ABC Vienna

Association for Business Communication

Regional Conference: Europe, Africa, and Middle East

WIRTSCHAFTS UNIVERSITÄT WIEN VIENNA UNIVERSITY OF ECONOMICS AND BUSINESS

Book of Abstracts

August 26 - 28, 2021

WU (Vienna University of Economics and Business)

Table of contents

"A picture is worth a thousand words". The interplay between verbal and visual strategies of legitimation in contested industries.

Catenaccio, Paola (University of Milan)
Plenary speaker

In an age of increasing awareness of the importance of gaining (and maintaining) a social licence to operate, organizations are constantly engaged in legitimation work. The discoursal dimension of such work has been widely explored, mostly with a focus on the linguistically encoded strategies deployed in the service of legitimacy construction. More recently, the acknowledgement of the "increasingly iconographical" nature of contemporary legitimacy claims (de Vaujany & Vaast 2016: 763) has highlighted the need for more research to be carried out on this aspect of organizational communication. This lecture will explore the verbal and visual strategies of legitimation deployed by organizations operating in fields where legitimation work can be especially difficult to carry off, such as the agribiotechnology, mining, and energy sectors. I will argue that a visual argumentation perspective within the broader framework of a discourse analytical approach can help shed light on this still underexplored area of corporate communication.

Messy, patchy, fuzzy? Key challenges in analysing business discourse data

Mautner, Gerlinde (Vienna University of Economics and Business)
Plenary speaker

There is no doubt that research into business communication has been making great strides, deepening our understanding, not just of how text and talk are shaped by organizational structures and processes, but of how they shape these. It has thus been amply demonstrated that focusing on communication – and, specifically, language – is relevant for both management studies (Mautner 2016) and business practice (Daric & Clifton 2018). Equally, we have found that studying business discourse can yield insights into how interaction works more generally (Handford 2010; Koester 2010).

Yet a number of key challenges remain. Access to data is typically restricted, and our insights therefore remain patchy. Even when research protocols are followed, results can be disappointingly messy. And, as a discipline, business communication research has notoriously fuzzy edges, which can hinder research design as much as helping it.

Specifically, the challenges involved relate to the following areas: Corpus building, confidentiality and stakeholder involvement; development of theory and methods; the relationship between quantitative and qualitative evidence; the societal and managerial impact of research; the tension between critical distance and identification with corporate interests; the institutional embedding and status of business communication in academia; and interdisciplinary dialogue and silence. These issues influence not only how we develop our research designs, but also how we position ourselves as researchers, juggle different identities, and balance rigour and relevance. Discussing each of them against the backdrop of recent conceptual and empirical work, I will therefore argue that they have both operational and epistemological implications. Finally, taking this argument further, it would appear useful to reappraise, redirect and hopefully reinvigorate the much-vaunted 'linguistic turn' (Alvesson & Kärreman 2000, Deetz 2003).

References:

Alvesson, M. and Kärreman, D. (2000) ‘Taking the linguistic turn in organizational research’, *The Journal of Applied Behavioral Science* 36(2): 136–158.

Darics, E. & Clifton, J. (2018). "Making applied linguistics applicable to business practice. Discourse analysis as a management tool." *Applied Linguistics* 40, 917–936, https://doi.org/10.1093/applin/amy040 .

Deetz, S. (2003) ‘Reclaiming the legacy of the linguistic turn’, *Organization* 10(3), 412–429.

Handford, M. (2010). *The Language of Business Meetings*. Cambridge: Cambridge University Press.

Koester, A. (2010). *Workplace Discourse*. London and New York: continuum.

Mautner, G. (2016). *Discourse and Management. Critical Perspectives Through the Language Lens.* London and New York: Palgrave Macmillan.

Multinational corporations as the nexus of globalization and nationalism: A critical discursive perspective on identity politics

Vaara, Eero (University of Oxford)
Plenary speaker

Organization research has traditionally not engaged with in-depth analysis of national identity and nationalism. This is especially the case with the construction and manipulation of difference in and around MNCs. Drawing on critical discourse analysis, the purpose of this paper is to offer four perspectives that can help to advance this area of research. First, MNCs can be viewed as sites of identity politics, within which one can study 'us vs. them' constructions and the reproduction of inequalities. Second, MNCs can be seen as actors engaged in identity building and legitimation vis-à-vis external stakeholders, and the analysis of the discursive dynamics involved illuminates important aspects of identity politics between the organization and its environment. Third, MNCs can be viewed as part of international relations between nations and nationalities, and analysis of discursive dynamics in the media can elucidate key aspects of the international struggles encountered. Fourth, MNCs can be seen as agents of broader issues and changes, which enables us to comprehend how MNCs advance neocolonialism or promote positive change in society.

Panel 1: Responding effectively to customer feedback online: Advances in Webcare research

Decock, Sofie & Fuoli, Matteo
Panel convenors

Panel Participants: Brunner, Marie-Louise, Clarke, Isobelle, De Clerck, Bernard, Decock, Sofie, Diemer, Stefan, Einwiller, Sabine, Fuoli, Matteo, Holmgreen, Lise-Lotte, Hutzinger, Clemens, Lutzky, Ursula, Mahlberg, Michaela, Raedts, Mariet, Roozen, Irene, Van Herck, Rebecca, Weitzl, Wolfgang, Wiegand, Viola

As participation- and interaction-based Web 2-0-applications allowing for content creation and exchange (Kaplan & Haenlein, 2010), social media have been said to empower consumers in their new role as 'prosumers'. Indeed, in today's digital age, customers can spread electronic word-of-mouth, i.e. they can share their positive and negative experiences online with organizations and stakeholders. In order to monitor and address online customer feedback as a way of managing reputation and alleviating reputational damage, more and more organizations engage in online interactions with (complaining) customers, an activity coined as webcare (van Noort & Willemsen, 2012).

Along with webcare itself, research on webcare is also on the rise. Language, communication and marketing scholars have started probing into discursive and interactional patterns in webcare conversations as well as the persuasive effects of discursive features and response strategies on the parties involved (Crijns, Cauberghe, Hudders, & Claeys, 2017; Einwiller & Steilen, 2015; Gretry, Horváth, Belei, & van Riel, 2017; Jakic, Wagner, & Meyer, 2017; Lee & Song, 2010; Weitzl, 2019). This panel wants to pick up on recent trends in webcare studies 1) by taking stock of relevant theoretical perspectives and methods, 2) by exploring in further detail the discourse of e-service encounters as well as their interactional power dynamics in battles over 'legitimate truth' (see Glozer, Caruana, & Hibbert, 2019), and 3) by examining the persuasive effects of different complaint (response) strategies.

References:

Crijns, H., Cauberghe, V., Hudders, L., & Claeys, A.-S. (2017). How to deal with online consumer comments during a crisis? The impact of personalized organizational responses on organizational reputation. Computers in Human Behavior, 75, 619–631. doi.org/10.1016/j.chb.2017.05.046

Einwiller, S. A., & Steilen, S. (2015). Handling complaints on social network sites – An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies. Public Relations Review, 41(2), 195–204. doi.org/10.1016/j.pubrev.2014.11.012

Glozer, S., Caruana, R., & Hibbert, S. A. (2019). The Never-Ending Story: Discursive Legitimation in Social Media Dialogue. Organization Studies, 40(5), 625–650. doi.org/10.1177/0170840617751006

Gretry, A., Horváth, C., Belei, N., & van Riel, A. C. R. (2017). "Don't pretend to be my friend!" When an informal brand communication style backfires on social media. Journal of Business Research, 74, 77–89. doi.org/10.1016/j.jbusres.2017.01.012

Jakic, A., Wagner, M. O., & Meyer, A. (2017). The impact of language style accommodation during social media interactions on brand trust. Journal of Service Management, 28(3), 418–441. doi.org/10.1108/JOSM-12-2016-0325

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite! The challenges and opportunities of Social Media. Business horizons, 53(1), 59–68.

Lee, Y. L., & Song, S. (2010). An empirical investigation of electronic word-of-mouth: Informational motive and corporate response strategy. Computers in Human Behavior, 26(5), 1073–1080. doi.org/10.1016/j.chb.2010.03.009

van Noort, G., & Willemsen, L. M. (2012). Online Damage Control: The Effects of Proactive Versus Reactive Webcare Interventions in Consumer-generated and Brand-generated Platforms. Journal of Interactive Marketing, 26(3), 131–140. doi.org/10.1016/j.intmar.2011.07.001

Weitzl, W. J. (2019). Webcare’s effect on constructive and vindictive complainants. Journal of Product & Brand Management, 28(3), 330–347. doi.org/10.1108/JPBM-04-2018-1843

Panel 2: Spoken business communication in the digital age: Face-to-face and computer-mediated communication in dialogue

Köster, Almut
Panel convenor

Panel participants: Brunner, Marie-Louise, Czajka, Martyna, Debray, Carolin, Diemer, Stefan, Rossette-Crake, Fiona

The rapid development of digital media over the last 10 years has resulted in a growing body of research on various forms of commuter-mediated communication, including email, instant messaging, twitter and video-conferencing (e.g. Lockwood, 2015; Darics, 2016; Lutzky, forthcoming). At the same time, spoken face-to-face business encounters have continued to be widely researched (e.g. Handford and Koester, 2019; Kim and Angouri, 2019). However, a question that has received less attention is what role face-to-face communication continues to play in relation to these newer forms of communication. In written business communication, email has undoubtedly largely replaced the traditional business letter, but it is less obvious which, if any, forms of virtual communication have replaced face-to-face or telephone interaction.

While a number of studies do specifically examine the relationship between face-to-face and computer-mediated communication in the workplace (Kupritz, 2011; Turnage et al., 2016), this remains an under-researched area. The panel seeks to explore this relationship by addressing questions such as:

- What proportion of communication in the workplace happens face-to-face compared to other channels, in particular digital media?
- What kinds of communication are more likely to occur face-to-face? Which typically occur via the digital channel?
- Does face-to-face communication play a special role or fulfill a particular purpose compared to computer-mediated communication?
- What are users' preferences regarding communication media for particular workplace activities and interactions?

This panel invites contributions that address this interplay between face-to-face and computer-mediated communication in some way. The focus of individual papers may be on face-to-face interactions, telephone calls, various forms of virtual communication or on a comparison of different media. The aim of the panel is to explore and discuss the relationship between these different media with a special emphasis on the role of face-to-face communication compared to virtual forms of communication.

References:

Kim, K. and Angouri, J. (2019). 'We don't need to abide by that!': negotiating professional roles in problem-solving talk at work. Discourse & Communication, 13 (2),172-191

Darics, E. (2016). Writing Online: A guide to effective digital communication at work. New York, NY: Business Expert Press.

Handford, M. and Koester, A. (2019) The construction of conflict talk across workplace contexts: (towards) a theory of conflictual compact. Language Awareness 28(3): 186-206.

Kupritz, V. W. and Cowell, E. (2011). Productive management communication: Online and face-to-face. The Journal of Business Communication 48(1), 54–82.

Lockwood, J. (2015). Virtual team management: what is causing communication breakdown? Language and Intercultural Communication 15(1),125-140

Lutzky, U. Forthcoming. The Discourse of Customer Service Tweets. London: Bloomsbury.

Turnage, A. K. and Goodboy, A. K. (2016). E-Mail and face-to-face organizational dissent as a function of leader-member exchange status. International Journal of Business Communication 53(3), 271–85.

Panel 3: Teaching / Training Virtual Global Teams in the Business Communication Classroom

Decock, Sofie, Diemer, Stefan & Brunner, Marie-Louise
Panel convenors

Panel participants: Brunner, Marie-Louise, Claes, Marie-Therese, Debray, Carolin, Decock, Sofie, Diemer, Stefan, Ptakauske, Aiste, Reissner-Roubicek, Sophie, Shrivastava, Archana, Swartz, Stephanie, Wybraeke, Christophe

Virtual global teams (VGTs), "temporary, culturally diverse, geographically dispersed, and electronically communicating work group(s)" (Jarvenpaa & Leidner 1999), play an essential role in today's globalized economy. In increasingly project-based business settings, VGTs provide the necessary flexibility for businesses to solve complex issues and to coordinate a broad range of aspects along the value chain, from research and development over internal processes to marketing. Providing training for working in VGTs has thus become an essential part of the business communication curriculum (Crawford et al. 2019, Hazari & Thompson 2015).

Research on VGTs has emphasized the manifold challenges of working in such a setting. In addition to adapting to the affordances of the respective medium (Bjorvatn & Wald 2019), different conceptualizations of leadership or collaborative dynamics have to be resolved , and knowledge sharing and the division of tasks have to be organized (Charlier et al. 2016). Existing studies also stress the need to establish rapport and trust (Grosse 2002) and to develop a suitable team culture (Zając 2012) in the face of potential intercultural and corporate culture issues (Goettsch 2016). Although English is frequently the shared language and medium of choice in VGTs (Komori-Glatz 2018), studies also point out the need to negotiate terminology and integrate plurilingual elements to prevent or mitigate misunderstandings (Ehrenreich 2010, Vigier & Spencer-Oatey 2017).

Our panel will explore teaching approaches to integrate these challenges as part of a business communication course, improving students' ability to collaborate in international team settings using digital channels.We invite contributions by practitioners implementing research-informed methods to train business communication students. The panel will reflect both best-practice approaches and innovative teaching methods, e.g. global classroom cooperation, peer-to-peer projects, simulations and case studies. In addition, the panel will investigate how these approaches can in turn inform and advance research in the field of VGTs.

References:

Bjorvatn, T., & Wald, A. (2019). Complexity as a Driver of Media Choice. International Journal of Business Communication. doi.org/10.1177/2329488419874367

Charlier, S.D., Stewart, G.L., Greco, L.M., & Reeves, C.J. (2016). Emergent leadership in virtual teams. The Leadership Quarterly, 27(5), 745-764.

Crawford, I., Swartz, S., Luck, S., & Barbosa, B. (2019). Building intercultural competence through virtual team collaboration across global classrooms.

Ehrenreich, S. (2010). English as a business lingua franca in a German multinational corporation. The Journal of Business Communication (1973), 47(4), 408-431.

Goettsch, K.L. (2016). Working with Global Virtual Teams. Global Advances in Business Communication, 5(1), 3.

Grosse, C.U. (2002). Managing communication within virtual intercultural teams. Business Communication Quarterly, 65(4), 22-38.

Hazari, S., & Thompson, S. (2015). Investigating factors affecting group processes in virtual learning environments. Business and Professional Communication Quarterly, 78(1), 33-54.

Komori-Glatz, M. (2018). Conceptualising English as a business lingua franca. European Journal of International Management, 12(1-2), 46-61.

Vigier, M., & Spencer-Oatey, H. (2017). Code-switching in newly formed multinational project teams. International Journal of Cross Cultural Management, 17(1), 23-37.
Zając, J. (2012). Towards successful communication in global virtual teams. Kwartalnik Neofilologiczny, (3).

Panel 4: Learning, research, and practice in business communication: a careful balancing act on the road to success

Vandendaele, Astrid & Jacobs, Geert
Panel convenors

Panel participants: Clifton, Jonathan, Díez-Prados, Mercedes, Jacobs, Geert, Ly, Annelise, Valeiras-Jurado, Julia, Vandendaele, Astrid

Students of business communication are challenged with transitioning from a learner role into that of an independent communication practitioner over the course of one or several years. Along the way, they need to understand and engage in business communication practices, find and complete an appropriate internship; conduct research; meet deadlines; manage expectations and deal with feedback; oversee various projects; master foreign languages for professional purposes; work in a team as well as individually, and establish rapport with peers and a wide range of other stakeholders.

This panel invites case-based explorations of the complex interactions between learning, research, and practice in the fields of business and professional communication (see Bruyer, Jacobs, Vandendaele 2016 a and b). We welcome proposals that raise and answer questions concerning the – at times difficult – balancing act faced by the parties (both academic and professional) involved in the training of emerging business communication specialists. In particular, we encourage empirical, data-driven research contributions to the panel, relying on ethnography, video and/or audio data, interview and/or meeting transcripts. Our aim is two-fold: on the one hand, we wish to identify when and why the difficult balancing act between learning, research and practice succeeds or fails, and how the different stakeholders negotiate their and each other's identities in the process. On the other hand, we wish to deconstruct our own practices as business communication teachers and researchers.

Note: the panel convenors intend to propose a panel on the same topic for the ABC Annual International Conference, October 28 to 31, 2020, San Diego, California). There will be a separate call for papers for San Diego but contributors are advised to announce if they would also like to see their proposal considered for the San Diego panel as the convenors prepare to consider a methodology to collaborate and make progress from the Vienna panel to that in San Diego.

References:

Bruyer, Tom & Jacobs, Geert & Vandendaele, Astrid. (2015). Good Pharma? How Business Communication Research Can Help Bridge the Gap Between Students and Practitioners. Business and Professional Communication Quarterly. 79. 10.1177/2329490615610776.

Vandendaele A., Bruyer T., Jacobs G. (2016) "We Never Even Wondered Whether We Trusted Them or Not": From Freedom to Mutuality in a Student Research Project. In: Alessi G.M., Jacobs G. (eds) The Ins and Outs of Business and Professional Discourse Research. Communicating in Professions and Organizations. Palgrave Macmillan, London

Panel 5: So what has language got to do with it? or How to train skilled business professionals through language analysis

Darics, Erika
Panel convenor

Panel participants: Ainsworth, Judith, Caveney, Darren, Daric, Erika, Deutschmann, Mats, Ditlevsen, Marianne Grove, Holmgreen, Lise-Lotte, Ijabadeniyi, Abosede, Kastberg, Peter, Koller, Veronika, Love, Robbie, Nagengast, Milena, Palmieri, Rudi

Business and management has been once viewed as a profession “disciplined with an unambiguous end: profit” (Schön, 2002, p. 23). Not anymore. Wide-scale social changes, mass immigration, the climate crisis, new communication technologies and media platforms, and the increasing presence of AI have fundamentally changed the context of modern business. As a result of the shift of the thus far “unambiguous end”, both the knowledge base and the practices of business and management are undergoing a seismic change. In such a rapidly changing environment future professionals need to have unprecedented level of adaptability.

Specifically, critical thinking and reflexivity have become essential requirements, as the concerns about the relationship of business and the natural environment (Stibbe, 2015), artificial intelligence (McKee and Porter 2017), society (Brueckner et al. 2018) and human well-being (Linstead et al. 2014) continue to grow.

This panel aims to make a case for education that embraces the complex ethical, political and ideological issues of modern management. Specifically, the panel has two aims: first, to showcase how the deeper understanding of language-as-social-practice enables students to notice areas of conflicting values, purposes and interests in business and professional contexts; and second to make a case for the importance of linguistic and discourse knowledge to nurture skilled but also ethical and responsible future professionals. Panelists demonstrate how to incorporate the findings of discourse analytic research in the development of teaching and training materials; and provide examples of how even rudimentary discourse analytical skills can lead to higher level analytical and critical thinking skills, reflexivity and heightened sense of morality.

References:

Brueckner, M., Spencer, R., & Paull, M. (2018). Disciplining the Undisciplined? : Perspectives from Business, Society and Politics on Responsible Citizenship, Corporate Social Responsibility and Sustainability. Springer International Publishing.

Linstead, S., Maréchal, G., & Griffin, R. W. (2014). Theorizing and researching the dark side of organization. Organization Studies, 35(2), 165-188.

McKee, H. A., & Porter, J. E. (2017). Professional communication and network interaction: A rhetorical and ethical approach. Routledge.

Shon, D. A. (2002). The Reflective Practitioner: How Professionals Think In Action/.. Basic Books.Aldershot.

Stibbe, A. (2015). Ecolinguistics: Language, ecology and the stories we live by. Routledge.

Panel 6: Towards a sensory-pragmatics of competence: new (holistic) perspectives on business discourse and interaction in multilingual settings.

Gatti, Maria Cristina & Tanaka, Hiromasa
Panel convenors

Panel participants: Danielewicz-Betz, Anna, Gatti, Maria Cristina, Matsumoto, Emiko, Muntanyola-Saura, Dafne, Tanaka, Hiromasa

Bargiela's (2013) sensory-pragmatics perspective suggests that an understanding of communication as 'embodied inter-action' presupposes a holistic perspective to investigate business interaction in multi-lingual and multi-cultural environments in which lingua franca is used. This also entails an encompassing multidisciplinary understanding of competence as bodily being performed (Bargiela 2011) through multiple semiotic resources including language as well as cognition of social actors' enactments and construal of time (Ballard & Seibold, 2004). The perception of competence elicited through the performative act is seen as part of the same heuristics (Muntanyola-Saura, 2014).

An ontology that conceives the body as active, generative and agentive of experience in social interaction, postulates space and time as vital, interactive, and dynamic constituents. Spatiality shapes social life and people shape the material environment through and over time. Treating spatiotemporality as meaning-ful helps to adopt an expansive orientation to semiotic resources and consider how the multiple features that are involved in discourse mediate and co-construct activities through an assembling process that is integral to meanings and communication.

In lingua franca environments, and particularly so in business and professional settings, participants may not have a high level of proficiency in the common language and nevertheless be able to perform meaningful activities and successfully transfer knowledge and competence. The felicitous result relies upon the fact that meaning is constructed in the situated activity through processes of indexicality (Silverstein 1985), rather than grammar and standardized norms (Cangarajah 2018); and coherence derives from the use of 'spatial repertoires' that are shaped and shared by participants. Spatial repertoires are diverse semioticized resources, "configurations of communicative resources that go together in particular activities" (Canagarajah 2018:36) and are assembled in place in collaboration among participants.

This panel aims to answer the call for a non-dualistic ontology of social interaction (Bargiela 2013) which goes beyond a constructivist-grounded pragmatics of discourse.

This panel also suggests an open flow between perceptions of the sensory components of discourse -which are present in the Asian cultures/thoughts-, and the need to expand the notion of a multidisciplinary approach to discourse in the European methodologies.

References:

Ballard, D. I. & Seibold, D. R. (2004). Organizational members' communication and temporal experience: scale development and validation. Communication Research. 31(2), 135–172.

Bargiela-Chiappini, F. (2013). Embodied discursivity: introducing sensory pragmatics. Journal of Pragmatics, 58, 39-42.

Canagarajah, S. (2018) The unit and focus of analysis in lingua franca English interactions. International Journal of Bilingual Education and Bilingualism. 21 (4),1-20.

Muntanyola-Saura, D. (2014). A cognitive account of expertise: Why Rational Choice Theory is (often) a fiction. Theory & Psychology. 24 (1), 19-39.

Silverstein, M. 1985. Language and the culture of gender: At the intersection of structure, usage, and ideology. In E. Mertz and R. J. Parmentier, (eds). Semiotic mediation: Sociocultural and psychological perspectives, pp. 219–259. Orlando: Academic Press.

Panel 7: Current Research & Developments in English as a Business Lingua Franca (BELF)

Komori-Glatz, Miya
Panel convenors

Panel participants: Ehrenreich, Susanne, Frendo, Evan, Kankaanranta, Anne, Komori-Glatz, Miya, Nielsen, Tone Holt, Zhang, Ziyuan

Over the last fifteen years, there has been a small but steady stream of research into English as a business lingua franca (BELF). The adoption of English – either officially or unofficially – as a company's working language creates opportunities for companies to attract high-calibre employees from all over the globe, but also brings numerous challenges in terms of optimising information flows and overcoming linguistic and cultural barriers.

Since Louhiala-Salminen, Charles and Kankaanranta's (2005) seminal work on BELF, the field has seen a number of studies in different contexts. Nevertheless, many come to similar findings highlighting the extensive usage of English as a business lingua franca, its highly variable and context-specific nature. Additionally, many studies have drawn attention to the importance of strategic competence and relational talk in effective BELF communication (Ehrenreich 2016).

This panel presents current research and recent developments in BELF studies. It invites BELF scholars to present new conceptualisations of and critical perspectives on BELF as well as to report on findings from empirical studies and implications for teaching and business practice. We also welcome contributions from participants who do not identify themselves as BELF scholars but who research the role or use of English as part of multilingualism in the workplace.

References:

Ehrenreich, Susanne. 2016. English as a lingua franca (ELF) in international business contexts: Key issues and future perspectives. In Kumiko Murata (ed.), Exploring ELF in Japanese academic and business contexts: Conceptualization, research and pedagogic implications. Abingdon, New York: Routledge, 135–155.

Louhiala-Salminen, Leena, Mirjaliisa Charles & Anne Kankaanranta. 2005. English as a lingua franca in Nordic corporate mergers: two case companies. English for Specific Purposes 24(4), 401–421.

Panel 8: Student Panel

Jacobs, Geert & Darics, Erika
Panel convenors

Panel participants: Bamford, Agnes M., Pizzedaz, Barbara, Schrøder, Victoria Susanne Nydegger, Zhou, Zhiyi

We invite students (at the Master's and Ph.D. levels) to submit proposals for a Student Panel at our upcoming conference in Vienna, Austria.

Panel's Goals: This panel will highlight contributions of students to business and professional communication scholarship. Possible topics could relate to the following:

- digital communication
- social media
- visual communication
- interpersonal communication
- crisis communication
- globalization
- other topics of related interest

These topics can be approached via a wide variety of theoretical lenses and methodological approaches.

Students who are selected for the panel will be invited to give a 15-min talk about their research followed by 15 minutes of discussion.

Responsible leadership: ecolinguistic discourse analysis to train future business and management leaders

Ainsworth, Judith
Panel 5

Despite two decades of calls for changes to business and management education to include sustainability education (Cortese, 2003; Galea, 2004; Springett, 2005; Thomas, 2004), these calls have only partially been heeded (Dameron & Durand, 2017; Fisher & Bonn, 2017). As a result, business school curricula are failing to develop responsible leaders and to influence managerial and professional attitudes and practices that drive positive social change (Green etal., 2017; Rezaee et al., 2016).

Teaching sustainability, however, is particularly challenging because it requires critical pedagogical methods that help students question and critique dominant practices and beliefs, and identify current ideologies that undermine social justice and environmental sustainability (Kahn, 2010; Stibbe, 2015).

In response to this challenge, this paper proposes a pedagogical method based on an ecolinguistics approach to discourse analysis (Stibbe, 2015) to increase awareness of strategic language use and to arm students with appropriate strategies to choose from when communicating in organisational settings. Mautner (2016) suggests that "management practice and discourse are dialectically linked" (p. 222) so that neither can be changed without the other. Discourse analytical skills can address a wide range of practical concerns including how to meet the needs of learners from the wide field of business studies and how to develop sustainable skills that business and management students can apply to a rapidly changing communication environment.

To that end, this paper reports on an assignment in an undergraduate Business Communication course requiring students to examine critically the language patterns and discourse of CEO letters in the 2017 and 2018 corporate annual reports of an MNC operating in the Consumer Packaged Goods industry. Students drew on ecolinguistic discourse analysis (Stibbe, 2015) to reveal underlying ideologies embedded in the two texts. They analysed and compared the social agenda discourse of the two letters to gain a deeper understanding of language-as-social-practice and to notice areas of conflicting values, purposes and interests in business texts. Examples of student analyses will be shared.

Reference:

Cortese, A. D. (2003). The critical role of higher education in creating a sustainable future. *Planning for Higher Education, 31*(3), 15-22.

Dameron, S., & Durand, T. (Eds.). (2017). The Future of Management: Challenges Facing Business Schools Around the World (Vol. 1). Palgrave Macmillan.

Fisher, J., & Bonn, I. (2017). Sustainability and undergraduate management curricula: changes over a 5-year period. *Australian Journal of Environmental Education, 33*(1), 18-33. https://doi.org/10.1017/aee.2016.31

Galea, C. (Ed.). (2004). Teaching Business Sustainability: From Theory to Practice (Vol. 1). Routledge.

Green, R., Berti, M., & Sutton, N. (2017). Higher education in management: the case of Australia. In S. Dameron & T. Durand (Eds.), *The Future of Management Education* (pp.117-137). Palgrave Macmillan.

Kahn, R. (2010). Critical Pedagogy, Ecoliteracy, & Planetary Crisis: The Ecopedagogy Movement. Peter Lang.

Mautner, G. (2016). *Discourse and Management*. Palgrave Macmillan.

Rezaee, Z., Rezaee, N. J., & Homayoun, S. (2016). Integration of business sustainability education into the business curriculum. *International Journal of Finance and Managerial Accounting, 1*(2), 1-8.

Springett, D. (2005). 'Education *for* sustainability' in the business studies curriculum: a call for a critical agenda. *Business Strategy and the Environment, 14*(146-159). https://doi.org/10.1002/bse.447

Stibbe, A (2015). *Ecolinguistics: Language, Ecology and the Stories We Live By*. Routledge. Thomas, I. (2004). Sustainability in tertiary curricula: what is stopping it happening? *International Journal of Sustainability in Higher Education, 5*(1), 33-47. https://doi.org/10.1108/14676370410517387

Standing strong amid a pandemic: A global team project stands up to a real-Life test during the public health crisis

Aritz, Jolanta, Logemann, Minna, Swartz, Stephanie, Cardon, Peter & Fleischmann, Carolin

Globalization, together with communication technology developments, has changed how work is done in organizations (Forman, King, & Lyytinen, 2014). Virtual teamwork has become common practice across organizations due to technological advances in collaborative online platforms and teleconferencing tools (Anders, 2016; Treem & Leonardi, 2012). Moreover, permanently set-up virtual team structures are being replaced by temporary project-based virtual teams (Gilson et al., 2015; Mortensen & Haas, 2018). The trend was amplified by the COVID-19 pandemic which caused a sudden and global move to remote work and was probably the fastest alteration in work processes in the history of human societies (Gartner Inc. 2020).

Moreover, the global pandemic in 2020 forced a reorientation towards online experiential learning. For these reasons, instructors are welcoming internationalization-at-home (IaH) which includes engaging students in collaborative online international learning (COIL). One such COIL project is an annual Project X, an innovative, forward-looking virtual team module created for business communication classes involving more than 500 students from sixteen institutions in seven countries in 2020. The annual Project X was underway when, in the spring of 2020, the COVID-19 pandemic forced people to shelter at home and to remote work when feasible. All universities participating in Project X were forced to close and switch their entire instruction to online delivery overnight. Students who gathered to collaborate on virtual platforms for six weeks were suddenly faced with a reality no one anticipated, putting their experiential learning to the test.

This presentation reports the findings of research carried out to chart and better understand how the sudden disruption of academic life by a global public health crisis impacted student teams and their faculty during this experiential virtual project. The data was drawn from the student survey for the project development purposes completed at the end of each module, amended with questions concerning the pandemic effects in 2020 and from qualitative accounts of personal experiences by the faculty. Faculty members frequently include student voices in their accounts; as such, teacher experiences reflected also student perspectives.

Findings shed light on the strategies virtual student teams developed to accomplish the project amid the pandemic disruptions. Moreover, this study uncovers how faculty adapted teaching strategies to support the student teams in the transitions due to the public health crisis. Our study offers new insights into the research on instructional global teamwork, particularly how teams can develop and manage strategies for adjusting to a crisis. Moreover, faculty observations during the global pandemic suggest several implications regarding the future of digital pedagogy. The results are discussed in the broader context of existing research by offering insights on practices that may combat the negative consequences of distance learning.

Furthermore, implications for digital pedagogies and teaching strategies are offered in terms of using virtual teams as tools for online learning to help students develop skills to navigate the digital workplace and build competencies for global collaboration in organizations.

Standardising fatherhood through discourse: A linguistic approach to studying the communication of global paternity leave in multinational corporations

Bamford, Agnes M.
Panel 8

The present paper discusses how the discipline of linguistics may contribute to exploring organisational processes linked to social and cultural trends. The corporate issue in focus here is global paternity leave, a policy that a number of multinational corporations (MNCs) have recently implemented as part of their talent management strategy. As a consequence, employees worldwide, who become fathers, are now entitled to a standardised paid leave.

Within talent management, the concepts of inclusion and diversity and a focus on equal opportunities have received increased attention during the last couple of years (Trittin & Schoeneborn, 2017), and the phenomenon of paternity leave may be considered a means towards this end (e.g.Brandth & Kvande, 2019).

The paper presents a small-scale study involving four texts with a view to illustrate how strategic considerations may be traced in company discourse. More specifically, I study how the introduction ofa global policy on paternity leave was strategically communicated and justified by the MNCs Aviva, Diageo, DNB and Equinor. Communication can be described as strategic when the focus is on the purpose and predetermined aim of the sender (Dulek & Campbell, 2015).

In a social perspective, paternity leave can be perceived as double emancipation (e.g. Johansson & Klinth, 2008), which implies empowering men to be involved fathers, and simultaneously empowering women to pursue careers. A broader, underlying equality issue is that women earn less than men, and that the gender pay gap increases when women reach childbearing age (Bütikofer, Jensen, & Salvanes,2018).

The gender pay gap may be related to the general and well-established discourse of 'man as breadwinner', which in turn may result in an unconscious bias against women in the workplace, making them less likely candidates for promotion (Sunderland, 2004). Imbedded in such workplace biases is an expectation that women will take greater responsibility for childcare than men, while men may receive insufficient support from employers to take care of their children (Kaufman, 2018; Kaufman & Almqvist, 2017; Miller, 2012; Molander, Kleppe, & Ostberg, 2019).

Norwegian and British MNCs operating in countries with various fatherhood models, have recently introduced parental leave applicable to both fathers and mothers, with the intention of attracting and retaining talent across gender boundaries. This represents a new direction for HR policies in MNCs, incontrast to Wiß and Greve (2019), who found that family support in corporations has mainly been adapted to local legislation and communicated separately in each country.

Bearing in mind that the aim of the MNCs in the study is to implement their paternity leave policies in subsidiaries all over the world, one might anticipate a tension between standardisation and localisation of company policy. MNCs are faced with simultaneously acknowledging gender inequalities and cultural differences relating to parenthood. Standardised global paternity leave represents an innovative policy, and thus potentially a challenge in terms of communicating it across national cultures. Hence, it will be of interest to study texts created and communicated by the MNCs to promote their policies.

Communication of global family related policy, a culturally sensitive corporate issue, has so far received little attention from linguists and discourse analysts. More specifically, the study aims to add new knowledge of the communication of inclusion and diversity management in MNCs, by furthering the cross-fertilisation of strategic communication.

References:

Brandth, B., & Kvande, E. (2019). Workplace support of fathers' parental leave use in Norway. *Community, Work & Family, 22*(1), 43-57.

Bütikofer, A., Jensen, S., & Salvanes, K. G. (2018). The role of parenthood on the gender gap among top earners. *European Economic Review, 109*, 103-123.

Dulek, R. E., & Campbell, K. S. (2015). On the dark side of strategic communication. *InternationalJournal of Business Communication, 52*(1), 122-142.

Johansson, T., & Klinth, R. (2008). Caring fathers: The ideology of gender equality and masculinepositions. *Men and masculinities, 11*(1), 42-62.

Kaufman, G. (2018). Barriers to equality: why British fathers do not use parental leave. *Community, Work & Family, 21*(3), 310-325. doi:10.1080/13668803.2017.1307806

Kaufman, G., & Almqvist, A.-L. (2017). The role of partners and workplaces in British and Swedishmen's parental leave decisions. *Men and Masculinities, 20*(5), 533-551.

Miller, T. (2012). Balancing caring and paid work in the UK: Narrating 'choices' as first-time parents. *International Review of Sociology, 22*(1), 39-52. doi:10.1080/03906701.2012.657529

Molander, S., Kleppe, I. A., & Ostberg, J. (2019). Hero shots: involved fathers conquering new discursive territory in consumer culture. *Consumption Markets and Culture, 22*(4), 430-453. doi:10.1080/10253866.2018.1512252

Sunderland, J. (2004). *Gendered discourses*: Springer.

Trittin, H., & Schoeneborn, D. (2017). Diversity as polyphony: Reconceptualizing diversity management from a communication-centered perspective. *Journal of Business Ethics, 144*(2),305-322.

Wiß, T., & Greve, B. (2019). A Comparison of the Interplay of Public and Occupational Work–Family Policies in Austria, Denmark, Italy and the United Kingdom. *Journal of Comparative Policy Analysis: Research and Practice*, 1-18. doi:10.1080/13876988.2019.1582151

Choose your words wisely

Beer, Axel

This presentation will look at the impact which supposedly inappropriate communication used in (mostly, but not necessarily limited to) advertising may have on stakeholders and, consequently, an organization's bottom line. Inspired by a current dispute – considered a scandal by some – surrounding the use of a swear word in a TV commercial by a large American fast food chain, we will look at a range of past cases where advertisements or other instances of corporate communication created public backlash based on what was perceived as inappropriate language or insensitive portrayals such as cultural appropriation and socially controversial behavior. With the ongoing proliferation of social media, this is increasingly becoming a major issue for companies, leading to such potentially expensive consequences as widespread boycotts.

In this presentation, we will examine the questionable features of the respective ads, how stakeholders who felt affected by the company's choice of communication elements reacted, and what action the companies in question did or did not take to address the issue. Where appropriate, we will also consider any monetary loss resulting from such backlash. Most importantly, an attempt will be made to state what those organizations could or should have done differently – or to determine whether the controversy was actually the intentional outcome from the beginning, along the lines of the old adage, "there is no such thing as bad publicity".

To conclude the talk, we will highlight one controversial advertisement and invite the audience to share their perceptions, which we will then compare against the actual aftermath of said advertisement.

References:

DeFrank, M., & Kahlbaugh, P. (2019), "Language Choice Matters: When Profanity Affects How PeopleAre Judged", *Journal of Language and Social Psychology*, *38*(1), pp. 126–141.

Kerr, G., Mortimer, K., Dickinson, S. and Waller, D. (2012), "Buy, boycott or blog: Exploring onlineconsumer power to share, discuss and distribute controversial advertising messages", *European Journal of Marketing*, Volume 46 No. 3/4, pp. 387-405.

Tomlin, K. (2019), "Assessing the Efficacy of Consumer Boycotts of U.S. Target Firms: A ShareholderWealth Analysis", *Southern Economic Journal*, Volume 86, Issue 2, pp. 503-529.

An exploration of the strategic communication professional's role inenhancing the organisation's perceived credibility in social media

Botha, Yolandi

Summary: This paper aims to provide a provisional theoretical framework to outline the role of the strategic communication professional in enhancing the organisation's perceived credibility as information source in the social media context.

Perceived credibility, the degree to which an organisation, as information source, is regarded as trustworthy and reliable (Jamal & Abu Bakar, 2017), is an important component of organisational survival. This perceived credibility (of the organisation itself, not the spokesperson) could either build or break an organisation's reputation which makes it imperative that factual information not be confused with misinformation, unconfirmed information or incomplete information. Perceived credibility, in the context of this paper, relates to source credibility ("a communicator's characteristics that affect the receiver's acceptance of a message" (Ohanian, 1990: 41)) and not the level of credibility that the recipient attaches to the message (message credibility) (Roberts, 2010). Consecutively, perceived credibility refers to the characteristics that the organisation should possess to be regarded as a credible source of information. The need for perceived credibility is specifically relevant in the social media context, largely due to the popularity of the medium in the current interactive communication environment. In 2020 it has been reported that over 3.6 billion people worldwide are active social media users and it is predicted that this will increase to approximately 4.41 billion by 2025 (Tankovska, 2021). Despite its popularity, social media creates a challenging environment for accurate information consumption, because it excludes the journalistic gatekeeper, allows for information proliferation by official (organisations and news sources) and non-official (public) users and competitive framings of information by various interest groups (Lu & Jin, 2020). The strategic communication professional, as facilitator of conversations in the interactive communication context, could play a pivotal role in enhancing the organisation's perceived credibility. The strategic communication professional possesses the skills to connect with social media influencers, activists and key role players and to identify topical issues to spark meaningful conversations.

In exploring the required characteristics that the organisation should have to enhance perceived credibility, this paper will draw from Berlo, Lemert and Mertz's (1970) work on the three source credibility qualities, namely, safety (trustworthiness), qualification (expertise) and dynamism (energy/motivation/attractiveness about an issue being communicated) in conjunction with the Theory of Reasoned Action to (Fishbein & Ajzen, 1975) to explore how these intrinsic characteristics could influence an organisation's actions on social media. These characteristics will be explored alongside the aligning dimension (bridging, boundary-spanning and environmental scanning activities) of the strategic communication professional (Invernezzi & Romenti, 2015) from a critical perspective to build towards a provisional theoretical framework to showcase the strategic communication professional's role in enhancing the organisation's perceived credibility in social media. This framework serves as the foundation for a two-pronged empirical exploration to test its pragmatic relevance: Firstly, the communication professionals' inputs on enhancing perceived credibility will be obtained from organisations listed on BrandZ top100 most valuable global brands for 2020, as identified by brand equity research experts, Kantar (Discover the Brand, 2020). Secondly, a social network analysis to evaluate these organisations'social media conversations will be conducted. The theoretical framework and insights from practice will culminate in a fully-fledged framework for strategic communication professionals to enhance organisations' perceived credibility in the social media context.

References:

Berlo, D.K., Lemert, J.B. & Mertz, R.J. 1970. Dimensions for evaluating the acceptability of message sources. *The public opinion quarterly* 33(4): 563-576.

Discover the BrandZ Top 100 Most Valuable Global Brands 2020. 2020. Available online: https://www.brandz.com/admin/uploads/files/2020_BrandZ_Global_Top_100_Report.pdf Accessed: 1 February 2021

Fishbein, M. & Ajzen, I. 1975. Belief, attitude, intention and behavior: An introduction to theory andresearch. Reading, MA: Addison-Wesley.

Jamal, J & Abu Bakar, H. 2017. Revisiting organizational credibility and organizational reputation – a situational crisis communication approach. *SHS Web of Conferences*, 33, 00083.

Invernizzi, E. & Romenti, S. 2015. Adopting an entrepreneurial perspective in the study of strategic communication. In Holtzhausen, D. & Zerfass, A. (eds.). *The Routledge Handbook of Strategic Communication*. New York: Routledge. p.214–228.

Lu, X & Jin, Y. 2020. Information vetting as a key component in social-mediated crisis communication: An exploratory study to examine the initial conceptualization. *Public relations review*, 46: 101891.

Ohaniam, R. 1990. Construction and validation of a Scale to Measure Celebrity Endorsers' Perceived Expertise, Trustworthiness and Attractiveness. *Journal of advertising*, 19(3): 39-52.

Robers, C. 2010. Correlations among variables in message and messenger credibility scales. *American Behavioral Scientist*, 54(1): 43-56.

Tankovska, H. 2021. Number of social network users worldwide from 2017 to 2025. Availableonline: https://www.statista.com/statistics/278414/number-of-worldwide-social-network-users/#:~:text=Social%20media%20usage%20is%20one,almost%204.41%20billion%20in%202 025. Accessed: 8 February 2021

“I’ll let you guys off (peace sign emoji)” – Webcare interactions on Instagram

Brunner, Marie-Louise & Diemer, Stefan

Panel 1

Our 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.

Our 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.

Select bibliography:

Diemer, Stefan, and Marie-Louise Brunner. "Meaning negotiation and customer engagement in a digital BELF setting: A study of Instagram company interactions." Iperstoria (2019): 4582.

Einwiller, Sabine, and Sarah Steilen. "Handling complaints on social network sites." Public Relations Review 41.2 (2015): 195-204.

Lillqvist, Ella, and Leena Louhiala-Salminen. "Facing Facebook: Impression management strategies in company–consumer interactions." Journal of Business and Technical Communication 28.1 (2014): 3-30.

Zhang, Yi, and Camilla Vásquez. "Hotels’ responses to online reviews: Managing consumer dissatisfaction." Discourse, Context & Media 6 (2014): 54-64.

Are introverts better leaders of virtual teams?

Claes, Marie-Therese
Panel 3

Literature on conventional teams mostly proved a positive relationship between extraversion and leadership emergence. (Taggar & Hackew, 2006; Grant et al., 2010), and indeed, 96% of managers and executives display extroverted personalities (Ones &Dilchert, 2009).

Our research shows that the virtual context inverses the relationship and drivers of leadership emergence are different. The case study shows a link between who emerges as a leader and the more introverted personalities.

Our research includes 51 members of the CEMS Global Alliance Student Board (CEMS,2020) a worldwide multinational virtual workgroup. The group is the permanent representation of students of all member universities on the global governance level, andits members work together as a virtual organisation to conceive and implement projects that affect the whole alliance. Members are mandated for a one year period and have 3 physical meetings of 4 days over the course of their mandate. They are seen to work around 8 hours per week for the organisation.

There are 10 different virtual teams of 5 members and 25 different nationalities dispersed across different time zones. The Big Five personality dimensions were used as a tool to measure the relative extraversion of participants. Respondents to the survey were asked to rate on a 5-point scale the perceived and actual leadership of each group member: *"Group member alpha is an effective leader"; "Alpha's leadership contributes towards group effectiveness".* Looking at the relationship between the psychological profile (limiting ourselves to the relative extraversion) and the effectiveness of leaders, the research suggests that an inverse link exists.

The first task assigned to a virtual team leaders is the *development and shaping of team processes* (Bell & Kozlowski, 2002), and the second one is the *monitoring and management of ongoing team performance* (Kayworth & Leidner; 2002; Hunsaker & Hunsaker, 2008). The emphatic listening and openness of the virtual manager linked with an ability to moderate and a preference for asynchronous communication methods are the behaviour scholars suggest to overcome the communication challenge that comes with working virtually. The complexity that is present in all the aspects of the virtual workspace is balanced by open-mindedness and tolerant with ambiguity. Inclusiveness together with long term relationship-orientation bring a solution to virtual environments.

References:

Bell, B., & Kozlowski, S. (2002). A typology of virtual teams. implications for effectiveleadership. *Group & Organization Management, 27*(1), 14-49.

CEMS 2020. https://www.cems.org/

Grant, A., F. Gino and D.A. Hofmann (2010) The Hidden Advantages of Quiet Bosses. *HBR* December 2010.

Hunsaker, P., & Hunsaker, J. (2008). Virtual teams: A leader's guide. *Team PerformanceManagement, 14*(1-2), 86-101.

Kayworth, T., & Leidner, D. (2002). Leadership effectiveness in global virtual teams. *Journal of Management Information Systems, 18*(3), 7-40

Ones, D.S. & S.Dilchert, (2009) How Special Are Executives? How Special Should Executive Selection Be? Observations and Recommendations. *Industrial and Organizational Psychology.* Volume2, Issue2, June 2009, Pages 163-170

Taggar, S., R. Hackew & S. Saha (2006) Leadership emergence in autonomous work teams: antecedents and outcomes*. Personnel Psychology* Volume 52, Issue 4 December1999. Pages 899-926. First published: 07 December 2006

Who's shortlisting? An Exploration of an Online Career Coaching Service for Young Talent

Clifton, Jonathan, Valeiras-Jurado, Julia,
Jacobs, Geert & Vandendaele, Astrid
Panel 4

The world of employment is constantly changing. Today, it is no longer sufficient for recent graduates to have thorough knowledge of an academic subject in order to be successful when applying for a job. As employers are often looking for skills that go beyond qualifications and experience, employability and 'soft skills' are said to be the new building blocks of a young graduate's career. Research shows that young people themselves feel vulnerable about their immediate employability, and are deeply concerned whether they have the training and skills needed to compete in the long run (Brack & Kelly 2012). Moreover, there is increasing international recognition that the transition from the world of higher education into the world of employment is not always straightforward (Fallows & Steven 2000). Various career coaching companies have taken note and are explicitly marketing their services to first-time job seekers, presenting themselves as a helpful guide towards the graduates' place within the job market.

In this paper, we zoom in one such career orientation ecosystem for young talents: a spin-off project of a company that helps employers find new talent. This platform consists of both an online and an offline component. In particular, we aim to find out what kind of job-seeking 'reality' is being presented in the Shortlist online environment (website, modules…). Our examination of these questions is based on the multimodal analysis of the two organizations' websites, the online modules and videos (Kress, 2010). By exploring the discourse employed by these coaching platforms, we note that the students are being treated as customers and that, while students have become ingrained with the notion of employability, the 'discover yourself, be true to who you are' discourse seems to be encouraged. In fact, it seems to instil in them how the jobseeker – rather than the employer – actually draws up a shortlist. With these insights, we not only want to refine our own practices as business communication teachers, but also want to contribute to ongoing research on these topics.

The research presented here was carried out in conjunction with a second study, which is presented in a paper that was submitted to this panel as well and where we investigate whether the framing presented in the online materials identified above is also adopted in the career coaches actual interactions with first-time job-seekers.

References:

Brack, J., & Kelly, K. (2012). Maximizing millennials in the workplace. UNC Executive Development, 22(1), 2-14.

Fallows, S., & Steven, C. (2000). Building employability skills into the higher education curriculum: a university-wide initiative. Education+ training.

Kress, G. (2010). Multimodality: A Social Semiotic Approach to Contemporary Communication. Taylor & Francis

“Go back to your roots!”: Image restoration and the discourse of renewal and rectification within brand communities

Creelman, Valerie

Product recall in any retail sector represents a potential threat to an established brand’s image, reputation, and legitimacy. Drawing on Mark Suchman’s (1995) classification of the distinct types of legitimacy strategies institutions and companies can enlist in establishing and repairing legitimacy, I examine the strategies one major Canadian retail success story, lululemon athletica, enlisted to establish its legitimacy when it first introduced its niche product to existing communities in Canada and forged its own brand community in the process. I will then examine the role consumers played in elevating the brand’s legitimacy by adopting the brand into their communities and strengthening its foothold there through positive word of mouth. As a point of comparison, I will then examine the brand backlash that emerged when customers responded to the product recall message lululemon posted to its community blog site. While vocal in voicing their disappointment with the company’s divergence from the product quality, values, and social commitments that had differentiated it from its competitors, their responses provide alternative rectification strategies (Coombs, 1995) to address the company’s crisis, correct the problem, and restore the legitimacy and integrity of their beloved brand.

While vocal in voicing their disappointment with the company’s divergence from the product quality, values, and social commitments that had differentiated it from its competitors, customers quite remarkably used their responding blog posts to provide alternative rectification strategies (Coombs, 1995) to address the company’s crisis, correct the problem, and restore the social legitimacy and integrity of their beloved brand and brand community. In this regard, I will examine how members of the brand community participated in the post-crisis healing process and articulated a *discourse of renewal* (Seeger, Sellnow, & Ulmer, 2003; Ulmer & Sellnow, 2002) as part of their directives to and recommended course of action for the company. In this way, we observe customers’ contribution to and engagement in image restoration strategies, a role that is often overlooked or unacknowledged by existing crisis communication theory. Here I will engage the concept of *rhetorical arena*s developed by Frandsen and Johansen (2007, 2010) to describe the social spaces and the complex way in which social actors aggregate and communicate in online spaces about the crisis and respond to a company’s crisis messaging. Of particular interest is how these crisis publics, through their participation, become crisis communicators offering advice and solutions as they report their own observations and experiences about the crisis event. As Coombs and Holladay (2014) note, these rhetorical arenas can open even before a crisis begins if online posts among customers have already signaled an emerging problem with a product or service. Finally, in examining the dynamics of brand communities (Muniz & O’Guinn, 2001), this paper will address how brand followers’ disappointment fueled their anger but also motivated their engagement with and advice on how to “fix” the brand and reinstate its customer commitment.

Challenges caused by forced digitalization in communication between culturally diverseemployees with particular reference to the COVID-19 period.

Czajka, Martyna
Panel 2

The purpose of my presentation is to discuss challenges caused by forced digitalization in communication between employees with the particular reference to the COVID-19 period.

The growing role of digital technologies undeniably creates the reality of recent years. The modern international corporations deal with changing requirements of the market and employees, demanding innovative approach and high flexibility. The contemporary employee of multinational corporation has to confront the requirements established by the organization, applied technologies, as well as challenges of the cultural nature. The COVID-19 pandemic has not only accelerated the ongoing processes, but in many cases has also forced the digitization of work.

During the speech, an attempt will be made to answer the following questions:

- What are the barriers to digital communication?
- What challenges does digitalization pose for communication?
- Does the cultural aspect (really) matter?
- What is the impact of digitalization on business communication during COVID-19?

The specifics of nowadays business not only forced the emergence of virtual teams, but also contributed to their broad popularization. It is interesting to note that even groups working together in a common location are taking advantage of technology and choosing electronic contact over in-person interaction. A report prepared by Aon Consulting states that the use of virtual teams has a real impact on improving employee productivity by up to 43%[1]. The virtual reality of business has become so ingrained in today's work style that it has resulted in definingthe principles associated with managing a virtual team (Virtual Team Management).

The main focus is on everyday work, new technologies and changes in the labor market in the pandemic period. Although the situation is forcing an increase, if not a complete shift, to the virtual communication, it is important to question whether face-to-face communication play a special role or fulfill a particular purpose compared to computer-mediated communication. The role of face-to-face communication in comparison to virtual forms of communication will be discussed, including the current global situation and cultural factors. The perspective of both the employee and the employer is going to be covered in detail. The presentation will be based on the theoretical aspect followed by a modern case study.

[1] The report *The Reality of Virtual Work: Is Your Organization Ready?* prepared by Chad Thompson and Pat Caputoin partnership with Aon Consulting.

References:

COVID-19's Impact on Communications, Survey findings from Ragan Communications,April 2020.

Girardin L., 2020, *The 7 barriers to digital communication*, https://www.govloop.com/community/blog/7-barriers-digital-communication.

Nguyen M.H., et al., 2020, Changes in Digital Communication During the COVID-19Global Pandemic: Implications for Digital Inequality and Future Research, in: Sage Journals Volume: 6 issue: 3.

Orrell B., Leger M., 2020, The Trade-Offs of Remote Work. Building a more resilitent workplace for the post-Covid-19 world, American Enterprise Institute.

Developing digital business literacy: collaborative action and output-focused (B)ELF communication on Slack

Danielewicz-Betz, Anna
Panel 6

For students, preparing to face the challenges of global employment in the digital age, acquiring so-called digital literacy, involving multifaceted cognitive effort, is not merely an asset, but a must. Digital literacy, generally speaking, denotes the ability to find, evaluate, critically interpret, utilise, share, and create content using information technologies, ICT tools, and the Internet (Cornell University).

Muntanyola-Saura (2014) points out that cognition does not happen in isolation and stresses the social nature of the embodied mind. In this exploratory study, university undergraduate and graduate students of digital communication and international business English, are treated as "inconsistent agents" acquiring digital literacy and digital business communication skills in the process of social action in a collaborative, multi-cultural setting, focused on specific task completion in a simulated business environment. Those 'intentional agents', taking advantage of distributed cognition while making joint and individual decisions, following the instructions, directives, and feedback provided by the course instructor and/or the team co-members, are also dependent on other 'instruments' or semiotic resources of spatial and virtual context (Muntanyola-Saura, 2014; Canagarajah, 2018), which here include, e.g., virtual channels, hyperlink indexicality, multimodal content, emoji and 'reactions', as well as the timing of contribution, as linked to understanding urgency as a competence marker.

The data set from Slack (a collaborative tool) encompasses 328,147 words, collected by the author when teaching 4 different courses from April 2016 – February 2019. Rather than (grammatical) fluency in English, in the students' performance assessment, the gained level of proficiency and competence in (B)ELF and demonstration of the successful acquisition of the skills/literacies mentioned above as applied to specific action and task completion were taken into account as the main competence criteria (see Mauranen, 2018 on communicative efficiency). Two important digital business aspects were key to the evaluation of the students' progress, namely (qualitative) open communication and (quantifiable) visibility.

Multilingual language-crossing (Cogo, 2012; Mauranen, 2014; Pierikäinen, 2014, cited in Mauranen, 2018), similects (Mauranen, 2012), languaging, translanguaging, translingual practices (cf. 'English as a multilingua franca' in Jenkins 2015) , as well as interactional language (including multi-word units) enhancing accessibility and intelligibility, as far as applicable, are taken into consideration in the process of content analysis (in QDAMiner/WordStat and NVivo), along with repetitive action patters, and 'gestures' (emoji, 'reactions'). As suggested by Canagarajah (2018), an activity, e.g. mind mapping a business idea or preparing an elevator pitch/team presentation, becomes the unit of analysis, with the 'time space compression', interconnectedness, sounds (notifications, alerts), and visualstreated as relevant interactional resources.

Example:

June 19th, 2018

Anna DB [3:28 PM]

Well, it's already Tuesday and no tweets on the horizon @everyone…

Cristina [4:12 PM]

Unfortunately my Computer has broken and I cannot work with it, so I couldn't use the programs I *have on it tocatch a proper Screen... I hope this one is ok anyway!*

Luise [4:45 PM]

commented on Cristina’s file twitter.docx

love your tweet, very entertaining and funny!

References:

Canagarajah, S. (2018) The unit and focus of analysis in lingua franca English interactions. *International Journal of Bilingual Education and Bilingualism*. *21* (4),1-20.

Cogo, A. (2012). ELF and super-diversity: A case study of ELF multilingual practices from abusiness context. *Journal of English as a Lingua Franca*, 1(2), 287-313.

Jenkins, J. (2015). Repositioning English and multilingualism in English as a Lingua Franca. *English in Practice*, 2(3), 49-85.

Muntanyola-Saura, D. (2014). A cognitive account of expertise: Why Rational Choice Theory is (often) a fiction. *Theory & Psychology. 24* (1), 19-39.

Mauranen, A. (2012). Exploring ELF. Cambridge University Press.

Mauranen, A. (2014). Lingua franca discourse in academic contexts: Shaped by complexity. In J. Flowerdew (Ed.), Discourse in context (pp. 225-246). London: BloomsburyAcademic.

Mauranen, A. (2018). Second language acquisition, world Englishes, and English as a linguafranca (ELF). World Englishes, 37(1), 106-119.

Pietikäinen, K. (2014). ELF Couples and automatic code-switching. JELF, 3(1), 1-26.

Persuasiveness through engagement: local government organisations' public communications during the COVID-19 pandemic

Daric, Erika, Love, Robbie, Palmieri, Rudi & Caveney, Darren

Panel 5

Communication has played a critical role during the response to and management of the COVID-19 pandemic. The success of the pandemic crisis management efforts, however, rely primarily on concerted public action; therefore it is essential that public service messages gain compliance and affect public behaviour. The broad aim of this work is to explore the role language plays in achieving this.

The persuasive effect of public communication is extremely complex. The persuasive impace of public communications, and consequently whether the public is willing to comply, depends on a number of factors relating to the source of information, the message content and style, channel and mode of communication, the purpose of the message and the intended audience. This paper focuses on a somewhat under-researched area in strategic communication, language – specifically linguistic and discourse strategies used in social media campaigns that are aimed to create a 'connection' between communicators and intended audience.

Drawing on the features that have previously been identified as key factors that contribute to the persuasiveness of message content and style by Atkin (2012), our research project aims to develop a better understanding of what linguistic devices and discourse strategies lead to greater *engagement* and personal *involvement* of the addressed audiences. Our research project is conducted in three stages. First, we have collected the public campaign messages from nine local and city councils, and created a corpus of Twitter and Facebook messages, along with metadata about the engagement these messages generated. Using the corpus analysis tools *AntConc* and *SketchEngine*, we first apply a bottom-up approach to the data, applying corpus techniques including keyness and collocation analysis to identify salient linguistic patterns. In the second step, we use a top-down approach; guided by the findings of two discourse analytic approaches that explore how communicators express connection and interaction in written and digital messages, specifically metadiscourse analysis and online involvement. We use corpus-assisted discourse analysis (to explore prominent textual samples from the corpus, as evaluated against measures of engagement with the original posts. In the third stage, we focus on the posts that have been identified as representative in the first two stages, and analyse the type and quality of engagement based on (a) public responses and (b) insights from the communication teams of the local councils. This qualitative analysis is expected to reveal the stage of persuasion output of the message, for instance comprehension, awareness, intention to comply or advocacy (McGuire, 2012), and thus provide evidence of the public's intention to comply with or act on the guidance.

References:

Atkin, C. (2012). Persuasive strategies in health campaigns. In J. P. Dillard, & L. Shen *The SAGE handbook of persuasion: Developments in theory and practice* (pp. 278-295). SAGEPublications, Inc., https://www.doi.org/10.4135/9781452218410.n17

McGuire, W. (2013). McGuire's classic input–output framework for constructing persuasivemessages. In R. Rice, & C. Atkin *Public communication campaigns* (pp. 133-145). SAGE Publications, Inc., https://www.doi.org/10.4135/9781544308449.n9

Instant messaging as an equalizer in the life of an intercultural MBA team

Debray, Carolin

Panel 2

Technological advances have provided more and more means of communication that work teams can use to accomplish their tasks. Even in teams mostly operating face-to-face, alternate modes of communication accompany the more traditional work forms, including email or whatsapp, but also specially developed work tools such as team-based messaging system Slack,which in 2019 had over 10 million daily users.

The body of research on team interactions in contemporary digital modes, while growing, remains relatively scant in comparison with studies of face-to-face meetings (Darics, 2016). In particular, longitudinal research is lacking that addresses crucial questions including: What is the role of digital communication in face-to-face teams? Are certain topics or interactions only present in one mode of communication and not in another? How is the interaction organised and is there a different share in participation in the different modes? What different interactional features appear in the two different modes?

These questions will be addressed through exploring the communications of a team of six culturally and functionally diverse MBA students, who completed a series of projects for real world clients over nine months. Alongside frequent face-to-face meetings, the team used a variety of technological tools to facilitate their interactions, with Whatsapp as the most frequently used tool to facilitate remote interactions.

The dataset consists of the recorded team meetings and the Whatsapp chat the team used across the nine months. Interactions in the two different modes are compared in the talk with a specific focus on the different functions the two modes seem to fulfil. Participation in the different modes is also discussed and important implications are drawn, including as to the role of less proficient and marginalised speakers.

Reference:

Darics, E., 2016. Digital media in workplace interactions, in: Georgakopoulou, A., Spilioti, T. (Eds.),The Routledge Handbook of Language and Digital Communication. Routledge, pp. 197–211.

Virtual business communication in a Belgian-German context: Developing an international marketing strategy

Decock, Sofie, Wybraeke, Christophe,
Brunner, Marie-Louise & Diemer, Stefan
Panel 3

Virtual global teams (VGTs) play an essential role in today's globalized economy. Research on VGTs has emphasized the challenges of working in such a setting, such as choice and affordances of medium and language(s), division of tasks, establishment of rapport, and development of international team culture (Zając 2012, Goettsch 2016). Providing training for working in VGTs is thus an essential part of the business communication curriculum (Crawford et al. 2019).

Our paper describes the project layout, work process, and outcomes in VGTs consisting of two team members, one German and one Belgian student. Each VGT is given the task to advise a Belgian company that would like to enter the German market. To this end, the website and one social media channel (e.g. Twitter, Facebook, Instagram, etc.) need to be analyzed and optimized for the German target audience. Team members have to communicate virtually. In a first step, the participants choose a Belgian and a German company from the same sector. They then compare the two companies regarding their online communication strategies and digital content and formulate recommendations for the Belgian company in the form of a communication brief. We will discuss examples and an evaluation on the VGT work process based on a participant survey. We collected information about the work process, time management, and language and media use. Participants also had to evaluate the general efficiency of the virtual project work and were asked to formulate recommendations based on their experience.

Medium choice indicates that video-chat was not always perceived to be the most efficient option (only 50% actually used video-chat) but that participants also relied on other channels such as email, messenger apps, social media and voice-chat. In general, no technical problems were reported. Collaboration and division of tasks were solved flexibly, in various configurations: ranging from allocating tasks to be solved separately to continuous collaboration. Participants did not report any major language or cultural issues and the creation of rapport was generally perceived as being successful. Participants considered the project as a successful and positive experience. Interestingly, opinions about work processes frequently diverged between participants.

Results indicate that self-organized VGTs succeed in their main objective. The project teams solved occurring problems autonomously and completed the allocated task with a (very) good grade. The project was easy to implement in the respective academic course settings and provided participants with a first impression of VGT work in an authentic international context, applying business knowledge to a realistic case study. It is scalable, can be transferred to other international configurations, and be easily adapted for other teaching contexts by slightly changing the task.

References:

Crawford, I., Swartz, S., Luck, S., & Barbosa, B. (2019). Building intercultural competence through virtual team collaboration across global classrooms.

Goettsch, K.L. (2016). Working with Global Virtual Teams. Global Advances in Business Communication, 5(1), 3.

Zając, J. (2012). Towards successful communication in global virtual teams. Kwartalnik Neofilologiczny, (3).

“I don’t stereotype, do I?” - Developing methods for raising awareness about linguistic stereotyping.

Deutschmann, Mats

Panel 5

Our work approaches the challenge of finding ways to increase sociolinguistic awareness of issues related to language prejudice and stereotyping among students in professional programs (business studies, teachers, law, sociology and psychology, for example). In this pursuit the projects have used updated matched-guise techniques to digitally manipulate the same recording of a conversation to alter the voice quality of a speaker to sound male/female or to simulate a native/non- native accents, for example. Respondents’ perceptions of the conversational behaviour of the speaker in the two guises are then measured and compared. The outcome is then used as a starting point for awareness-raising seminar discussions on the topic of language stereotyping, and how this can affect our perceptions of a speaker. We have also added a cross-cultural dimension in our projects by comparing outcomes of similar experiments in different cultural contexts.

In this presentation we aim to critically asses some of our work so far. Firstly, we give an overview of results from some of the activities conducted to date. We will then highlight how methodological issues (such as the quality of the recordings) may have affected our results in an unwanted manner. We will also discuss ethical/theoretical dilemmas of our approaches, for example, the fact that respondents are initially unaware of the real purpose of the experiments. Further we discuss potential shortcomings with the binary nature of our approaches. Is it, for example, justifiable to present a ‘male’ and ‘female’ versions of a recording when all modern theories acknowledge that gender is a spectrum. The ultimate question is whether our projects really help to combat stereotyping, or if we in our pursuits inavertedly are contributing to strengthening existing structures.

Teaching ESP through university research press releases

Di Ferrante, Laura & Pizziconi, Sergio

Press releases are important tools for companies and institutions to give information and promote themselves and their products and services (Catenaccio, 2008). These short pieces of writing are often reformulations, recontextualizations (Gotti, 2014), and reframing (Maat &de Jong, 2013) of more complex and detailed texts; moreover, their preformulating features (Jacobs, 1999; Sleurs & Jacobs, 2005) and standardized structure (Mclaren & Gurău, 2005) were analyzed in full. For these reasons, these texts are particularly suitable for students to learn genre's mechanisms, observe language variation across levels of specialization (Rogers 2000; Trosborg, 1997), and communicate complex concepts. Like any other enterprise, universities (Clark, 1998) publish press releases. The specific aim is disseminating research output meanwhile promoting themselves to wider audiences.

This paper reports a pilot section of a wider project and focuses on courses of teaching English for Special Purposes to Master's degree students of Marketing and Business Communication. The language of instruction is English, which is also a second language for most students. We are going to refer to the syllabi used for the courses, which were built with two general goals: (a) reinforcing students' diverse linguistic competences; (b) training students to use English as a tool for professional development and working activity. Students were prompted to compare one scholarly article to its corresponding university press release through a sequence of assignments that covered linguistic and communicative strategies, which also raised their awareness on information manipulation and ethical issues that will be relevant to their future careers. After the theoretical framing of the investigation on the vertical dimension of ESPs, the structure of the course will be described and several sample assignments discussed pointing out the results achieved by students as evidenced by their writing products.

References:

Catenaccio, P. (2008). Corporate press releases: an overview. CUEM.

Clark, B. R. (1998). Creating entrepreneurial universities: Organizational pathways of transformation. Issues in higher education. Emerald Group Publishing Limited.

Gotti, M. (2014). Reformulation and recontextualization in popularization discourse. *Ibérica, Revista de la Asociación Europea de Lenguas para Fines Específicos*, (27), 15-34

Jacobs, G. (1999). Preformulating the News: An Analysis of the Metapragmatics of Press Releases. John Benjamins Publishing Company.

Maat, H. P., & de Jong, C. (2013). How newspaper journalists reframe product press release information. *Journalism*, 14(3), 348-371.

McClure, K. R. (2016). Building the innovative and entrepreneurial university: An institutional case study of administrative academic capitalism. *The Journal of Higher Education*, 87(4), 516-543.

Mclaren, Y., & Gurău, C. (2005). Characterising the Genre of the Corporate Press Release. *LSP and Professional Communication*, 5(1), 10–30.

Rogers, M. (2000) Genre and terminology. In A. Trosborg (ed.), *Analysing Professional Genres*. John Benjamins Publishing Company, pp. 3-21.

Sleurs, K., & Jacobs, G. (2005). Beyond preformulation: An ethnographic perspective on press releases. *Journal of Pragmatics*, 37(8 SPEC. ISS.), 1251–1273. https://doi.org/10.1016/j.pragma.2004.11.007

Trosborg, A. (1997). Rhetorical Strategies in Legal Language: DIscourse Analysis of Statutes and Contracts. Gunter Narr.

“Yeah just say if you can't hear me properly or, {waves}” – Negotiating interaction in video-mediated conversations

Diemer, Stefan & Brunner, Marie-Louise
Panel 2

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).

Our 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, our 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.

Our 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.

References:

Baker, Will. "English as a lingua franca and intercultural communication." Jenkins, Jennifer, Will Baker, and Martin Dewey, eds. The Routledge handbook of English as a lingua franca. London: Routledge, 2018. 25-36.

Brunner Marie-Louise, Caroline Collet, Stefan Diemer, and Selina Schmidt. ViMELF – Corpus of Video-Mediated English as a Lingua Franca Conversations. Birkenfeld: Trier University of Applied Sciences. Version 1.0. The CASE project (2018). [http://umwelt-campus.de/case].

Croes, Emmelyn, et al. "Social attraction in video-mediated communication." Journal of social and personal relationships 36.4 (2019): 1210-1232.

Doherty-Sneddon, Gwyneth, et al. "Face-to-face and video-mediated communication" Journal of Experimental Psychology: Applied 3.2 (1997): 105.

Hassell, Martin D., and John L. Cotton. "Some things are better left unseen." Computers in Human Behavior 73 (2017): 200-208.

Kankaanranta, Anne, and Brigitte Planken. "BELF competence as business knowledge of internationally operating business professionals." The Journal of Business Communication (1973) 47.4 (2010): 380-407.

Mutual interdisciplinary feedback: An application of business communication research to the humanities

Díez-Prados, Mercedes
Panel 4

Both business scholars (e.g. Ahl, 2006; Bill, Bjerke & Johansson, 2010; Stiff & Mongeau, 2003; Parhankangas & Renko, 2017) and communication scholars (e.g. Spalton 2010; Ahl and Marlow, 2012; Daly and Davy 2016; García-Gómez 2018a) see the need to communicate effectively in entrepreneurial discourse, since part of the success to attract funding or investment relies heavily on the entrepreneur's linguistic and rhetorical repertoire (Perloff, 2010). According to Parhankangas & Renko (2017), this seems to be particularly vital in the case of new ventures. That is the case of social entrepreneurs, whose fundraising depends more heavily on their success in establishing a connection with the investors than on the idea or product they need funding for, but it is equally relevant in the case of more traditional commercial entrepreneurs, whose success may depend more on the product they sell than on the way they promote it.

Whereas the entrepreneurial pitch is a well-known and widely used genre for business students and professionals alike, it is certainly "a complete stranger" among the Humanities. This paper presents the results of a project carried out with *Translation and Modern Languages* university students from the University of Alcalá (Spain), in which students were trained to prepare a social entrepreneurial pitch in Spanish (based on Dalyand Davy's 2016 model), translate it into English and analyze the translation process (interms both of linguistic choices and rhetorical strategies), and video-record themselves pitching in both languages. The purpose of this social entrepreneurial project was making the students aware of the resources needed for an effective entrepreneurial pitch not only in terms of lexis but also at the discourse level (i.e. its macro and superstructure, the pitching conventions and rhetorical strategies), since pitching is an example of a "soft skill" that may be of use in their academic, professional or even personal life.

References:

Ahl, H. 2004. "Why research on women entrepreneurs needs new directions". *Entrepreneurship Theory and Practice*. 30. 5: 595-621.

Ahl, H. and S. Marlow. 2012. "Exploring the dynamics of gender, feminism and entrepreneurship: advancing debate to escape a dead end? *Organization*, 19.5: 543562.

Bill, F., B. Bjerke and A. W. Johansson (eds.). 2010. *(De)Mobilizing Entrepreneurship Discourse. Exploring Entrepreneurial Thinking and Action.* Northampton, MA: Edward Elgar Publishing Ltd.

Daly, P., and D. Davy. 2016. "Structural, linguistic and rhetorical features of the entrepreneurial pitch: Lessons from *Dragon's Den*". *The Journal of Management Development*. 35.1: 120-132.

García-Gómez, A. 2018. "*Dragon's Den:* Enacting persuasion in reality televisión". *Discourse, Context & Media.* 21: 1-9.

Parhankangas, A. and M. Renko. 2017. "Linguistic style and crowfunding success amongsocial and commercial entrepreneurs". *Journal of Business Venturing*. 32.2: 215-236.

Spalton, P.2010. "*Dragons' Den:* The perfect pitch: How to win over an audience?"HarperCollins Publishers, London.

Stiff, J. B. and P.A. Mongeau. 2003. *Persuasive Communication. 3rd Ed.* New York and London: The Guilford Press.

Multilingual Repertoires in the European Logistics Sector

Dijkstra, Bianca

We rely on logistics professionals across Europe to keep our supply chain intact, and yet we hardly know how they interact in this highly multilingual and dynamic environment. In 2015 almost a third of logistics services in Europe were carried out by Polish companies (European Commission, 2017), so chances to meet a Polish trucker in a Dutch warehouse are ever increasing. Numerous truckers make the transition from national onto international roads without formal foreign language education other than Russian. Granted that Polish (nor Russian) is mutually intelligible with Western European languages, and that hardly any non-Poles speak Polish, these truckers often use all of their linguistic repertoires creatively to collaborate with their customers. In a contact zone the 'individual multilingual repertoires' (IMR) of each interlocutor involved is likely to overlap to some extent, resulting in a 'multilingual resource pool' (MRP) that is shared by the involved individuals (Pitzl 2016: 298). The present study aims to learn how Polish international truckers manage multilingual workplace interactions with Dutch logistics professionals, and how the available MRP is affected by the language proficiencies and attitudes of the relevant stakeholders. The adoption of an ethnographic multi-method approach allows us to consider these interactions from multiple perspectives. The inclusion of participants with this broad range of backgrounds allows us to consider interactions as they occur 'in the wild'; 26 Polish international truckers and 9 logistics professionals from three Dutch warehouses were observed, and participated in interviews. Preliminary results suggest that some, but not all, Polish truckers struggle to interact in the lingua francas which are most common in the Netherlands: English and German. Furthermore, it appears that participants intuitively include words in their professional repertoire without knowing the exact origin of the word. These words are retained for interactions with less proficient speakers, regardless of their linguistic background. It also becomes clear that some of the Dutch logistics professionals tend to have a low opinion of the linguistic abilities of foreign drivers, which impairs the potential to find shared multilingual resources, and ultimately improve communication skills. The results of the study contribute to an understanding of the dynamics of multilingual interactions in the workplace. Practical suggestions for logistics professionals and future research are also identified.

References:

European Commission. (2017). Europe on the move: An overview of the EU road transport market in 2015. Retrieved on April the 15th 2018 from: https://ec.europa.eu/transport/sites/transport/files/mobility-package-overview-of-the-eu-road- transport-market-in-2015.pdf

Pitzl, Marie-Luise. 2016. World Englishes and creative idioms in English as a lingua franca. *WorldEnglishes*, *35*(2), 293–309. https://doi.org/10.1111/weng.12196

Definitions, domains, and disciplinarity

Dubinsky, James

Business Communication's leaders have argued about disciplinarity for decades. In 1996, Reinsch asked, "What is business communication?," continuing a discussion he began in 1991. Others (Gieselman, 1984; Hagge, 1986; Locker, 1994; Rentz, 1993) have explored facets of the discipline, trying to answer that question, partially in response to the rapid growth of undergraduate and graduate programs in composition studies and technical communication in the US between 1979 and 2004 and 1990 and 2007, respectively (Dubinsky, Getchell, & Lentz, 2019). But no one has sufficiently made a strong enough case to put Reinsch's question to rest.

There has been, however, quite a bit of consensus around business communication's interdisciplinary or multidisciplinary nature, both in research and teaching (Locker, 1994).

The question of disciplinarity became further complicated in 1993 when Sullivan and Porter remapped the curricular geography of professional writing. They asked, "*is professional writing* just a new name for technical and business communication? Is there a qualitative or conceptual difference?" (p. 404). They didn't answer this question, but their remapped geography created spaces for professional writing, professional communication, technical communication, and instructional design. However, they did not create a space for the domain of business communication.

When Porter and Sullivan "collapsed business communication and technical communication into professional writing" (2007, p. 15), they failed to take into account differences among the disciplines they grouped; they lost sight of "the relationship between distinctive traditions" (Lambek, 2014, p. 146) that historically and theoretically defined those two separate domains or disciplines.

When discussing what it means to map a domain or define a discipline, particularly one that involves interdisciplinary knowledge, scholars argue that such efforts require an understanding of the "knowledge structures, dynamics, language and communication patterns and cooperation behavior" engaged in knowledge production and dissemination (2015, Lopez-Huertas, p. 570). Phelps (1986) highlights the importance of "a sphere of activity or influence" (p. 182) that requires a detailed understanding of "the objects of inquiry themselves, the means of inquiry, its purposes, and scenic factors" (p. 182).

In short, understanding a domain of knowledge involves an understanding of the entire socio-cultural framework, to include the discourse communities implicated, the genres of communication used, the research methods relied upon, and the types of problems presented forsolution. Such an understanding is and must be definitional. Definition, therefore, is essential inany discussion of domains related to knowledge organization (Hjørland, 2017) and disciplinarity.

My talk will rely on both historical and theoretical axes to interrogate the traditions, spheres of activity, research methods, and discourse communities related to the interdisciplinary domain of business communication. My long-term goal is to help shape a coherent and acceptable explanation of the activities it entails, the spaces it inhabits, and how it organizes its intellectual content to make a case for its distinct disciplinary status.

References:

Dubinsky, J., Getchell, K. & Lentz, P. (2019, October 23-25). Why should ABC care about history? [Conference session]. Annual Meeting, 84th Annual Conference of the Association forBusiness Communication, Detroit, MI, USA.

Gieselman, H. (1985). Megatrends: The future of business writing, technical writing, and composition. *The Bulletin of the Association for Business Communication 48*(4), 2-6. Retrieved from https://doi.org/10.1177/108056998504800402.

Graham, M. B., & C. Thralls. (1998). Connections and fissures: Disciplinary formation in business communication. *Journal of Business Communication, 35*(1), 7-13.

Hagge, J. (1986). *Fifty years of business communication theory: Overview and prognosis.* Annual Meeting, Conference on College Composition and Communication.[Conference session]. New Orleans, LA, USA.

Hjørland, B. (2017). Domain analysis. *Knowledge Organization*, *44*(*6*), 436-464.

Lambek, M. (2014). Recognizing religion: Disciplinary traditions, epistemology, and history. *Numen* 61, 145-165.

Locker, K. (1994). The challenge of interdisciplinary research. *Journal of Business Communication, 31*(2), 137-151.

Lopez-Huertas, M. J. (2015). Domain analysis for interdisciplinary knowledge domains. *Knowledge Org* 43*(8)*, 570-580.

Porter, J., and Sullivan, P. (2007). Remapping curricular geography: A retrospection. *Journal ofBusiness and Technical Communication*, *21*, 15-20.

Reinsch, L. (1996). Business communication: Present, past, and future. *ManagementCommunication Quarterly, 10*(1), 27. Retrieved from: https://search-proquest-com.ezproxy.babson.edu/docview/216294521?accountid=36796

Reinsch. L. (1991). Editorial: What is business communication? *Journal of BusinessCommunication*, 28(*4*), 305-310.

Rentz, K. (1993). Editorial: Negotiating the Field of Business Communication. *Journal ofBusiness Communication*, *30*(3), 233–240. https://doi- org.ezproxy.babson.edu/10.1177/002194369303000301

Sullivan, P. A., & Porter, J. E. (1993). Remapping Curricular Geography: Professional Writingin/and English. *Journal of Business and Technical Communication*, *7*(4), 389–422. https://doi.org/10.1177/1050651993007004001

Languagers at work: Exploring the multiple dimensions of linguistic diversity in BELF

Ehrenreich, Susanne
Panel 7

BELF speakers do not only use English, they also use other languages in various ways in addition to English. They do this more or less visibly and, I would argue, indeed continually. In this talk I will discuss linguistic diversity in BELF from a number of perspectives, including the perspectives of theory, research fields, methods and the importance of data-driven approaches.

Expert BELF communicators may teach us not only how two important linguistic levels, i.e. phonologyand pragmatics, are often excluded from discussions of translanguaging, but also how several established (socio-)linguistic concepts are still essentially monolingually biased, including the conceptsof code-*switching* and even *trans*languaging. They can also tell us about the normative effects such monolingual notions exert. At the same time, looking at the various research fields concerned with issues relating to BELF, such as for example International Management, the role of English and other languages is just beginning to be taken into account, while, on the other hand, in some sociolinguistic approaches the multilingual nature of BELF may starting to become somewhat overtheorized.

Real BELF data is still scarce. Because it is notoriously difficult to obtain. But it is only through real BELF data that it is possible to analyse the complexity of individual and contextual factors that govern BELF speakers' (trans-)languaging practices in the workplace. Using my own data and reviewing two important, more recent contributions to the field (Alharbi 2014, Otsu 2019), I will explore the many ways in which languages are utilized for efficient BELF communication in the languaging practices of BELF users. Finally, epistemological as well as additional methodological options are discussed which might ensure data-based theorizations of the complex mechanisms governing multilingualism in BELF in different contexts.

References:

Alharbi, Nuha (2014) Business English as a lingua franca in Saudi multinational corporations: A qualitative investigation of communicative strategies and orientations to use in international workplaces. PhD King's College London, GB.

Otsu, Akiko (2019) The use and perception of English as a lingua franca by Japanese business people: exploring the gap between classroom interaction in Japan and actual workplace communication in Asian BELF contexts. PhD Waseda University, Tokyo, Japan.

An empirical study of business discourse in the Irish technology sector: Focusing on the Intercultural Communicative Competence (ICC) skills of Irish English speakers in international virtual teams.

Flanagan, Gail

This study investigates the intercultural communications of Irish English speakers who work in the Irish technology sector. The technology sector employs over 210,000 staff in Ireland today with 9 out of 10 global software and US technology companies basing their European headquarters in Ireland (Technology Ireland report, 2020). The aim of this research is to identify key features in Irish English speech in international virtual teams which in turn, will scaffold the creation of *on the job* based intercultural communication training for higher education and professional learners. While my research focuses on verbal pragmatic traits of Irish English interlocutors, my goal is to also engage with international academic colleagues, to successfully apply my research techniques and resulting ICC principles to other cultures.

Although there exists substantial research around business discourse (Drew and Heritage, 1992) and virtual teams (Ford, 2017; Lockwood, 2015), these studies mainly target management level reviews. This research proposes a bottom up approach, targeting individual contributors, as it is in this role that most employees begin their working lives. This researcher also intends to solidly contribute to Business English as a Lingua Franca (BELF) pragmatics theory (building on Seidlhofer, 2004) with the expansion to include nativeEnglish speakers and furthermore, address the paucity of Irish workplace discourse studies (a notable exception being Cacciaguidi-Fahy and Fahy, 2005).

My research involves the creation of a transcribed corpus of Business English as a Lingua Franca (BELF) speech of approximately 150,000 words. The data will be transcribed from international virtual meetings that include Irish English speakers. Conversation Analysis (CA) techniques will be used to qualitatively analyse the transcribed speech, further supported by a quantitative analysis using corpus linguistics methods. Furthermore, the corpus-based findings will be compared with the results from a widely distributed communication behaviour survey. This comparative analysis will identify any delta between Irish English interlocutors' perception of their intercultural communication behaviour and the reality as evidenced in the *language in action* spoken corpus analysis.

References:

Cacciaguidi-Fahy, S., & Fahy, M. (2005). Whatcha mean? The pragmatics of intercultural business communication in financial shared services centres. In A. Barron and K. Schneider (Eds.), *The pragmatics of Irish English* (pp. 266-312). Berlin: Mouton deGruyter.

Drew, P., & Heritage, J. (1992). *Talk at work : Interaction in institutional settings*. Cambridge:Cambridge University Press.

Ford, R.C., Piccolo, R.F. & Ford, L.R. (2017). Strategies for building effective virtual teams: Trust is key. *Business Horizons*, *60*(1), 25-34. Retrieved fromhttps://doi.org/10.1016/j.bushor.2016.08.009

Lockwood, J. (2015). Virtual team management: What is causing communication breakdown?. *Language and Intercultural Communication, 15*(1), 125-140. doi:10.1080/14708477.2014.985310.

Seidlhofer, B. (2004). Research perspectives on teaching English as a lingua franca. *Annual Review of Applied Linguistics*, *24*, 209-239. Retrieved fromhttps://doi.org/10.1017/S0267190504000145.

Technology Ireland (2020). *Future needs, future thinking 2020.* Online report. Retrieved from https://www.technology- ireland.ie/Sectors/TI/TI.nsf/vPages/About~Press~future-needs,-future-thinking- 2020-04-11-2019/$file/TI+Future+Needs,+Future+Thinking.pdf

Is VTS communication BELF? Or something else?

Frendo, Evan
Panel 7

Vessel traffic services (VTS) are analogous to air traffic control. They exist primarily to ensure the safety of shipping as it moves in and out of harbours, though coastal waters, and along rivers and inland waterways (IALA, 2016). Much of VTS communication is carried out in English via radio, and over the years various bodies have issued guidelines for VTS operators (VTSOs), the most influential being the IMO's Standard Marine Communication Phrases (IMO, 2002). These guidelines are not legally binding, nor do they cover all possible situations, which means that VTS radio communication remains non-standard and the potential cause of accidents (Bocanegra-Valle, 2011).

VTS communication might be loosely described as an example of English as a business lingua franca, in the sense that it includes what Kankaanranta and Louhiala-Salminen (2018) describe as the "three imperative qualities that make it distinct within the 'umbrella discipline'of ELF (English as a lingua franca): its domain of use (international business), the role of its users (professionals), and the overall goal of the interactions (getting the job done and creating rapport)" (p 309). Yet although VTS communication is regularly used in one of the largest industries in the world, and demonstrates many of the features typically associated with communities of practice in the business world, it does not seem to have much to do with business, and few would describe VTSOs and seafarers as business professionals. Drawing on data recorded in three harbours in South Korea, I would like to discuss some of the characteristics of VTS communication and suggest that perhaps such communication might better be described as a workplace lingua franca, rather than a business lingua franca.

References:

Bocanegra-Valle, A. (2011). The language of seafaring: Standardized conventions and discursive features in speech communications. *International Journal of English Studies 11*(1),35-53.

IALA. (2016). *Vessel traffic services manual* (6th ed.). Saint Germain en Laye, France: International Association of Marine Aids to Navigation and Lighthouse Authorities.

IMO. (2002). *Standard marine communication phrases.* London, England: International Maritime Organization.

Kankaanranta, A., & Louhiala-Salminen, L. (2018). ELF in the domain of business – BELF: What does the B stand for? In J. Jenkins, W. Baker, & M. Dewey (Eds.), *The Routledge Handbook of English as a Lingua Franca* (pp. 309-320). London, England: Routledge.

Does informality actually work? A mixed-methods study of webcare styles onTwitter

Fuoli, Matteo, Clarke, Isobelle, Wiegand, Viola & Mahlberg, Michaela

Panel 1

Social media offer an unprecedented opportunity for companies to interact more closely with customers and market their products and services. But social media also present reputational risks as negative word of mouth can spread more quickly and widely through these platforms than ever before. Based on this premise, a growing body of research in the emerging field of 'webcare' has sought to identify effective strategies for managing complaints on social media. Researchers have considered various aspects of companies' responses, including their content (Einwiller and Steilen 2015) and timing (Istanbulluoglu 2017). A question that remains underexplored is what communicative style companies should use when replying to dissatisfied customers. Will customers respond positively to an informal tone? Does it make a difference whether a tweet appears to express empathy? This study investigates how companies respond to customer complaints on Twitter. We propose an innovative mixed methods approach (i) to identify the key features that mark the style used by a sample of companies in their replies to customers and (ii) to determine the most effective strategy. The study involves an exploratory and a hypothesis testing phase. In the exploratory phase, a modified version of Biber's (1988) Multi-Dimensional Analysis for short texts (Author 2017) is conducted on a corpus of Tweets with the aim to identify the communicative styles adopted by a sample of companies in their responses to customers. The results of the corpus analysis are then used as the basis for an experiment designed to determine the most effective approach for handling complaints. Participants (N=239) were presented with a vignette which instructed them to imagine owning a paid-for navigation app called Mapsie and experiencing problems with it. The vignette also asked them to imagine posting a tweet complaining about these issues and asking the fictitious app developer Navigamo for help. Participants were then shown a fabricated complaint tweet and were told to assume having written it. Next, they were shown the company's response tweet. Each participant was exposed to one of four different versions of the company's response, each emulating one of four distinct webcare styles identified via Multi-Dimensional Analysis. Our results reveal that an affective style, expressed through devices such as stance markers, emphatics and amplifiers, elicits the most positive response from complainants, regardless of the formality of the message. The study advances our understanding of the features and effects of corporate social media discourse. It also provides business communication practitioners with linguistically grounded insights that can inform the development of appropriate strategies for dealing with negative word-of-mouth online.

References:

Biber, Douglas (1988), *Variation Across Speech and Writing* (Cambridge: Cambridge UniversityPress).

Einwiller, Sabine A and Steilen, Sarah (2015), 'Handling complaints on social network sites–An analysis of complaints and complaint responses on Facebook and Twitter pages of large US companies', *Public Relations Review,* 41 (2), 195-204.

Istanbulluoglu, Doga (2017), 'Complaint handling on social media: The impact of multiple response times on consumer satisfaction', *Computers in Human Behavior,* 74, 72-82.

A new approach to ELF discourse

Gatti, Maria Cristina & Tanaka, Hiromasa
Panel 6

When English is used as lingua franca for business interactions, the inherent and complex interplay that occurs in communications may fail to be captured when observedand analyzed through a conventional structuralist approach, one restricted by the binary view that language and culture are mutually exclusive. Viewing lingua franca English as socially constructed practice, rather than a new hybrid language, means that notions of power relation, correctness, and intelligibility can be interpreted differently.

Constructivist analyses of empirical data in ELF environments have shown that interactants in various settings negotiate, compromise, collaborate, and consequently develop situated new norms that are intersubjectively shared in situ (Canagarajah, 2006, 2014). In other words, members of a community of practice negotiate strategies to deal with linguacultural differences often by way of integrating them into forms of shared repertoires (Kalocsai 2014). This ELF strategy is globally pervasive.

The limits of most ELF discursive approaches have increasingly become apparent and an inclusive sensory-pragmatic heuristics relying on a “more comprehensive understanding of how discourse practices interrelate with body practices in the material world” (Bargiela 2013:41) is arguably needed. A ‘neoconstructivist’ approach involves paying attention to participant’s cognition and to the constraints that different perceptions of time and environment might impose on the making and retrieval of meaning.

This presentation proposes a new approach to understand lingua franca English communication. Recent developments in the study of social action call for a two-way expansion of the dimensions of analysis. On the one hand, socio-cognitive research in SLA (Atkinson, 2014) and contemporary cognitive science research of group performance (Muntanyola-Saura, 2014) have drawn the attention on the inclusion of social actors’ environmental cognition as a prerequisite for interacting with the (social) world and consequently develop a negotiated lingua franca English. On the other hand,studies on LFE and critical applied linguistics have pinpointed the constraints imposed by ready-made spatial and temporal definitions. Shuttling across communities and borders invokes influences from different times and spaces. Hence, temporal and spatial repertoires should be conceived as situated, ecological, emergent rather than fixed scales.

References:

Atkinson, D (2014).Language learning in mindbodyworld: A sociocognitive approach to second language acquisition. *Language Teaching*, pp. 1-17.

Bargiela-Chiappini,F (2013). Embodied discursivity: Introducing sensory pragmatics. *Journal of Pragmatics,* 58, pp. 39-51.

Canagarajah, S (2006). Toward a Writing Pedagogy of Shuttling between Languages: Learning from Multilingual Writers. *College English*, 68(6) pp.589–604.

Canagarajah, S (2014). In Search of a New Paradigm for Teaching English as an International Language. *TESOLJ*, 5, pp. 767-785.

Kalocsai, K (2014). Community of practice and English as lingua franca. Berlin/Boston. De Gruyter Mouton.

Muntanyola-Saura, D (2014). A Cognitive Account of Expertise: Why Rational Choice Theory is (often) a Fiction. *Theory & Psychology,* 24(1), pp. 19-39.

"Scripting the Communicative strategies of US mineral water in advertising. Are you buying water, cosmetics or drugs?"

Giordano, Walter

There are numerous communicative strategies that underlie advertising. Many of them have a linguistic nature, while others leverage on images or on other multimodal aspects (Kress and van Leeuwen 2006). My investigation draws on the application of the prototype theory, and its ability to generate scripts that identify and contextualize single events, to advertising (St.Amant 2015, 2017). Specifically, the analysis focuses on print advertising of mineral water in the US. The purpose is to demonstrate: 1) the strategic manipulation of communication through the swap of scripts, even though they belong to very different other categories; 2) the discursive change resulting from the script swap. The selected corpus consists of 80 US print advertisements from 2015 to 2021, selected from advertisements that appeared in magazines and on billboards, from different brands. Preliminary empirical results show that mineral water is contextualized in several scripts, ranging from pharmaceuticals, nutrition, cosmetics, and even oenology. This study is a part of a larger research project conducted in collaboration with other Italian and American scholars, and represents a brick for the construction of a model of application of prototypes to advertising.

References:

Kress G., van Leeuwen T., (2006). Reading Images, Routledge London

St.Amant, K. (2015). Culture and the contextualization of care: A prototype-based approach to developing health and medical visuals for international audiences. Communication Design Quarterly, 3(2), 38–47

St.Amant, K. (2017). Of scripts and prototypes: A two-part approach to user experience design for international contexts. Technical Communication, 64(2): 113-125.

Global Team Collaboration in the Human Age: A Business Talent Perspective

Goettsch, Karin

Organizations cannot afford to minimize or delay acting on the impending dramatic changes to the global workforce. While 75 million jobs are expected to disappear, 133 million jobs will be created (*Global Commission on the Future of Work, Future of Jobs Report 2018*). Moreover, according to a 2018 World Economic Forum jobs report, at least 54% of employees in all industries will require significant re-training and upskilling due to artificial intelligence and other automation technologies to meet future workforce needs by 2022. To stay ahead of competition and thrive in times of disruption, global organizations and universities need to mobilize and have a well-trained and educated workforce and talent pipeline that is ready to succeed in our global virtual team environments.

This fast-changing environment – often called the 4th Industrial Revolution – is bringing digital, biological, and technological intelligences together and generating floods of distracting information and data (World Economic Forum, 2019). At the same time, the Human Age is a response to the challenges and demands of the 4th Industrial Revolution in which the potential of people is reemphasized in light of the technology transformations. Harvard Business Review's study, *Learning the Fine Art of Global Collaboration* (MacCormack and Forbath, 2007), notes successful global organizations focus beyond technical learning to integrate soft skills such as communication and emotional intelligence.

The focus of this session is the critical component of human collaboration on global virtual teams. One may ask if collaboration has become another overused buzzword that has lost its meaningfulness in organizational speak. A risk is that it becomes an anchor that weighs down teams rather than lifting them. Consider too how collaboration holds up in increasingly competitive and results-driven work environments. Collaboration requires trust, mutual respect, openness to diversity and shared power between parties that also need to maintain their distinct identities while working for common goals. It is worth debating how this soft skill that demands emotional commitment remains more relevant than ever in this era that prioritizes data analytics, digital transformation and artificial intelligence.

This session will inform practitioners, consultants and educators who are interested in the impact of global virtual teams on business communication. The presenter will reference on her consultant/practitioner experience to share insights on how collaboration ends up as a default competency in leadership models, performance evaluations, and other places; then questions how we reinvigorate this concept for a stronger purpose. The presenter will also draw on her researcher experience to share practical insights from a global teams study in which collaboration was surprisingly more problematic than language, culture or technology issues. She argues that this familiar foundational soft skill deserves a more prominent position in the business context. Questions raised include how to challenge the status quo, measure degrees of collaboration, and assess the culture support for “people” competencies versus “results“ competencies. Participants will also consider how to better leverage collaboration as a powerful catalyst for positive personal and professional development.

Relational work in intercultural project communication: A multimodal conversation analysis of an Austrian-Russian renewable energy project

Golovko, Anna

Interpersonal relationships are crucial for business partnerships. Yet, building an interpersonal relationship in a business context is far from easy, especially between business partners with different language repertoires and cultural backgrounds. In order to investigate these complex relations, the present study aims to examine interpreter-mediated communication between business partners from Austria and Russian-speaking countries by focusing on how their relationships are built through communication.

What challenges do the business partners who seek to found a joint venture in renewable energy face when it comes to their communication? What linguistic means do the interactants use to overcome these challenges, to establish rapport, and to shape their interpersonal relationship? In order to answer these questions, a multimodal interaction analysis of video-recorded interpreted interactions between business partners is carried out. To this moment, 7,5 hours of video-recordings of interactions between the business partners who have been working together on a wind park for 5 months are collected, which allows to identify recurring patterns of interaction and to observe the process of building rapport over time.

The present study is a part of a PhD-thesis in progress, which aims to contribute to the body of research on cross-cultural business communication and to fill an important research gap by providing an analysis based on authentic video-recorded interaction data. This, in turn, will help to develop recommendations which could be used in cultural awareness trainings. These trainings are meant to prepare Austrian companies for establishing business contacts and conducting successful interactions with enterprises from Russian-speaking countries.

Enhancing intercultural competence through blogging: Translating research results into educational interventions

Hanegreefs, Hilde & Pluymaekers, Mark

According to Blood (2002), Pennebaker (2016) and others, blogging makes people more thoughtful and articulate observers of the world around them. As such, blogging can be a useful activity for students in business education, particularly when they are asked to reflect on personal experiences and high-quality feedback is provided to them. In the current presentation, we will focus on blogging as a tool for enhancing the development of intercultural competence in students and explain how research can be used to improve the quality of the feedback they receive from the teaching staff.

The study was conducted at a Dutch hotel management school where second-year students are required to write three blogs on intercultural experiences during their internship abroad. Their blogs are a rich source of textual information that provides insight into both the effectiveness of blogging as an educational tool, as well as the development of the students' intercultural competence.

In this particular study, we aimed to answer the following two research questions: (1) Which textual and/or language features provide insight into the development of the students' intercultural competence, (2) how can we use this information to improve the educational interventions surrounding the blogging − e.g., the feedback system, writing classes, and preparatory courses on culture?

The first step in the analysis of the blogs was to get to grips with their content and structure. What distinguishes good from bad blogs, taking into account the desired international learning outcomes? For this first exploration, we developed a rubric based on Byram's (1997) Intercultural Speaker Model,Pinto's (1990) three steps approach for intercultural synergy and Deardorff's (2006) Pyramid Model ofIntercultural Competence. This rubric specifically aimed at rating each blog for (i) the level of nuance in the **description** of the student's personal experience, (ii) the level of **reflection** and (iii) theusefulness of the **lessons learned**.

In the second phase, this rating allowed us to identify modelling examples and contrast good and bad blogs examples in terms of structure and content (topic and word choice, formulation, etc.). Subsequently, a quantitative text analysis was conducted with the help of the text mining programme KNIME, which allowed us to test hypotheses such as:

- blogs giving a detailed description of the intercultural experience and its impact on the author will contain more I-words;
- blogs with a high level of reflection will contain more cognition verbs, such as *think* and *realize*;
- blogs revealing higher levels of understanding will be more nuanced, and therefore use more 'mitigating' quantifiers, such as *some* or *either*, or exclusives.

Some of these hypotheses were supported, but for others, the picture proved to be slightly more complicated. The results of this study will flow back to education in the form of, e.g.:

- modelling examples and insight in the relationship between word choice and level of nuance, for writing class;
- standardized high-quality feedback and feed forward on the blogs, based on the rubric;
- advice on the relation between blog topics and stereotypical thinking in preparatory courses;
- illustrations for and improvements in teaching theory in courses on culture.

Sales Manager or Verkaufsleiter? Effectiveness of English in German job ads. - An eye tracking study

Hilberink-Schulpen, Beryl & Nederstigt, Ulrike

When a company is hiring personnel, they want to find the most suitable candidate. Consequently, they would like to be able to choose from a large group of potential candidates. A successful job ad therefore needs to attract as many candidates as possible. The question is *how* to attract the attention of possible applicants for your job advertisement. In previous research claims have been made that the use of English in non-English speaking countries can draw the attention of prospectivejob seekers (e.g. Seitz, 2008) and persuade them to read the ad and take further steps.

However, other research on the effectiveness of the use of English in these ads has revealed that the effect of the use of English is limited, if effects can be shown at all (e.g. Van Meurs, Korzilius, Planken,& Fairley, 2007). An earlier eye-tracking study (Hilberink-Schulpen, Nederstigt, van Meurs & Alem, 2016) showed that the use of English in Dutch job advertisements did not have the attention getting function that has been claimed in literature. However, it could be argued that English is very frequently used in the Netherlands and therefore no longer functions as an attention getting tool. In this follow-up study, we tried to find out whether familiarity with the foreign language has influence on the attention getting function of English in job ads. Therefore, we carried out the experiment in Germany since Germans have far less contact with the English language in their daily lives than the Dutch. We simulated a newspaper reading like situation by having participants look at sets of four ads. Each of the ads appeared in a different language condition (all English, all German, English with German job title and German with English job title) and their position varied. We measured eye movements, participants' attitude towards the ad in terms of ad intelligibility, attractiveness and naturalness, and recruitment outcomes.

The use of English had no influence on the eyetrack measures, the attitude measures and recruitment outcomes. Only the position of the ad on the page seemed to have an influence on the attention of prospective job candidates. Job ads in the top left position received more and longer fixations than ads in other positions. This means that companies who want their job ads read should make sure that their ad is placed in the top left corner if there are several ads on one page.

References:

Seitz, A. (2008). *English job titles in Germany. Doing their job?* Saarbrücken: VDM Verlag Dr. Müller.

Van Meurs, F., Korzilius, H., Planken, B., & Fairley, S. (2007). The effect of English job titles in job advertisements on Dutch respondents. *World Englishes, 26*(2), 189-205.

Hilberink-Schulpen, B., Nederstigt, U., van Meurs, F., & van Alem, E. (2016). Does the use of a foreign language influence attention and genre-specific viewing patterns for job advertisements? An eye-tracking study. *Information Processing & Management*, *52*(6), 1018-1030.

Ten years on, what do we say? Examining responses to online criticism of a crisis-ridden bank

Holmgreen, Lise-Lotte

Panel 1

The omnipresence of social media has created unprecedented possibilities for consumers to publicly criticize organizational behaviour, as they see fit. For corporations, this represents a formidable challenge to image and earnings, requiring vigilance in online communication (Gretry et al. 2017; Van Noort and Willemsen 2011).

One of the sectors to have felt consumers' discontent most acutely is the financial sector. Since the 2008 financial crisis, which ushered in a period of severe economic instability worldwide, financial institutions have fought to retain legitimacy. However, this has been no easy task when stories of questionable conduct continue to surface, resulting in a disgruntled public which seek to hold the institutions accountable by sharing criticism online (Holmgreen 2020).

This situation forms the background of the presentation, which discusses the case of a bank that used to be among the top three of Danish finance. In the decade that has passed since the crisis, the bank has, however, been under continuous attack in the media (social and news), because of its poor moral judgement, among other things exemplified by the involvement in a historic case of money laundering.

Inspired by findings and discussions in webcare research (Decock et al. 2021; Van Noort and Willemsen 2011), I will analyse how the bank addresses online criticism in its Facebook page, known as negative electronic word of mouth (eWOM), through the use of what is known as conversational human voice (Barcelos et al. 2018; Javornik et al. 2020). The analysis reveals that despite attempts to present itself as a good corporate citizen in the aftermath of the crisis, the bank continues to be met with strong and relentless criticism that goes back to its active part in the crisis.

This suggests that despite decades of sound and respected business conduct, corporations may suffer the long-term consequences of a few, but bad business decisions if they imply underlying values of greed and immorality. Furthermore, the opportunities that social media offer for voicing criticism are instrumental in maintaining the pressure to change corporate behaviour.

References:

Barcelos, Renato H., Danilo C. Dantas, and Sylvain Sénécal. 2018. Watch your tone: How a brand's tone of voice on social media influences consumer responses. *Jornal of Interactive marketing.* 41. 60-80.

Decock, Sofie, Bernard de Clerck, Chloé Lybaert, and Koen Plevoets. 2021. Testing the various guises of conversational human voice: The impact of formality and personalization on customer outcomes in online complaint management. *Journal of Internet Commerce.* 20(1). 1-24.

Gretry, Anaïs, Csilla Horváth, Nina Belei, Allard C. R. van Riel. "Don't pretend to be my friend!" When an informal brand communication style backfires on social media. *Journal of Business Research*. 74. 77-89.

Holmgreen, Lise-Lotte. 2020. Responding to organizational misbehaviour: The influence of public frames in social media. In Mimi Huang, and Lise-Lotte Holmgreen (eds), *The Language of Crisis: Metaphors, Frames and Discourses,* pp. 87-107. John Benjamins.

Javornik, Ana, Raffaele Filieri, and Ralph Gumann. 2020. "Don't forget that others are watching, too!" The effect of conversational human voice and reply length on observers' perceptions of complaint handling in social media. *Jorunal of Interactive marketing*. 50. 100-119.

Van Noort, Guda, and Lotte M. Willemsen. 2011. Online damage control: The effects of proactive versus reactive webcare interventions in consumer-generated and brand-generated platforms. *Journal of Interactive Marketing*. 26(3). 131-140.

Talking the talk: Does language *really* construct organizations or is it just talk?

Holmgreen, Lise-Lotte
Panel 5

With the linguistic turn in organizational studies (e.g. Alvesson et al. 2008; Bamberg & Andrews 2004; Coreen 2015; Kuhn 2017), the way we think of organizations has changed. In this perspective, communication (as discourse, narratives, etc.) *is* the organization, involving members' continuous construction and negotiation of organizational identity (Alvesson and Willmott 2002). The arguments advanced for this understanding of organizational structure have, however, often been of a theoretical nature, and so, the aim of this presentation is to bring the discussion into the realm of real-life organizations. Based on the study of two different organizations (Holmgreen 2020, 2021), I will discuss what it means when we say that organizational identity is constructed, i.e. How does it work? What does it take for this to happen? How is it visible to the analyst? And how do we uncover it?

The data for the analysis will be official documents and interview excerpts from the two organizations, a bank and an airport, which, together, illustrate real-life identity constructions in discourse and the challenges with identifying them. With this, the wider aim is to propose a tentative methodology for working with discourses and their implication across the organization.

Providing insight into the theoretical and empirical aspects of organizational discourse heightens the awareness of the mechanisms that make an organization. However, identifying specific discourses and their organizational effects is often a difficult endeavour, and the proposed methodology should be seen as a first step towards establishing a framework which may inspire future students of business and management to take a critical approach to studying language use in organizations.

References:

Holmgreen, Lise-Lotte. (2020). Leadership identities: Whose construction? *Text & Talk,* 40: 5-28.

Holmgreen, Lise-Lotte. (2021). Narrating organisational identity: Staff positions in a fast-growing local Danish Airport. *Narrative Inquiry.* DOI: https://doi-org.zorac.aub.aau.dk/10.1075/ni.20113.hol.

Alvesson, M., Ashcraft, K.L., & Thomas, R. (2008). Identity matters: Reflections on the construction of identity scholarship in organization studies. *Organization,* 15(1), 5-28.

Alvesson, M., & Willmott, H. (2002). Identity regulation as organizational control: Producing the appropriate individual. *Journal of Management Studies*, 39, 619-644.

Bamberg, M., & Andrews, M. (2004). *Considering Counter-Narratives: Narrating, Resisting, Making Sense.* Amsterdam/Philadelphia: John Benjamins.

Cooren, F. (2015). *Organizational Discourse*. Cambridge, UK: Polity Press.

Kuhn, T. (2017). Communicatively constituting organizational unfolding through counter-narrative. In Sanne Frandsen, Kuhn, Timothy, & Lundholt, Marianne W. (Eds) *Counter-Narratives and Organization* (pp. 17-42). New York: Routledge.

I was blind but now I see: Constructing a moral identity in an ethically blind world

Ijabadeniyi, Abosede
Panel 5

Modern business plays an intrinsically important role in perpetuating the moral decadence of the future generation of professionals. Ironically, moral decadence can be exacerbated by ‘ethical blindness’ (Palazzoet al. 2012), wherein perpetuators may be unaware of the nuances of certain uncodified ethical values. The deteriorating relationship between modern business, society and the natural environment makes a heightened sense of ethical awareness critical for nurturing an enabling environment for upcoming professionals. Selective socialisation, declining preference for meaningful deliberation (Fishkin et al. 2020), and conflicting transparency and accountability (Fukuyama 2016) are indicative of contradictory ethical and ideological dynamics, which pose threats to the solidarity of business and society. One way of navigating complex ethical and situated ideological beliefs is to deconstruct rational discussions and facilitate cooperative resolutions which initiate the awareness of the saliency of a moral identity.

The courage to deconstruct cognitively-situated stereotypes will not only deepen our understanding of the ethical dilemma but also evoke a sense of diligence in the approach to transparency and accountability in business communication. In particular, the ability to humanise the knowledge of how social contexts intrinsically influence discursive practices is instrumental for mirroring how moral mental frames are often unconsciously distorted; bringing to the fore, possible ignorance of conflicting values or ethical blindness in business communication. Practitioners and professionals therefore have a social responsibility to embody self-reflexivity (Ellingson 2017). I draw from the methodological approach used to unravel representational and segregation strategies (Machin and Mayr 2012) embedded in the discursive practicesof the proponents of a mining project, to reveal the ethical implications of potential cognitive biases discourses and offer a conceptual framework for enabling self-reflexive discursive practices. Data was drawn from the discussions and storylines of a mining project. Empirical findings were generated from the collocation of words, analysis of modality and intertextual weaving of contextualised discourse strands of the stakeholder discourse in the mining sector, which revealed institutional and language-based modes of meaning-making of Impact Assessment (IA) practices in the mining sector. In light of this, a framework for addressing the impoverishment and the social license to operate crises is offered. The framework reveals how deeply-held assumptions influence habitual actions in IA practices, which thereafter result in a distorted focus and strong allegiance to minimum legal requirements of the treatment of communities affected by mining projects. Emerging insights from this mining project mirror how situated practices are implicitly replicated and normalised in business communication, which opened up new insights from which learning pathways were offered beyond the case.

The meaning-making of a moral identity is a language-based process, and it demands that an ongoing dialogical and iterative approach be adopted to deconstruct cognitively-situated stereotypes. I offer a dialectical and critical lens through which researchers and practitioners can retrospectively question deeply-held assumptions in order to facilitate social justice consciousness in business and professional practices. Self-reflexive discursive practices can serve as an impetus to the internal conversations which trigger the realisation of conflicting values and interests. This will empower practitioners and professionals to engage truthfully to form rational collective actions and redress potential effects of ethical blindness on business communication. Nevertheless, some degree of moral community, ongoing active cooperation, deliberations and empathy are necessary to actualise and replicate the espoused values of a moral identity in business and professional contexts.

References:

Ellingson, L. L. (2017). *Embodiment in qualitative research.* New York: Routledge

Fishkin, J., Siu, A., Diamond, L., & Bradburn, N. (2020). Is deliberation an antidote to extreme partisan polarization? Reflections on America in One Room. *American Political Science Association* (preprint).

Fukuyama, F. (2016). Governance: What do we know, and how do we know it?. *Annual Review of Political Science*, 19, 89-105.

Machin, D. & Mayr, A. (2012). *How to do discourse analysis: A multimodal introduction.* London: Sage

Palazzo, G., Krings, F., & Hoffrage, U. (2012). Ethical blindness. *Journal of Business Ethics,* 109(3), 323- 338.

Talking about discrimination in the workplace A case study of stories that perform the rejection-identification dynamic

Jacobs, Catho, Van De Mieroop, Dorien & van Laar, Colette

About a decade ago, Roberts observed that: “In our increasingly globalised economies, cities are characterised by ethno-linguistic diversity, and so issues of discrimination in employment have taken on a new urgency” (2011: 414). While quite a bit of sociolinguistic research has focused on the disadvantages that minority ethnic groups face in terms of recruitment and promotion (see e.g.

Campbell and Roberts, 2007), few studies have looked at the processes surrounding discrimination in the day to day interactions at the workplace. This stands in sharp contrast to social psychology, where much attention has been paid to cognitive effects of discrimination in institutional contexts.

One of the best-known models in this respect, is the rejection-identification dynamic. This model shows that individuals who perceived discrimination are able to buffer the negative consequences to their psychological well-being by strongly identifying with the group that is discriminated against (Branscombe et al., 1999). Social psychological studies tend to investigate these processes via experimental research in a lab context, but in this presentation we show that this dynamic can also be brought to the surface when studying interaction in real life institutional contexts.

In particular, we draw on a corpus of 14+ hours of authentic recordings of a wide range of workplace interactions involving 2nd generation immigrants in Belgium. All these data were transcribed and scrutinized through a qualitative, interactional sociolinguistic lens. From these analyses, we selected a case study of a meeting in which two female colleagues share stories with each other on incidents of ‘benevolent racism’ they experienced. To analyze these stories, we draw on positioning analysis (Bamberg, 1997) which makes a distinction between the storyworld and the storytelling world. We observe that, on the one hand, the narrators construct a powerless and outgroup identity in the ‘storyworld’-past, while on the other hand, the stories construct more empowered identities in the ‘storytelling world’-present. Moreover, by telling these stories, the narrators construct an ingroup with the other interlocutor. Thus we uncover the contrast between what the stories are about (viz., rejection) and what they do in their local, social context (viz., identification), hence showing how rejection and outgrouping can lead to identification and ingrouping in real life. We conclude our presentation by linking our discursive findings back to social psychological insights on discrimination in the workplace.

References:

Bamberg M (1997) Positioning between structure and performance. *Journal of Narrative and Life History,* 7335-342.

Branscombe, N. R., Schmitt, M. T., and Harvey, R. D. (1999). Perceiving pervasive discrimination among African Americans: implications for group identification and well-being. *Journal of Personality and Social Psychology* 77, 135-149. doi: 10.1037/0022-3514.77.1.135

Campbell S and Roberts C (2007) Migration, ethnicity and competing discourses in the job interview: synthesizing the institutional and personal. *Discourse & Society* 18(3): 243–271.

Roberts C (2011) Gatekeeping discourse in employment interviews. In: CN Candlin and S Sarangi (eds) *Handbook of Communication in Organisations and Professions.* Berlin: Walter De Gruyter, pp.407-432.

Governmentality-in-action. The pursuit of happiness and identity-work in graduate career coaching interaction.

Jacobs, Geert, Vandendaele, Astrid & Clifton, Jonathan

Panel 4

Foucault's notion of governmentality (the conduct of conduct) has been the focus of much research. However, there is little work that has sought to provide an account of how governmentality is enacted, resisted, or otherwise negotiated as social practice.

Using transcripts of naturally-occurring talk taken from a face-to-face coaching session and text taken from career consultant's website as data, the purpose of this paper is to make visible, and thus analysable, the way in which governmentality and the regulation of identities are enacted as in situ social practice. More specifically, we ask the question: how is governmentality enacted, resisted, and otherwise negotiated in and through the real-time sociomaterial practices of career coaches and how does this affect the identities ascribed to, or claimed by, the coach and the coachee?

In order to answer this question, we use critical discursive psychology as a method which combines conversation analytically inspired analyses of sequences of talk with an analysis of wider interpretive repertoires that the participants draw on in order to conduct their business and enact particular identities.

Findings indicate that the coach is talked into being as an expert who has both epistemic rights to know the organisational landscape and the 'psychological profile' of the coachee and deontic rights to advise the coachee about how to match the two to find happiness at work. Conversely, the coachee is talked into being as having subservient rights to know and act, and is positioned being in need of the coach's advice. This advice, drawing on wider social Discourses of happiness at work, regulates the identity of the coachee by prescribing acceptable ways of thinking about, and acting on, the self and so enacts governmentality.

From EFL via BELF to ECL in global business – a personal perspective

Kankaanranta, Anne
Panel 7

The story of 'English' in global business and in the business school curriculum reflects the changing world since the mid-1980s, when I graduated with a business degree and started navigating my way in the turbulent environment of research and teaching.

To get a job as a tenured English lecturer in one of the leading Nordic business schools in the late 1980s, I had to give a 20-minute test lecture on "The notion of debt in the context of borrowing by the LDCs". The topic emphasized business knowledge, an inherent component in the lecturer's work already then. While courses for business students still followed the EFL (English as a foreign language) and ESP (English for specific purposes) approach, advancing communication technologies and globalization with waves of mergers and acquisitions soon revolutionized the role of English from a *foreign* language to a *shared* language. Instead of secretaries managing format-bound foreign business correspondence, practitioners started writing their own faxes and emails (e.g. Louhiala- Salminen, 1997) and teaching for business interactions followed suit. New course labels replaced 'English' with 'communication' as in *Business Communication Skills* and *Management Communication*.

Inspired by renowned English as a Lingua Franca (ELF) scholars (Jenkins, Seidlhofer, Mauranen), we developed the concept of English as Business ELF (BELF) during a research project on the internal communication of recently merged Finnish-Swedish companies (Louhiala-Salminen et al., 2005).

Since 2005, BELF research has accumulated (for an overview, see Ehrenreich, 2016), the concept has found its way into international management research (e.g. Piekkari et al., 2014), and the notion of 'lingua franca' used in both international management and sociolinguistics has been clarified by Komori-Glatz (2018).

Because of working at the interface of management and corporate communication, we have recently become excited about the concept of English as corporate language (ECL; Kankaanranta et al., 2018). In my talk, this personal 'English' story will extend to the present day with a special focus on English as corporate language and its implications for business practice.

References:

Ehrenreich, S. (2016). English as a lingua franca (ELF) in international business contexts: key issuesand future perspectives. In Murata, K. (Ed.), *Exploring ELF in Japanese Academic and Business Contexts: Conceptualization, research and pedagogic implications (*pp. 135-155). London and NewYork: Routledge.

Kankaanranta, A., Karhunen, P., & Louhiala-Salminen, L. (2018). "English as corporate language" inthe multilingual reality of multinational companies. *Multilingua*, *37*(4), 331-351.

Komori-Glatz, M. (2018) 'Conceptualising English as a business lingua franca', European Journal of International Management, Vol. 12, No. 1/2, pp.46–61.

Louhiala-Salminen, L. (1997). Investigating the genre of a business fax: A Finnish case study. *TheJournal of Business Communication (1973)*, *34*(3), 316-333.

Louhiala-Salminen, L., Charles, M., & Kankaanranta, A. (2005). English as a lingua franca in Nordiccorporate mergers: Two case companies. *English for Specific purposes*, *24*(4), 401-421.

Piekkari, R., Welch, D., & Welch, L. S. (2014). Language in international business: The multilingualreality of global business expansion. Edward Elgar Publishing.

Let's talk about how we talk about employees – a critical examination of the discursive construction of the employee in the textbooks that shape the HR managers of tomorrow

Kastberg, Peter & Ditlevsen, Marianne Grove

Panel 5

Theory calls for 'mutuality' between newcomer and organization in the induction process (e.g., Griffin et al., 2000), whereas our analysis of practice (Kastberg and Ditlevsen, *forthcoming*) demonstrates that newcomers are 'molded' to 'fit' the organization (e.g., Maanen, 1978), – not the other way round. There is, then, a discrepancy between what theory calls for and what happens in practice. Where does that discrepancy stem from? We hypothesize that it may come from the textbooks that are formative in shaping the field and the managers who inhabit it. We conduct critical analyses of select sections of standard HRM textbooks in order to showcase how the perception of employees amongst HR managers of tomorrow might be shaped by text books used in management educational programs. Our paper, thus, contributes to a discussion of ethical managerial behavior (e.g., Treviño and Nelson, 2017) and makes the case for the importance of discourse awareness amongst educators of HR managers of tomorrow.

References:

Griffin, A. E. C., Colella, A., & Goparaju, S. (2000). Newcomer and organizational socialization tactics: an interactionist perspective. *Human Ressource Management Review, 10*(4), 453-474.

Kastberg, P. & Ditlevsen, M.G. (forthcoming). The Discursive Construction of Newcomers – a Critical Examination of the Onboarding Programme of a Global Pharmaceutical Company. In Darics, E. (ed.). *Language awareness in professional practice*. Cambridge University PressSyndicate.

Maanen, J. v. (1978). People processing: Strategies of Organizational Socialization. *OrganizationalDynamics, 7*, 18-36.

Treviño, Linda K. & Nelson, Katherina (2017). *Managing Business Ethics – Straight Talk about howto do Right*. New Jersey, USA: Wiley

Communication strategy in a connectionist world: Forms of dialogical exchanges in the new capitalism.

Katambwe, Jo

Beyond the now conventional observations on the dynamic and quasi-chaotic complexity of organizational environments (Conrad & Scott Poole, 2012), the question arises as to what is the current communication environment in which companies must find a coherent and productive line of action for their business objectives? Pragmatic or, more generally, the sociology of conventions (Boltanski & Thévenot, 2006) describe the current social dynamic as belonging to the category of the "connectionist world", to which, according to communication research, we must add the generalization of the socionumerical and the important processes that characterize it. Essentially, in a highly differentiated and fragmented world, even as they are increasingly connected to each other and to businesses, social actors cannot or will not depend exclusively on any one person or any one large entity for their needs, concerns and interests. They try to take the initiative and promote themselves (Boltanski & Chiapello, 2018; Larsch, 1991) while at the same time companies and institutions are under stress managing an exceedingly pluralistic stakeholdership. Theweight of these two paradoxical needs and socionumerical phenomena demands a specific strategy response from organizations. Indeed, each party is trying to protect itself either from dependence on the other (businesses) and the latter from the risks to the reputation that the social actors poses. Each one is being turned towards itself and at the same time, paradoxically, seeking recognition of its identity/image which can only come from the other. We propose that such a paradoxical strategic environment calls for an *emergent dialogical communication strategy* in response (Hallahan et al, 2007). This strategyemphasizes the dynamics necessary for the production of *disjunctions* allowing the respect and the affirmation of these two different and contradictory needs. In this presentation, we

1) describe the dimensions characteristic of the connective world according to pragmatic sociology, 2) describe the 5 socionumerical phenomena that specify the appearance of these dimensions; we then 3) explain the interplay between the three main axes that determine the logic and mechanics of dialogue; and 4) describe four forms of dialogical agencements/arrangement that flow from these three axes and that can be strategically implemented by companies to enter into a specific dialogue with stakeholders. An illustration is given here in a case involving Amazon to show how disjunctions can be created in dialogue between an organization and some of its stakeholders.

References:

Boltanski, L. & Chiapello, E. (2018). The New spirit of Capitalism. New York : Verso.

Boltanski, L. & Thévenot, L. (2006). *On justification : Economies of worth*. Princeton, NJ :Princeton University Press.

Conrad, C. & Scott Poole, M. (2012). *Strategic Organizational Communication in a GlobalEconomy*. Malden, MA : Wiley-Blackwell.

Hallahan, K., Holzhausen, D., van Ruler, B., Vercic, D. & Sriramesh, K. (2007). DefiningStrategic Communication. *International Journal of Strategic Communication*, 1(1), 3-35

Lasch, C. (1991). The Culture of Narcissism. America life in an age of dimishingexpectations. New York : W.W. Norton & Company.

(In)Action? Climate change discourse of the European "dirty" industries

Kemppi-Pfleger, Mirja

The purpose of this study, which is a part of a larger dissertation project, is to acquire a more profound understanding about the climate change discourse of large European companies. This will be done by analysing a corpus of sustainability reports. Climate change is generally considered a major global threat. It is forecast to cause significant financial losses for businesses and climate inaction is likely to influence companies' reputations negatively. To minimize these impacts, businesses need to address the issue and implement mitigation measures.

Previous research on corporate climate change discourse has mainly focused on the oil and gas industry. So far, no comparative studies between different industries have been conducted. To address this research gap, the climate change discourse of oil and gas companies will be compared with that of the automotive industry. More specifically, this study focuses on identifying possible similarities and differences between the ways companies discursively construct climate action.

In this corpus-assisted critical discourse study, a compiled corpus is analysed using the Critical Discourse Analysis tools developed by Van Leeuwen (2008). The corpus comprises the sustainability reports of the five largest companies in the European single market of both industries from 2014, 2016 and 2018. The corporate discourse on climate action will be examined by investigating frequencies of climate-change-related words as well as their collocations and concordances using Sketch Engine. This quantitative and qualitative analysis will reveal companies' attitudes towards climate change and its mitigation. The diachronic set- up of this study further allows deeper insights into the changes in companies' climate change communication and illustrates how the focus of climate change reporting has shifted over the five-year-period in question. It is hypothesised that due to recent developments, reports from 2018 pay greater attention to the issue than those from 2014.

References:

Van Leeuwen, Theo. 2008. Discourse and Practice: New tools for critical discourse analysis. Oxford: Oxford University Press.

The means defeating the end: Teaching future business professionals how to align form and content in their communications

Koller, Veronika

Panel 5

In this contribution, I will demonstrate how to introduce discourse analytical skills into the business communications classroom in order to raise awareness of *how* something is said. To this end, I will first introduce a tripartite model of text and discourse that combines descriptive text analysis with interpretive context analysis. While text analysis answers the question as to *what* and who is represented in a text and, crucially, *how* this representation is encoded in language, context analysis seeks to account for *why* particular events and actors are represented (or not) and why they may be represented in a particular way.

I will then present a text that I use when teaching the role of language and discourse in equality, diversity and inclusion campaigns. The example is taken from an internal presentation at a consulting company, with which a group of employees sought to get buy- in from senior management for their plan to increase gender diversity at the firm. The text analysis will show how the purpose of the plan is compromised by the use of agentless passives, nominalisations and low semantic agency, which together passivate women and leave it unclear who will be responsible for implementing the plan. A subsequent context analysis will address the possible reasons for the presenters' linguistic choices in terms of norms governing the activity type and what text producers believe to signal competence and professionalism.

To conclude my contribution, I will discuss how business students can learn to align their language use with the purpose of their communications and how to encourage them to critically reflect on their future professional identities. The paper therefore combines empirical research on business discourse with the practice of teaching.

BELF research – the next generation

Komori-Glatz, Miya

Panel 7

This brief contribution will round off the panel, highlighting some of the main themes that have arisen during the course of the presentations and discussions, and summarising recent developments in BELF research. It will also present a brief overview of key findings from several bachelor theses examining BELF in European companies and ask how supervisors can draw on their students as a means of accessing practitioner stakeholders and gathering empirical data ethically and systematically. Finally, it will suggest directions for the future development of BELF research.

“Rewarding Good Creators”: Corporate Social Media Discourse on Monetization Schemes for Content Creators

Kopf, Susanne

This discourse analytical article deals with the power relations between social media corporations and content creators in the context of monetization schemes of social media businesses, i.e., schemes that allow creators to monetize their social media content. Specifically, this study presents an analysis of discourse material pertaining to YouTube’s monetization scheme (the YouTube Partner Program [YPP]) to shed light on the broader point of how social media corporations position themselves in relation to creators who (seek to) earn money on social media. While some research on social media has focused on their potential to empower users/content creators, less optimistic scholars have addressed social media corporations generating massive profits by exploiting creators, for example, in the form of free digital labor. By comparison, there is a lack of research, especially empirical discourse analytical research, on creators’ paid digital labor and on how social media corporations conceptualize paid creators. This study redresses this gap regarding one of the oldest monetization schemes—the YPP. Using corpus linguistic tools to explore textual data from 46 YouTube sites detailing the YPP, this study homes in on references to content creators, YouTube, and how these players are connected to one another. The findings show that although the name YPP elicits the impression of cooperation on equal terms, YouTube represents itself as legislator, judge, and executive authority. This indicates that despite the ability of partnered content creators to share in the social media businesses’ profits, they do not inhabit a particularly empowered position.

"So glad your automated response got back to me". Uncovering customers' perceptions of airlines' response tweets

Lutzky, Ursula
Panel 1

Today, users engage on social media platforms to share everyday activities and thoughts with their friends and followers, but also to talk to each other about their experiences with products and services. At the same time, they use these media to address businesses directly when they encounter an issue and want to voice a complaint. As a consequence, recent years have seen an increase in research into webcare (van Noort and Willemsen 2012), which refers to businesses' responding to their customers' feedback online. While research has found that customers "no longer want to be talked at" but "want firms to listen, appropriately engage, and respond" (Kietzmann et al. 2011: 250), few studies have addressed the nature of businesses' responses from a linguistic perspective (but see e.g. Zhang and Vásquez 2014).

This study aims to do exactly that. It is based on a corpus linguistic analysis of tweet exchanges between passengers and social media managers of four British and Irish airlines, two national and two budget airlines. The customised corpus comprises a total of 5.2 million words addressed to and tweeted by the airlines Aer Lingus, British Airways, Ryanair and EasyJet. By combining the study of collocation and concordances, this paper focuses on uncovering customers' perceptions of airlines' responses to their tweets: how do customers react to the answers they get from social media representatives on Twitter? The results indicate the kind of response behaviour customers appreciate and which thus leads to positive customer attitudes, but also underline the specific features they miss or evaluate negatively. This study therefore provides additional linguistic insights into the persuasive effects of webcare response strategies.

References:

Kietzmann, J. H., Hermkens, K., McCarthy, I. P., & Silvestre, B. S. (2011). Social Media? Get Serious! Understanding the Functional Building Blocks of Social Media. *Business Horizons* 54, 241–251.

van Noort, G., & Willemsen, L. M. (2012). Online Damage Control: The Effects of Proactive Versus Reactive Webcare Interventions in Consumer-generated and Brand-generated Platforms. *Journal of Interactive Marketing* 26(3), 131–140.

Zhang, Y., & Vásquez, C. (2014). Hotels' Responses to Online Reviews: Managing ConsumerDissatisfaction. *Discourse, Context and Media* 6, 54–64.

"Sorry to hear you're going through a difficult time": Investigating online discussions of consumer debt

Lutzky, Ursula, Lawson, Robert, Kehoe, Andrew & Gee, Matt

Issues surrounding the impact of consumer debt on families, businesses, and individuals have seen increased media and scholarly interest in recent years. For example, focussing on political and social issues, Stanley et al. (2016) draw on qualitative thematic analyses to examine discussions on three online forums, revealing that people are turning to anecdotal information online to understand debt-related issues. There is, however, more to be explored regarding the linguistic dimensions of how these themes emerge and how debt is discussed more generally.

In this paper, we offer a corpus linguistic analysis of data from moneysavingexpert.com, one of the world's largest online money and debt advice services. The site, which has been in operation since 2003, offers community members help, guidance, and support on a range of money and debt-related topics, including credit card debt, payday loans, bankruptcy, savings and budgeting. The corpus linguistic approach provides computer-assisted methods for studying large digital collections of text. An example in the financial domain is Kehoe & Gee(2009): a study of changes in the use of the phrases *credit crunch* and *credit squeeze* in UK newspapers from 1984-2008. Through a contextual analysis, this study concluded that the word *credit* has changed it meaning since the 1980s and is now associated primarily with "debt worthiness", as reflected in its increasingly strong association with words such as *reference, ratings, histories* and *limit*.

Using data posted on the moneysavingexpert.com *debt-free wannabe* and *mortgage-free wannabe* forums from 2005-2019, this paper investigates language use in the threads with the most posts (totalling 217 threads and 40 million words of text). Through measures of word frequency and word association we draw out the main topics of interest to the community: those that revolve around debt include management, collection and counselling. Debt management plans are discussed in relation to the experiences of forum users with theStepChange Debt Charity. In addition, topics emerge relating to banking (current accounts, savings and overdrafts) and mortgages (overpayments, brokers and lenders). We also note considerable attention is paid to the concept of time, as community members discuss events in their lives, describe their situation to others and express concerns about the long duration and wasted time involved in managing their finances.

A corpus-pragmatic analysis reveals a community of mutual support where members use friendly greetings when posting (e.g. "hi lovely NSD gang"), thank each other for helping, congratulate each other and express commiseration to others' stories of woe (as in our title). We note that these features appear in response to narratives including personal topics such as bereavement, health and family issues, thus revealing the vital role such forums play in supporting vulnerable debtors.

References:

Kehoe, A. and Gee, M. 2009. Weaving web data into a diachronic corpus patchwork. In *CorpusLinguistics: refinements and reassessments*. Amsterdam: Rodopi, 255-279.

Stanley, L., Deville, J. and Montgomerie, J. 2016. Digital debt management: The everyday life of austerity. *New Formations*, 87, 64-82.

Developing future global leaders' competencies in a business school course: Reflections on the teaching and learning experiences

Ly, Annelise
Panel 4

This presentation aims to describe and reflect on a case of a course design that aims to develop global leadership competencies in the classroom. The course was designed for students to practise three main competencies deemed essential for global leaders: (1) their ability to understand and describe their own views of the world, how they relate to others and to question the way they act; (2) their ability to communicate effectively and work in multicultural teams and (3) their ability to think critically (Bird 2018).

The teaching method is inspired by Team Based Learning (TBL) (Michaelsen & Sweet, 2008),an active learning method that is composed of fixed, clearly defined set of practice, that taken together, fosters collaboration, critical thinking and student accountability (Frame 2015). Students are set up in teams in which they collaborate during the whole course.

Instead of being lectured about a topic, students must work independently to acquire the basic knowledge prior to coming to class. In class, they are tested individually and in groupson this pre-class work and then apply the knowledge learned in their respective groups. At the end of each session, students engage in a student-to-student peer feedback on their work and attitude in the team. In addition, they write a weekly, as well as a final reflection paper based on their experience and learning. Such active learning methods have been promoted in pedagogy (Bigg and Tang, 2011) and numerous studies indicate that TBL increases student motivation and engagement (for instance, Jeno et al., 2017).

Yet, TBL requires a shift in the paradigm for learning (Frame et al. 2015), and in practice, students often resist implementation. This is because students need to transition from a passive learner role to an active student that is responsible for his/her own learning and thatis accountable to the team.

In this presentation, I first describe how I have adapted TBL to develop global leader competencies. Then, based on the students 'weekly and final reflection papers on their experience of working in teams, as well as their peer to peer feedback, I deconstruct the teaching and learning practice: I discuss examples of student resistance during the learning process, and examples of success, and I examine how students and the instructor negotiate their and each other's identities along the way.

References:

Biggs, J. B., & Tang, C. S. (2011). Teaching for quality learning at university: What the student does (4th ed.). Berkshire: McGraw-Hill, Society for Research into Higher Education, OpenUniversity Press.

Bird, A. (2018). Mapping the Content Domain of Global Leadership Competencies. In M. E. Mendenhall, J. Osland, A. Bird, G. R. Oddou, M. J. Stevens, M. Maznevski, & G. K. Stahl(Eds.), *Global Leadership: Research, Practice, and Development* (3rd ed., pp. 119–142).New York: Routledge.

Frame, T. R., Cailor, S. M., Gryka, R. J., Chen, A. M., Kiersma, M. E., & Sheppard, L. (2015). Student perceptions of team-based learning vs traditional lecture-based learning. *American Journal of Pharmaceutical Education*, *79*(4).

Jeno, L. M., Raaheim, A., Kristensen, S. M., Kristensen, K. D., Hole, T. N., Haugland, M. J., & Mæland, S. (2017). The Relative Effect of Team-Based Learning on Motivation and Learning: A Self-Determination Theory Perspective. *CBE- Life Sciences Education*, *16*(4),16: ar59 1-12.

Michaelsen, L. K., & Sweet, M. (2008). The essential elements of team-based learning. NewDirections for Teaching and Learning, 2008, 7–27.

Osland, J., Li, M., Petrone, M., & Mendenhall, M. E. (2018). Global Leadership Development In The University Setting And Future Directions For Advancing Global Leadership Research. Advances in Global Leadership, 11, 347–366.

Redefining the business leader: the reworking of the collective *ethos* in Faber's commencement speech

Ly, Annelise

Commencement speeches follow an American tradition in which a successful figure is invited on stage to inspire graduating students. Famous examples include Steve Jobs at Stanford University (2005) and Sheryl Sandberg at MIT (2018).

Traditionally, business leaders use this arena to promote their self-image or *ethos*: they explain their professional paths and connect the dots of their seemingly unrelated choices. Such speeches are examples of traditional leadership narratives (Clifton, Schnurr &Van De Mieroop,2020).

Emmanuel Faber is the CEO of Danone, the largest French multinational food-products corporation. He is known for his social commitment and actively promotes social justice. He has published a few books on the topic and co-chairs the Action Tank "Business and Poverty"that aims to contribute to reducing poverty and exclusion in France.

In 2016, he held a commencement speech at HEC, the prestigious French business school (from which he graduated). His message aims to promote social justice and convince his audience toact towards this goal "*there are only your hands* […] *to change things*".

How does he discursively frame his message? And by doing so, how does he redefine the image of the business leader?

In this presentation, I examine Faber's commencement speech (available on YouTube: https://www.youtube.com/watch?v=x4rj4MfNkys). The method of analysis is inspired bysocial actor analysis (Darics and Koller, 2019) and the concept of *ethos* in French discourse analysis (Amossy 2010; Maingueneau 2002).

The strength of his speech lies in the way Faber constructs his message discursively. On the one hand, he conforms his *ethos* to the audience's expectations and constructs himself as a successful business leader. Yet, on the one hand, he deconstructs business leaders' ethos and portrays them as passive and prisoners. He also makes « the lower-class people » exist discursively and associates them with an *ethos* of worker. By doing so, the speech reworks the collective *ethos* of the business leader, thus contributing to the argumentative power of the speech.

References:

Amossy, R. (2010). La présentation de soi. Ethos et identité verbale. Paris, Puf

Clifton, J., Schnurr, S., & Van De Mieroop, D. (2019). The language of leadership narratives: A social practice perspective. Routledge.

Darics, E., & Koller, V. (2019). Social actors "to go": An analytical toolkit to explore agency in business discourse and communication. Business and Professional Communication Quarterly, 82(2), 214-238.

Maingueneau, D. (2002). Problèmes d'éthos. Pratiques, 113(1), 55-67.

How the human cognition affects in business interactions: Analyzing Lingua Franca English for medical professionals in Japan

Matsumoto, Emiko
Panel 6

In lingua franca environment, participants tend to have limited level of proficiency. For example, Japanese medical professionals might not be able to communicate effectively with non-Japanese patients whose level of Japanese proficiency is insufficient. In a project to develop teaching materials for students on a medical course at a national university in Japan, Davies et al. (2016) mentioned, “It is possible to become a doctor with a minimum of English language (L2) ability, so that there may be many doctors with a very high level of field competence, but a low level of discourse competence in English”(p.95).

Sometimes the doctor’s inefficiency for meaningful communication causes problems because communications becomes much more complex when either or both interlocutors does not speak a shared lingua franca well. A prime example of this is the context of health care for indigenous people, who might not speak English as an official language. (Small 2019).

Although Davies el al.’s used the model specifically designed for universities, this presentation will be based upon different model. In the process to investigate how the health care practitioners in Japan negotiate their meaning in their environment, the research refers to a theoretical model for communicative interactions presented by Canagrajah (2018) in which semiotic resource and temporality were emphasized on.

Canagrajah (2018) suggested that the language is situated and embedded in material life in her development as the spatial orientation to multilingual interactions. O’ Dowd (2016) also mentioned that human beings are social creatures and have complex social systems that comprise shared beliefs, developed norms, particular ways of behavior and values that are generally labeled as “culture.”

Moreover, the brain is a flexible entity that interacts constantly with the physical, cultural, and social environment as Muntanyola-Saura (2014) pointed out when explaining the nature of cognition as not happen in isolation but is interactive. However, most importantly, the human cognition happen not only at the biological, psychological level, but at the social level.

In this research, the following research questions are set.

1. In what situation and how often semiotic resource can be utilized?
2. How temporality affect the medical practitioner’s utterances.

The study will focus on the environment around health care practitioners at the level of social system, in search for the answers to these two research questions.

References:

Canagarajah, S. (2018). The unit and focus of analysis in lingua franca English interactions. *International Journal of Bilingual Education and Bilingualism*. *21*(4),1-20.

Davis, W., Simon, F., & Tatsukawa, K. (2016). Analysing Medical English Materials Development at a University Using a Communicative Competence Model. *Hiroshima University gaikokugokenkyu*. *19*, 93-108.

Muntanyola-Saura, D. (2014). A cognitive account of expertise: Why Rational Choice Theory is (often) a fiction. *Theory & Psychology. 24* (1), 19-39.

O'Dowd G.V.G. (2016). Doctor-Patient Discourse: Preparing for Intercultural Medical Communication. *Departmental Bulletin Paper, Hamamatsu Medical University.30* (30), 45-55.

Small, L. (2019) How to Raise Proficiency in Intercultural Doctor-Patient Interactions: Suggestions for Medical ESP Course Content. *The Bulletin of Central Research Institute, Fukuoka University 18* (1), 21-49.

Believe the Hype—Marketing emails (sometimes) follow style guides. A linguistic analysis

McVeigh, Joe

Email marketing style guides offer plenty of advice on making a marketing text more successful through language. It is unknown, however, whether marketers adhere to the rules given by style guides. Most linguistic research has focused on personal and professional email (Herring 1996; Baron 2009; Crystal 2006; Abbasian & Tahririan 2008; Goddard & Geesin 2011; Mehrpour & Mehrzad 2013; Dürscheid & Frehner 2013). Research on marketing has focused on other mediums, although there has been research on the genre antecedent of email marketing, direct mail marketing (Bhatia 2004). There are relatively few linguistic studies on email marketing (McVeigh 2017). Instead, most of the studies on the genre come from the field of marketing (Chaffey 2011, Jenkins 2009).

Through close readings, this study shows that email marketers mostly follow the advice of the style guides, but there are exceptions. The emails follow the metalinguistic advice given by the guides. When it comes to lexical guidelines, however, the marketers depart from what is prescribed becauseof the product being offered and the genre conventions of email marketing. The analysis includes emails from 39 companies, such as Delta, Macmillan, La Mer and Starbucks.

This study also shows that the style guides are affected by the marketing emails. They place boundaries on the linguistic features of the emails, while simultaneously drawing their advice from them. For their part, the emails are what realize the prescriptions of the style guides, while also bringing change to the genre.

References:

Abbasian, F., & Tahririan, M. H. (2008). The discoursal and formal analysis of e-mails: A cross disciplinary genre analysis. *Iranian Journal of Applied Linguistics*, *11*(2), 1-22.

Baron, N. S. (2009). Always on: Language in an online and mobile world. Oxford: OUP.

Bhatia, Vijay K. (2004). *Worlds of Written Discourse*. London: Continuum.

Chaffey, Dave. (2011). *Email Marketing: Seven Steps to Success Guide*. Smart Insights (Marketing Intelligence).

Crystal, D. (2006). *Language and the Internet*. 2nd ed. Cambridge: CUP.

Dürscheid, C. & Frehner, C. (2013). Email communication. In S. Herring, D. Stein & T. Virtanen (Eds.), *Pragmatics ofComputer-Mediated Communication* (35–54). Berlin: Mouton.

Goddard, A., & Geesin, B. (2011). *Language and Technology*. New York: Routledge.

Herring, S C. (1996). Two variants of an electronic message schema. In S. Herring (ed.), *Computer-mediated communication: Linguistic, social and cross-cultural purposes*, 81-106. doi:10.1075/pbns.39.08her

Jenkins, Simms. (2009). *The truth about email marketing*. New Jersey: Pearson.

McVeigh, J. (2017). *Congratulations, You WON!!!* Exploring trends in Big Data marketing communication. In T. Hiltunen, J.McVeigh & T. Säily (Eds.), *Big and Rich Data in English Corpus Linguistics: Methods and Explorations*. Helsinki: VARIENG. http://www.helsinki.fi/varieng/series/volumes/19/mcveigh/

Mehrpour, S., & Mehrzad, M. (2013). A comparative genre analysis of English business e-mails written by Iranians and native English speakers. *Theory and Practice in Language Studies 3*(12), 2250-2261. doi:10.4304/tpls.3.12.2250-2261

Crises and CEO' apologies on social media: A textual analysis across national cultures

Mehra, Payal & Ahuja, Ankit

Essentially a post event, apologies are a form of social action (Chang and Haugh, 2011) and remedial interchanges (Goffman, 1971) that vary across cultures, languages', and contexts (Byon, 2005). Apologies aim to restore confidence, and bring order to the chaos created by an event and depend on consumer loyalty, consumer expectations, and the type of crisis (ambiguous or clear trans regressions; failure of integrity, or failure of competence by the sender, Wang, 2014). Much ofthe work on apologies has been inspired by Brown and Levinson's (1978) Politeness Model and Erving Goffman's concept of 'face' (how people from different cultures manage rapport and disagreements; Hopkins 2015). While studies abound on the charismatic communication aspects of a business leader in a crisis situation (Jamal and Bakar, 2017) across North America, Europe, China (PRC), Malaysia, and Taiwan, we found that current literature was lacking in examining the dynamic interplay of leadership, apologies, and popular perceptions of organizational reputation during a crisis across national cultures. We also found that much of the research on crisis communication was focused on public leaders (You and Ju, 2019) rather than corporate leaders, and ignored use of linguistic strategy (such as apologies) in crisis communication. This revealed to us the possibility of exploring crisis communication strategies (specifically apologies) as a conflict situation and how the CEOs communicate with the stakeholders on social media. Extant research suggests that perpetrators' apologies were found more likely to elicit forgiveness when the components of their apologies aligned with the victims' self-construals (Fehr and Gelfand, 2017). Keeping this view in mind, the present study describes leader communication in crisis situations through qualitative multi-data approach to crisis research using the Koehnian Framework for Assessing the Ethics of Corporate Apologies. First, secondary data were collected from various online sources from the last ten years, wherein the president or the CEO wrote about the crisis situation in their company.

Reactions in terms of Likes, Retweets and Comments were noted, if available. An input output model was created with the national culture of the CEO's perceived self-construal as a potential moderator. This was to assess whether the national culture of the CEO/the organization influenced the manner in which they wrote/reacted on social media. The analysis was conducted using NVivo asoftware program used for qualitative and mixed-methods research. Crisis management, more often than not, is a test of leadership (Meng & Berger, 2013; Garcia, 2012) and we strongly contend that broadening the literature via studies such as this one is important to create meaningful and well etched comparisons and contrasts between people from different countries. The proposed article would comprise three major sections: recent advances in the study of apologies and the theory of self-construal, providing a theoretical elaboration of leadership communication during crisis along with a detailed discussion of the derived research hypotheses; methods employed (specifically the Koehnian Framework for Assessing the Ethics of Corporate Apologies) and subsequently present the results; and finally, discussion, research limitations, implications as well as recommendations.

Scroll free and unplugged: Insights from big data about intentional non-use of technology

Melton, James, Verhulsdonck, Gustav, Shah, Vishal, Dunn, Paul & Buhayh, Anas

With the growing concern about the over-digitalization of our lives, the intentional non-use of technology has become a popular form of self-improvement. Known variously as digital fasts, detoxes, and sabbaths, these exercises promise better health, both mental and physical. Non-profit and governmental organizations have attempted to facilitate such intentional non-use of technology through public campaigns. For example, the Royal Society for Public Health in the UK annually promotes a "scroll free September," with an endorsement from the National Health Service, arguing that social media use can be detrimental to health. In 2019, more than 300,000 people had signed on before the campaign began, choosing options ranging from "Cold Turkey" (complete disengagement) to "Night Owl" (no social media after 6pm).[1] Another campaign, the "National Day of Unplugging," [2] is based in the United States[3] and takes place annually in early March.

While trends towards abstaining from technology have increased, they have been largely ignored in the field of business and professional communication, with the intentional non-use of technology typically being framed as the *lack* of something rather than a phenomenon in itself, hampering exploration and analysis.[4] This gap is significant because understanding users' engagement with technology—including their efforts at disengagement—is key to obtaining a current picture of business communication in context.

Countering this trend, this study attempts to promote a better understanding of individuals who choose to participate in a disconnection exercises such as Scroll Free September and National Day of Unplugging.[5] This kind of knowledge would be important to inform future campaigns, as well as other efforts aimed at helping individuals to limit their use of technology. Particularly relevant would be inquiry into why users engage in these campaigns, how successful they believe they are, and how they promote them to others. Such understanding could inform the larger endeavors of both scholars and practitioners.

Ironically, one of the best sources for this kind of data is Twitter, which has hashtags such as #scrollfreeseptember and #nationaldayofunplugging. (To be fair, many of these campaigns were neverintended to be a permanent giving up of technology, and many of them allow for social media posting during certain restricted times.) For this study, a big data approach was used to collect tweets from these two hashtags, along with related tweets about the respective campaigns. The data is in the process of being analyzed to distill themes and patterns. Findings can provide a more complete picture of users and their motivations to disengage with technology and ground further inquiry on this topic.

[1] Scroll-free September from the Royal Society for Public Health: https://www.rsph.org.uk/our-work/campaigns/scroll-free-september.html

[2] "National Day of Unplugging." https://www.nationaldayofunplugging.com/

[3] http://sabbathmanifesto.org/

[4] P. Hesselberth (2018). Discourses on disconnectivity and the right to disconnect. New Media & Society, 20(5), 1994–2010. https://doi.org/10.1177/1461444817711449

[5] A previous study by the authors looked at student narratives about social media fasts.

An Analysis of CEO Climate Action Open Letters

Meyer, Carolyn

Catalyzed by the 2015 Paris Agreement, progressive business leaders representing scores of multinational companies, including from environmentally-sensitive industries such as oil and gas, have united to call for immediate action on climate change in recognition of the business, economic and humanitarian risks of the global climate crisis and the need for coordinated efforts with policymakers and other social actors. Businesses as long-time contributors to environmental degradation have for decades used channels of corporate reporting (including sustainability and voluntary CSR reporting) to acknowledge the gravity of the climate change problem and construct themselves as accountable agents (Jaworska, 2018). What has changes is how CEOs of many leading companies, alone or as part of climate leader coalitions, are considering how their work and enterprise fit into the world, an effort that involves responding more proactively to climate change and activism and using their collective voices as signatories of statements supporting worldwide carbon neutral initiatives and urging world business and government leaders to accelerate the fight against climate change. This prescriptive corporate rhetoric of climate mitigation andproactive shaping of the global environmental agenda features familiar climate change terminology and topics—gravity, authority, action-taking and opportunities (Ihlen, 2009)—as well as dominant strategies of rationalization and differentiation used by business (Pollach, 2018) in negotiating complex bottom-lineand societal expectations, finding opportunities in climate remediation, and proposing a rethinking of the business model. These calls to action, addressed to policy makers and CEO peers, take the form of open letters, the so-called internet opinion genre of choice. In business contexts, the open letter has been shown to have the capacity to establish credible communication and to be an important ritual in providing accountability explanations and insight into the thinking of top management (Amernic & Craig, 2006). This study provides a content analysis and linguistic analysis to assess (i) what types of climate change reality are constructed, (ii) how CEOS and the organizations they metonymically stand in for construct themselves as accountable agents, and (iii) how climate change and solutions advanced by business are rhetorically constituted in a 20-letter open letter dataset produced from 2016 to 2020. To interrogate the discursive constructions of climate change, corpus analysis software was used to retrieve word frequencies and collocations. Qualitative linguistic analysis focusing on metaphors used in the discourse revealed narrative structures prevalent in the culture that both reproduce and revise reductionist representations of climate change. The findings contribute to an existing body of research on the environmental role of business, the mechanics of climate-related impression management, and the discursive construction of climate change.

References:

Amernic, J., & Craig, R. (2006). *CEO-Speak: The language of corporate leadership*. London: McGill-Queen's UP.

Ihlen, O. (2016). The climate response of the world's 30 largest corporations. *Environmental Communication, 3:* 244-262.

Jaworska, S. (2018). Discourses of climate change in corporate social responsibility oil industry reporting. *IJBC 55*(2): 194-219.

Pollach, I. (2018). Issue cycles in corporate sustainability reporting: A longitudinal study. *Environmental Communication 12*(1): 247-260.

Weakness? What weakness? Self-Reflection in business communication in a digital context

Moll, Melanie

Self-reflection is expected in much Business Communication teaching, but the digital world arguably represents a unique context separate and distinct from a face-to-face classroom setting. The evolving, multilevel dialogue is in an online classroom is the context of this study. While e-learning has been argued to create an illusion of direct experience (Biocca et al 2001; Kehrwald 2010; Simard et al 2007), this study explores how participants' negotiation of personal agency is constructed within a self-reflection task and whether a semi- anonymous, digital environment has an impact on participant responses. Using answers to questions of personal strengths and weaknesses in an online seminar for business communication students, the study outlines specific linguistic or discourse markers to highlight ways in which participants accept or deflect agency. The results display both similarities and differences to negotiation of agency in face-to-face contexts, and are particularly useful in furthering our understanding of successful design and implementation of teaching business communication in the digital arena.

References:

Biocca, F., J. Burgoon, C. Harms, and M. Stoner. 2001. Criteria and scope conditions for a theory and measure of social presence. Paper presented at Presence 2001: 4th InternationalWorkshop, Philadelphia.

Kehrwald, B. 2010. Being online: social presence as subjectivity in online learning. *London Review of Education*. Vol. 8, No. 1: 39 – 50.

Simard, D., L. French, and V. Fortier. 2007. Elicited metalinguistic reflection and second language learning: Is there a link? *System 35*: 509 – 522.

Distributed attention: Communicating narratives of pain in physiotherapy

Muntanyola-Saura, Dafne
Panel 6

How do physiotherapists learn to attend to their patients' pain? The objective of this paper is to analize professional communication patterns in a multimodal and embodied professional setting. We look at moments of distributed attention among expert physiotherapists, students and patients. There is a gap in explaining real world environments in professional and expert settings. There is a lack of integration of interdisciplinary findings on cognition with empirical findings from naturalistic settings. In sociology, the study of meaningful action can be found in ethnomethodology (Garfinkel, 1967), symbolic interaction (Goffman, 1963), cognitive sociology (Cicourel, 2002) and ethnography (Williams, 2006). The added value of this paper is that it explains how reasons and intentions are constructed locally, in interaction, avoiding the black box of folk psychology, and allowing for an integrated explanation of action (Muntanyola-Saura, 2014a). A review of recent theories on the cognitive abilities of agents (Gibbs, 2006; Kirsh, 2013; Hutchins, 2005) and everyday as well as expert cognition (Muntanyola-Saura, 2014b; Muntanyola-Saura & Sanchez-Garcia, 2018) makes clear that cognitive processes cannot be reduced to the individual. Doctors, athletes and artists communicate information that is not available in a self-exploratory performance. They share intersubjective goals at work that rely on a cultural pillow or frame of shared and public meanings. We present an in-depth case study of a physiotherapy center in Spain, where we developed a participant cognitive ethnography from January-April 2019, which included audio recording of the interactions with the patients as well as interviewing with the head physiotherapist and the internship students. We applied Conversation Analysis (Sacks et al, 1978) to a comparative typology of specific communicative events. Our results identify the agents, tools and communication modalities involved. They suggest that distributed attention is part of the intersubjective patterns that foster learning of specific skills, moves or body positions for the novice physiotherapist. The findings show how expert physiotherapists share visual assumptions on the deviate behavior of the patients, and pose questions that follow a collective turn-taking rhythm for each encounter. Attention skills include embodied and epistemic actions. Intersubjectivity can be found already at the level of learned practice in physiotherapy.

References:

Cicourel A. (2006). The interaction of discourse, cognition and culture. *Discourse Studies, 8*(1), 25-29.

Garfinkel, H. (1967). *Studies in ethnomethodology.* New Jersey: Prentice Hall.Gibbs, R. (2006). *Embodiment and cognitive science*. New York: Cambridge University Press.

Goffman, E. (1963). *Behavior in Public Places*. New York: The Free Press. Kirsh, D. (2013). Embodied cognition and the magical future of interaction design. *ACM Trans. Comput.-Hum.Interact.* 20, 1(3).

Hutchins, E. (2005). Material anchors for conceptual blends. *Journal of Pragmatics*, *37*(10), 1555-1577.

Muntanyola-Saura, D. (2014a). How Multimodality Shapes Creative Choice in Dance. *Revista Internacional de Sociología, 72*(3), 563-582.

Muntanyola-Saura, D. (2014b). A cognitive account of expertise: Why Rational Choice Theory is (often) a fiction. *Theory & Psychology,* DOI: 10.1177/0959354313513510.

Muntanyola-Saura, D. & Sanchez-Garcia, R. (2018) Distributed Attention: An Cognitive Ethnography of Instruction in Sport Settings, *Journal for the Theory of Social Behaviour,* 48 (4): 433-454.

Sacks, H., Schegloff, E. & Jefferson, G. (1978). A simplest systematics for the organization of turn-taking of conversation. In Jay Schenkein (Ed.), *Studies in the organization of conversational interaction*. New York: Academic Press.

Williams, R. (2006). Using cognitive ethnography to study instruction, *Proceedings of the 7th International Conference of the Learning Sciences.* Mahwah, NJ: Lawrence Erlbaum Associates.

Linguistics meets Accounting: An Analysis of Earnings Releases

Nagengast, Milena
Panel 5

Financial information in disclosure documents is communicated in both narrative and numerical forms, i.e. they typically consist of a 'text' portion and an 'accounting' portion. The latter usually includes formal financial statements and figures in a tabular form, whereas the former, also referred to as the 'accounting narrative', provides a description of these. The accounting narrative is the story about the company's perfomance, which appears to be told by more than one narrator, including corporate executives, the company itself, and named and unnamed employees of Investor Relations. One of the key aims of research studies that focused on narratives in disclosure documents was to investigate how these are written, especially, to analyze the language that is used to express (positive and negative) evaluation (e.g., Rutherford 2005, Crawford Camiciottoli 2013). Furthermore, several research studies examined whether investors' judgments and decisions are affected by how the narrative is written, i.e. whether positive and negative evaluation has an impact on a firm's value (e.g., Davis et al. 2006, Henry 2008). The findings of some of the aforementioned research studies indicate a positivity bias in accounting narratives. Furthermore, this tendency is present in both mandatory disclosure documents, an example of which is the annual report, and voluntary disclosure documents, such as earnings releases, although the former are regulated and are required to be neutral.

This talk gives an overview of a university course designed for students of business, finance, corporate communication, as well as linguistics, which is based on the findings of an interdisciplinary research study. In this course, the students will be taught how to carry out a corpus-based genre analysis and use software to analyze a corpus of earnings releases in order to investigate the language and the structure of this financial genre. Then, they will be taught how to carry out an event study to test whether the earnings releases in the corpus had a short-term effect on the stock market in terms of a firm's value. The main objectives of the course will be (i) to enable students to critically evaluate whether the effect of language on a firm's value can be tested using the findings of a corpus-based genre analysis, (ii) to encourage students to reflect on firms' common engagement in impressions management of their (weak) performances using evaluation, obfuscation, and attributional framing, and (iii) to enable students to assess the extent of objectivity and transparency of unregulated financial disclosure in earnings releases.

References:

Crawford Camiciottoli, B., 2013. Rhetoric in financial discourse: A linguistic analysis of ICT mediated disclosure genres. Amsterdam: Rodopi.

Davis, A.K., Piger, J.M., and Sedor, L.M. (2006). Beyond the numbers: An analysis of optimistic and pessimistic language in earnings press releases, Working paper, Federal Reserve Bank of St. Louis.

Henry, E., (2008). Are Investors Influenced By How Earnings Press Releases Are Written? *Journal of Business Communication*, 45(4), 363-407.

Rutherford, B.A., (2005). Genre Analysis of Corporate Annual Report Narratives: A Corpus Linguistics-Based Approach. *Journal of Business Communication*, 42 (4),349-378.

Instruction videos for the international market- Is 'English only' an option?

Nederstigt, Ulrike & Hilberink-Schulpen, Béryl

The number of companies operating on an international market is growing steadily. This means that these companies also have to adapt to consumer needs on the different markets, this is reflected in the growing number of languages and pages of written product manuals. Despite companies' efforts to accommodate different consumer needs in their written manuals, research has shown that dynamic instructions work better than static (written) instructions (Castro-Alonso, Ayres & Paas, 2016). A number of companies have started offering video instructions on their webpages or platforms such as YouTube.

The question is whether this type of instruction has to be adapted to the languages used on the respective markets or whether a standardized English version is equally effective, but less cost intensive. The effectiveness not only has consequences for the product use, but also for quality evaluation (Gök, Ersoy, & Börühan, 2019) and consumers' brand loyalty (Selnes, 1993) and the costs caused by incorrect product use.

Research on the effectiveness of foreign languages use in job and product ads and in commercials in non-English-speaking countries has shown inconclusive results. Research on the effectiveness of the use of English in job ads for example revealed that the effect of the use of English is limited, if effects can be shown at all (e.g. Van Meurs, Korzilius, Planken, & Fairley, 2007). The problem with most of these studies is that effectiveness is measured by means of a questionnaire which is often unable to adequately measure the understanding of the language used, and the effectiveness in terms of actual behaviour.

For the present study, we devised an experiment that is able to measure understanding and effectiveness in terms of behaviour. We created two versions of an instruction video on how to builda little LEGO house which differed only with respect to the language used in the video (native Dutch or English). Participants watched the video and were asked to follow the instructions. We measured both actual performance and attitude data to be able to make a comparison between the two

Our results show that in general there is no difference in the attitudes towards the Dutch and the English video. However, we found some differences with respect to the behavioural data between the Dutch and English version.

References:

Castro-Alonso, J. C., Ayres, P., & Paas, F. (2016). Comparing apples and oranges? A critical look atresearch on learning from statics versus animations. *Computers & Education*, *102*, 234-243.

Gök, O., Ersoy, P., & Börühan, G. (2019). The effect of user manual quality on customer satisfaction: the mediating effect of perceived product quality. *Journal of Product & Brand Management*.

Selnes, F. (1993). An examination of the effect of product performance on brand reputation,satisfaction and loyalty. *European Journal of Marketing*, 27(9), 19-35.

Van Meurs, F., Korzilius, H., Planken, B., & Fairley, S. (2007). The effect of English job titles in job advertisements on Dutch respondents. *World Englishes*, 26(2), 189-205.

National cuisines from the perspective of online restaurant reviewers: a corpus-informed text analysis

Nichele, Elena

This article questions whether the national cuisine served at a restaurant has an influence on the topics online reviews deal with and on what basis such aspects of the dining experience are evaluated. The popularity of online platforms like TripAdvisor is rapidly increasing, as reviewers constantly describe and rate their past dining experiences publicly.

This project stems from a PhD thesis on the key factors affecting the evaluation of restaurants in the UK, focusing especially on Italian restaurants located in Lancaster, a small university city in the North-West of England. Through a comparison between reviews of Italian restaurants and restaurants serving other national cuisines, located in the same city, this work explores how such references to topics vary depending on the cuisine. To accomplish this, the reviews of eight restaurants serving Italian cuisine have been collected and constitute one corpus. Meanwhile, the reviews of twenty-five restaurants, serving seven other national cuisines have been grouped in a reference corpus.

The corpus-informed text analysis has involved the aid of the software tool for linguistic analysis Wmatrix (Rayson, 2003). Firstly, the frequency lists of the two corpora have been examined and compared. Secondly, the occurrences of the most frequent words in both corpora have been looked at, scrutinizing each concordance line where they appeared and categorising it according to the aspect evaluated. Finally, the presence or absence of topics in the two corpora has been taken into consideration, questioning how the topics that featured in all reviews were discussed, depending on the cuisine served by the restaurants. Secondly, the frequency of discussion of the topics in the reviews has been considered to investigate how important each component of the dining experience was for the reviewers and whether the cuisine influenced such relevance.

The ultimate objective of this paper is to shed light on the expectations and potential national stereotypes or perceptions that local consumers may hold towards national cuisines and, particularly, with regards to the Italian cuisine. The work will question the impact of the national cuisine served at a restaurant on the reviewers' final evaluation of their dining experience and how they express it on a publicly accessible platform, with special reference to the language they employ.

References:

Rayson, P. (2003). Matrix: A statistical method and software tool for linguistic analysis throughcorpus comparison. Ph.D. thesis.

How can business English teaching become more "BELF-aware"?

Nielsen, Tone Holt
Panel 7

The rapid spread of English used as a Lingua Franca in business, BELF, has spurred a growth in research on the nature of its use and practices, as well as discussions on how these findings could impact on Business English (BE) teaching (e.g. Kankaanranta et al. 2015). However, BELF is a moving target, and learning needs are often local (Leung & Lewkowicz, 2018). In the Nordic context, English proficiency is generally high, and it is widely used as a corporate language in the region's multinational corporations (MNCs). Therefore, this presentation will explore how findings from two studies on BELF use in MNCs in Norway can inform practices in the Business English classroom.

The studies are qualitative case studies across seven MNCs using interviews and the observation of a multinational team meeting. Findings showed characteristics of BELF, and how it was used to solve awide array of tasks, the importance of accommodation, and how shared repertoires of BELF communication practices were developed locally, for instance "company speak" at the MNC level, ora team's "tribal language". BELF practices varied not just according to context, but also with interlocutors, and while many informants stressed the advantages of multilingual resources and linguacultural knowledge, they also maintained that high linguistic proficiency in English could be advantageous.

The presentation will outline how findings from these studies could inform BE teaching through the creation of a classroom environment fostering students' confidence as BELF users where they can develop flexible repertoires of BELF communication practices, both as individuals and in groups.

Indeed, creating a classroom environment that mirrors potential workplace practices might start students on their trajectories from learners to users of BELF. Last, a specific, local need to be met for advanced speakers of English in the Nordic region, would also be to aim for not just flexible BELF skills, but a repertoire that includes high linguistic proficiency in English, as that is indeed achievable for many of these students.

References:

Kankaanranta, Anne, Leena Louhiala-Salminen & Päivi Karhunen. 2015. English in multinational companies: implications for teaching "English" at an international business school. *Journal of English as a Lingua Franca* 4(1). 125-148.

Leung, Constant & Lewkowicz, Jo. 2018. English Language Teaching: pedagogic reconnection with the social dimension. In Jenkins, Jennifer, Baker, Will and Dewey, Martin (eds.), *The Routledge Handbook of English as a Lingua Franca*. Abingdon and New York: Routledge, 61-73.

Interactive alignment in business conversation

Oben, Bert & Jacobs, Catho

LITERATURE: Interactive language use inherently involves a process of coordination, which often leads to matching behaviour between interlocutors at different semiotic channels: speakers for instance align in terms of lexical choice (Brennan & Clark 1996), prosodic features (Szczepek Reed 2010) or manual gestures (Holler & Wilkin 2011). Although there is debate on the (cognitive) underpinnings of the phenomenon, there is agreement on the benefits of multimodal alignment:

- increase of conversational fluency (Van Baaren et al. 2009)
- increase of task efficiency (Louwerse et al. 2012)
- increase of interpersonal attraction and liking (Chartrand & Bargh 1999)

RESEARCH QUESTIONS: Most of the research on the topic provides evidence based on dialogues in which interlocutors perform a collaborative task, i.e. they play a matching or puzzle game under controlled experimental conditions. In our work we extend these existing findings to a business oriented conversational setting. Our main research questions, then, are whether alignment in business discourse is positively correlated to (i) task performance and (ii) interpersonal liking. For both questionswe take into account both verbal (i.c. lexical) and non-verbal (i.c. hand gestures) alignment.

METHOD: We have conducted an experiment in which pairs of interlocutors are given roles within a business communication setting. Participants (n=40) were asked to engage in one of two different activity types: providing technical instructions and job interviews. For both activity types a confederate either copied or refrained from copying the participant (cf. Chartrand & Bargh 1999), thus creating two conditions: alignment and non-alignment. As indicators of task performance we use task completion times and error rates for the instructions, and recruitment rates for the job interviews. Drawing from McCroskey et al. (2006) we use a questionnaire to measure interpersonal attraction and liking. The analyses of the data still have to be carried out, but we hypothesize positive correlations between multimodal alignment on the one hand, and task performance and interpersonal liking on the other.

References:

Brennan, S. E., & Clark, H. H. (1996). Conceptual pacts and lexical choice in conversation. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *22*(6), 1482.

Chartrand, T. L., & Bargh, J. A. (1999). The chameleon effect: the perception–behavior link and social interaction. *Journal of personality and social psychology*, *76*(6), 893.

Holler, J. & Wilkin, K. (2011). Co-speech gesture mimicry in the process of collaborative referring duringface-to-face dialogue. *Journal of Nonverbal Behavior,* 35, 133-153.

Louwerse, M. M., Dale, R., Bard, E. G., & Jeuniaux, P. (2012). Behavior matching in multimodal communication is synchronized. *Cognitive science*, *36*(8), 1404-1426.

McCroskey, L. L., McCroskey, J. C., & Richmond, V. P. (2006). Analysis and improvement of the measurement of interpersonal attraction and homophily. *Communication Quarterly*, *54*(1), 1-31.

Reed, B. S. (2010). Prosody and alignment: a sequential perspective. *Cultural Studies of Science Education*, *5*(4), 859-867.

Van Baaren, R., Janssen, L., Chartrand, T. & Dijksterhuis, A. (2009). Where is the love? Social aspects of mimicry. *Philosophical Transactions of the Royal Society B, Biological sciences* 364, 2381-2389.

Beyond disciplinary boundaries. Co-creating language-sensitive communication courses

Orlova, Elena & Martynova, Tatyana

The era of inter/transdisciplinary solutions to complex societal problems stimulates changes in business education programs. While some of wicked problems (climate change, poverty, financial crises, etc.) are being approached by integration of theories, methods and practices from STEM, social and humanitarian disciplines, the potential of language and communication education stays underexplored and underexploited in terms of inter/transdisciplinary solutions. English as a foreign language (EFL) and communication as independent disciplines need to evolve in the context of inter/transdisciplinary learning and teaching which can become a viable alternative to the future of language education at business school.

This study focuses on the design and implementation of a language-sensitive communication course "Business communication skills seminar" for CEMS Master's in International Management students. It is basically a communication course enhanced by the English language learning as an instrument which is critical to being effective in communication. The course relieson 5 key concepts: transdisciplinarity, co-creation, boundary crossing and boundary objects, and diversity that explicate our professional vision on the emerging quality and value of communication courses for students at business school.

Transdisciplinarity as an ultimate discipline integration level (Meeth, 2012) means 'beyond the disciplines' and enables students to get engaged in the process of solving real-life business problems when they come to understanding what disciplinary knowledge can contribute to a solution. Co-creation is central to transdisciplinary course design since the process of collaboration offers alternatives to a single-author view. It is also invaluable for students who co-create 'projects emerging from within communities and with people, rather than for or about them' (Cizec, Uricchio et al., 2019). The organization of collaboration and integration processes is a challenge by itself as participants need to

- define the common territory that outlines the integration and is known as boundary crossing,
- specify items or boundary objects to be analyzed and re-interpreted by different agents (Suchman, 1994).

The success of transdisciplinary integration and co-creation is attainable given that diversity at all levels of the process is embraced.

In this research a case study method was used to gain insights how to design and implement transdisciplinary courses more efficiently and effectively. The data were gathered from the analysis of the organization and realization of "Business communication skills seminar" course from 2013 to 2019 by a team of business school instructors and corporate partners with diverse areas of professional expertise: language and communication, social psychology, business ethics, financial analytics, marketing and IT. The course content and teaching approach have undergone several transformations and now it has evolved to a new quality of a transdisciplinary language-sensitive communication course with the main attributes: cognitive challenge and value tostudents.

References:

Cizec K., Uricchio W. 2019. Collective wisdom: co-creating media within communities, across disciplines and with algorithms. MIT open documentary lab. https://wip.pubpub.org/collectivewisdom

Meeth, R. (2012). Interdisciplinary studies: a matter of definition, Change: The Magazine of Higher Learning, 10(7), 10.

Suchman, L. (1994). Working relations of technology production and use. Computer Supported Cooperative Work (CSCW), 2, 21-39.

How CSR is visualised: The evolving role of photographs in Inditex's corporate reports

Pérez, Pilar

It is true that a few studies have dealt with the role of photographs in communicating Corporate Social Responsibility, or CSR (Breitbarth et al., 2010; Rämö, 2011; Höllerer et al.,2013). In general, however, this remains a neglected field. Accordingly, the present paper will seek to investigate the extent to which corporations make use of images to illustrate concepts related to CSR, as well as to shed light on how such use has evolved.

To these ends, a case study was designed to analyse the use of images in the CSR or Integrated Reports issued by Inditex, the world's biggest fashion retailer (www.inditex.com).The methodology applied was that of quantitative content analysis (QCA). This focuses on quantification to establish the frequency of visual elements in a defined corpus and is described by Rose (2001) as objective. QCA provides information that is especially valuable for diachronic studies (Bell, 2001; Grittmann & Lobinger, 2011).

In the study, QCA was used to analyse a total of 1,680 photographs featuring in the reports published by Inditex between 2002 and 2019. These images were coded and classified with respect to: (i) their size; (ii) the concept about which they provide visual information; and (iii) the various visual motifs used to communicate these concepts throughimages. The findings show how Inditex's use of photographs in corporate reports has evolved through three different stages over the last two decades, with photographs playing a different role in each stage. These results can provide the basis for other, broader studies designed to establish a general pattern.

References:

Bell, Ph. (2001). Content Analysis of Visual Images, in T. van Leeuwen & C. Jewitt, (eds). *Handbook of Visual Analysis* (pp. 10–34). London: Sage.

Breitbarth, T., Harris, P., Insch, A. (2010). Pictures at an exhibition revisited: reflections on a typology of images used in the construction of corporate social responsibility and sustainability in non-financial corporate reporting. *Journal of Public Affairs, 10*, 238–257.

Grittmann, E. y Lobinger K. (2011). Quantitative Bildinhaltsanalyse. In T. Petersen & C.Schwender, (eds.). *Die Entschlüsselung der Bilder. Methoden zur Erforschung visuellerKommunikation. Ein Handbuch*. (pp. 145-162) Köln: Halem.

Höllerer, M., Jancsary, D., Meyer, R. y Vettori, O. (2013). Imageries of corporate social responsibility: Visual recontextualization and field-level meaning. En: Institutional Logicsin Action, Part B (Research in the Sociology of Organizations, Volume 39 Part B) (pp. 139–174). Emerald Group Publishing Limited, Bingley, UK.

Rose, G. (2001). Visual Methodologies. An Introduction to the Interpretation of Visual Materials. London: Sage

Rämö, H. (2011). Visualizing the Phronetic Organization: The Case of Photographs in CSR Reports. *Journal of Business Ethics, 104***,** 371–387.

The BNC choir: Modulating brand tone of voice for bad news communications

Pizzedaz, Barbara
Panel 8

The term brand *tone of voice* (ToV) describes how companies use and adapt their particular linguistic style or registers to convey their personality and values at every "touchpoint", or situation involving interaction with stakeholders (Delin 2005). Recently, increasing research attention has been devoted to the different modulations of ToV (e.g., Falcinelli 2018; Delin 2017; Nölke 2012). Nonetheless, limited access to companies for ethnographic research means that little of this analysis has focused on the post-purchase stage of customer communication. Moreover, although their potential strategic role in maintaining long-term relations with customers makes them one of the most significant types of touchpoint occurring at this stage, existing research makes no explicit mention of bad news communications (BNCs).

The paper attempts to address the resultant research gap by posing the following questions:

1. How do companies modulate their ToV for use in BNCs in practice?
2. Who participates in the modulation process and to what extent?

To answer them, it draws on ethnographic fieldwork, specifically interviews with various actors involved in the BNCs production process: corporate managers and lawyers in domestic and multinational companies, and in-house authors. It analyses the text *trajectories* (Silverstein/Urban 1996; Woydack 2018) of a corpus of real, unmanipulated BNCs (relating to, e.g., rate hikes or rejections of insurance claims) sent to private customers of insurance and telecommunications companies in Austria, Germany and Italy. Preliminary results reveal how the process of modulating the ToV of BNCs involves, as in a choir, a complex interaction of various "voices" (authors) some internal, whether professional or otherwise, others external (e.g., customers, regulators, communication agencies). Moreover, linguistic tensions frequently arise between the voices as the process proceeds through repeated *entextualisation* and *recontextualisation* of individual BNCs. The end product (i.e., the ToV actually used) involves linguistic compromises and the combination of different intentions, and so is "polyvocal" (Bakhtin 1981; Linell 1998) and/or hybrid. In the latter case, it may not be fully in tune, for example when external (legal) voices must be compulsorily introduced into the BNC choir.

References:

Bakhtin, M. M. (1981). *The dialogic imagination: Four essays*. Austin: University of Texas Press. Delin, J. (2017) Corporate language and design. In Mautner, Gerlinde et al. (eds) *Handbook of Business Communication: Linguistic Approaches*, 657-676. Berlin: De Gruyter Mouton.

Delin, J. (2005) Brand Tone of Voice: a linguistic analysis of brand positions. *Journal of Applied Linguistics*, 2(1), 1-44.

Falcinelli, V. (2018) *Testi che parlano. Il tono di voce nei testi aziendali.* Firenze: Franco Cesati Editore.Linell, P. (1998) Discourse across boundaries: On recontextualizations and the blending of voices in Professional discourse. *Text - Interdisciplinary Journal for the Study of Discourse* 18 (2): 143-157.

Nölke, S. V. (2012) Tone of Voice: wenn Stimme zur Marke wird. Köln: Ed. Comevis.

Silverstein, M., Urban, G. (1996) (eds) *Natural histories of discourse*. Chicago: University of Chicago Press.

Woydack, Johanna (2018) Linguistic Ethnography of a Multilingual Call Center. Cham: Palgrave Macmillan.

The virtual business professional project: Means of honing business students' virtual and cross-cultural communication skills

Ptakauske, Aiste & Shrivastava, Archana
Panel 3

The Virtual Business Professional (VBP) is a six-week project that gives students real-world experience using communication and collaboration technologies employed in today's corporate environment. Using a social collaboration platform that is powered by Artificial Intelligence, students plan and hold virtual meetings, collaboratively conduct research, co-author documents, and use project management tools. Students hone their virtual and cross-cultural collaboration skills while developing cutting-edge solutions for the company partners of the project. In Spring 2019, the VBP project involved over 650 students from 14 universities in 9 countries. The students worked together in cross-cultural virtual teams of 5 or 6 to develop high-quality business reports on online reputation management for Starbucks, Google, and Amazon. Both authors of this paper participated in the Spring 2019 iteration of the VBP project. One author integrated the VBP project into her module of Cross-culturalManagement and Communication for undergraduate students of International Business at Vilnius University Business School (VUBS). The other author integrated the VBP into her Cross-cultural Communication module for graduate management students at Birla Institute of Management Technology (BIMTECH) in India. The cohort was composed of Retail Business, International Business, and Insurance Business majors.

Throughout the VBP project, the faculty member of VUBS used the method of cooperative learning to help her students learn to collaborate in virtual teams, understand how to assess their effectiveness in the virtual collaboration process, and hone their leadership skills in the virtual collaboration projects. The cooperative learning method is composed of the following elements:

1. Positive interdependence among student group members is structured;
2. Individual student group members demonstrate accountability for self and teammates;
3. Team membership is heterogeneous;
4. Trust, commitment, and group cohesion is promoted by means of teambuilding activities;
5. Student group members share leadership responsibilities;
6. Social skills are taught, practiced, and processed;

The teacher continuously monitors group work, documents observations, provides feedback on group functioning, and intervenes when necessary (Bennett et. al 1990). In the process of the VBP project, the faculty member of VUBS discovered that even though Elements 1, 2, and 5 were beyond her control, Elements 3, 4, 6, and 7 were essentially for developing her students' virtual and cross-cultural collaboration skills. In this paper, she particularly focuses on the importance of Elements 6 and 7 for effective training of virtual global teams in the business communication classroom.

At BIMTECH, the VBP project was used to enhance cross-cultural intelligence and intercultural communication skills. The faculty integrated several role-play simulations and discussions that prepared the students for working with international teams. Skills such as critical thinking, active listening, empathy, non-verbal cues and open-ended questions were highlighted and practiced in these simulations. In the paper, the BIMTECH faculty member discusses different tools that can be used to assess the impact of these classroom exercises and reflects on how the interpersonal/intercultural skills were improved through the VBP project.

References:

Bennett, Barrie, Rolheiser, Carol, Stevahn, Laurie. (1990). Cooperative Learning: Where Heart Meets Mind

Typos in a product recall tweet: The cost of carelessness

Raedts, Mariet & Roozen, Irene

In today's digital world, news about a product recall can be spread to thousands of peoples in just a few minutes. In order to limit reputational damage, the afflicted company must react promptly, and disseminate accurate and reliable information through its social media accounts (Zavala & Ramirez-Marquez, 2019). Due to the unexpected nature of many crisis situations and the time pressure under which many crisis communication messages have to be written (van der Meer, Verhoeven, Beentjes, & Vliegenthart, 2017), there is a good chance that word level errors in an online text will be overlooked. This paper studied the negative effects of misspelled words in a product recall tweet on readers' perceptions of the crisis communication message, the company behind the recall tweet, its products, and their buying intentions. Our study extended previous research in two ways. Most researchers only tested the direct effects of error laden messages (e.g., Mozafari, El-Alayli, Kunemund, & Fry, 2019). We examined both the direct and indirect effects of typographical errors. Secondly, we also manipulated the credibility level of the message sender. Several studies have shown that consumers hold stronger negative attitudes towards a brand when they blame the company for the recall incident (e.g., de Matos & Rossi, 2007). Data were collected through an online survey (N = 594). Participants were presented with an error-free or error-laden food product recall tweet that was posted by a company that could be held responsible for the defective product or by a company that was not to blame. Using path analyses (Hayes' process model 6), we tested the (in)direct effects of typographical errors on readers' text evaluation, corporate image, brand trust and purchase intentions. Typos had a direct and negative impact on text evaluation, and an indirect effect on reader's purchase intentions. Results also indicated that readers' perceptions of the recall tweet, of the company, and their trust in the product mediated the relationship between typos and purchase intentions, regardless of the recall context. Hence, small oversights such as typos in digital crisis communication can be costly errors.

References:

De Matos, C.A., & Rossi, C.A.V. (2007). Consumer reaction to product recalls: Factors influencing product judgement and behavioural intentions. *International Journal of Consumer Studies*, *31*(1), 109-116.

Mozafari, A., El-Alayli, A., Kunemund, A., & Fry, T. (2019). Impressions of business with language error in print advertising: Do spelling and grammar influence the inclination to use abusiness? *Current Psychology*, *38*, 1721-1727.

Van der Meer, T., Verhoeven, P., Beentjes H.W., & Vliegenthart, R. (2017). Communication in times of crisis: The stakeholder relationship under pressure. *Public Relations Review*, *43*(2),426-440.

Zavala, A., & Ramirez-Marquez, J.E. (2019). Visual analytics for identifying product disruptions and effects via social media. *International Journal of Production Economics*, *208*,544-559.

Intercultural training in three-way virtual team meetings: Exploring turn-taking, trust and rapport

Reissner-Roubicek, Sophie & Debray, Carolin
Panel 3

A common goal for universities is to foster intercultural skills to help their graduates function effectively in a globalising world. In 2020, the "ability to work collaboratively in teams of people from different backgrounds and countries" – ranked highest in Diamond et al.'s (2011) survey of global employers – more usually means being able to do this in different countries *at the same time.* So, not only is intercultural training required, but also ideally experience of virtual team communication. The use of simulations in intercultural business communication is well established, as are international virtual exchange projects conducted between groups of students at partner universities. In this presentation, we explain how we employed four different approaches to combine these benefits. We demonstrate how experiential and participative pedagogies underpinned by insights from applied linguistics, and informed by an understanding of the discursive turn in research on teamwork and leadership, have great potential to deepen student engagement and learning from such activities. The training was customised for interdisciplinary use in a UK university and its international partners, aiming to better prepare students for working in virtual global teams.

The first case involved three student teams in three different countries, in a one-off research project. The second and third cases, undergraduates on a 10-week module, and postgraduates on an intensive 1-week module respectively, involved three diverse teams connecting from different rooms on campus. Both are modules that have been running for 5 years, and incidentally used different video conferencing technology at each iteration. The fourth case involved a number of students from different backgrounds in different countries training as leaders to mentor larger groups of other students. Included among the activities that students participated in are strategies to promote rapport and build trust, a hot topic in relation to global virtual teams. Importantly, they also experimented with different turn-taking patterns and reflected on how and in what ways these were disrupted by the virtual context. Trust, and turn-taking, while seemingly disparate, are both implicated in participative (in)equality and differently influenced by cultural orientation, so making students aware of how and why this can lead to the marginalisation of team members is particularly important. Students on the postgraduate programme wrote reflective essays following their training, many of them discussing the implications for teamwork and leadership in the video conference workplace simulation. After explaining and illustrating the learning approaches taken, the presentation concludes by reporting some of these reflections along with other comments on how students have responded and benefitted from the training.

References:

Diamond, A., Walkley, L., Forbes, P., Hughes, T., & Sheen, J. (2011). *Global graduates into global leaders.* Association of Graduate Recruiters (AGR), the Council for Industry and Higher Education and CFE Research and Consulting.

The effects of language errors in hotels' online service recovery communication

Roozen, Irene & Raedts, Mariet
Panel 1

Online reviews by hotel guests can be seen as a gift or a threat for the hospitality industry. Hotel managers can use guest reviews as a useful information source to improve their services for future guests, but on the other hand, negative reviews can easily damage a hotel's reputation (Fernandes & Fernandes, 2018). Furthermore, it is important for hotel managers to set up effective response strategies as part of their service recovery strategy (Sparks & Bradley, 2017).

For many hotel managers, responding effectively to negative online guest reviews remains a communicative balancing act (Dens, De Pelsmacker & Purnawirawan, 2015). The effectiveness of the management response is related to various factors, such as personalization of the answer, using a human voice, and response speed (Sparks, So & Bradley, 2016). Speedy hotel management reactions to negative guest reviews can come with a downside. If writers are in a hurry, they may overlook typos and language errors in their own texts. Research shows that even letter-level and word-level mistakes in online and offline marketing communication negatively affect readers' perceptions of the writer and the persuasive power of the text (Mozafari, El-Alayi, Kunemund, & Fry, 2019). Research in the field of marketing and crisis communication has shown that language errors negatively affect consumers' image of a company and their buying intentions.

We extended this line of research to the hospitality industry. Using a between-subjects design, we tested whether language errors in a hotel response to a negative online guest review affect customers' perceptions of the hotel and their booking intentions. Our empirical experiment had a 2 (the hotel management could have avoided the guest complaint versus the hotel can't be blamed for the guest dissatisfier) x 2 (error-free versus error-laden management response) between subjects design. The results (N= 263, 50.19% men, average age 28.54 years (SD = 9.54; min 20; max 73 years)) show that language errors significantly negatively influence customers' perceptions of the hotel's expertise, its reputation, and its trustworthiness. Language errors also affect customers' booking intentions. Therefore, hotels should pay significant attention to avoid language errors in their online service recovery communication.

References:

Dens, N., De Pelsmacker, P. & Purnawirawan, N. (2015). "We(b)care" How review set balance moderates the appropriate response strategy to negative online reviews, *Journal of Service Management*, *26*(3), 486-515.

Fernandes, T., & Fernandes, F. (2018). Sharing dissatisfaction online: Analyzing the nature and predictors of hotel guests negative reviews. *Journal of Hospitality Marketing & Management, 27*(2), 127-150.

Mozafari, A., El-Alayli, A., Kunemund, A., & Fry, T. (2019). Impressions of business with language error in print advertising: Do spelling and grammar influence the inclination touse a business? *Current Psychology*, *38*, 1721-1727.

Sparks, B. A., & Bradley, G.L. (2017). A "triple A" typology of responding to negative consumer-generated online reviews. *Journal of Hospitality & Tourism Research, 41*(6), 719-745.

Sparks, B.A., So, K.K.F., & Bradley, G.L. (2016). Responding to negative online reviews: The effects of hotel responses on customer inferences of trust and concern. *Tourism Management, 53*, 74-85.

The presentation audience: Observation versus active-learning

Rosenberg, Stacy

During the fall 2019 semester, I conducted a teaching and learning research project in 3 sections of my Strategic Presentation Skills course. This is a required, core course for students studying in a variety of graduate programs (from public policy to data analytics) relevant to management. The study was developed in consultation with my university's teaching and learning office.

My course is designed to enable students to present 3 in-class, graded presentations over a 7-week period. The presentations are 8-10 minutes per student and there are 12 students in each section. Thus, students spend 3 weeks of the course mainly sitting as the audience.

Research Question: To what extent does the type of activity that the audience engages with during peer presentations impact their ability to identify tactics covered in the course as well as identify areas for personal improvement?

Hypothesis: When students use the examples form they will be able to better identify areas for personal improvement as compared to using a rubric or merely observing the presentations.

Study Design: During all 6 in-class, graded presentation days students either: (1) observed their peers' presentations; (2) completed a rubric while observing the presentations; or, (3) completed an examples form while observing the presentations. (Students rotated through all 3 of the conditions.) At the end of class, students responded to a prompt via my LMS asking a self-reflective question about the skills covered in the course. This resulted in 206 responses which I coded across 6 dimensions.

Results: Surprisingly, students who simply observed their peers' presentations scored higher, on average, than those using either the rubric or the examples form. My hypothesis was based on the premise that active-learning would result in higher scores.

I would be honored to further share the details of this study – including example responses and a breakdown of the results across all 6 dimensions -- with the ABC Regional Conference attendees in Vienna in August 2020. Thank you, sincerely, for your time and consideration.

The “New Oratory”: when “face-to-face” oral presentations are disseminated digitally

Rossette-Crake, Fiona
Panel 2

Thanks to the advent of online video, the past two decades have seen the development of a number of new spoken discourse practices, from corporate keynotes and investor pitches to TED talks and three-minute-thesis presentations. These new formats have led to a paradigm shift in public speaking practice, conceptualised under the term “the New Oratory” (Rossette-Crake 2019). This contribution investigates these cases of monologic spoken communication, namely their hybrid status: they enact a “two-tiered” setup in that they are live performances that are at the same time recorded to be viewed online. Such digital dissemination has transformed the terms of delivery of the live performance, conditioning choices at both the linguistic and multimodal levels, to found a new “digital eloquence”.

These formats are inextricably linked to the corporate world and can only be understood in light of the enormous transformations that have occurred in business communication strategy and practice within the new digital economy. While the New Oratory now engages actors from numerous discourse communities, its development can be traced to the start-up, high-tech sector, and to the prominent role entrepreneurs and CEOs are now called upon to play in corporate branding. It provides examples of recent additions to the growing list of spoken professional genres (Koester and Handford 2013) and has become an essential part of corporate communication (Frandsen and Johansen 2014). Drawing on examples of keynotes and investor pitches, I will argue that it is precisely thanks to the interplay between the dimensions belonging respectively to the live/“face-to-face” and digitally-mediated channels that business actors succeed in effectively embodying and hence promoting the values of the company. More generally, this contribution will engage in one of the stakes of the panel theme by examining the tension between this type of embodied discourse (i.e. discourse produced by a speaker who is physically present and whose body is in full view of the audience), and the many forms of disembodied forms of virtual, anonymous and/or machine-generated discourse that now abound within the digital landscape.

In a revised version of this paper, I will address the above issues in light of the COVID-19 pandemic, which forced most of the New Oratory formats to adopt a 100%-online setup, hence foregoing the live audience. Indeed, a comparison between “pre-pandemic” and “pandemic” videos will bring into sharp focus the problems of embodiment upon which the online medium is contingent.

References:

Cameron D (2000) Good to talk? Living and working in a communication culture. New York:Sage.

Fairclough N (1994) Conversationalisation of public discourse and the authority of the consumer. In Keat R,Whitely N and Abercrombie N (eds) *The Authority of the consumer*. London: Routledge, pp. 235-249.

Frandsen, F, Johansen, W (2014) *Corporate Communication*. In Bhatia V and Bremner S (eds) *The Routledge Handbook of Language and Professional Communication*. London, New York: Routledge, pp. 220-236.

Hall Jamieson K (1988) Eloquence in an Electronic Age, The Transformation of PoliticalSpeechmaking. Oxford: Oxford University Press.

Halliday MAK (1985) *Spoken and Written Language*. Oxford: Oxford University Press.

Koester A and Handford M (2013) Spoken professional genres. In Gee J and Handford M(eds*) The Routledge Handbook of Discourse Analysis*, pp. 252-267.

Kress G and Van Leeuwen T (2006) *Reading Images: The Grammar of Visual Design*. London: Routledge.

Rossette-Crake F (2019) Public Speaking and the New Oratory: a Guide for Non-NativeSpeakers. London: Palgrave Macmillan.

“The world championship in misunderstanding”: An investigation into communication in a shipbuilding project. Findings from researchers’ and business students’ perspectives.

Rygg, Kristin

This presentation has two parts; first, to present and reflect on a scholarly study based on data from a professional setting, and secondly, to reflect on how the same study functioned as a case study used in two classes on intercultural business communication.

The scholarly study investigates the communication, which took place at a shipyard in South Korea when a Norwegian logistical supply vessel was being built. The Norwegian Navy project manager described the collaboration between the Norwegian Royal Navy personnel and the shipyard personnelas “the world championship in misunderstanding”.

The data were collected from interviews with those involved at the Norwegian navy base, a Norwegian engineer who was hired because of his previous experience with international projects, and workers involved at the shipyard in South Korea. Analysis based on a grounded theory approach (Morse et al.,2016) coupled with a linguistic discourse analysis (Dörnyei, 2007) found reasons for the misunderstandings that correspond well with earlier studies on Norwegian and Korean culture and communication.

While there is a large body of cross-cultural research which examines communication between national groups, from both an emic and an etic perspective (Romani et al., 2014: 17), there is also room for investigating meaning in interactions from a wider perspective such as organisation culture (Steers,et al., 2013), professional identities (Lee, 2014) and insider/outsider perspectives (Merton, 1972). In this study, we found evidence that there were more at play than national culture differences.

While business environments in reality are becoming more complex and multifaceted, many courses on intercultural communication still tend to teach from an essentialist perspective (Ly and Rygg, 2016). We re-wrote the study above into a case study and tried it out in two courses with the aspiration that the outcome would be more than an insight into national differences.

The second part of this presentation reflects on the learning outcomes of the case study used in class as seen from both the students’ and the lecturers’ perspectives.

References:

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University Press.

Lee, H. J. (2014). Identities in the global world of work. *Global leadership practices: Cross cultural management perspective*, 85-107.

Ly, A., & Rygg, K. (2016). Challenges of teaching intercultural business communication in times of turbulence. In *Intercultural Competence in Education* (pp. 215-236). Palgrave Macmillan, London.

Merton, R. K. (1972). Insiders and outsiders: A chapter in the sociology of knowledge. *American journal of sociology*, *78*(1), 9-47.

Morse, J. M., Stern, P. N., Corbin, J., Bowers, B., Charmaz, K., & Clarke, A. E. (2016). *Developing grounded theory: The second generation*. Routledge.

Romani, L., Primecz, H., & Bell, R. (2014). There is nothing so practical as four good theories. *Global leadership practices: A cross-cultural management perspective*, 13-47.

Steers, R. M., Nardon, L., & Sanchez-Runde, C. J. (2013). *Management across cultures: Developing global competencies*. Cambridge University Press.

Language and communication in the context of migrant care work: The case of Ukrainian care workers in Austria

Savych, Zlatoslava

In recent decades, rapid population ageing around the world has significantly increased the need for older adult care provision (Lutz 2018). In many European countries, a prominent role in meeting the care needs of the older population has been played by migrant workers, who are often employed as live-in caregivers, care assistants and nurses in private households and in publicly or privately funded care services (e.g. Shutes 2012; Lutz 2018). This interconnection between care labour and migration has attracted much scholarly attention in recent years. Previous studies on migrant care work have extensively focused on various political and socioeconomic implications of care migration in different regions and countries (e.g. Kniejska 2015; Österle & Bauer 2016; Miyazaki 2018) as well as explored the gender, class and immigration status inequalities that arise in the context of migrant care labour (e.g. Karakayali 2010; Lutz 2016; Michel & Peng (eds.) 2017). Yet there is still relatively little linguistic research on the role of language in the context of care migration, in particular regarding the workplace communication in care settings and the everyday language practices of migrant careworkers. Drawing on narrative interviews with care workers from Ukraine and care recipients in Austria, this research project seeks to fill this gap and aims to explore the interrelationship between transnational migration, care labour and language. More specifically, the following research questions will be addressed:

- What communicative and cultural challenges arise both for caregivers and care recipients in the context of care migration?
- What strategies are used by migrant care workers and older people to meet these challenges?
- How do work-related communicative demands influence the migrant caregivers' daily communicative practices and language use?
- How are migrants' linguistic repertoires redefined and transformed in the context of migration and care work?

References:

Karakayali, Juliane. 2010. Transnational Haushalten. Biografische Interviews mit care workers aus Osteuropa. Wiesbaden: Springer.

Kniejska, Patrycja. 2015. Migrant Care Workers aus Polen in der häuslichen Pflege. Wiesbaden: Springer.

Lutz, Helma. 2018. "Care migration: The connectivity between care chains, care circulation and transnationalsocial inequality" *Current Sociology Monograph* 66(4): 577–589.

Lutz, Helma. 2016. "'Good motherhood' – A dilemma for migrant women from Eastern Europe". In Anna Amelina, Kenneth Horvath und Bruno Meeus (eds.), *An anthology of migration and social transformation. European perspectives*. London: Springer, 245–258.

Michel, Sonya; Peng, Ito (eds.). 2017. Gender, migration, and the work of care: A multi-scalar approach to the pacific rim. Wiesbaden: Springer.

Miyazaki, Rie. 2018. "Migrant care workers and care-migration policies: A comparison between Italy and Japan". *Asia Europe Journal* 17(2): 161–177.

Österle, August; Bauer, Gudrun. 2016. "The legalization of rotational 24-hour care work in Austria: Implications for migrant care workers". *Soc Pol* 23(2): 192–213.

Shutes, Isabel. 2012. "The employment of migrant workers in long-term care: dynamics of choice and control". *Journal of Social Policy* 41(1): 43–59.

Achieving general and specific aims in business presentations

Sazdovska, Jasmina

This talk will outline the results of a research study conducted on business presentations performed by MBA students. The discourse analysis study focuses on how successfully students accomplish professional aims in their talks.

There are two levels of analysis. The first level is a top-down approach which looks at the overall aim of the talk as defined by the genre (Swales, 1990) and the promotional nature (Bhatia, 1993) of business talks. The second level is a bottom-up analysis of the individual, specific aims defined as speech acts (Austin, 1963; Searle, 1969). The speech acts are categorised into four groups based on Halliday and Hasan's (1989) overview of language functions. The four categories are: organisational (reflecting the structure of the presentation), informative (conveying data), cooperative (establishing rapport and a connection with the audience) and territorial (asserting the speaker's independence). In order to evaluate how well goals are accomplished, the study compares the overall aim of the presentation with the frequency of occurrence of each speech act category as well as the distributionand placement of speech acts in the talk.

The results indicate that presenters from China, India and Turkey had a much higher count of cooperative acts (51.6%) compared to speakers from Hungary and the United States (23%) despite the fact that the overall aim was promotional in all cases. A possible explanation for this difference could be that the presenters who were being highly cooperative come from cultures which are considered to be more collectivistic (Hofstede, 2001). In terms of the distribution of the speech acts, the lack of organisational acts at the end of some presentations indicated that the final summary and conclusionwere either missing or not explicitly signposted. This could be one of the contributing factors for the lower final grades in the assessment of these cases.

Practical implications of the research include recommendations on effective training and teaching of presentation skills. The results suggest that more attention needs to be paid to developing cooperative and organisational communicative strategies. The key finding relates to incorporating a wider scope of cultural considerations both in the planning and evaluation of business presentations.

References:

Austin, J. L. (1962). *How to do things with words*. Oxford: Oxford University Press.

Bhatia, V. K. (1993). Analysing genre: Language use in professional settings. London: Longman.

Halliday, M. A. K., & Hasan. R. (1989). Language, context and text: aspects of language in a social-semiotic perspective. Oxford: Oxford University Press.

Hofstede, G. (2001). *Culture's Consequences: comparing values, behaviors, institutions, and organizations across nations* (2nd ed.). Thousand Oaks, CA: SAGE Publications.

Searle, J. R. (1969). *Speech acts*. Cambridge: Cambridge University Press.

Swales, J. (1990). *Genre analysis: English in academic and research settings*. Cambridge: Cambridge UniversityPress.

The epistemic co-construction of professional expert identity in sales pitches

Schoofs, Kim

In sales pitches, salespeople often attempt to demonstrate their expertise. Yet, expertise is an "inherently interactional" (Summerson Carr, 2010, p. 18) phenomenon. The interactional nature of expertise is reflected in Heritage's (2012a) epistemic model, which differentiates between interlocutors' epistemic status and stance. On the one hand, epistemic status – or, individuals' "rights and obligations to 'know'" (De Stefani & Mondada, 2017, p. 97) – is positioned on an "epistemic gradient" (Heritage, 2012a, p. 5), from more ([K+]) to less ([K-]) knowledgeable. On the other hand, epistemic stance is "encoded, moment by moment, in turns at talk" (Heritage, 2012a, p. 7). While epistemic status and stance may be congruent in interaction, they can also be (re)negotiated in "epistemic competitions" (De Stefani & Mondada, 2017, p. 97).

In this case study, the local-interactional construction of expert identity was studied in a corpus of salesperson-customer interactions. The corpus consists of 35 audio-recorded authentic Belgian sales pitches by sales people selling a variety of products (viz. cars, glasses and alarm installations). Importantly, both professional and lay customers are included in the data. Consequently, the corpus allowed for an exploration of the interactional negotiation of professional expert identity within different sets of interlocutors, characterized by varying degrees of epistemic status.

Methodologically, a micro-analytical lens was applied to fine-grained transcriptions of the corpus, in order to uncover the linguistic forms (e.g. pronouns, jargon, prosody, …) employed by both salespeople and customers to index their epistemic status and stance. Additionally, the analyses focused on the sequential resources (see e.g. Heritage, 2012b) by which interlocutors negotiated their expert identity in a moment-by-moment fashion, thereby making visible "epistemic competitions" (DeStefani & Mondada, 2017, p. 97). In conclusion, this case study uncovers the fine-grained, interactionally negotiated nature of expertise in sales pitches.

References:

De Stefani, E., & Mondada, L. (2017). Who's the expert? Negotiating competence and authority inguided tours. In D. Van De Mieroop & S. Schnurr (Eds.), *Identity struggles: Evidence from workplaces around the world* (pp. 95-123). Amsterdam: John Benjamins.

Heritage, J. (2012a). Epistemics in action: Action formation and territories of knowledge. *Research on Language & Social Interaction, 45*(1), 1-29.

Heritage, J. (2012b). The epistemic engine: Sequence organization and territories of knowledge. *Research on Language & Social Interaction, 45*(1), 30-52.

Summerson Carr, E. (2010). Enactments of expertise. *The Annual Review of Anthropology, 39*, 17-32.

Translation of corporate values in multinational corporations

Schrøder, Victoria Susanne Nydegger
Panel 8

Language has become a central area of research within International Business (Angouri & Piekkari, 2018; Brannen, Piekkari, & Tietze, 2014) and is no longer considered a "forgotten factor in multinational management" research (Marschan, Welch, & Welch, 1997). The role of interlingual translation however has generally been overlooked due to an "implicit assumption of monolingualism" (Piekkari, Tietze, &Koskinen, 2019).

When translating corporate communication, linguistic and cultural adaptations are recommended for the communication to serve its communicative purpose (Barmeyer & Davoine, 2013; Bjørge et al., 2017; Gertsen & Zølner, 2012). Such a target oriented translation approach is said to have a positive impact on communicative effectiveness since it can minimise any alteration in meaning and rhetorical function between the source and target texts (Tréguer-Felten, 2017). Still, MNCs are often reluctant to allow any such adaptations possibly because they fear that this goes against the goal of a strong unified global brand (Helin & Sandström, 2008; Tréguer-Felten, 2014).

A case that has the potential to shed light on this paradox is that of Keolis, a French multilingual MNC that has chosen to let their subsidiaries translate the global corporate value statement into the local languages and adapt it to local business contexts. In the first paper of my PhD dissertation I present a linguistic analysis and comparison of Keolis' set of corporate values. The data used are the corporate value statements found on the Keolis Group's corporate website (source text) and the translated and adapted content on subsidiary websites (target texts).

As the target texts are radically rewritten, systemic functional linguistics (SFL) is proposed as a methodological lens to uncover translation shifts. SFL is a theoretical foundation that has been widely used in translation studies (Munday & Zhang, 2017). SFL divides language into three metafunctions that together create meaning: textual, ideational and interpersonal (Koller, 2012; Pollach, 2005; Rike, 2013). In my analysis I aim to "bring out all metafunctional strands of meaning" (Kim & Matthiessen, 2017) in my dataset. This includes an analysis of textual structure and layout including multimodal web resources (textual metafunction), qualitative content and attribution analysis (ideational metafunction) and an analysis of the relationships that are constructed textually, and the attitudes that are conveyed, using social actor analysis (Darics & Koller, 2017, 2019). The identified translation shifts were then interpreted using knowledge about Keolis' business context and local subsidiary context (using the secondary data), and the GLOBE cultural dimensions (House, Hanges, Javidan, Dorfman, & Gupta, 2004).

The findings suggest that subsidiaries that are encouraged to adapt corporate values to local language and context may still choose to stay in line with group policies in their adaptations, using the value terms as vessels to fill with corporate content that is relevant and important for them. Adaptations which can be explained by the national culture of subsidiaries are also found.

References:

Angouri, J., & Piekkari, R. (2018). Organising multilingually: setting an agenda for studying languageat work. *European Journal of International Management*, *12*(1–2), 8–27. https://doi.org/10.1504/EJIM.2018.10009383

Barmeyer, C. I., & Davoine, E. (2013). « Traduttore, Traditore » ? La réception contextualisée desvaleurs d'entreprise dans les filiales françaises et allemandes d'une entreprise multinationaleaméricaine. *Management International / International Management / Gestiòn Internacional*,*18*(1).

Bjørge, A. K., Sandvik, A. M., & Whittaker, S. (2017). The recontextualisation of values in the multilingual workplace. *Corporate Communications: An International Journal*, *22*(3), 401–416. https://doi.org/10.1108/CCIJ-09-2016-0062

Brannen, M. Y., Piekkari, R., & Tietze, S. (2014). The multifaceted role of language in international business: Unpacking the forms, functions and features of a critical challenge to MNC theory and performance. *Journal of International Business Studies*, *45*, 495–507. https://doi.org/10.1057/jibs.2014.24

Darics, E., & Koller, V. (2017). *Language in business, language at work*. Palgrave.

Darics, E., & Koller, V. (2019). Social Actors “to Go”: An Analytical Toolkit to Explore Agency in Business Discourse and Communication. *Business and Professional Communication Quarterly*,*82*(2), 214–238. https://doi.org/10.1177/2329490619828367

Gertsen, M. C., & Zølner, M. (2012). Reception and recontextualization of corporate values in subsidiaries. In *Global collaboration: Intercultural experiences and learning* (pp. 137–150).Springer.

Helin, S., & Sandström, J. (2008). Codes, Ethics and Cross-Cultural Differences: Stories from the Implementation of a Corporate Code of Ethics in a MNC Subsidiary. *Source: Journal of Business Ethics*, *82*(2), 281–291. https://doi.org/10.1007/sl0551-008-9887-9

House, R. J., Hanges, P. J., Javidan, M., Dorfman, P. W., & Gupta, V. (2004). *Culture, Leadership,and Organizations. The GLOBE Study of 62 Societies*. London: SAGE.

Kim, M., & Matthiessen, C. M. I. M. (2017). *Ways to move forward in translation studies*. 11–26. https://doi.org/10.1075/bct.94.01kim

Koller, V. (2012). How to analyse collective identity in discourse: Textual and contextual parameters. *Critical Approaches to Discourse Analysis Across Disciplines*, *5*(2), 19–38.

Marschan, R., Welch, D., & Welch, L. (1997). Language: The forgotten factor in multinational management. *European Management Journal*, *15*(5), 591–598. https://doi.org/10.1016/S0263-2373(97)00038-8

Munday, J., & Zhang, M. (2017). Introduction. In J. Munday & M. Zhang (Eds.), *Discourse Analysisin Translation Studies* (pp. 1–10). John Benjamins. https://doi.org/10.1075/bct.94.001int

Piekkari, R., Tietze, S., & Koskinen, K. (2019). Metaphorical and Interlingual Translation in Moving Organizational Practices Across Languages. *Organization Studies*, 1–22. https://doi.org/10.1177/0170840619885415

Pollach, I. (2005). Corporate self-presentation on the WWW: Strategies for enhancing usability, credibility and utility. *Corporate Communications: An International Journal*, *10*(4), 285–301. https://doi.org/10.1108/13563280510630098

Rike, S. M. (2013). Bilingual corporate websites-from translation to transcreation? *The Journal of Specialised Translation*, (20). Retrieved from https://brage.bibsys.no/xmlui/bitstream/handle/11250/191092/Rike_2013_Bilingual.pdf?sequence=1&isAllowed=y

Tréguer-Felten, G. (2014). Rhétorique et traduction des discours de communication corporate. In M.-C. Jullion & P. Cattani (Eds.), *Le Lingue, le culture e la traduzione per la mediazione : Prospettive didattiche e di ricerca / Les langues, les cultures et la traduction pour la médiation: perspectives d’enseignement et de recherche* (pp. 48–36). Torino, Paris: Harmattan Italia.

Tréguer-Felten, G. (2017). The role of translation in the cross-cultural transferability of corporatecodes of conduct. *International Journal of Cross Cultural Management*, *17*(1), 137–149. https://doi.org/10.1177/1470595817694659

Faculty Development through Collaborative Online International Learning (COIL)

Swartz, Stephanie
Panel 3

Educators generally agree that there is a need for a systematic approach to internationalizing curricula based on a consensus on the intercultural learning outcomes imperative for graduates now entering a global work environment (Leask & Carroll 2011; Leask & Bridge, 2013). Educators are expected to be the facilitators of internationalization at institutions of higher learning (Dunne, 2011). According to Agnew and Kahn (2014), educators have a multitude of responsibilities concerning the internationalization of the home curriculum. Theymust recognize the value of global learning for faculty and students, they should reevaluate their previous teaching methods and concepts and adapt them to changes in global thinking aswell as adopt new skills in the transfer of knowledge to their students. While they themselves experience transformation in their approach to a globalized world, educators are expected to function as agents of change concerning their students and their institutions (Agnew & Kahn, 2014).

In order to fulfill these expectations and successfully implement internationalization throughout the home curricula, staff development and professional learning are essential factors (Leask & Carroll, 2011). Professional development through collaborative online international learning (COIL) is not reserved only for students, but rather instructors can be positively impacted through the exchange with colleagues from diverse institutions, backgrounds, pedagogies and practices. Instructors thereby gain global understanding which they can impart on their students and use to help facilitate intercultural curricula at their institutions (Starke-Meyerring & Andrews, 2006; Starke-Meyerring, 2010). Engaging in GVT projects across classrooms means intense collaboration and agreement on assignments, deadlines, assessment and learning outcomes, which in turn forces instructors to reevaluate their own values and methods of work. This panel contribution will describe COIL projects involving instructors from four universities in the USA and Europe and the challenges they faced creating a common team culture. While overcoming technological, institutional and cultural differences, these instructors increased their own professional learning experience.

References:

Agnew, M. & Kahn, H. (2014). Internationalization-at-Home: Grounded practices to promoteintercultural, international, and global learning. Working with Diverse Communities, 25, 31-46. Retrieved from https://files.eric.ed.gov/fulltext/EJ1092773.pdf

Dunne, C. (2011). Developing an intercultural curriculum within the context of the internationalisation of higher education: Terminology, typologies and power. HigherEducation Research & Development 30, 609-622.

Leask, B. & Carroll, J. (2011). Moving beyond 'wishing and hoping': Internationalisation andstudent experiences of inclusion and engagement. Higher Education Research & Development, 30, 647-659.

Leask, B. & Bridge, C. (2013). Comparing internationalisation of the curriculum in action across disciplines: Theoretical and practical perspectives." A Journal of Comparative and International Education, 43, 79-101.

Starke-Meyerring, D. & Andrews, D. (2006, March). Building a shared virtual learning culture. *Business Communication Quarterly,* 69, 25-49. Association for Business Communication. https//doi.org/10.1177/1080569905285543

Starke-Meyerring, D. (2010). Globally networked learning environments in professional communication: challenging normalized ways of learning, teaching and knowing. *Journal of Business and Technical Communication*, *24*, 259-266. Sage Publications.https//doi.org/10.1177/1050651910363266

Bringing global business into the classroom

Swartz, Stephanie & Shrivastava, Archana

It is indisputable that today's labor market is a global one. The top Global 500 companies listed in Fortune Magazine employ over 67 million people from 33 countries (Fortune, Global500, 2017). These top employers are headquartered in numerous countries (Stoller, 2017). In addition to the challenges of global supply chains, digitalization or the Fourth Industrial Revolution is companies' next greatest hurdle of the new century. (Schwab, 2016) Graduates entering the labor market are expected to bring business communication skills, intercultural competencies, as well as virtual project management skills in order to successfully meet the needs of employers.

Business schools keen on preparing graduates for success in a global working environment are turning to alternative classroom approaches in order to provide experiential learning.

Global virtual team (GVT) projects reflect a change in teaching methods in which instructors involve their students in virtual classroom collaborations with peers all across the globe (Starke-Meyerring, 2007, 2010). The learning outcomes are an increase in intercultural competencies, virtual teamwork and project management skills as well as business communication skills.

The Virtual Business Professional (VBP) project was initiated at the USC Marshall School of Business by a team of Business Communication professors aiming to foster professional competencies increasingly required of young graduates. The VBP project expanded internationally to include more than 10 universities and engaging over 500 students in France,Germany, India, Spain, Finland, Canada, and the United States. This research project was carried out in the Spring semesters 2019 and 2020 and involved Business Communication instructors in India (Birla Institute of Management Technology), Germany (Mainz University of Applied Sciences), France (ONIRIS National Graduate Institute of Food Science Engineering and Veterinary Medicine), and the USA (USC Marshall School of Business). The instructors engaged their students in GVT projects that took place over six weeks and involved students in disciplines ranging from Management to Science and Engineering. Pre- and post- project surveys were conducted to determine whether an increase in intercultural competence occurred among the participants. Furthermore, students were given qualitative questions regarding their impressions of the relevance of such GVT projects for employability. Since the COVID-19 pandemic occurred while the 2020 project was underway, the researchers examined the influence of the virtual teams project on their ability to overcome the disruption to students' lives and their attitudes towards online learning.

The VBP project will be briefly described in the presentation as well as the methodology used for the study. Furthermore, the presenters will focus on the results of the research and interesting conclusions, which could be drawn from students' responses. Particular attention will be paid to relevance of GVT projects for preparing students for the post-pandemic global workforce.

References:

Fortune, The 2018 Global 500. Retrieved from http://fortune.com/global500/

Schwab, K. (2016). The fourth industrial revolution. New York, NY: Crown BusinessStarke-Meyerring, D. (2007, October 19). Designing globally networked learning environments: visionary pedagogies, partnerships, and policies. Keynote speech atSUNY Center for Online Collaborative Learning (COIL). Purchase, NY.

Starke-Meyerring, D. (2010). Globally networked learning environments in professional communication: challenging normalized ways of learning, teaching and knowing. *Journal of Business and Technical Communication*, *24,* 259-266. Sage Publications.https//doi.org/10.1177/1050651910363266

Stoller, K. (2017). The world's top regarded companies 2017: German conglomerate Siemenstakes top spot. Retrieved from https://www.forbes.com/sites/kristinstoller/ 2017/10/10/the-worlds-top-regarded-companies-2017/#732295676726

Construction of lingua franca English for local job sites

Tanaka, Hiromasa
Panel 6

Due to the increased internationalization of strategic alliances, supply chain, marketing, and production operations, Japanese corporations have begun implementing language policies and instituting training interventions to develop the global business competence of their employees. While Japanese is the dominant business language in domestic markets, Japanese business corporations assume English as preferred language in global business communication. Companies refer to standard test scores in choosing employees to send as expatriates, or in making assignments to important international projects.

At the same time, past studies argue that employees' performance in international business can not be predicted from standard English test scores (Ngah,Radzuan, Fauzi, & Zainal, 2011). English language competence is just a tool — it provides only part of a worker's ability to communicate at the international job site (Kubota, 2013). The primary purpose of using (Lingua franca) language in business settings is to get the job done. Japanese high-performing professionals must be equipped with certain abilities in addition to English competence. So, what matters most in business? How do professionals act to communicate on the jobsites?

As part of a research team for a global business competence test developmentproject organized by the Institute of International Business Communication (IIBC), this presenter reports an on-going analysis of business competency in data gathered from in-depth interviews of 31 employees recommended by the human resource development departments of 18 business corporations in Japan. The interviewees are categorized as high-level performers by their companies. The present study asks the following two questions: How do Japanese managers working in international settings communicate using lingua franca English? How can we codify the critical jobs they accomplish using lingua franca?

Because job sites are full of semiotic resources for professionals to utilize in order to convey their message and create meaning with their business partners, professionals also show and get their business partners to feel, touch and test rather than just listen to things explained in English. The unit of analysis is extended to include semiotic resources on site. The data indicate that high-level performers are aware of their linguistic constraints (only a few have a native level of command of the English language) and focus on the tasks they need to achieve. The codified tasks include establishing a relationship of trust with their business partners, which is fundamental to any job. In order to achieve their goals, they rely on visual and contextual semiotic resources and try to construct their own situated lingua franca English by paying attention to their partners' use of language.

References:

Kubota, R. (2013). "Language is only a tool': Japanese expatriates working in China and the implications for language teaching"

Ngah, E., Radzuan, N. R. M., Fauzi, W. J., & Abidin, N. A. Z. (2011). The need for competent work ready English language learners. Social and Behavioral Science, 29, 1490–1499.

A picture is worth a thousand words in social media marketing: branding and engagement viamultimodality on the Instagram profile of an Italian fashion start-up

Tenca, Emanuela

According to the annual Global Consumer Insights Survey conducted by PwC in 2019, one in four people shop on smartphones weekly or more frequently, while almost four in ten young consumers use social media as their primary source of information. Given their penetration into everyday life, social media are particularly attractive tools for marketers, who to tap into their capabilities to reach an unprecedented number of customers.

One of the most popular social media for today's digital marketing is Instagram, a media sharing service where meaning is crafted through the interplay of textual and visual items, as well as by means of hashtags and @ mentions, which are vital for creating affiliation and bringing together contents generated by users (Garzone 2015).

Considering that multimodality is paramount on Instagram, and given that language online often plays a secondary or even marginal role compared to other modes (Thurlow 2017), my research investigates the multiple ways in which a recently introduced brand is promoted worldwide by harnessing tools native to Web 2.0.

The objective of this work is pursued by conducting a case study on an Italian start-up active in the fashion industry, D1 Milano, and it is informed by the following questions:

RQ1: what common linguistic patterns in the captions of D1 Milano's posts on Instagram help project the company's image and reach its audiences? And how do hashtags and @ mentions support the brand's message?

RQ2: how do recurring choices in terms of visual representations in the images published on D1 Milano's Instagram feed contribute to representing the company and boosting interaction?

By adopting a multi-method approach rooted in Multimodal Discourse Analysis (Lemke 1998; Iedema 2003; Jewitt 2016), this case study will uncover the types of meaning which can derive from the combination of various multimodal and discursive resources adopted in 1,138 posts published by D1 Milano on Instagram between 15 August 2016 and 30 September 2019. In particular, the results will illustrate how the company manages to create a community of like- minded individuals (Mangold and Faulds 2009) around their brand by organically integrating usergenerated contents into their marketing strategies.

References:

Garzone G. 2015. Social media in corporate communication: focus on text and discourse. In M.Bondi, S. Cacchiani and D. Mazzi (eds), *Discourse In and Through the Media: Recontextualizing and Reconceptualizing Expert Discourse*. Cambridge: Cambridge Scholars Publishing: 214-241.

Iedema R. 2003. Multimodality, resemiotization: extending the analysis of discourse as multi-semiotic practice. *Visual Communication* 2/1: 29-57.

Jewitt, C. 2016. Multimodal analysis. In A. Georgakopoulou and T. Spilioti (eds.), *The RoutledgeHandbook of Language and Digital Communication*. London: Routledge: 69-84.

Lemke J.L. 1998. Multiplying meaning: visual and verbal semiotics in scientific text. In J.R. Martinand R. Veel (eds), *Reading Science: Critical and Functional Perspectives on Discourse of Science*. London: Routledge: 87-113.

Mangold G.W. and D.J. Faulds 2009. Social media: the new hybrid element of the promotion mix. *Business Horizons* 52: 357-365.

Thurlow C. 2017. Digital discourse: locating language in new/social media. In J. Burgess, A. Marwick and T. Poell (eds), *The SAGE Handbook of Social Media*. Los Angeles: SAGEPublishing.

Communicating CSR across cultures: A comparative multimodal analysis ofthe websites of major oil & gas companies in Russia, the US, Poland and Austria

Thielemann, Nadine & Savych, Zlatoslava

CSR communication aims at advertising how companies integrate social and environmental concerns in their business operations and interactions with stakeholders. Previous research shows that country-specific differences in CSR communication emerge with regard to the topics or issues featured and the choice of channel and medium; they are influenced by institutional, economic, societal and cultural factors and characterized by a specific orientation (stakeholdersvs. shareholder value) (e.g., Karmasin/Apfelthaler 2017, Bashtovaya 2014, Nielsen/Rittenhofer (eds.) 2013, Jarolimek 2013). The purpose of this study is to examine how major oil and gas companies in Russia (Lukoil, Gazprom, Rosneft), Poland (PKN Orlen), Austria (OMV) and the US (Chevron, ExxonMobil, ConocoPhillips) communicate their understanding of CSR via corporate websites (e.g., Pollach 2003, Ingenhoff/Kölling 2011).

More specifically, a multimodal discourse analysis (cf. Czachur 2011, 2013; Glausch 2017) of CSR disclosures is conducted in order to determine the culture-specific differences in conceptualising corporate responsibility (cf. Kuße 2015) alongside the following dimensions:

- topical level: Which issues are addressed (e.g., social, economic, ecological) and which activities are presented (e.g., philanthropy and volunteering, community development, etc.)?
- lexical level: Which label(s) are used in order to refer to the CSR-related topics and activities e.g., *odpowiedzialny biznes* 'responsible business', *социальная ответственность* 'social responsibility' *устойчивое развитие* 'sustainable development' or *Nachhaltigkeit* 'sustainablity' (cf. Gredel 2017, Rödel 2013)?
- argumentative level: How do companies motivate their engagement in CSR (e.g., avoidance of risks, benefits for employees or shareholders or clients, actions for "the greater good")? Which linguistic and pragmatic strategies (quotes, markers of commitment etc.) are employed in the realization of a specific persuasive strategy (cf. Bondi 2016, Yu/Bondi 2019)?
- multimodal patterns: Which semiotic resources are employed on the websites (e.g. visualization and illustration, videos) and how are they utilized in the discourse (cf. Djonov/Knox 2014, Eckkrammer/Held (eds.) 2006, Stöckl/Klug (eds.) 2016, Kreß/van Leeuwen 2010)? Which discourse-specific multimodal patterns (e.g., content couched in a specific semiotic format, argumentation backed by specific visualizations) emerge?

The preliminary findings of our study show that the oil and gas companies conceptualize corporate responsibility in different ways by foregrounding specific issues. The Austrian and the US companies place a greater emphasis on ecological issues and community engagement. The Polish and Russian companies in contrast mainly feature sponsorship and corporate philanthropy activities not necessarily connected to the company's operating activities but presented as strongly intertwined with the country's social and economic prosperity.

References:

Bashtovaya, Veronika (2014): CSR reporting in the United States and Russia. In: *Social Responsibility Journal* 10 (1), S. 68–84. DOI: 10.1108/SRJ-11-2012-0150.

Bondi, Marina (2016): The pragmatics of professional discourse. In: PS 7 (1), S. 57–81. DOI: 10.1075/ps.7.1.03bon.

Czachur, Waldemar (2011): Diskursive Weltbilder im Kontrast. Linguistische Konzeption und Methode der kontrastiven Diskursanalyse deutscher und polnischer Medien. Wrocław: Atut.

Czachur, Waldemar (2013): Kontrastive Diskurslinguistik – sprach- und kulturkritisch durch Vergleich. In: Ingo H. Warnke (Hg.): Diskurslinguistik im Spannungsfeld von Deskription und Kritik, Bd. 44. Berlin: De Gruyter, S. 325–350.

Djonov, Emilia; Knox, John (2014): How to analyze web-pages? In: Sigrid Norris und Carmen Daniela Maier (Hg.): Interactions, images and texts. A reader in multimodality. Boston, Berlin: De Gruyter Mouton (Trends in applied linguistics, 11), S. 172–193.

Eckkrammer, Eva Martha; Held, Gudrun (Hg.) (2006): Textsemiotik. Studien zu multimodalen Texten. Workshop "Digitale Kommunikationswelten, Hypertext und Multimodalität"; Workshop "Textsemiotik". Frankfurt am Main Lang (Sprache im Kontext, 23).

Glausch, Daniela (2017): Nachhaltigkeitskommunikation im Sprachvergleich. Wie deutsche und italienische Unternehmen zum Thema Nachhaltigkeit kommunizieren. Wiesbaden: Springer Fachmedien Wiesbaden; Imprint: Springer VS (Europäische Kulturen in der Wirtschaftskommunikation, 26).

Gredel, Eva (2017): Wort und Themenkarriere in der Wirtschaftskommunikation: Nachhaltigkeitsberichte als Teildiskurse. In: Irmtraud Behr, Anja Kern, Albrecht Plewnia und Jürgen Ritte (Hg.): Wirtschaft erzählen. Narrative Formatierungen von Ökonomie. Tübingen: Narr Francke Attempto (Studien zur deutschen Sprache, Band 73), 93-11.

Gredel, Eva (2019): Vom Sprachbild Nachhaltigkeit zur Bildersprache der Wikipedia: Dynamiken ökonomischer Wissensbestände in der Online-Enzyklopädie - die multimodale Dimension digitaler Diskurse. In: Eva Gredel (Hg.): Ökonomie und Bildmedien. Bilder als Ausdrucksressource zur Konstruktion von Wissen. Berlin, Boston: De Gruyter (Sprache und Wissen, Band 36), S. 188–212.

Ingenhoff, Diana; Kölling, Martina (2011): Internetbasierte CSR-Kommunikation. In: Juliana Raupp, Stefan Jarolimek und Friederike Schultz (Hg.): Handbuch CSR. Wiesbaden: VS Verlag für Sozialwissenschaften, S. 480–498.

Jarolimek, Stefan (2013): CSR-Kommunikation im interkulturellen Vergleich. Von der unternehmerischen Selbstbeschreibung zum (welt)gesellschaftlichen Phänomen. In: Diana Ingenhoff (Hg.): Internationale PR-Forschung. Konstanz, München: UVK Verlagsgesellschaft, S. 147–170.

Karmasin, Matthias; Apfelthaler, Gerhard (2017): Integrated Corporate Social Responsibility Communication: A Global and Cross-Cultural Perspective. In: Sandra Diehl, Matthias Karmasin, Barbara Mueller, Ralf Terlutter und Franzisca Weder (Hg.): Handbook of Integrated CSR Communication, Bd. 9. Cham, Switzerland: Springer (CSR, Sustainability, Ethics & Governance), S. 237–250.

Kuße, Holger (2015): Modelle der Verantwortung und der Pflicht. Ansätze zur Wertelinguistik. In: Marion Krause und Tilmann Reuther (Hg.): Slavistische Linguistik 2013. Referate des XXXIX. Konstanzer Slavistischen Arbeitstreffens in Hamburg, 09. - 13. September 2013. Frankfurt am Main, Bern, Wien: Peter Lang (Wiener slawistischer Almanach, Band 75 (2015)), S. 47–84.

Nielsen, Martin; Rittenhofer, Iris (Hg.) (2013): Nachhaltigkeit in der Wirtschaftskommunikation. Wiesbaden: Springer VS (Europäische Kulturen in der Wirtschaftskommunikation, Band 24).

Pollach, Irene (2003): Communicating corporate ethics on the World Wide Web. A discourse analysis of selected company web sites. Frankfurt am Main: P. Lang (Europäische Hochschulschriften, 2952).

Rödel, Michael (2013): Die Invasion der „Nachhaltigkeit“ Eine linguistische Analyse eines politischen und ökonomischen Modeworts. In: *Deutsche Sprache* 41, 115-141.

Stöckl, Hartmut; Klug, Nina-Maria (Hg.) (2016): Handbuch Sprache im multimodalen Kontext: De Gruyter.
Yu, Danni; Bondi, Marina (2019): A Genre-Based Analysis of Forward-Looking Statements in Corporate Social Responsibility Reports. In: Written Communication 36 (3), S. 379–409.

Discussing foreign national origins in job interviews with 1st generation immigrant blue collar workers

Van De Mieroop, Dorien & De Dijn, Melina

Ever since the early work on gatekeeping a few decades ago (e.g. Erickson & Shultz, 1982), there has been a growing interest in job interviews. Moreover, along with the important changes the professional world has undergone in this period, viz., to a New Work Order (NWO) (Gee et al., 1996), these job interviews have altered significantly. In particular, research on job interviews shows that candidates now have to convincingly synthesize information on the personal and the institutional level, which turns out to be particularly challenging for candidates with migrant roots (Campbell & Roberts, 2007).

In this presentation, we draw on a corpus of four authentic, Dutch-spoken job interviews with 1st generation immigrants in Belgium applying for blue collar jobs. In particular, we focus on explicit topicalizations of the candidates' foreign national origins in these job interviews, initiated either by the candidates themselves or by the recruiters. We tease out when and why candidates and recruiters draw on these – respectively self- and other- – 'national origin'-categorizations by using a qualitative, discourse analytical approach inspired by Membership Categorization Analysis (see e.g. Hester & Eglin, 1997).

Our results show first of all that there is a consistent emphasis on the 'national origin'-category memberships of the candidates at the start of these job interviews. This is understandable, since the normin current day job interviews in NWO-contexts is to take personal identity into account (cf. Scheuer, 2001). Second, we found that these national membership categories can also be interactionally associated with fixed category-bound features (e.g., 'Africans are helpful', 'Filipinos are hard workers'). This risks emphasizing 'difference' between recruiters and candidates. While this 'othering' can be refuted or self- repaired by the candidate, it may also hinder the construction of co-membership which has been found to be essential for the success of applicants (Kerekes, 2006). As such, the gatekeeping-process of job interviews may become an even more challenging hurdle for candidates with a migration background.

References:

Campbell, S., & Roberts, C. (2007). Migration, ethnicity and competing discourses in the job interview: synthesizing the institutional and personal. *Discourse & Society*, 18(3), 243–271.

Erickson, F., & Shultz, J. (1982). *The counselor as gatekeeper: Social interaction in interviews*. New York: Academic Press.

Gee, J. P., Hull, G., & Lankshear, C. (1996). *The New Work Order.* London: Saint Leonards Allen andUnwin.

Hester, S., & Eglin, P. (1997). Membership Categorization Analysis: An introduction. In S. Hester & P.Eglin (Eds.), *Culture in Action, Studies in Membership Categorization Analysis* (pp. 1-23).
Washington D.C.: University Press of America, Inc.

Kerekes, J. A. (2006). Winning an interviewer's trust in a gatekeeping encounter. *Language inSociety*, *35*(1), 27-57.

Scheuer, J. (2001). Recontextualization and communicative styles in job interviews. *Discoursestudies*, *3*(2), 223-248.

The impact of employee empathy on brand trust in organizational complaint response emails: A closer look at linguistic realization

Van Herck, Rebecca, Decock, Sofie & De Clerck, Bernard

Panel 1

Service recovery research emphasizes the importance of establishing a personal connection in customer-agent relationships to achieve service recovery, for example by apologizing or showing empathy to the customer (Gelbrich & Roschk, 2011). However, while quite a few studies have examined the effects of an apology as an interpersonal strategy, much less attention has been devoted to empathy. 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 investigates the effect of linguistic realizations of employee empathy (LREE) on brand trust in email responses to customer complaints and if this effect is mediated by perceived empathy and perceived quality of complaint handling and moderated by giving a compensation (Study 1) or by accepting blame for the service failure (Study 2). Our aim is to find out if LREE have a negative or positive impact on the customer, when receiving a partial refund, because they are perceived as insincere or because they come across as genuine expressions of concern. The results of two experiments show that LREE positively influence brand trust through higher perceived empathy and perceived quality of complaint handling. However, the expected negative effect is not found, because LREE are more effective in a low vs. high compensation condition and the effectiveness is not influenced by the acceptance of blame when a partial refund is offered.

References:

Gelbrich, K. & Roschk, H. (2011). A meta-analysis of organizational complaint handling and customer responses. *Journal of Service Research*, 14(1), 24-43. https://doi.org/10.1177/1094670510387914

Van Vaerenbergh, Y., Varga, D., De Keyser, A., & Orsingher, C. (2019). The service recovery journey: Conceptualization, integration, and directions for future research. *Journal of Service Research*, 22(2), 103-119. https://doi.org/10.1177/1094670518819852

Tracing the value of 'purpose' in the corporate discourse of a technology transfer office

Varas, Germán, Pina-Stranger, Álvaro & Sabaj, Omar

The technological transfer of innovations based on science basically consists in transforming scientific knowledge developed within the university into marketable products. This process is carried out by corporations called Technology Transfer Offices (TTOs), which build collaboration bridges between the academy and the industry. To consolidate the cooperation link between both sectors, TTOs develop discursive strategies aiming to create "value" around their work within practice. Previously, we have found that TTOs create value around four axes: *scope* (achievements), *abilities* (capacities), *management* (tasks) and *purposes* (justifications), all of which can be expressed multimodally in different "moments of valuation" (Berthoin, Hutter & Stark, 2015), e.g., press releases, meetings or promotional videos.

Here we cover the purpose axe. Our goal is to describe how a Chilean TTO has defined its purpose around technology transfer. For this, we adopt an analytical three-phased approach in which we first track purposes in discourses of diverse semiotic nature: 4 press releases (2014, 2015, 2016 and 2017), the TTO's promotional video (2016) and 15 interviews with TTO agents (2018). Secondly, we describe the attitudinal meanings (Martin & White, 2005) of purposes. For visual analysis, we draw on Kress & van Leeuwen (2006)'s proposal. Thirdly, data is triangulated.

Regarding press releases, our analysis showed that the purpose of transferring changed over time. In 2014 there was no explicit purpose. However, in 2015 and 2016 the purpose of "diversifying the productive matrix" was identified. In 2017, press releases included several voices claiming that the "real purpose" of technology transfer was "to impact on people's quality of life". Thus, the purpose evolution accounts for a meaning shift in which *valuation: relevance* turned into one of *social sanction: integrity*. Regarding the institutional video, the analysis showed that the purpose of "impacting people's quality of life" was exploited considerably and mostly intensified through meanings of *distribution: time/place* (e.g. "always in order to" … or "impact on the people/society/Chile/the world"). Despite the claimed relevance of "social impact", the multimodal analysis showed a corporate "contradiction" (Spinuzzi, 2013) as this purpose was visually realized only through generic icons that were deprived of action. Regarding the interviews, a complete alignment with "social impact" was found among respondents as they all claimed that their main objective was to improve people's quality of life.

Our research provides a methodology to understand how an organization builds value around its purpose and allows to identify possible contractions that may arise over time in corporate discourse.

References:

Berthoin, A., Hutter, M. & Stark, D. (2015). *Moments of valuation. Exploring sites of dissonance*. Oxford, England: Oxford University Press.

Kress, G. & van Leeuwen, T. (2006). *Reading Images. The Grammar of Visual Design. SecondEdition*. Great Britain: Routledge.

Martin, J. & White, P. (2005). *The language of evaluation. Appraisal in English*. New York, UnitedStates: Palgrave Macmillan.

Spinuzzi, C. (2013). *Topsight. A guide to studying, diagnosing, and fixing information flow of organizations*. Los Angeles, United States: CreateSpace Independent Publishing Platform.

American made: Navigating cultural difference in a divided age

Ward, David

While no one can deny the enormous variety in communication styles across the globe, the shortcomings of a purely nation-based approach to this issue—as embodied in influential studies like *Cultures and Organizations* (by Geert Hofstede) and *Riding the Waves of Culture* (by Fons Trompenaars and Charles Hampden-Turner)—are not difficult to catalog. Generalizing about behaviors in a country the size of China or India, each with over 1 billion inhabitants, is problematic for obvious reasons. And even in small countries the notion of a unitary national culture that shapes all of its citizens can quickly break down. (For example, can one really speak of "Belgian culture," given that country's dramatic divide between an affluent Dutch-speaking north and a poor French-speaking south?) These challenges point to the need in the business communication classroom for greater attention to the language and behavioral complexities *within* national borders. This attention to cultural complexity is especially needed when discussing communication in a country as conflicted and influential as the United States.

In the U.S. this complexity is only increasing. Despite the efforts of the Trump administration to reduce immigration, the nation is becoming more racially and ethnically diverse, with demographers pointing to a coming "majority-minority" nation in which no single group constitutes more than 50% of the population. At the same time, no observation on the state of the union is more commonplace than pronouncements on the country's growing social and political polarization, with explorations of a "divided nation" a regular feature of magazines and newspapers. As an old joke puts it, "American culture" is an oxymoron; but the phrase also represents the significant challenge facing anyone seeking to develop strategies for effective cross-cultural communication.

These and other developments underscore the need for instruction in the growing regional and ethnic differences in American life—for both students and professionals. What past hallmarks of an "American" communication style are still valid in this fractured twenty-first century landscape? Is it true, as journalist Colin Woodard asserts, that the U.S. is riven by competing "regional cultures"? And, if so, what implications does this have for the teaching of "cross- cultural" communication in business schools?

This proposed session will explore what this sort of pedagogical project might look like.

References:

Hofstede, G., Hofstede, G. J., and Minkov, M. *Cultures and organizations: Software of the Mind*.3rd ed. New York: McGraw-Hill, 2010.

Trompenaars, F., and Hampden-Turner, C. Riding the waves of culture: Understanding diversity in global business. New York: McGraw-Hill, 2012.

Woodard, C. American nations: A history of the eleven rival regional cultures of North America.New York: Viking, 2011.

Universal audience and business communication ethics: Revisiting ChaimPerelman's "New Rhetoric"

Wei, Yong-Kang

The traditional approach to business communication ethics can be described as writer-centered, in the sense that ethical judgments are treated as individual decisions on the part of the author/speaker, but such an approach does not take into account the dynamics of rhetorical situations, where audience participation plays a crucial role in shaping ethical outcomes. On the other hand, business communication catering too much to the demands of a particular audience often runs the risk of ethical failure, especially when such demands do not concur with the greater good of the public. The idea of universal audience, as proposed by Chain Perelman (1958) is thus noted for its potential in calling our attention to what is termed by the author as "universalize[d] principles" in business communication practices.

It is important to point out that Perelman's universal audience is not founded on the model of classical rationalism or "the divine mind"; rather, its point of departure rests on an understanding that rationality is not necessarily limited to scientific discourses. Rhetoric is recognized for its role in forming a "middle- grounded" business communication discourse that combines "universality" and "contextuality" (Kilian 1998). Universal audience emphasizes an approach to ethics using common sense, defined as community-shared beliefs or assumptions. Because of this, it is possible for practitioners to develop an ethics in business communications that reflects "the intersubjective concerns that define morality" (*ibid*.), without resorting to the "universality" of formal logic, absolutes, etc. In addition, the universal audience, seen as both contrastive and complimentary to a "particular" audience contains within itself a "we" or community rather than a special interest group. For that reason, universal audience is also a moral concept by definition, to be used in "promoting values that are shared in the community" (Perelman).

In my proposed paper, I will be addressing theoretical concerns surrounding the concept of universal audience. More importantly, I will also cite real-life cases and examples to prove the relevance of theconcept in today's business communication practices, including data collected from interviews with business executives.

Brand (un-)attached complainants' thoughts and feelings during the co-created online recovery process

Weitzl, Wolfgang, Hutzinger, Clemens & Einwiller, Sabine

Panel 1

Nowadays, consumers who have experienced a service failure increasingly decide to post an online complaint on social media and to make the incident visible to a multitude of other existing or potential customers. This empirical study investigates how different types of online complaintants (brand-attached vs. brand-unattached) develop discrete complaint desires (revenge vs. reparation) before voicing their discontent online. While this research identifies failure attributions as key sources of both complaint desires, it also shows that the role of negative emotions (i.e., dissatisfaction and anger) as mediators of this effect varies dramatically among complainants' types. Amongst others, results from a multi-national survey (n=556) show that for brand-attached complainants the desire for revenge is triggered – as expected – by an indirect, emotional route. Here, however, post-failure dissatisfaction has a negative impact on the revenge desire due to the elicitation of inward-directed negative emotions (e.g., guilt). This supports our hypothesis that following a service failure with a beloved brand, attached complainants develop self-directed negative emotions – not because they attribute the cause of the failure to themselves, but they regard themselves being responsible for trusting a faulty brand, exposing them to relational and transactional risks and for being exploited by a close relationship partner. We find that brands can benefit from the mechanism that dissatisfied brand-attached individuals make mental amendments that reduce their desire for revenge. However, brand-unattached complainants do not show such patterns. Further, in respect to the elicitation of the desire of reparation, this study shows that attached complainants 'coldly' decide based on their failure attributions how much compensation is desirable – regardless any biasing negative emotions. In contrast, for brand-unattached complainants their emotions play a role.

Additionally, this study sheds light on the spillover effect of the two complaint desires on post-webcare negative word-of-mouth (NWOM) and the moderating role of both satisfaction with (a) marketer-initiated webcare (i.e., a company's communicative response to an online complaint; MIW) and (b) consumer-initiated webcare (i.e., bystanders' communicative responses to an online complaint; CIW). Amongst others, empirical findings suggest that among brand-attached complainants, higher levels of MIW satisfaction can even intensify the negative spillover effect of the revenge desire on NWOM. Here, the complainants regard a satisfactory corporate response as a confession of guilt by the firm and as a sign that validates their retaliatory intentions. However, CIW satisfaction mitigates the negative spillover effect from pre-webcare desire for revenge on post-webcare NWOM, which points to the need for co- created online service recoveries by an active brand community. Additionally, satisfactory MIW interacts with the pre-webcare desire for reparation, further reducing NWOM.

This research also sheds light on the effectiveness of MIW and CIW by demonstrating that brand-unattached complainants are completely unaffected by MIW/CIW satisfaction and that the pre-webcare desire for revenge directly spills over to post-webcare NWOM.

Does politeness matter in financial discourse? Evidence from analysts' talk and identities in earnings conference calls

Wu, Xiaoxi & Koller, Veronika

We introduce linguistic politeness theory to financial discourse research and demonstrate the importance of politeness by investigating how analysts use politeness in language to construct sociallydesirable identities during earnings conference calls. Analysts have two identities. On the one hand, astheir primary responsibility is for investor clients, they are "competent professionals" to investors. Onthe other hand, as they have incentives to seek good relationships with managers, they are "dependantsof companies" and as such may show bias towards companies. As earnings conference calls are publicly accessible in the U.S., analysts are expected to use politeness in language to present socially desirable identities. Through discourse analysis, we find that analysts use various politeness strategiesto promote and balance the two identities depending on the context of the calls. During calls with companies with extreme earnings increase, analysts use politeness to weaken the strength of their questions and promote their identity as dependants of companies. During calls with companies with extreme earnings decrease, however, the need to sustain their identity as competent professionals dominates their politeness behaviour. Our findings contribute to the literature by showing how politeness is a fundamental aspect of financial discourse and how analysts use politeness to actively engage in identity construction in publicly accessible analyst-manager interaction.

Business communication through the lens of Gen Z students: A study from Ukraine

Yashenkova, Olga

Almost half of young Ukrainians are not satisfied with the quality of education in Ukraine (New Europe Centre, 2017). They believe there is a mismatch between education and labour market needs, and complain that Ukrainian universities offer boring theoretical courses and do not prepare for the real world of work. Moreover, currant students who belong to Gen Z (digital natives) differ from previous generations (Mohr & Mohr, 2017). They want to receive information quickly, relying on communication technologies; often multitask, prefer visuals to graphics and text, and have a low tolerance for traditional training. In this context, university teachers have to rethink the very nature of education in both content and delivery, as well as their roles and responsibilities (Dexter, 2019). Our study aims to investigate students' perceptions of the Business Communication course and determine the areas of improvement. For this purpose, a tailor-made questionnaire was administered to 56 domestic and international second-year BA students enrolled in the Business Communication course at the Institute of Philology, KNU, in September 2019. The questionnaire included closed and open questions about the course content and activities, teaching strategies, preferred feedback and teacher-student communication, and some demographic questions. Both qualitative and quantitative data analyses were conducted. According to the research results, all the participants emphasised the importance of the Business Communication course for their career success and displayed a kin interest in the specifics of the communication process in business, types of communicative interactions on the job, and ways of achieving the desired goals. Also, they were eager to learn about business and acquire specialist language knowledge and professional communication skills (Brieger, 1997). Over 70% of the respondents mentioned 'Management', 'Production' and 'Operations Management' as most useful themes, and CV writing, presentations, and business meetings and discussions as top skills they wanted to develop. Surprisingly, 93% of the participants put telephoning at the bottom, despite its popularity in the workplace (Al-Musalli, 2019). The survey also revealed some differences in students' opinions. For example, international students rated intercultural competence as a key to effective business communication, while Ukrainians did not include it into their priority list. Instead, they highlighted such competences as active listening, problem-solving, teamwork, collaboration, and networking, which expands the scope of Business Communication. The collected data can be used to understand the mindset of the current Gen Z students and may help to design more practical and attractive university courses.

References:

Al-Musalli, A. (2020). Rethinking business communication skills education: Are communicationcourses preparing students for the workplace? *College Quarterly, 22*(2), 1–12. http://collegequarterly.ca/2019-vol22-num02-spring/rethinking-business-communication- skills-education.html

Brieger, N. (1997). The York Associates teaching Business English handbook. York Associates Publications.

Dexter, B. (2019). Ukraine higher education teaching excellence programme: Initial analysis. BritishCouncil.

Mohr, K. A. J., & Mohr, E. S. (2017). Understanding Generation Z students to promote acontemporary learning environment. *Journal on Empowering Teaching Excellence, 1*(1), 84–94. https://doi.org/10.15142/t3m05t

New Europe Centre. (2017). *Ukrainian "Generation Z": Attitudes and values.* Friedrich-Ebert-Stiftung.

It is all about TOEIC: Discovering topics and trends in employee perceptions of corporate language policy

Zhang, Ziyuan
Panel 7

Purpose Globalization poses a challenge for businesses with linguistically diverse staff, prompting the choice of English as the default corporate language. Although there is extensive literature on the role of corporate language policy in large international corporations (Piekkari et al. 2005; Luo and Shenkar 2006; Thomas 2008; Tietze 2010), few studies empirically focus on employees' perceptions of such policy (Vaara et al. 2005; Lønsmann 2017), and even fewer investigate the trends in such perceptions in social media texts. This study fills this gap by examining the barriers in multinational companies that have adopted a language other than that of their country of origin and analyzing employees' attitudes.

Methodology The study uses computer-assisted text analysis to investigate changes in employees' perceptions of an English-only policy in a Japanese company. It analyzes a corpus of 704 social mediaposts on OpenWork from 2010–2018.

Findings The study finds some general trends in employees' attitudes; these include topics regarding the inconsistency between expectation and reality in terms of "Englishnization" and the popularity of the Test of English for International Communication (TOEIC). The findings suggest that the organization is not global in the true sense, and the value of the TOEIC score is overestimated. This study confirms that current trends of over-emphasizing TOEIC scores may mislead Business English as a Lingua Franca (BELF) into thinking that the TOEIC skills are the main English skills they have to develop (Takino, 2016).

Originality By investigating the evolution of topics about corporate language policy, this study contributes to international business language with a bottom-up, employee-centered, and diachronic perspective on language management. The results shed light on the implementation of corporate language policy to effectively respond to global expansion and business needs.

References:

Piekkari, Rebecca, Eero Vaara, Janne Tienari & Risto Säntti. 2005. Integration or disintegration? human resource implications of a common corporate language decision in a cross-border merger. *The International Journal of Human Resource Management* 16(3). 330–344.

Luo, Yadong & Oded Shenkar. 2006. The multinational corporation as a multilingual community: Language and organization in a global context. *Journal of International Business Studies* 37(3). 321–339.

Lønsmann, Dorte. 2017. Embrace it or resist it? employees' reception of corporate language policies. *International Journal of Cross Cultural Management* 17(1). 101–123.

Takino, M. (2016), Negotiating the challenges of using English in business communication: listening narratives of Japanese BELF users, PhD thesis, University of Southampton.

Thomas, Chris Allen. 2008. Bridging the gap between theory and practice: Language policy in multilingual organisations. *Language Awareness* 17(4). 307–325.

Tietze, Susanne. 2010. International managers as translators. *European Journal of International Management* 4(12). 184–199.

Vaara, Eero, Janne Tienari, Rebecca Piekkari & Risto Säntti. 2005. Language and the circuits of power in a merging multinational corporation. *Journal of management studies* 42(3). 595–623.

Metaphors in a Changing World: A Corpus-based Cognitive Study of Walmart's Letters to Shareholders (1972-2019)

Zhou, Zhiyi
Panel 8

Corporate identity, a firm's strategically planned presentation of itself with a certain purpose, serves to create corporate image and reputation through corporate communication. One of the main communication methods for a company is the release of the annual report, in which the CEO letter is usually written each year as a personal letter to rhetorically project a positive corporate identity so as to establish favorable relationship with current and prospective shareholders by the CEO of a company. Walmart, the frequenter of the 1st place of Fortune global 500, has welcomed 5 CEOs who have contributed to construct Walmart's identities since 1972 when it went public. Based on discourse-historical approach, this study presents a corpus-based cognitive analysis of discursive strategies used in Walmart's CEO letters (from 1972 to 2019), aiming to investigate how these corporate identities have been constructed by the 5 CEOs through times. The results show that Walmart has experienced distinct identities during the 5 CEOs tenures when discursive strategies were used differently to portray Walmart respectively as a confident new comer, an aggressive explorer, a proud market leader, a considerate responsibility taker, and now an anxious winner. These identities can be interpreted as strategic presentations of the 5 CEOs to meet changing situations and expectations internally and externally. This study can shed new light on the impression management strategies used by companies for their corporate identity construction in public discourse.

References:

Alessandri, S. W. (2001). Modeling corporate identity: A concept explication and theoretical explanation [J]. *Corporate Communications: An International Journal*.6(4): 173-82.

Balmer, J. M. T. (2001). Corporate identity, corporate branding and corporate marketing: Seeing through the fog [J]. *European Journal of Marketing*. 35(3/4): 248-291.

Fouli, M. (2018). Building a Trustworthy Corporate Identity: A Corpus-Based Analysis of Stance in Annual and Corporate Social Responsibility Reports [J]. *Applied Linguistics*. (39)6: 846–885.

Grad, H. & L. M. Rojo. (2008). Identities in discourse [A]. In R. Dolón & J. Todolí(eds.). *Analysing Identities in Discourse* [C]. Amsterdam: John Benjamins Publishing Company, 3-28.

L'Hôte, E. (2014). Identity, Narrative and Metaphor: A Corpus-Based Cognitive Analysis Metaphor of New Labour Discourse [M]. London: Palgrave Macmillan.

Reisigl, M. & Wodak, R. (2014). The discourse-historical approach (DHA) [A]. In Wodak, R. & Meyer, M. (eds.). *Methods of Critical Discourse Analysis* [C]. Beijing:Peking University Press, 87-121.

Wu, Nan (乌楠) & Zhang, Jingyuan (张敬源). 2019. Discursive Strategies for the Construction of Chinese and American Corporate Identities [J]. *Modern Foreign Languages* (2): 218-229. [2019, 中美企业机构身份的话语建构策略[J].《现代外语》第 2 期: 218-229.]