



**BUSI3703A “Int’l and Comparative Management”  
Winter 2021**

<b>Professor</b>	Rumaisa Shaukat, PhD., CHRP., CHRL., CMP.
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca (Preferred means of communication) For any email query, in the subject column write your course codes.
<b>Office Hours</b>	Mondays from 10:30am to 11:30am via Zoom. I will post Zoom meeting links within weekly modules on CuLearn.
<b>Class Time</b>	Monday 8:35am-11:25am
<b>Website:</b>	CuLearn will be the main Platform for this course. All material covered in the class is potential exam material.
<b>Program of study &amp; Prerequisite</b>	Second-year standing, and BUSI2101 or BUSI2702 with a grade of C or higher.

Course Deliverable	Due Date Section A	Weight on Final Grade
Online Participation	Read details under the assignment heading	20%
1 <sup>st</sup> In-class case analysis	Feb 1 <sup>st</sup>	5%
2 <sup>nd</sup> In-class case analysis	Feb 8 <sup>th</sup>	5%
3 <sup>rd</sup> In-class case analysis	Feb 22 <sup>nd</sup>	5%
4 <sup>th</sup> In-class case analysis	Mar 1 <sup>st</sup>	5%
5 <sup>th</sup> In-class case analysis	Mar 8	5%
Project Report	Mar 22 <sup>nd</sup>	20%
Final Exam	Finals’ week (date and time TBA)	35%

**Calendar 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.

**General Course Description**

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).

Our initial 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., 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.

We will also 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. Project will 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).

### **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.

### **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.

### **Course Learning Objectives:**

By the end of this course, the student will be able to:

1. Describe the meaning of globalization and cultural value dimensions common to all nations (including ethical values).
2. Describe theory pertinent to cross-cultural communication including collaboration & negotiations, leadership & motivation, and teams & decision-making. And tie together the preceding topics with theory on Cultural Intelligence (CQ).
3. Construct and describe the range of differences between countries, and cultures.
4. Recall the knowledge and skills required if they are to develop a sustainable competitive advantage in the international arena.
5. Develop awareness of the interaction between cross-cultural/cross-national differences and international management practices.
6. Learn how to develop their participative competency for behaving effectively with respect to those cultural differences (i.e., perform managerial functions across cultural boundaries, and work in multicultural teams, in a manner that promotes a high-performing climate).
7. Compare and contrast culturally “general” theories (our theoretical discussions will focus primarily on the “etic” view of general culture and less on the cultural specifics of any nation).
8. Gain a more “emic” (culturally “specific”) perspective by applying the course theory to deliverables that are contextualized in particular cultural environments.

### **Important Course Expectations**

1. **Course Pedagogy** Due to the Covid-19 pandemic, this course has been re-designed to be delivered exclusively online. The primary tools used for connecting the instructor and students will be a combination of email, CuLearn, and Zoom. Pre-recorded class lectures, required readings, video clips and weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by the students. The midterm and final exams will be conducted online at a pre-determined time indicated in the course agenda. I will keep office hours twice a week (during our allocated class time). Links to every live meeting will be posted within the weekly modules by the weekend.

All weekly lectures (pre-recorded) will be posted a few days before the live session, so go through lectures, do readings before live sessions. Live sessions are for consultations where you could ask questions on any lecture concept you are not clear on and to consult me for assignments etc. I will not be delivering lectures again during live sessions.

2. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides with audio notes, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!!!
3. **Emails:** I communicate with students through their student email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 2 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc.) via email. Assignments will not be accepted via email unless precisely requested. Always identify the course number and section in the Subject line. Please use proper greetings. You can refer to your instructors as "Professor X" or "Dr. X." Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles. Always sign your email with your first and last names and include your student number.
4. **Active Participation.** Students are expected to watch pre-recorded lectures, take notes, and participate during weekly live sessions. Students are expected to maximize their own learning by actively participating in all activities posted on Culearn. This includes participation in class discussion forums and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix V** "Guidelines for in class Discussions".
5. **Group Ethics.** You will be part of a group requiring your involvement and input, doing your part on time and staying in touch with your team is something that you owe to your fellow group members. Therefore, punctual attendance to sessions online and regular communication with your team are strongly recommended. Please see **Appendix IV** for some survival tips. You will be also submitting peer evaluations (**Appendix I**) and "who did what letter for the final project. Please see page 11 for more details.
6. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. I will create folders for each group submission with guidelines again. Make sure to read those. 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).
7. **Cheating, Plagiarism, and Other Instructional Offences** are not tolerated and can have severe penalties (please see the statement on plagiarism in the Sprott School attachment). For additional help, you are strongly encouraged to consult the document "Paper Formatting & Documentation Guidelines", on the Sprott website at Academic Programs \_ Useful Links \_ Paper Writing Guidelines.
8. **Deadlines and Penalties for Late Submissions.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. No make-up case study, no make-up assignment. Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignment (final report) is a grade loss of 10% per day up to a maximum of 3 days, after that assignments will not be accepted. Penalty on late case studies is a grade loss of 10% per hour up to a maximum of 3 hours, after that case studies will not be accepted.  
Please Note 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.** Except under unusual circumstances, you have 24 hours from the time you miss your exam to contact me about your absence. **Students who are unable to write the midterm or final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation.** Without an appropriate reason and documentation, you will receive a zero for the missed exam and a submission. **The weight of the midterm may be shifted to the final after discussion with the instructor has taken place**
9. **Policy on Re-marking** From time to time, students have legitimate concerns about marks they have received on a Cases and exams. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that to be eligible

for re-marking, you must embark upon the following procedure within one week of the deliverable being handed back in class:

- a. Indicate in writing specifically what your concern(s) is (are). This does NOT mean that you simply say “I think I deserve more marks.” You must clearly indicate where the marker made a mistake in his/her marking of the paper. In this regard, you must refer to the class notes, excerpt in the textbook, etc., supporting your claim.
- b. After completing #1 above, you must submit the paper with your comments back to the Professor within one week of the paper being handed back online. If you did not check feedback on the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
- c. If a deliverable is not resubmitted following the above guidelines, the 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.

### **10. SES Support Network**

- SES will operate our emergency exam support line for in-class tests and midterms from Monday to Friday, 08:30 am to 09:00 pm EDT (weekends when applicable). During deferred exams and formally scheduled exams, the emergency exam support line will operate when exams are running.
- **Exam-Related Emergency Toll-Free Call Line:** 1-877-557-2930 (Canada - USA)
- Outside Canada/US Exam Emergency: +1-613-518-2601
- Emergency Exam SMS: 613.518.2601\*
- Email: [onlineexams@carleton.ca](mailto:onlineexams@carleton.ca)
- Non-Emergency: 613-520-2600 x1571 M-F, 8:30am-4:30pm (Eastern Daylight Time)
- \*Plaintext SMS only; not MMS, media/picture messages, or WhatsApp
- University’s [Coronavirus \(COVID-19\) FAQs](#) page for additional information

**IMPORTANT!!!** If at any time something seems unclear to you, please ask during live class sessions or post it in the Forum “**Ask the Instructor**”. Email is also an option.

### **Required Text Book [Available via bookstore]**

Thomas, D. C., & Peterson, M. F. (2018). *Cross-Cultural Management: Essential Concepts*. (4th Edition). Los Angeles: Sage Publication

OR buy it from Amazon.ca: [https://www.amazon.ca/Cross-Cultural-Management-Essential-Thomas-David-ebook/dp/B01N5SN6T1/ref=tmm\\_kin\\_title\\_0?encoding=UTF8&qid=&sr=](https://www.amazon.ca/Cross-Cultural-Management-Essential-Thomas-David-ebook/dp/B01N5SN6T1/ref=tmm_kin_title_0?encoding=UTF8&qid=&sr=) Amazon offers a Kindle version of the book, and you may have additional benefits if you have a student Prime membership.

### **Additional Resources used from books below: No Need to buy these books!**

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

Earley, P. C., Ang, S., & Tan, J. (2006). *CQ Developing Cultural Intelligence at Work*. Stanford Business Book.

Sorge, A., Noorderhaven, N., & Koen, C. (2015). *Comparative International Management*, 2<sup>nd</sup> Edition. Routledge.

### **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 their communication skills, and to cultivate their skills at working in teams. Accordingly, the evaluation scheme involves 55% individual deliverables and 45% group deliverables, as follows:

- |                             |     |
|-----------------------------|-----|
| 1. Online Participation     | 20% |
| 2. 5 Case Studies in groups | 25% |
| 3. Group Project:           | 20% |
| 4. Final Exam               | 35% |

### Important:

The peer evaluations are compulsory 2 times during the term (once with case 5 for all cases in one form by each team member, and separately with the project). Failure to evaluate your peers by the due date will result in a mark of zero on associated assignments (e.g., 0/25 on cases for not submitting PE with case 5). Make sure to check deadline (date and time).

Final Exam will appear online on CuLearn as per the Time zone in Ottawa (EDT). If you are taking the course from a different time zone, it is your own responsibility to make sure you have the correct time marked in your personal calendars. Final exam will be **120 Minutes long** so you would have access to the exam for the allocated time only. If you show up late (which is logged in for our session) for the exam, you will not be allowed extra time. Anything covered in lectures and in the assigned readings is subject to examination (whether in the lecture slides or not).

**Note:** You would receive feedback and mark on online participation assignment anytime between March 29 to April 5. Not earlier than that as anyone can submit reflections up until March 29.

**Note:** With each required assignment, I will post pointers in the folder (copied from your course outline) related to what is due on the due date. Please make sure to read course outline and instructions online for each submission in each relevant folder!

**All assignments online should be either in word file or pdf format no other formats.** The downloadable MS Office desktop software suite is available for you at no charge while you have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

### Important Note on Groups:

You will be required to form groups of a maximum of 4 students (dependent upon class size, *exceptionally* a group of 5 may be permitted or a student without a group may be assigned to a group, all at the professor's discretion). These groups will collectively carry out group assignments: Case studies, final project. **Given its an online course and you will not have the chance to meet and form groups, I will give you first session to tell me if you want to join a group with people you know are also registered, After Jan 18<sup>th</sup>, I will generate groups by randomly assigning everyone a group.** Group is expected to *self-govern* to ensure the quality of all deliverables, independently resolving any conflicts within the group. You are required to take team membership seriously. If some members of a team are not pulling their weight (i.e., free-riding), one or more members of the team should encourage the free-rider(s) to work harder by suggesting how each member can specifically contribute to the team's work (such as everyone in the team having a distinct set of tasks to fulfill) and, when appropriate, by suggesting deadlines by which each member should hand something in to the team. If this does not work, one or more team members should alert the professor who will then take the necessary steps to resolve the situation and potentially penalize the free-rider(s). If you are experiencing trouble with a team member, **it is the team's responsibility to contact the professor before the date of the evaluation. Team problems that are brought to the professor's attention *after* the evaluation will not be considered.**

### 1. Participation On-Line: 20%

**A mark of 20% is yours to earn by posting "Reflections after Reading."** Reflections may come to your mind after reading a news item that is related to any course concept covered during a specific week or is covered in any of the videos I will be posting with an associated lecture. This is like a blog. Your reflections can be submitted on any session of the week when there is a lecture and readings assigned (***you could pick any 8 lectures out of all***). You can only submit **one reflection per week** (starting the week of Jan 11th), **Reflection should be relevant to that particular week's lecture only (for example you could write reflection on first lecture only by Jan 18. NOT THE WEEK AFTER)** you **cannot** submit a reflection on a day when there is no lecture scheduled! The last day of submission is **March 29<sup>th</sup> before 11:30am.**

After reading chapters or after listening to audio lectures, you may end up linking it to something else you have learned through an article/news clip etc. Something that triggered an interesting question in your mind, something you agree with or disagree with and want to share your thoughts by linking it with an external source/news item. Such reflections often lead to a deeper understanding of how a concept from the course can be applied to view a news item differently/intelligently! A news item you are writing about it must have appeared on WWW in English in a bona fide news publications (e.g. Citizen, Globe and Mail, McLeans, New York Times, The Economist...). It is



mandatory to submit that link with each submission, if not, scan the item-making sure the date of publication shows. The reflection item must not be more than 2 years old. The posts should not be more than 200 words long. Weekly contributions made over the span of the term will be evaluated toward the end of the term as I have to structure my work. A sudden flurry of submissions—often attempted toward the end of the term—will not be accepted and evaluated. **I will strictly monitor the date and time of submission every week. If the submission is after that week's due date and time (check your section's class time), I will not count it as a valid submission. No exception!**

**\*\*As this is participation mark, for each mark you have to sweat a little more than normal sweating you do for a mark in the course. That is the quality and quantity will be assessed more critically than other submissions. Summarizing the course/article will not get a decent mark I am more interested in your analytical stance and link to course concept. Note: \*\*no grade appeal or request for re-evaluation will be accepted\*\*.**

**2. Group Cases (5% each; for a total of 20% of your term mark)**

	<p>Cases will be made available in advance and posted within the weekly module/folder. For each case, I will assign you specific questions. Before the session, read the assigned case study, highlight important aspects and be ready to contribute to the group discussion before collectively answering each question. Do not divide questions among team members. You all need to work on each question collectively. You could create a facebook group to discuss among yourselves. Given it is an online course, you are allowed to work on cases as soon as you see them posted.</p> <p>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</i> – but please don't just dump indiscriminately).</p>
<b>Marking</b>	<p>Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study.</p> <ol style="list-style-type: none"> <li>1. You will be expected to support your responses to the questions by providing examples and/or citing areas of scholarly support for your position taken, where applicable.</li> <li>2. More specifically, each assignment question will be graded according to the following general guidelines, as per the grade sheet appended at the end of this document:             <ol style="list-style-type: none"> <li>a) How well did the response actually <i>answer the question</i> in a <i>logical, clear and comprehensive</i> manner?</li> <li>b) How well did the response deal with <i>all aspects</i> of the question?</li> <li>c) How well did the response <i>link the relevant course material</i>?</li> <li>d) Did the response demonstrate an appropriate effort/level of <i>analysis</i>?</li> </ol> </li> </ol> <p>To what extent did the response demonstrate original thought or new insights to the issue that falls outside the course materials? (Exceptional grades are awarded for this level of effort)?</p>
<b>Format</b>	<ol style="list-style-type: none"> <li>1. Typed Double-spaced, maximum 5 pages.</li> <li>2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent and your thoughts are complete.</li> <li>3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case number, and (c) the names of all group members <i>who were present to work on the case that day</i>. Not doing so could adversely affect your grade.</li> <li>4. Statement of integrity form</li> <li>5. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition).</li> </ol>
<b>Submission &amp; Timing Requirements:</b>	<p>Submission must be done <b>within 10 minutes of the END of class in the week in which the cases are due</b> (see Course Schedule in this course outline). Late submissions will <u>not</u> be accepted. There will be time limit added to online folders so if you are late, you will not be able to submit after the time limit has passed. <b>No Email submissions are acceptable.</b></p> <p><b>What you need to submit on the day of submission:</b> <b>[All as one file entitled "your group number &amp; Case Study #]</b> <b>No multiple files or multiple submissions from a group!</b> Decide among yourselves which member will submit it online. Rest of the team can check to make sure submission was done!</p> <ul style="list-style-type: none"> <li>• A cover page with your names, student numbers and case study number and title.</li> <li>• A statement of integrity form sign by all those who worked on the assignment.</li> <li>• Answers to each question</li> <li>• Any appendices or bibliography</li> </ul> <p><b>No peer evaluation forms due with each case, you would do one peer evaluation for all cases</b></p>

<p><b>which will be due with case 5. There will be a submission folder for all 5 cases. Please do alert the professor via email if any team member is slacking off and not contributing and that member's grade will be adjusted accordingly.</b></p>
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**Why Case?** Business cases are carefully written scenarios written by business professors for the purpose of teaching. These scenarios are almost always extracted out of real business organizations. The case method is an effective way (\$cost and time saver) to provide students with experience of “real world.” Like the real world, cases present us with ambiguities and incomplete information. And you will be acting like managers and try to understand what are the key issues facing the managers in the case. What do we know from the case? What don't we know? What are some reasonable assumptions we can make in order to go on with the analyses?

**Why Group?** Group work allows you to debate with each other about the right way of thinking about an ambiguous situation. One person can fill in some gaps in analysis done by another person. Also, group work is the way the real-life organizations make most decisions. As in the real world, you will not have complete control over the habits and orientations of your group members. This can cause headache for you, this can also provide you with the possibilities of coming up with solutions you alone could not generate. Real-life employers look for the qualities and skills that you can acquire and hone by doing these group work in a non-threatening environment such as a university course.

Your task and the rubric by which your reports will be assessed are to be found in the following pages.

### **What to do if you miss a case?**

If you miss a case due to medical reasons or an emergency, it is your responsibility to contact the professor within 24 hours of the beginning of the class period you missed. You will only be allowed to make-up the case **upon providing an official document** (e.g., doctor note) detailing the reason for your absence. It is also your responsibility to contact your team members. **The make-up case (if allowed) might be different, and will be completed individually.** Failing to contact the professor within 24 hours will result in a grade of “0.”

## **3. Group Project: 20%**

Consider that your team has been selected to become the “cross-cultural experts” helping to prepare an individual for work on their overseas assignment. What type of work, and which country? That is up to you as a team. Also, if anyone in your team is planning to do an international student exchange soon, feel free to choose the country of exchange and choose “university student on an international educational exchange” as the work context.

PLEASE NOTE:

1. Regardless of the occupational category/country you select, you must structure your report according to the sections indicated in the table below, 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 team as soon as possible to discuss the preferred country for the assignment and your intended approach (countries are allocated on a first come first serve basis). Please be sure that there are sufficient informational resources on the country you are chosen.
3. This is a research assignment. You must conduct both secondary (library/internet) research AND primary research (*i.e.* interview at least one individual from that culture, and include their contact information – name, tel.#, email... in the reference section). You are required to select a native (*i.e.* they were born/grew up in that country).
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.
5. Your term project will be submitted in two parts (see Course Agenda)

### **Format Requirements:**

- Marks will be deducted for failing to comply with the format requirements and the outlined sequence below.
- **Cover Page.** Include a title page displaying the names and student numbers of the authors, and the chosen country,
- Include **page numbers**,

- **Length:** Do not exceed 10 pages per each part (excluding *title page, bibliography, footnotes, and any appendices*).
- **Proper (complete) Referencing, in APA style (7<sup>th</sup> Edition):** Do NOT present facts in the body of the project without proper references, and Wikipedia is not a proper reference. 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 -- <http://www.apastyle.org>). 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 guide developed by Purdue University: [https://owl.purdue.edu/owl/research\\_and\\_citation/apa\\_style/apa\\_formatting\\_and\\_style\\_guide/general\\_format.html](https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html). Finally, please note that most of the references are expected to be dated within the past 3 years.
- **Electronic Submission:** Projects must be uploaded to our course website, in the week in which the projects are due (see Course Agenda).
- Late submissions will not be accepted and will receive a score of ZERO.
- **Peer Evaluations:** The peer evaluation form for these reports must be submitted online within relevant folders created within weekly modules. No peer evaluation → ZERO

Section	Marking weight for each sub-section is indicated in brackets <b>PART 1 (Marked out of 40, Worth 8%)</b>
<b>I. Background Rationale (10 marks)</b>	<p>--Why was this country and industry chosen? (/4)</p> <ul style="list-style-type: none"> <li>• E.G., importance of this industry relative to its country's economy based on % of GDP &amp;/or # ppl employed in it? &amp;/Or importance to Canada in terms of trade? And/or to your group members' own career goals?</li> </ul> <p>-Chosen occupational category: (/3)</p> <ul style="list-style-type: none"> <li>• Job title</li> <li>• 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?)</li> </ul> <p>-Interviewee for reality check (/3)</p> <ul style="list-style-type: none"> <li>• How obtained?</li> <li>• Include contact details [name, email, tel.no.] &amp; a signed consent form in appendix of your written report</li> </ul>
<b>II. General Living Adjustment (23 marks)</b>	<p>-Natural Environment: (/4)</p> <ul style="list-style-type: none"> <li>• give a map &amp; indicate population size residing within this boundary</li> <li>• climate? (seasonal diffs? regional diffs applicable to work locale?)</li> <li>• Cultural appreciation of the natural environment? Regulatory protections for it?</li> </ul> <p>-Major National Symbols: (/4)</p> <ul style="list-style-type: none"> <li>• National flag;</li> <li>• World-famous attractions;</li> <li>• Typical foods;</li> <li>• Famous artists (of all genres: fine arts, literature, music, film, sports);</li> </ul> <p>-Economics: (/5)</p> <ul style="list-style-type: none"> <li>• Currency (&amp; relative to Canada?)</li> <li>• Economic health – traditional economic measures (e.g., GDP, strength of dominant industries, degree of technological advancement, membership in world economic agreements)</li> <li>• Economic health - measures reflecting the impact of globalization on the quality of life within the country (wealth equalization, human rights, etc.)</li> </ul> <p>-Political/Legal (/5)</p> <ul style="list-style-type: none"> <li>• Political govt? Political climate toward globalization?</li> <li>• THEORY: Corruption ranking?</li> <li>• Labour laws pertaining to hiring/firing in general (and of locals' vs expats?), business working hours...</li> </ul> <p>-Appendix Table of Nat'l culture by dims: (/5)</p> <ul style="list-style-type: none"> <li>• THEORY – identified appropriate Trompenaars/Hofstede dimensions for nat'l</li> </ul>



	<ul style="list-style-type: none"> <li>• culture &amp; most importantly highlight major contrasts with Cdn cultural values</li> <li>• Give this section a proper conclusion. A paragraph is sufficient.</li> </ul>
<b>Format requirements (7 marks)</b>	See points mentioned before the table.

<b>Section</b>	<b>Marking weight for each sub-section is indicated in brackets PART 2 (marked out of 70, Worth 12%)</b>
<b>III. Interaction Adjustment (28 marks)</b>	<p>-Nonverbal:</p> <ul style="list-style-type: none"> <li>• Communication norms for the various NVB categories &amp; the potential obstacles they pose (/10)</li> </ul> <p>-Verbal:</p> <ul style="list-style-type: none"> <li>• 2nd-language/linguistic communication issues (examples of local slang, idioms, jargon, proverbs) (/5)</li> <li>• Communication Styles (uses of praise, high vs low context decoding, direct vs indirect encoding, formal vs informal speech, silence vs verbal overkill) (/5)</li> <li>• Population Fluency in English/French (inc. whether E/F media is available on local or national news)? (/3)</li> <li>• Ethnicity/Religion (inc. how holidays/rituals/traditions create implications for interactions by foreigners in either verbal/nonverbal behavior) (/5)</li> </ul>
<b>IV. Work Adjustment (25 marks)</b>	<p><b><u>For EACH item in this section note the following:</u></b></p> <ul style="list-style-type: none"> <li>- the implications of any general living characteristics or interaction characteristics that were already raised in Part 1 (where applicable).</li> <li>- and generate examples of how they might impact YOUR expat's work context.</li> </ul> <p>For example, if local education levels &amp; literacy rates are low, and your work context is manufacturing, then you should note the obvious implications for workers' ability to read safety warnings, and for your challenges as an expat if you are the plant supervisor. Or if collectivism is high, then mention what it could mean for motivation based on individual vs group level expectations). <i>I will be looking for your team to make these types of connections where applicable.</i></p> <p>-Negotiations: (/5)</p> <ul style="list-style-type: none"> <li>• Implication &amp; examples as per above (/2)</li> <li>• Course concepts: Conflict resolution style &amp; cultural variations that stand out within Graham's 4-stage model (/3)</li> </ul> <p>-Motivation: (/5)</p> <ul style="list-style-type: none"> <li>• Implication &amp; examples as per above (/2)</li> <li>• Course concepts: motivation theories, culturally specific motivators that stand out, and how they could be applied in line with motivation theories/concepts (/3)</li> </ul> <p>-Leadership: (/5)</p> <ul style="list-style-type: none"> <li>• Implication &amp; examples as per above (/2)</li> <li>• Course concepts: Identified GLOBE rankings and explained how they apply here (/3)</li> </ul> <p>-Decision-Making (/5)</p> <ul style="list-style-type: none"> <li>• Implications (especially of corruption index) &amp; examples as per above (/2)</li> <li>• Course concepts: cultural variations to decision-making in general, &amp; to ethical decision making in particular (/3)</li> </ul> <p>-Teams (/5)</p> <ul style="list-style-type: none"> <li>• Implication &amp; examples as per above (/2)</li> <li>• Course concepts: which social process levers are likely to work for individual &amp; group outcomes in this culture? (/3)</li> </ul>
<b>V. Conclusions (10 marks)</b>	<ul style="list-style-type: none"> <li>• Appeal/Challenges of doing business, I.e. Pros/cons for Canadians in this occupation and country (/10)</li> </ul>
<b>Format requirements (7 marks)</b>	See points mentioned before the table.

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

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

Only one submission per team! No multiple submissions allowed or we will mark the first submission and disregard any other!

- A cover page with your names, student numbers, the name of the country.
- A statement of integrity form sign by those who worked on the assignment. (get electronic signatures)
- Your report (approximately 10 pages double spaced for each part, a total of 20 pages) with any appendices.  
Submit in the relevant submission folder within the weekly module on CuLearn!

→ For both parts of the project, Individually each student need to submit the following two documents as ONE FILE on CuLearn within the folder “Peer Evaluations and Who did What Folder”:

[both as one file entitled “your Name, team number and name of the chosen country” ]

- a. \*\*In who did what letter (maximum 1 page double spaced), Explain what you personally did to contribute to this assignment. A simple paragraph form is fine. No specific format needed.
- b. \*\*Individual Peer evaluation forms- use the form attached with this course outline to evaluate each member of your team\*\*. **You can certainly delete extra lines to add who did what part on this form.**

### **On Mandatory Peer Evaluations and “Who did What Letter”: Read this section very carefully!!!**

Recognizing that not all participation in every group meets with expectations, students are asked to participate in the assessment process by attributing grades to their group members for their contributions to the group deliverables. Use only the original Peer evaluation form attached with the course outline (no handwritten evaluations or different forms will be accepted). Peer evaluations are supposed to be confidential so please do it in private. *None of the students will have access to these forms after the submission. This evaluation is strictly confidential; all forms will be destroyed at the end of the semester.*

Deadline: **Due with the final project report.**

- Failure to evaluate your peers by the due date will result in a mark of zero on associated assignments (e.g., 0/25 on cases for not submitting PE with case 5). Make sure to check deadline (date and time).
- Not submitting ‘who did what letter’ (when it is due) means you didn’t do anything for the project and hence the grade of zero will be awarded to that particular individual. No late submissions will be accepted. No Email Submissions either.

On “**who did what letter**” explicitly write what exactly you did for the project. I will cross check each member’s submission and if needed will call the group to verify if there is any inconsistency. This is an opportunity for you to give credit to exceptional team member and explain any issues you had with the slacker/s in your group. I take Peer evaluations and the letter very seriously. I will adjust mark for slackers according to the peer evaluations and who did what letters.

### **Final Exam (35%)**

There will be one final examination in this course which will take place during the regularly scheduled examination period. This format of the examination will be announced later 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.

### **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. **Deadline for all assignments are the dates posted in the agenda below and submission time is the end of our class session!**

Section B	Topic	Readings
Jan 11 No live session	Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course; Watch the introductory Video and check out the main page for the course and get familiar with the forums online! Listen to the pre-recorded lecture for Jan 18 <sup>th</sup> in the relevant folder! <b>Read Guide to Netiquette online</b>	No Assigned Resources

Jan 18 Live session from 10:30am to 11:30am	Globalization; the Challenging Role of the Global Manager <i>Video: Globalization: Winners &amp; Losers (42 minutes).</i>	Ch 1, 10, 11 and Some Additional Resources
Jan 25 Live session from 10:30am to 11:30am	How cultures evolve; Comparing cultures; How Culture Affects Organizations VIDEO: <i>VHO2929 (The 7 Dimensions of Cross-Cultural Management)+ Discussion</i>	Ch 2-3 and Some Additional Resources
Feb 1 Live session from 10:30am to 11:30am *Case One*	How culture influences Cognitions; Communication Across Cultures & a few Videos will be posted for discussion	Ch 4, 6 and Some Additional Resources Case TBA
Feb 8 *Case Two* Live session from 10:30am to 11:30am	Negotiating Globally and a video on international Negotiation	Ch 4, 6 and Some Additional Resources Case TBA
Feb 15 Winter Break	Work on your upcoming assignments!!!	No Assigned Readings
Feb 22 *Case Three* Live session from 10:30am to 11:30am	The Challenges of Managing Multicultural Groups and Teams; Leading Globally; Video on multicultural Teams	Ch 7, 8 and Some Additional Readings
Mar 1 *Case Four* Live session from 10:30am to 11:30am	Creating Cultural Synergy & Motivating People from Around the World: Inspiring People to Contribute; a sample Video to help you organize your project	Ch 7 and some Additional Resources; Case TBA
Mar 8 *Case Five*	Cross-Cultural Ethics in International Business Context; Religion and World Views; Discussion on <i>Dilemmas in C/C Ethics</i>	Additional Resources Case TBA
Mar 15 Live session from 10:30am to 11:30am	Multinational Decision Making; Managing Cross-cultural Transitions: Managing Abroad and Coming Back Home;	Ch 5 and Additional Resources
Mar 22 Live session from 10:30am to 11:30am *Project Report Due	The challenge of international assignments; A Portable Life: The Expatriate Spouse; Global Careers: Succeeding in the 21 <sup>st</sup> Century;	Ch 9-11 & Additional Resources
Mar 29 Live session from 10:30am to 11:30am	Cultural Intelligence (CQ); Knowledge Management in an international Context and final exam review	Additional Resources
April 5 Live session from 10:30am to 11:30am	Consultation for final exam	Utilize all Resources

### Course Policies

The course requires that you have a laptop or desktop computer with a reliable, high-speed Internet connection that allows you to watch videos, participate in discussion forums, upload images, and use your uOttawa Google Drive.

Video conferencing software (i.e. Zoom) is used for meetings with the professor – so you will need to have a webcam and audio/voice capabilities through your computer. Zoom work on mobile/smart phones as well.

As an essential aspect of academic integrity, do not share any of the details (i.e., link, sign-in information) with anyone outside this section of the course. If any issues with sharing such information arises (e.g., “zoombombing”, I will manage the issue, terminating our session if necessary, and create a new meeting link). I hope not to have to do this, as these synchronous sessions are an essential part of building knowledge and skills in the course and help you prepare for the final exam.

### ADDITIONAL INFORMATION

#### Course Sharing Websites

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

### **Required calculator in BUSI course examinations**

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### **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			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### **Academic Regulations**

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

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

### **Requests for Academic Accommodation**

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

#### **Pregnancy obligation**

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

#### **Religious obligation**

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

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

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

#### **Survivors of Sexual Violence**

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

#### **Accommodation for Student Activities**

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that

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

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

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<https://carleton.ca/registrar/academic-integrity/>.

### **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are 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 8:30am and 4:30pm. 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/learning-support/>

*\*Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

### **Centre for Student Academic Support**

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

### **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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
-



**APPENDIX I**  
**Peer Evaluation Form**

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

<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:** \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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

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

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

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

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

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

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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 II**

***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.

\_\_\_\_\_  
Name, Capital letters

\_\_\_\_\_  
Student number

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Signature

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Date

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Signature

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Date

### Appendix III

#### **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 authors. For the first time, write last names of all authors and year of publication. For second time text citation, use Cobb et al., (1995)...
6. If you are supporting a claim with more than 2 references, then quote authors in an alphabetic order after your claim. E.g., (Hinings & Greenwood, 1988; Lewis, 2002; Prochaska & Prochaska, 1999; Vallas, 2003; Zell, 2003).

**Levels of Heading:**

**CENTERED UPPERCASE HEADINGS Level 5**

**Centered Uppercase and Lowercase Headings Level 1**

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

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

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



## Appendix IV

### **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 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.

