



BUSI4705A Ethics and Cross-Cultural Interaction
Winter 2026
05-JAN-2026 – 05-APR-2026

Professor	Rumaisa Shaukat, PhD., CHRP., CHRL., CCMPTM. RPT.
E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By Appointment only
Class Times	Tuesday 8:35-11:35am
Class Location	In person
Prerequisites	Precludes additional credit for BUSI 4601 . Prerequisite(s): fourth-year standing in B. Com. (International Business Concentration) or B.I.B., and BUSI 2702 .
Website:	Brightspace will be the main Platform for this course. All material covered in the class is potential exam material***
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Course Calendar Description

Perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. Various systems, both organizational and individual, for dealing with contrasting expectations are discussed.

Course Description and Objectives:

The need to develop intercultural sensitivity and ethical awareness has never been more apparent than it is today, especially in a society as multicultural as Canada's. Students examine belief and value systems and explore the challenges of living and working in a world where diversity and globalization are norms. In addition, the overall performance of an organization depends to a significant extent on the behaviour of its management with respect to ethical issues: failure to attend to such issues can produce very undesirable – even disastrous – results. As a result, business ethics and corporate social responsibility have become very salient topics to business practitioners and the general public. This course will look at perceptions and behaviors that characterize interactions among individuals from various cultural backgrounds, with emphasis on ethical issues that may arise when business crosses cultural boundaries. We will also examine

decision making models, both organizational and individual, when faced with an ethical decision.

To achieve these specific learning objectives, we will consider some of the major approaches, theories, and empirical research that have influenced our thinking about the phenomenon of leadership. We will also explore and reflect upon what makes a good leader, how individual, relational, and contextual factors impact effective leadership, and how you personally fit into this vision of leadership.

Drop Course Policy

The deadline for academic withdrawal follows the dates prescribed by Carleton University:

<https://calendar.carleton.ca/academicyear/>

Pedagogical Approach:

This course uses an experiential, action learning approach. In particular, the course uses a combination of lectures, in class discussion questions, peer feedback, and team project to enhance your learning and development as an ethical leader with required intercultural communication competencies. The role of the instructor in this course is not simply to provide the answer, but rather to create an environment where you can individually and collectively explore, examine, and experiment with your own ideas. As such, much emphasis will be placed on active participation in class.

Important Course Expectations [carefully read especially point # 8 below as there will be no accommodation or exception].

1. **Course Pedagogy** This course is designed to be delivered for people attending in person only. Brightspace will remain the primary medium as all course assignments will be submitted online. Weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by all students [well before in person on campus sessions]. **The both exams will be in person only. Final exam date and time will be announced once determined by the examination office.**
2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!
3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email unless precisely requested. **Always identify the course number and section in the Subject line.** Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles. Always sign your email with your first and last names and include your student number.
4. **Active Participation.** Students are expected to attend lectures, take notes, and participate during class sessions. Students are expected to maximize their own learning by actively

preparing and submitting all course work on time. This includes participation in class discussion and overall interacting professionally and ethically with classmates and with the instructor. Please see Appendix “*Guidelines for in class Discussions*”.

5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance and regular communication with your team are strongly recommended. Please see Appendix VI for some survival tips. You will be also submitting peer evaluations (Appendix 1) and “who did what statement” for the group film analysis presentation slides. Please see page 9 for more details. Keep in mind, individual grades will be adjusted based on peer evaluations. **Not submitting peer evaluations/who did what statements will result in a grade of zero for that particular assignment.**
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. **On Brightspace, I will create folders for each submission with guidelines copied from your course outline again.** Please follow the instructions regarding page limit/font size/margins for your written submissions. In any case, do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (6th or 7th Edition).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document “Paper Formatting & Documentation Guidelines”, on the Sprott website at Academic Programs _ Useful Links _ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** All assignments including peer evaluations and who did what statements will be due online, **no email submissions will be accepted.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. There will be no make-up assignment. Penalty on any late assignments (individual papers, presentation slides etc) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. **There will be no extensions on peer evaluations and who did what statements because you have a few weeks to submit peer evaluations with “who did what statements. Please carefully note the following:**
 - a. All assignments are to be submitted on due dates. Computer failure, printing problems, work for other classes, job schedule and last minute excuses are not acceptable. I will not approve any extension requests without proper documentation to support your request. Start working on your assignments in advance and do not wait for the last minute.
 - b. Same applies for team work, start early as a team, require each member to submit their part for the presentation at least 10 days before the presentation date and finally practice your presentation at least a week before your assigned presentation date. **If any team member is unable to submit their part of the work and is not ready to participate in the practice presentation a week before the presentation, please alert the professor** and that member will be removed from the team and placed with other students who were removed from their teams. These newly removed people will form a new team, prepare a new outline and present as

- a team on an assigned date by the professor.
- c. Missing group work [such as not showing up for presentation or notifying your team about your absence at the last minute] will result in a grade zero for the assignment in question. Those missing group work but with a medical note will do the entire project in question alone [because it won't be group work anymore and I can't let people submit a random part of a deliverable to earn full points]. Extra time will be awarded based on the details stated on the medical note submitted. **Without proper documentation, you will receive a zero for the missed submission.**
 - d. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact your department about your absence. Students who are unable to write the examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation directly to the administration, please submit your requests with proper documents to your department. **If approved for a deferral exam, format, number of questions and difficulty level of the deferral exam can be different than the original exam as I do not use the same exam twice. In addition, deferral exam cannot be at your convenience but based on two factors. First, the date set aside for scheduled deferral exams by the department, and second, when I would be able to design the new deferral exam.** Keep this in mind before applying for a deferral exam.
 - e. Do not send me last minute emails before any due assignment or presentations saying you were sick. **For most work, you have many weeks to complete it so I suggest you submit your work early if you feel signs of getting sick, and not wait for the last day/due time.** If anyone is seriously so unwell to submit any work, then its expected they have sought proper medical help. Late submission penalty will apply on any last-minute sick notes without medical document.
9. **Policy on Re-marking.**
- From time to time, students have legitimate concerns about marks they have received on their work. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:
- a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say "I think I deserve more marks." You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
 - b. After completing #1 above, you must email your comments back to the TA within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
 - c. If a deliverable is not resubmitted following the above guidelines, the TA will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the TA reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

Required Text Book You are expected to complete all readings by the start of class for which they are assigned. Any additional Readings (if used) will be available on Brightspace.

Wahl, S.T., & Simmons, J., & McCune, J. (2025). *Communication and Culture in your Life*. (3rd Edition). Kendall Hunt Publishing Company. ISBN 9798385108046. (e-book is cheaper. ISBN 9798385163274)

Methods Used to Evaluate Student Performance

Your overall course grade is a function of individual and group-based work. This method of evaluation simulates performance evaluation and feedback systems in “real world” organizations and reinforces the idea that leadership is both an individual and social process. Although there will be assignments throughout the course that are not graded, your course grade is based on the following components:

1. Four Case Studies in Groups: 20%
2. Midterm Examination 20%
3. Final Examination: 35%
4. Group Research Presentation 25%

Course Agenda

Deadline for all assignments are the dates posted in the agenda below and submission time is always the end of the session which in 2:25pm on Mondays! **Do not wait for the last minute to make a submission online!!!**

Date	Topic	Readings
January 6	Overview of intended outcomes, readings, assignments and evaluation for the course	No Assigned Readings
January 13	Understanding Intercultural Communication; Understanding How We View Ourselves and Others; Culture and Identity	Ch 1 & 3
January 20	Exploring Culture; Cultures in Comparison; Understanding Worldview; Sojourning, Assimilating, and Acculturation Video on Culture will be posted that you could see at your convenience!	Ch 4 & From Suderman
January 27 Case Study 1	Business Ethics; Ethical Dimensions of intercultural dimensions; Video on Business Ethics will be posted that you could see at your convenience! ***Case Study will be posted on Brightspace in advance***	Ch 2 and additional resources [please take notes]
February 3 Case Study 2	Business Ethics: Major theories and Decision Making Model Video on Business Ethics will be posted that you could see at your convenience! ***Case Study will be posted on Brightspace in advance***	additional resources [please take notes]
February 10 Case Study 3	Intercultural Dimensions of Verbal and Non verbal Communication; Conversing and Relating in Intercultural	Ch 5 & 6 and additional resources

	Contexts; A video on Intercultural Negotiation will be posted that you could see at your convenience! ***Case Study will be posted on Brightspace in advance***	
February 17 Study Break	No assigned Readings But prepare for upcoming assignments!	No Assigned Readings
February 24 Midterm Examination	Midterm Examination	Ch 1-5 and additional material covered in lectures
March 3 Case Study 4	Intercultural Issues in Group Communication; Conflict Management; Communicating Social Class and Understanding the Culture of Poverty ***Case Study will be posted on Brightspace in advance***	Ch 7-9
March 10	Intercultural Issues in Health, Wellness, and Medicine; Intercultural Communication in Business and Professional Contexts	Ch 10-11
March 17 **Project Presentation Slides Due for all Groups**	Project Presentations	Utilize all Readings
March 24	Project Presentations	Utilize all Readings
March 31	Project Presentations	Utilize all Readings

Use of Generative Artificial Intelligence

This is a human-centered course. In this course, evaluation focuses on what you can do *without* AI assistance. While you are welcome to use AI tools to explore ideas, study, or clarify concepts, all submitted work must represent your independent thinking and original effort. Use AI for learning, not for producing graded submissions. Your understanding and reasoning—not AI output—will form the basis of assessment. Using AI for graded submissions constitutes an academic integrity violation.

Important Note: All assignments must be submitted on Brightspace. **Emailed submissions will not be accepted.** Group assignments need to be submitted by one member of the group only. Rest of the team is still responsible for going online and double checking to make sure correct file was submitted and on time. I will not accept any emailed excuses shifting/taking the blame on one another. **Whether you precisely assigned one member to make the submission or not, as a team you are all equally responsible for consequences.**

Important Note on Groups: You will be required to form groups of 2-3 students (dependent upon class size). These groups will collectively carry out group project related tasks. Make sure to attend the very first class as I will be explaining all assignments and deliverables in detail. I will let people pick their team members on the first day of the course only if they are physically present [no email requests will be considered]. Absent members will make up the remaining

teams [created by the professor] and absent members will not be allowed to change teams. I will post finalized teams on Brightspace by the end of first week.

Groups are expected to *self-govern* and ensure the quality of all deliverables, independently resolving any conflicts within the group. You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, **it is the team's responsibility to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.**

Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. I will not force anyone to keep anyone in their team. Its team's collective decision. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change. Please note, peer evaluations can effect your mark so do not assume, you have the same mark as your team members. For example if your teams gives you a 3/5 and group has 5/5 on an assignment, your mark would be 3/5 not 5/5. So make sure you participate and produce good quality work. I usually go through all peer evaluations at the end of the term to adjust grades.

4 Case Studies in Groups

Objective	Throughout the course, you will analyze 4 cases. Your task is to individually read (before class) the case and come to class prepared to address the questions within your team, for that particular case (see "content" below). <i>However, you will have sufficient time in-class to prepare your group's collective answer, so there is no need for <u>your group</u> to meet beforehand for this. In fact, it makes more sense to use me as a resource available to you during class (to clarify any theoretical points, or clarify what is expected of specific questions) by working on the cases in class.</i>
Content	For each case, I will assign you specific questions or guidelines. Answer the assigned questions using appropriate course material (as well as material taught in any other previous classes, <i>if</i> you feel it is also applicable – but please don't just dump indiscriminately).
Marking	<ol style="list-style-type: none"> 1. You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!): In some cases, all questions are weighted equally; in others, question weights are indicated on the question sheet. 2. Important!! Please note that you <i>cannot</i> get marks for a group case unless you are present and working with your group on that day. The only exception is if you have submitted your share of the group answers to your team previously,

	<i>and</i> your fellow team members are prepared to accept this. In that case, your group's peer evaluation will determine your grade on that case. The only other exception is a medical reason, requiring a medical note, and that will be dealt with on an individual basis.
Format	<ol style="list-style-type: none"> 1. Double-spaced, maximum 5 pages. 2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent. 3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade. 4. Statement of integrity form 5. Peer Evaluation Forms 6. Format for written submissions should follow the American Psychological Association (APA) Publication Manual.
Submission & Timing Requirements:	<ol style="list-style-type: none"> a) Cases must be submitted online by <u>10 minutes prior to the END</u> of the class in which the case is being done. Do not wait for the last minute to submit your work as submission folder closes sharp at the closing time. See Course Schedule in this outline for specific due dates for each case. b) Email submissions will NOT be accepted. Read alate submission policy on page 6. c) <u>No excuses for not being able to bring peer evaluation forms or statement of integrity form.</u> No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!!

Group Research Project

You are to research a cultural group by examining it from several different perspectives [some suggestions below]. Be mindful to integrate course theory (*i.e., using appropriate c/c terminology and course material*) wherever pertinent. Teams will be required to present their findings to the class (30 minutes presentation). Detailed guidelines for presentation are attached as **appendix 2** with this course outline.

1. Consider that your team has been selected as experts in “Ethical cross-cultural communication” helping to prepare an individual for work on their overseas assignment. What type of work, and which country? That is up to you as a team. Also, if anyone in your team is planning to do an international student exchange soon, feel free to choose the country of exchange and choose “university student on an international educational exchange” as the work context.
2. You are strongly advised to meet with your team as soon as possible to discuss the preferred country for the assignment and your intended approach (countries/cultural group are allocated on a first come first serve basis). Please be sure that there are sufficient informational resources on the country you are chosen.
3. This is a research assignment. You must conduct both secondary (library/internet) research AND primary research (*i.e.* interview at least one individual from that culture, and include their contact information –name, tel.#, email... in the reference section).

You are required to select a native (i.e. they were born/grew up in that country not someone who visited or is working for a few years only).

1. Please do not underestimate the time required to complete this assignment EFFECTIVELY (i.e., addressing all the theoretical parameters throughout your report). No extensions will be granted.

Suggestions of cultures to research (in no particular order):

Icelandic, Russian, Finnish, Basque, Ukrainian, Nepalese, Afghani, Jewish, Palestinian, Gypsy (Roma), Persian (Iranian), Zulu, Ashanti (Ghana), Masai, Haida (Northwest Coast), Navaho, Tuareg (Sahara), San (Bushman of South Africa), Kurdish, Mayan (today in Mexico), Aymara/Quechua (Peru & Bolivia), Mennonite (various from old to Russian), Argentinean, Brazilian, Dominica, Yanomamo (Amazon), Aboriginal (Australia), Maori (New Zealand), Iraq, Saudi, Dutch, Beudin, Israeli, Japanese, Welsh, Mexican, Dogon, Chinese (Han or minority group), Tibetan, Sikh, Anishnabe (Ojibwe). etc.

Content of the presentation is below. Look at all these aspects below and analyze what you have learned to effectively.

1. Geography and Climate and its role in shaping the culture (e.g., food, traditions, architectural traditions, sports, economic realities, etc.).
2. Historical Experience and its role in shaping the culture.
3. Religion and spirituality and its role in shaping the culture.
4. Dominant beliefs, values and norms.
5. Important rituals, ceremonies, symbols, festivals, mythology.
6. Visual arts, music, folklore, film and culture.
7. Social organization, class structure (socio-economic, political division), family, role of men and women.
8. Current social, economic, educational, cultural, political issues affecting this group.
9. **Ethical and Culturally appropriate Communication** [the most important aspect of this project so 50% of your focus should be on this part]: Language, verbal & nonverbal communication style; communication style/approach in negotiations, leadership, decision making, team building activities etc.
10. Immigration to Canada of this group and issues relevant to acculturation here (if you chose native culture, focus on issues related to its relationship with dominant Canadian Culture).

Format of slides

1. A title page
2. Personal Ethics Statement Concerning Assignments (see Appendix)
3. References as a last slide
4. No animations or transitions
5. A class engagement activity [Could be throughout the presentation, at the beginning or at the end. Do not ask questions like a quiz to test recall].

I will also look for:

1. **Depth of research**: Effort made to find good and relevant information. Good interviews/literature review. In reading the paper one can see the effort to get to the heart of the matter.

2. Depth of analysis: How students analyzed the information he/she received? The results are clear and plausible. References to class lectures, readings and presentations. Logic and consistency.
3. Application of Theory, skills and tools : The application of theories, techniques and tools are applicable to the analyzed situation and demonstrate the level of knowledge of the students.
4. Spelling / grammar – overall presentation: Headings to define sections of the paper (story, analysis, application of facilitation methodologies). Conceptual clarity; Quality of presentation (Flow, cohesion of thoughts and ideas); Insight and Connections.

Sources of Information: In addition to numerous websites, consider also BBC, PBS (WideAngle), CBC, Aljazeera, and their links. National Geographic can be surprisingly good on cultural topics, as can good newspapers such as The Globe and Mail, The New York Times, and other International sources like The Sunday Times of India, good travel books also carry good information. Be sure to do thorough web searches, consult data bases available in your library, and look for films that shed light on your culture.

A note about direct quotations: When working on your project, please keep in mind that I show a marked bias for a movement from theory/definition (textbook, supplementary readings, class discussion, videos) to your own words to a concrete example. In other words, make a clear reference to an accepted theoretical foundation, then explain it in your own words and then provide a concrete example to support your idea (from a case study, from a class discussion or video, from a real-life situation that you have observed, from history...).

As a team what you need to submit on the day of submission for the project:

[All below as one file entitled “your team number & Country Name”]

Only one submission is allowed per team! No multiple submissions allowed on brightspace!

1. A cover slide with your names, student numbers, the name of the country.
2. A statement of integrity form sign by those who worked on the assignment. (get electronic signatures). Can be submitted as a separate file in the same submission folder. Attach name and coordinates of the person you interviews.
3. Your slides with bibliography as the last slide

On the day of project submission, Individually each student need to submit the following two documents as ONE FILE on Brightspace within the folder “Peer Evaluations and Who did What Folder”: [both as one file entitled “your Name, team number and name of the chosen country”]

- a. ****In who did what letter (maximum 1/2 page double spaced), Explain what you personally did to contribute to this assignment. A simple paragraph form at the end of the peer evaluation form is fine. No specific format needed.**
- b. ****Individual Peer evaluation forms- use the form attached with this course outline to evaluate each member of your team**. Do not create your own forms as those will not be accepted as valid submission.**

Mandatory Peer Evaluations and “Who did What Statements”: Read this section very carefully!!!

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the group deliverable.

For peer evaluations, use only the original Peer evaluation form attached with the course outline (no hand written evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: Due with the presentation slides. Check due dates in the course agenda and online.

- Not submitting Peer evaluations and who did what statement (when it is due) means you didn't do anything for the group work and hence the grade of zero will be awarded to that particular individual. No late submissions will be accepted. No Email Submissions either.
- **Please note, peer evaluations can effect your mark so do not assume, you have the same mark as your team members. For example if your teams gives you a 3/5 and group has 5/5 on an assignment, your mark would be 3/5 not 5/5. So make sure you participate and produce good quality work.**

For “who did what statement” Due only with the presentation slides [Submit within Peer Evaluation Folder]. Explicitly write each member's name and what exactly he/she did for the project. I will cross check each member's submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. I will adjust mark for slackers according to the peer evaluations and who did what letters. **For the "Who did What letter/statement", type what you personally did for role play project at the end of the peer evaluation form! NO separate submission is needed! No Submission will result in a grade zero for the assignment.**

Exams:

The midterm (worth 20%) will be 90 minutes long, closed book, and will consist of questions which will cover material from lectures and readings discussed before the midterm exams. The content and format of the exams will be announced in class.

The final exam (worth 35%) will be cumulative, **2 hours long**, closed book. All topics covered in the course will be included in the final, although the post-midterms material will be more heavily represented. The date of the final will be determined by the Undergraduate Office later in the semester. The format of the exam will be announced in class.

Anything covered in the classroom and in the assigned readings is subject to examination.

Attendance is a key determinant of students' success. Regardless of your personal attendance decisions, *you are responsible for any information, material, or announcements given in class.* If you decide not to attend class, be sure you are willing to accept the consequences of your actions. In addition, university policy stipulates that attendance at lectures is mandatory and that

a student can be excluded from taking a final exam he or she has missed four or more lectures. If you show up late for any exam, you will not be allowed extra time.

Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
CHECK (X) ONE PER ROW				
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>		X		
BI5 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>			X	

ADDITIONAL INFORMATION

Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Group work

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a

group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accommodations website (students.carleton.ca/course-outline).

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy Accommodation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your

instructor as soon as possible to ensure accommodation arrangements are made.

carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at: <https://carleton.ca/registrar/academic-integrity/>.

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program

progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

Important Information:

- Students must always retain a copy of all work that is submitted.
 - All final grades are subject to the Dean's approval.
 - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>
-

APPENDIX I
Peer Evaluation Form

Please write a short narrative addressing the evaluatee's contributions before assigning a rating. Include in your narrative how many times the group met outside of class, how many meetings the evaluatee attended, whether the evaluatee made a serious effort to complete the assigned work before the group meeting, whether the group member attempted to make contributions in group project, whether the member was cooperative with the group effort, and whether the group member did all the readings before coming to the meetings.

Excellent	Carried more than her/his part of the load	5 points
Very Good	Consistently did what she/he was supposed to do	4 points
Satisfactory	Usually did what she/he was supposed to do	3 points
Marginal	Minimally prepared and cooperative	2 points
Unsatisfactory	Unprepared and uncooperative	1 or 0 point

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Note: *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Appendix 2

Guidelines for Presentations

****Please Read guidelines very carefully. Not following any of the instructions below could affect your grade****

1. In case of any changes, maximum time available for presentation will be announced in the class: For now, you will have 30 minutes in total. **Please note** that you are expected in fairness to your colleagues to respect the time allocation. Not doing so could adversely affect your evaluation. Utilize available time, do not rush through your presentation, and don't conclude abruptly. Without a proper introduction and conclusion you can lose marks.
2. Submit an electronic copy of their (PowerPoint) presentation to the professor the day before the actual presentation. Don't send any second or third revised or updated version of your slides. I will save your slides on a USB and on the desktop as well. No late submission will be accepted. No revised version will be accepted and no one will be allowed to save any updated version on the desktop on the day of actual presentation, and if you forgot to send me your slides, then you won't be allowed to use slides. If you didn't follow any these guidelines, you will lose 25% of your presentation grade. No exceptions. So plan ahead and prepare well in advance rather than waiting for the last moment.
3. In your slides, your names, group number and topic should be very clear. In your emails, always include your group number if your inquiry is related to group project. Even with your ppt slides, I need to know what your group number is, otherwise I will not save your slides and you will present without slides.
4. In addition, bring a hard copy of your slides on the day you present. Not doing so could adversely affect your grade.
5. Be on time, if it is your turn to present and one of your group members are not in yet, I will still ask you to move ahead and start presentation without that member.
6. Select presenters carefully. If you want to select one person to present or the whole group, I don't have an issue but keep in mind, presenter/presenters' performance will certainly affect everyone's grade. No exceptions!
7. There will be no changes in presentation dates. Group with any emergencies or problems will be switching their presentation dates with other groups. In case of change inform your professor otherwise you will not be allowed to present.
8. Please be professional during your presentations.
 - **Don't read** word by word from your script. **Do not read from your cell phones or the person using the cell phone will lose 20% of their own mark NOT the team.** Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
 - **Carefully select the background and font colour and size. Make it easy for your audience to follow you.**
 - **Don't use complete sentences or paragraphs in your slides.** Your voice should tell the story and the slides should only support it.
 - **Don't use effects**, such as texts that fly into the slide or ANY other disturbing transitions. Only use power point program for your slides.
 - **Don't use cute or unusual photos that are not illustrating exactly what you are talking about.** The interesting stuff should be in your content.

- Do speak loudly enough to be heard by the entire audience, even those in the back row.
- Don't walk in the class for no reasons. Make your movements and gestures purposeful.
- Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
- Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent clothes suitable for an academic environment.
- Avoid talking or laughing among each other while your members are still presenting.
- Introduce your group members before starting your presentations.

Note:

If you didn't submit Individual peer evaluations for your group members, you will personally lose the project marks. Late or emailed submissions will be accepted.

APPENDIX 3

Personal Ethics Agreement Concerning University Assignments (Group Assignment)

By signing this Statement, I am attesting to the fact that I have reviewed not only my own work, but the work of my colleagues, in its entirety. I attest to the fact that my own work, and as far as I can infer that of each of my colleague, in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me and/or the group.

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

APPENDIX 4

Personal Ethics Statement (INDIVIDUAL ASSIGNMENT):

By signing this Statement, I am attesting to the fact that I have completed my work in its entirety by myself. I attest to the fact that my own work in this project meets all of the rules of quotation and referencing in use at Carleton University, as well as adheres to the Academic Integrity policies as outlined in the Student Affairs site of the university (<http://www1.carleton.ca/studentaffairs/academic-integrity/>). Any evidence contradicting my declaration above may be held against me.

Signature

Date

Last Name (print), First Name (print)

Student Number

Appendix 5

Quick APA Guide: Examples of APA reference format:

Journal Reference:

Akmal, T., & Miller, D. (2003). Overcoming resistance to change: A case study of revision and renewal in a US secondary education teacher preparation program. *Teaching & Teacher Education*, 19(4), 409-420.

Book Reference:

Apps, J. W. (1994). *Leadership for an emerging age: Transforming practice in adult and continuing education*. San Francisco: Jossey-Bass.

Book Chapter Reference:

Cobb, A. T., Wooden, K. C., & Folger, R. (1995). Justice in making: Toward understanding the theory and practice in organizational change and development. In W.A. Pasmore & R. W. Woodman (Eds.), *Research in Organizational Change and Development* (pp. 243-295). New York: JAI Press

Book Editions:

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

Bolognese, A. F. (2002). *Employee Resistance to Organizational Change*. Retrieved May 13, 2004 from <http://www.newfoundations.com/OrgTheory/Bolognese721.html>

Dissertation reference:

Bean, C. J. R. (2003). Framing and sensemaking in organizational change: The experience of nomadic work. [Dissertation Abstract] *Dissertation Abstracts International*, 64(2-A), 564US: Univ Microfilms International.

Same Authors in same year:

Dent, E. B., & Goldberg, S. G. (1999a). Challenging “resistance to change”. *Journal of Applied Behavioral Science*, 35(1), 25-41.

Dent, E. B., & Goldberg, S. G. (1999b). Resistance to change: A limiting perspective. *The Journal of Applied Behavioral Science*, 35(1), 45-47.

Text Citation:

1. Author’s last name and year of publication[E.g.,Bolognese, (2002)]
2. For direct quotations, author’s last name, year of publication and page numbers. E.g., (Bolognese, 2002, p. 12) or Bolognese (2002) claims, “.....” (P. 12). For more than one page (Bolognese, 2002, p. 12-15) or Bolognese (2002) claims, “.....” (P. 12-15).
3. If you are just borrowing an idea from a text then simply write author’s last name and year of publication. E.g.,Bolognese, (2002) states....
4. For quotation containing more than 40 words, indent and single-space the whole quotation.
5. If you have more than one authors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

Levels of Heading:

CENTERED UPPERCASE HEADINGS **Level 5**

Centered Uppercase and Lowercase Headings **Level 1**

Centered, Italicized, Uppercase and Lowercase Headings **Level 2**

Flush Left, Italicized, Uppercase and Lowercase Side Heading **Level 3**

Indented, italicized, lowercase paragraph heading ending with a period **Level 4**

Appendix 6

Guidelines for in class Discussions

1. Everyone who is here has the right to be here and to participate. Everyone who is here brings experience and knowledge that makes their participation valuable.
2. Everyone has the right to be silent, i.e. "To pass" in answer to a question. Remember that some topics may be more difficult or painful for some than for others.
3. Be aware of how your participation affects the participation of others. Your words, your tone of voice, your body language, the amount that you talk, all affect others.
4. Remember that people's experience and knowledge vary. What you hold most dear may not be obvious or of value to others, and vice versa.
5. Actively listen. Reflect back to people what they are saying, even as you state your position.
6. Speak for yourself. Avoid speaking for others. Use "I" statements: "I think . . ."
7. Ensuring that everyone can participate is everyone's responsibility. Preventing someone from participating impoverishes the education of all.

Appendix 7

Survival Tips for Working in a Group Project

A lot of our students don't like to work in groups. Schedules can be hard to coordinate. Personalities sometimes clash. Some people work harder than others. Now that that's out of our system, let's face another reality: There is very little our students will do in the workplace that is not done in collaboration with others. As the corporate world continues to downsize, the ability to work as a member of a team is becoming increasingly important. Anyone who has had to coordinate students working in groups knows that the process often requires the professor to serve as a teacher, mentor, coach, and cheerleader. To help you through this rewarding and time-intensive experience, here are some group survival tips that you might find useful:

Remember the Golden Rule. Do unto others as you would have them do unto you. No matter how stressful the situation, treat one another with respect.

Do it now! Don't put something off until tomorrow. If you have the time, do it now. If you wait until you have enough time to tackle something from start to finish, you may never get started at all.

Trust is earned. If you say you are going to do something, then do it. Your word is your bond. If you don't keep your word, you have no right to expect others to keep theirs.

Act with purpose and conviction. The number of meetings each group holds doesn't determine success. It is determined by what is actually accomplished. Come to group meetings prepared to participate.

Feed off one another's strengths. Not everyone is good at everything. But everyone is usually good at something. Try to match tasks to talents.

Perception is reality. You may be a hard worker. But if you appear lazy to others, that is how the world will define you. Do yourself a favour: Don't forget to do work on creating a good image by showing good work ethics.

Use the buddy system. Work in pairs. Partners can encourage one another, bounce ideas off of one another, and check one another's work.

Editing The person who writes a piece of copy or types it into the computer should not edit that copy. Someone with a fresh pair of eyes should check for spelling, grammatical, and factual errors. So edit each other's sections in case you decided to divide work.

Back it up. To avoid last-minute disasters, save all computer data on at least two disks or USB drives.

"All-nighters" the evening before deadlines are not heroic. They are dangerous. Set interim deadlines and meet them. Allow the group ample time to edit and fine-tune documents. Waiting until the last minute is courting with disaster.

There is no "I" in "Team." What you say about others in your group is a reflection upon yourself. Try to build a team spirit. Don't undermine it.

Be a straight shooter. If you have difficulty with or are unsatisfied with the performance of a group member, it is your responsibility to voice those concerns to that individual privately before sharing them with others.

Take Notes. Do what most successful managers do: Keep a personal log of what was said by whom and on what date. In addition to keeping you on top of a dynamic process, you can document the performance of yourself and other group members.

Aim high. The best groups are those that place the highest expectations upon themselves.

Fair warning is better than no warning at all. If a deadline may be missed, the penalty is usually less severe when your professor is told of the problem before the deadline passes. This also holds true when dealing with members of your group. Don't surprise your group members and your professor!

Appendix 8

Guidelines for doing the Film Analysis

Please note that you might not be able to find enough information to answer all of the questions listed below. Following questions are prepared to give you an idea of where and how you can study the important Leadership aspects in your selected file so your focus should be on getting the maximum out of your selected movie.

Following elements are important (they are not in any order here):

At the very beginning, present your motivation or interest to select this film. How is it related to Leadership. Offer your introductory impression of the film. What does the title mean in relation to the film as a whole?

Summarize the plot of the film (Script, acting and the overall theme). Is the story purely linear, or are we being told more than one story at the same time, and if so, what is the relationship between the stories? Think about the manner in which the situation is conveyed: do we follow the plot solely through a straightforward dramatization of events or are we guided by inter-titles, superimposed words on the screen, or voice-overs?

How did the film techniques and music enhance the setting and themes of the film? You may need two paragraphs to explain this information. Offer evidence for your opinion. Remember to mention use of symbols and literary devices.

How did the actors portray key character roles? Did they fulfill your expectations given your knowledge of the original topic? How did your opinion of a characters change as you watched the movie? Write the symbols in the film and what they represent or 'stand for.'

Does the film present a clear point-of-view on leadership? How? Are there any aspects of theme which are left ambiguous at the end? Why? How does this film relate to the issues and questions evoked by your understanding of Leadership in general? Are there any striking uses of perspective? How does this film relate to the other literary texts or articles you have read on leadership topic?

Conclusion--your last opportunity to guide the reader. What mood[s] does this movie cause viewers to have? How does it do that? What did you learn by analyzing this film? What theoretical concepts were supported or refuted, and why? Are there any new concepts that are suggested by your analysis?

Appendix 9

Some useful classic resources

- Adler, Ronald B., and Rodman, George (2006). *Understanding human communication*, 9th edition. New York, NY: Oxford University Press.
- Arieli, Sharon, Lilach Sagiv, and Sonia Roccas. (2020). “Values at Work: The Impact of Personal Values in Organisations.” *Applied Psychology* 69.2: 230–275. Web.
- Asante, Molefi K., Miike, Yoshiataka and Yin, Jing (2008). *The Global Intercultural Communication Reader*. New York, NY: Routledge.
- Axtell, Roger E. (1998). *Gestures: The Do's and Taboos Of Body Language Around The World*. Toronto, ON: Wiley
- Beamer, Linda and Varner, Iris. (2006). *Intercultural Communication in the Global Workplace*. McGraw-Hill
- Bennett, Milton J. (1993). Toward ethnorelativism: A developmental model of intercultural sensitivity. In *Education for the Intercultural Experience*, Paige, R.M. (Ed.). Yarmouth, ME: Intercultural Press
- Bennett, Milton J. (1998). *Basic concepts of intercultural communication: selected readings*. Yarmouth, ME: Intercultural Press.
- Blasco, Maribel and Gustafsson, Jan (2004). *Intercultural alternatives*. Copenhagen, DE: Copenhagen Business School Press.
- Brink, A. (2011). *Corporate Governance and Business Ethics* (1st ed. 2011.). Springer Netherlands. <https://doi.org/10.1007/978-94-007-1588-2>
- Brislin, Richard W. (1994). *Intercultural Communication Training : An Introduction*. Thousand Oaks, CA: Sage Publications
- Brislin, Richard, W. et al. (1986). *Intercultural interactions. A practical Guide*. Newbury Park, CA: Sage Publications.
- Cane, A., Matten, D. (2020) *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization*, 5th Edition, Oxford University Press, ISBN 13: 978-0199697311
- Chaney, Lillian H. and. Martin, Jeanette S. (2010). *Intercultural Business Communication*, Fifth Edition, Prentice Hall
- Chen, G., & Starosta, W. (1998). *Foundations of Intercultural Communication*. London: Allyn and Bacon.

- Cooper, Pamela, J., Calloway-Thomas, Carolyn and Simonds, Cheri, J. (2007). *Intercultural communication, a text with readings*. Toronto: Pearson Education Inc.
- Gudykunst, William B. (2004). *Bridging differences: effective intergroup communication*. Thousand Oaks, Calif.: Sage Publications.
- Gudykunst, William B. and Mody, Bella (2002). *Handbook of international and intercultural communication, 2nd Edition*. Thousand Oaks, CA: Sage Publications.
- Hall, Bradford J. (2005). *Among Cultures: The Challenge of Communication, 2nd edition*. Belmont, CA: Wadsworth
- Hall, Edward T. (1989). *Beyond culture*. Toronto: Anchor/Doubleday.
- Hall, Edward T. (1983). *The Dance of life*. Toronto: Anchor/Doubleday.
- Hall, Edward T. (1990). *The Hidden dimension*. Toronto: Doubleday.
- Hall, Edward T. (1990). *The Silent language*. Toronto: Anchor/Doubleday.
- Hofstede, Geert H. and Hofstede, Gert Jan (2010). *Cultures and organizations: Software of the mind, 3rd edition*. New York: McGraw-Hill.
- Hofstede, Geert (2001). *Culture's consequences: comparing values, behaviors, institutions, and organizations across nations*. Thousand Oaks, CA: Sage Publications.**
- Hofstede, Gert Jan, Pedersen, Paul B. and Hofstede, Geert (2002). *Exploring culture: Exercises, stories and synthetic cultures*. Yarmouth, ME: Intercultural Press.
- Holliday, Adrian (2013). *Understanding Intercultural Communication*. London, UK: Routledge.
- Howard, Martin (2007). *Intercultural Dialogue*. Ottawa, ON: University of Ottawa Press.
- Jandt, Fred E. (2004). *An introduction to intercultural communication. Identities in a global community*. Thousand Oaks, CA: SAGE Publications.
- Karlberg, Michael (2004). *Beyond the Culture of Contest. From Adversarialism to Mutualism in an Age of Interdependence*. Welwyn, Herts, UK: **George Ronald Publisher**
- Kiesling, Scott F. and Paulston, Christina Bratt, editors (2005). *Intercultural discourse and communication: the essential readings*. Malden, Mass.: Blackwell Publishing
- Klyukanov, Igor, E. (2005). *Principles of intercultural communication*. Toronto: Pearson Education.

- Kulich, S. J., Komisarof, A., Smith, L. R., & Cushner, K. (2021). Re-examining intercultural research and relations in the COVID pandemic. *International Journal of Intercultural Relations*.
- Landis, Dan, Bennett, Janet, M. and Bennett, Milton, J. (2004). *Handbook of intercultural training, 3rd Edition*. Thousand Oaks, CA: SAGE Publications.
- Lewis, Richard D. (2006). *When Cultures Collide, 3rd edition*. London, UK: Nicholas Brealey International
- Liu, Shuang et al. (2011). *Introducing Intercultural Communication*. Thousand Oaks, CA: Sage Publications
- Lustig, Myron, W. and Koester, Jolene (2005). *AmongUS: Essays on identity, belonging, and intercultural competence, 2nd Edition*. Toronto: Pearson.
- Lustig, Myron, W. and Koester, Jolene (2010). *Intercultural competence, 6th Edition. Interpersonal Communication Across Cultures*. Toronto, ON: Allyn and Bacon.
- Mattock, John. (2007). *Cross-Cultural Communication; The Essential Guide to International Business*. Kogan Page Publishing.
- Min-Sunkim. (2002). *Non-Western Perspectives on Human Communication: Implications for Theory and Practice*. London: Sage Publications.
- Mucchielli, Roger (1980). *Communication et réseaux de communications, 5^e édition*. Paris :Éditions ESF.
- Neuliep, James, W. (2003). *Intercultural communication. A contextual approach, 2nd Edition*. New York: Houghton Mifflin Company.
- Novinger, Tracy (2001). *Intercultural Communication. A Practical Guide*. Austin, TX: University of Texas Press.
- Oetzel, John G. (2009). *Intercultural Communication: A Layered Approach*. Toronto, ON: Allyn & Bacon.
- Olofsson, Gwyneth (2004). *When In Rome Or Rio Or Riyadh. Cultural Q & A For Successful Business Behavior Around The World*. Yarmouth, ME: Intercultural Press.
- Ruben, Brent D. (1992). *Communication and human behavior, 3rd Edition*. Englewood Cliffs, NJ: Prentice Hall.
- Ruben, Brent D. and Stuart, Lea P. (2005). *Communication and human behaviour, 5th Edition*. Needham Heights, MA: Allyn & Bacon.

- Samovar, L., & Porter, R. (Eds.). (1999). *Intercultural Communication: A Reader* (9th edition). Belmont, CA: Wadsworth Publishing Company.
- Samovar, Larry A. and Porter, Richard E. (2003). *Communication between cultures*, 5th Edition. Belmont, CA: Thompson Wadsworth.
- Samovar, Larry A. and Porter, Richard E, **McDaniel, Edwin R.** (2006). *Intercultural communication. A reader*, 11th Edition. Belmont, CA: Wadsworth.
- Samovar, Larry A. and Porter, Richard E, **McDaniel, Edwin R.** (2008). *Intercultural communication. A reader*, 12th Edition. Belmont, CA: Wadsworth Cengage Learning.
- Samovar, Larry A. and Porter, Richard E, **McDaniel, Edwin R.** (2012). *Intercultural communication. A reader*, 13th Edition. Belmont, CA: Wadsworth Cengage Learning.
- Storti, Craig. (2017). *Cross Cultural Dialogues: 74 Brief Encounters with Cultural Differences*, Second Edition, Intellectual Press.
- Suderman, Jane (2007). *Understanding Intercultural Communication*. Toronto, ON: Nelson Canada.
- Thomas, David C. (2008). *Cross Cultural Management: Essential Concepts*, 2nd Ed., Sage.
- Ting-Toomey, Stella (1999). *Communicating Across Cultures*. New York, NY: Guildford Press.
- Ting-Toomey, Stella and Oetzel, John, G. (2001). *Managing intercultural conflict effectively*. Thousand Oaks, CA: Sage Publications.
- Ting-Toomey, Stella and Chung, Leeva C. (2012). *Understanding Intercultural Communication*, 2nd Edition. Toronto, ON: Oxford University Press.
- The Importance of Cross Cultural Understanding in English Language Training (2020)
<http://www.openjournal.unpam.ac.id/index.php/Proceedings/article/view/4347/3279>
- Trompenaars, Fons (2003). *Did the pedestrian die?* Oxford, UK: Capstone Publishing.
- Trompenaars, Fons and Hampden-Turner (1998). *Riding the waves of culture. Understanding cultural diversity in global business*, 2nd edition. Toronto: McGraw-Hill.
- Verbunt, Gilles (2001). *La société interculturelle. Vivre la diversité humaine*. Paris : Éditions du Seuil.
- Watzlawick, Paul, Beavin, Janet Helmick and Jackson, Don D. (1967). *Pragmatics of human communication: a study of interactional patterns, pathologies, and paradoxes*. New York: Norton.

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