

USC Marshall

School of Business

BUCO 599: Multicultural Communication and Adaptive Solution Building Spring 2024 (Jan 08 – Apr 26)

3 units

Select Saturdays & International Experiential Journey to Singapore over Spring Recess

Instructors: Professors Greg Patton & Pete Cardon
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COURSE DESCRIPTION

BUCO 599: Multicultural Communication & Adaptive Solution Building is a 3-unit graduate international experiential elective involving the application of adaptive thinking and creativity to global strategic issues in multicultural, cross-function and diverse teams in partnership with top University students in Singapore.

Our spring 2024 course will focus specifically on Singapore, a highly development free market economy with a strong focus on technology. Singapore is ranked among the top ten countries in the world in AI startups, top three in AI development and number one in intensity of AI development. Singapore is a member of the Asia-Pacific Economic Cooperation (APEC), the Association of Southeast Asian Nations (ASEAN), and the Trans-Pacific Partnership (TPP) and is a key global player in technology development and leadership in the Asian Pacific region.

According to more than 1,000 respondents to GMAC's 2023 *Corporate Recruiters Survey*, the capabilities of interpersonal skills, communication, and strategy are most in demand by Graduate Recruiters today. The 2023 GMAC *Annual Corporate Recruiter's Survey* further explored which skills employers think will characterize the future workplace and recognized intercultural skills as the area of most expected gain in future importance. This course is designed to best prepare future Marshall Graduates by seamlessly integrating the focused training and development of interpersonal, communication, intercultural and strategy skills.

This is an experiential course to engage globally in the analysis and debate of global strategic issues in multicultural, cross-function and diverse teams in partnership with a top University in Singapore. Domestic preparation is integrated with a one week international experiential field experience in partnership with top Singaporean University students to engage in a Global Case Competition with mixed multicultural team of Marshall and host University students. The Competition is overlaid with cultural immersion and local visits and interaction with local alumni. You will be prepared for the global trip with presessions.

MARSHALL GRADUATE PROGRAM LEARNING GOALS AND OBJECTIVES

Learning objectives and outcomes are grounded in performance-based rubrics identifying the specific tasks or activities that students will gain as a result of successfully completing the course. The rubrics provide a roadmap to the core content of the course and assess individual student performance. The three primary learning objectives and outcomes for this course are detailed below and enhances six of Marshall's nine Graduate Program Learning Goals.

- 1) Students will be able to build, collaborate and drive results in multicultural, multi-functional, global teams to develop innovative, adaptive and creative solutions to unstructured problems.

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- 2) Students will be able to analyze significant complex, messy, unstructured problems and advocate viable solutions to create short-term and long-term value by utilizing adaptive thinking and approaching challenges in a creative and integrative manner.
- 3) Students will be able to foster community within and outside of organizations by identifying and promoting the value of diversity and modeling inclusive communication behaviors, inspired by their global mindset and expanded world view.

BUILDING A LEARNING CULTURE: A BRAVE RESPECTFUL PLACE

The focus of this Course is to greatly accelerate your learning, growth and future preparedness. A purposeful, diverse, inclusive, sharing and engaging environment fast-tracks this success. Professionalism is naturally expected at all times in all aspects of our Class culture. We learn best by growing together, and sharing our ideas and experiences and this is facilitated with a base assumption of positive intent, from everyone in the Class, and in all our interactions. And together we will promote a growth mindset.

An important goal of the educational experience at USC Marshall is to be exposed to and discuss diverse, though provoking, and sometimes controversial ideas that challenge one's beliefs. In this course we will support the values articulated in the USC Marshall "[Open Expression Statement](https://www.marshall.usc.edu/about/open-expressionstatement)" (<https://www.marshall.usc.edu/about/open-expressionstatement>).

We strive to create a psychologically safe environment as research has shown these are where higher learning and performance occurs. As Professor Amy C. Edmondson has explained, "Psychological safety is not the same as a safe space. It is not the same as a trigger-free space. It is not a space where you will always feel comfortable and not have your views challenged. It is almost the opposite. It's a brave space..." Because the university classroom is a place designed for the free exchange of ideas, we expect braveness while also demonstrating respect for one another and exhibiting patience, courtesy and professionalism in our exchanges. We expect braveness in sharing ideas, being open to new ideas, providing honest and direct feedback and in providing opportunities to "talk it out," be brave, learn from one each other and constantly improve as a Community.

COURSE MATERIALS (READING AND ELECTRONIC FOLDERS)

The course readings are highly focused, purposeful and valuable for your professional success and that of your Team's. The readings are foundational. It is expected that you have read the material, thought about the material, discussed the material with your team, have thought of examples and illustrations, and have begun to leverage the tips, ideas and concepts within your Team environment, the Class and the greater Marshall community. Class time will be spent building off of this foundation.

Required Text: None.

Required Digital Course Reader (Readings/Case Materials): The Required Digital Course Reader (BUCO 599 SPRING 2024) is available from USC University Custom Publishing. A link to obtain the Digital Course Reader from University Custom Publishing is posted on our Course Blackboard Page. All readings should be read in advance of class. Readings are purposeful and targeted.

Required Electronic Communications (Blackboard System): This course leverages the Blackboard course management system as a crucial and essential aspect of this course. Course information, assignments, notes, help guides, samples and general announcements are already available to you now. More will continue to be posted to the folder between class sessions. You should check this folder often and deeply leverage its resources to enhance your class

performance and efficiency. If you have any questions or need assistance with the Blackboard Course Pages, please contact the Marshall HelpDesk at 213-740-3000 (Option 2) or HelpDesk@marshall.usc.edu.”

SYNOPSIS OF COURSE STRUCTURE & DATES

There are three phases of BUCO 599 to best prepare, experience and reflect on your global, multicultural experiential experience.

Phase I – Pre-Trip Sessions

- ✦ Jan 20 (Saturday) 9am -12noon (week two of semester): “Global Cultural Integration & Leadership”
- ✦ Feb 03 (Saturday) 9am-12noon (week four of semester): “Adaptive Thinking + Topic Area Intro: AI”
- ✦ Feb 10 (Saturday) 9am-12noon (week five of semester): “Adaptive Thinking + AI Briefings”
- ✦ Feb 24 (Saturday) 9am-12noon (week seven of semester): “Cultural Immersion: Understanding Singapore.”

Phase II – International Field Study Residential

- ✦ Mar 09 (Sat) – Sun Mar 17 (Spring Recess) “International Experience & Case Competition.”

Phase III – Integration of Learning from the Course

- ✦ Mar 30 (Sat) Final Journal Report due (week twelve of semester): “Final Journey Report Due.”

GRADING AND ASSESSMENT

This course is designed as a global experiential educational journey that builds and grows across a range of assignments. These are listed below with their point values.

Assignments		<u>Point Totals</u>
I:	Discussion Board Posts & Analysis	50 pts
II:	Small Team Briefing: Current Potential of AI	50 pts
II:	Marshall Ambassador: In Country Case Competition	50 pts
III:	Final Journey Report	50 pts
IIII:	Professional Engagement & Participation	35 pts
TOTAL		235 pts

Students must obtain a score of 80% or better in each of the four components to achieve credit for this course. Attendance and active participation at all of the sessions during the trip during the International field study residential is also mandatory for course completion and credit.

Individual & Team Assignments

Discussion Board Posts & Analysis (50 pts), Individual Assignment. Designed to promote the sharing of ideas and increase the readiness for travel, there are five post assignments. Students are responsible for one initial post and three reaction posts per assignment.

Small Team Briefing: Current Potential of AI (50 pts). Team Assignment. Professional briefing on key application areas and of AI. Small Team membership is self-selected, based on areas of interest and intact for this single assignment only. Upskill knowledge and awareness based on specific application, use and potential within employment domain areas. Team based grade.

Marshall Ambassador: In Country Case Competition in Singapore (50 pts). Individual Assignment. This course involves the participation in global, multicultural engagement teams to participate in a global case completion that includes pairing with local participants. It is expected that you will actively build and network with your team, prepare for the competition and present your ideas professionally.

Within the competitive rounds, and building off National Collegiate Debate ballots, you would be evaluated on organization, analysis, evidence, solutions, impact and your ability to professionally present and connect with your global audience. Your finish in the competition with your mixed USC/Host Team does not impact your score for this component.

1 Journey Report (50 pts). Individual Assignment. This is a daily journal while on the global residential component (global trip) and an end of trip synopsis of the learnings across the three content areas (1) multicultural and global communication, (2) adaptive thinking, creativity and Artificial intelligence, and (3) cultural immersion in Singapore.

Professional Engagement & Participation (35 pts). Individual Assignment. Specific factors are discussed below. Please note: During the international field trip, you are a representative of the USC Marshall School of Business, your Program and your peers and your behavior during the trip affects the reputation of USC and the Marshall School. Therefore, you are expected to behave professionally during the trip. Inappropriate behavior during the field trip (e.g., unprofessional behavior, disruptive or disrespectful behavior, drunkenness, etc.) will result in receiving a failing grade for the course, being asked to leave the trip, and disciplinary action upon return.

Professional Engagement and Participation

Course participation will be evaluated in several specific way centering on your value creation during class discussions, on discussion boards and during the international experience with your professionalism, positive contributions, strong analysis, and relevant examples that strongly contribute to the learning of your classmates.

Meaningful Contributions are Key. Active participation in this course involves adding solid value to the overall learning environment of the class – and particular in class-wide discussions. It involves proactive and meaningful comments during class discussion, full engagement in the activities of the class, and contributing to the learning of all class members. Absences and unprofessional conduct will result in the loss of points.

Building Your Executive Presence. We recognize that some students may currently be far more comfortable than others with in-class participation. However, it is important you prepare and work through these challenges to make an effort in every class session to repeatedly contribute in many meaningful ways. Your success in your future career will be linked to how you support, contribute, influence and lead yourself and others. With regard to quality, the dimensions that we look for include:

Relevance -- does the comment bear on the subject at hand and move the conversation forward? Comments disconnected to the content of the discussion and flow can actually detract from the learning experience.

Responsiveness -- does the comment answer in an important way the question posed?

Analysis -- is the reasoning employed consistent and logical? Has data from the case, from personal experience, from general knowledge been employed to support the assertions made?

Value -- does the contribution significantly further our understanding and awareness of the issues at hand? Does it significantly clarify, provide depth and/or application to make the concepts more useful and/or impactful?

Clarity – are the ideas and thoughts understandable? Is the communication clear and loud enough to understand?

Conciseness – is there a clear and direct core message presented in the first few seconds? Are examples tightly focused on the key factors that make the example relevant? Is there a high “value to time” ratio?

Academic Integrity

The University of Southern California is a learning community committed to developing successful scholars and researchers dedicated to the pursuit of knowledge and the dissemination of ideas. Academic misconduct, which includes any act of dishonesty in the production or submission of academic work, compromises the integrity of the person who commits the act and can impugn the perceived integrity of the entire university community. It stands in opposition to the university’s mission to research, educate, and contribute productively to our community and the world.

All students are expected to submit assignments that represent their own original work, and that have been prepared specifically for the course or section for which they have been submitted. You may not submit work written by others or “recycle” work prepared for other courses without obtaining written permission from the instructor(s).

Other violations of academic integrity include, but are not limited to, cheating, plagiarism, fabrication (e.g., falsifying data), collusion, knowingly assisting others in acts of academic dishonesty, and any act that gains or is intended to gain an unfair academic advantage.

The impact of academic dishonesty is far-reaching and is considered a serious offense against the university. All incidences of academic misconduct will be reported to the Office of Academic Integrity and could result in outcomes such as failure on the assignment, failure in the course, suspension, or even expulsion from the university.

For more information about academic integrity see [the student handbook](#) or the [Office of Academic Integrity’s website](#), and university policies on [Research and Scholarship Misconduct](#).

Please ask your instructor if you are unsure what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

Review Of Marshall Classroom Policies: Recording

Attendance. Full class attendance and active participation is expected and important in developing a coherent view of the materials covered in the course. Unless accommodated, attendance and active participation is expected in-person at the live class sessions consistent with your official enrollment. However, please do not attend class if you are sick, have symptoms of illness or are in quarantine.

Recording. All regular course sessions are recorded via Panopto and will be made available for the private personal educational use of individual students upon their request with an approved accommodation, those in Quarantine or who have symptoms of ill health. A password protected link can be requested and will be provided after the conclusion of the two-day class cycle to allow viewing of the course session. Completion and submission of a learning memo (See Blackboard) will be required before the next class session to avoid a loss of credit.

Pursuant to the USC Student Handbook (<https://policy.usc.edu/studenthandbook>), students may not record a university class without the express permission of the instructor and announcement to the class. In addition, students may not publicly distribute or use notes or recordings based on USC classes or lectures without the express permission of the faculty member for purposes other than personal or class-related group study by students registered for the class.

This restriction on unauthorized use applies to all information that is distributed or displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code, and may subject an individual or entity to university discipline and/or legal proceedings.

AI Usage Policy: “AI Usage Encouraged.” (And Required)

In this course, we expect you to use AI (e.g., ChatGPT and image generation tools) in this class. Learning to use AI is an emerging skill, and I welcome the opportunity to meet with you to provide guidance with these tools during office hours or after class. Keep in mind the following:

AI tools are permitted to help you brainstorm topics or revise work you have already written.

If you provide minimum-effort prompts, you will get low-quality results. You will need to refine your prompts to get good outcomes. This will take work.

Proceed with caution when using AI tools and do not assume the information provided is accurate or trustworthy. If it gives you a number or fact, assume it is incorrect unless you either know the correct answer or can verify its accuracy with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.

AI is a tool, but one that you need to acknowledge using. Please include a paragraph at the end of any assignment that uses AI explaining how (and why) you used AI and indicate/specify the prompts you used to obtain the results and what prompts you used to get the results. Failure to do so is a violation of academic integrity policies. Be thoughtful about when AI is useful. Consider its appropriateness for each assignment or circumstance. The use of AI tools requires attribution. You are expected to clearly attribute any material generated by the tool used.

Please ask me if you are unsure about what constitutes unauthorized assistance on an exam or assignment, or what information requires citation and/or attribution.

- ✦ Collaboration. In this class, you are expected to submit work that demonstrates your individual mastery of the course concepts.
- ✦ Group work. Unless specifically designated as a ‘group project,’ all assignments are expected to be completed individually.
- ✦ Computer programs. Plagiarism includes the submission of code written by, or otherwise obtained from someone else.

If found responsible for an academic violation, students may be assigned university outcomes, such as suspension or expulsion from the university, and grade penalties, such as an “F” grade on the assignment, exam, and/or in the course.

STATEMENTS ON ACCOMMODATIONS AND SUPPORT SYSTEMS

Students and Disability Accommodations: USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

988 Suicide and Crisis Lifeline - 988 for both calls and text messages – 24/7 on call

The 988 Suicide and Crisis Lifeline (formerly known as the National Suicide Prevention Lifeline) provides free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week, across the United States. The Lifeline is comprised of a national network of over 200 local crisis centers, combining custom local care and resources with national standards and best practices. The new, shorter phone number makes it easier for people to remember and access mental health crisis services (though the previous 1 (800) 273-8255 number will continue to function indefinitely) and represents a continued commitment to those in crisis.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL) – 24/7 on call

Free and confidential therapy services, workshops, and training for situations related to gender- and power-based harm (including sexual assault, intimate partner violence, and stalking).

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 740-0411

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-2850 or otfp@med.usc.edu

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.

COURSE SCHEDULE, TOPICS/THEMES, REQUIRED READINGS & ASSIGNMENTS

Jan 20 (Sat) Session #1 & 2
(9:00-10:20/10:30-11:50)

Global Cultural Integration & Leadership

(1) BUCO 599 Course Syllabus

- (2) Holch, G. (2018, May 10). Cross-Cultural Leadership Skills Are Not What You Think. *Chief Learning Officer*.
- (3) Campbell, S. (2018, May 12). Understanding the Other Person's Perspective Will Radically Increase Your Success. *Entrepreneur*.
- (4) Meyer, E. (2015, Dec) Getting to Si, Ja, Oui, Hai, and Da: How to negotiate across cultures, *HBR*.

Jan 21 (Sun)

Discussion Board Post & Responses Due 5pm

Jan 28 (Sun)

Discussion Board Post & Responses Due 5pm

Feb 03 (Sat) Session #3
(9:00-10:20)

Adaptive Thinking, Problem Solving & Creativity

- (5) Gregersen, Christiansen & Dyer (2009, Dec). The Innovator's DNA. *HBR*.
- (6) Boss, J. (2015). 3 Characteristics of Adaptive Thinkers. *Forbes*.
- (7) Acar, O, Tarakci, M, van Knippenberg, D. (2019, Nov 22). Why Constraints are Good for Innovation. *HBR*.

Feb 03 (Sat) Session #4
(10:30-11:50)

Case Topic Area Introduction: Artificial Intelligence.

Topic: "How can AI best be used to support and promote a stronger economy and more vibrant society while creating a more sustainable future for the environment and those in society?"

- (8) U.S. Department of State. (2023, Sept 18). Artificial Intelligence for Accelerating Progress on the Sustainable Development Goals: Addressing Society's Greatest Challenges. Fact Sheet.
- (9) Chui, M., Yee, L., Hall, B., Singla, A. & Sukharevsky, A. (2023) The State of AI in 2023: Generative AI's breakout year. *McKinsey & Company*.
- (10) Tse, C. (2023, Aug 7). An AI on the Future. *Goleman Sachs*.
- (11) Update with Current Articles from Nov/Dec 2023.

Feb 04 (Sun)

Discussion Board Post & Responses Due 5pm

Feb 10 (Sat) Session #5 & 6 Case Topic Area Briefings: Artificial Intelligence. (9:00-10:20/10:30-11:50)

Feb 18 (Sun)

Discussion Board Post & Responses Due 5pm

Feb 24 (Sat) Session #7 & 8

Cultural Immersion: Understanding Singapore

(9:00-10:20/10:30-11:50)

- (12) Panda, A. (2020, Apr 16). Singapore: A Small Asian Heavyweight. *Council on Foreign Relations*.
- (13) Quah, J.S.T. (2018), "Why Singapore works: five secrets of Singapore's success", *Public Administration and Policy: An Asia-Pacific Journal*, Vol. 21 No. 1, pp. 5-21. <https://doi.org/10.1108/PAP-06-2018-002>
- (14) *Economist*. (2023, May 11). A winner has emerged in the old rivalry between Singapore and Hong Kong.
- (15) Goode, F., Kim, Heeu M., & Deng, Melissa. (2023, MAR. Examining Singapore's AI Progress. *CSET Center for Security & Emerging Technology*.
- (16) Update with Current Events Article Nov/Dec 2023

Mar 03 (Sun)

Discussion Board Post & Responses Due 5pm

Mar 09 (Sat)-Mar 16 (Sat)

International Experiential Immersion & Case Competition: Singapore
(See attached Tentative In Country Schedule)

Mar 24 (Sun)

Discussion Board Post & Responses Due 5pm

Mar 30 (Sat)

Final Journey Report Due 5pm

FACULTY & ADVISORS

Professors Pete Cardon and Greg Patton facilitate the Course, cross-cultural team networking and experiential learning components at USC and abroad. Collectively the faculty have more than 50 years of experience teaching, coaching and training across Asia and the Pacific Rim. Additionally, Prof. Patton has ten years of experience in Intercollegiate Debate and is a former Coach of the USC Trojan Debate Team. Prof. Pete Cardon is a cross-cultural communication expert and researcher. Both have extensive experience in Singapore

MARSHALL GRADUATE PROGRAM LEARNING GOALS AND OBJECTIVES (Appendix I)

How BUCO 599 Contributes to Marshall Graduate Program Learning Goals

Marshall Graduate Program Learning Goals	BUCO 599 Objectives supporting goal	Assessment Method*
<i>Learning Goal #1: Develop Personal Strengths.</i> Our graduates will develop a global and entrepreneurial mindset, lead with integrity, purpose and ethical perspective, and draw value from diversity and inclusion.		

1.1 Possess personal integrity and a commitment to an organization's purpose and core values.		
1.2 Expand awareness with a global and entrepreneurial mindset, drawing value from diversity and inclusion.	(1)(3)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement
1.3 Exhibit awareness of ethical dimensions and professional standards in decision making.		
Learning Goal #2: Gain Knowledge and Skills.		
Our graduates will develop a deep understanding of the key functions of business enterprises and will be able to identify and take advantage of opportunities in a complex, uncertain and dynamic business environment using critical and analytical thinking skills.		
2.1 Gain knowledge of the key functions of business enterprises.		
2.2 Acquire advanced skills to understand and analyze significant business opportunities, which can be complex, uncertain and dynamic.	(1)(2)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement
2.3 Use critical and analytical thinking to identify viable options that can create short-term and long-term value for organizations and their stakeholders.	(1)(2)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement
Learning Goal #3: Motivate and Build High Performing Teams.		
Our graduates will achieve results by fostering collaboration, communication and adaptability on individual, team, and organization levels.		
3.1 Motivate and work with colleagues, partners, and other stakeholders to achieve organizational purposes.	(1)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement
3.2 Help build and sustain high-performing teams by infusing teams with a variety of perspectives, talents, and skills and aligning individual success with team success and with overall organizational success.	(1)(3)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement
3.3 Foster collaboration, communication and adaptability in helping organizations excel in a changing business landscape.	(1)(3)	Discussion Board, Briefing, Case Competition, Report & Prof Engagement