



**Eric Sprott School of Business
Carleton University, Ottawa, Canada**

**BUSI3703A International and Comparative Management
Fall 2016**

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E-Mail	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
Office Hours	By appointment only. I'm also generally available right after class for quick questions/comments.
Class Times	Monday 8:35am-11:25am
Class Location	TBA
Prerequisites	Second-year standing, and BUSI2101 or BUSI2702 with a grade of C or higher.
Website:	Course slides will be posted on CULearn and emailed as well. Please attend classes to take notes! ***All material covered in the class is potential exam material*** ***Attendance is Mandatory, I can take attendance on random days. I reserve the right to deduct points for missing classes ***

Course Deliverable	Due Date	Weight on Final Grade
In-class case analysis	Oct 3	5%
In-class case analysis	Oct 17	5%
In-class case analysis	Oct 31	5%
In-class case analysis	Nov 7	5%
In-class case analysis	Nov 14	5%
Reflective Logs	Oct 17	10%
Project Report	Nov 21	15%
Project Presentation	From Nov 21 to Dec 5	15%
Final Exam	Finals' week (date and time TBA)	35%

Course Description

Focus on managing large organizations spanning national boundaries, including both domestic firms with international markets and multinational corporations. Difficulties of maintaining communication and control in international operations in disparate cultural settings.

Central Learning Objectives:

1. To increase students' *awareness* of the importance of cross-cultural and cross-national differences for business activities.
2. To increase students' *participative competency* in terms of performing managerial functions across national boundaries.

Target Audience:

This course will be informative for students who are interested in:

- (1) Pursuing careers in organizations that may be international or internationalizing, where they may need to manage international employees at some point; and/or
- (2) Going international with their own careers someday.

Course Learning Objectives

In this course, international business is regarded not as a choice to be considered, but rather as the reality of business activity. Managers operating internationally need to be effective in a range of countries and in a range of cultures if they are to develop a sustainable competitive advantage in the international arena. They must *become aware* of the interaction between cross-cultural/cross-national differences and international management practices; and *develop their participative competency* for behaving sensitively with respect to those cultural differences (i.e., in terms of performing managerial functions across cultural boundaries, and working in multicultural teams).

In the *first half* of the course, our discussions will focus mainly on the “etic” view (culturally general theories) of culture’s consequences in general, and less on the cultural specifics of any particular nation. The theory taught in this half of the course is designed to strengthen your CQ (Cultural Intelligence), and will be reinforced with a variety of experiential activities (e.g., role plays, simulations, videos, class discussions). We start by reviewing the meaning of Globalization, and cultural value dimensions common to all nations (inc. ethical values). We then consider theory pertinent to cross-cultural communication (inc. collaboration and negotiations), leadership & motivation, and teams & decision-making. Because the way that a multinational firm manages knowledge will also influence its ability to align its culturally diverse, internationally dispersed workforce with its mission, this half of the course ties together the preceding weeks’ review of cultural management theories with a discussion of cross-cultural knowledge management processes.

In the *second half* of the course, we will take a more “emic” (culturally specific) approach. You will have an opportunity to apply the course theory to deliverables (in-class case studies and group projects) which are contextualized in particular cultural environments. More specifically, the CASES enable you to relate the course theory to various multinationals’ cross-cultural management activities. Through your GROUP PROJECTS, you will also have an opportunity to take a detailed look at the cross-cultural management issues which must be addressed by Canadians/Canadian firms operating within specific industries in specific countries of your choice. The class PRESENTATIONS of those projects will enable you to learn more about the issues of managing in various cultures, as well as enable you to develop your communication skills (i.e., by communicating the sensitive nature of relations between culture and management practices in the country that you studied for your project).

Course Expectations

Emails: I communicate with students through their student Carleton 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 3 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.

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.

Regular Attendance. Attendance is mandatory. A student with more than five absences may be prevented from sitting the final examination. 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.

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 (5th Edition).

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.

Respect Deadlines. There is no grace period, regardless of reason. For the group project, a penalty of 25% of the assignment mark will be applied for the first day or part thereof. Every subsequent day or part thereof will incur an additional 10% penalty. Computer failure, printing problems, work for other classes and many other excuses are not acceptable. You may not miss a day when you are scheduled for exam and presentation in the class. Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. Without an appropriate reason and documentation, you will receive a zero for the missed exam and presentation.

Respect intellectual property rights: Materials created for this course, including professor's lectures, students' presentations, 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). Lectures must not be recorded digitally (i.e., photographed, audio-taped or video-taped) without prior approval of the Professor.

Classroom policy on electronic equipments. Respect your classmates' desire to learn. In class, turn off all cell phones, beepers, or other electronic communication devices. The use of laptop computers has become increasingly common in the academic community, and they serve as a useful means of enhancing the classroom experience for some students. However, laptop computers have also the potential to serve as significant distraction for others when they are not being used for classroom activities. Thus the official policy for this class regarding laptop computers is that they may be used for note-taking purposes only. Any student found violating this policy forfeits the privilege of using his/her laptop computer for the remainder of the semester. The most obvious violations include but are not limited to surfing on the internet and IMing and/or chatting.

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. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered "excused" absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. 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). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

NOTE: This syllabus, along with due dates, are subject to change if necessary due to circumstances beyond the professor's control. It is the student's responsibility to check Blackboard and attend class for corrections or updates to the syllabus. Any changes will be promptly and clearly noted in the course announcements or through Blackboard Mail.

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.

Required Text Book

Thomas, D. C., & Peterson, M. F. (2015). *Cross-Cultural Management: Essential Concepts*. (3rd Edition). Los Angeles: Sage Publication

Additional Notes from:

Adler, N.J. with Allison Gunderson (2008). *International Dimensions of Organizational Behaviour*, 5th edition. Thomson-Southwestern. 2008. ISBN-13: 978-0-324-36074-5; ISBN-10: 0-324-36074-6

Methods Used to Evaluate Student Performance

The grading scheme is designed to assess your knowledge and understanding of the theory and research in human resource management, and your ability to use course materials to solve practical cross-cultural problems in organizations. A secondary purpose of the grading scheme is to provide students with the opportunity to improve oral and written communication skills, and to cultivate your skills at working in teams. Accordingly, the evaluation scheme involves 45% individual deliverables and 55% group deliverables, as follows:

- 2 Reflective Logs: 10%
- 5 Case Studies 25%
- Group Project: 30%
- Final Exam 35%

Course Agenda

The following is a tentative schedule of events subject to change as necessary and desirable. Students will be notified in advance of any changes requiring preparation. I will keep you posted in class.

Date	Topic	Readings
Session 1 Sep 12 Video VHO6167	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course Video: Globalization: The Good, the Bad, & the Ugly	No Assigned readings
Session 2 Sep 19 Video VHO2929	Culture and Management; How Culture Affects Organizations VIDEO: <i>VHO2929 (The 7 Dimensions of Cross-Cultural Management)</i> Discussion: <i>Dilemmas in C/C Ethics</i>	Ch 1-3 Additional Readings
Session 3 Sep 26 Video DVD00570	Communication Across Cultures Negotiating Globally	Ch 4, 6 Additional Readings
Session 4 Oct 3 *Case One*	Creating Cultural Synergy & Motivating People from Around the World: Inspiring People to Contribute	Ch 7 Additional Readings

Session 5 Oct 10 *No Class*	Statutory holiday. University closed.	No Assigned Readings
Session 6 Oct 17 *Case Two* **2 Reflective Logs Due**	Managing Multicultural Teams Leading Globally	Ch 7, 8 Additional Readings
Session 7 Oct 24 *No Class*	Fall break.	No Assigned Readings
Session 8 Oct 31 *Case Three*	Cross-Cultural Ethics in International Business Context Religion and World Views & Knowledge Management	Utilize all Readings
Session 9 Nov 7 *Case Four*	Multinational Decision Making; Managing Cross-cultural Transitions: Managing Abroad and Coming Back Home	Ch 5 Additional Readings
Session 10 Nov 14 *Case Five* Video	A Portable Life: The Expatriate Spouse Global Careers: Succeeding in the 21 st Century Challenges of International Organizations	Ch 9-11
Session 11 Nov 21 *Group Project Report Due* *Group Project Presentations*	Utilize all Readings	Utilize all resources
Session 12 Nov 28 *Group Project Presentations*	Utilize all Readings	Utilize all resources
Session 13 Dec 5 *Group Project Presentations*	Utilize all resources	Utilize all resources
Session 13 Dec 9 *Group Project Presentations*	Utilize all resources	Utilize all resources

IMPORTANT!!!!

1) The composition of teams for the case studies/exercises and Research Project will be determined, at the latest, by the start of the second class. Teams will be formed to consist of 5 members. Students are free to form their own teams. 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 before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.

2) It is important to attend all of the 3 weeks of group country presentations. Please read a note at the end of Appendix 1.

Final Exam (35%)

There will be one final examination in this course which will take place during the regularly scheduled examination period. This examination will consist of multiple choice questions, and will be based on all

material covered for the course. The emphasis, however, will be on the topics covered in the powerpoint and discussed in class.

About the Reflective Log (10%)

<p>Objective</p>	<p>Remember that the intention of this course is not simply to expand your <i>knowledge</i> of cross-cultural management issues, but also to enhance your ability to perform in cross-cultural contexts. Learning theory indicates that competency is enhanced by repetition and reflection, particularly when students are asked to transfer their learning beyond the ‘artificial’ classroom material/context and then generalize this to pertinent real world contexts. To help you learn to recognize which types of cross-cultural theories are most pertinent to different real world contexts, I would like you to do the following: On 2 occasions as you go through this course, critically assess the value that you have taken from any week’s readings/class activities <u>and relate it to real life events/issues</u> (either your own, or those in the news). An informal (but respectful) writing tone is perfectly acceptable; many students treat these as journal entries. Note!: Concise, thoughtful reflections are required, NOT summaries of the readings that have little analytical/reflective element to them.</p>
<p>Content & Marking per entry</p> <p>(2 entries required in total; 5 marks per entry)</p>	<ul style="list-style-type: none"> • <u>Briefly and accurately summarize the course material concept which is to be discussed in this entry (1 mark).</u> You can draw from any week’s material (inc. theory and/or experiential activity) to do this. • <u>Provide a real-world example (1 mark) of a challenging/surprising cross-cultural encounter</u> that you have experienced in the past or that you are currently experiencing. If you are really at a loss for any such examples, you can use as an example the experience of a close friend, relative, or colleague who has had a cross-cultural experience that illustrates course theory, AND/OR refer to current event(s) in the news. However, more marks will be allocated for your effort to learn from <i>your own</i> experiences (e.g., relating any weaknesses from your CQ-T1 report to a real world context, and exploring how course material could have helped you to understand/approach that situation). • <u>Appropriately connect the selected course concept(s) to this real world example (2 marks).</u> For example, how might course theory relate to surprises you experienced on your international travels (e.g., the role of cultural value differences and how that has eased/worsened your cross-cultural adjustment), AND/OR how might it inform your cross-cultural experiences within Canada (e.g., cross-cultural communication, leadership, motivation, and/or decision making within your student teams or within other multicultural situations you have been in)? • <u>Concluding Paragraph [worth 1 mark]:</u> What’s the number one thing you can “take away” from the course theory regarding your ability to manage this type of cross-cultural issue in the future? Is there any way this course (or this particular lecture) could have been re-designed to further enhance your learning? •
<p>Format</p>	<ul style="list-style-type: none"> • Include a title page. • Total submission should be typed, double spaced, with 1” margins, 12ptfont (Times New Roman), and a <u>total</u> of between 5-7 pages for BOTH entries combined. To save trees, you are encouraged to print on both sides of the page whenever possible (although this will not affect your mark). • PLEASE staple your pages together (a folder is not necessary for this assignment). • If you reference any literature in your entry, use APA style (5th Edition). •
<p>Submission Timing & Delivery Requirements</p>	<p>Submission must be done within 10 minutes of the START of class in the week in which the logs are due (see Course Schedule in this course outline). Late submissions will NOT be accepted for this assignment - NO extensions will be granted. Please start thinking about your reflective logs as soon as possible. Sorry, No Email submissions for this deliverable.</p>

Group Cases (5% each; for a total of 25% of your term mark)

Objective	Throughout the course, we will do several 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. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if you feel it is also applicable – but please don’t just dump indiscriminately</i>).
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. 3.
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. Cover Page: 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. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition). 6.
Submission & Timing Requirements:	<ol style="list-style-type: none"> a) Cases must be submitted to me by <u>10 minutes prior to the END</u> of the class in which the case is being done. Late submissions will <u>not</u> be accepted. See Course Schedule in this outline for specific due dates for each case. b) No Email submissions are acceptable c) No excuses for not being able to bring peer evaluation forms or statement of integrity form. No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!!

GENERAL INFORMATION FOR PROJECT/PRESENTATION

Your group has been selected to be the consultant team of “cross-cultural experts” helping to prepare an individual for work on their overseas assignment. What type of work, and which country? That’s up to you. If anyone in your group is planning to do an international student exchange in the near future, feel free to choose the country of exchange and choose “university student on an international educational exchange” as the work context.

PLEASE NOTE:

1. Regardless of the occupational category/country you select, you must structure your report and presentation according to the sections indicated below (under “outline”), being mindful

- to integrate course theory (*i.e., using appropriate c/c terminology and course material!*) wherever pertinent.
2. You are strongly advised to meet with your group as soon as possible to discuss the preferred country for the assignment and your intended approach, because you will need to be sure you have chosen a country and industry which no other group has chosen, and for which sufficient information is available to permit you to answer the assignment questions (*i.e., outline guidelines, as indicated below*).
 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 coordinates – name, tel#, email -- in the reference section*).
 4. 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.

DETAILED OUTLINE (CONTENT & MARKING GUIDELINES) FOR BOTH PROJECT & PRESENTATION:

Section	Score
I. Background Rationale (8)	-General: (/1) <ul style="list-style-type: none"> • Intro'd speakers & Gave agenda --Chosen industry: (/2) <ul style="list-style-type: none"> • Why chosen (% importance of this industry relative to the country's economy (e.g., % of GDP, # ppl employed in it? To Canada in terms of trade? And/or To your group members' own career goals?)) -Chosen occupational category: (/3) <ul style="list-style-type: none"> • Job title • 2-5 sentence job description (must address degree of interaction required with locals and in what context (e.g., as a direct report to an HCN, as a supervisor to HCNs, and/or when dealing with external clients? And/or when dealing with HCN team members – as in students on exchange?)) -Interviewee for reality check (/2) <ul style="list-style-type: none"> • How obtained? • Include contact details [name, email, tel.no.] & a signed consent form in appendix of your written report
Section	Score
II. General Living Adjustment (25)	-Geography/Climate: (/1) <ul style="list-style-type: none"> • gave a map • climate ? (seasonal diffs? regional diffs applicable to work context?) -Sociopolitical (/1) <ul style="list-style-type: none"> • Political govt ? • THEORY: Corruption ranking? -Economics: (/5) <ul style="list-style-type: none"> • Dominant industries • Membership in world economic agreements • Economic health (Effect of globalization on the country – GDP, wealth equalization, human rights, etc) • Currency (& relative to Canada?) -Population (/5)

	<ul style="list-style-type: none"> • Size • Education levels (if available) • THEORY: Predominant ethnic/religious groups • Main Languages spoken (& whether E/F media on local national news is available) <p>-Major National Symbols: (/5)</p> <ul style="list-style-type: none"> • National flag; • World-famous attractions; • Typical foods (inc. religious constraints where applicable); • Famous artists (of all genres: fine arts, literature, music, film, sports) • Make note of any recurring religious symbols if applicable <p>-Appendix Table of Nat'l culture by dims: (/8)</p> <ul style="list-style-type: none"> • THEORY – identified appropriate Trompenaars/Hofstede dimensions for nat'l culture • Contrast with Cdn cultural values
III. Interaction Adjustment (/25)	<p>-Communication practices & obstacles</p> <ul style="list-style-type: none"> • Nonverbal (/10) <ul style="list-style-type: none"> ○ THEORY - Use of technical labels ○ Etiquette Practices? • Verbal (/10) <ul style="list-style-type: none"> ○ THEORY - Practices (+ communication theory, also inc. negotiation if applicable to work context) ○ Fluency in English/French amongst population? • Ethnicity/Religion (how holidays/rituals create implications for interactions by foreigners in either verbal/nonverbal behavior) (/5)
IV. Work Adjustment (/30)	<p>-Distinctive Features of the Business operating environment (/4)</p> <ul style="list-style-type: none"> • any labour laws pertaining to hiring/firing, business operating hours ? <p>-Leadership & Motivation: (/10)</p> <ul style="list-style-type: none"> • THEORY - Gave GLOBE rankings? Employed motivation theories? • Cultural/Communication particularities pertinent to 1:1 leader/subordinate relations (e.g., performance appraisal discussions?) and/or motivation? • Eg's ? (& related to work context?) <p>-Teams & Decision-Making (/10)</p> <ul style="list-style-type: none"> • THEORY on dec-mkng & teams • Implications of cultural value differences and/or communication norms on above • Eg's ? (& related to work context?) <p>-Knowledge Mgmt Challenges for an org in this country/industry (/6)</p> <ul style="list-style-type: none"> • THEORY - (inc. theory on knowledge mgmt on any ethical issues related to that) • Eg's (& related to work context?)
V. Conclusions (/12)	<ul style="list-style-type: none"> • Appeal/Challenges of doing business (/9) [pros/cons for Cdns in this occupation/country] • In retrospect: (/3): What would you have done differently?
SCORE (/100)	

A FEW ADDITIONAL (but different) CONSIDERATIONS FOR
PRESENTATION & REPORT:

FOR THE ORAL PRESENTATION (Worth 15%)	FOR THE WRITTEN REPORT (Worth 15%)
<p>Criteria & Weighting: The presentation will be evaluated as per the same detailed project guidelines (criteria) that I have indicated for the written report (above). However, for the presentation, 50% of the marks within each topic section will be awarded for the substance of the report guidelines, and 50% for clear & creative delivery of that substance. (Implicit in this is the expectation that your presentation will adhere to the order of the topics listed above). Remember that the secondary objective of this assignment is to help educate your peers about your research findings. When you present, your task is not only to sound educated and informed about cross-cultural matters (i.e., You don't want to sound like you just walked in off the street and picked up a Tourist Guide to the country without studying the theory on this subject, so, definitely reference theory and terminology when applicable), but also try to engage the members of the class.</p> <p>Format:</p> <ol style="list-style-type: none"> 1. Please number each slide (lower right hand corner). 2. For Section II, please include a comparison slide (with the cultural values of your country in one column, and the cultural values of Canada in the other). For the purposes of the presentation, it is best to not read through each and every row, but to highlight the general degree of similarity and the most important areas of difference. 3. Each group has up to approximately 30 min for its presentation, but this must include at least 5 minutes to permit questions/answers at the end. If it looks like your group will go over its time, you will be asked to wrap up. Time available might change depending on the number of students in the class!!! 	<p>Criteria & Format Issues: Marks will be deducted for failing to <u>comply with the above criteria outline (and to give titles that reflect this outline), and/or for failing to adhere to the following format details:</u></p> <p>Cover Page. Include a title page displaying the names and student numbers of the authors</p> <ol style="list-style-type: none"> 1. Pagination: Include page numbers; 2. Size Constraints: Do not exceed 20 pages, double-spaced, word processed using a 12 pitch font and 1" margins (you will be penalized for exceeding these constraints) – PLEASE NOTE: <i>the 20 page limit excludes title page, bibliography, footnotes and any appendices.</i> To save trees, you are encouraged to print on both sides of the page whenever possible (although this will not affect your mark). 3. Proper (complete) Referencing, in APA style: I cannot emphasize this point enough. Do NOT present facts in the body of the project without references! The best that will happen will be a 50% deduction in your mark for that particular section; the worst that will happen would be a charge of plagiarism. If you make ANY factual statement that is obviously taken from a source other than your own common knowledge, you need to demonstrate a responsibility to scholarship by including a reference in an acceptable format (i.e., Follow the American Psychological Association (APA) Style Publication Manual (5th Edition) - http://www.apastyle.org). An easy way to do this is to use the MyResearch facility via the online university library, it connects to RefWorks which can make your life much easier by assembling your citations & bibliography in APA style for you. I will also <i>briefly</i> review referencing issues in class (usually in the third lecture). If you have any doubt at all as to how to reference material, please see the management librarian. You might also find it helpful to view this video: http://www.biblio.uottawa.ca/static/flash-rsc/dep/htm/english/Units.htm Finally, please note that the majority of the references are expected to be dated within the past 3 years.
<p>Electronic & Hardcopy Submission: Teams will be required to email an electronic copy of their (PowerPoint) presentation to the professor a day before the actual presentation. On the day of the presentation, students are also requested to bring a hard copy of slides for the professor (3 slides per page, pages may be double-sided).</p>	<p>Electronic & Hardcopy Submission: Projects must be EMAILED to me (time stamped by the start of class), AND submitted to me in paper form (within 10 minutes of the START of class) in the week in which the projects are due (see Agenda at the end of this course outline). Late submissions will <u>not</u> be accepted and will receive a score of zero.</p>
<p>Participation of Team Members: Not everyone in the group is required to present, how many people should present is up to you as a group.</p> <p>Everyone in the group does need to participate in preparing the presentation (and a peer evaluation form for the presentation work must be submitted on the day of the presentation to help ensure this). Additional Guidelines for the presentation are attached with this course outline. Please read Appendix 1 carefully.</p>	<p>Peer Evaluations: The peer evaluation form must be submitted along with the project submission.</p>

Peer Evaluation

With the final report and with each case study, each group member should submit, in a sealed envelope, a grade for all group members separately. Peer evaluation forms are already being attached with your course outline. These grades will be based on class-defined criteria and should reflect the work of each group member through the semester not only the final project.

- Deadline: Due with the final project report, presentation slides (with the hard copy in the class) and with each case study
- **Note:** Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). *As a group place all peer evaluation envelopes and your final project report in One large envelope.* Not following any of the instructions above could affect your grade.
- In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 1 mark of each missed evaluation. No late or emailed submissions will be accepted.

Other Information (that you NEED to know)

1. Difference between this course and International Human Resource Management.

Be sure that this is the particular course you are looking for. Sometimes students get confused between the objectives of this course and International Human Resource Management). So please allow me to highlight the differences in learning objectives between these two courses:

- This course is a cross-cultural training course that is focused on building YOUR competencies to work effectively in cross-cultural contexts.
- If, however, you are interested in EITHER an HR perspective on how to manage the careers of OTHER expatriate employees (i.e., employees of your firm who will be working in international settings) OR in learning how international careers are (and should be) managed by HR in MNCs today, then you should also consider registering for International HRM, which will give you the ‘behind-the-scenes’ perspective on administrative issues related to managing human resources in the international realm.

2. 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.

3. 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.

Course Sharing Websites

Student or professor 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 Sprott 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			

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

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 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 2016 exam period is November 11, 2016 and for the April 2017 exam period is March 10, 2017.

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://carleton.ca/studentaffairs/academic-integrity/>.

Sprott Student Services

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 830am and 430pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

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.
- 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, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

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: 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. **NO SKITS**.
 - 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 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.
9. Read your course outline for specific information. Written Group Project Report with peer evaluations are due on THE SAME DAY for all groups.

Note: Evaluation from individual students without a sealed envelope will not be accepted (no staples or glue & use the original Peer evaluation form). As a group place all peer evaluation envelopes and your final project report in One large envelope. Not following any of the instructions above could affect your grade.

In addition, if you are not submitting peer evaluation forms for your group members, you will personally lose 5 marks. No late submissions will be accepted.

***** During presentations, I can randomly ask any group to ask presenters questions on their presentation. I will not assign this task to any specific group, therefore, it is extremely important that you attend all presentations and listen carefully. No excuses will be accepted. For example “we only missed this class”, or I was feeling sick and had to leave” etc. If you are not going to be in the class, or you have to leave for any reasons, let me know otherwise you can lose 1 mark from your total grade for each missed class***No exceptions!!!!**

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.

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: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

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 III

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

Name, Capital letters

Student number

Signature

Date

Name, Capital letters

Student number

Signature

Date

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 IV

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 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

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 VI

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!