



**IBUS5716D Management of International Business**  
09-Sep-2019 – 01-Nov-2019 (F1)

<b>Professor</b>	Rumaisa Shaukat, PhD., CHRL., CMP.
<b>E-Mail</b>	rumaisa.shaukat@carleton.ca For any email query, in the subject column write your course codes.
<b>Office Hours</b>	By appointment only. I'm also generally available right after class for quick questions/comments.
<b>Class Times</b>	Wednesday 6:05-8:55pm
<b>Class Location</b>	TBA
<b>Prerequisites</b>	IBUS 5701
<b>Website:</b>	Course slides will be posted on CULearn. Please attend classes to take notes!***All material covered in the class is potential exam material*** ***Attendance is Mandatory, I reserve the right to deduct points for missing classes ***

**Course Description**

Operating organizations across national and cultural boundaries adds complexity to the tasks that confront managers and requires specific skills. Topics discussed include motivation, leadership, communication and negotiation in a cross-cultural context as well as the pervasive effects of culture on interactions within and across firms.

**Central Learning Objectives:**

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

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



### **Target Audience:**

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

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

### **Course Expectations**

**Emails:** I communicate with students through their student Carleton email accounts. It is your responsibility to check your emails as I will be sending important messages through this medium. Be professional in your email communication (read separate instructions below) I usually check emails once a day. Please email me again if you do not receive a reply within 3 working days; there is always the possibility of problems with electronic messaging. I will not send grades or otherwise private student information (group member's email etc) via email. Assignments will not be accepted via email.

**Active Participation.** Students are expected to attend, take notes, and participate in class. Students are expected to maximize their own learning by actively participating in all activities. This includes raising questions for discussion or clarification, bringing their own work and other organizational (only professional and academic) experiences to discussion, and interacting professionally and ethically with classmates and with the instructor.

**Regular Attendance.** Attendance is mandatory. A student with more than five absences may be prevented from sitting the final examination. Also, because you will be part of a group requiring your involvement and input, attendance is something that you owe to your fellow group members. Therefore, punctual attendance and regular readings are strongly recommended.

**Follow Assignment Instructions.** Carefully read the instructions for your written assignments described in the course outline. Always use a title for your work. Strictly, follow the instructions regarding page limit/font size/margins for your written submissions. In any case do not exceed the required standard page limits for all submissions. Format for written submissions should follow the American Psychological Association (APA) Publication Manual (5<sup>th</sup> Edition).

**Keep duplicates of deliverables.** For your protection, always keep a copy of your written assignments (either soft copy or a hard copy). In case of loss, theft, destruction, dispute over authorship, or any other eventuality, it will be your responsibility to provide a copy of your written submissions.

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

**Respect intellectual property rights:** Materials created for this course, including professor's lectures, students' presentations, assignments and exams, remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s). Lectures must not be recorded digitally (i.e., photographed, audio-taped or video-taped) without prior approval of the Professor.

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

Late arrivals and early departures are not acceptable in this class. Do not ‘leave’ early, that is, pack up books, stand up, etc. near the end of the class. The class period is over when the allocated time is completely up or when the instructor dismisses the class. Meetings for other classes, appointments with advisors, work excuses, catching rides home, attendance at family social functions, sporting events and many other personal reasons **are not** considered “excused” absences. Any student missing more than 1/3 of the class periods for any reason should withdraw and retake the course; those missing 1/3 of the class periods will not be awarded a passing grade in the course. Late students conspicuously disturb the learning experience for their classmates. As a courtesy, you should plan to arrive no later than the start of class (if not sooner). *I reserve the right to reduce your final course grade by half a letter grade or a letter grade (in proportion to the extent of lateness and absences) if I deem attendance and punctuality problems to have interfered your learning or the learning of others.*

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

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

**Required Text Book**

Thomas, D. C., & Peterson, M. F. (2017). *Cross-Cultural Management: Essential Concepts*. (4th Edition). Los Angeles: Sage Publication ISBN: 1506340709; ISBN-13: 9781506340708

Additional Notes from: (*no need to buy this book*)

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

**Methods Used to Evaluate Student Performance**

Accordingly, the evaluation scheme involves 60% individual deliverables and 40% group deliverables, as follows:

- 2 Reflective Logs (Individually): 20%
- 2 Case Studies (as a group of Two): 10%
- Project Presentation (as a group of Two): 30%
- Final Exam (Individually): 40%

**Course Agenda**

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

Date	Topic	Readings
<p><b>Session 1</b> <b>Sep 11</b></p>	<p>Introduction to the course, Overview of intended outcomes, readings, assignments and evaluation for the course ; Culture and Management; How Culture Affects Organizations; if we have time then the video: Globalization: The Good, the Bad, &amp; the Ugly</p>	<p>Ch 1-3 Additional Readings</p>

Session 2 Sep 18	Communication Across Cultures Negotiating Globally; ; if we have time then the video on international Negotiation	Ch 4, 6 Additional Readings
Session 3 Sep 25 <b>**2 Reflective Logs Due**</b>	Creating Cultural Synergy & Motivating People from Around the World: Inspiring People to Contribute; Multinational Decision Making; Managing Cross-cultural Transitions: Managing Abroad and Coming Back Home	Ch5, 7 Additional Readings
Session 4 Oct 2 <b>**Case Study 1 Due**</b>	Managing Multicultural Teams Leading Globally; Cross-Cultural Ethics in International Business Context; Religion and World Views	Ch 7, 8 Additional Readings
Session 5 Oct 9 <b>**Case Study 2 Due**</b>	A Portable Life: The Expatriate Spouse Global Careers: Succeeding in the 21 <sup>st</sup> Century Challenges of International Organizations	Ch 9-11 Additional Readings
Session 6 Oct 16 <b>**Group Project Report Due**Group Project Presentations**</b>	Utilize all Readings	Utilize all resources
Session 7 Oct 30	FINAL EXAM	Utilize all resources

### Final Exam (40%)

There will be one final examination in this course which will be held on Oct 30<sup>th</sup> during regular class time. This examination will consist of multiple choice questions, and will be based on all material covered for the course. The emphasis, however, will be on the topics covered in the PowerPoint and discussed in class.

### About the Reflective Log (20%)

<b>Objective</b>	Remember that the intention of this course is not simply to expand your <i>knowledge</i> of cross-cultural management issues, but also to enhance your ability to perform in cross-cultural contexts. Learning theory indicates that competency is enhanced by repetition and reflection, particularly when students are asked to transfer their learning beyond the ‘artificial’ classroom material/context and then generalize this to pertinent real world contexts. To help you learn to recognize which types of cross-cultural theories are most pertinent to different real world contexts , I would like you to do the following: <b>On 2 occasions</b> as you go through this course, critically assess the value that you have taken from any week’s readings/class activities <u>and relate it to real life events/issues</u> (either your own, or those in the news). An informal (but respectful) writing tone is perfectly acceptable; many students treat these as journal entries. Note!: Concise, thoughtful reflections are required, NOT summaries of the readings that have little analytical/reflective element to them.
<b>Content &amp; Marking per entry</b>  <b>(2 entries required in total; 10 marks per entry)</b>	<ul style="list-style-type: none"> <li>• <u>Briefly and accurately summarize the course material concept which is to be discussed in this entry (2 mark).</u> You can draw from any week’s material (inc. theory and/or experiential activity) to do this.</li> <li>• <u>Provide a real-world example (2 mark) of a challenging/surprising cross-cultural encounter</u> that you have experienced in the past or that you are currently experiencing. If you are really at a loss for any such examples, you can use as an example the experience of a close friend, relative, or colleague who has had a cross-cultural experience that illustrates course theory, AND/OR refer to current event(s) in the news. However, more marks will be allocated for your effort to learn from <i>your own</i> experiences (e.g., relating any weaknesses from your CQ-T1 report to a real world context, and exploring how course material could have helped you to understand/approach that situation).</li> </ul>

	<ul style="list-style-type: none"> <li>• <u>Appropriately connect the selected course concept(s) to this real world example</u> (4 marks). For example, how might course theory relate to surprises you experienced on your international travels (e.g., the role of cultural value differences and how that has eased/worsened your cross-cultural adjustment), AND/OR how might it inform your cross-cultural experiences within Canada (e.g., cross-cultural communication, leadership, motivation, and/or decision making within your student teams or within other multicultural situations you have been in)?</li> <li>• <u>Concluding Paragraph [worth 2 mark]</u>: What's the number one thing you can "take away" from the course theory regarding your ability to manage this type of cross-cultural issue in the future? Is there any way this course (or this particular lecture) could have been re-designed to further enhance your learning?</li> </ul>
<b>Format</b>	<ul style="list-style-type: none"> <li>• Include a title page.</li> <li>• Total submission should be typed, double spaced, with 1" margins, 12ptfont (Times New Roman), and a <u>total</u> of between 5-6 pages for BOTH entries combined (excluding the title page, references or appendices). To save trees, you are encouraged to print on both sides of the page whenever possible (although this will not affect your mark).</li> <li>• PLEASE staple your pages together (a folder is not necessary for this assignment).</li> <li>• If you reference any literature in your entry, use <b>APA</b> style (5<sup>th</sup> Edition).</li> </ul>
<b>Submission Timing &amp; Delivery Requirements</b>	Submission must be done <b>within 10 minutes of the START of class in the week in which the logs are due</b> (see Course Schedule in this course outline). Late submissions will NOT be accepted for this assignment - NO extensions will be granted. Please start thinking about your reflective logs as soon as possible. <b>Sorry, No Email submissions for this deliverable.</b>

## **2 Case Studies (as a group of Two) (5% each; for a total of 10% of your term mark)**

<b>Content</b>	For each case, I will assign you specific questions. Answer the assigned questions using material recommended for that case (as well as material taught in any other previous classes, <i>if you feel it is also applicable – but please don't just dump indiscriminately</i> ).
<b>Marking</b>	1. You will be expected to support your responses to the questions by providing examples from the case and/or citing areas of scholarly support (course material) for your position taken, where applicable. Please note (!). All questions are weighted equally; unless question weights are indicated on the question sheet for either case study.
<b>Format</b>	<ol style="list-style-type: none"> <li>1. Double-spaced, maximum 5 pages.</li> <li>2. Point form is acceptable (and preferable to verbosity!) as long as you're coherent.</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 (<b>APA</b>) Publication Manual (5<sup>th</sup> Edition).</li> </ol>
<b>Submission &amp; Timing Requirements:</b>	<ol style="list-style-type: none"> <li>a) Submission must be done <b>within 10 minutes of the START 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. <b>No Email submissions are acceptable</b></li> <li>b) <u>No excuses</u> for not being able to bring peer evaluation forms or statement of integrity form. No hand written or other forms will be used in any case. So make sure you have all required documents with you. No exceptions!!!</li> </ol>

## **GENERAL INFORMATION FOR PROJECT/PRESENTATION**

Your have been selected to be the cross-cultural consultant helping to prepare an individual for work on their overseas assignment. What type of work, and which country? That's up to you.  
PLEASE NOTE:

1. Regardless of the occupational category/country you select, you must structure your presentation according to the sections indicated below (under “outline”), being mindful to integrate course theory (*i.e., using appropriate c/c terminology and course material!*) wherever pertinent.
2. You are strongly advised to start as soon as possible to discuss the preferred country for the assignment and your intended approach, because you will need to be sure you have chosen a country and industry which no one else has chosen, and for which sufficient information is available to permit you to answer the assignment questions (*i.e., outline guidelines, as indicated below*).
3. This is a research assignment. You must conduct both secondary (library/internet) research AND primary research (*i.e., interview at least one individual from that culture, and include their coordinates – name, tel#, email -- in the reference section*).
4. Please do not underestimate the time required to complete this assignment EFFECTIVELY (*i.e., addressing all the theoretical parameters throughout your report*). No extensions will be granted.

**DETAILED OUTLINE (CONTENT & MARKING GUIDELINES) FOR THE PRESENTATION:**

<b>Section</b>	<b>Score</b>
<b>I. Background Rationale (8)</b>	-General: (/1) <ul style="list-style-type: none"> <li>• Intro'd speakers &amp; Gave agenda</li> </ul> --Chosen industry: (/2) <ul style="list-style-type: none"> <li>• Why chosen (% importance of this industry relative to the country's economy (e.g., % of GDP, # ppl employed in it? To Canada in terms of trade? And/or To your group members' own career goals?))</li> </ul> -Chosen occupational category: (/3) <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> -Interviewee for reality check (/2) <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>Section</b>	<b>Score</b>
<b>II. General Living Adjustment (25)</b>	-Geography/Climate: (/1) <ul style="list-style-type: none"> <li>• gave a map</li> <li>• climate ? (seasonal diffs? regional diffs applicable to work context?)</li> </ul> -Sociopolitical (/1) <ul style="list-style-type: none"> <li>• Political govt ?</li> <li>• THEORY: Corruption ranking?</li> </ul> -Economics: (/5) <ul style="list-style-type: none"> <li>• Dominant industries</li> <li>• Membership in world economic agreements</li> <li>• Economic health (Effect of globalization on the country – GDP, wealth equalization, human rights, etc)</li> <li>• Currency (&amp; relative to Canada?)</li> </ul> -Population (/5) <ul style="list-style-type: none"> <li>• Size</li> <li>• Education levels (if available)</li> <li>• THEORY: Predominant ethnic/religious groups</li> </ul>

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

- Please number each slide (lower right hand corner).
- For Section II, please include a comparison slide (with the cultural values of your country in one column, and the cultural values of Canada in the other). For the purposes of the presentation, it is best to not read through each and every row, but to highlight the general degree of similarity and the most important areas of difference.
- Each presenter has up to approximately 30 min for its presentation, but this must include at least 5 minutes to permit questions/answers at the end.

#### **Policy on Re-Marking**

From time to time, students have legitimate concerns about marks they have received on a Case, Quiz, or Project. If you feel that any paper handed back to you has not been marked appropriately for the work you have submitted, you do have recourse for re-marking. However, please note that

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

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

NO MARKS will be changed at a later date. It is important to note that the Professor reserves the right to remark the entire paper in question and to either leave the mark as is or to change it positively or negatively as required.

1. Email Guidelines

- Please be professional.
- Always use your university account. E-mail from other domains (hotmail, gmail) often are treated as spam.
- Always identify the course number and section in the Subject line
- Please use proper greetings. You can refer to your instructors as “Professor X” or “Dr. X.” Any other title (Ms., Mrs., Miss, or Mr.) is less appropriate given the classroom context. As business students, it is imperative that you learn to use proper titles.
- Always sign your email with your first and last names and include your student number.

**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 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](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](http://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/>

### **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/>
- 

### **Important Dates and Deadlines**

- |          |  |
|----------|--|
| Sept. 9  | MBA Fall 1 term begins.  |
| Sept. 17 | Last day of registration for fall term courses.<br>Last day to change courses or sections (including auditing) for fall term courses.  |
| Sept. 30 | Last day to withdraw from fall term courses with a full <a href="#">fee adjustment</a> (financial withdrawal). Withdrawals after this date will create no financial change to fall term fees and will result in a permanent notation of WDN appearing on your official transcript. |
| Oct. 14  | Statutory holiday. University closed.  |

- Oct. 18      Fall 1 term ends. Last day for academic withdrawal from Fall 1 term courses.
- Oct. 21-25   Fall break. Classes are suspended.
- Oct. 28 –  
Nov. 1      MBA Fall 1 term Exam week.
- Nov. 4      Fall 2 term begins.
- Nov. 25      Winter Payment Deadline. Click [here](#) for important payment information. [Late charges](#) may be applied to the student account any time after this date.
- Dec. 1      Last day for receipt of [applications](#) from potential winter (February) graduates.
- Dec. 13      MBA Fall 2 term ends.  
Last day for academic withdrawal from fall 2 term courses.  
Last day to pay any remaining [fall tuition fees](#) to avoid a hold on access to marks through Carleton Central and the release of transcripts and other official documents.
- Dec. 16 –  
20      MBA Fall 2 Exam week.
- Dec. 24      Deadline for course outlines to be made available to students registered in winter term courses.
- Dec. 25-  
Jan. 1      University closed.

**APENDIX 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:** \_\_\_\_\_

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**APPENDIX III**

***Personal Ethics Agreement Concerning University Assignments (Group Assignment)***

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

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

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

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Signature

\_\_\_\_\_  
Date

**Personal Ethics Statement (INDIVIDUAL ASSIGNMENT):**

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

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Last Name (print), First Name (print)

\_\_\_\_\_  
Student Number

## Appendix IV

### **Quick APA Guide: Examples of APA reference format:**

#### **Journal Reference:**

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

#### **Book Reference:**

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

#### **Book Chapter Reference:**

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

#### **Book Editions:**

Friend, M., & Cook, L. (1996). *Interactions: Collaborative skills for school professionals*. (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 V

### *Guidelines for in class Discussions*

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

## Appendix VI

### **Survival Tips for Working in a Group Project**

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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