

Course Syllabus Summer I, 2022

PB624SA (Special Topics) Study Abroad – Amsterdam, Netherlands

Business Psychology Department

Course dates: Commences May 2022

Immersion Experience dates: Commences July 25, 2022 – August 3, 2022

3 Credit Hours

Course Introduction

Instructor:	Charmon Parker Williams, Ph.D.
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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 2022 will be The Netherlands. During the first half of the 7-week online portion, 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 The Netherlands.

This course unfolds in three distinct phases for a holistic and integrated experience:

- Phase One: A Summer 1, on-line, semester learning and preparation phase
- Phase Two: Students will travel to Amsterdam, Netherlands for 10 days (July 25 – August 3, 2022)
- Phase Three: Students will prepare a post-trip reflection paper on the study abroad experience

In Phase One, students will explore the differences and similarities between the U.S and corporations based in other countries, with an emphasis on The Netherlands. 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. Near the end of the class, students will work collaboratively to create observation tools that they can leverage during their immersion experience in The Netherlands.

In Phase Two, students will travel to The Netherlands (Amsterdam and surrounding areas) for 10 days and will work in tandem with faculty to explore the cultural and work issues of Dutch society. Students will meet and have dialogue with members from global firms, entrepreneurship, professional associations, and universities.

Service Learning: The immersion will also include a Service-Learning Component with the overarching goal to share research on organizational effectiveness on a global scale and best practices on acculturation of expatriates. This will be accomplished during student visits to Netherlands based Universities, non-profits and with the Dutch Association of Psychologists. The anticipated outcome is expanded global perspective and research tools for all meeting participants leveraging insights from both TCSP students and our Dutch hosts (students, employees, and volunteers).

In Phase Three, students will write a reflection paper on their study abroad experience. Students will also have the opportunity to 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, 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 worldview of the local culture within the context of psychology.
 - a. Students will prepare presentations on the various cultural nuances of The Netherlands 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 The Netherlands through meeting with business leaders and write summary papers at the completion 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 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 within 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 Readings

Required Texts

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

Title	ISBN-13	Publisher's Price
No textbook (All readings are from articles and web links)		

Required Readings

- Abendroth, A. (2011). Support for the work-life balance in Europe: the impact of state, workplace and family support on work-life balance satisfaction. *Work, Employment and Society*, 25(2), 234-256.
- 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.
- Andersson, M., & Mol, A. P. J. (2002). The Netherlands in the UNFCCC process - leadership between ambition and reality. *International Environmental Agreements: Politics, Law and Economics*, 2(1), 49-68.
- Banks, Ralph Richard, Ford, Richard Thompson. (2011). Does Unconscious Bias Matter? *Poverty & Race* 20, 5.
- 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.
- de Waal, A.,A., Béatrice IJM van, d. H., Selvarajah, C., & Meyer, D. (2012). Characteristics of high performing managers in the Netherlands. *Leadership & Organization Development Journal*, 33(2), 131-148.
- 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.
- Helliwell, J., Layard, R., & Sachs J. (2018). World Happiness Report 2018. Chapters 1 and 2, (3-44).
- 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.
- Keegan, A., Huemann, M., & Turner, J. R. (2012). Beyond the line: exploring the HRM responsibilities of line managers, project managers and the HRM department in four project-oriented companies in the Netherlands, Austria, the UK and the USA. *International Journal of Human Resource Management*, 23(15), 3085-3104.
- 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.
- Kolthoff, E., Erakovich, R., & Lasthuizen, K. (2010). Comparative analysis of ethical leadership and ethical culture in local government. *The International Journal of Public Sector Management*, 23(7), 596-612.
- Mor Barak, M.E. (2011). Global Demographic Trends: Impact on Workforce Diversity. *Managing Diversity: Toward a Globally Inclusive Workplace*. 2nd ed. (Chapter 4, pp. 83 – 106). Thousand Oaks, CA: SAGE Publications.
- Morrison, T. & Conway, W. A. (2006). *Kiss, bow, or shake hands*. Avon, MA: Adams Media. Chapter – The Netherlands.
- Peiterse, A. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. *Journal of Organizational Behavior*, 31(4), 609-623.
- 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.
- Soares, M. M., Jacobs, K., Robertson, M., & Vink, P. (2012). Examining new ways of office work between the Netherlands and the USA. *Work*, 41, 5086-5090.
- 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
- Van, D. H. B. I. J. M. (June 01, 2006). Age differences in career activities among higher-level employees in the Netherlands: a comparison between profit sector and non-profit sector staff. *International Journal of Training and Development*, 10, 2, 98-120.
- Watling, T. (2002). 'Leadership' or 'dialogue'? Women, authority and religious change in a Netherlands community. *Sociology of Religion*, 63(4), 515-538.

- 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.

Weblinks/Videos

- The Chicago School of Professional Psychology
 - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
 - [Pre-Departure Orientation – Health & Safety](#)
 - [TCSPP - International Travel Registration](#)

Additional Links

- Activists are renaming streets in the Netherlands after famous women. Welcome to Beyoncé Blvd. - <https://edition.cnn.com/2018/08/10/europe/dutch-street-signs-honor-women-trnd/index.html>
- 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=LiH71VXH7w>
- Cross Cultural Communication - <https://www.youtube.com/watch?v=YMyofREc5Jk>
- Cultural diversity communication - <https://www.youtube.com/watch?v=ZDvLk7e2Irc>
- Doclampton. (2007, November 20). How to communicate across cultures [Video File]. Video posted to: <http://www.youtube.com/watch?v=UyovQvFctiw&feature=related>
- Government of The Netherlands – Website - <https://www.government.nl/>
- Hofstede country comparison - <https://www.hofstede-insights.com/country-comparison/the-usa/>
- Holland versus The Netherlands - https://www.youtube.com/watch?v=eE_IUPInEuc&start_radio=1&list=RDQMirCudZ-_yb8
- Knowledge@Wharton: 'Locals,' 'Cosmopolitans' and Other Keys to Creating Successful Global Teams (<http://knowledge.wharton.upenn.edu/article.cfm?articleid=2328>)
- Netherlands – An Overview - <https://www.britannica.com/place/Netherlands>
- Political Systems of The Netherlands - <https://www.amsterdam.info/netherlands/political-system/>

Course Schedule, Assignments, and Grading

PHASE I: ON-LINE CLASSROOM LEARNING AND PREPARATION

Module	Unit	Learning Outcomes	Readings/Media/Websites	Assignments/Points/Due Date	Assessment Method
Module 1	Unit 1 Self-Awareness and Cross-Cultural Competency/Implicit bias	<p>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.</p> <p>PLO’s Addressed Diversity</p> <p>CLO’s Addressed Gain awareness of one’s own biases and level of cross-cultural competence</p> <p>Module Learning Outcomes (MLO): Define and use the Global Perspective Inventory (GPI) to measure one’s cross cultural competence.</p> <p>Discuss and critique contributors to implicit bias</p> <p>Appraise individual beliefs, personal biases, and judgments related to international cultures, traditions, and diverse business practices</p>	<p>Readings Banks, Ralph Richard, Ford, Richard Thompson. (2011). Does Unconscious Bias Matter? Poverty & Race 20, 5</p> <p>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.</p> <p>Videos Banaji, M. (2006). Unconscious Prejudice, Part 1 of 2: I’m not a racist . . . I think? https://www.youtube.com/watch?v=UHBBYTGALFg</p> <p>Banaji, M. (2006). Unconscious Prejudice, Part 2 of 2: I’m not a racist . . . I think? https://www.youtube.com/watch?v=LiH71VXH7w</p> <p>Weblink Understanding Prejudice: Implicit Association Test http://www.understandingprejudice.org/iat/</p>	<p>Introduce Yourself (2 pts) Required for Attendance Purposes</p> <p>Initial post due no later than Wednesday, 11:59pm CST Final post due no later than Sunday, 11:59pm CST</p> <p>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.</p> <p>Unit 1 Discussion (10 pts) Initial post due no later than Wednesday, 11:59pm CST Final post due no later than Sunday, 11:59pm CST</p> <p>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?</p>	Discussion Forum Rubric
	Unit 2	Same as previous unit	Continue readings from previous Unit.	Unit 2 Written Assignment (15 pts) Due no later than Sunday, 11:59pm CST	

	Same as previous unit			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 the applicability of these different frameworks to explain individual and organizational behavior?	
Module 2	Unit 3 Frameworks for Understanding National Culture and Country/Cultural Differences	<p>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.</p> <p>PLO's Addressed Diversity</p> <p>CLO's Addressed Define the meaning and origins of national culture and explain cultural differences across countries.</p> <p>MLO's Addressed: Define major frameworks that are used to assess the cultural differences between countries</p> <p>Diagnose a global country's cultural influences using both Hofstede's five-factor framework and the country's socio-political history.</p>	<p>Readings</p> <p>Helliwell, J., Layard, R., & Sachs J. (2018). World Happiness Report 2018. Chapters 1 and 2, (3-44).</p> <p>Hofstede, G. (1997) Chapter 1: Levels of Culture in Cultures and Organizations: Software of the Mind, p. 3-18. McGraw Hill.</p> <p>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.</p> <p>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</p> <p>Video Doclampton. (2007, November 20). How to communicate across cultures [Video File].</p>	<p>Unit 3 Discussion (10 pts) Initial post due no later than Wednesday, 11:59pm CST Final post due no later than Sunday, 11:59pm CST</p> <p>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?</p>	Discussion Forum Rubric

			<p>http://www.youtube.com/watch?v=UyovQvFctiw&feature=related</p> <p>Weblink</p> <p>Hofstede country comparison - https://www.hofstede-insights.com/country-comparison/the-usa/</p>	
	<p>Unit 4 Same as previous unit</p>	Same as previous unit	Continue readings from previous Unit.	<p>Unit 4 Written Assignment (15 pts) Due no later than Sunday, 11:59pm CST</p> <p>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.</p> <p>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.</p>

Module 3	Unit 5 Global Demographic, Legislative and Industry Trends	<p>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 considered as talent management practices are developed and implemented.</p> <p>PLO's Addressed Diversity</p> <p>CLO's Addressed Analyze the impact of global demographic shifts, policy and legislation on the way multinational companies do business</p> <p>MLO's Addressed: Compare and contrast the barriers to inclusion in different country cultures</p> <p>Investigate laws in different countries related to non-discrimination.</p> <p>Differentiate between U.S. laws and laws of other countries, and the implications of those differences for talent management practices in another country.</p>	<p>Readings Mor Barak, M.E. (2011). <i>Global Demographic Trends: Impact on Workforce Diversity. Managing Diversity: Toward a Globally Inclusive Workplace</i>. 2nd ed. (Chapter 4, pp. 83 – 106). Thousand Oaks, CA: SAGE Publications.</p> <p>Wittig-Berman, U. & Beutell, N. (2009). <i>International assignments and the career management of repatriates: The boundaryless career concept</i>. International Journal of Management, 26(1), 77-88.</p> <p>Hurn, B. J. (2007). <i>The influence of culture on international business negotiations</i>. Industrial and Commercial Training, 39(7), 354-360.</p>	<p>Unit 5 Discussion (10 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?</p>	Discussion Forum Rubric
	Unit 6 Same as previous unit	Same as previous unit	Continue readings from previous Unit.	<p>Unit 6 Written Assignment (15 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 European markets including The Netherlands, Denmark, Norway and Sweden. 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</p>	

				your policy, and why? Prepare a 2-4-page paper and submit it to Canvas.	
Module 4	Unit 7 Culture and Global Leadership	<p>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.</p> <p>PLO’s Addressed Diversity CLO’s Addressed Develop an appreciation for and gain insight on the impact of national culture on leadership style.</p> <p>MLO’s Addressed: Describe an effective leadership style for an expatriate manager working in a host country.</p> <p>Describe the nature and usefulness of global leadership competencies.</p> <p>Identify and analyze the competencies and practices required for effective global team leadership and cross-cultural communication</p>	<p>Readings Adler, N. J. (2008). <i>Motivating People from Around the World</i>. International dimensions of organizational behavior (5th ed). Chapter 7, pp. 184-206. Canada: Cengage Learning.</p> <p>de Waal, A. A., Béatrice IJM van, d. H., Selvarajah, C., & Meyer, D. (2012). Characteristics of high performing managers in the Netherlands. <i>Leadership & Organization Development Journal</i>, 33(2), 131-148.</p> <p>Hofstede, G. (1980) Motivation, Leadership, and Organization: Do American Theories Apply Abroad? <i>Organizational Dynamics</i>, Summer, p 42-62.</p> <p>Peiterse, A. (2010). Transformational and transactional leadership and innovative behavior: The moderating role of psychological empowerment. <i>Journal of Organizational Behavior</i>, 31(4), 609-623.</p> <p>Sharkey, L., Razi, N., Cooke, R., & Barge, P. (2012). <i>Winning with Transglobal Leadership: How to find and develop top global talent to build world-class organizations</i>. McGraw Hill. New York. Chapter 1.</p> <p>Optional Readings House, R. and Javidian, M. (2001) <i>Cultural Acumen for the Global Manager: Lessons from Project GLOBE</i>.</p>	<p>Unit 7 Discussion (10 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 The Netherland’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?</p>	Discussion Forum Rubric

			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 Same as previous unit	Same as previous unit	Continue readings from previous Unit.	Unit 8 – Written Assignment (15 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	Unit 9 Introduction to The Netherlands	Students will review, research and discuss readings that highlight the culture of The Netherlands. Comparisons will be made with U.S. culture. PLO's Addressed Diversity CLO's Addressed Demonstrate a basic understanding of Dutch culture, people, and traditions MLO's Addressed: Research and describe aspects of Dutch's culture that have implications for the work of I/O Consultants and Organizational Leaders	Readings Abendroth, A. (2011). Support for the work-life balance in Europe: the impact of state, workplace and family support on work-life balance satisfaction. <i>Work, Employment and Society</i> , 25(2), 234-256 Keegan, A., Huemann, M., & Turner, J. R. (2012). Beyond the line: exploring the HRM responsibilities of line managers, project managers and the HRM department in four project-oriented companies in the Netherlands, Austria, the UK and the USA. <i>International Journal of Human Resource Management</i> , 23(15), 3085-3104.	Unit 9 Discussion (10 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 Dutch 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 workplace?	Discussion Forum Rubric

			<p>Morrison, T. & Conway, W. A. (2006). <i>Kiss, bow, or shake hands</i>. Avon, MA: Adams Media. Chapter – The Netherlands</p> <p>Soares, M. M., Jacobs, K., Robertson, M., & Vink, P. (2012). Examining new ways of office work between the Netherlands and the USA. <i>Work, 41</i>, 5086-5090.</p> <p>Van, D. H. B. I. J. M. (June 01, 2006). Age differences in career activities among higher-level employees in the Netherlands: a comparison between profit sector and non-profit sector staff. <i>International Journal of Training and Development, 10</i>, 2, 98-120.</p> <p>Weblinks Holland versus The Netherlands https://www.youtube.com/watch?v=eE_IUPInEuc&start_radio=1&list=RDQMirCudZ-yb8</p> <p>Netherlands – An Overview https://www.britannica.com/place/Netherlands</p>	
	<p>Unit 10</p> <p>Same as previous unit</p>	Same as previous unit	<p>Continue readings from previous Unit.</p>	<p>Unit 10 Written Assignment (15 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 The Netherlands. Be sure to include speaker notes so that other class members can use your presentation as a reference document.</p> <ul style="list-style-type: none"> • 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

				<ul style="list-style-type: none"> • Regional differences • Growing Industries • Entrepreneurship in The Netherlands • Work/life balance issues <p>Cite the sources you obtained information from and provide web links to sites you visited.</p>	
Module 6	Unit 11 U.S./Netherlands Business, Political and Social Landscape	<p>Further exploration of Dutch culture will occur this week, with students building upon discussions from previous weeks to include the implications of cultural differences in The Netherlands for the work of consultants and leaders.</p> <p>PLO's Addressed Diversity</p> <p>CLO's Addressed Compare and contrast U.S. and Dutch business practices</p> <p>MLO's Addressed: Demonstrate a basic understanding of the role of government owned organizations, entrepreneurs, and professional associations in The Netherlands</p> <p>Analyze and explain how the role of consultants and leaders would vary across cultures</p>	<p>Readings</p> <p>Andersson, M., & Mol, A. P. J. (2002). The Netherlands in the UNFCCC process - leadership between ambition and reality. <i>International Environmental Agreements: Politics, Law and Economics</i>, 2(1), 49-68.</p> <p>Kolthoff, E., Erakovich, R., & Lasthuizen, K. (2010). Comparative analysis of ethical leadership and ethical culture in local government. <i>The International Journal of Public Sector Management</i>, 23(7), 596-612.</p> <p>Watling, T. (2002). 'Leadership' or 'dialogue'? Women, authority and religious change in a Netherlands community. <i>Sociology of Religion</i>, 63(4), 515-538.</p> <p>Web Links</p> <p>Political Systems of the Netherlands https://www.amsterdam.info/netherlands/political-system/</p> <p>Website for Government of the Netherlands https://www.government.nl/</p> <p>Activists are renaming streets in the Netherlands after famous women. Welcome to Beyoncé Blvd.</p>	<p>Unit 11 Discussion (10 pts) Initial post due no later than Wednesday, 11:59pm CST Final post due no later than Sunday, 11:59pm CST</p> <p>Using the posted articles and other readings as source materials, compare and contrast the U.S and The Netherlands 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.</p>	Discussion Forum Rubric

		<p>Demonstrate understanding of guiding principles for navigating travel to The Netherlands</p> <p>Develop and share interview guides and other data collection tools for the immersion trip to The Netherlands</p> <p>Critically analyze their personal experience and describe lessons learned during the course and immersion trip in a Reflection Paper</p>		<p>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.</p>	
	<p>Unit 14</p> <p>Same as previous unit</p>	<p>Same as previous unit</p>	<p>Continue readings from previous Unit.</p>	<p>Unit 14 Discussion (10 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.</p>	<p>Discussion Forum Rubric</p>

Appendices – Itinerary/Grading/Rubrics/Policies

[Appendix A](#): Tentative Itinerary

[Appendix B](#): Course Requirements and Grading

[Appendix C](#): Course Rubric

[Appendix D](#): In-Country Attendance and Engagement Rubric

[Appendix E](#): Professional Behavior and Compartment Rubric

[Appendix F](#): Discussion Forum Rubric

[Appendix G](#): Signature Assignment Rubric

[Appendix H](#): Policies and Student Resources

Please refer to “Syllabus Part 2: Policies” for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

Appendix A – Tentative Itinerary

[Back to Top](#)

PHASE II: THE NETHERLANDS IMMERSION TRIP (Tentative Itinerary: Subject to Change) (July 24 2022 – August 3, 2022)

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.

Note: The immersion portion of the program requires walking for extended periods of time during cultural tours. We will also be using public transportation (e.g., train) for many business visits.

Day	Activity	Location
Sunday July 24, 2022	Depart U.S. (most flights depart in the afternoon or evening and arrive in Amsterdam the next day in the morning or early afternoon)	
Day 1 Monday July 25, 2022	<p>Arrive in Amsterdam and convene at hotel (students travel to the hotel independently)</p> <p>All arrivals required before the 5 pm meeting.</p> <p>Evening: 5:00 pm - Orientation</p> <p>Evening: 6:15 p.m. Welcome dinner at a restaurant in Amsterdam</p>	<p>Schiphol Airport in Amsterdam</p> <p>Hotel TBD</p> <p>Either Hotel Ibis or Hotel Casa, Amsterdam</p> <p>Restaurant: Haesje Claes</p>
Day 2 Tuesday July 26, 2022	<p>Introduction to The Netherlands</p> <p>Breakfast available/included at Hotel</p> <p>Morning: Visit to the American Chamber of Commerce Public transportation in Amsterdam during the day</p> <p>Lunch as a Group</p> <p>Afternoon: Guided walking tour of Amsterdam (Exertion level, leisurely walking – 2 miles)</p> <p>Debrief and preparation for remainder of week and time to work on Reflection Paper (1 hour). During this time students will break into small groups to integrate and synthesize information from the day and organize notes for their final paper.</p> <p>Evening: Dinner on your own</p>	<p>Amcham Amsterdam 1001 NG Amsterdam</p>

Day	Activity	Location
<p>Day 3 July 27, 2022 Wednesday</p>	<p>Breakfast available/included at Hotel</p> <p>Day excursion to The Hague: Chartered transportation in The Hague during the day</p> <p>Morning: Service Learning - Visit to Access – Non-profit that provides services to expatriates</p> <p>Lunch: Group lunch at a restaurant in The Hague Discussion with expatriate from Fugro (a multinational firm)</p> <p>Afternoon: Guided tour of The Hague’s famous Binnenhof in the afternoon and stop at the Peace Palace</p> <p>Debrief and time to work on Reflection Paper (1 hour). During this time, students will break into small groups to integrate and synthesize information from the day and organize notes for their final paper.</p> <p>Dinner on your own</p>	<p>The Hague</p> <p>Restaurant: Rootz</p> <p>Binnenhof 2511 CS The Hague, Netherlands</p>
<p>Day 4 Thursday July 28, 2022</p>	<p>Dutch Company and Professional Associations</p> <p>Breakfast available/included at Hotel</p> <p>Morning: Visit to the National Health Care Institute</p> <p>Lunch and sightseeing on your own in Utrecht</p> <p>Afternoon: Service Learning - Visit to the Dutch Association of Psychologists in Utrecht in the afternoon Transportation by private bus during the afternoon</p> <p>Debrief and time to work on Reflection Paper (1 hour)</p>	<p>Utrecht</p> <p>Dutch Assoc. of Psychologists Arthur van Schendelstraat 650, 3511 MJ Utrecht, Netherlands</p>
<p>Day 5 Friday July 29, 2022</p>	<p>Consulting Firm Visit</p> <p>Breakfast available/included at Hotel</p> <p>Morning: Visit to Korn Ferry (Global organizational consulting firm)</p> <p>Public transportation in Amsterdam during the day</p> <p>Lunch on your own</p> <p>Free afternoon in Amsterdam</p> <p>Group dinner at a restaurant in Amsterdam</p>	<p>Amsterdam</p> <p>Restaurant: Vondelpark3</p>
<p>Day 6</p>	<p>Historical/Cultural Visits</p>	

Day	Activity	Location
<p>Saturday July 30, 2022</p>	<p>Breakfast available/included at Hotel</p> <p>Public transportation in Amsterdam during the day</p> <p>Morning: Visit to the Anne Frank House in the morning</p> <p>Lunch: Lunch on your own</p> <p>Afternoon: Optional Cultural Tours: Hop-on hop-off boat tour of Amsterdam or Additional Museums</p> <p>Debrief and time to work on Reflection Paper (1 hour)</p> <p>Dinner on your own</p>	<p>Anne Frank House Prinsengracht 263-267, 1016 GV Amsterdam, Netherlands</p>
<p>Day 7 Sunday July 31, 2022</p>	<p>Consumer Practices and Culture</p> <p>Breakfast available/included at Hotel</p> <p>Morning: Observation of employee and consumer behaviors in the Retail, Restaurant and Tourism Industries Students will visit several retail businesses, restaurants and open markets and document observations using checklists they have developed prior to the trip.</p> <p>Lunch: Group lunch at a restaurant in Amsterdam</p> <p>Afternoon: Guided tour of the Rijksmuseum or other museum in the afternoon</p> <p>Public transportation in Amsterdam during the day</p> <p>Debrief and time to work on Reflection Paper (1 hour)</p> <p>Dinner on your own</p>	<p>Location: Amsterdam</p> <p>Amsterdam, Netherlands</p>
<p>Day 8 Monday August, 2022</p>	<p>Day excursion to Rotterdam – University and Consulting Firm Visits</p> <p>Chartered transportation in Rotterdam during the day</p> <p>Breakfast available/included at Hotel</p> <p>Morning: Service Learning - Visit Erasmus University Rotterdam and Behavioral Lab (Faculty and students share ongoing research in business psychology, organizational leadership, etc. and leading industry practices)</p>	<p>Erasmus University Rotterdam Burgemeester Oudlaan 50, 3062 PA Rotterdam, Netherlands</p>

Day	Activity	Location
	<p>Afternoon: Visit to Aon Consulting Firm in Rotterdam</p> <p>Debrief and time to work on Reflection Paper (1 hour)</p> <p>Dinner on your own</p>	<p>Aon Consulting Rotterdam, Netherlands</p>
<p>Day 9 Tuesday August 2, 2022</p>	<p>Breakfast available/included at Hotel</p> <p>Morning: Visit to Windmills and Cheese Factory</p> <p>Lunch on your own</p> <p>Evening: Farewell dinner at a restaurant in Amsterdam (All participants required to attend to complete the program. Do not schedule flights for this evening.)</p>	<p>Location: Marjen, Netherlands</p> <p>Restaurant: Van Puffelin, Amsterdam</p>
<p>Day 10 Wednesday August 3, 2022</p>	<p>Departure</p>	<p>Schiphol Airport in Amsterdam</p>

- Additional information: [ADA information](#)
- Exertion Level and Travel Insights
 - Walking (miles/day) 4 - 6 miles on days of cultural tours
 - General weather in July – 55°F to 85°F
 - Terrain: Altitude below sea level, variety of sidewalks, narrow streets, lots of bikes
 - Availability of variety of food: Meat, potatoes and seasonal vegetables are staples in The Netherlands.
 - Sleeping comfortability: Students share double rooms with classmates (Checking into option for single rooms, as well). Breakfast will be included in the hotel cost.
 - Transportation/Motor vehicle comfort: We will travel often by public transportation (e.g., train) or tour bus.

Appendix B – Course Requirements and Grading

Grading Criteria - 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 communication success, and reflection on and awareness of their personal learning. Grading rubrics, outlining specific outcomes expectations, will be provided for each assignment.

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 (82 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):** Throughout the course, students will be asked to prepare short papers (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.

- **Study Abroad Trip (60 points total):** Students will be expected to participate in the experiences provided during the trip. Participants will be rated on interactions with individuals from the host country, interactions with their classmates and the faculty lead, active participation in group activities and end of the day discussions. Students are expected to be present and participate in all group activities.
- **Post-trip Reflection Paper (60 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 The Netherlands. Students will be expected to discuss their take-aways in the context of theory and frameworks from the readings.

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

GRADING DISTRIBUTION

Activity	Points	% of Grade
On-Line Participation		
• Self-Assessments: 2 pre and post surveys	8	3%
• Discussion Posts: – Introductions (2 points) – Discussions (8 @ 10 points each)	82	27%
• Short Papers: (6 @ 15 points each)	90	30%
Study Abroad Immersion Trip	60	20%
Reflection Paper	60	20%
Total	300	100%

Grading Scale

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

Syllabus continued on following pages.

EXPECTATIONS FOR PHASE II – STUDY ABROAD IMMERSION TRIP

Criteria	Points Possible
<p>Interpersonal and Professional Competence</p> <ul style="list-style-type: none"> • As the group members are visitors and guests in a different culture and country, all are expected to follow the laws of the country and the rules of the Code of Conduct of the Chicago School of Professional Psychology per the Travel Pre-Departure Student Handbook and the TCSPS Student Handbook. • All students are expected to participate in and adhere to the Trip Schedule <ul style="list-style-type: none"> – Student demonstrates timeliness every morning. – Student is present, invested, and participating actively during visits on the itinerary. • Student demonstrates evidence of cultural sensitivity and respect for hosts. • Student demonstrates investment and interaction during group process. • Student is respectful of group process and members of group. 	25
<p>Self-Awareness and Self Reflection</p> <ul style="list-style-type: none"> • While on the trip, daily group process and critical reflection as a class about what was experienced during the day will occur. It is expected that all students will be part of daily group process. • Student is expected to actively participates in large and small group discussions about daily experiences • Student is expected to use time set aside to update his/her personal journal 	15
<p>Openness to Feedback</p> <ul style="list-style-type: none"> • Student pays attention to and adjusts behaviors where necessary to feedback provided by the Faculty Lead • Student provides constructive feedback about group dynamics observed using a professional and respectful tone 	10
<p>Proactive, Engaged Resolutions</p> <ul style="list-style-type: none"> • Student demonstrates awareness of any conflict situations arising within the group and collaborates with the Faculty Lead and other students to reach resolution 	10
Total Points	60

EXPECTATIONS FOR PHASE III: POST-TRIP REFLECTION PAPER

(Due 1 week after completion of immersion trip)

Students will complete their individual reflection papers to convey their learning from the immersion trip to The Netherlands. 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 The Netherlands 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 The Netherlands from at least three scholarly sources
 - How did the immersion trip differ from your expectations?
 - What would you 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. Where there is interest, the professor and volunteers will package collective insights from the trip for:
- TSCPP Colloquia
 - National/International Conference Presentations
 - Publications
 - Videography

Appendix C – Course Rubric

[Back to Top](#)

Institutional Learning Outcomes Assessed	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
<p>Professional Behavior A graduate will be able to function in a professional and ethical manner in classroom, off-site training, and work settings.</p>	<p>Unable to recognize value of interacting with individuals with backgrounds and/or 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.</p>	<p>Basic recognition of value of interacting with individuals with backgrounds and/or 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.</p>	<p>Recognizes value of interacting with individuals with backgrounds and/or 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.</p>	<p>Recognizes and critically evaluates value of interacting with individuals with 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.</p>

Appendix D - Assignment Rubric- In Country Attendance & Engagement

[Back to Top](#)

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.	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.	Punctual and completely attends all required in-country activities without few prompts or reminders.	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.
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.	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.	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.	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.

Appendix E - Assignment Rubric- Professional Behavior & Comportment

[Back to Top](#)

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
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.	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners.	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners.	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.

Appendix F - Discussion Forum Scoring Rubric

[Back to Top](#)

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 through Saturday is a good practice.
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
	Needs Improvement	Developing	Proficient	Exemplary	
Initial Post: Demonstration of Quality Content and Integration of Course Material	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. 2.5 points or lower	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. 3 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. 3.5 points	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). 4 points	4 Points
Follow-Up Posts: Participation as Member of Learning Community	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). 2.5 points or lower	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. 3 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. 3.5 points	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. 4 points	4 Points
Response to Feedback Received: Ongoing Participation throughout the week.	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	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	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	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.	2 Points

	instructor's feedback to initial post. 2-0 points	instructor's feedback to initial post. Responses show attention to feedback received but are not substantive. 2 points	are proficient but not as substantive as the "exemplary" category. 2 points	2 points	
	7 points or lower	8 points	9 points	10 points	Max Points - 10

Appendix G - Assignment Rubric- Signature Assignment

[Back to Top](#)

Post-Trip Reflection Paper

Grading Area	Demonstration Level 1 (unacceptable) 0 pts	Demonstration Level 2 (minimal) 5 pts	Demonstration Level 3 (expected) 10 pts.
Area of assessment	Description and points	Description and points	Description and points
This criterion is linked to a Learning Outcome Why You Chose the Experience	Description did not share the value to academic or career goals	Description shared the career value to the selection of the program with a few details	Description shared the career value to the selection of the program with several details
This criterion is linked to a Learning Outcome Description of the Experience and Your Lessons Learned	The description did not discuss lessons learned in either area that were of global diversity lessons learned	The description provided some details of the business and cultural aspects of the program. OR only business and/or cultural topics were discussed in the paper	The description addressed several of the business and cultural lessons learned in the paper
This criterion is linked to a Learning Outcome Describe the Business Culture	The culture of business was not discussed with any influence of culture of The Netherlands	The culture of business was discussed with minimal mention of the culture of The Netherlands	The culture of business was fully described from both a political and business perspective
This criterion is linked to a Learning Outcome Used 3 Scholarly Sources to compare the learning to your experience	Used 0 Scholarly Sources	Used 1-2 Scholarly Sources	Used 3 Scholarly Sources
	The paper was poorly structured, significantly detracting from readability.	The paper had some grammatical errors and formatting issues.	The paper was well structured, easy to navigate through and included citations where relevant.
Total Possible Points = 60			

Appendix H – Policies and Student Resources

Business Psychology Department 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.

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
 - 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.

WRITING CENTER

A. MA and Doctoral students:

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. BA students:

Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. APA Style Hotline:

Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)