

ADMS 3020B – Summer 2019 Term Course Outline

Canadian Business Culture and Management Skills

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Class Time: Tuesday 7-10pm
Location: ACW 00
Office Hours: Tuesday 3-4pm (258B Atkinson)

COURSE DESCRIPTION

This course provides an overview of the Canadian business environment and focuses on the development of management skills for Internationally Educated Professionals (IEP). Theoretical instruction is combined with case analyses, interactive and team-based exercises, as well as oral and written assignments to develop a comprehensive understanding of the course material. Topics covered include current issues in Canadian business, problem-solving, communication, motivation, conflict resolution, teamwork, and leadership.

COURSE OBJECTIVES

Internationally Educated Professionals (IEP) have skills in specific technical areas but often require additional training in order to adapt to the business and professional environment in Canada. This course provides students with the necessary foundation skills needed to succeed in the specialized skills portion of the Bridging program, as well as to successfully integrate their professional environment in Canada. The course provides the requisite content knowledge as well as the key competences (i.e. analytical and both oral and written communication skills, and the ability to work with peers) that students need to succeed academically and professionally. The course exposes students to core theoretical content in addition to emphasizing the particular aspects of the Canadian context as well as the practical nature of developing management skills for IEPs.

REQUIRED TEXT

Whetten, D.A., & Cameron, K.S. (2015). *Developing Management Skills* (9th Ed.). Pearson - Prentice Hall.

PREREQUISITE

Bridging Program English Language and Math prep course (or equivalent)

EVALUATION

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|--|-----|
| Midterm Assignment | 30% |
| Group Project and Presentation | 40% |
| Final Examination | 20% |
| Participation in Class Discussions and Exercises | 10% |

Midterm Assignment (30%): A critical skill for business professionals in all fields is the ability to communicate effectively in writing on a variety of topics in a cogent and easily understandable way, even by those who may not be familiar with the topic. Students will work individually on a written assignment where they will compare and contrast Canadian management practices with those of an international context that they have experience with. Building on the learning from the self-assessments and class discussions, this reflexive writing exercise can focus on either:

- How a specific managerial issue encountered in a foreign country can be informed by Canadian business practices
- How a specific Canadian business issue can be informed by different management practices from a foreign context
- How their management or leadership style has changed since coming to Canada
- How the Hofstede or Trompenaars cultural value dimensions can be applied to a different cultural context they have experience with and how it compares to the Canadian context

The objective is to **reflect in a personal manner** on how an Internationally Educated Professional perceives differences in certain management practices and what they can learn from them in order to improve their management skills. Students should ideally focus on one of the management skills from the course to compare and contrast the Canadian cultural context with another country's. The paper will be evaluated on the quality of the writing, the analysis and the insight. The written assignment is limited to six (6) double-spaced pages (12 pt. font and 1.25" margins) and is due in the sixth week of class. Assignments handed in past their due date will be assessed a penalty of (5%) per day late.

Group Project and Presentation (40%): The ability to present complex material in a clear and effective manner is a skill from which you will benefit greatly. Throughout your career you will likely be required to make presentations, both individually and as part of a group. For this assignment, students will form groups of at least four and no more than six members. Each group will be required to make a 30 minute presentation (20 minutes + 10 minutes for Q&A) on a consulting project for a real organization on a specific management issue or problem relevant to the organization.

The project should focus on one of the management skills covered in the course e.g. problem solving, communication, motivation... The group should use information gained from interviewing manager(s) and from recent business press articles to formulate the organization's issue. At least one interviewee must not be a member of the class. The presentation (and accompanying report) should use the theoretical model(s) from the course to formulate recommendations and derive conclusions concerning the specific issue. Students may also incorporate insights from their cross-cultural analysis in the midterm assignment to explain how they might inform the organization's problem or potential solutions. Thus, the group is responsible for both the formulation and resolution of a typical problem in contemporary organizations.

The presentation should cover the background of the organization, the issue, the relevant model(s) used for analysis, the proposed solution and implementation plan, and a question-and answer period. Presentations will be done in the last two weeks of class before the final examination. Groups must hand in a summary describing their organization and the problem to be addressed by the sixth week of class. The summary should not exceed two (2) double-spaced pages and will not be graded by the instructor.

The project's final grade will be derived from peer evaluations (25%) and instructor evaluation (75%). All the other students will grade the group's presentation based on the criteria in the attached evaluation form. Each member of the group must speak an equivalent amount. The instructor's evaluation will be based on the quality of the presentation including responsiveness to questions using the same evaluation form.

Final Examination (20%): The final exam will take place during the twelfth and final class of the term. It will consist of two case analysis questions that will require the application of the theoretical principles and management skills from the course to a specific business case. The exam will be two hours long and open book. In the case of illness (accompanied by a doctor's note) or exceptional extenuating circumstances preventing students from writing the exam at the scheduled date and time, the instructor and office should be notified immediately.

Class Participation (10%): As a business professional and manager, you will be required to be an effective and frequent contributor to group discussions and meetings and class discussions serve as an excellent means to practice this important skill. In addition, everyone in the class should have the opportunity to share their thoughts, questions and concerns about to the material or their own experiences.

Regular attendance and participation are important to your successful completion of this course. You should complete the assigned readings and any assignments prior to each class and should be prepared to discuss key questions and cases. You are encouraged to prepare for class with your colleagues to discuss relevant readings and cases. However, each member of the class should be fully conversant in the material and is expected to participate in class.

More specifically, participation grades will be based on students' ability and willingness to:

- Volunteer responses that are both *informative and relevant* to open questions posed by the instructor
- Interact with and question other students and the instructor in a constructive manner during class discussions
- Provide and substantiate their opinions and comments when called upon by the instructor

STANDARDS OF PERFORMANCE

This course will involve lecture, discussion, case analyses, role plays, class exercises, and video presentations. Every class will require the student's active participation. It is expected that the student will attend every class on time and stay for the entire session. It is expected that the student will have completed the assigned readings and other preparation prior to class so that the student can be actively involved in class exercises and discussions.

CLASS SCHEDULE

| Date | Topic | Activity | Readings | Case | Deliverable |
|----------|---|--|---|---------------------------------|--------------------------|
| April 30 | Introduction to the course and requirements | Icebreakers and forming groups | Course outline | -- | -- |
| May 7 | Introduction to Canadian Business | Top Global/Canadian Brands | FT + G&M + Toronto Star articles | Foreign Ownership and Takeovers | -- |
| May 14 | Self-awareness and management skills | Diagnosing Managerial Characteristics | Intro + Chapter 1 + Peter Drucker (HBR, 99) | Startup.com | Group members |
| May 21 | Solving problems analytically and creatively | Snowed Under + 9 Dots | Chapter 3 | Keith Dunn & McGuffey's | -- |
| May 28 | Communication and Power and Influence | Coaching Role-plays | Chapters 4-5 | United Chemical | Summary of group project |
| June 4 | Motivation and Conflict Resolution | Dispute Resolution Exercise (Salary increases) | Chapters 6-7 | Frieda Mae Jones | |
| June 18 | Empowering, delegating and teamwork | Team performance exercise (Straw Towers) | Chapters 8-9 | Minding the Store/Apollo 13 | Individual assignment |
| June 25 | Leadership and org. change | Case | Chapter 10 | Group meetings | -- |
| July 2 | Presentations and meetings | Improvisation speech + critique | Supplements A, B & C | Group meetings | -- |
| July 9 | Group Presentations | Presentation critiques | -- | -- | Presentation Slides |
| July 16 | Group Presentations | Presentation critiques | -- | -- | Presentation Slides |
| July 23 | Final Examination (20% of the grade; open book) | | | | |

Please note that this schedule is subject to change. In addition to the textbook readings, any supplementary articles assigned by the instructor will be posted on the web site or handed out in class.

IMPORTANT UNIVERSITY REGULATIONS

Deferred Exams: Deferred standing may be granted to students who are unable to write their final examination at the scheduled time or to submit their outstanding course work on the last day of classes. Details can be found at <http://myacademicrecord.students.yorku.ca/deferred-standing>. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

DSA Form: http://www.registrar.yorku.ca/pdf/deferred_standing_agreement.pdf

Attending Physician's Statement form: <http://registrar.yorku.ca/pdf/attending-physicians-statement.pdf>

In order to apply for deferred standing, students must register at

<http://apps.eso.yorku.ca/apps/adms/deferredexams.nsf>

Followed by handing in a completed DSA form and supporting documentation directly to the main office of the School of Administrative Studies (282 Atkinson) and add your ticket number to the DSA form. The DSA and supporting documentation must be submitted no later than five (5) business days from the date of the exam. These requests will be considered on their merit and decisions will be made available by logging into the above mentioned link. No individualized communication will be sent by the School to the students (no letter or e-mails).

Students with approved DSA will be able to write their deferred examination during the School's deferred examination period. No further extensions of deferred exams shall be granted. The format and covered content of the deferred examination may be different from that of the originally scheduled examination. The deferred exam may be closed book, cumulative and comprehensive and may include all subjects/topics of the textbook whether they have been covered in class or not. Any request for deferred standing on medical grounds must include an Attending Physician's Statement form; a "Doctor's Note" will not be accepted.

Academic Honesty: The Faculty of Liberal Arts and Professional Studies considers breaches of the Senate Policy on Academic Honesty to be serious matters. The Senate Policy on Academic Honesty is an affirmation and clarification for members of the University of the general obligation to maintain the highest standards of academic honesty. As a clear sense of academic honesty and responsibility is fundamental to good scholarship, the policy recognizes the general responsibility of all faculty members to foster acceptable standards of academic conduct and of the student to be mindful of and abide by such standards. Suspected breaches of academic honesty will be investigated and charges shall be laid if reasonable and probable grounds exist.

Students should review the York Academic Honesty policy for themselves at:

<http://www.yorku.ca/secretariat/policies/document.php?document=69>

Students might also wish to review the interactive on-line Tutorial for students on academic integrity, at:

<https://spark.library.yorku.ca/academic-integrity-what-is-academic-integrity/>

Grading Scheme and Feedback Policy: The grading scheme (i.e. kinds and weights of assignments, essays, exams, etc.) shall be announced, and be available in writing, within the first two weeks of class, and, under normal circumstances, graded feedback worth at least 15% of the final grade for Fall, Winter or Summer Term, and 30% for 'full year' courses offered in the Fall/Winter Term be received by students in all courses prior to the final withdrawal date from a course without receiving a grade, with the following exceptions:

Note: Under unusual and/or unforeseeable circumstances which disrupt the academic norm, instructors are expected to provide grading schemes and academic feedback in the spirit of these regulations, as soon as possible. For more information on the Grading Scheme and Feedback Policy, please visit:

<http://www.yorku.ca/univsec/policies/document.php?document=86>

In-Class Tests and Exams - the 20% Rule: For all Undergraduate courses, except those which regularly meet on Friday evening or on a weekend, tests or exams worth more than 20% will not be held in the two weeks prior to the beginning of the official examination period. For further information on the 20% Rule,

please visit: <http://secretariat-policies.info.yorku.ca/policies/limits-on-the-worth-of-examinations-in-the-final-classes-of-a-term-policy/>

Reappraisals: Students may, with sufficient academic grounds, request that a final grade in a course be reappraised (which may mean the review of specific pieces of tangible work). Non-academic grounds are not relevant for grade reappraisals; in such cases, students are advised to petition to their home Faculty. Students are normally expected to first contact the course director to discuss the grade received and to request that their tangible work be reviewed. Tangible work may include written, graphic, digitized, modeled, video recording or audio recording formats, but not oral work. Students need to be aware that a request for a grade reappraisal may result in the original grade being raised, lowered or confirmed. For reappraisal procedures and information, please visit the Office of the Registrar site at: <http://myacademicrecord.students.yorku.ca/grade-reappraisal-policy>

Accommodation Procedures: LA&PS students who have experienced a misfortune or who are too ill to attend the final examination in an ADMS course should not attempt to do so; they must pursue deferred standing. Other students should contact their home Faculty for information. For further information, please visit: <http://ds.info.yorku.ca/academic-support-accomodations/>

Religious Accommodation: York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. For more information on religious accommodation, please visit: <https://w2prod.sis.yorku.ca/Apps/WebObjects/cdm.woa/wa/regobs>

Academic Accommodation for Students with Disabilities (Senate Policy)

The nature and extent of accommodations shall be consistent with and supportive of the integrity of the curriculum and of the academic standards of programs or courses. Provided that students have given sufficient notice about their accommodation needs, instructors shall take reasonable steps to accommodate these needs in a manner consistent with the guidelines established hereunder. For more information, please visit the Counselling and Disability Services website at <http://www.yorku.ca/dshub/>

York's disabilities offices and the Registrar's Office work in partnership to support alternate exam and test accommodation services for students with disabilities at the Keele campus. For more information on alternate exams and tests please visit <http://www.yorku.ca/altexams/>
Please alert the Course Director as soon as possible should you require special accommodations.