The objective of the ongoing research intensive course is to enhance the strategic use of Communication skills that are consistently included in the top attributes employers seek when hiring a new employee (National Association of Colleges and Employees, 2018). The course will explore how research can be used to create value for customers, management, employees and organizations by developing and refining students’ leadership, analytical thinking, communication, and creative problem-solving skills within the framework of OURI’s six major objectives.

### METHODOLOGY

<table>
<thead>
<tr>
<th>SLOs</th>
<th>ASSIGNMENT REQUIREMENTS AND ASSESSMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 1: Knowledge</td>
<td>Students will consistently demonstrate GEB 3213’s course objectives (i.e., professionalism, formal writing, formal presentations, audience assessment, intercultural communication, and so forth) through various formal and informal activities/assignments.</td>
</tr>
<tr>
<td>SLO 2: Formulate Questions</td>
<td>Students will learn to identify crucial areas of consideration for a business’ international expansion (i.e., economic, sociocultural, and ethical), and they will learn to formulate the most important questions, which vary depending on a given business’ industry.</td>
</tr>
<tr>
<td>SLO 3: Plan of Action</td>
<td>Through continuous scaffolding, students will formulate a plan of action that involves not only recommending a selected country after significant analysis but also creating a logical implementation plan (i.e., the specifics of how/when the company should enter the chosen country).</td>
</tr>
<tr>
<td>SLO 4: Critical Thinking</td>
<td>Students will consistently demonstrate critical thinking by formulating questions; forging connections between myriad economic, sociocultural, and ethical considerations; ultimately recommending a country based on careful evaluation of these considerations, and demonstrating creative problem-solving by proposing a logical implementation plan for the recommendation.</td>
</tr>
<tr>
<td>SLO 5: Ethical Conduct</td>
<td>Students will develop a multifaceted understanding of the ethical issues a company faces when expanding internationally, which may include: labor laws, business practices, environmental regulations (or lack thereof), political repression (and its effect on U.S. business relations), censorship, treatment of various minority groups, and others.</td>
</tr>
<tr>
<td>SLO 6: Communication</td>
<td>Communication will form an integral component of all aspects of the sustained research and inquiry project, including e-mails, class discussions, informal presentations, collaborative activities, drafting/revising, and creating professional documents and delivering a formal presentation.</td>
</tr>
</tbody>
</table>

### SUPPORTING DATA

The following charts show preliminary formative data gathered from Business Communication students. The questions addressed by students are detailed below:

- **In general, how important do you think research is in the business world?**  
  - 57.1%

- **More specifically, how necessary of a skill do you think research will be in your chosen career?**  
  - 43.6%

- **Currently, how interested are you in doing research in school?**  
  - 23.2%

### CURRENT STUDENT PERSPECTIVE

- Research Important in Business World: 57.1%
- Research a Necessary Skill for Chosen Career: 43.6%
- Interested in Doing Research While in School: 23.2%

### CONCLUSION

Students’ transcripts will indicate to employers and graduate school admission directors that students are capable of identifying problems and recommending solutions, working in diverse teams, using critical thinking, analyzing research findings to make recommendations. Additionally students will learn principles of effective research, essential techniques for making presentations, and elements of communicating with competence and clarity within a business setting.

### FUTURE WORK

We are living at the verge of a shift in business communication—a shift driven by the way we communicate with each other. With this shift, we will continue to see new research integrations in the workforce which must adapt to align new communication expectations and culture (Ruukel, 2016). Thoughtful and deliberate innovation and continuous progression have helped create today’s work communication methods, but Universities/Colleges have the responsibility to help students utilize these tools and use them to their advantage.

The challenge remains in aligning new expectations and traditional methods to create an improved research-based business communication culture. We must be constantly working to improve this convergence and reduce unnecessary noise to enhance results in the workplace.

### REFERENCES

   https://www.martechadvisor.com/articles/collaboration-project-management/the-future-of-workplace-communication/

Acknowledgment: This course was supported by an FAU OURI Curriculum Grants program at FAU; The Methodology was authored by Elizabeth Gillespie.