

York University
Faculty of Liberal Arts and Professional Studies
School of Administrative Studies

ADMS 3020: CANADIAN BUSINESS CULTURE AND MANAGEMENT SKILLS

Fall 2021 Course Outline¹ (Section A: Thursday 7-10pm)

Course Director: Prof. Eytan Lasry

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Office Hours: Thursday 6-7pm, or by appointment (via Zoom)

Class Meeting Time: Thursday 7-10pm. Classes will run synchronously at the scheduled meeting time every week.

Location: **Vari Hall A** and Zoom meeting room (link to be posted on eClass).

Please note that this course depends on both remote teaching and learning, and in-person activities on campus.

SEE SCHEDULE ON PAGE 6 FOR IN-PERSON MEETING DATES.

Technical Requirements: Stable, higher-speed internet connection as well as a computer with webcam and microphone, or a smart device with these features.

Several platforms will be used in this course (e.g., eClass, Canvas, Zoom, etc.) through which students will interact with the course materials, the course director, as well as with one another. This course will also require the use of eClass and Turnitin for examinations. Please review the syllabus to determine how the class meets (in whole or in part), and how office hours and presentations will be conducted. Students should note the following:

- Zoom is hosted on servers in the U.S. This includes recordings done through Zoom.
- If you have privacy concerns about your data, provide only your first name or a nickname when you join a session.
- The system is configured in a way that all participants are automatically notified when a session is being recorded. In other words, a session cannot be recorded without you knowing about it. Technology requirements and FAQs for eClass can be found here - <https://lthelp.yorku.ca/95440-student-faq>

COURSE DESCRIPTION

This course provides an overview of the Canadian business environment and focuses on the development of management skills for Internationally Educated

¹ NB: This syllabus is subject to change as deemed necessary by the instructor

Professionals (IEP). Theoretical instruction is combined with case analyses, interactive and team-based exercises, as well as oral and written assignments (and special guest speaker presentations) 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. (2016). *Developing Management Skills* (10th Ed.). Pearson - Prentice Hall.

PREREQUISITE

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

EVALUATION

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

Midterm Assignment (20%): IEPs and newcomers to Canada have a very unique perspective on business culture and management styles. In the midterm assignment, IEPs will present (in a video) an individual self-reflection where they will discuss their management style or compare and contrast Canadian business culture or management practices with those of their home country (or another country they

have experience with). Building on the learning from the self-assessments and class discussions, this reflexive exercise can focus on:

- 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 five questions posed by Peter Drucker in his article 'Managing Oneself'

The objective is to **reflect in a personal manner** on differences in certain business cultures or management practices and what IEPs can learn from them in order to improve their management skills.

The assignment will be a **5-7 minute video recording** and is due in the sixth week of class. Assignments will be evaluated on the quality of the presentation, the analysis and the insights of the self-reflection. Assignments submitted past their due date will be assessed a penalty of (5%) per day late.

N.B. Your self-reflection video will be treated in a strictly confidential manner and will not be shared with anyone else without your consent.

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 seek a manager (that is not part of the class) that they can interview use information gained, as well as from recent business press articles to formulate the organization's issue. The presentation can 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 three 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 the instructor will provide approval and feedback on the topic so the group can move forward.

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 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: 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 the material or their own experiences.

Regular attendance and participation are important to your successful completion of this course. That said: **class participation is not based strictly on attendance but rather on your contributions to class discussion and online forums.** You should complete the assigned readings and read the online forum posts 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 topics. However, each member of the class should be fully conversant in the material and is expected to participate in class.

More specifically, there are two components to class participation as follows:

Weekly in-class participation (10%): In-class participation assessments, 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

This component is evaluated on a weekly basis, including lectures and case discussions. There are nine (9) sessions (starting in Session 2) in which students have the opportunity to participate in class discussions, including the three sessions with group presentations (weeks 9-11). You are required to participate in the Question and Answer (Q&A) sessions in the week of the other students' group presentations. During the Q&A sessions, you are invited to ask constructive questions to the presenting groups. Similar to participation in weekly classes, your performance is based on the quality of the questions you ask.

Online discussion forum posts (10%): There will be six online discussion forums created on eClass throughout the term (Sessions 2 – 7). The forums will be open for posting from the end of the prior session until 6pm the day of the next session.

In each discussion forum, there will be 2-3 topics (that may include articles or videos) in which you are invited to post your ideas related to the topics. Each post should be limited to 200 words. For each topic, you may not post more than twice. **You are required to post your ideas for five topics throughout the term for the 10% participation component.** An excellent post is one that adds to our understanding of the topic. Repeating the ideas that have been expressed in earlier posts will not result in high marks.

IMPORTANT UNIVERSITY/LA&PS/SAS REGULATIONS

There are a number of important policies that apply to all ADMS and DEMS courses. As a student in this course **it is your responsibility to carefully review, understand, and follow these regulations.** These policies cover the following topics:

- **Deferred exams**
- **Academic Honesty**
- **Grading Scheme and Feedback Policy**
- **In-Class Tests and Exams – the 20% Rule**
- **Reappraisals**
- **Accommodation Procedures**
- **Religious Accommodation**
- **Academic Accommodation for Students with Disabilities (Senate Policy)**

Complete details can be found here: <http://sas.laps.yorku.ca/students/>.

CLASS SCHEDULE

HIGHLIGHTED SESSIONS WILL BE IN-PERSON MEETINGS. THE OTHERS ARE REMOTE SESSIONS ON ZOOM.

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.

Date	Topic	Activity	Readings	Case	Deliverable
Sep. 9	Introduction to the course and requirements	Icebreakers and forming groups	Course outline	--	--
Sep. 23	Introduction to Canadian Business	Top Global Brands	FT + G&M articles	Foreign Ownership and Takeovers	--
Sep. 30	Self-awareness and management skills	Diagnosing Managerial Characteristics	Intro + Chapter 1 + Peter Drucker (HBR, 1999)	Startup.com	Group members
Oct. 7	Solving problems analytically and creatively	Snowed Under + 9 Dots	Chapter 3	Behavioral Economics	--
Oct. 21	Communication and Power and Influence	Coaching Role-plays	Chapters 4-5	United Chemical	Summary of group project
Oct. 28	Motivation and Conflict Resolution	Salary increases	Chapters 6-7	Frieda Mae Jones	Individual midterm assignment
Nov. 4	Empowering, delegating and teamwork	Team performance exercise	Chapters 8-9	Minding the Store/Apollo 13	
Nov. 11	Group Presentations	Presentation critiques	--	--	Presentation Slides
Nov. 18	Group Presentations	Presentation critiques	--	--	Presentation Slides
Nov. 25	Group Presentations	Presentation critiques	--	--	Presentation Slides
Dec. 2	Final Examination (20% of the grade; open book)				