Course Syllabus Summer, 2019
IS610 Power of One Study Abroad – Mumbai, India
(Business Psychology Department)
Course dates: Commences May 6 2019
Immersion Experience dates: Commences Jul 2-11, 2019
3 Credit Hours

Course Introduction

Instructor:	Renee L Roman, Ph.D.
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Course Website:	Canvas with Two Required Meetings via GTM

Official Course Description

This course will provide students with the opportunity to compare the cultural, organizational, and work/life differences between the United States and other countries that occur in a global economy. The specific country of focus for summer 2019 will be India. During the first half, students will learn about different cultural frameworks, cross-cultural differences, and demographic, legislative and societal considerations germane to working in and leading businesses in different countries. In the second half of the course, students will learn about the specific nuances of the world of work in India and have the opportunity to reflect on how that differs from US organizations.

This course unfolds in three distinct phases for a holistic and integrated experience:
- Phase One: Summer, semester learning and preparation phase via Canvas and 2 pre-scheduled GTMs (May 6 – Jun 30)
- Phase Two: Students will travel to Mumbai, Agra and New Delhi India (Jul 2 -11, 2019)
- Phase Three: Students will prepare a post-trip reflection paper on the study abroad experience. PhD students will prepare and record a colloquial presentation to be shared across the program.

In Phase One, students will explore the differences and similarities between the U.S and corporations based in other countries, with an emphasis on India. Students will participate in activities to raise awareness about their own world views and level of cross-cultural competency. Additionally, students will research specific areas related to conducting business internationally and will engage in dialogue with other class members via the discussion forums. Students will also work in teams to compose workshop material for cross cultural exchanges with University students from India as well as for the Service Learning Activity with school aged children in an underdeveloped area of India. Near the end of the class, students will work collaboratively to create observation tools that they can leverage during their immersion experience in India.

In Phase Two, students will travel to Mumbai, Agra and New Delhi India for 10 days and will work in tandem with faculty to explore the cultural and work issues of Indian society. Students will meet and have dialogue with members from global firms, entrepreneurships, professional associations, universities and nonprofit service organizations. Students will also participate in various service learning activities providing mutually beneficial services. Students will maintain a critical reflection journal during the entire field experience. As a result, students will be able to analyze their own beliefs, values, assumptions and identities pertaining to development, service, and global engagement while learning about the beliefs, voices and values of others.

In Phase Three, students will write a reflection paper on their study abroad experience. PhD students will also develop a presentation or colloquium to share their experience with the broader Chicago School community.

Institutional Learning Competencies and Outcomes

Institutional Learning Outcomes

Diversity

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- PLO: Students will be able to explain and build upon the role that individual and group differences play in the workplace (e.g., race, gender, age, national culture, cognitive style, socio-economic status, job title/power and etc.). Students will be able to demonstrate cross-cultural competence and operate within a framework of global diversity

    - **By the end of this course, students will be able to…**
        1. CLO1: Demonstrate knowledge of the world-view of the local culture within the context of psychology.
            a. Students will prepare presentations on the various cultural nuances of India and present the topics via online discussions.
        2. CLO2: Analyze differences between host culture and own culture.
            a. Student will analyze the various economic differences between the U.S. and India through meeting with business leaders and write summary papers at the completion of the course.
            b. Students will demonstrate the ability to properly identify the demographic characteristics, socio-cultural dynamics, needs and strengths of the communities visited and share their reflections during directed class discussions during the field portion of the course.

        3. CLO3: Examine global perspective in relation to their professional and academic goals.
            a. Students will study work and labor differences through academic research and synthesis in discussion posts.
        4. CLO4: Explain personal, professional and academic impact of their experience abroad.
            a. Students will demonstrate critical reflection, acute observation and analysis of the service learning experiences and share their reflections in post trip paper/presentations*.*
            b. Students will prepare a capstone summary of learning from the immersion portion of the program.

Professional Behavior

Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

- PLO: Students will be able to form effective professional relationships based on attitudes and communication skills that foster trust, open dialogue, and collaboration, regardless of differences in background, education, position in the organization, points of view or other personal characteristics

    - **By the end of this course, students will be able to…**
        5. CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
            a. Students will display respect and understanding within in country business meetings and interactions within conversations and cultural activities.
        6. CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
            a. Students will use critical thinking and ask questions within the cultural and business visits with in country or know where to find answers in ambiguous situations.
        7. CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
            a. Students will participate in pre-travel workshops to understand professional expectations and rules related to study abroad programs.
        8. CLO8: Demonstrate ability to be self-reliant in non-classroom environment.

a. Students will pre-plan and understand methods for appropriate action in different country environments. They will develop confidence in traveling internationally.

Course Learning Outcomes adapted from & resource for developing MLO: Hovland, K. (2010) Global learning: Aligning student learning outcomes with study abroad. *NAFSA: Association of International Educators.* Retrieved from: https://www.nafsa.org/uploadedFiles/NAFSA_Home/Resource_Library_Assets/Networks/CCB/AligningLearningOutcomes.pdf

Required and Optional Texts and Electronic Reserves

Required Texts

To purchase your textbook(s) through our online bookstore, go to:
http://thechicagoschool.textbookx.com

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Title	ISBN-13	Publisher's Price
Budhwar, P. S. (2007). *People management in the Indian subcontinent*. Bradford, England: Emerald.		EBook
Jacoby, B. (2015). *Service Learning Essentials: Questions, Answers and Lessons Learned*. Jossey-Bass.		EBook (EBSCOhost AN: 867502)
Mor Barak, M.E. (2017). Global Demographic Trends: Impact on Workforce Diversity. *Managing Diversity: Toward a Globally Inclusive Workplace. 4th ed*. Thousand Oaks, CA: SAGE Publications.	978-1-4833-86126	Etextbook - $67.20

Required Readings on eReserve

A, A. U. (June 03, 2014). Examining the impact of social exchange relationships on innovative work behaviour. *Team Performance Management, 20,* 102-120.

Adler, N. J. (2008). Motivating People From Around the World.   *International dimensions of organizational behavior* (5th ed). Chapter 7, pp. 184-206. Canada: Cengage Learning.

Ashutosh Muduli, Sunita Verma & Saroj K. Datta (2016) High Performance Work System in India: Examining the Role of Employee Engagement, Journal of Asia-Pacific Business, 17:2, 130-150, DOI: 10.1080/10599231.2016.1166021

Bamel, U., Budhwar, P., Stokes, P., & Paul, H. (September 04, 2017). Dimensions of role efficacy and managerial effectiveness: evidence from India. *Journal of Organizational Effectiveness: People and Performance, 4,* 3, 218-237.

Banks, Ralph Richard, Ford, Richard Thompson. (2011). Does Unconscious Bias Matter? *Poverty & Race* 20, 5

Banerjee, S. (October 24, 2008). Dimensions of Indian culture, core cultural values and marketing implications. *Cross Cultural Management: an International Journal, 15,* 4, 367-378.

Behrens, A., Singh, P., & Bhandarker, A. (March 01, 2018). View from Practice: Managing Effectively in Collectivist Societies: Lessons from Samba Schools and Dabbawalas. *Thunderbird International Business Review, 60,* 2, 137-145.

Bhatnagar, J. (April 25, 2008). Predictors of organizational commitment in India: strategic HR roles, organizational learning capability and psychological empowerment. *Human Resource Management International Digest, 16,* 3.)

Chaudhary, R., & Rangnekar, S. (May 01, 2017). Socio-demographic Factors, Contextual Factors, and Work Engagement: Evidence from India. *Emerging Economy Studies.*

Chaudhary, R., Rangnekar, S., & Barua, M. (2011). Relation between human resource development climate and employee engagement: Results from india. *Europe's Journal of Psychology, 7*(4), 664. doi:http://dx.doi.org.tcsedsystem.idm.oclc.org/10.5964/ejop.v7i4.158

Chen, S., Geluykens, R., & Ju Choi, C. (2006). The importance of language in global teams: A linguistic perspective. *Management International Review, 46*(6), 679-695.

Cooke, F. L., & Saini, D. S. (September 01, 2015). From legalism to strategic HRM in India? Grievance management in transition. *Asia Pacific Journal of Management, 32,* 3, 619-643.

Dawson, V. E. (December 01, 2014). An introduction to changing India: culture, politics and development. *Contemporary South Asia, 22,* 4, 437-438.

Garg, N. (December 01, 2017). Workplace Spirituality and Organizational Performance in Indian Context: Mediating Effect of Organizational Commitment, Work Motivation and Employee Engagement. *South Asian Journal of Human Resource Management, 4,* 2, 191-211.

Gladwell, M. (2007). The Theory of Thin Slices: How A Little Bit of Knowledge Goes a Long Way. *Blink: The Power of Thinking without Thinking.* (Chapter 1, pp. 18 – 47). New York, NY: Back Bay Books.

Gupta, N., & Sharma, V. (June 18, 2018). Relationship between leader member exchange (LMX), high-involvement HRP and employee resilience on extra-role performance. *Journal of Indian Business Research, 10,* 2, 126-150.

Gupta, M., & Pandey, J. (March 01, 2018). Impact of Student Engagement on Affective Learning: Evidence from a Large Indian University. *Current Psychology : a Journal for Diverse Perspectives on Diverse Psychological Issues, 37,* 1, 414-421.

Gupta, S., & Bhaskar, A. U. (February 01, 2016). Doing business in India: cross-cultural issues in managing human resources. *Cross Cultural & Strategic Management, 23,* 1, 184-204.

Hofstede, G. (1997) Levels of Culture in *Cultures and Organizations: Software of the Mind. (*Chapter 1: pp. 3-18). McGraw Hill.

Hofstede, G. (1980) Motivation, Leadership, and Organization: Do American Theories Apply Abroad? *Organizational Dynamics*, Summer, p 42-62.

Hurn, B. J. (2007). The influence of culture on international business negotiations. Industrial and Commercial Training, 39(7), 354-360.

Jena, L. K., Bhattacharyya, P., & Pradhan, S. (December 01, 2017). Employee Engagement and Affective Organizational Commitment: Mediating Role of Employee Voice among Indian Service Sector Employees. *Vision: the Journal of Business Perspective, 21,* 4, 356-366.

Jena, L. K., & Memon, N. Z. (March 01, 2018). Does Workplace Flexibility Usher Innovation? A Moderated Mediation Model on the Enablers of Innovative Workplace Behavior. *Global Journal of Flexible Systems Management, 19,* 1, 5-17.

Jose, G., & Mampilly, S. R. (July 03, 2015). Relationships Among Perceived Supervisor Support, Psychological Empowerment and Employee Engagement in Indian Workplaces. *Journal of Workplace Behavioral Health, 30,* 3, 231-250.

Lalatendu, K. J., Pradhan, S., & Nrusingh, P. P. (2018). Pursuit of organisational trust: Role of employee engagement, psychological well-being and transformational leadership. *Asia Pacific Management Review, 23*(3), 227-234. doi:http://dx.doi.org.tcsedsystem.idm.oclc.org/10.1016/j.apmrv.2017.11.001

Naim, M. F., & Lenka, U. (September 04, 2017). The impact of social media and collaboration on Gen Y employees' engagement. *International Journal of Development Issues, 16,* 3, 289-299.

Pradhan, R. K., Dash, S., & Jena, L. K. (June 01, 2017). Do HR Practices Influence Job Satisfaction? Examining the Mediating Role of Employee Engagement in Indian Public Sector Undertakings. *Global Business Review.*

Popli, S., & Rizvi, I. A. (2015). Exploring the relationship between service orientation, employee engagement and perceived leadership style: A study of managers in the private service sector organizations in india. *The Journal of Services Marketing, 29*(1), 59-70. Retrieved from https://tcsedsystem.idm.oclc.org/login?url=https://search-proquest-com.tcsedsystem.idm.oclc.org/docview/1647637369?accountid=34120

Rai, A., Ghosh, P., Chauhan, R., & Singh, R. (August 20, 2018). Improving in-role and extra-role performances with rewards and recognition. *Management Research Review, 41,* 8, 902-919.
Ramaswami, A., & Dreher, G. F. (May 01, 2010). Dynamics of mentoring relationships in India: A qualitative, exploratory study. *Human Resource Management, 49,* 3, 501-530.

Rao, P. (May 03, 2016). Investment and collaboration: the Indian model for "best" HRM practices. *Journal of Asia Business Studies, 10,* 2, 125-147.

Rao, P. (April 13, 2015). HRM trends in India – a professional perspective. *Strategic Hr Review, 14,* 1-2.

Russell, L. R. (January 01, 2008). Training for Innovation in India: Cultural Considerations and Strategic Implications. *Performance Improvement Quarterly, 21,* 2, 37-48.

Sahu, S., Pathardikar, A., & Kumar, A. (January 01, 2018). Transformational leadership and turnover: Mediating effects of employee engagement, employer branding, and psychological attachment. *Leadership and Organization Development Journal, 39,* 1, 82-99.

Sharkey, L., Razi, N., Cooke, R., & Barge, P. (2012). *Winning with Transglobal Leadership: How to find and develop top global talent to build world-class organizations. (*Chapter 1*).* New York, NY. McGraw-

Hill.

Sharma, D. (June 01, 2018). When Fairness is Not Enough: Impact of Corporate Ethical Values on Organizational Citizenship Behaviors and Worker Alienation. *Journal of Business Ethics, 150,* 1, 57-68.

Tiwari, S. C., & Pandey, N. M. (January 01, 2013). The Indian concepts of lifestyle and mental health in old age. *Indian Journal of Psychiatry, 55,* 288-92.

Thite, M. (February 16, 2011). The Changing Face of People Management in India. *Personnel Review, 40,* 1, 147-148.

Trompenaars, F. and Hampden-Turner, C. (1998) An Introduction to Culture. *Riding the Waves of Culture – Understanding Diversity in Global Business.* (Chapter 1, pp. 1-12). New York, NY: McGraw-Hill

Wittig-Berman, U. & Beutell, N. (2009). International assignments and the career management of repatriates: The boundaryless career concept. International Journal of Management, 26(1), 77-88.

Optional but Recommended Texts and Readings
- Cardona, P., & Morley, M. (2013). *Manager-subordinate trust: A global perspective*. New York: Routledge.
- House, R. and Javidian, M. (2001) Cultural Acumen for the Global Manager: Lessons from Project GLOBE. Organizational Dynamics, 29 (4), 289-305.
- House et al. (2001) Project GLOBE: An introduction. Understanding cultures and implicit leadership theories across the globe: *Applied Psychology: An International Review*, 50 (4) 489-505.
- Kirkman, B. L., Lowe, K. B., & Gibson, C. B. (2006). A quarter century of culture's consequences: A review of empirical research incorporating Hofstede's cultural values framework. Journal of International Business Studies, 37(3), 285-320.

Weblinks/Videos
- The Chicago School of Professional Psychology
  - Know Before You Go- Pre-Departure Guide to International Programs.
  - TCSPP - International Travel Registration

- About India
  - https://www.infoplease.com/country/india

- Banaji, M. (2006). Unconscious Prejudice, Part 1 of 2: I'm not a racist . . . I think? https://www.youtube.com/watch?v=UHBByTGALFg

- Banaji, M. (2006).   Unconscious Prejudice, Part 2 of 2: I'm not a racist . . . I think? https://www.youtube.com/watch?v=LiH71VXHu7w

- Cross Cultural Communication
  - https://www.youtube.com/watch?v=YMyofREc5Jk

- Dept of State - https://travel.state.gov/content/travel/en/international-travel/International-Travel-Country-Information-Pages/India.html

- Doclampton. (2007, November 20). How to communicate across cultures [Video File]. Video posted to: http://www.youtube.com/watch?v=UyovQvFctiw&feature=related

- Hofstede's Country Comparison on Cultural Dimensions http://geert-hofstede.com/countries.html

- Knowledge@Wharton: 'Locals,' 'Cosmopolitans' and Other Keys to Creating Successful Global Teams

(http://knowledge.wharton.upenn.edu/article.cfm?articleid=2328

- Hofstede country comparison - https://www.hofstede-insights.com/country-comparison/the-usa/
- Cultural diversity communication - https://www.youtube.com/watch?v=ZDvLk7e2Irc

- India History and Culture
  - http://www.geographia.com/india/

- Understanding Prejudice: Implicit Association Test
  - http://www.understandingprejudice.org/iat/

Disclaimer: The canvas website is updated each term and may contain slight errors.

Assignment Instructions

PHASE III: PREPARE POST-TRIP REFLECTION PAPER/PRESENTATION
(Due 1 week after completion of immersion trip)

Students will complete their individual reflection papers to convey their learning from the immersion trip to India.
For the final assignment, there are two deliverables:

1. Paper - You should prepare a paper in which the body is 7 – 9 pages in which you:

    - Explain why you chose this experience.
    - Describe the experience itself.
    - Demonstrate what you learned about the business culture of India and the individuals and organizations you interacted with. This will be based on your observations and interactions during the immersion trip as well as from the comments you received during your interviews. Any interview responses should be included in either the body of the paper or as an appendix.

        - You should also compare your observations to research you have conducted on India from at least three scholarly sources
        - How did the immersion trip differ from your expectations?
        - What would want to learn more about?
        - Reflect upon what you learned about yourself.
        - Discuss if there was any discomfort and if so, how you coped with it.
        - Discuss if there were pleasant surprises or epiphanies.
        - How could you apply this learning to the work setting?

2. Colloquial Presentation - You are to prepare and record a brief PowerPoint slide presentation (e.g., no more than 5 slides) that summarizes your immersion experience for others. The main items to include are:

    - A brief description of your experience in India
    - Your main take-away from this experience
    - Major implications for I/O Consulting or Organizational Leadership

We will establish a date for class participants to reconvene via GTM and share their immersion experiences. We will collectively identify common themes across experiences. Where there is interest, the professor and volunteers will package collective insights from the trip for:

- TCSPP Colloquia
- National/International Conference Presentations
- Publications
- Videography

Grading Distribution

Course Grading

Activity	Points Masters	% of Grade	Points PhD	% of Grade
Canvas Participation				
• Discussion Posts: 9 Discussion Post	180	30%	180	27%
• Short Papers: (6 @ 10 points each)	60	9%	60	9%
GTM Participation				
• **Pre Scheduled GTM** (2 @ 20 points each)**	40	7%	40	6%
Study Abroad Trip Participation & Professional Engagement	280	46%	280	42%
Reflection Paper • Paper:(50 points)	50	8%	50	8%
Colloquial Presentation • Presentation (50 points)** (PhD students)	NA		50	8%
Total	**610**		**660**	

* PhD level requirement
** GTMs will be scheduled once course convenes and participant availability is coordinated

Grading Scale

A	94 – 100
A-	90 – 93
B+	88 – 89
B	84 – 87
B-	80 – 83
C	70 – 79
F	69 and below

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Course Schedule, Assignments, and Grading

PHASE I: ON-LINE CLASSROOM LEARNING AND PREPARATION

Module/PLO's/MLO's/CLO's	Unit	Readings/Media/Websites	Assignments/Points	Assessment Method/ Tool Used
Module 1 **Self-Awareness and Cross-Cultural Competency/ Implicit bias** Understanding and enhancing one's ability to navigate different cultures begins with self-awareness. Building cross-cultural competency requires one to take a look at one's own world view and biases, to understand the nuances of the culture in which one lives and works; and to then understand how one's own cultural orientation is similar or different to other world cultures. Students will engage a couple of self-assessments to begin the dialogue on this topic. **PLO's Addressed** Diversity **CLO's Addressed** Gain awareness of one's own biases and level of cross-cultural competence **Module Learning Outcomes (MLO):** Define and use the Global Perspective Inventory (GPI) to measure one's cross cultural competence. Discuss and critique contributors to implicit bias	Unit 1	**Readings** Banks, Ralph Richard, Ford, Richard Thompson. (2011). Does Unconscious Bias Matter? Poverty & Race 20, 5 Gladwell, M. (2007). The Theory of Thin Slices: How A Little Bit of Knowledge Goes a Long Way. Blink: The Power of Thinking without Thinking. (Chapter 1, pp. 18 – 47). New York, NY: Back Bay Books. **Videos** Banaji, M. (2006). Unconscious Prejudice, Part 1 of 2: I'm not a racist . . . I think? https://www.youtube.com/watch?v=UHBByTGALFg Banaji, M. (2006). Unconscious Prejudice, Part 2 of 2: I'm not a racist . . . I think? https://www.youtube.com/watch?v=LiH71VXHu7w **Weblink** Understanding Prejudice: Implicit Association Test http://www.understandingprejudice.org/iat/	**Introduce Yourself (20 pts)** **Required for Attendance Purposes** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Share with your classmates your interest in taking this study abroad class. What are some of the personal outcomes you would like to achieve? Also provide insight into your current knowledge and experience navigating different country cultures. **Unit 1 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Go to http://www.understandingprejudice.org/iat/ and take the Implicit Association Test for race and gender. What was your reaction to these tests? What did these tests teach you about yourself in terms of your conscious and unconscious beliefs? How could you leverage this knowledge within an organizational setting? What applicability would these tests have in a different country setting?	
	Unit 2	Continue readings from previous Unit.	**Unit 2 Written Assignment (10 pts)** **Due no later than Sunday, 11:59pm CST** Prepare a 2 - 4 page paper (body) on the following: Compare and contrast the views of Benaji, Gladwell and Banks et al from this week's readings and video clips regarding unconscious bias. What are the similarities and differences across these points of view? What is your personal perspective regarding	

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			the applicability of these different frameworks to explain individual and organizational behavior?	
Appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse business practices				
Module 2 **Frameworks for Understanding National Culture and Country/Cultural Differences** This week students will be introduced to the topic of national culture, understand its importance on organizational behavior, and will revisit frameworks that have been used to compare and contrast the cultures of various nations. **PLO's Addressed** Diversity **CLO's Addressed** Define the meaning and origins of national culture and explain cultural differences across countries. **MLO's Addressed:** Define major frameworks that are used to assess the cultural differences between countries Diagnose a global country's cultural influences using both Hofstede's five-factor framework and the country's socio-political history.	**Unit 3**	**Readings** Hofstede, G. (1997) Chapter 1: Levels of Culture in Cultures and Organizations: Software of the Mind, p. 3-18. McGraw Hill. Trompenaars, F. and Hampden-Turner, C. (1998) An Introduction to Culture. Riding the Waves of Culture – Understanding Diversity in Global Business. (Chapter 1, pp. 1-12). New York, NY: McGraw-Hill **Optional Reading** Kirkman, B. L., Lowe, K. B., & Gibson, C. B. (2006). A quarter century of culture's consequences: A review of empirical research incorporating Hofstede's cultural values framework. Journal of International Business Studies, 37(3), 285-320. **Video** Doclampton. (2007, November 20). How to communicate across cultures [Video File]. http://www.youtube.com/watch?v=UyovQvFctiw&feature=related **Weblink** Hofstede's Country Comparison on Cultural Dimensions http://geert-hofstede.com/countries.html Hofstede country comparison - https://www.hofstede-	**Unit 3 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Many consultants are asked to help prepare leaders and managers in their organizations for cross-border assignments. Consultants with advanced degrees in psychology and organizational leadership often understand the value of using assessments and coaching to assist with the successful transition of these expatriates. They also may know a lot about cultural differences in various countries, because of the courses they have taken or taught; but many do not have much or any experience living or working in countries outside of the U.S. Do you feel it is important for consultants to have this direct experience? Why or why not? What other experiences might substitute for living/working abroad?	

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		insights.com/country-comparison/the-usa/		
	Unit 4	Continue readings from previous Unit.	**Unit 4 Written Assignment (10 pts)** **Due no later than Sunday, 11:59pm CST** Dimensions of Global Diversity. In a PowerPoint Presentation, provide an overview of dimensions of culture. Within your slide presentation compare and contrast Hofstede's framework for looking at cultural dimensions of global diversity with Trompenaars and Hampden-Turner's framework. Point out what is similar and different between these two. Then utilize Hofstede's framework to compare three different countries, one of which should be the U.S. Compare and contrast each country along each of the dimensions of culture. Also indicate whether there are specific sub-cultures within the U.S. that might have a profile different from the U.S. on one or more dimensions, and mention whether you think the sub-culture profiles might be closer to the contrasting countries on certain dimensions. Finally indicate what organizational leaders within the U.S. would need to do to manage and engage a workforce that was made up of all three countries highlighted. Utilize graphics or charts and high level bullets on your slides. You should not exceed 15 slides. You can use the "speaker's notes" section of PowerPoint to add any clarifying messages.	
Module 3 **Global Demographic, Legislative and Industry Trends** This week's readings cover the various global trends that have impact for how business is done and how inclusive work practices are in different countries. Students will have the opportunity to analyze and comment on how legislative and other trends need to be	Unit 5	**Readings** Mor Barak, M.E. (2017). Global Demographic Trends: Impact on Workforce Diversity. *Managing Diversity: Toward a Globally Inclusive Workplace. 4th ed*. Thousand Oaks, CA: SAGE Publications.	**Unit 5 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Review the table on pages 46 to 50 of Managing Diversity. Which countries have the strongest laws against discrimination? Which have the weakest? What unexpected information did you find in this table? What surprised you most?	

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considered as talent management practices are developed and implemented. **PLO's Addressed** Diversity **CLO's Addressed** Analyze the impact of global demographic shifts, policy and legislation on the way multinational companies do business		Wittig-Berman, U. & Beutell, N. (2009). *International assignments and the career management of repatriates: The boundaryless career concept.* International Journal of Management, 26(1), 77-88. Hurn, B. J. (2007). *The influence of culture on international business negotiations.* Industrial and Commercial Training, 39(7), 354-360.		
MLO's Addressed: Compare and contrast the barriers to inclusion in different country cultures Investigate laws in different countries related to non-discrimination. Differentiate between U.S. laws and laws of other countries, and the implications of those differences for talent management practices in another country.	Unit 6	Continue readings from previous Unit.	**Unit 6 Written Assignment (10 pts)** **Due no later than Sunday, 11:59pm CST** Assume that you are the Director of HR for a new company. This company is a multi-national company and will employ individuals in several Indian markets. You have been asked to create a non-discrimination policy to guide this organization as it begins to hire new employees. What will you include in your policy, and why? Prepare a 2-4 page paper and submit it to Canvas.	
Module 4 **Culture and Global Leadership** This week's readings and assignments look at leadership – how it is defined in different nations, the relevance of U.S- based leadership and motivation theories in other countries, and the usefulness of a global leadership competency model. **PLO's Addressed** **Diversity**	Unit 7	**Readings** Adler, N. J. (2008). Motivating People From Around the World. International dimensions of organizational behavior (5th ed). Chapter 7, pp. 184-206. Canada: Cengage Learning. Hofstede, G. (1980) Motivation, Leadership, and Organization: Do American Theories Apply Abroad? Organizational Dynamics, Summer, p 42-62. Sharkey, L., Razi, N., Cooke, R., & Barge, P. (2012). Winning with Transglobal Leadership: How to find and develop top	**Unit 7 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Find a news article on the Internet that highlights the actions, personality, and impact a leader has had on India's political, societal, or organizational practices. Compare the descriptions of this leader to a news article used to describe a company or political leader in the U.S. What is similar and what is different?	

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CLO's Addressed Develop an appreciation for and gain insight on the impact of national culture on leadership style. **MLO's Addressed:** Describe an effective leadership style for an expatriate manager working in a host country. Describe the nature and usefulness of global leadership competencies. Identify and analyze the competencies and practices required for effective global team leadership and cross cultural communication		global talent to build world-class organizations. McGraw Hill. New York. P xx-xx **Optional Readings** House, R. and Javidian, M. (2001) Cultural Acumen for the Global Manager: Lessons from Project GLOBE. Organizational Dynamics, 29 (4), 289-305. House et al. (2001) Project GLOBE: An introduction. Understanding cultures and implicit leadership theories across the globe: Applied Psychology: An International Review, 50 (4) 489-505.	
	Unit 8	Continue readings from previous Unit.	**Unit 8 – Written Assignment (10 Points)** **Due no later than Sunday, 11:59pm CST** Borrowing from the readings, video clips, and the leadership frameworks introduced in class, build your own global leadership competency model. Keep components to less than 10. What are the most important characteristics for a global leader to possess and why? Why is it useful to have a global framework for leadership? What does this mean when expatriates must take on multiple assignments in countries with widely varying cultures?
Module 5 **Introduction to India** Students will review, research and discuss readings that highlight the culture of India. Comparisons will be made with U.S. culture. **PLO's Addressed**	Unit 9	**Readings** Tiwari, S. C., & Pandey, N. M. (January 01, 2013). The Indian concepts of lifestyle and mental health in old age. *Indian Journal of Psychiatry, 55,* 288-92.	**Unit 9 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** How familiar are you with India's culture? Drawing from the readings, what do you believe to be the biggest thing you would need to adjust to in day-to-day living, in the work place?

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Diversity **CLO's Addressed** Demonstrate a basic understanding of Indiavian culture, people, and traditions **MLO's Addressed:** Research and describe aspects of India's culture that have implications for the work of I/O Consultants and Organizational Leaders		Banerjee, S. (October 24, 2008). Dimensions of Indian culture, core cultural values and marketing implications. *Cross Cultural Management: an International Journal, 15,* 4, 367-378. Dawson, V. E. (December 01, 2014). An introduction to changing India: culture, politics and development. *Contemporary South Asia, 22,* 4, 437-438. Russell, L. R. (January 01, 2008). Training for Innovation in India: Cultural Considerations and Strategic Implications. *Performance Improvement Quarterly, 21,* 2, 37-48. Behrens, A., Singh, P., & Bhandarker, A. (March 01, 2018). View from Practice: Managing Effectively in Collectivist Societies: Lessons from Samba Schools and Dabbawalas. *Thunderbird International Business Review, 60,* 2, 137-145. Bhatnagar, J. (April 25, 2008). Predictors of organizational commitment in India: strategic HR roles, organizational learning		

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		capability and psychological empowerment. *Human Resource Management International Digest, 16,* 3.)		
		Cooke, F. L., & Saini, D. S. (September 01, 2015). From legalism to strategic HRM in India? Grievance management in transition. *Asia Pacific Journal of Management, 32,* 3, 619-643.		
		Dawson, V. E. (December 01, 2014). An introduction to changing India: culture, politics and development. *Contemporary South Asia, 22,* 4, 437-438.		
		Garg, N. (December 01, 2017). Workplace Spirituality and Organizational Performance in Indian Context: Mediating Effect of Organizational Commitment, Work Motivation and Employee Engagement. *South Asian Journal of Human Resource Management, 4,* 2, 191-211.		
		Weblink – • About India https://www.infoplease.com/country/india • India History and Culture		

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	Unit 10	Continue readings from previous Unit.	**Unit 10 Written Assignment (10 pts)** **Due no later than Sunday, 11:59pm CST** Each class member will be asked to research and develop a PowerPoint slide presentation with information on a specific topic related to the culture of India. Be sure to include speaker notes so that other class members can use your presentation as a reference document. • Demographic profile and diversity issues • History of relations with the U.S. • Values, norms and traditions in the workplace • Role of Religion and public holidays • Regional differences • Growing Industries • State owned organizations • Entrepreneurship in India • Work/life balance issues Cite the sources you obtained information from and provide web links to sites you visited.	
Module 6 **U.S./India Business, Political and Social Landscape** Further exploration of India's culture will occur this week, with students building upon discussions from previous weeks to include the implications of cultural differences in India for the work of consultants and leaders. **PLO's Addressed** **Diversity** **CLO's Addressed** Compare and contrast U.S. and India business practices	Unit 11	**Readings** Ashutosh Muduli, Sunita Verma & Saroj K. Datta (2016) High Performance Work System in India: Examining the Role of Employee Engagement, Journal of Asia-Pacific Business, 17:2, 130-150, DOI: 10.1080/10599231.2016.1166021 Bamel, U., Budhwar, P., Stokes, P., & Paul, H. (September 04, 2017). Dimensions of role efficacy and managerial effectiveness: evidence from India. *Journal of Organizational Effectiveness:*	**Unit 11 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Using the posted articles and other readings as source materials, compare and contrast the U.S and India on various business and societal factors. Describe and exemplify one area where IO consultation would be the same across these countries. Describe and exemplify one area where IO consultation would vary among these countries.	

The first row of the table also contains:

o http://www.geographia.com/india/

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MLO's Addressed: Demonstrate a basic understanding of the role of government owned organizations, entrepreneurs, and professional associations in India Analyze and explain how the role of consultants and leaders would vary across cultures		*People and Performance, 4,* 3, 218-237.		
	Unit 12	**Readings** *Jacoby, B. (2015). Service Learning Essentials: Questions, Answers and Lessons Learned. Jossey-Bass.*	**Unit 12 Written Assignment (10 pts)** **Due no later than Sunday, 11:59pm CST** You will be assigned one of the organizations on our immersion trip itinerary list. Research information on this organization on the Internet and prepare a brief PowerPoint which highlights the history of the organization, its structure, services, target markets, recent events that have been noted in the press and any other relevant background information. *Your presentation should also include ideas of service learning activities that may be of mutual benefit to our students and the organization visited*. The PowerPoint need not be any longer than 10 slides and will be shared in Canvas with your classmates.	
Module 7 **Preparation for Immersion Experience** This week will finalize the online discussion on India and help prepare students for the immersion trip. Students will prepare data collection tools that will be used while on the trip. **PLO's Addressed** Diversity **CLO's Addressed** Demonstrate understanding of behaviors that might draw different interpretations across U.S. and India cultures	Unit 13	**Readings** Chen, S., Geluykens, R., & Ju Choi, C. (2006). The importance of language in global teams: A linguistic perspective. Management International Review, 46(6), 679-695. **Weblink** Knowledge@Wharton: 'Locals,' 'Cosmopolitans' and Other Keys to Creating Successful Global Teams http://knowledge.wharton.upenn.edu/article.cfm?articleid=2328 Cultural diversity communication - https://www.youtube.com/watch?v=ZDvLk7e2Irc	**Unit 13 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Asking individuals from other countries to describe business people from your country is an insightful way to see yourself as others view you. There are many opportunities for misunderstanding. Non-verbal communication and colloquial phrases, in particular, can be misinterpreted. Provide at least three examples of nonverbal communications or informal language that you utilize that could be misinterpreted by someone in another culture. Be specific about which culture you are referencing and the reason you believe there might be a misinterpretation. .	

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MLO's Addressed: Analyze and demonstrate understanding of non-verbal behavior differences across cultures Develop and share interview guides and other data collection tools for the immersion trip to India	**Unit 14**	Continue readings from previous Unit.	**Unit 14 Discussion (20 pts)** **Initial post due no later than Wednesday, 11:59pm CST** **Final post due no later than Sunday, 11:59pm CST** Each class member will have responsibility for developing an observation sheet/data collection tool for each stop point on the trip. Assignments will be provided prior to the final module. Students will post their tools and provide constructive feedback on other students' tools. The instructor will post the finalized toolkit prior to the immersion trip.	
Module 8 **Preparation for Immersion Experience** This week will finalize the online discussion on India and help prepare students for the immersion trip. Students will have the opportunity to connect with TCS's liaison in India to ask questions, **PLO's Addressed** Diversity **CLO's Addressed** Demonstrate understanding of behaviors that might draw different interpretations across U.S. and India cultures **MLO's Addressed:** Prepare a travel checklist for the immersion trip to India Demonstrate understanding of guiding principles for navigating travel to India	**Unit 15**	Continue readings from previous Unit.	**Unit 15 Go-to-Meeting** **Date and Time: TBA** **Must attend or view by Sunday of this module.** • Orientation to India • Q & A • Virtual Tour of India	

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Appendices – Itinerary/Rubrics

Appendix A - **Itinerary** –
Appendix B – **Course Rubric**
Appendix C – **Discussion Forum Rubric**
Appendix D – **In-Country Attendance and Engagement Rubric**
Appendix E – **Signature Assignment Rubric**

Rubric Information
Grading Criteria
All rubrics will be in line and consistent with the Rubrics in this syllabus. Graduate level work is expected. Students are graded on projects that offer opportunities to demonstrate their meeting of course objectives, ability to work together with each other as professionals, oral and written success, and reflection on and awareness of the personal impact of being a supervisor. Grading rubrics outlining specific outcomes expectations will be provided for each assignment.

IMPORTANT NOTE

NO SPOUSES, SIGNIFICANT OTHERS, PARTNERS, FAMILY OR FRIENDS WILL BE ALLOWED TO ATTEND THE TRAVEL PORTION OF THIS COURSE.
The reasons for this request include:
1. The students in this course are an intentional learning community and represent the profession of psychology. This community will be compromised by the addition of non-students.
2. Because the students will be in contact businesses on many levels, this process will be compromised by people on the "outside" of this group.

Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.
CLICK HERE FOR SYLLABUS PART 2: POLICIES

Institutional Policies from the Student Handbook

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The Chicago School of Professional Psychology Policies are found in the TCSPP Catalog (Institutional, Academic, Student Rights and Responsibilities, and Financial Aid and Student Account Policy sections):
http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003

POLICY	LINK
Access Accommodations	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003#Access_Accommodations
Commitment to Diversity	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2001&hl=diversity&returnto=search#Statement_of_Commitment_to_Diversity
Concerns about Academic Performance and Professional Comportment	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Concerns_about_Academic_Performance_and_Professional_Comportment
Incomplete Grade Policy	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Incomplete
Military Leave of Absence	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2002#Student_Status
Professional Comportment	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Professional_Comportment
Religious Accommodations	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2003#Religious_Observance
Statement of Academic Integrity	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Statement_of_Academic_Integrity
Use of Computing Resources	http://catalog.thechicagoschool.edu/content.php?catoid=42&navoid=2004&hl=academic+integrity&returnto=search#Use_of_Computing_Resources

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ADDITIONAL POLICIES

Business Psychology Department Professionalism Policy
According to the Student Handbook, "The Chicago School recognizes the importance of personal and professional competencies in addition to traditional academic skills. The school defines professionalism in psychology as: "Adhering to and exhibiting the conduct, qualities, competencies, and ethical standards that mark the profession of psychology." (p.12).   Please refer to the Student Handbook for more information regarding the institutional policy on professionalism.

The Business Psychology Department has defined four competencies that are essential to meeting the Institutional Goals of Professional Behavior and Professional Practice. These are: Ethics, Interpersonal Skills, I/O Consulting Skills, and Communication Skills (Verbal & Written). Professionalism does not mean simply showing up for class. It also includes participating in discussions, being respectful of your peers and instructor, self-awareness and self-evaluation, and being able to resolve conflicts satisfactorily. Because these skills are vital to professionalism, students will be assessed on these four competencies in each of their courses.   The Business Psychology Department, like other departments at The Chicago School, views students as "professionals in training", and as such students are held to standards consistent with those found in the professional world. Students that are found to be unprofessional will be referred to the Associate Chair for review and possible Student Affairs Committee referral.

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Appendix A – Tentative Itinerary

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PHASE II: India IMMERSION TRIP (Tentative Itinerary: Subject to Change) (July 2 - July 11, 2019)

**** Note: The immersion portion of the program requires significant walking for extended periods of time. We will be visiting historic ruins and climbing ruins will be part of the experiences.   Participants will be often traveling for long periods of time via bus to the various location around India. The traffic is busy and often requires extended time traveling via bus. See below for more details. ****

Things to consider

Day	Main Activity	Itinerary
Day 1 - Tues	Arrive in India	Arrival at Mumbai International (BOM)
		Transportation to hotel
		Hotel check-in (Mumbai 4/5 star hotel)
Day 2 - Wed	Orientation	Breakfast at hotel
		Orientation session
		Lunch (1 ½ hrs)
		Transportation to sightseeing
		Guided sightseeing, visit to local Mumbai market
		Transportation to hotel
		Welcome dinner
Day 3 - Thu	Mumbai Univ	Breakfast at hotel
		Transportation to Corporate visit (i.e. KPMG, McKinsey& Company, Directi)
		Corporate visit
		Lunch (1 ½ hrs)
		Transportation to Mumbai University
		Service Learning Event – Cross cultural comparison exchange with Mumbai Univ Applied Psychology Department comparing Eastern/Western HR and IO Practices
		Transportation to hotel
		Classroom – Reflections and Journaling
		Free night
Day 4 - Fri	Mumbai Univ	Breakfast at hotel

		Transportation to Corporate visit (identified by Mumbai Univ)
		Corporate visit
		Lunch (1 ½ hrs)
		Transportation to Barefoot Researchers
		Service Learning Event – Visit Barefoot Researchers, cultural exchange and workshop on common I/O research practices (iaw Mumbai University)
		Transportation to hotel
		Classroom – Reflections and Journaling
		Free night
Day 5 - Sat	La Vida Local	Breakfast at hotel
		Transportation to Yoga Institute
		Yoga Institute (iaw Mumbai University)
		Lunch (1 ½ hrs)
		Transportation to cultural visits
		Cultural visit – Slum tour (Dharavi Slum)
		Cultural visit- Gateway of India/Elephant Caves
		Transportation to hotel
		Free night
Day 6 - Sun	Agra	Breakfast at hotel
		Hotel checkout
		Transportation to Airport
		Flight to Delhi
		Transportation to Hotel - Agra
		Hotel check in
		Lunch (1 ½ hr)
		Transportation to cultural visit
		Cultural visit – Fort Agra
		Transportation to hotel
		Free night
Day 7 - Mon	Taj Mahal	Breakfast at hotel

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	Volunteer event at the Gyan Shakti Vidyalaya at Noida	Hotel check out
		Transportation to cultural visit
		Cultural visit – Taj Mahal
		Lunch (1 ½ hr)
		Transportation to Gyan Shakti Vidyalaya
		Service Learning Event – Visit Gyan Shakti Vidyalaya, participate in workshop to aid student empowerment and bolster life skills
		Transportation to hotel – New Delhi
		Hotel Check in – New Delhi
		Classroom – Reflections and Journaling:
		Free night
Day 8 - Tues	Delhi Univ	Breakfast at hotel
		Transportation to New Delhi University
		Lunch (1 ½ hrs)
		Idea exchange with Delhi Univ
		Tour of Delhi Univ
		Transportation to cultural visit
		Cultural visit – local Delhi Market (i.e. Chandni Chowk)
		Transportation to hotel – New Delhi
		Classroom – Reflections and Journaling
		Free night
Day 9 - Wed	New Delhi	Breakfast at hotel
		Transportation to Corporate visit (ie Amazon, Directi, Chamber of Commerce)
		Corporate visit
		Lunch (1 ½ hrs)
		Cultural visit – Qutub Minar
		Transportation to hotel
		Farewell dinner
Day 10 - Thu	Program conclusion	Check out hotel
		Transportation to airport – New Delhi

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		Flights as arranged by individual participants

- Additional information: ADA information
- Exertion Level and Travel Insights
  - Walking/hiking (miles/day) - 2-3 miles per day / Hiking uphill for visiting historical sites
  - General weather – It is summer time in India with temperatures. Consider what you will wear, to include that females will need to dress conservatively in many of the cultural sites visited.
  - Terrain: Variety of sidewalks, dirt roads, hills. It is very dusty.
  - Availability of variety of food: Potatoes, Fish, and Chicken are staples in India. Salads are often available. There are very limited gluten free snacks available for purchase.
  - Sleeping comfortability: Students share double rooms with classmates. The rooms have refrigerators. Breakfast is included in the hotel cost.
  - Transportation/Motor vehicle comfort: We travel often by tour bus. Traffic is very busy and we are often on the bus for long periods of time. Plan ahead if motion sickness is a concern.
  - Luggage Consideration: We will travel via air to visit other cities in country. Pack to be able to travel to other locations.
  - Water: It is strongly recommended to use bottled water for drinking and brushing your teeth. There are nearby stores to purchase bottled water.
  - Location: The hotel locations will be close to convenience stores and restaurants.

COURSE REQUIREMENTS

- **Self- Assessment** (*8 points total):* Students will complete a cultural assessment to establish a baseline measure of their cross cultural competency.

- **On-line Discussion Posts** (180 points): Students will be expected to participate on the discussion boards weekly. Each week by Wednesday the students will provide their initial post on each topic. Each student will be expected to respond to at least two posts from other students, by Sunday (in each Discussion Forum).

- **Short Papers** (60 points total): In weeks 1, 2, 3, and 5, students will be asked to prepare a short paper (2 – 4 pages) or a PowerPoint Presentation to reflect their understanding of the material or to research topics on culture and develop resources for Phase III – Immersion trip.
- **GTM Participation** (80 points total): Two 2 hour GTM sessions will be scheduled during the course prior to the field immersion experience. Scheduling will occur once the course convenes and participant availability can be coordinated. Notionally, GTM 1 will occur in Week 2 and GTM 2 will occur in Week 7

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- **Study Abroad Trip** *(280 points total)*: Students will be expected to participate in the experiences provided during the trip. Participants will be rated on the critical questions asked, interaction with guest speakers, end of the day discussions, and being present for all group activities.

- **Post-trip Reflection Paper and PowerPoint** (*50 points total*): The reflection paper will enable students to reflect on the study abroad experience. The body of this paper should be 7-9 pages in length and include the student's critical analysis of their observations, emotions and experiences during the immersion trip to India. Students will be expected to discuss their take-aways in the context of theory and frameworks from the readings. A brief summary (5 slides) of their experience in PowerPoint format is also a required deliverable.

- **Colloquial Presentation (PhD students only)** (50 points total) Power point presentation to be recorded.

Statement on late work: Late work will only be considered if the student has contacted the instructor 24 hour prior to the assigned due date. Late work will be subject to point reductions.

Appendix B – Course Rubric

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Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Diversity A graduate will be able to apply theoretical and practical knowledge about ethnic, racial, gender, sexual, cultural and religious, age, and ability difference in professional work.	Does not demonstrate knowledge of the world-view of the local culture within the context of psychology; Unable to analyze differences between host culture and own culture; Unable to articulate global perspective in relation to their professional and academic goals; cannot explain personal, professional and academic impact of their experience abroad.	Demonstrates basic knowledge of the world-view of the local culture within the context of psychology; Can analyze some basic differences between host culture and own culture; May not be able to articulate global perspective in relation to their professional and academic goals; when prompted can describe basic personal, professional and academic impacts of their experience abroad.	Demonstrates knowledge of the world-view of the local culture within the context of psychology; Can analyze several basic differences between host culture and own culture; Able to articulate general understanding of global perspective in relation to their professional and academic goals; can describe personal, professional and academic impacts of their experience abroad.	Demonstrates extensive knowledge of the world-view of the local culture within the context of psychology; Can critically analyze several differences between host culture and own culture; Presents understanding of global perspective in relation to their professional and academic goals; can articulate and critically analyze personal, professional and academic impacts of their experience abroad.
Professional Behavior A graduate will be able to function in a professional and	Unable to recognize value of interacting with individuals with backgrounds and/or	Basic recognition of value of interacting with individuals with backgrounds and/or	Recognizes value of interacting with individuals with backgrounds and/or	Recognizes and critically evaluates value of interacting with individuals with

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ethical manner in classroom, off-site training, and work settings.	perspectives different from their own; intolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Does not take responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Does not demonstrate self-reliance in non-classroom environment.	perspectives different from their own; some tolerance of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Generally takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	perspectives different from their own; tolerant of ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; Takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.	backgrounds and/or perspectives different from their own; embraces opportunity to learn from ambiguity in complicated environments where clear cut answers or standard operating procedures are absent; takes responsibility or accountability by making appropriate decisions on behavior or accepting the consequences of their actions; Demonstrate self-reliance in non-classroom environment.

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Appendix C - Discussion Forum Scoring Rubric

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1. Initial Posts are due by 11:59pm, Wednesday, Central Time.
2. 1 point will be deducted for each day the initial post is late.
3. Posting Replies on Thursday and Friday of the week is a good practice; any later than the Saturday decreases your impact on the discussion.
4. Interaction is key to a rigorous discussion: participation over 3 separate days each week is optimal, as described below.
5. Posting all or the majority of your contribution on last day of the week will result in decreased points due to the fact that you have not been effective in participating in the discussion across the week.

Posting Type	Posting Performance				Points
	Exemplary	**Proficient**	**Developing**	**Needs Improvement**	
Initial Post: Demonstration of Quality Content and Integration of Course Material	The first post for this discussion exhibits a strong statement to answer the main discussion question(s). The student's answer incorporates a concise statement backed by assigned readings from the class or another scholarly source, and it should stimulate further discussion. APA Style is followed. (4 points statement; 2 points sources; 2 points discussion stimulation). **8 points**	The first post for this discussion exhibits a statement to answer the main discussion question(s). However, this answer fails to provide evidence in at least one of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is followed. **7 points**	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in at least two of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is missing an element. **6 points**	The first post for this discussion exhibits a statement to answer, or partially answer, the main discussion question. However, this answer fails to provide evidence in two or more of the following areas: a concise statement, backed by readings from the class or another source, and it should stimulate further discussion. APA Style is not followed. **5 points or lower**	8 Points
Follow-Up Posts: Participation as Member of Learning Community	Each student's feedback to a minimum of three (3) other initial posts exhibit good answers that address the posts, are supported by readings or other facts, and challenge other participants to further explore the topic. **8 points**	Each student's feedback to a minimum of two (2) other initial posts exhibit solid answers that address the posts adequately, are supported by readings or other facts, and challenge other participants to further explore the topic. **7 points**	Each student's feedback to the minimum of two (2) other initial posts exhibit solid answers that may fail to address the posts adequately, are not supported by readings or other facts, or fail to challenge other participants to further explore the topic. In addition, replies were posted late in the week. **6 points**	Student did not give feedback to a minimum of two other initial posts, or the feedback constitutes simple agreement or a question that does not show evidence of effort, critical thought or knowledge, or were posted too late in the week to have an impact (after 6pm Central Time on Sundays). **5 points or lower**	8 Points (minimum of two posts, 4 pts each)
Response to Feedback Received: Ongoing Participation throughout the week.	Student participates in the discussion forum at least (3) separate days of the week, writes substantial responses to all feedback received on student's initial post, and responds to instructor's feedback to initial post. **4 points**	Student participates in the discussion forum at least (3) separate days of the week, responds to all feedback received on student's initial post, and responds to instructor's feedback to initial post. Responses are	Student is missing two elements in the areas of: posting in at least (3) separate days of the week, responds to all feedback received on initial post, or response to instructor's feedback to initial post. Responses show attention to	Student does not adequately provide evidence of participating in the discussion forum throughout the week as evidenced by number of days, posting to feedback received on initial post, or response to instructor's feedback to initial post. **4-0 points**	4 Points

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		proficient but not as substantive as the "exemplary" category. **4 points**	feedback received but are not substantive. **4 points**		
	20 points	**18 points**	**16 points**	**14 points or lower**	
				Total Points possible	**20**

Appendix D - Assignment Rubric- In Country Attendance & Engagement
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Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
			Total	**280 total points**	

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Appendix E - Assignment Rubric- Signature Assignment – Reflection Paper

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Area of assessment	Description and points 10 points	Description and points 7.5 pts	Description and points 5 pts	Description and points 3 pts
Connections to Experience *Connects relevant experience and academic knowledge*	**Identifies** connections between life experiences and those academic texts and ideas **perceived as similar and related** to own interests	**Compares** life experiences and academic knowledge to infer differences, as well as similarities, and **acknowledge perspectives** other than own.	Effectively **selects and develops** examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to **illuminate** concepts/theories /frameworks of fields of study.	Meaningfully **synthesizes** connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to **deepen understanding** of fields of study and to broaden own points of view
Connections to Discipline *Sees (makes) connections across disciplines, perspectives*	When prompted, presents examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.
Transfer *Adapts and applies skills, abilities, theories, or methodologies*	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation **in a new situation.** The description did not discuss lessons learned in either area that	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation **to contribute to understanding of problems or issues.**	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new	Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations **to solve difficult problems or explore**

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gained in one situation to new situations	were of global diversity lessons learned		situations **to solve problems or explore issues.** The description provided some details of the business and cultural aspects of the program. OR only business and/or cultural topics were discussed	**complex issues in original ways.** The description addressed several of the business and cultural lessons learned
Integrated Communication	Fulfills the assignment(s) (i.e. to produce an essay, a poster, a video, a PowerPoint presentation, etc.) **in an appropriate form**.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that **connects in a basic way** what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **to explicitly connect content and form**, demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) **in ways that enhance meaning**, making clear the interdependence of language and meaning, thought, and expression.
Reflection and Self-Assessment *Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging*	Describes own performances with general descriptors of success and failure.	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration,	Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.

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contexts (may be evident in self-assessment, reflective, or creative work)		considers ethical frameworks).	
		Total Possible	**50 total points**

INTEGRATIVE LEARNING VALUE RUBRIC adapted from Association of American Colleges and Universities for more information, please contact value@aacu.org

> **Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.**
>
> **CLICK HERE FOR SYLLABUS PART 2: POLICIES**

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

http://catalog.thechicagoschool.edu/

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 855-745-8169

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   c.   Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367
Email: helpdesk@tcsedsystem.edu
Website: http://helpdesk.tcsedsystem.edu

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service password reset portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): http://chi.librarypass.org/
- Southern California (and Online campus): http://la.librarypass.org/
- Washington DC (and Online campus): http://dc.librarypass.org/

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.