify environment-friendly products and comply with the Bureau of Indian Standards (BIS). Ecolabel is awarded by most countries based on environmental considerations, but in India it is also linked with the safety and quality of products. Patel (2017) headed a team at the Consumer Education and Research Centre in Ahmedabad that compiled a report on eco-labelling and promotion of eco-friendly products in India, covering various products and services ranging from cosmetics to food to textiles.

Panigrahi and Devi (2015) argued that the advent of technological developments and competition has posed challenges to marketers. They cited a growing awareness of consumers about the International Standards Organization (ISO), which can certify the standards and categories of environmental claims, Page 11 including ISO Types I, II, and III. Eco-labels are essential to green marketing, especially in Type I claims, which are based on criteria set by a third-party group, governmental or non-commercial organization. Adoption of eco-labels gained wide global acceptance in the mid-1990s when Indian companies turned to green marketing as a viable competitive strategy. The Tata Steel Group established its Green Pro Certification, which standardizes the life cycle of the product through material sourcing, production processes, distribution, use, and disposal. The company emphasizes that eco-labeling is voluntary, and it strives to produce a recognizable brand and trustworthy label.

A final challenge to be mentioned here concerns the development of the social dimension in marketing in India while retaining the eco-environmental dimension. Prothero (1990) challenged marketers to expand to the human or social dimension "to satisfy customers' needs and wants on the condition they are in no way damaging to society" (p. 91). Singhal and Singhal (2015) broadened the definition of green marketing in India from ecological (biological components), to environmental (broader, earth and life), to sustainable, defined as referring to "all activities designed to generate and facilitate any exchanges intended to satisfy human needs or wants, such that the satisfaction of these needs and wants occurs, with minimal detrimental impact on the natural environment" (p. 1135).

Aligning Opportunities and Challenges with Sustainable Advances

Opportunities for green marketing in India become manifest through an emerging new discipline of "sustainability science," while major challenges exist in "issues of population growth accompanied by high-consumption lifestyle" (Khuman, et al., 2014, p. 24). That is, high consumption has not paralleled growth in better environmental standards. A lack of urban planning and poor food security has increased environmental degradation over the last decade. Khuman et al. (2014) recommended educating stakeholders, including policy-makers, planners, academicians, scientists, and the public to overcome these hurdles. Singhal and Singhal (2015) described green marketing in companies that are saving Page 12 energy through producing green products and using advanced technology to benefit consumers, listing examples as Su-kam, Voltas, Fevicol, and the State Bank of India (all leaders in environmental management). Singhal and Singhal (2015) highlighted an example of the first eco-friendly

notebooks in India for public consumption, which are now manufactured free of the harmful chemical PVC (polyvinyl chloride), appealing to workers, communities, and ultimate consumers.

Promotion of green products, when accompanied by premium costs, may result in another obstacle for companies in green marketing. Leonidou, Katsikeas, and Morgan (2013) emphasized that "many managers have remained unconvinced that such investments make strategic and financial sense for their firms" (p. 168) and have failed to establish a link between green marketing programs and the firm's return on investment (ROI). Their study developed a theoretical model that predicts the benefits of the green marketing mix of product, place, price, and promotion components for market performance and a company's slack resources. This model should help to convince top managers to support green marketing programs. Their model also offered alternative approaches to premium green pricing and promotion programs.

Pillania (2012) projected the future significance of green management and sustainability in India by studying the impact and practices of 91 top Indian companies. Roughly one-third (27) were engaged in no green management and sustainability practices. Forty percent (37) were actively engaged in green management and sustainability. The remaining 27 were planning sustainability development activities for the future, but were not engaged in such those activities at the time. Pillania (2012) reported that those sectors substantially polluting the environment were planning more green management activities in the future.

Improvements in sustainability science in India have resulted in better business communication about sustainable development. These messages have raised awareness of environmental concerns for Page 13 the Indian consumer. For instance, consumer perceptions have become more discerning with regard to mining and chemical companies. Consumers perceive those industries as polluting the environment more than others. Yet Prathima and Misra (2013) claimed that the mining and chemical industries are better positioned to derive a competitive advantage from sustainable strategies than others. In different sectors, Prathima and Misra (2013) reported general examples of green products (p. 229):

- milk cooperatives selling packaged milk with the offer of a cash refund for returning the disposable plastic pouches
- hand-woven and chemical-free fabric
- herbal shampoo (products)
- wood-based products from forests or plantations managed on sustainable principles
- bicycle-driven rickshaws as non-polluting means of transport
- hydropower (electricity)
- automobiles powered by electricity
- air conditioners and refrigerators with environment friendly refrigerant

Word choice in green marketing messages is important, especially through media coverage, and product messages present a challenge for marketers. India companies and other global firms communicate most information through websites and annual reports about their strategies and environmentally friendly products. Smith and Alexander (2013) reported on CSR wording used in Fortune 500 companies' websites and annual reports to examine what words or sustainability terms global companies use. Today, most companies avoid using the terms "Corporate Social Responsibility" (CSR) as a heading, instead preferring terms that identify specific corporate responsibility (CR) activities. The researchers

reasoned that firms choose words that indicate specific "social" activities and included "Corporate Environmental Responsibility" (CER) activities. Although Smith and Alexander's (2013) research did not include Indian companies, their findings may prove beneficial for in-country firms.

Furthermore, Smith and Alexander (2013) reported that among a dozen common CSR words investigated in their study, the terms "community" and "environment" ranked highest in frequency of Page 14 use in headings (80 percent or more) and were considered top-tier terms in usage. On the lower end, "green" appeared in headings only 12.4 percent and was labeled a bottom-tier term, apparently illustrating the lesser use of "green." The term "environment" appeared to resonate most with companies, especially in the manufacturing sector, appearing most often (94.6 percent) in headings. Four years later, Smith (2017) replicated parts of her study and conducted a longitudinal analysis of CSR on Fortune 500 websites. Remarkably, the study revealed that 99 percent of Fortune 500 companies were participating in CSR by that time, becoming involved in social issues such as "human exploitation within company supply chains, global citizenship, volunteerism, and employee training" (p. 85). Although use of the term "environment" had decreased significantly, "companies still care about the environment, but use different terms to better communicate it" (p. 85).

Discussion

How should we interpret these opportunities and challenges in India's progressive sustainable development? We chose the following five areas to represent major sectors evidencing progressive sustainability development and that serve as examples for green initiatives in marketing: (1) agriculture (wheat and grain), (2) single-use plastics, (3) equitable water use, (4) waste accumulation, and (5) electricity.

Initiative One. A U.S. government report stated that the green revolution in India benefited northern and northwestern areas during the 1960s and the early 1980s. Agricultural scientist Norman Borlaug, who was awarded the 1970 Nobel Peace Prize for his efforts, led a "green revolution of worldwide agriculture programs, saving millions of lives" in India and Latin America (PBS, 2020). These benefits were measured in terms of higher yields of wheat and rice and "limited to areas (1) with assured supplies of water and the means to control it, (2) large inputs of fertilizers, and (3) adequate farm credit (states of Punjab, Haryana, and Uttar Pradesh)" (Heitzman and Worden, 1995). Today, NatureLand Organics Page 15 serves as an example of an agriculture company which has successfully marketed green products throughout the country. Organic farming is popular in general agri-business areas, including fertilizer production, grain and seeds, poultry, mushrooms, and tea or coffee. India is changing toward greater sustainable development with the impact of organic agriculture business.

Initiative Two. Single-use plastics were banned for future use in the entire country in 2018 during the United Nations' World Environment Day, when Prime Minister Modi announced the intention to eliminate single-use plastic by 2022; in the capital city, New Delhi, the ban included plastic bags, cutlery, cups, and plates in 2017, and straws in some cases (Sampathkumar, 2019). A comparison of the per-capita use of single-use plastics in the United States (92.5 kg) and India (10.9 kg) is revealing. Chaudhuri (2020) reported on a study in Science (Pew Charitable Trusts, 2020) that the amount of plastic flowing into the world's oceans is set to surge and the annual inflow of plastic could nearly triple from 2016 to 2040. The website Entrepreneur India identified Pappco Greenware as an example startup providing substitutes for single-use plastics (Pappco India, 2020). Located in Mumbai and started in 2011, the

company sells disposable products that are made of sugarcane waste, bagasse (leftover residue after crushing and processing of sugar cane), and bamboo. The products biodegrade in 60 to 90 days.

Initiative Three. Water shortages are a national problem. Salopek (2019) estimates that one-half of India's people (600 million) are "grappling with either severe water shortages or polluted supplies" (p. 1), resulting in India's government engineers controversially planning to reroute water from some rivers to other rivers. The minister of water resources in the Modi government indicated that India plans to provide equitable water access to all the population by 2030 (Salopek, 2019). The Ganges River provides drinking water, albeit highly polluted, for an estimated 400 million people as it runs from the Himalaya Mountains in Kashmir to the Bay of Bengal (Sampathkumar, 2019). The Ganges pollution problems are documented widely. The river is considered a sick god, and its water contains concentrated Page 16 pollution, immediately especially below major cities. Equitable water distribution via groundwater presents an issue because of contamination of arsenic and heavy metals. The AMRIT company (Arsenic and Metal Removal by Indian Technology) manufactures water filters that look like bamboo poles and, as the name implies, removes arsenic and heavy metals from villagers' drinking water.

Initiative Four. In the public waste realm, China was previously the biggest consumer of other countries' scrap material, including plastic bottles, soda cans, and junk mail envelopes, predominantly from the United States. In 2018, however, China banned 24 categories of waste and set restrictions on the flow of foreign trash into that country. Such waste overflowed to India (Chaudhuri, 2019). Raddiwalas (trash pickers or those who collect items to sell) exist in India, driving a $25 billion industry that helps people stay out of poverty. According to Bellman and Agarwal (2019), China's exit from the waste market and the United States' high supply of trash drove down the price of garbage everywhere. Indian recycling companies acted on the low prices, importing more garbage from the U.S., and exports to India of scrap material rose by about one-third. This change has affected even immigration patterns as Raddiwalas move from rural areas to picking trash in big cities, such as the Ghazipur Landfill outside Delhi, a 200-foot-high mountain of trash that is growing every day. Over 30 recycling startup companies with significant funding existed in India in 2020 (Recycling Startups, 2020), seeking to stem the flow of trash around big cities.

Initiative Five. Raj Shah, president of the $4 billion Rockefeller Foundation, collaborated in 2019 with Tata's Smart Power India to bring electricity to 10,000 mini-grids in India or approximately 25 million people. The plan included solar panels and battery backup power; as Kessler (2020) reported, "the project can deliver containers to remote parts of India and provide 24/7 electricity at a competitive price." This initiative would provide a nominal price for the electricity and the availability of power would stimulate commerce, such as small sewing businesses, clothing stores, water wells, or irrigation.

We conclude our discussion of sustainable science and green marketing with a few summary impressions. The green marketing concept grew globally in popularity in the late 1980s during a period of rapid green consumerism (Peattie and Crane, 2005) while there was a concomitant shift toward an abundance of greener products. Peattie (1990) critically examined this trend that incorporated "green" into marketing strategies and warned about "painting marketing education" with a new face. In an editorial introduction to a special issue on green marketing, Prothero (1998) confirmed that it "is definitely not a fad" (p. 507) and that green marketing would not go away during the next millennium. Still, a backlash appeared with consumers and academics during the 1990s. Peattie (1999) wrote about trappings versus substance in the greening of marketing planning and shifted the focus to future business strategy, and he stated that companies need to harmonize with the external environment.

Crane (2000) believed the backlash led to a strategic reorientation of green marketing in the 1990s. Moreover, Peattie and Crane (2005) asked, "What has happened to green marketing?" commenting that much has been underpinned by neither marketing nor environmental philosophy. In other words, green marketing gives the impression of having significantly underachieved and has not radically changed products or markets. Despite this impression among academics, we believe green marketing has arrived in India.

Green Marketing and ESG

This section focuses on principles at the strategy level for sustainable responsibility management that companies in India may consider for adoption. Figure 1 reflects how balanced sustainable development can be reached only if it is based on social, environmental, and economic co-development (Barbier, 1987). This co-development in a company's sustainability activities serves as the basis for a well-balanced triple bottom line (social, environmental, and economic).

Figure 1. Sustainable Development Graphs

Sources: Barbier, E. (1987). The concept of sustainable economic development. *Environmental Conservation, 14*(2), 101–110; United Nations. (2005). *2005 World Summit outcome* (p. 12). New York: United Nations.
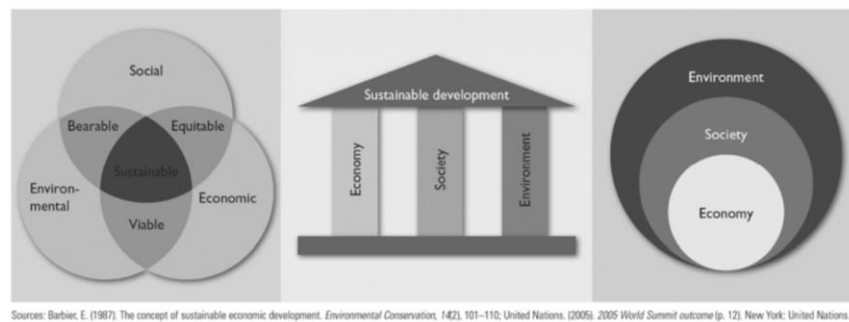
Ideally, sustainable activities and development are engaged in each of the three areas. The three circles on the left graph (Venn diagram) emphasize sustainable balance among social, environmental, and economic development. If a country focuses primarily on social development, as India has done, the results might be equitable (fair) between the social and private sectors, but the environment and economy will suffer. It will be neither bearable nor viable. The missing environmental quality, for instance, leads to consequences such as unbearable smog in major cities and the fueling of the economy with nonrenewable resources. Even economic growth can become no longer viable if the needed resources can be bought only at horrendous prices through external trade—that is, if internal, nonrenewable resources have been used up completely. The center graph represents the same concepts as the columns to show clarity among the three concepts. The right graph of concentric circles again shows the same concepts, but differently in that the inner economic circle represents a fundamental foundation every company must have to make a profit and create a viable financial basis. When a business is healthy financially, it can then help society and better the environment. Each of the three graphs illustrates how a sustainable balance should be maintained among all three dimensions.

A firm that engages in and maintains its sustainable development through social activities such as literacy and education will benefit children in society. Web pages of larger firms may highlight their Page 19 social activities, social justice causes, and cause marketing that benefit other nonprofit organizations,

especially those within the country. One can conclude that consumers will have a favorable attitude toward companies that support a cause or have high involvement with a cause in green marketing (Patel, Gadhavi, & Shukla, 2017).

Strategic Responsible Competitiveness for India

Finally, we will draw sustainability applications from a prominent Indian company in green marketing: Tata Group, a multinational conglomerate holding company headquartered in Mumbai (Tata Group, 2020). Founded in 1868, the Tata Group conglomerate comprises 30 firms across ten verticals, and its 2018–2019 website reported that the revenue of Tata companies taken together was $113.0 billion with a combined market capitalization of over $160 billion, as of March 31, 2019 (Tata Group, 2020). In 2019 these companies collectively employed over 720,000 people. Sustainability appears to be successfully integrated across all these units. Several academic articles have reviewed Tata's sustainability activities (Shah, 2014; Srivastava, et al., 2012; Sagar & Singla, 2004). The company effectively demonstrates how to communicate sustainability through its website. Uniquely, a review of its general website for terms such as green reveals no mention of CSR. Sustainability activities are not placed in the top menus. Instead, a separate web site (www.tatasustainability.com) serves as Tata Group's focus for sustainability. CSR evaluation guidelines are posted on the site, emphasizing that "The Tata Group has always recognized its larger responsibilities towards society" (Tata Sustainability Group, 2020, p. 1). The guidelines clearly mention the Companies Act of 2013, and an in-house statement required all those Tata companies that did not engage in CSR activities, or did them only in a small way, to begin doing so significantly. This act raised sustainability to board-level scrutiny and required mention in the company's external communications.

Figure 2 adapts Porter and Kramer's (2006) model of strategic management incorporating business principles for competitive business strategy to sustainability. It establishes the link between society, competitive economic advantage, and environmental benefit. The process is displayed in Figure 2 (Laasch & Conaway, 2015, p. 158).

Figure 2. Four-Phase Process Linking Competitive Advantage and CSR
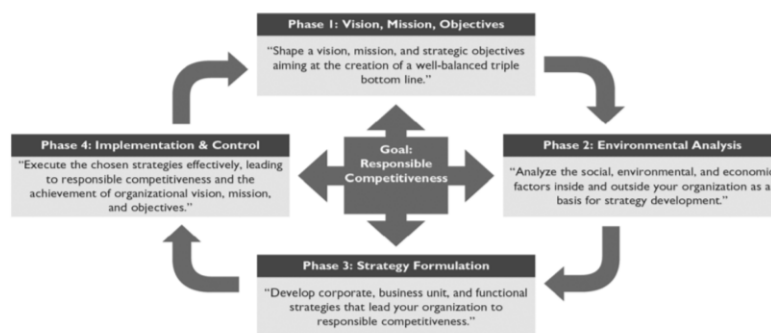
Source: Adapted from Laasch & Conaway (2015). *Principles of Responsible Management: Glocal Sustainability, Responsibility, and Ethics*, 1st Edition., Cengage Learning, p 158.

Phase 1: Vision, Mission, Objectives

First, corporate leaders must give their full support to crafting a sustainable vision statement, which begins the process of delineating what an organization ultimately should become and achieve (Greenland, 2007). This concept is also called strategic intent (Hamel & Prahalad, 1989). For instance, Tata's sustainability vision statement asserts a desire "to be seen as a neighbour of choice by communities around all our locations." One of the company's objectives states "to place in jobs, 50,000 persons by 2018 of whom 80% continue on employment into their second year" (Tata Sustainability Group, 2020). Tata has established a clear sustainable vision (community-centered) and listed objectives to meet that vision.

Leadership through the second part of Phase 1 of this strategy formulates a sustainable mission statement. Whereas the vision statement gives future direction, a mission statement defines what the business is and does at a certain point in time, typically including the business's market, customers, products, processes, and values (Greenland, 2007). Tata Group's written mission is "to improve the quality of life of the communities we serve globally through long-term stakeholder value creation based on Leadership with Trust." The crux of the mission statement points to value creation between business and society for stakeholders through Tata's objectives. Strategic objectives and goals translate the often-lofty directions given by vision and mission statements into concrete medium- and long-term activities.

Phase 2: Analyzing the Strategic Environment

Analyzing the strategic internal and external organizational environment means taking account environmental, social, and governance (ESG) performance. When founding Grameen Bank in the 1970s, Muhammad Yunus analyzed social microfinancing possibilities in Bangladesh. He believed that loans were better than charity for the disadvantaged poor in areas where the surrounding conditions were distinguished by extreme poverty, a necessary environmental condition for the micro-finance model. Yunus, who won the Nobel Peace Prize in 2006, started the bank with a successful microfinance business model and built a customer base of more than 7 million people. The bank employed 25,000 people. In another sector, FlipKart analyzed the strategic environment and grew as a large online Indian commerce site that lists 100 million registered users, 100,000 sellers, technology that enables 8 million shipments/month, and 21 state-of-the-art warehouses (FlipKart, 2020). Yet the company has been threatened by the force of competitive rivalry of Walmart and Amazon into India (Purnell, 2019), causing the government to become protective and tighten foreign restrictions to protect domestic companies. An example of government protectionism also can be found in Chinese companies, models that worked with Alibaba and TikTok. One may wonder how much government protectionism is needed for Indian companies.

Phase 3: Strategic Formulation

Besides establishing a sustainable vision, mission, and objectives and analyzing the strategic environment, a firm must next lay a strategic foundation for sustainable development. Tata formulated sustainable development throughout its organization at different corporate levels, individual businesses within Tata, and functional levels. In achieving this integration, individual business functions at Tata supported its overarching strategic objectives.

Phase 4: Strategic Implementation and Control

This final phase involves implementation and control, and the goal is responsible competitiveness. Green marketing and sustainability must become a part of employees' vocabulary and everyday conversation. Organizational control of the use of strategy indicates how to compare actual with expected results and suggests corrective actions when the difference between actual and expected results is unacceptable.

Rapidly changing business climates require Indian firms and corporate leaders to reach the goal of responsible competitiveness. The leaders can do so when they frame sustainable vision and mission statements and set clear, obtainable objectives. Leadership in the firm must fully support these statements and objections. These leaders know the social, environmental, and economic factors inside and outside the organization as a basis of strategy development. Leadership will also develop corporate, business unit, and functional strategies that will lead their organization to responsible competitiveness. Finally, a plan for executing the chosen strategies effectively leads to responsible competitiveness.

Conclusions

The Tata Group illustrates progressive sustainable development and serves as a sustainability leader in India. Such development was exemplified by one unit of Tata Group, Tata Hitachi, which stated that it is "committed to improving the quality of life for identified communities located in and around the units of our operations" (Tata Hitachi, 2020). This guiding objective allows Tata Hitachi to help communities work as equal partners of social development, such as assisting villagers in reclaiming barren land and bringing it under cultivation. Hitachi Machinery Company of Japan holds 60 percent shares with Tata Motors Company of India and its 40 percent shares, allowing Tata Hitachi to be a leader in India in excavators (the Western equivalent to a backhoe). The company has three manufacturing plants located in the states of West Bengal, Jharkhand, and Karnataka. Tata Hitachi focuses its CSR activities on social development, which includes skill development of youths, rural development, literacy and health care improvement.

Although Tata Hitachi has identified corporate responsibility as one of its key business outcomes, and the company is seeking to create sustainable environment in and around its facilities, it seems to be silent about important environmental issues such as reducing carbon footprint, using alternative renewable sources of energy, or waste management. However, a key initiative of Tata was Clean India. In 2014 Prime Minister Narendra Modi launched the Swachh Bharat (Clean India) campaign, considered the largest cleanliness drive in India. The initiative addressed the need for proper toilets in Indian government schools. When girls reach puberty, a fourth drop out of school due to the lack of toilets. The government asked companies for their involvement, we thus consider it "in process" of sustainability.

Consider also the focus on eco-environmentalism by Tata Motors, called the Vasundhara Programme, which makes concentrated efforts to increase green cover through sapling plantation and enhance environmental awareness levels in the community. The program reported planting nearly 120,000 saplings, which affected nearly 90,000 persons, making it one of the most dynamic green initiatives among corporations in India (Tata Vasundhara Programme, 2020).

We agree with the World Economic Forum that India is indeed at a tipping point in terms of economic growth and human development. Dire environmental problems, such as growing air and water pollution, are on the increase. A conundrum many Indian companies face is a tension between product strategy and its effect on the environment. Thus, we emphasize the need for companies to develop sustainable corporate strategies, communicate green vision and mission statements with stakeholders, and develop sustainable practices throughout their companies. Green marketing strategies are foundational to any company's efforts to engage in sustainable development.

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"Yeah Just Say if You Can't Hear Me Properly or, {Waves}" – Negotiating Rapport In Virtual International Conversations

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While video-mediated communication (VMC) has become widespread in international business settings and less prone to technical difficulties, it may create issues arising from both the medium and the interaction. Research in VMC finds that the visual channel offers advantages over voice- or text-based interaction, permitting the integration of face-to-face strategies like nonverbal affiliative behavior (Croes et al. 2019). But the medium can also create issues, from connectivity problems disrupting dialogue (Doherty-Sneddon et al. 1997) to affordances that may support or impede task performance, such as seeing oneself (Hassell & Cotton 2017). On an interactional level, participants have to adopt strategies that account for the affordances of the mediated interaction itself, but also the intercultural context, and the Lingua Franca setting (cf. Baker 2018).

The paper analyses interaction in informal dyadic English as a Lingua Franca (ELF) Skype conversations (Brunner et al. 2018). Previous studies in ELF business settings indicate that rapport-building talk tends to be more problematic than business-oriented talk (Kankaanranta and Planken 2010). Though not directly business-related, the results can inform research on informal aspects of video-mediated business interactions. We employ both discourse analytical and corpus linguistics methodologies in order to identify interactional specificities caused by the medium, and arising in the course of the interaction on both language and content levels. Interactional trouble signals in the conversations are identified and quantified (e.g., pauses, lexical reference, and nonverbal cues), outcome and (potential) resolution in the broader discourse contexts are analyzed qualitatively.

The data shows that the medium poses external constraints that may lead to issues that participants have to overcome. At the same time, participants use the medium creatively, e.g., by employing forced perspective shifts and illustrative showings to create rapport. Conversations in our data are generally unproblematic and cooperative. Participants solve and even pre-empt problematic interactions by using discursive strategies such as metadiscourse, (dis)alignment, and "let-it-pass." By considering both the

medium and the interaction levels, the paper contributes to developing a more complete view of the complex communication processes in international video-mediated communication with potential relevance for an applied business context.

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Cross-cultural Communication in Global Business Exchanges (Track presented in partnership with GABC)

Virtual Academic Exchanges with Foreign Partners: Keys to Making Them Mutually Beneficial

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In pedagogical academic settings, especially when the focus is on cross-cultural communication and professional business practices, the benefits to bringing students together who are from different countries and distinctive backgrounds are exceptional. There are, however, logistic challenges: semesters never coincide, course objectives are different, language proficiencies are limited, working around time zones can be perplexing, student profiles are different, grading and assessment expectations are difficult to reconcile, access to technology is a moving target, virtual fatigue is real, funding is mysterious, and faculty responsibilities are elusive.

Still, academic student exchanges with foreign partners have the potential to elevate learning. This is because students approach the exchanges as real events, and not simply some hypothetical study of abstract ideas. When students know that they will be talking to real people about concrete topics that cover real issues, they rise to the occasion. Their preparation is more intense, their desire to perform well is sincere, and their connections with foreign partners create genuine relationships.

The object of this session is to share practical advice on how to maximize the benefits of virtual exchanges with academic foreign partners. Participants will come away with practical advice on how to structure, implement and assess academic exchanges with foreign partners.

Three separate experiences illustrate this point. First, North American students who were enrolled in a Business Spanish course conducted exchanges with Mexican students who were enrolled in an International Business Negotiation course. The North American students were assigned a Mexican partner, with whom the Americans conducted oral presentations related to business topics: Management, Country Demographics, Banking, Accounting, Finance, Marketing. These were conducted in Spanish. Then, the Mexican students were assigned a North American partner, with whom the Mexicans conducted negotiation simulations with a series of approaches and objectives. These were conducted in English. All students then received debriefing and assessment from both faculty members.

Second, North American students who were enrolled in a cross-cultural communications course interacted with Brazilian students who were enrolled in courses in English translation and interpretations. As the North American students learned of various approaches to the analysis of cross-cultural communication (e.g., Trompenaars & Hampden-Turner, 2012, Kelm & Victor 2016) they in turn, introduced these models and methodologies to Brazilian partners. During their exchanges, both worked to define the models, and then identified their own perceptions about North American and Brazilian

tendencies. The rich pair exchanges were then reinforced with joint video-conferences for all with faculty members from both institutions.

Third, North American MBA students connected with South Korean MBA students to compare their understanding of American and Korean business practices. After the students met in virtual lectures with business representatives from Korean companies (both from the home offices in Korea and from their US offices), the students then met with Korean MBA colleagues to discuss insights and personal perspectives. The rich exchange solidified understanding of Korean and North American cultural and professional practices.

As instructors who strive to take our students beyond the mere hypothetical and abstract concepts about the importance of dealing with cross-cultural aspects of international business, it is essential to become adept at providing opportunities for students to exchange insights with others who live and work in other parts of the world. The logistic challenges are real, but the benefits of these exchanges are worth the effort.

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What Does It Mean to Dress for Success? Perspectives About Formality of Attire from China, Nigeria, and the USA

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Ultimately, dressing for success is not such a simple matter as portrayed in many how-to columns because varying levels of formality in attire project various professional characteristics. For example, while some characteristics such as authoritativeness may be projected by more formal business attire, other characteristics such as friendliness may be projected by more casual business attire (Peluchette & Karl, 2007; Peluchette et al., 2006). What it means to dress for success is further complicated across cultures.

In this study, we explored the various traits associated casual, business casual, and formal business attire among Nigerians, Chinese, and Americans. Based on survey work developed by Peluchette and Karl (2007), the survey was set up to allow respondents to identify the degree to which varying levels of formality of attire were associated with the following traits: (1) friendly and approachable; (2) creative and inspired; (3) competent and professional; (4) hardworking and productive; and (5) trustworthy and dependable. The survey also assessed clothing interest (Kwon, 1994), the value of workplace attire (Peluchette et al., 2006), and the use of attire to manage impressions (Peluchette et al., 2006). Following in the pattern of Furnham and colleagues (2014), our work relied on a variety of pictures as the basis of the survey items. Furthermore, we introduced the variable of smiling or not smiling, thus resulting in a 2x3 design (smiling versus non-smiling; casual, business casual, formal business) for all three cultures.

Based on survey of 215 American, 535 Chinese, and 184 Nigerian professionals, we found many cross-cultural similarities and differences. In all cultures, formal business attire was more likely associated with authoritativeness and competence, yet this effect was more pronounced in the Nigerian and Chinese than in the American sample. Casual clothing was considered more friendly and creative in all cultures, yet this effect was more pronounced in the American sample than in the Chinese and Nigerian samples. Overall, Chinese men and women were much more likely to believe that more formal attire would help them achieve professional objectives. Facial expressiveness (smile v. no smile) doesn't appear to impact these judgments about clothing. Also, Gender (on a respondent level and as a subject in the photos) doesn't appear to make much difference in judgments about the formality of attire.

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Business Communication Styles in Negotiation: An Intercultural Project with Mexican and North-American Students

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Business students need to practice how to negotiate international business agreements with diverse people, in varied locations, while demonstrating appropriate verbal and non-verbal behavior in intercultural settings.

Objectives of intercultural negotiation courses frequently include communicating class content, evaluating the usefulness of varied techniques of negotiation, shifting competitive to more collaborative attitudes across cultures, enhancing skills of communication and problem solving, as well as, making students to reflect on theoretical frameworks that effectively inform practice (Alexander, and LeBaron, 2009).

Consequently, professors prefer active and experiential teaching methods, capable of arousing students' interest and motivation, instead of long lectures. Among these teaching methods, role-play has been the most commonly employed, in negotiation education. The well-known phrase, "Practice makes perfect" does apply in this case.

Benefits of role-play include enhancing students´ motivation and interest in the topic, improving of students' concept learning, improving self-awareness, self-confidence and future course work, triggering affective learning and promoting better relationships among students and with their professor (Druckman, and Ebner, 2011).

However, this pedagogy has recently undergone internal rethinking and role-play and simulations have received some critics. Lack of identification with characters, distracting exaggeration of stories, troubles with transfer of knowledge to real situations, potential derails of the exercises and time-consuming administration of activities are few of the risks not to make effective role-plays (Druckman, and Ebner, 2011).

Therefore, recommendations include that professors be intentional when using role-play, clarify learning objectives, provide conceptual background, pay careful attention to their choice of simulations, use pseudo-reality to facilitate students' identification, make students to prepare before the exercises,

create time for reflection and feedback, divide complex simulations in several stages, and combine them with an array of varied teaching methods (Druckman, and Ebner, 2011).

This paper presents the instructional design of a global classroom initiative, which followed recommendations. It starts by introducing intercultural negotiation and by connecting the topic with business communication (Lewicki, Barry, Saunders, 2015; Hernandez-Pozas, 2019; Hernandez-Pozas, Murcia. Ogliastri, and Olivas-Lujan, 2021).

Paper continues by describing the project. Participants were undergraduate students from a Mexican and a North-American university. In this initiative, professors used Zoom videoconferencing between students from two universities in different countries, storytelling, pseudo-reality role-play and simulated contexts to train students on intercultural negotiation. Students practiced how to be more convincing while buying and selling specific products or services. Students also practiced on how to defend their positions about price, technical specifications, quality, minimum order quantity, terms and conditions, transportation of products and delivery times. They negotiated start up partnerships, capital investment and business support too. Thus, students bargained as role-played suppliers, clients, as well as business partners on Zoom. Students finished their class project closing win-win creative deals.

Paper shows research results on students' business communication styles. The LESCANT 7 Keys to communicating in Mexico from Kelm, Hernandez-Pozas & Victor (2020) was used for the analysis of students' video recordings.

Finally, paper concludes and provides recommendations. Salient results include differences in the use of time for communication, the ability to comply with instructions, the choosing of formal vs informal words in their speeches, the specificity and directness of messages, the preferred tactics of negotiation, amicable vs more assertive negotiation, the way of framing proposals, preferences in regards to written aids as support of communication, the differences in rapport and closing and the way students use technology for negotiation purposes. Recommendations may serve to those training in business communication and measuring effectiveness of varied techniques and styles.

Keywords—business communication, international business, intercultural negotiation, videoconferencing.

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A Proposal for Global Situational Theory

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This presentation amplifies an editorial that I wrote for the Journal of Business Communication Research and Practice, Volume 4, issue 1 (page numbers have not yet been assigned). In the editorial, I propose a framework to guide the development of global situational theory. Business communication is now a global phenomenon where individuals speaking different first languages, coming from different national cultures, and having to deal with diverse and complex situations interact with each other. Universal theory or the one best way approach is no longer appropriate in this increasingly diverse and complex global communication environment. It should be replaced by global situational theory. The present state-of-affairs shows the coexistence of universal theory coupled with situational theories describing US/Western and Asian/Eastern management and communication systems. Inconsistencies and contradictions exit in the theory.

My proposal has four interrelated components: (1) organize theory and research into macro situational categories: industries (domestic, international, global, multi-domestic, and transnational) and organizational configurations (machine, professional, entrepreneurial, innovative, and multi-divisional) to reflect global and universal macro situations; (2) analyze and determine whether and what features of national culture influenced systems will be maintained, drop out, or merge into new features in the macro situations; (3) create micro situations composed of national culture influenced management and communication systems in industries and configurations to guide research and theory building; and (4) reclassify universal theory and past successful but discarded practices into macro situational categories. I describe how these four components that can be combined to develop situational theories that are appropriate to the widely different situations that exist in the present and future business communication environments. These theories can form the framework to guide research, theory development, and business practice.

Industries identify differing situations in the global environment and organizational configurations identify situations that exist in each industry. Domestic industries take place in the home countries and therefore create a situation where communicators speak their own native language, interact with others from their own culture, and face familiar business conditions including a familiar legal system. Bartlett and Ghoshal (1989) describe the differing situations in international, global, multi-domestic, and transnational multinational corporations (MNCs) and industries.

Mintzberg's organizational configurations describe the management and communication situations that develop within all industries. He developed the following configurations: machine, professional, entrepreneurial, innovative, and multi-divisional.

The second component is the durability of national culture-based management and communication systems that have developed in the US/West and Asia/East. I describe these systems to set the stage for research and analysis to determine which cultural features will be retained, dropped, and merged new characteristics.

US/ Western theory originated as a one best way theory and added situational theories over a 100-year period. Likert developed four situations representing a synthesis of US/Western situational theory. His four systems of management put forth seven variables for each system: leadership, motivation, decision making process, communication, interaction-influence, control process, and goal setting. System 1 is a system that preys of the work force while System 2 is a paternalistic system that treats workers like children. System 3 is consultative system where the top management considers individual's input throughout the organization when making decisions. System 4 is a participative management system where decision making is spread through organization.

Theory development in Asia originated in the 1980s. In a comprehensive review, Du-Babcock (2018) outlined the national culture influenced management and communication systems that developed in Japan, Korea, overseas Chinese, and Mainland China. Distinctive management and communication systems developed in different countries but there were features common to all of the systems. These common features were Confucian values and philosophy, face saving and giving, guanxi (relationships), high-context communication style, and the family as an organizing concept. I next describe and contrast the differing management and communication systems.

The third component is the creation of micro situations to guide research and theory building. These micro situations are created by combining industries, configurations, and national culture influenced/based management and communication systems. To illustrate, a national culture influenced/based management and communication system of a particular country is chosen and held constant and paired with industries and configurations. For example, a micro situation is the Japanese cultural influenced management and communication system in a global industry and a machine organization configuration. Specifying all possible micro situations provides the basis for comparative analysis.

The fourth component is to reintegrate previously developed theory and discontinued practices in the global situational theory.

To summarize, my editorial sets forth a framework for future research and theory development. With the world becoming increasingly globalized, additional world areas will be entering the global communication environment and thereby introducing additional national culture-based management and communication systems. So, an essential step is to add situational theory that describes the differing situations in these countries as they enter the global communication environment. The developed theory should be labeled, put into situations, and cumulatively added to with research and new insights. The framework is constructed so as to continue to be operational with continued global expansion.

I believe that industries and configurations will remain permanent parts of the framework as they cut across languages and cultures. Presently, it is an open question as to what national cultural characteristics will be retained, dropped out, or modified. Systematic and well-designed research as well

as anecdotal accounts can shed light and help answer this question. Countervailing forces will come into play as MNCs attempt to maintain and build on their corporate cultures while additional national cultures are introduced with organizational and industry expansion into different world areas. It is possible that national cultural characteristics and national language spoken will be retained in some situations. My prediction is there will be (a) more convergent in global industries, less in transnational Industries, and the least in multi-domestic industries and (b) more convergence in innovative, entrepreneurial, and professional configurations than in the machine organization configuration.

Cross-cultural Communication in Global Business Exchanges (Track presented in partnership with GABC)

Will to Power: The Key to Cross-Cultural Competence

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> "This world is the will to power — and nothing besides! And you yourselves are also this will to power — and nothing besides!"
> –Friedrich Nietzsche, The Will to Power, § 1067

In today's technology-driven global economy, professionals are constantly interfacing with people from diverse ethnic and cultural backgrounds in physical as well as virtual settings in polycontextual environments. Leveraging the opportunities of this burgeoning diversity in the workforce requires cross-cultural competence (CCC). A vast body of research is dedicated to understanding the antecedents of this competence viz. knowledge, skills, and attributes (Cross et.al, 1989; La Fromboise et. al., 1993; Leiba-O'Sullivan, 1999; Hofstede, 2001; Tan & Chua, 2003) as well as its application in the business context covering the space between 'knowing' and 'doing'. Scholars from a wide variety of disciplines have contributed to this body of knowledge, including business, psychology, communications, education, and health care. The academic literature generated by this sustained interest provides the foundation for the present study that extends Friedrich Nietzsche's much debated and often misunderstood philosophical concept of 'Will to Power' as a force majeure to understand what propels individuals towards gaining proficiency in dealing with people and circumstances in cross-cultural contexts.

The paper outlines in the first segment the various attempts made by scholars to define CCC and takes Earley's inclusion of the motivational factor as an important contribution to enhancing our understanding of how CCC is developed. He asserts that cultural knowledge and awareness are necessary but not sufficient for performing effectively in a cross- cultural setting, because an individual must also have the motivation to use the knowledge available. He theorizes the construct of Cultural Intelligence (CQ) which refers to "a person's capability to adapt (emphasis added) effectively to a new cultural context" based on multiple facets including cognitive, motivational and behavioral features (Earley 2002: 272). CQ as a multifactor construct is based on Sternberg and Detterman's (Cit. Van Dyne et. al 2012, 297) framework of the multiple foci of intelligence. Sternberg integrated the myriad views on intelligence to propose four complementary ways to conceptualize individual level intelligence – metacognitive, cognitive, motivational, and behavioural giving way to the resultant Four-Factor Model of CQ.

However, there is some dissent in the extant literature about the merit of including the motivational facet. For instance, Thomas et. al (2015, 1100-1101) are of the view that "specifying a motivational facet of cultural intelligence is problematic in the same way as is the relationship of motivation to general intelligence. […] Motivation is concerned with the willingness to behave in a particular way, while

cultural intelligence is the ability to interact effectively. Therefore, we consider motivation, while potentially an important element in cross-cultural interactions, to be external to cultural intelligence." The present research takes a contrarian view of this and posits Will to Power as a driving, motivational force that provides an impetus to individuals to acquire knowledge and skills and display behaviours that enhance interaction in cross-cultural settings. One of the virtues of the notion of a will to power (or any other broad motivational principle) is that it allows us to see how disparate sorts of behaviour are all expressions of the same fundamental drive or desire (Soll 2015, 433).

But the researcher agrees with Thomas et. al.'s (2015, 1101) argument that while in the "original exposition of cultural intelligence (Earley, 2002: 283; Earley & Ang, 2003: 86-90) an effort was made to describe the process through which the components interacted. In subsequent work, however, cultural intelligence is described as an aggregate multidimensional construct in which the four dimensions, which make up the construct, exist at the same level as the conceptualization of the overall construct (Ang & Van Dyne, 2008)." The study posits a reconfiguration of the four factors and presents a framework that establishes CQ Drive, reading it as Will to Power, as the broad force-field within which the other components interact. One particular form of the Will to Power that Nietzsche devotes much attention to that is extended into the study is what he calls "self-overcoming." Here the Will to Power is harnessed and directed toward self-mastery and self-transformation, guided by the principle that 'your real self lies not deep within you but high above you' and CCC is the process of attaining this real self – one that allows an individual to move beyond the limitations of knowing, being, and doing to overcome and adapt to any cultural context. Success in cross-cultural communication is dependent upon how strong the drive is that feeds a hankering for the 'other' culture, or Sehnsucht, a popular German word with no simple English translation, something C. S. Lewis often relied on in his writings, defining it as "inconsolable longing" for "we know not what."

Relatively little research focuses on factors that could improve intercultural encounters leaving an important gap in our understanding of why some individuals are more effective than others in culturally diverse situations. The study aims to bridge this gap by engaging theoretically and critically with such questions to further the discourse on CCC.

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Revisiting Virtual Onboarding for Global Leaders

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This session provides a consultant/practitioner perspective on opportunities to enhance virtual onboarding for global leaders and their teams. Many organizations mishandle new employee onboarding and were ill-equipped to suddenly pivot online. In earlier 2020, only 17% indicated that their organizations had developed systems for onboarding new leaders into remote-work environments (Driscoll & Watkins, HBR, May 2020). Meanwhile, long-time virtual global companies risk backsliding if they divert attention from this key socialization window. Some practical strategies for enhancing global leader onboarding will be highlighted in the session.

As an overview, beyond the basics of the first day logistics (often referred to as orientation), the more nuanced onboarding process is critical in the assimilation of any level of employees and can directly impact their success or failure. According to the Society for Human Resource Management, 69% of employees are more likely to stay with a company for three years if they experienced great onboarding, and organizations with a standard onboarding process experience 50% greater new-hire productivity (Hirsch, 2017). High levels of employee engagement, retention and productivity result in significant cost savings for organizations over time.

An often-undervalued component of onboarding is organizational socialization, a complex and lengthy process whereby new employees connect, learn, adapt and reach a sense of belonging and acceptance (Werner, 2017). Examples of such knowledge include organizational mission/vision/values, team norms, behaviors, managing expectations, communication styles across cultures, among others.

At a higher level, an organization should view virtual leader onboarding as a strategic imperative, creating a comprehensive process and plan to facilitate their immersion and acclimation to the organizational culture and their team. Roles and responsibilities in the onboarding and socialization process are important to consider, including the purview of the leader's manager, HR representative, direct reports and potential coach or adviser.

In addition, global leaders responsible for remote teams will need extended onboarding and socialization depending on their years of experience with leading global virtual teams, particularly if they are new to the organization to begin with and not promoted or transferred from another part of the company. Leading a global virtual team requires a wide spectrum of skills and competencies, ranging from technology acumen to linguistic/cultural intelligence to the intricacies of supporting and sustaining collaboration. For the new leader's socialization or acclimation period, it is critical that the organization prepare a customized playbook for the leader that can also be leveraged with the team. Another important consideration as a financial investment is any necessary support from key internal and

external stakeholders (e.g., information technology, organizational development, consultants, executive coaches), incorporating online or in-person training, coaching and/or mentoring as best practices. In fact, research shows that onboarding acceleration coaching reduces by half the time required for new leaders to become fully effective in their roles (Driscoll & Watkins, HBR, May 2020). Without such a blueprint in place, the new leader risks missing the window for the first stage of teaming known as forming (Tuckman). Depending on how long the team has been together before the leader's arrival, employees can offer to co-create the team norms and culture with the leader, bringing in their individual character strengths and values such as leadership, curiosity, humor, honesty and perspective, while opening conversations around cross-cultural communication and inclusion (Niemiec & McGrath, 2019).

Virtual onboarding, and particularly the essential component of organizational socialization, requires careful attention and an occasional refresh to align with changing business and people priorities. This intentionality will foster transparency, authenticity and collaboration as a solid foundation for new global leaders and their teams.

Cross-cultural Communication in Global Business Exchanges (Track presented in partnership with GABC)

Exploring Citizen Diplomacy Through Innovative Approaches Through Cultural Exchange with Ethiopian Youth

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Jill M. Humphries
University of Toledo

In January 2021, scholars from the African Diaspora were invited by the U.S. Embassy in Ethiopia to commemorate Rev. Dr. Martin Luther King Jr.'s global contribution to Pan-Africanism in the form of a panel for the American Spaces program. "American Spaces in Ethiopia are public spaces that are sponsored by the U.S. Embassy Addis Ababa as platforms for engagement with the Ethiopian people."

In this presentation, Convener, Dr. Jill M. Humphries, and panelist, Dr. Tanisha M. Jackson explores a form of citizen diplomacy and how we promoted innovative approaches to the cultural exchange through multi-media and performing arts that connect Rev. Dr. Martin Luther King Jr.'s contribution to Pan-Africanism. This is a model for how citizen diplomacy and how a broader U.S. culture can be communicated to a larger global audience.

Diversity and Inclusion in International Communications: Applications for Success for Today's Work World

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Verna Myers (2018) has said, "Diversity is being invited to the party, but inclusion is being asked to dance." Cultural competence demands a strategic understanding of the importance of harnessing the power of diversity and inclusion in every action in organizations, communities, and nations throughout the world. Today's world of work cannot undervalue the importance of having diverse representation in all areas of the organization, including international communication. By creating an environment that asks questions continually, values and embraces diversity, then collaborates and reconciles potential solutions to create positive outcomes, creates an inclusive environment in which all can thrive.

According to David Victor (1992), "Few things…are more important in conducting business on a global scale than skill in communication, because few other areas of business practice depend so much on an understanding of the cultural heritage of the participants" (p. xiii). The emphasis here should be placed on the concept that "communication and culture are inextricably intertwined. Indeed, culture itself is one form of communication…. Consequently, the study of cultural differences and similarities so essential to international business success is largely inseparable from the study of international business communication" (Victor, 1992).

According to Roger Conaway (2015) emphasized that "Global firms today depend on their managers' ability to communicate, whether across cultures, within the organization, or with competitors who are challenging the company's very existence" (Conaway, 2015). This paper will share micro-applications that show how a leader harnessed diversity and inclusion in international communication. For people who want to increase their global communication competencies, the key is to ask questions. Our goals are application of both theory and competency. People need to "ask questions aimed at obtaining enough understanding of another culture so that he or she can secure the right answers" (Victor, 1992). As global communicators ask questions, they will find that more questions become evident, but the answers start leading them to a path of understanding.

We are at a point in our world today that, while it is important to discuss these very important topics of diversity and inclusion in international communication, it is most important to demonstrate success stories in how it can be accomplished and pose further questions and discussion points for consideration. These shared success stories can be discussed in many settings— within teams, organizational committees, classrooms, and community gatherings. While each incident is real, names and identifying details have been changed to preserve confidentiality.

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Perceptions of Cross-Sex Workplace Relationships in the United States and Nordic Countries

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This quantitative pilot study explores the differences in perceptions of cross-sex (i.e., between men and women) platonic, working relationships in an organizational setting. Research on gender in the workplace overwhelmingly points to discrepancies in perceptions of male and female employees, most often negatively for women. For example, Acker (1990) assets that the job and worker, organizational structures, and processes are viewed as male or masculine, although in theory they are supposedly (and supposed to be) gender-neutral. This notion then leads to both men and women viewing the perspective of the working world as inherently masculine, as representative of reality. This is especially exacerbated by the ways in which men and women have historically occupied separate life spheres and occupations considered "masculine" or "feminine," such as women not working outside of the home in order to care for children (e.g., Bose & Rossi, 1983). Researchers have then argued that this public/work-private/sexuality split privileges masculinity over femininity and excludes and controls women in public spheres, including the workplace (e.g., Acker, 1990; Ashcraft, 2005; Tracy & Scott, 2006).

Relevant to this study, research on workplace relationships demonstrates overwhelmingly negative and suspicious perceptions of friendships between men and women, with these relationships being viewed with particular of the female member of the dyad (e.g., Cowan & Horan, 2014, Gillen & Chory, 2014, Horan & Chory, 2009, 2011, Malachowski, et al., 2012, Werking, 1997). When considering these issues globally, the United State ranks low among industrialized nations when it comes to closing the gender gap between men and women, ranking at number 30 in the world according to a 2021 study by the World Economic Forum. The Nordic countries of Iceland, Finland, Norway, Sweden, and Denmark on the other hand rank incredibly high, coming in at positions 1, 2, 3, 5, and 29, respectively (Word Economic Forum, 2021). As such, this study aims help uncover the views of cross-sex workplace friendships in both the United States and Nordic countries in order to better understand the perceptions of gender in the workplace. Specifically, this pilot study surveys Finnish and American respondents on their perceptions of men and women working together.

This pilot study will be used to garner initial thoughts on men and women working together in an organizational setting, for both a Finnish and American sample. The next step, which will be in-progress during presentation of this paper (if accepted) will use a larger sample from more Nordic countries in order to examine these differences more in-depth. The main hypothesis for this pilot study is as follows:

H1: Finnish respondents will report more accepting views of cross-sex relationships in the workplace compared to American respondents.

Using SurveyMonkey.com's crowdsourcing service "Audience," 56 Finnish respondents and 86 American respondents had completed the 15-question online survey as of the writing of this extended abstract. Data collection will continue to reach a larger audience and respondents from additional Nordic countries. The current sample is 46.5% men and 53.5% women. The age categories are as follows: 47.6% 18-29, 33.6% 30-44, 14.0% 45-60, and 2.8% over 60. In addition to questions assessing demographics, a nine-item scale was developed for this survey which aimed to determine respondents' views towards men and women working together in an organizational setting. These questions were assessed using a 5-point Likert-type scale ranging from "strongly agree" to "strongly disagree", with two recoded items. Sample items read "Men and women who work together can have a platonic (i.e., not romantic or sexual) workplace relationship" and "Men and women working together causes more problems than benefits." The scale received an acceptable reliability of .80.

Initial results indicate no differences between perceptions of Finnish and American respondents (p = .23), which is counter to the hypothesis. A number of possibilities exist that may help explain this result. First, it is entirely possible that the small sample size and respondent biases could have impacted the results, pointing to the importance of continuing to collect both a larger sample and one from a wider variety of countries. A second explanation is that there is not a significant difference between perspectives. Since the World Economic Forum (2021) rankings are based on features including "economic participation and opportunity, educational attainment, health and survival, and political empowerment", cultural views and perspectives are not explicitly tested. While there is no doubt a connection between many of these issues and perceptions held by individuals in the countries, this may not be the case with perceptions of individuals in the US and Finland. The presentation of this project, in addition to including any additional data, will also further explore the possible reasons for, and the implications of these results.

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Diversity and Inclusion in International Communications (Track presented in partnership with GABC)

Always Ready: Business Communication Strategies Across Genres and Delivery Modes

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Theme

Business and professional contexts require communicators to pivot from one genre or mode to another on a regular basis, and to frequently reframe concepts for—and provide information to—a diverse array of audiences and stakeholders. This is complex work, requiring sophisticated rhetorical strategies and the ability to create documents, deliverables, and correspondence using multiple genres and delivery modes.

Purpose

This presentation focuses on rhetorical strategies identified as genre-fluid, which include the ability of communicators to shift among a wide range of genres and delivery modes as needed to meet the needs of various audiences and to successfully deliver important information using multiple channels and modes.

Goals

This study examined the strategies used to present similar information in multiple genres and modes. A deeper understanding of how these strategies are developed and applied can benefit communication professionals, whose work often calls on them to use new and different genres for a range of contexts and audiences.

The research project was intentionally positioned as interdisciplinary, drawing on a range of related disciplines to further understanding of the work communicators do. Rhetoric and writing studies scholarship, for example, are both pertinent to the professions encompassed by business and professional communication. Adjacent scholarship in cultural studies and identity studies also inform communication work.

Methodologies and Methods

This project drew on both feminist and queer research methodologies in its study design. Though not often perceived as being applicable to business communication, these methodologies are in fact quite relevant to our field (Banks, Cox, & Dadas, 2019). Professional communication and the field of business writ large value problem-solving, practice, and praxis.

The inherent practicality of business and the social aspects of communication fit well with a queer feminist approach. Feminist methodologies prioritize engaging in close study for greater understanding, embodying ideas as actions, and viewing research as a theory-to-practice endeavor (Johnson-Odin, 1991; Kirsch & Jones Royster, 2010). Queer methodologies value applying existing ideas in new ways or to new situations as well as trying things out to learn what happens as a result (Muñoz, 2009; Takayoshi, 2019). As Dadas and Cox (2019) have noted, queer work in professional writing scholarship is also needed to challenge normative ideas about success. Business communication regularly draws on a range of other disciplines, from neuroscience to linguistics—among many others—to apply existing research in new ways.

These methodologies led to qualitative and participatory methods (Grabill, 2007; Haas, 2012; Miller, 1984), which were employed in this project: collecting data through group conversations as well as one-on-one interviews, engaging in discourse analysis, and analyzing results using narrative case studies.

Outcomes

One case study focusing on a young professional in their first post-university job highlighted the expansive range of genres effective communicators may be called on to employ for diverse audiences: creating community presentations, staff training materials, client education materials, and web copy; giving public talks; writing grants, and more.

Findings from the study identify several aspects of genre fluidity with specific implications for business communication:

Genre fluidity is grounded in community. Genre-fluid communication strategies are of interest in business communication, where scholars (Chang, Chou & Han, 2020; Hasecki, Scott, & Gaillard, 2020) recently have been exploring how identity and community membership impact communication. Communicators who can reach across boundaries to find commonalities and build new communities are those who employ genre fluid strategies most successfully. These are communicators who may be most effective in international and cross-cultural contexts.

Genre fluidity celebrates authenticity. This helps open the door to values-driven concerns such as equity and inclusion. The connection of genre fluidity to multiplicitous identities, authenticity, and community contexts is directly aligned with professional communication scholarship that de-centers the fiction of objectivity (Frost, 2016; Haas, 2012; Jones, 2016). As more businesses globally recognize equity, diversity, and inclusion as critical to long-term success (Dixon-Fyle & colleagues, 2020), effective business communication teams will need to embrace the very authenticity that lends itself to genre fluidity.

Genre fluidity arises from a sophisticated knowledge of audiences. This is a central concern of business communication. Understanding audiences and audience needs allows communicators to be effective across genres and modes of delivery. As technology and tools proliferate and communication continues to expand globally, communicators with the broadest and deepest understandings of audiences will continue to be most successful.

Genre fluidity is kairotic. It offers ways to reach new audiences and access wider opportunities, and thus is responsive to newly identified needs on business contexts; this also highlights its importance for professional communication. Business communication professionals, like their colleagues across industry, must be ready when new opportunities become apparent.

Ultimately, employing genre fluidity expands the range of strategies we can use to communicate, And as Dadas and Cox (2019) have noted, new and expanded communication strategies are needed to collectively address the kinds of problems professional writing exists to solve.

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Diversity and Inclusion in International Communications (Track presented in partnership with GABC)

International Communications: A Garden Salad or a V8?

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Let me KISS (Keep it Simple, Stupid!)

Why would one relish a garden salad, if tomatoes are all you desired? If only nutrition mattered, and not those distinct varieties of tastes, why not gulp down V8—a much more efficient blend of the salad vegetables? It has to be then that a garden salad diner is a connoisseur—a lover of the symphony of tastes residing in the same bowl remaining intact with individual texture and tastes until the last bite. It is where the crunchiness of carrots complements the sweetness of tomato and the hotness of bell pepper.

One can think of intercultural communications in the same light. The distinction of each underlying culture and history perfectly dovetailing to support a richly diverse global communication platform that all can relate to without losing individual identity. Lingua franca is not the answer. Otherwise, V8 would have replaced the salad bowl by now.

An international communication should enhance, the rich diversity of expressions, emotions, and metaphors—not inhibit it. When everyone brings something to the table, the diners have a richer wider choice to satisfy the appetite. In the same token, cross-border cross-cultural communication should reduce misgivings by allowing the communicators to a truer expression of themselves.

This paper proposes to examine the evolutions and innovations in the field of international communications on several dimensions:

- Social media (Facebook, Tweets, Instagram, etc.) providing no cost no wait for instant multimedia (audio, visual, graphics, etc.) access
- Universal emojis and symbols replacing words and language barriers
- The role of gesture, posture, body language, and other ways of expressing oneself

Hopefully, the takeaway from this paper will provide us with a greater appreciation of how in an increasingly globalized world, the most important ingredient for success—communications, can triumph over cultural barriers to bring cultural alliance and understanding.

Improving Customer Loyalty Through Employee Characteristics: How Employee Characteristics Influence Customer Satisfaction and Customer Loyalty Towards Dutch Supermarkets

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Background

Over the past decades companies put substantial effort in keeping customers satisfied and managing and improving customer loyalty. Increased competition, together with the emergence of new technologies and active and more demanding customers make companies more vulnerable. After all, losing customers equals losing revenues. Building and fostering customer loyalty, therefore, is the main goal of relationship marketing in securing profits and strengthening competitive advantage. Loyal customers tend to encourage repeat purchases, are willing to pay higher prices, are more reluctant in changing to others and generate positive word-of-mouth. In short, it is more profitable to satisfy and get current customers to engage than it is to find and attract new customers.

In highly competitive and relatively homogeneous but socially interactive markets, such as physical retail outlets, employees can make a difference in satisfying and engaging customers through their customer service quality grounded in their employee characteristics such as: empathy, politeness, competence, responsiveness and reliability. One way of communicating one's brand differentiating from others, therefore, is through customer service quality. The Service Profit Chain Theory claims that a well-thought-through customer service policy substantially adds to a company's sustainable success. Since customer service quality mainly depends on employees' behavior and personality traits, the quality of the interactions between employees and customers is suggested to have a direct effect on both customer satisfaction and customer loyalty. Previous studies have already emphasized the positive impact of employee performances on customer loyalty in the pharmaceutical and media industries and in financial services. Especially employee competence and goodwill are highly valued traits in these sectors. However, results from previous studies on customer service are not that clear cut and show mixed research findings. In addition, different personnel traits are valued differently in diverse areas of commerce. Therefore, the current study focuses on retail. More specifically, grocery retailing is a dynamic and highly competitive industry with low transfer costs. Customers will easily transfer when pricing optimizes elsewhere. Since supermarkets operate in a highly competitive market selling homogeneous products the interaction process between customers and employees is about the only tool and asset to distinct themselves from competition.

Purpose

Our study aims to expand the body of knowledge on customer satisfaction and loyalty by looking into a set of employee characteristics that are suggested to have an influence on customer satisfaction and loyalty towards supermarkets. Understanding how these dynamics work contributes to the recruitment and selection of supermarket personnel and strengthens external communication and image building.

Methodology

To model and analyze the impact of employee characteristics (service quality dimensions) on customer satisfaction and loyalty, a survey was set up with validated questions regarding service quality dimensions (i.e., empathy, politeness, competence, responsiveness and reliability), customer satisfaction and customer loyalty. The survey was distributed and filled out at the exit of four supermarkets in the Netherlands. Customers took the questionnaire equally balanced over week and weekend days, on busy and on quiet moments. A total of 205 customers filled out the questionnaire, their age ranging from 17 to 78 years old with the majority being female.

Findings

Using structural equation modeling to analyze our conceptual model the results show that empathy, responsiveness, politeness and reliability have a direct significant and positive effect on customer satisfaction. None of the exogenous latent variables have a direct effect on customer loyalty. Though, customer satisfaction significantly affects customer loyalty. Therefore, the relationship between employee characteristics and customer loyalty is being fully mediated by customer satisfaction. Competence, however, has no significant effect neither on customer satisfaction nor on customer loyalty. Based on the path coefficients (betas) politeness has the strongest effect on customer satisfaction and is the principal declarant of customer satisfaction followed by reliability, empathy, responsiveness, and competence in that order.

Implications

Apparently, supermarket customers do not expect employees to have extant knowledge on the products sold (competence). Customer loyalty will therefore not benefit from employee workshops on e.g., product information, brand orientation or sustainability. Instead, in-store customer experience benefits from employees that are reliable and engage in polite, empathic customer interactions. In order to differentiate themselves from others and winning the customers' hearts and wallets supermarkets need to invest in training employees to be empathic, responsive, polite and reliable at all times. Also, these differentiating employee values i.e., service quality components are to be integrated into their external marketing communication.

Key words: customer loyalty, customer satisfaction, employee characteristics, supermarkets, marketing communication

Religion and Consumer Choice in the United Arab Emirates

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The aim of this research is to explore the role of religion and religiosity in influencing consumer behavior (e.g., the decision to buy and the choice of products to purchase). While attempts have been made in the literature to examine the impact of religion on consumer choices, research exploring the salience of religion and the degree of religiosity exhibited by an individual, is underexplored. In this project we aimed to shed further light on this important topic and to explore the role of religion and religiosity and their impact on consumer choices. Given the multicultural environment within the United Arab Emirates (UAE), with an extensive and diverse expatriate population, our study sought to establish how firms operating within the country more specifically, should promote themselves. Understanding more about this will have a positive impact on the economic development and brand image of the country as a whole, as well as contributing to an important theoretical discussion on the role of religion and religiosity on consumer behavior in general.

The primary aim in the study was to investigate how consumers make choices. For example, social identity theory (Tajfel & Turner, 1986), suggests that individuals make choices that are consistent with one of the social categories to which they belong. As religion is a prominent social category, it can be expected that individuals with similar religious beliefs and preferences will tend to exhibit similar choice patterns. In addition, early research on consumer behavior shows that religiosity, i.e., the degree to which an individual adheres to a set of religious beliefs, also influences consumer behavior (Hirschman, 1981). More recently, much work has focused on the role of Islam in particular and its influence on consumer choice (e.g., Haque et al., 2010; Husin & Rahman, 2013; Haque et al., 2015; Rahman et al., 2015, among others). Despite this attention, however, and the acknowledged potential for growth in the Muslim market in particular, a comprehensive review of the literature shows that while religion and religiosity is increasingly being seen as an important element that influences consumer decisions, much remains to be explored (e.g., see Mathras et. al. 2016). In order to contribute to this discussion, our study looked specifically at how the membership of a religious group and/or the strength of an underlying religious belief system, influences consumer choice. In this respect, the UAE is an appropriate choice, as the role of religion on consumer choices has been shown to be of greater importance in countries where demographics reflect a highly multi-cultural environment. Moreover, to our knowledge, our study is one of the first to investigate this in a systematic way within the multi-cultural context afforded by the UAE.

To understand the influence of religion and religiosity on expatriate consumer behavior, we used a randomized survey experiment, focused on a set of stimuli materials representing product advertising for neutral culture-free products that are not associated with any one religion, such as mobile phones and mouthwash. This experiment aimed to measure consumer purchase intentions and focused on the large population of expatriate consumers located in Dubai who make up the bulk of the economy. In addition, we also looked in particular at expatriate Muslim consumers, as these are a major untapped consumer group of interest to Dubai retail. The study aimed to answer the question of whether i) religion and ii) religiosity, with particular reference to Islamic beliefs, rituals, values or community structures, have an impact on purchase intention.

More specifically, we investigated the following questions.

Research Question 1 (RQ1) What is the influence of religion on purchase intent? This consisted of one hypothesis:

- H1: Increasing the salience of an Islamic value yields a more persuasive advertisement leading to higher purchase intentions in Muslim consumers than in non-Muslim consumers.

Research Question 2 (RQ2) What is the influence of level of religiosity on purchase intent? This consisted of four hypotheses:

- H1: Increasing the salience of an Islamic value yields a more persuasive advertisement leading to higher purchase intention in the Muslim consumers with high levels of religiosity than in the Muslim consumers with low levels of religiosity.
- H2: Increasing the salience of an Islamic value yields a more persuasive advertisement leading to higher purchase intention in Muslim men with high levels of religiosity than in Muslim women with high levels of religiosity.
- H3: Increasing the salience of an Islamic value yields a more persuasive advertisement leading to higher purchase intention in younger Muslims with high levels of religiosity than in older Muslims with high levels of religiosity.
- H4: Increasing the salience of an Islamic value yields a more persuasive advertisement leading to higher purchase intention in working Muslims with high levels of religiosity than in non-working Muslims with high levels of religiosity.

In our presentation, we will discuss the construction of our stimulus materials, consisting of product advertising with and without various Islamic appeals. We will also discuss our findings for RQ1 and RQ2, together with the implications of these findings for global integrated marketing communication.

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Logos: Role in Communicating Corporate Vision and Strategy

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Logos are visual symbols which enable instant identification of companies and their products (Cian et al.,2014) It could be in the form of an abstract design, like the famous swoosh of NIKE or a stylized version of the company's name, like Coca Cola. Logos are valuable intellectual property protected under the trademark law and fiercely guarded by companies. While logos bring instant brand recognition, some contain hidden messages for the discerning customer. (van Riel & van den Ban, 2001)

Logos form the focal point of visual branding creating instant recognition of a product among a worldwide audience. A company's logo represents its identity, forming the first impression in the customer's psyche. A well-designed logo communicates the company's values, strategic intent and helps in creating loyalty for the brand. (Henderson and Cote 1998) A logo is a high-value firm asset that impacts a firm's performance, fosters brand identity through recognition and differentiate it from its competitors; (Keller 2008).

According to a definition provided by the American Marketing Association, a logo is "a graphic design that is used as a continuing symbol for a company, organization, or brand" (2017).

An essential objective fulfilled by a logo is articulation of an organization's characteristics. A strong logo quickly attracts the viewers' attention and communicate a company's core values in an interesting way. Consumers have short attention spans. An interesting logo can be advantageous for conveying the correct message. It is a company's first interaction with a potential customer. If designed well, it makes the consumer curious enough to learn more. Successful branding is about telling a story that will influence the customers' emotions. A logo creates a complete marketable brand identity and remains the foundation of product identity, providing the competitive edge. As the brand grows in strength, its logo becomes more familiar to a wide range of customers creating perception of accessibility and trust.

A brand's personality is defined as "the set of human characteristics associated with a brand" (Aaker 1997) Aaker's framework identifies five specific brand personality dimensions: sincerity, excitement, competence, sophistication, and ruggedness. A sincere brand is honest and real. An exciting brand is

aspirational, imaginative, and creative. A competent brand is intelligent and reliable. A sophisticated brand is good looking, charming, and glamorous. A rugged brand is outdoorsy and tough. A well-designed logo addresses all these characteristics.

The study of corporate logos has attracted the attention of both academics and management practitioners. There is however no laid down construct of the corporate logo and its measurement (Foroudi et al, 2017). Marketing researchers consider the corporate logo as a mark of promises made to the customer (Kay,2006). Organizational behaviour scholars see the corporate logo as an instrument to express the organization's characteristics (Van Riel & Van den Ban, 2001), Design scholars on the other hand refer to the corporate logo as a set of elements- typeface, colour, name and design (Mollerup,1979).

Our interest in the manner in which logos communicate vision and strategic intent of a company was initially triggered by a study carried out by Foroudi, Melawar, and Gupta (2017). They behoove managers to view the corporate logo as a complex phenomenon determined by factors such as typeface, design, colour, and name.

The meaning of a word may be manipulated by the choice of a typeface which serves as "letters" to communicate ideas to customers (Childers and Jass, 2002). This has been established by Coca Cola which used the Spencerian script drawn in flowing handwriting, popular at that time 160 years ago. The typeface can manipulate the meaning of a word, and help the audience understand what the organization stands for and which direction it would take. Another integral element of corporate and marketing communications is colour. It induces emotions and moods, impacts on consumers' perceptions and behaviours, and helps organizations position or differentiate themselves from competitors (Aslam 2006). The human brain may receive a signal from the colour used to activate effective response and share meanings (Humphrey, 2006). Colour terms are simply words which are used to denote the property of colour, and in most languages, a special subset of such words can be identified, which Berlin and Kay (1969) named basic colour terms. Use of colour requires an understanding of hue (blue, red, etc.) and value (light to dark) that creates legibility and contrast (Gabrielsen, Kristensen, and Hansen 2000). The element of design is tied up with aspects of involuntary processing including the customer's sensitivity to stimuli. The design can influence consumers' degree of recognition, clear meaning, subject familiarity, and effect (Cohen 1991; Henderson and Cote 1998).

Organisations often change the logo design. A number of reasons are put forward for investing in logo changes. (Banerjee, 2008). Sometimes a company has pivoted, evolved, or otherwise shifted the business in a meaningful way. The logo change addresses this strategic shift and communicates the new reality to the world at large. Brand fatigue may be another reason. A new logo infuses new interest and enhances the attention of the customers. Mergers and acquisition could be another reason for organizations wanting to bring about a logo change. The change addresses a new perspective in the manner in which the company wishes to conduct business. (Walsh, Winterich, and Mittal,2010), Sometimes a log change is necessitated by achievement of a new milestone. Coca Cola introduced a new universal logo after reaching its 125th anniversary.

The trigger of our study was the logo changes adopted by several companies during the recent COVID pandemic. The logos communicated a social message for adopting social distancing and masking. The changed logos also communicated the organisation's commitment for dealing with the pandemic, the change logos were immediate attention grabbers.

This study looks at logos of companies in the FMCG and Automotive sectors with a view to observe the application of the dimensions of design and colour for communicating their vision and strategic intent. Although there are several studies of logos, we have not really come across studies applying these dimensions to these communication aspects. An attempt will also be made to explore the imperatives behind the change of the design, typeface, colour and shape of their logo over the years by these organizations. Notwithstanding the fact that companies keep changing their logo, research on the topic is limited, particularly with regard to how these changes are consequent upon the change in the strategic intent and vision of the company. To address this gap, the present research will offer companies a strategic roadmap to follow while bringing a change into their visual brand identity: logo.

Global Integrated Marketing Communication (IMC) and Public Relations (Track presented in partnership with GABC)

Reengaging the International Traveler: Communication Enhancements to National Tourism Websites

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The Covid-19 pandemic dealt a staggering blow to tourism worldwide. The United Nations World Tourism Organization (2021) reported that 2020 was the worst year on record, with international arrivals dropping a whopping 74% (compared with a 4% decline in the global economic crisis of 2009). The result was a loss of USD 1.3 trillion in export revenues. A return to 2019 levels will take two to four years, the UN body estimates (VOA News, 2020).

PwC (2021) surveyed more than 1000 consumers in April 2021. Their results revealed that while 90% expect to travel again in the 12-month period following the lifting of restrictions, "a segment of consumers will likely continue to be wary of resuming their pre-COVID-19 pace of travel." The purpose of this research is to assess the effectiveness of national marketing efforts to stimulate the return of cautious but pandemic-weary travelers and to identify opportunities for enhancing their persuasive communications to that end.

Enticing pandemic-traumatized consumers who for well over a year have absorbed legitimate messaging about risks of international travel to resume carefree globe hopping will require communications grounded in an understanding of the motivational drivers of cross-border tourism. Several studies published prior to the pandemic illuminate some key motivators of cross-border tourism, identifying variables that draw consumers to cross borders to visit attractions and to pursue enticing vacation, dining, and shopping options (Fitz Gerald, Quinn, Whelan, and Williams, 1988; Leimgruber, 1988; Chatterjee, 1991; Evans, 1992; Di Matteo, 1993, 1999; Timothy and Butler, 1995; Di Matteo and Di Matteo, 1996; Sullivan and Kang, 1997; Van der Velde, 1999; Lord, Putrevu, Shi, and Deniz, 2002; Lord, Putrevu, and Parsa, 2004; Lord, Putrevu, and Shi, 2005, 2008; Lord, Mensah, and Putrevu, 2011). These include affective and sensory enticement (Affect), unique opportunities unavailable closer to home (Differentiation), shared memories with family and friends (Social), temporal considerations (Time) – enhancing the positive (the escape from the time-bound obligations of daily life) and minimizing the negative (the sometimes frustratingly long and perceptually unproductive amounts of time consumed by planning and travel), maximizing the positive and minimizing the negative contributors to perception of Value (e.g., convenience, promotions, quality, service, exchange rates, prices, taxes), and a breadth of experience (Variety).

One mechanism that is valuable as an information tool for consumers and a promotional device for nations seeking to attract them is the website of a country's tourism board (Formica and Littlefield, 2000; Lončarić, Bašan, and Marković, 2013). An examination of national tourism websites affords the

opportunity of observing the extent to which national tourism boards are leveraging the motivators revealed by prior research in their efforts to bring back international arrivals in the post-pandemic environment.

Brinzan (2018) compiled in one web page the links to "all country tourism board websites in the world." One half (83) of the 165 linked sites were randomly selected and analyzed for content related to the motivational drivers of cross-border tourism identified above.

Results revealed that the majority of websites (88 percent or more) used enticing language and images to appeal to consumers' emotions and senses (Affect), revealed the range of historical, cultural, gastronomic, natural, shopping, and sports experiences available (Variety), and highlighted the unique attractions to be enjoyed in their nations (Differentiation). Addressed with far less frequency are the other motivators. Content appealing specifically to Social, Time, and Value motivations appeared in 54 to 64 percent of the websites selected for the sample, and often only briefly on pages that required multiple clicks to access. .

This pattern of results suggests that tourism boards are missing opportunities to address issues of potential concern to substantial segments, as suggested by a glance back at prior research. In cluster analyzing the vacationers sampled in their study, Lord, Putrevu, and Shi (2008) found Value and Affect benefit segments among both North American and Asian vacationers; in both contexts the Value group represented a larger proportion of the sample than the Affect. This suggests that while a focus on affect is appropriate, doing so to the almost total exclusion of value may be detrimental. Similarly, tourism boards may reach a broader audience with greater effectiveness by including somewhere on their websites content that appeals to Social and Time motivations.

Examples from the minority of websites that include content related to underrepresented motivations suggest possibilities for those of other nations. The following nuggets selected just from three of the sample's "ABCs" (Armenia, Brunei, Costa Rica) illustrate briefly the relevant concepts and language employed by a few tourism organizations that are attentive to these motivational drivers; the broader and more fully developed array of communication strategies in these areas uncovered by the research is available from the author.

- Armenia – Value: "Traveling to Armenia is available for any tourist, regardless of financial opportunities. Armenia is a country where your visit will be unforgettable, even if your budget is limited…. Portal Skyscanner.ru included Armenia in the list of the cheapest destinations for tourism in 2019" (https://armenia.travel/en).
- Brunei – Time: "Only have mere hours to spend in Brunei? No problem! Some of the country's best attractions are found right in the capital, a short 15-minutes car ride from the airport, ensuring that you won't miss out on some of the best Brunei has to offer" (https://www.bruneitourism.com/).
- Costa Rica – Social: "Costa Rica has a wholesome environment and is an excellent place for families, with plenty of exciting activities everyone will enjoy including walks, guided visits, group games, interacting with the locals, enjoying the local cuisine, beach sports and much more…. the Children's Museum will take you and your family on an interactive learning

adventure…. Any one of the many national parks and biological reserves areas are fun for hiking with the entire family" (https://www.visitcostarica.com/en).

Consumers select travel destinations and itineraries to satisfy multiple needs and wants. The findings of this study provide insights of potential value to national tourism boards in enhancing their web-based communications to address the breadth of motivational drivers needed to bring back travelers in the pandemic's aftermath.

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Global Integrated Marketing Communication (IMC) and Public Relations (Track presented in partnership with GABC)

Piers Morgan v. Wokeness

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On Sunday, March 7, 2021, Prince Harry and Meghan, the Duchess of Sussex, sat down for an interview with Oprah Winfrey. The interview aired from 8-10 pm on the CBS broadcast network. The prince and the duchess actually filmed the interview in February, motivated in large measure about negative press from Britain about the couple. The revelations in the two-hour interview could only best be described as "bombshells."

As recently as three years ago, Harry — younger brother to Prince William, heir to the throne — and Meghan Markle – an American biracial actress – was must-see TV fairytale come true. In the United States alone, 29.2 million people watched the event live at 7 a.m. ET on a Saturday morning. Symbolically, the wedding was important for Black and mixed-race Britons and Americans who saw "one of their kind" as a member of the royal family. Within three years, however, Harry and Meghan had given up their roles as senior members of the royal family.

During the interview, Harry and Meghan told Oprah that a member or members of the royal family were worried about the 2019 birth of the couple's first child, Archie. Meghan said there were "concerns and conversations about how dark his skin might be." These unidentified family members indicated they did not want the mixed-race child to be a prince or princess. Soon after, Buckingham Palace announced that Archie (and any subsequent siblings) would not hold any royal titles. Even more shocking for the prince and the duchess was that they were told that the baby could not get royal security without a title.

If the revelation about concerns over Archie's skin color was not scandalous enough, Markle noted that she experienced suicidal ideation during her pregnancy, a particularly trying time for the duchess as she was confined to her residence and under constant attack from the British press. When she reached out for help, the duchess reported she was denied inpatient care by a senior royal, because it "wouldn't be good for the institution."

Because of the time difference, the U.S. airing of the interview occurred between 2 am and 4 am in the United Kingdom. In addition, the interview itself would be playing on ITV Monday evening. But, enough of the content of the interview had reached "Good Morning, Britain" co-host Piers Morgan. Morgan, briefly a fan of the duchess before developing into one of her harshest critics, blasted the prince and the duchess for their attacks on the crown. In addition, Morgan stated that he did not believe the duchess' assertion that she had been refused mental health services by Buckingham Palace. In fact, Morgan declared the duchess had made up the whole story.

Morgan said, "I'm sorry, I don't believe a word she said, Meghan Markle. I wouldn't believe it if she read me a weather report and that fact that she fired up this onslaught against our royal family, I think is contemptible."

The next morning, "Good Morning, Britain" co-host Alex Beresford launched into a critique of Morgan's treatment of the duchess. Beresford lamented: "I understand that you've got a personal relationship with Meghan Markle or had one and she cut you off. She's entitled to cut you off if she wants to. Has she said anything about you since she cut you off? I don't think she has, but yet you continue to trash her."

Before Beresford could finish his remarks, Morgan stood up and stormed off the Good Morning Britain set. Later in the day, management of the show asked Morgan to apologize. He refused. The network later announced that Morgan was departing the show by "mutual agreement."

It was later revealed that the British regulator, Ofcom, had launched an investigation into the episode of "Good Morning Britain," following 41,000 complaints, a number that rose to 57,000 by the next day. In addition, the duchess herself made a formal complaint to ITV following Morgan's on-air comments regarding the issues of her mental health.

Morgan scoffed at the number of complaints. "Only 57,000? I've had more people than that come up & congratulate me in the street for what I said. The vast majority of Britons are right behind me." Morgan tweeted.

Not everyone was supportive of Morgan. Actress Yvette Nicole Brown called out Morgan on Twitter, writing, "Well looky-here! The whiny, toxic got fired! Turns out when you walked off set after being called out on your BS you could've just kept walking on home, huh @piersmorgan? Oh, you stepped down? Well, I don't believe you. See how that works? #TeamMeghan."

In the wake of Morgan's leaving, the ratings for "Good Morning, Britain" have dropped 50%. A poll by the British tabloid the Express suggests that 78% of Express readers won't watch the show until Morgan returns. Morgan himself is waiting for offers.

An offer could depend on Morgan's image. Using Benoit's Image Restoration Discourse Theory, and employing a case study approach, this presentation examines Piers Morgan's attempt to manage his image in the wake of his departure from "Good Morning, Britain." Analysis suggests that Morgan has primarily used the strategy of denial – that he has done nothing wrong – and the strategy of evading responsibility – it is the "woke" culture's fault – during this controversy. Implications from this case are discussed for business communication.

Personalization and the Future of Advertising

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Source: WSJ, March 19, 2021

"Personalized communication with every customer is the future of marketing"
McKinsey & Company

As people are compelled to stay inside their homes during the Covid-19, they have overwhelmingly turned to online sources for daily needs, from accessing information to ordering small and big purchases. According to Forbes, internet usage has gone up 50% – 70% while people search for daily news, pay bills online, get home-delivered groceries, work from home, study online, and much more in lockdown. [1] Consumer expectation from brands is now higher than ever as they receive personalized experiences. They want online merchants to know who they are and what services matter to them. In response to changes in consumer behavior and expectation, more businesses are now focusing on a

digital-first approach to their advertising. While traditional communication methods are still relevant to marketing many products and services, the digital approach is preferred because it reaches a global audience, targets specific groups of people, measures results quickly and accurately, and costs much less.[2]

Digital Advertising Effectiveness

Consumers are predominantly online, even more so today, thanks to COVID-19. So, it behooves to advertise to them where they are, using online communication methods. Residing online, consumers also leave behind, wittingly and unwittingly, digital breadcrumbs as they continue to interact and transact using websites, apps, text, and email, or using IoT physical objects, embedded with sensors, software, and other technologies that connect and exchange data. Website operators and mobile services also actively monitor consumer online behavior using tracking cookies to further customize and individualize ad messages.[3] Compared to the alternative, digital advertising is astoundingly effective in terms of pinpoint targeting, customer engagement, lead generation, conversion rate, brand loyalty, brand credibility and advocacy.[4] Digital advertising also provides quick measures of feedback along the response loop where advertisers can timely intervene and adjust their tactical decisions on message, creative, or communication channel. The quick feedback loop provides added control on costs (e.g., cost per click, thousand reached, generated lead, and action) and valuable measures of effectiveness on how many people saw the ad, how many sales resulted from the ad, and aggregate measures of ROI, customer acquisition cost (CAC), and customer lifetime value (CLTV).

Advertising and Commerce Convergence

As digital advertising advances, marketing as a business discipline and function is transforming to an individualized and transactional construct[5], to what it was before the industrial revolution, i.e., "personal selling". The idea of marketing as currently understood began during the Industrial Revolution in the 18th century. It was a time of rapid social change motivated by innovations in scientific and technological endeavors. Mass production created to serve the needs of a growing consumer market. The infrastructure for transportation as well as mass media then followed. It created a requirement for producers to find better ways to develop products customers needed and a more sophisticated approach to inform them about what was available.[6] In the old time, advertising was nothing but words of mouth. Modern advertising has its origin with the development of printing in the 15th century. In the 17th century, weekly newspapers in England began to carry advertisements, and by the 18th century such practice spread across the world. The advent of broadcast media such as radio and television enhanced the reach of mass media and made marketing possible at a larger regional and global scale.[7] Now, the advances in information and communication technologies are turning marketing on its head, with the promise of personalized communication at scale, and is transforming marketing for ever. McKinsey & Company professes that personalized communication is the future of marketing.[8] The audience requires to receive information that is meaningful, relevant, and timely, the information which is personalized and addresses specific needs. Adding personalized message to advertising mass domain can deliver *personalization as scale*, with tailored communication, content, offers, and experiences, across all channels and devices, along the entire audience touchpoints. Such personalization accrues many benefits to consumers and advertisers alike. These include better engagement, rewarding experience, and satisfactory communication for consumers, and increase revenue, decrease costs, and added efficiency for advertiser.

Audience Data Integration

Digital communication attracts the right audience with valuable content and imparting information to establish a trusted relationship. The engagement encourages people to share personable information for future contact, further involvement, and request for service. Such self-disclosure plays a key role in forming enduring relationships among people and with businesses. It can make people feel closer, engage more effectively, and further share personal, behavioral, and emotional information. The recent COVID-19 pandemic forced people to physically distance themselves, communicate more digitally, and live their lives online. They worked from home, took classes, and shopped and ordered food and groceries online. They streamed movies, saw their doctors and nurses via Zoom, and attended concert and visited museum virtually. Detecting and gathering audience digital footprints across channels, marketers have expanded delivering targeted advertising to consumers. The Wall Street Journal reports that Amazon share of the U.S. digital advertising is expected to grow to 11.6% and 14.6% in 2021 and 2023, respectively.[9] As merchants increasingly turn to e-commerce platforms to pitch to online shoppers, it is expected that Amazon will continue to increase its digital ad share against the market leaders such as Google and Facebook.[10]

Amazon is not the only reason that advertising and sales are converging. Google and Facebook are steadfast to break into e-commerce as well. Google is trying to make YouTube a major shopping destination. YouTube recently started asking creators to use its software to tag and track products featured in their clips. The data will then be linked to analytics and shopping tools from Google.[11] Facebook is not sitting idle either. It recently announced the launch of *Shops*, a digital storefront for businesses on Facebook and Instagram.[12] Shops, augmented by third-party services such as Shopify, BigCommerce, and Woo, are designed to turn Facebook into a top-tier shopping destination.

Realizing Personalization at Scale

Is it far-fetched to imagine that advertising and selling are converging to become a non-distinct marketing function in the 21st century? Is it possible for businesses to truly interact with all their customers one by one on a personal level? The personalization of digital communication at scale where personal value gets delivered to the customer with greater cost savings hinges upon the technological, organizational, and regulatory challenges and opportunities marketers face in their quest. In the forefront, there is data management (DM) that includes data collection, classification, analysis, and the transfer and scalability of data generated by human and machines.[13] Then, there is data management platform (DMP), a computing system for collecting, integrating, and managing large granular data sets across channels to develop personalized advertising.[14] And there is the encompassing customer relationship management (CRM), a technology that manages and analyzes customer interactions to improve business relationships. CRM systems are designed to compile information on customers across different channels (points of contact between the customer and the business) which could include the company's website, live chat, direct mail, and social media.[15]

To be successful, personalization at scale requires agile, cross-functional operations. Many organizations operate in silos. To deliver personalized value, organizations need to develop self-organizing, cross-functional teams that can operate in frequent iterations. Self-directed cross-functionality requires team coaching, training, and retraining to finesse the test-and-learn iterative approach, a prerequisite for personalization at scale. Organizational capabilities are enhanced through marketing automation

platforms of software and technologies (Artificial Intelligence, Machine Learning) that enable marketers to plan, coordinate, manage, and measure personalized advertising campaigns at scale.[16]

Data privacy continues to be a challenging issue and a sticking point for personalization at scale in advertising. Personalization is possible because of personal data. If consumers are not willing to share their personal information, they won't receive personal service. Unfortunately, personal data do not stay private when they are shared. Worse, personal data are used and exchanged without consumer consent. Exchanging and selling individual data are currently unregulated in the United States. The industry is not sitting idle, however. It is trying to address privacy concerns through education, advocacy, transparency, anonymization, and use restrictions. In the United States, there is no federal privacy law like EU's GDPR to safeguard consumers' personal information. Instead, there are a mix of laws that address privacy concerns for certain domains such as health (HIPPA), education (FERPPA), children privacy (COPPA), and consumer credit (FCRA). States can legislate their own privacy laws such as California Consumer Privacy Act (CCPA), and the quest is ongoing.[17]

Toward Personalized Advertising

This paper overviewed personalization at scale and looked into opportunities and challenges ahead. Without a doubt, technology is in the forefront in data collection, processing, analysis, integration, and dissemination. Business organizations need to meet the challenge by restructuring and aligning their effort to deliver the value of personalization at scale to consumers and advertisers as well as regulatory agencies. While marketers value personalization to deliver effective advertising (96% believe it helps to advance customer relationships), the majority (57%) of consumers (at least in France and Germany) are leery about personalized ads and they do not want to receive any.[18] Only 11% say they are happy with their personal data being used to target them with ads. This is a major challenge before the industry, and marketers have to overcome consumer reluctance for sharing their personal data and being receptive to personalized advertising.

Key words: digital advertising, personalized communication at scale, online communication method, e-commerce

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Managing Stakeholder Cooperation Through Social-Mediated CSR Communication

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The aim of the presentation is to extend scholarship on social-mediated corporate social responsibility (CSR) communication by applying Cooperative Principle (CP) to gaining stakeholder support. The purpose is to explore application of Gricean theory of CP to building stakeholder cooperation through a nuanced understanding of social media CSR communication.

Edward Freeman (1984), author of the stakeholder theory surmised, "To be an effective strategist, you must deal with those groups that can affect you, while to be responsive (and effective in the long run) you must deal with those groups that you can affect" (p. 47). This definition prompted inquiry on the normative question of 'which stakeholder group' (Laplume, Sonpar & Litz, 2008) should companies focus on. This question soon got dwarfed by investigations relating to stakeholder support and interests secured mostly by reputation, impression management and rhetoric (Carter, 2006; Snider, Hill, & Martin, 2003; Ulmer & Sellnow, 2000) through organizational communication.

At the turn of the century, researchers (Sharma & Henriques, 2005) posited that one of the ways of balancing stakeholder interests was through provision of information. Over a decade later, with the advent of social media, researchers and practitioners were arguing the need to shift focus from mere provision of information to engineering two-way communication and building stakeholder relationships which were "interactive, mutually engaged and responsive … [and, which] create the groundwork for transparency and accountability" (Andriof et al. 2002: 9)

The question of 'how' can this process of shared understanding be co-created, still remains unanswered, though the importance of it gains mammoth proportions in the age of social media where it is often difficult to isolate stakeholders.

Factors as growth of social media, intensified corporate communication on social networks (Eberle et al., 2013) and attempts at conversion of unidirectional to bi-directional communication make it imperative to understand how stakeholder cooperation can be secured. A particularly salient issue, and one that is the focus of this paper, is the communication of CSR through social media that directly or indirectly impacts the rank/reputation of a company. Although interactivity on social media has been recognized

as an imperative, it has not been fully realized because of the predominantly unidirectional flow of communication. Theoretical insight into cooperation antecedents is required for organizations to positively shape CSR messages which are dialogic in nature and extend beyond sharing of information.

For an understanding of how cooperation can be garnered, we borrow from the field of pragmatics and apply it to social media CSR communication. As social media communication mimics human interactivity, we can well apply the principles used in human interaction to social media. To study human interactivity in naturally occurring talk, Grice (1975) proposed the Cooperative principle (CP) and argued in favor of the four maxims of relevance, manner, quantity and quality. Building on the relevance of CP, we propose that social media CSR communication when supported by the four maxims of CP can make communication dialogic, increase interactivity, and garner stakeholder cooperation which in turn will impact an organization's e-reputation (Kiousis et al., 2007). We extend the CSR communication scholarship by applying principles from Pragmatics to communication for cooperation and interactivity between companies and stakeholders. Additionally, we present a tripartite perspective by examining a conceptual model that investigates the link between CSR strategies/rank and four maxims of CP, viz., relevance, manner, quantity and quality and stakeholder cooperation.

To explore these interlinkages, we studied the following research questions:

RQ1) Is social media CSR communication relevant for the stakeholders?
RQ2) What is the manner of social media CSR Communication?
RQ3) What is the quantity of social media CSR Communication?
RQ4) What is the quality of CSR social media communication?

The empirical data originated from a study of 13816 messages from 40 companies in the Economic Times (ET) India CSR ranking for the year 2016. These 40 companies represent six different sectors: Banking & Finance (10); Metal/Steel/Energy (7); Automobiles (6); FMCG (6); IT (6); and Telecommunications (5). We analyzed their communication across three social media platforms including Facebook, Twitter and YouTube.

The analysis was done in two phases. In the first phase we used Python, TextBlob and vector machines using tf-idf (term frequency–inverse document frequency) to collate the data which was then classified into High and Low CSR communication based on the proximity of the overall communication score to the standard deviation from the mean. In the second phase, data from Phase I was run in SPSS and MS Excel to generate tables and charts for analysis (based on the various combinations of frequency) and cross tabulated to observe patterns and co-relations, if any.

Our findings suggest that a violation of any one of the maxims of CP on social media leads to a conversational implicature which negatively impacts CSR communication and company rank. Further, based on our findings we propose three categories in which companies can be clubbed basis their CSR communication and adherence to CP: Conventional, Intentional and Communicative.

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Multiple Language Selection for Corporate Codes of Conduct: An Analysis of US-Based Restaurant Chain Ethics Leaders

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This paper describes language translation selection as strategic consideration in Corporate Codes of Conduct. As L. Saunders Thorne (2002) points out, Corporate Codes of Conduct need to balance "worldwide corporate goals, while at the same time remaining responsive to the local organizational norms and routines" (p. 11)

This paper presents the reasons for considering language selection in Corporate Codes of Conduct. It then, by way of example, provides data on the languages into which US-based restaurant chains on the 2021 JUST Capital list selected to translate their Corporate Codes of Conduct/Ethics. It then compares and contrasts those language choices relative to each chain's language reach. Finally, questions are raised to assess the effectiveness of each company's Corporate Code of Conduct language strategy

Literature Review: A Need for Research

Considerable research exists on the need for Corporate Codes of Conduct (Painter-Morland, 2006) (Adelstein, 2016 (138:1)) (López Jiménez & Dittmar, 2021). Much – though increasingly more -- research covers on the cross-cultural adaptability (or its lack) of Codes of Conduct presented in unmodified English or BELF-modified English (Louhiala-Salminen, 2005) (Bargiela-Chiappini, 2006) (Helin, 2007).

What remains sorely lacking is the role of languages besides English in CoCs (or other central corporate messaging. As the title of Rebecca Marschan, Denice Welch and Lawrence Welch now-classic article on the subject puts it: Language is the forgotten factor in multinational management" (Marschan, 1997). The factor is as much alive today as it was then, with some exceptions (Tréguer-Felten, 2017)

The Significance of Language Choice in Corporate Codes of Conduct

The language choices into which a company chooses to translate its CoC helps to achieve this in two-way, one pragmatic and one symbolic.

In terms of the pragmatic function, this paper suggests that Corporate Codes of Conduct are most effective when people have access to them and can understand them. Pragmatically speaking, Corporate Codes of Conduct represent the company's public, uniform statement of "moral standards used to guide employee or corporate behavior." (Schwartz, 2001, p. 248). Translating Corporate Codes

of Conduct into the language of its workers and employees increases the degree to which employees could understand and presumably adopt the directions provided there.

On the symbolic level, companies' Corporate Code of Conducts "improve customer loyalty, sales, brand image and reputation." (Mitchell, 2003, p. 35) The languages a company selects for its Corporate Code of Conduct, it therefore follows, would correspond to the customers among whom the company seeks to enhance these.

Additionally, the use of the employees' language increases the Corporate Code of Conducts inclusivity, whether as the local language of the employee or as in domestic language in a multilingual society such (as with Spanish in the United States). This serves both a pragmatic end (using a language that workers and customers can understand) and symbolic (in demonstrating acceptance of multiple language groups within a society).

Corporate Code of Conduct Language Selection in the Restaurant Industry

This paper examines the Corporate Code of Conduct language strategy in just one sector: the large-scale restaurant industry. Specifically, the paper examines the eight US-based restaurant chains included the 2021 JUST Capital list.

JUST Capital ranks the Russell 1000 US publicly traded companies regarding ethical behavior across 19 issues affecting five stakeholders: workers, customers, communities, shareholders and the environment. ("Our Methodology", 2021) Because the JUST Capital list is so thorough, covering so wide a range (926 listed companies for the 2021 list), its rankings are well-established enough to define ethical intent.

While Corporate Code of Conducts matter to all of a company's stakeholders, restaurant chains merit particular attention for having a comparatively high number of two of these stakeholders: employees and customers.

The paper specifically selected the restaurant industry as having among the lowest overall ethical rankings (27 of 29 industries). The industry had only with only one representative (Starbucks #68) in the JUST 100 list. At the same time, the industry represents among those with the highest number of both employees and direct consumer interaction. Both factors represent need for strong communication. Finally, the 2021 rankings presented a particular challenge with response to COVID-19. In this new category, the restaurant industry excelled with all nine ranking in the top 10 and three (McDonald's, Chipotle, Darden) tied for first place across all industries. ("Health and Safety During COVID-19", 2021).

Further Research

The findings show a wide range of language choice among the sample. It is hoped that the data here demonstrate a need for further research on a broad range. The findings here represent a summary of just one industry headquartered in one country. Moreover, this represents a snapshot of one point in time, and a particularly challenging time at that.

Recognizing into what languages one industry chose to translate their Corporate Code of Conducts is only a preliminary subject for investigation. This paper presents a beginning of a longer project to assess

the effectiveness of language selection strategies, language choice as a means for cross-cultural inclusion, comparison of non-US restaurant chains' language choices, and more.

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How to Integrate Intercultural Aspects to Language Teaching for L2 French for Business

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Learning business French should involve more than acquiring grammatical and lexical skills or some basics of French geography, history or culture. But the challenge of integrating intercultural aspects too remains mostly absent from L2 French teaching material, in spite of the long-term target established by the European Commission to strengthen European competitiveness ("Europe 2020 Strategy" & "Language for Growth and Jobs").

However, research has shown that even L1 speakers of the same language living in different countries meet differences in language use due to intercultural dimensions, as is the case for Belgian Flemish and Dutch, or Canadian French and French L1 speakers (Gerritsen & Claes 2003, Barlow & Nadeau 2017.

Such differences, linked to the use and value of words and to the way of building sentences, do not only occur in face-to-face conversations, but can be found in written documents and on websites as well. We will highlight this by analyzing word use in job advertisements and sample cover letters on recruitment websites. Also, comparing recruitment websites giving writing advice to L1 speakers, provides evidence of differences. We will discuss recent examples for Dutch, Flemish and French.

By doing this, we would like to show how to increase awareness among Flemish undergraduates in Economics learning L2 Business French, that mastering intercultural dimensions is needed at the level of word choices and organizing and structuring a written text.

We will show figures on the occurrence of words used in a French context versus a Flemish / Dutch context of job advertisements and cover letters, as available on L1 recruitment websites: lexical items linked to job description, personality and accomplishments of the applicant, use of active / passive verbs, use of pronouns I-you-he/she-we. Also, the length of sentences and the occurrence of signal words will be investigated.

A similar investigation will be carried on French cover letters written by Flemish undergraduates as part of their L2 course, in order to discover whether they adapt their text according to intercultural requirements. Two sets of cover letters will be analyzed: one of a group who did not have any intercultural awareness training, and one of a group who did have such training. Based on the results, new L2 French teaching material can be developed, integrating exercises to raise intercultural proficiency at the level of reading and writing.

Raising intercultural awareness for French L2 is a challenge among Flemish-speaking students in multilingual small-sized Belgium. With 3 official languages (Dutch, French, German) being thought at school (besides English), Flemish undergraduates in Economics do not expect to have to integrate intercultural dimensions to learning L2 French: the small size of the country gives a feeling of knowing each other as neighbors. Even though students are aware of intercultural differences within Europe, they expect them rather in distant European countries.

Therefore, beyond the scope of improving the level of training of L2 business French, raising intercultural proficiency of learners can have a positive impact on their later international business.

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"Carefully Slip and Fall Down": The Quandary of Literal Language Translation

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Abstract

This presentation will provide an overview of the challenges of literally translating signs from one language to another. Often seen in "English as a Second Language" or non-English speaking countries, the signs might be hard to understand because of literal language translation. There is a need to have better translation on signage to ensure effective exchange of meaning, especially when the signs are critical to the safety and happiness of visitors from other countries.

Procedures, Methodology, and Literature Review

If one says that the meaning of something has been "lost in translation," it signals that it is not a very good result of being translated into another language or told in a different way. Some people think that translating is only a matter of replacing each word with the corresponding translated word, but translation is much more complicated than that process. It is easy for text to be "lost in translation," especially with the grammar, punctuation, syntax, slang, idioms, cliches, and colloquialisms that exist in many languages. Often, television shows will misrepresent languages by mispronouncing a word, giving the sentence a different meaning; or trying to Americanize or translate from English into a foreign word because the words sound familiar. For example, a TV Western might pronounce, "Hey, Hambre [Ombray]" (short vowel sound O; of which hambre means "hungry" in Spanish. They really should be saying Hombre [Ombray] with a long vowel sound O, meaning "man." Or the latter scenario: "She is embarrassed." Putting the word into Spanglish, "Ella esta embarazada." It sounds correct, but literally translated from Spanish means "She is pregnant." Just knowing how to speak two languages is not the same as knowing how to translate. Translation is a special skill that professionals work hard to develop (Kelly & Zetzsche, 2016).

The presenter has taken numerous pictures of signs in 15 different countries to share the literal translations from the respective country's language to English, as well as signs in the U.S. that have been translated from English into a different language. The original intent of the meaning of the words as compared to how the words are actually interpreted will be discussed, along with possible solutions for correcting this situation for future communication with foreign travelers. One way to solve this translation challenge is to have bilingual signs to represent text in more than one language.

While English is the predominant language on the Internet and in many international classrooms, global audiences might still struggle with speaking and writing English as a second language. Not only can the writing aspect be difficult, but language translation can be cumbersome for both the American and the foreigner because of literal mistakes and lost meanings. While international travel opportunities present diverse situations for scholars to study, conduct business, and/or visit abroad, the global translation of language can frustrate both senders and receivers in the communication model.

Ko (2010) suggested three approaches that were used in translating signs: literal translation that attempts to translate every word even at the risk of producing an unclear message in English, semi-literal and semi-adaptive translation that attempts to translate every word where possible and modifies those words or phrases that cannot be translated literally, and free adaptation that extensively modifies or omits the descriptive and/or figurative or figurative words or phrases.

Exploring these phrases and their word-for-word conversions into English demonstrates how word-for-word translations are often inadequate and many times completely misleading. Machine translations and apps provide these literal translations, which shows that any type of automated translation should never be used for business or professional translation purposes (Literal translations, 2020).

As organizations restructure globally, employees also encounter differences in not only language, but also in communication style and format. The formality of the language may not present itself because of semantics or syntactical barriers. Further, non-English speakers often find it difficult to immerse their thought process into English; so, they divert back into thinking in their native language and trying to translate literally into English, which usually does not result in correct Business English.

The literature is currently being reviewed to write a full paper submission for publication. In addition to the examples of this quandary, the presentation will address how international audiences and others in academia are solving this language translation dilemma.

Presentation

Audience participants will be asked to share their own experiences and responses. Some assignments, exercises, and activities will be shared that attendees can take home and use in their Business Communication or International Communication classes. Some language translation software programs and apps will also be shared.

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Identifying Critical Knowledge for Foreign Business Professionals Operating in Russia

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This paper addresses the challenge of identifying the relevant material that should constitute the core of an advanced content-based Russian language course for business professionals preparing to work in Russia or with Russian partners. The presenter will discuss principles of a course structure and organization aimed at developing students' global competence and Superior-level discourse according to the ACTFL OPI guidelines.

Global competence plays a critical role in the success of international business communication and completion of business tasks, as it allows for understanding and anticipating the behavior of a foreign partner. For language educators, "the ability to communicate with respect and cultural understanding in more than one language is an essential element of global competence" (ACTFL Guidelines). The business community makes emphasis on developing "…flexible, respectful attitudes, including self-perspective, and applying knowledge of the historical, geographic, and societal factors that influence cultures in order to effectively interact and build relationships with people around the world" (C. K. Hunter and W. D. Hunter, Ed.D., 2018).

Language and culture programs for business professionals face the challenge of identifying the relevant content and cultural material that should constitute the core curriculum. Cross-cultural theories do not provide adequate knowledge of a foreign culture. Traditional disciplines, on the other hand, provide an enormous wealth of material that can only be understood and applied to business communication after many years of study. Language educators can bridge various disciplines, identify cultural knowledge essential for developing global competence, and develop materials and methodology allowing to the teaching of students to see the world like Russians do, to understand the other and their point of view. It's not the question of truth, but a question of perception. As Vicki Galloway formulated, "…understanding another culture requires constructing another -- a different -- framework of perceptions and values …. Thus, guiding students to understand and appreciate the business picture will require guiding them, as well, to see the vivid colors and subtle hues that merge to form another sense-making system" (Vicki Galloway, 1999).

In order to better understand the challenges business professionals face while working in Russia and identify the knowledge that helps them to be successful, the presenter conducted an on-line survey and phone interviews with expatriates working in Russia and with Russian executives. All Participants hold executive positions and have similar educational backgrounds: the minimum of an MBA or a Russian equivalent. The following three questions were the focus interest of the study: the main sources of

misunderstanding between Russians and foreigners in business setting, the role of language and role of relationships in business communication. Also, the participants of the study were asked to give practical advice on what expats should know coming to work to Russia.

Data analysis of this survey identifies the causes at the root of hindering or distorting communication and outlines the knowledge and skills essential for foreign employees to operate more successfully.

The study results suggest that both Russians and Expats feel that the most important thing in their communication is understanding. However, Expats place the greatest emphasis on Russian language proficiency: speaking skills and listening comprehension. Russians at the same time do not place as great an emphasis on the knowledge of the Russian language, but they consider the knowledge and understanding of their value system, traditions, and most of all, understanding such notions as honor, duty, etc., of more importance. During phone interviews it became clear that this difference can be attributed to the fact that many Russian professionals at this level are proficient in English and therefore language is not a barrier. At the same time, they believe that the issues related to lack of cultural knowledge and understanding, especially knowledge of norms and behaviors distort communication, bring about misunderstandings, and are almost impossible to overcome.

More detailed explanatory information provided during phone interviews presents examples of sensitive situations and knowledge, which can help foreign executives to better integrate into the Russian working environment.

Based on the study results, the presenter can conclude that even though both groups of study participants believe that fluency in Russian is an important factor, they place more value on relationships and the ability to understand each other. Both groups agree that a deeper understanding of norms, value systems, behaviors, traditions as well as the knowledge of the important to the current society historical and cultural icons can provide for a better understanding the way people think and act. Respondents give priority to the knowledge of the economics and politics of the last 20-40 years and current events, and also stress that the focus should be made on those works of literature and film, which reflect Russian reality as it is today and are discussed by a vast majority of Russians. Some respondents emphasize the importance of studying religious confessions in Russia and their impact on the society and business.

The scope of this study is not big enough to make generalized statements and the material acquired is quite subjective, however, the study provides for a better understanding of the causes at the root of hindering or distorting communication between Russian and Western businessmen and suggests an approach to choosing material to build the cultural knowledge essential for foreign employees to operate more successfully in Russia.

Business Portuguese at the University of Illinois at Urbana-Champaign: Connecting Students' Needs with Employers' Demands in a Language Classroom Setting

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Between fall 2013 and fall 2016, across the US, the Modern Language Association registered a 9.2% decline in language enrollment. These data represented the second- largest decline in the history of the census (MLA, 2018). As a consequence of this trend, many universities either are eliminating or combining their language programs. In the midst of this challenge, one could question the reasoning for maintaining such programs. Is it really worth fighting to keep some of these language programs? What kind of impact do these programs have on students? This presentation will examine students' needs and employers' demands to establish how a well-designed language classroom plays an important role in preparing students for a successful career. The presentation will discuss the strategies adopted by Doing business in Brazil (PORT 403), a course developed and offered by the Portuguese Program at the University of Illinois at Urbana-Champaign, to connect students with real world opportunities.

The 21st century has presented great challenges to individuals entering the workforce, especially new college graduates. While traditional jobs and the idea of secure employment are gradually disappearing, the workforce is experiencing growing pressures that are leading to anxiety and insecurity. The digital revolution has produced a new social organization: permanent jobs are being replaced by temporary assignments or limited-time projects. This trend is already affecting close to half the workers in the United States (Kallenberg, 2009). These shifts are affecting the college student population and, in turn, the shape of language classrooms. As universities welcome Gen Y students — that is, the ones born around 1995 and 2012 — there's a pressure for understanding and addressing their needs. This generation values topics such as diversity at an unprecedent new level (Savickas, 2012). Discussing issues related to diversity, inclusion, race, ethnicity, disability, gender identity, and sexual orientation in the classroom are a must. From a different perspective, a survey from the National Association of Colleges and Employers (NACE, 2019) suggests that "the four career competencies employers' value most" in new college hires are critical thinking/problem solving, teamwork/collaboration, professionalism/work ethic, and oral/written communications, followed by career management and global/multi-cultural fluency. These competencies "have remained consistent the past three years." Leadership also ranked high, but not at the same level as those pointed out.

Combining research targeting students' needs with ones targeting employers' demands for new college hires, one can conclude that classroom interactions should use resources purposefully and creatively to prepare and connect students to career opportunities. A well-developed curriculum, filled with student-centered communicative activities should build a bridge between the "target" culture students are

exploring and the culture students are entering. In this context, the use of project-based learning and research must be considered to assist them in developing marketable skills.

At last, this presentation will discuss the strategies the Portuguese Language Program at the University of Illinois at Urbana-Champaign has adopted in the Portuguese for Business (PORT 403) course to promote the development of cultural competence seeking to form a well-rounded and more adaptive workforce. The goal of this presentation is to establish the importance of using the language classroom to prepare this new generation of students to develop marketable skills and identify career opportunities in times of uncertainty.

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