

BUSI3703A “Int’l and Comparative Management”
9th Jan 2023– 12th Apr 2023

Professor	Rumaisa Shaukat, PhD., CHRP., CHRL., CCMP™.
E-Mail	rshaukat@uottawa.ca please do not use my Carleton email as I have had login issues with it. For any email query, always write your course code and your full name and group number if the questions on group work.
Office Hours	By appointment only. I’m also generally available right before the class for quick questions/comments.
Class Time	Thursdays 2:25pm-5:25pm [5:30pm is always the deadline for all course related assignments except weekly reflections that are due by 11:55pm on due dates, as posted in the agenda and on Brightspace submissions folders as well]
Modality:	In person only.
Website:	Brightspace will be the main Platform for this course. Please be aware by registering in this course you acknowledge that this course will use online proctoring tools [Please read final exam section on page 11 for details].
Program of study & Prerequisite	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	15%
1 st In-class case analysis	Feb 2	5%
2 nd In-class case analysis	Feb 9	5%
3 rd In-class case analysis	Feb 16	5%
4 th In-class case analysis	Mar 2	5%
5 th In-class case analysis	Mar 9	5%
Project Presentations	March 23 – March 30 Check your team’s day of presentations on Brightspace. I will post it sometime in February Slides are due for all teams on March 23 regardless of their presentation dates	10%
Project Report	March 30 for all teams	15%
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.** Brightspace will remain the primary medium as all course assignments will be submitted online. Weekly assignments and activities will be posted online within weekly modules and are designed to be viewed asynchronously by all students [**well before in person on campus sessions**]. The final exam will be conducted online through e-proctoring tools. Final exam date and time will be announced once determined by the examination office.
2. **Proctored final exam** will appear online on Brightspace **as per the Time zone in Ottawa (EDT)**. If you are going to be away in a different location on the day of the exam, it is your own responsibility to make sure you have the correct time marked in your personal calendars. Final exam will be fixed duration, **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).
3. **Intellectual Property** All materials prepared by the course professor, including PowerPoint slides, class handouts and exam papers, are protected by copyright. Copying, photographing, scanning, sharing, or posting any of the material elsewhere is therefore a violation of copyright and is illegal and will have serious consequences. No exceptions!
4. **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.
5. **Active Participation.** Students are expected to attend lectures, take notes, and participate during class sessions. Students are expected to maximize their own learning by actively preparing for all activities posted withing weekly modules on Brightspace. This includes participation in class discussion and overall interacting professionally and ethically with classmates and with the instructor. Please see **Appendix “Guidelines for in class Discussions”**.
1. **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** for some survival tips. I will not change presentation dates or any due date for any last minute excuses, do not wait for the last minute and target getting work done in advance. **Please note:** In case of 1 member presenting an excuse of being sick etc, remaining team members will still present/submit work as planned. The absent member will do the entire assignment/project/presentation in question (not just their individual part] alone and depending on the medical note, I will give that individual appropriate time to finish it on his/her own. No exception on this aspect.
6. 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). Peer evaluation for is attached with the course outline as an Appendix and posted online within the peer evaluation folder as well. For the final project, you would include “who did what statement” on the second page of the peer evaluation form. Please read online folder carefully and see page 10 for more details. Keep in mind, individual grades will be adjusted based on peer evaluations. **Not submitting peer evaluations or who did what statements [when required] will result in**

a grade of zero for that particular assignment (e.g., 0/25 on cases for not submitting PE with case 5 and 0/25 for the final project). Make sure to check deadline (date and time) in the course agenda and on Brightspace as well. **I usually post reminders apart from Brightspace's automatic reminders so keep in mind, because of multiple reminders, I will not make an exception for anyone missing the deadline.**

7. **Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. **On Brightspace, I will create folders for each submission with guidelines copied from your course outline again.** 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 (6th or 7th Edition).
8. **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.
9. **Deadlines and Penalties for Late Submissions.** **All assignments including peer evaluations and who did what statements will be due online, no email submissions.** All deadlines need to be respected, and exceptions will be granted only in extraordinary cases. **There will be no make-up case study, no make-up assignment to boost anyone's mark.** Submission of late assignments requires the prior consent of the instructor otherwise the penalty on late assignments is a grade loss of:
 - a. 10% per day up to a maximum of 3 days, after that assignments will not be accepted.
 - b. 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.
 - c. There will be no changes in presentation dates, not checking your date carefully will result in Zero.
 - d. **There will be no extensions on peer evaluations and who did what statements.**

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 with appropriate documents. **Students who are unable to write the final examination because of a serious illness/emergency or other circumstances beyond their control may apply for accommodation directly to the department. Without an appropriate reason and documentation, you will receive a zero for the missed exam and any required submission for the course.**
10. **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 email your comments back to the TA within one week of the paper being handed back in class. If you did not pick up the paper when it was handed back, you still have only 1 week from the original hand-back date to request a remark.
- c. If a deliverable is not resubmitted following the above guidelines, the TA will regard the mark as originally assigned to be the final mark for that deliverable. **NO MARKS will be changed at a later date.** It is important to note that the TA reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

Required Text Book [Available via bookstore]

Thomas, D. C., & Peterson, M. F. (2018). *Cross-Cultural Management: Essential Concepts*. (4th Edition). Los Angeles: Sage Publication. ISBN-13: 978-1506340708

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= 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*, 5th 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*, 2nd 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 50% individual deliverables and 50% group deliverables, as follows:

- | | |
|-----------------------------|-----|
| 1. Online Participation | 15% |
| 2. 5 Case Studies in groups | 25% |
| 3. Group Project: | 25% |
| a. Report: 15% | |
| b. Presentation: 10% | |
| 4. Final Exam | 35% |

Important Key points:

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 and the final project report. **Given its an online course and you will not have the chance to meet and form groups, I will generate groups by selecting "System Enroll" option on Brightspace that puts people randomly in a group. If you want to be with your friends in a team, email me clearly stating which team you are assigned to by the system now and which team number you want to move to. Without this information I will not be making any requested changes. Avoid duplicate emails. After January 19th, I will not be making any changes.**

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.**

Please note your team reserves the right to kick you out of the team if you are not pulling your weight, in that case it is going to be your own responsibility to find another group, not professor's. I will not force anyone to keep anyone in their team. Its team's collective decision. If you are unable to find a new group, you would do all remaining group work alone and guidelines or requirements will NOT change.

1. Participation On-Line: 15%

A mark of 15% is yours to earn by posting “Reflections after Reading (in total 6).” Reflections may come to your mind after reading a news item. This is like a blog. You can submit reflection during any of the weeks when there is a lecture and readings assigned. You could pick any 6 lectures [pick a specific concepts out of each lecture to talk about, **do not pick cases or videos shown/discussed during the class**, or that entry will earn zero. Also keep in mind I do not want summaries of my lectures or general commentary on the lecture either).

After reading chapter/listening to my lectures, you must link it to an external reading or a resource. What you have learned in the lecture or in the book might trigger an interesting question in your mind so start with that. 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 linking lecture concept 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, TEDx talk...). If not, scan the item—making sure the date of publication shows. The reflection item must not be more than 5 years. The posts should not be more than **200 words** long. Your link to the chosen external source should be with the associated reflection or you would lose half a point for that entry.

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 (please see course agenda on next page), 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. Note: **no grade appeal or request for re-evaluation will be accepted**.**

Note: Target submitting at least 1 reflection by the end of the 3rd week as I will give you feedback on your approach/style only on your first submissions during that weekend, NOT after that. You would receive feedback and mark on online participation assignment anytime between March 18st to March 30th. Not earlier than that and last day of submission is 11:30pm on March 16th.

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

-	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. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if</i> you feel it is also applicable – but please don’t just dump indiscriminately).
Marking	Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study. <ol style="list-style-type: none"> 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. 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"> a) How well did the response actually <i>answer the question</i> in a <i>logical, clear</i> and <i>comprehensive</i> manner? b) How well did the response deal with <i>all aspects</i> of the question? c) How well did the response <i>link the relevant course material</i>? d) Did the response demonstrate an appropriate effort/level of <i>analysis</i>? <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>
Format	<ol style="list-style-type: none"> 1. Typed Double-spaced, maximum 5 pages. 2. Point form is acceptable (and preferable to verbosity!) as long as you’re coherent and your thoughts are complete. 3. <u>Cover Page</u>: Be sure to include a cover page listing (a) your group number, (b) the case

	<p>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.</p> <p>4. Statement of integrity form</p> <p>5. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5th Edition).</p>
<p>Submission & Timing Requirements:</p>	<p>Submission must be done within 10 minutes of the END of class in the week in which the cases are due (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. No Email submissions are acceptable.</p> <p>What you need to submit on the day of submission: [All as one file entitled “your group number & Case Study #] No multiple files or multiple submissions from a group! 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"> • A cover page with your names, student numbers and case study number and title. • A statement of integrity form sign by all those who worked on the assignment. • Answers to each question • Any appendices or bibliography <p>No peer evaluation forms due with each case, you would do one peer evaluation for all cases which will be due with case 5. There will be a submission folder for all 5 cases posted within relevant weekly modules. 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.</p>

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: 25% [10 presentation and 15% for the report]

[Do not send me last minute emails asking clarifications on project requirements, attend classes, make sure to read details below, watch my introductory video and details posted online and then email if anything is unclear]

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 has 2 parts but will be submitted as one file together on March 30th.

Format Requirements:

- Marks will be deducted for failing to comply with the format requirements and the outlined sequence below. **Both parts are due as ONE REPORT on March 30th.**
- **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 20 pages in total (excluding *title page, bibliography, footnotes, and any appendices*).
- **Proper (complete) Referencing, in APA style:** 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. 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 with Who Did What statement:** 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 PART 1 (5 points)
I. Background Rationale (2 marks)	--Why was this country and industry chosen? <ul style="list-style-type: none"> • E.G., importance of this industry relative to its country’s economy based on % of GDP &/or # ppl employed in it? &/Or importance to Canada in terms of trade? And/or to your group members’ own career goals? -Chosen occupational category: <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 <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

II. General Living Adjustment (2 points)	<p>-Natural Environment:</p> <ul style="list-style-type: none"> • give a map & indicate population size residing within this boundary • climate? (seasonal diffs? regional diffs applicable to work locale?) <p>-Major National Symbols:</p> <ul style="list-style-type: none"> • National flag; • World-famous attractions; • Typical foods; • Famous artists (of all genres: fine arts, literature, music, film, sports); <p>-Economics:</p> <ul style="list-style-type: none"> • Currency (& relative to Canada?) • Economic health – traditional economic measures (e.g., GDP, strength of dominant industries, degree of technological advancement, membership in world economic agreements) • Economic health - measures reflecting the impact of globalization on the quality of life within the country (wealth equalization, human rights, etc.) <p>-Political/Legal</p> <ul style="list-style-type: none"> • Political govt? Political climate toward globalization? • THEORY: Corruption ranking? • Labour laws pertaining to hiring/firing in general (and of locals' vs expats?), business working hours... <p>-Appendix Table of Nat'l culture by dims:</p> <ul style="list-style-type: none"> • THEORY – identified appropriate Trompenaars and Hofstede dimensions for nat'l culture & most importantly highlight major contrasts with Cdn cultural values • Give this section a proper conclusion. A paragraph is sufficient.
Format requirements (1 point)	See points mentioned before the table.
Section	Marking weight for each sub-section is indicated in brackets PART 2 (10 points)
III. Interaction Adjustment (4 points)	<p>-Nonverbal:</p> <ul style="list-style-type: none"> • Communication norms for the various NVB categories & the potential obstacles they pose <p>-Verbal:</p> <ul style="list-style-type: none"> • 2nd-language/linguistic communication issues (examples of local slang, idioms, jargon, proverbs) • Communication Styles (uses of praise, high vs low context decoding, direct vs indirect encoding, formal vs informal speech, silence vs verbal overkill) • Population Fluency in English/French • Traditions/Ethnicity/Religion (inc. how holidays/rituals/traditions create implications for interactions by foreigners in either verbal/nonverbal behavior)
IV. Work Adjustment (5 marks)	<p><u>For EACH item in this section note the following:</u></p> <ul style="list-style-type: none"> - the implications of any general living characteristics or interaction characteristics that were already raised in Part 1 (where applicable). - and generate examples of how they might impact YOUR expat's work context. For example, if local education levels & 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>-Negotiations:</p> <ul style="list-style-type: none"> • Implication & examples as per above • Course concepts: Conflict resolution style & cultural variations that stand out <p>-Motivation:</p> <ul style="list-style-type: none"> • Implication & examples as per above • Course concepts: motivation theories, culturally specific motivators that stand out, and how they could be applied in line with motivation theories/concepts <p>-Leadership:</p> <ul style="list-style-type: none"> • Implication & examples as per above

	<ul style="list-style-type: none"> • Course concepts: Identified GLOBE rankings and explained how they apply here <p>-Decision-Making</p> <ul style="list-style-type: none"> • Implications (especially of corruption index) & examples as per above • Course concepts: cultural variations to decision-making in general, & to ethical decision making in particular <p>-Teams</p> <ul style="list-style-type: none"> • Implication & examples as per above • Course concepts: which social process levers are likely to work for individual & group outcomes in this culture?
V. Conclusions (1 point)	<ul style="list-style-type: none"> • Appeal/Challenges of doing business, I.e. Pros/cons for Canadians in this occupation and country

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

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

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

- ➔ 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 Brightspace!

➔ On the day of project report submission, Individually each student need to submit the following two documents as ONE FILE on Brightspace within the folder “Peer Evaluations and Who did What Folder”:

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

- a. ****In who did what letter (maximum 1/2 page double spaced), Explain what you personally did to contribute to this assignment. A simple paragraph form 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.**

For presentations, use the information from report carefully to decide how to deliver an engaging presentation.

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

2. Maximum time available for presentation will be 30 minutes in total [25 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.
3. Submit an electronic copy of (PowerPoint) presentation slides online on time [bring a USB with your slides on it on the day of the actual presentation. Please remember you cannot submit more than one file online, carefully edit and submit an updated version. No one will be allowed to use any updated version on the day of actual presentation., and if you did so without my permission, you would lose 25% of your presentation mark. 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.
4. In your first slide, 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 presentation or report.
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. I would not accept reason such as: “we thought he/she would do great etc.” carefully plan. Also if any member isn’t

presenting, they cannot just assume they can just decide not to show up, if the team wants them to be present on the day of team presentation, they have to be present otherwise absent members will have zero for the presentation. No exceptions!

7. There will be no changes in presentation dates. I will not change presentation dates or any due date for any last minute excuses, do not wait for the last minute and target getting work done in advance. **Please note:** In case of 1 member presenting an excuse of being sick etc, remaining team members will still present/submit work as planned. The absent member will do the entire assignment/project/presentation in question (not just their individual part] alone and depending on the medical note, I will give that individual appropriate time to finish it on his/her own. No exception on this aspect.
8. Please be professional during your presentations.
 - **Don't read** word by word from your script. **Do not use cell phones to read your notes.** 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.
 - Do not use any music.
 - **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. Do not stand in front of the screen.
 - Don't kick the podium; don't play with your hair, jewelry, pens, baseball caps and papers.
 - Don't put your hands in your pockets or on your hips and don't cross your legs while standing. I don't require presenters to wear professional attire but wear decent cloths suitable for an academic environment.
 - Avoid talking or laughing among each other while your members are still presenting.
 - Introduce your group members before starting your presentations.

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 case study and the project report. Check due dates in the course agenda page.

- 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 and 0/25 on the project for not submitting PE). 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 and your team did for the project. *You could write Who did what statement [a paragraph is ok or you could make a table with names and corresponding contribution form each member] at the end of the peer evaluation form [posted within the peer evaluation folder]. It could be longer but again you are allowed to upload one file only.* 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. The final exam will be 2 hours long, closed book, and will require you to answer a variety of questions related to the concepts discussed in the course, the cases, videos posted/shown and exercises dealt with in class. 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.

IMPORTANT!! You must be available to write this exam during the scheduled time once posted by examinations, No make-up tests will be scheduled for anyone missing the exam. The only valid excuse for missing the exam is for medical reasons or death in the family and must be documented with a medical certificate. Any other reason (such as travel, etc...) will not be considered. If you miss the exam for a reason that is not deemed as legitimate, your exam mark will be zero. **“Please be aware by registering in this course you acknowledge that this course will use online proctoring tools. These online proctoring tools could require you to identify yourself via webcam. Additionally while you are completing a proctored exam, your activities will be monitored. This could include direct observation via webcam and through the use of screen recording software. Evidence of academic misconduct during an exam will be treated seriously”. Evidence of academic misconduct during an exam will be treated seriously.”** Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring/>.

The minimum computing requirements for this service are as follows:

- Hardware: Desktop, or Laptop
- OS: Windows 10, Mac OS 10.14, Linux Ubuntu 18.04
- Internet Browser: Google Chrome, Mozilla Firefox, Apple Safari, or Microsoft Edge
- Internet Connection (High-Speed Internet Connection Recommended)
- Webcam (HD resolution recommended)

Note: Tablets, Chromebooks and Smartphones are not supported at this time. Windows-based tablets are not supported at this time.

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**, except online reflection which is due by 11:55pm on due dates. **You can not post a reflection on last week’s lecture topics so plan strategically.**

Dates	Topic	Readings
Jan 12 We will not meet in person today, means no on campus session , please check Jan 12 Module online and do what I listed there.	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!	No Assigned Resources
Jan 19	Globalization; the Challenging Role of the Global Manager; How culture influences Cognitions <i>Video: Globalization: Winners & Losers (42 minutes).</i>	Ch 1, 10, 11 and Some Additional Resources (January 19th is the last day to tell me if you want to be in group with someone you know. Read note carefully on page 5) Online Reflections for this week’s lecture concepts is due by 11:55pm today].

Jan 26	How cultures evolve; Comparing cultures; How Culture Affects Organizations VIDEO: <i>VHO2929 (The 7 Dimensions of Cross-Cultural Management)</i> + Discussion	Ch 2-3 and Some Additional Resources Online Reflections for this week's lecture concepts is due by 11:55pm today].
Feb 2 *Case One*	Communication Across Cultures Negotiating Globally and a video on international Negotiation & a few Videos will be posted for discussion	Ch 4, 6 and Some Additional Resources Case TBA Online Reflections for this week's lecture concepts is due by 11:55pm today].
Feb 9 *Case Two* Final project outline is also due today, submit it online within the submission folder!	The Challenges of Managing Multicultural Groups and Teams; Leading Globally; Video on multicultural Teams	Ch 7, 8 and Some Additional Readings Case TBA Online Reflections for this week's lecture concepts is due by 11:55pm today].
Feb 16 *Case Three*	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 Online Reflections for this week's lecture concepts is due by 11:55pm today].
Feb 23 Winter Break	Work on your upcoming assignments!!!	No Assigned Readings NO REFLECTION TODAY
Mar 2 *Case Four*	Cross-Cultural Ethics in International Business Context; Religion and World Views; Discussion on <i>Dilemmas in C/C Ethics</i>	Additional Resources Case TBA Online Reflections for this week's lecture concepts is due by 11:55pm today].
Mar 9 *Case Five* Peer Evaluations for All Cases Due Today!	Multinational Decision Making; Managing Cross-cultural Transitions: Managing Abroad and Coming Back Home;	Ch 5 and Additional Resources Online Reflections for this week's lecture concepts is due by 11:55pm today].
Mar 16	The challenge of international assignments; A Portable Life: The Expatriate Spouse; Global Careers: Succeeding in the 21 st Century; Cultural Intelligence (CQ); Knowledge Management in an international Context and final exam review	Ch 9-11 & Additional Resources Online Reflections for this week's lecture concepts is due by 11:55pm today].
Mar 23 *Project Presentation slides are due for all teams regardless of their presentation dates. **Group 1-5 will present today ***Peer Evaluations and Who did what letters due as one file can be submitted today until March 30th	Utilize all knowledge covered during the course Please keep in mind, presentations and report writing require different skills so it is possible you might do well on one or the other. Carefully read instructions in the course outline and in class to prepare presentation and report!	Utilize all knowledge covered during the course NO REFLECTION TODAY
Mar 30 *Project Report is Due today for all Teams* **Group 1-5 will present today Peer Evaluations and Who did what letters due as one file	Utilize all knowledge covered during the course	Utilize all knowledge covered during the course\ NO REFLECTION TODAY
April 6	Exam Review, which means you would bring questions related to the content to the class. Do not ask me format of the exam only. Format, content covered with all details will be posted on Brightspace by Mid February, read it carefully!	NO REFLECTION TODAY

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 Accommodation

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

Religious obligation

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

Academic Accommodations for Students with Disabilities

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

Survivors of Sexual Violence

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

Accommodation for Student Activities

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

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

Academic Integrity

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

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

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

Sprott Student Services

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at bcom@sprott.carleton.ca or at bib@sprott.carleton.ca.

Centre for Student Academic Support

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

Important Information:

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

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are a number of actions you can take to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's symptom reporting protocols.

Masks: Carleton has paused the COVID-19 Mask Policy, but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in cuScreen as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the University's COVID-19 website and review the Frequently Asked Questions (FAQs). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

APPENDIX I
Peer Evaluation Form

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

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

Name of Evaluator: _____

Case Study Number: _____ Date: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

Name of Student Being Evaluated: _____

Rating Scales: Rating: ____/5

Comments: _____

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

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

Appendix III

Quick APA Guide: Examples of APA reference format (according to 5th 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*. (2nd ed.). White Plains, NY: Longman.

Internet Article:

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

Dissertation reference:

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

Same Authors in same year:

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

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

Text Citation:

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

Levels of Heading:

CENTERED UPPERCASE HEADINGS Level 5

Centered Uppercase and Lowercase Headings Level 1

Centered, Italicized, Uppercase and Lowercase Headings Level 2

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

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

Appendix 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.