

**Eric Sprott School of Business**  
**Carleton University**  
**BUSI 2701A**  
*Fundamentals of International Business*  
**Fall 2014**

<b>Professor</b>	Dr. Rumaisa Shaukat
<b>Office</b>	919-1 DT
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
<b>Office Hours</b>	10am-11am on Fridays. I'm also generally available right after class for quick questions/comments.
<b>Class Times</b>	Fridays 11:35am-2:25pm
<b>Class Location</b>	TBA
<b>Course Restrictions</b>	Open to all students except Bachelor of Commerce and Bachelors of International Business students.
<b>Prerequisites</b>	n/a
<b>Website:</b>	Course slides will be posted on CuLearn and emailed as well. Please attend classes to take notes!

**Course Description:**

International business is an aspect of human enterprise that impacts most people, governments and institutions around the world. Whether you are a consumer of a product imported from a foreign nation, the government of a developing country hoping to create jobs through investment from a multinational corporation, or a domestic company suddenly experiencing competition from an offshore firm, you are affected by the laws, agreements and institutions that govern international business. This course will examine the conceptual and practical aspects of international business and the management of firms operating in an international environment. Topics will include international trade theory, the international business environment, trade agreements and regional economic integration, and global strategy and marketing.

**Learning Objectives:**

1. Understand why countries and businesses engage in international trade.
2. Understand the economic, legal, political and cultural aspects of the environments in which multinational businesses operate.
3. Become familiar with regional economic organizations / agreements such as the European Union and the North American Free Trade Agreement, and International Trade Organizations such as the World Trade Organization.
4. Understand how basic business functions (e.g. marketing) are affected when operations involve multiple countries and cultures.

**Course Expectations**

1. 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.

Important messages will also be posted on Web CT.

2. Active Participation. Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.
3. Regular Attendance. As most of the course material is structured in such a way that it builds upon itself, and because this class, for obvious reasons, places so much emphasis on the practice of communication through discussion, exercises, etc., it is difficult for you to enhance your interpersonal skills if you are not regularly present to practice them. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.
4. Follow Assignment Instructions. Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, 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 (5<sup>th</sup> Edition).
5. Keep duplicates of deliverables. For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.
6. Respect Deadlines. All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make up case study, no make up assignment. Projects which are submitted after the due date without an agreed upon extension are considered late assignments. Assignments must be handed in at which they are due. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of 20% per day up to a maximum of 3 days, after that assignments will not be accepted.
7. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices.
8. Late arrivals and early departures are not acceptable in this class. Do not 'leave' early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner).

If at any time something seems unclear or unreasonable to you, please make an appointment to discuss it. I am open to your suggestions and comments. This class is meant to be an open forum for learning and discussion. Perhaps you have a question about some class material but feel uncomfortable asking it in class it or the question does not occur to you until afterwards. Or perhaps you are working on a class assignment and have a question about getting started or want a second opinion to assess whether you're appropriately approaching the project. In instances such as these, please contact me.

### **Policy on Re-marking**

From time to time, students have legitimate concerns about marks they have received on a Case, Quiz, or Project. 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:

1. 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.

2. After completing #1 above, you must submit the paper with your comments back to the Professor 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.
3. If a deliverable is not resubmitted following the above guidelines, the Professor 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 Professor 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.

### **Email Guidelines**

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- 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.

### **Pedagogy**

Throughout the course, we will use a number of different teaching techniques (e.g., lectures, in-class discussion groups, cases, and videos). This is a highly participative course – in other words all students will be expected to come to class prepared to discuss all of the material. In-class group work will occur most weeks and group members will be expected to fully participate and report on the outcome of their discussions.

### **Required Text Book**

Hill, C., & McKaig, T. (2012). *Global Business Today*. (3rd Canadian edition): McGraw-Hill Ryerson Ltd. ISBN 0070401799.

### **Student Online Learning Centre at**

[http://highered.mheducation.com/sites/0070401799/student\\_view0/chapter1/index.html](http://highered.mheducation.com/sites/0070401799/student_view0/chapter1/index.html)

The OLC offers self-grading quizzes, interactive exercises, videos and associated pedagogy, entrepreneurial peer profiles, Globe and Mail news feeds, and global business plan material.

### **Course Schedule**

<b>Sessions</b>	<b>Topics and Cases</b>	<b>Assigned Readings</b>
Sep 5	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course; formation of teams; Globalization	No Assigned Readings Ch 1
Sep 12	Country Differences in Political Economy; The Cultural Environment	Ch 2-3
Sep 19	Ethics in International business; International Trade Theories	Ch 4-5
Sep 26	The Political Economy of International Trade; Foreign Direct Investment; Regional Economic Integration; *If time permits, consultation for country presentations*	Ch 6-8

Oct 3	Country Presentations In-class case studies for discussion	Utilize all Readings
Oct 10	Country Presentations In-class case studies for discussion	Utilize all Readings
Oct 17	Midterm Exam (2 hours, no lecture afterward)	Ch 1-6 will be on the exam
Oct 24	The Foreign Exchange Environment; The Global Monetary System; Global Strategy	Ch 9-11
Oct 31	Fall Break (No Class)	
Nov 7	Entering Foreign Markets; Exporting, Importing, and Countertrade; Global Marketing, and R&D	Ch 12-14
Nov 14	Global Production, Outsourcing, and Logistics; Global Human Resources Management	Ch 15-16
Nov 21 Company Analysis Report Due	Company Analysis Presentations	Utilize all Readings
Nov 28	Company Analysis Presentations Final Exam Review Session (Bring your questions)	Utilize all Readings

### **Grading Scheme:**

1. Country Specific Business analysis Presentation in groups	15%
2. Team Project (Company Analysis) in groups	25%
Presentation: 10%	
Report: 15%	
3. Midterm Exam	20%
4. Final Exam	40%
<b>Total</b>	<b>100%</b>

### **Important points to remember:**

Students are free to form their own teams with minimum 3 and maximum 4 people. Note, however, that teams will remain the same for the duration of the course. If you are experiencing trouble with a team member, it is the team's responsibility to contact the professor well before the date of the evaluation.

FOR EACH AND EVERY GROUP DELIVERABLE, Peer evaluation forms (evaluating each group member) must be submitted with the hard copy of your handout and slides before your presentations. Any group member who does not submit it, within the timeframe requested for that deliverable, will not receive a mark for that assignment. Only valid medical notes can excuse this requirement. Please only use the peer evaluation form attached at the end of this course outline.

Provide a letter listing students' name and student number under a heading, "who did what" for both group assignments. For 'Country Specific Business analysis Presentation', submit this letter on the day you present with your handout and a hard copy of slides and peer evaluations. For "Company Analysis" project, submit this letter with the report including peer evaluations on Nov 21st.

Attendance during presentations is **mandatory** and will be recorded. People arriving late and leaving early will be considered absent. For each missed presentation, you would lose 1 point from your total grade. I may ask you to evaluate your peer's presentations.

### **Country Specific Business analysis Presentation**

In groups, students will prepare a presentation on a country exploring how that country fits into the

international business environment. Extensive research is required here as you are not only learning about how to do research and presentations but also educating your fellow students about the country you chose. Detailed requirements for the assignment will be posted on cuLearn. Submissions must be in the format specified in the requirements.

### **Group Project**

Each student will submit a company analysis of a firm with international operations at the beginning of class on the due date indicated in the Course Schedule. Detailed requirements for the assignment will be posted on CuLearn.

### **Midterm Test and Final Test**

The midterm test will be held during regular class time and will consist of multiple choice questions based on the textbook chapters assigned up to the test date and all lectures and materials covered in the classes. Students who are unable to write the midterm exam due to a certified illness will have the weight of the midterm exam added to their final test. The final test will be held during the formal exam period and will be based on the textbook chapters and all lectures and materials covered in class (with an emphasis on material covered subsequent to the midterm for multiple choice questions).

### **Written Deliverables**

All hand-in assignments are expected to be in the best business standard. That being: double-spaced, 1" margins all around and 12 point font in Times New Roman. Any that do not meet this standard will find that the entire paper will not be marked. The marker will estimate where the material would have ended if the proper standard was employed and stop marking there. You must also include a cover page that clearly identifies: the assignment title, your name(s), date, section(s) and course number at a minimum. Cover pages and endnotes are not included in the page count.

### **Class Participation:**

Although class participation will not be directly assessed in calculating final grades, it is an important part of the learning process and will therefore affect your performance on the other assignments. At a minimum, good class participation requires that you arrive at class having carefully read the assigned materials, and that you listen carefully, ask questions about points that need clarification, and remain open to learning from alternative perspectives. Given the nature of the course material, the classroom atmosphere tends to involve lively discussion, and we will encourage everyone to participate actively. The ability to present one's ideas concisely and persuasively, and to respond effectively to those of others, is a key success factor in any managerial position. Attendance during any of the two team presentations is mandatory. Missing any of these classes without a medical note will result in a 5% reduction in your final grade; no exceptions.

### **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  
A = 85-89

B+ = 77-79  
B = 73-76

C+ = 67-69  
C = 63-66

D+ = 57-59  
D = 53-56

A - = 80-84

B - = 70-72

C - = 60-62

D - = 50-52

F = Below 50      WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### **Academic Regulations, Accommodations, Etc.**

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 Accommodations**

#### **Academic Accommodations for Students with Disabilities**

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your *Letter of Accommodation* at the beginning of the term, and 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 me to ensure accommodation arrangements are made. - - The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2014 exam period is November 7, 2014 and for the April 2015 exam period is March 6, 2015.

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

## **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. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. 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 <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

## **Assistance for Students:**

Student Academic Success Centre (SASC): [www.carleton.ca/sasc](http://www.carleton.ca/sasc)

Writing Tutorial Services: <http://www1.carleton.ca/sasc/writing-tutorial-service/>

Peer Assisted Study Sessions (PASS): [www.carleton.ca/sasc/peer-assisted-study-sessions](http://www.carleton.ca/sasc/peer-assisted-study-sessions)

## **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean’s approval.
  - Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, 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 CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://portal.carleton.ca/>
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## **APPENDIX I**

### **Guidelines for Presentations**

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

1. Maximum time available for presentation will be announced in the class: ..... minutes in total [..... minutes for presentations, remaining time will be used for any questions from the class or from the professor]. **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. Don't parrot PowerPoint either. You can use cue cards with key words and starter sentences.
  - **Carefully select the background and font color 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 cloths 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.



**APPENDIX II**

***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.

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

Name of Evaluator: \_\_\_\_\_

Case Study Number: \_\_\_\_\_ Date: \_\_\_\_\_

Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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Name of Student Being Evaluated: \_\_\_\_\_

**Rating Scales:** Rating: \_\_\_\_/5

**Comments:** \_\_\_\_\_

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**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 III**

***Personal and Professional Declaration of Academic Integrity observation of all Assignments and Submissions in this course***

***For Group Assignments***

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.

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Student number

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Date

## Appendix IV

### **Quick APA Guide: Examples of APA reference format (according to 5<sup>th</sup> Edition)**

#### **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*. (2<sup>nd</sup> 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 author. 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 V

### **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 VI**

### ***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 VII

The following are just some of the sources that could be useful for your project. They are, of course, in addition to your textbook.

### **Periodicals**

- 1) Business International Corporation's Business Asia (BA), Business China (BC), Business Europe (BE), Business Eastern Europe (BEE).
- 2) Economist Intelligence Unit's Investing, Licensing and Trading Conditions Abroad (for each of Africa, Asia, America, Europe)
- 3) Economist Intelligence Unit's Financing Foreign Operations (by country)
- 4) The Economist (weekly magazine)
- 5) Journal of International Business Studies - academic
- 6) Far Eastern Economic Review

### **Newspapers**

Financial Times (of London) - excellent

Toronto Globe and Mail Report on Business

Wall Street Journal

The Toronto Star

**Please Note:** there are other sources of information than the Internet. Don't make the mistake of limiting your research to this o