



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 462H1F

Managing People in the Context of Globalization

Fall 2017

Course Meets: Wednesday 6pm-8pm in WO 35

Instructor: Hadiya Roderique
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Course Scope and Mission

Large markets for products and services are not the only things enticing companies to seek globalization. Foreign labor markets also attract interest. At the same time, companies that establish subsidiaries abroad or work in alliances with foreign partners face some liabilities of foreignness when utilizing labour force across geographic boundaries. Companies that succeed in the global arena are those whose human capital from home can understand and adapt to the demands of foreign partners and markets. With global supply chains becoming more ubiquitous across various industries, organizational structures that reflect and support globalization are becoming a necessity. Effective managers need to develop skills to aid their organization's transition into the arena of more intense worldwide competition as well as domestic competition.

This course introduces you to the impact of global conditions on the management of human resources at home and abroad. It considers globalization and multinational human resource management *issues* in the context of overseas subsidiaries, domestic locations and their use of immigrants, international joint ventures, international mergers and acquisitions and the multinational enterprise itself. As we explore these *issues*, country differences due to factors as cultural variation, socio-political differences, legal regulations, economic and educational levels, and business customs are addressed. This course helps students to develop a better understanding of how effective people management can create a competitive advantage in the international context.

- 1) Analyze the impact and consequences of globalization on mobilizing talent.
- 2) Develop an understanding as to how human resource practices can facilitate business success in a global context.
- 3) Strengthen your research, analysis, and communication skills.

Course Prerequisites

Prerequisite: RSM260H1

Exclusion: RSM410H1 Managing Human Resources in Context of Globalization

Enrolment is restricted to 3rd and 4th year Rotman Commerce students. Not eligible for CR/NCR option.

Required Readings

Readings will be available online. These readings include case studies, articles from professional and academic journals, and book chapters. Many of these will be free and posted on the Portal course site or available through the University of Toronto library. Some articles and/or cases will need to be purchased through Ivey Cases. The link will be posted on Portal.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

Work

Class Participation/Attendance	15%
Second Week Assignment	n/a
Midterm Case	20%
Team Project	30%
Final Exam	35%

Due Date

Ongoing
Sept 20th
Oct 18th
Oct 25, Nov 1, Nov 29th
During Faculty of Arts & Science Final Examination period

COURSE FORMAT AND EXPECTATIONS

Class Participation and Attendance (15%)

Students are expected to attend, prepare for each class and participate fully. High levels of participation include consistent and active contribution in class discussions and activities. Each student must take an active role in creating a collaborative learning environment. Students are expected to demonstrate leadership skills with thoughtful contributions that support their own learning process, along with those of their peers. One of the particulars of this course is that we will be discussing cases with regards to IHRM. Students will be randomly chosen to discuss/analyze and answer questions pertaining to the cases that are part of this syllabus, but voluntary participation is most important for your grade. If you have language barriers or experience difficulty speaking up in class, please come see me as early as possible in the semester so that we can work on strategies for improving your class participation. There will also be occasional pop-quizzes, the scores of which will be a part of your participation grade.

You will be evaluated on the quality of your in-class comments – especially how well you engage other students. This means questions and observations that spark peer responses, that forward the class discussion.

Quality comments possess one or more of the following properties:

- Offer a unique and relevant perspective
- Contribute to moving the analysis forward
- Transcend the “I feel” syndrome (i.e., include evidence, demonstrate recognition of basic concepts, and integrate these with reflective thinking)
- Link relevant concepts to current events

Seating Arrangements

Please try to sit in the same seat each day. This will help keep track of class participation. Please sit in your preferred seat by the third day of class. I will create a seating chart on that day

Ungraded Assignment

For the first assignment, introduce yourself, think through what you'd like to accomplish in this class. For instructions, see the last page of this syllabus (also posted on Blackboard). Required but not graded. Please do it SOON, but by latest, Week 2. If this assignment is not completed, 2 marks will be deducted from your participation grade.

Midterm Assignment (20%)

The midterm will be given during the lecture timeslot during week 6 and will be based on all chapters, lectures, seminar assignments, readings and class discussions, covered in the first five weeks of the course. The length of the test will be 1.5 hours and will consist of short answer questions and a case that will be given out 24 hours before the test.

Team Project (30%)

Teams of four- five students will be formed during the third seminar class by the instructor.

Students will be provided with a case study and will be asked to work as a consulting team to assist the organization described in the case diagnose and correct HR (and related) problems. Detailed instructions, marking rubrics and the case itself will be on Portal. The assignment is summarized here in brief; however, students are strongly encouraged to read through and get an early start on the assignment.

The team project is broken down into **three** different parts:

Part 1: Team Contract (3%), due at the beginning of Lecture 4 on October 4, 2017

The purpose of the team contract is to set the ground rules (roles, norms and expectations) for group members. The team contract also allows students to create a project plan detailing how they will complete the work to ensure all deadlines are met and each group member is aware of their specific role in the project. The team contract will create the expectations against which group members will measure team members' performance in the peer evaluations (i.e. to what extent did each group member perform the tasks assigned in the team contract).

Note: Late contracts will not be accepted except in extenuating circumstances and only when acceptable documentation is provided. If a late contract is accepted, it may be subject to a 1- percentage point penalty for each day the paper is late. Such penalty is at the discretion of the instructor.

Part 2: Problem Identification and Peer Evaluation (10%), due in Lecture 8 on Nov. 01, 2017

The first step in your analysis is to identify of the various HR problems contained in the case. This section should include a detailed explanation of specific problems, challenges or issues facing the company in the case. Your discussion should explain the problem/issue, describe **why** it is a concern for the organization, and identify the stakeholders affected.

Your report should identify at least five major problems with the current management of human resources at the organization in question. Defend your problem statements using both facts given in the case, and relevant course concepts from **at least 5 different chapters of the textbook**. In addition to information obtained from the textbook, you should also **include references from at least 3 different, reputable sources** to support the problem identification.

The problem identification report completed by your team must also be submitted to [turnitin.com](https://www.turnitin.com). In addition, you will each complete a final peer evaluation of each team member's contribution to the assignment. Please note that the ratings by your peers will be applied to your team's score on the team

case analysis. Students who do not hand in the final peer evaluation will receive a penalty of 2.5% from their final grade.

Note: Late papers will not be accepted.

Part 3: Detailed Recommendations (17%), due in Seminar 11 on November 29, 2017

Based on the thorough analysis of the problems you identified in the previous report, and the contextual information provided in the case, this component of the report should describe a detailed set of recommendations that address each of the aforementioned issues. Your suggestions should not only speak to **what** needs to be done to address each problem, but should also state **how** each proposed solution should be implemented. Your recommendations should focus primarily on the HR elements of the case, however, Human Resource Management does not occur in a vacuum, therefore, you are also encouraged to discuss how your proposed suggestions may affect other business functions as well and how problems that are not directly HR issues may have an impact on the employees of the organization in question. In addition to information obtained from the textbook, you should also **include references from at least 3 different, reputable sources** to support the problem identification. With the exception of the course textbook, you must use at least three different sources than those used in the problem identification report. (If you reference the same material used in the problem identification report, this will not count towards the 3 sources, but may be used as *additional* references).

The detailed recommendation report completed by your team must also be submitted to [turnitin.com](https://www.turnitin.com). In addition, you will each complete a final peer evaluation of each team member's contribution to the assignment. Please note that the ratings by your peers will be applied to your team's score on the team case analysis. Students who do not hand in the final peer evaluation will receive a penalty of 2.5% from their final grade.

Final Exam (35%)

The final exam will include all materials covered in the course. It will consist of multiple choice and/or short answer/essay questions, and a case.

Research Study Participation (3% Exam Bonus)

This course is listed on the Rotman School of Management Course Credit Research Participation System. Each student can earn up to 1.5% course grades by participating research through the system (.5% per credit). The participation is voluntary. **The course grades earned via SONA will be considered as a "top-up" to your final examination.** Students will receive up to 3 extra points out of 100 on the final exam.

Grades/penalties for each of the above items will be posted on Portal within two weeks of the due dates, with the exception of the final exam.

PAPER FORMAT AND SUBMISSION

Typed, double-spaced, minimum 12-point font, APA citation style. Word counts should be included at the end of the page. The following link to the Rotman BIC Citation Resources has more information on proper citation methods:

<https://www.rotman.utoronto.ca/FacultyAndResearch/BIC/Research/Citation-APA-Resources>

Include only your student number, and use the cover page/declaration available on Blackboard. Papers that do not meet these requirements will have 5% deducted from the final paper grade. All

written assignments must be submitted via Turnitin by **5:00pm** on the day the assignment is due. Documents should be submitted as Microsoft Word documents.

Go to www.turnitin.com and create an account if you do not already have one. Enrol in the class by using the course ID (TBA) and password (TBA).

- Upload a single document (Rotman individual cover sheet and your full written work)
- Click “Submit” and wait a few minutes to confirm a successful upload and also to confirm that your work is indeed original.

In addition, please bring a hard copy to class as well.

Normally students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the university’s use of the Turnitin.com service are described on the Turnitin.com website.

Please note that clear, concise, and correct writing will be considered in the evaluation of all written assignments. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Re-marking:

Students have up to 5 business days after written work has been graded and returned to them to submit it for re- grading. Submissions for re-grading must be made in writing, with the student outlining the specific areas of the work that he or she feels were incorrectly graded. All submissions should be signed and dated by the student. Your TA will handle the regrading and will return a written response explaining the results of the review and indicating whether the student’s grade has changed. If a student remains dissatisfied with the grading process, he or she will have up to five business days after receiving the re-graded work to submit it a second time for re-grading. Course instructor will handle the second round of re-grading and the mark will be final.

Group Work:

The Team Project requires students to work in teams of 4-5.

Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students; to work well in teams, it helps to follow a set of core expectations to best succeed at your team projects.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.

2. When working in a team, Rotman Commerce students are expected to:

- Treat other members with courtesy and respect;
- Honour the ground rules established by the team;
- Contribute substantially and proportionally to the final project;
- Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
- Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team's process of learning how to work together. When handled well, it can generate creativity and bring-multiple perspectives to the solution.

Student teams are expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). When teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

**For an appointment with a Rotman Commerce Team Coach, please contact Nouman Ashraf at nouman.ashraf@rotman.utoronto.ca Nouman is highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

OTHER INFORMATION

E-Mail Contact: I am happy to address concerns via e-mail. I will respond to e-mails within 48 hours.

If you aren't sure how to do an assignment

If you want to improve your grade

If you want more challenge or want to explore a topic or skill further

If you have any concerns about what's happening in class

If you have suggestions or other feedback about the course

If you are falling behind.

DON'T WAIT! Tell me. Please come to office hours or email me.

Weekly Schedule

Week 1, Sept 13: Strategic International Human Resource Management

Deliverables: None

Required readings:

1. Schuler, R. S., Jackson, S. E., & Tarique, I. (2011). Managing global talent challenges with global talent management initiatives. In Reiche, Sebastian, Stahl, G. K., Mendenhall, M. E., and Oddou, G. R. (Eds.). *Readings and Cases in International Human Resource Management and Organizational Behavior*, 5th Edition. New York, NY: Routledge.
2. Stahl, G. K., Björkman, I. S., Farndale, E., Morris, S., Paauwe, J., Stiles, P., Trevor, J., & Wright, P. (2011). Six principles of effective global talent management. *MIT Sloan Management Review*, 53(2), 25-32.
3. Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 2 Strategic International Human Resource Management. In (Eds.) *International human resource management: Policies and practices for multinational enterprises* (5th ed.). New York, NY: Routledge.

Week 2, Sept 20: National Cultural Context and Management

Deliverables: 2nd week assignment

Case: Harvard Case: Four Seasons goes to Paris: 53 Properties, 24 Countries, 1 Philosophy. By Roger Hallowell; Carin-Isabel Knoop; David Bowen. Publication Date: Dec 12, 2002, Revision Date: Jan 08, 2003. Product #: 803069-PDF-ENG

Required readings:

1. Romani, L. (2015). Chapter 1 Culture and Cross-Cultural Management. In Harzing, A.-W., and Pinnington, A. H. (Eds.) *International Human Resource Management* (4th ed.). London: Sage Publications.
2. Deresky, H. (2017). Chapter 4 Communicating Across Cultures. In (Ed.) *International Management: Managing Across Borders and Cultures: Text and Cases* (9th ed.). London: Pearson.
3. Pg. 23-36 of Thomas and Lazarova. (2014). "Chapter 2: Cultural and Institutional Context of Global Human Resource Management." *Essentials of International Human Resource Management: Managing People Globally*. Sage Publications Inc. Pp. 23-46.

Week 3, Sept 27, Institutional Foundations of International Human Resource Management, and Ethics

Deliverables: None

Exercise: Cultural constraints in the Workplace

Case: Harvard Case: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A). By Christopher A. Bartlett; Vincent Dessain; Anders Sjomon. Publication Date: May 03, 2006, Revision Date: Nov 14, 2006. Product #: 906414-PDF-ENG

Required readings:

1. Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 6 International Employment Law, Labor Standards, and Ethics. In (Eds.) *International human resource management: Policies and practices for multinational enterprises* (5th ed.). New York, NY: Routledge.

2. Locke, R. M., & Romis, M. (2007). Improving work conditions in a global supply chain. MIT Sloan Management Review, 48(2), 54-62.
3. Thomas, D. C., & Lazarova, M. B. (2014). Cultural and Institutional Context of Global Human Resource Management. In *Essentials of international human resource management: managing people globally* (pp. 36-46). Los Angeles: Sage Publications.

Week 4, Oct 4, Design, structure, and strategy of a Multinational Enterprise (MNE)

Deliverables: Team Contract

Case: Harvard Case: Kent Chemical: Organizing for International Growth. Published by Harvard Business School (2012). Case Reference No.: 4409

Required readings:

1. Hill, C. W. L. (2013). The organization of international business. In *International Business: Competing in the global marketplace* (pp. 446–483). 9th ed. New York: McGraw-Hill Irwin

Week 5, Oct 11, Managing human resources in International Mergers and Acquisitions (IM&A) and International Joint Ventures (IJV)

Deliverables: None.

Case: Insead Case: Renault and Nissan: A Marriage of Reason. By Lasserre, P., Flament, A., Fujimura, S., Nilles, P. Published by Insead (2015). Case Reference No.: 301-050-1

Required readings:

1. Randall S Schuler, Ibraiz Tarique, Susan E Jackson (2004), Managing Human Resources in Cross-Border Alliances, in (ed.) 3 (Advances in Mergers & Acquisitions, Volume 3), Emerald Group Publishing Limited, pp.103-129.
2. Schuler, R. & Tarique, I. (2005). International Joint Venture system complexity and Human Resource management. Retrieved from <http://smlr.rutgers.edu/schuler-selected-publications-international-joint-venture-system-complexity>

Week 6, Oct 18, Midterm

Week 7, Oct 25, Global Talent Management: Recruitment and Selection

Deliverables: None

Case: Harvard Case: Silvio Napoli at Schindler India (A). By Michael Y. Yoshino; Christopher A. Bartlett; Perry L. Fagan. Publication Date: Feb 12, 2003, Revision Date: Nov 06, 2006. Product #: 303086-PDF-ENG

Required readings:

1. Reiche, S. and Harzing, A.W. (2015). Chapter 5 International Assignments. In Harzing, A.-W., and Pinnington, A. H. (Eds.) *International Human Resource Management* (4th ed.). London: Sage Publications.
2. Ployhart, R. E. and Weekley, J. A. (2015). Chapter 10 Recruitment and selection in global organizations: A resource-based framework. In Collings, D. G., Wood, G. T., and Caligiuri, P. M. (Eds.) *The Routledge Companion to International Human Resource Management*. London: Routledge.

3. Collings, D. G., Scullion, H., & Dowling, P. J. (2009). Global staffing: a review and thematic research agenda. *International Journal of Human Resource Management*, 20(6), 1253-1272.

Week 8, Nov 1, Global Talent Management: Training and Development

Deliverables: Team Project – Problem Identification and Peer Evaluation due.

Case: Tata Consultancy Services: A Systems Approach To Human Resource Development. Wee, Beng Geok;Buche, Ivy (2008). NTU022

Required readings:

1. Briscoe, D., Schuler, Randall S, & Tarique, Ibraiz. (2016). Chapter 10 International Training and Management Development. In (Eds.) International human resource management: Policies and practices for multinational enterprises (5th ed.). New York, NY: Routledge.
2. Nikandrou, I., Apospori, E., Panayotopoulou, L, Stavrou, E. T., and Papalexandris, N. (2012). Training and firm performance in Europe: the impact of national and organizational characteristics. In Lazarova, M. B., Morley, M. J., and Tyson, S. (Eds.) *International Human Resource Management: Policy and Practice*. London: Routledge.
3. Earley, P., & Mosakowski, E. (2004). Cultural Intelligence. *Harvard Business Review*, 82(10), 139-146.
4. Giangreco, A., Sebastiano, A., & Peccei, R. (2009). Trainees' reactions to training: an analysis of the factors affecting overall satisfaction with training. *The International Journal of Human Resource Management*, 20(1), 96-111

Nov 8th: Fall Reading Week

Week 9, Nov 15, Global Talent Management: Performance Appraisal and Management

Deliverables: None

Case: Harvard Case: Global Talent Management at Novartis. By Jordan Siegel. Publication Date: Feb 20, 2008, Revision Date: Nov 14, 2008. Product #: 708486-PDF-ENG.

Required readings:

1. Caligiuri, P. M. (2006). Chapter 9 Performance management in a cross-national context. In Bennett, W., Jr., Lance, C., & Woehr, D. (Eds.). *Performance measurement: Current perspectives and future challenges*. Mahwah, NJ: Erlbaum.
2. Varma, A., and Budhwar, P. S. (2015). Global Performance Management. In Harzing, A.-W., and Pinnington, A. H. (Eds.) *International Human Resource Management* (4th ed.). London: Sage Publications.

Week 10, Nov 22, Global Talent Management: Compensation

Deliverables: None

Case: Insead Case: Lincoln Electric in China (A). By Bjorkman, I., and Galunic, C. Published by Insead (1999). Case Reference No.: 499-021-1

Required readings:

1. McFarlin, D. B. & Sweeney, P. (2013). Rewarding and Compensating International Employees. In *International organizational behavior: Transcending borders and cultures* (pp. 321-358). New York, NY: Routledge.

2. Brown, M. P., Sturnam, M. C., & Simmering, M. J. (2003). Compensation Policy and Organizational Performance: The Efficiency, Operational, and Financial Implications of Pay Levels and Pay Structure. *The Academy of Management Journal*, 46, 752-762.

Week 11, Nov 29, Global Talent Management: Repatriation

Deliverables: Team Project: Detailed Recommendations Due

Case: Insead Case: Jaguar or Bluebird? (A): Mark Chan's decision to stay overseas or return home after his expatriate assignment (A). By Stahl, G., and Chua, C. Published by Insead (2014). Case Reference No.: 403-060-1.

Required readings:

1. Groysberg, B., Nohria, N., & Herman, K. (2011). The Expat Dilemma. *Harvard Business Review*, 89(11), 150-153.
2. Lazarova, M. (2015). Chapter 23 Taking stock of repatriation research. In Collings, D. G., Wood, G. T., and Caligiuri, P. M. (Eds.) *The Routledge Companion to International Human Resource Management*. London: Routledge.

Week 12, Dec 6, Knowledge Management

Deliverables: None

Case: Edmondson, A., B. Moingeon, V. Dessain, and A. D. Jensen. (2008). "Global Knowledge Management at Danone." HBS 9-608-107.

Required readings:

1. Minbaeva, D. B. (2015). Chapter 26 IHRM's role in knowledge management in multinational corporations. In Collings, D. G., Wood, G. T., and Caligiuri, P. M. (Eds.) *The Routledge Companion to International Human Resource Management*. London: Routledge.
2. Bjorkman, Evans, and Pucik. (2011). "Chapter 10: Managing Knowledge in Multinational Firms". Harzing, A.W.K. and Pinnington A. (ed.), *International Human Resource Management (3rd edition)*, London: Sage Publications. Pp. 346- 376.

Please note that the schedule, content of the course, and evaluation methods may be subject to change based on our progress and time, and possible external factors throughout the course. If any changes are going to be made they will be discussed with the class ahead of time.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or

sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Documentation submitted in support of petitions for missing tests and assignments must be original; no faxed or scanned copies will be accepted

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a later report of illness made by the student to a physician.

Students will be required to submit a makeup assignment at a later date, or, at the discretion of the instructor, may have another assignment reweighted to include the percentage of the missed assignment.

Late Assignments

All assignments are due at the beginning of class on the date specified in the course outline. Late submissions will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: accessibility.services@utoronto.ca or <http://www.studentlife.utoronto.ca/as>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore additional Portal Information for Students at <http://portalinfo.utoronto.ca/content/information-students>.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Second Week Assignment

Please post to Blackboard, by the evening of Wednesday, September 20. This assignment is required but not graded

1. What kind of work do you plan to do after graduation?

What do you value most about the work you want to do in the world, the person you want to be? What kinds of negotiation are likely to be most important for you? (One paragraph.)

2. What are you curious about, what would you like to accomplish?

What skills and information about negotiation would you especially like to improve by the end of this semester? The more specific and measurable the skills and ideas, the more likely you are to focus your learning effectively. (i.e. "I'd like to learn how to get and keep people's attention" or "My goal is to understand how to prepare so I feel less nervous.")

3. Personal information

a. The name you would like to be called, if it differs from your blackboard name. Pronunciation of your name as well.

b. Any difficulties or special situations that I should know about that you would like to share. (For example: scheduling problems which might make you late for class, English not your first language, hearing loss, etc.).

I will keep your email address & item "b" confidential.