

Business Administration**Course Number: 22:135:701****Course Title: DBA Seminar I in Management and International
Business**

LEARNING GOALS AND OBJECTIVES

This Management and International Business special topics seminar is designed for DBA students to gain an overview and basic understanding of theory and research in organization and management. Organization and management studies is a large academic domain comprised of many subdomains. In this seminar, students will be exposed to research literatures in strategy, international business and organizational behavior, each consisting of a variety of topics. In each topic area, students are provided with readings that exemplify empirical studies, theoretical papers, or review articles. Students are expected to attend all classes, actively participate in class discussion and diligently complete course assignments so as to develop their ability to understand, evaluate, and conduct sound research that is relevant to organization and management phenomena. It is critical that students come to class well prepared by reading the required readings and reflecting on their implications for research and practice.

COURSE MATERIALS

All required and recommended readings are posted on Canvas. The recommended readings are useful for gaining broader understanding of the topic, especially for students who are interested in developing ideas for conducting research..

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>). I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” [I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work.] Don’t let cheating or plagiarism destroy your hard-earned opportunity to learn and advance. See business.rutgers.edu/ai for more details.

Guidance on the use of AI at Rutgers

As noted in [Rutgers Academic Integrity Policy 10.2.13](#), the principles of academic integrity require that students make sure that all submitted coursework be “the student’s own and created without the aid of impermissible technologies, materials, or collaborations.”

COURSE REQUIREMENTS AND GRADING

1. Weekly Reflections of Required Readings	30%
2. Attendance and Class Participation	20%
3. Team presentation	10%
4. Term paper	40%

1. Weekly Reflections on Required Readings (30%; In essay format, maximum 12-point font, 2 single-spaced pages) 1) A concise summary of each assigned reading: What are the key findings/themes under study? What are the theoretical models (made up of key variables) and the overall theoretical perspective? 2) Across the readings: key commonalities and/or differences in research questions, assumptions, levels of analysis and/or theoretical perspectives. 3) Identify one or two well thought out research questions that are built on or inspired by the research papers.

2. Attendance and Class Participation (20%)

Students are expected to attend all classes on time and actively and constructively participate in class discussion by asking questions, sharing personal views, and collaborate in breakout class exercises (all are expected to keep their video on if and when classes are held online). Students should ask for absence permissions due to special circumstances.

3. Session Leading (10%)

Each student (or 2 student team) is to lead one class discussion. The session leader will make a power point presentation of the required readings. While the presentation is focused on the required readings, the session leader is encouraged to incorporate one or more articles from the recommended readings to complement and expand their ideas.

Specifically, session leader should:

- Provide an organizing framework for exploring the various issues presented in the readings
- Compare & contrast (as appropriate) theories or themes of research covered within a given session or between the present with past sessions
- Suggest new research ideas to examine important issues and challenges facing organization and management
- Upload PPT to Canvas under Session Leading PPT

4. Term Paper (40%): Maximum 12-point font, 10-15 double-spaced pages excluding tables, figures and references)

This is a literature review of previous research to help you identify some potential topics for your independent studies and the dissertation. This literature review should help you gain familiarity and understanding of various theoretical perspectives, concepts, models and methods for doing research in your chosen area of interest. The review will focus more on theoretical aspects than methods because the latter will be covered in the Research Methods course.

Students will learn to conduct literature search using Rutgers library resources on research articles published in peer review journals such as *Academy of Management Journals*, *Academy of Management Reviews*, *Administrative Science Quarterly*, *Journal of Management*, *Journal of International Business Studies*, *Journal of Applied Psychology*, *Strategic Management Journal*, *Organizational Science*, and *Journal of Business Venturing*. To this list, practitioner-oriented journals could be added: *Harvard Business Review*, *MIT Sloan Management Review* and *Rutgers Business Review*.

Across these journals, three types of articles are published: theory papers (without data), empirical papers (with data) and review papers (analyses of past empirical papers, e.g., the articles in the first class by Bowman, Singh, and Thomas and by Durand, Grant and, Madsen.

Your literature review term paper resembles a review paper although on a smaller scale. You should focus mostly on empirical papers although you could consider theory papers as well. Although your literature search may turn out numerous papers, your final review should focus on 6 to 10 papers that you consider as the most interesting, impactful and relevant to your own research topics. As you can see from Bowman Singh and Thomas (2002), typically, a review paper follows a structure of 1) identifying a specific domain of research and its key research topics/questions; 2) summarizing past research in terms of key concepts, theories and findings and evaluating their contributions; 3) pointing out future research directions. Finally, and most importantly, we would like to see your own research agenda, in which you outline your research questions, explain how they are built on and contributed to theoretical and/or practical knowledge of the existing research.

COURSE SCHEDULE

Sessions	Topics
Class 1	Strategic Management 1 – Conducting Research in the Field of Strategic Management & The Industrial Organization Approach

Class 2	Strategic Management 2 – The Resource Based View of the Firm and Extensions
Class 3	International Business 1 – Theoretical Foundations
No class	NA
Class 4	Strategic Management 3 – Corporate Strategy & Boundaries of the Firm
Class 5	International Business 2 – The Multinational Enterprise
No class	NA
Class 6	International Business 3 – Empirical Questions in International Business
Class 7	Organizational Behavior 1 – Group and Team Dynamics
Class 8	Organizational Behavior 2 – Organizational Culture
Class 9	Organizational Behavior 3 – Leadership
No class	NA
Class 1	Individual Term Paper Presentations

Detailed Class Outline (subject to change)

Class 1: Conducting Research in the Field of Strategic Management The Industrial Organization Approach

Required Readings:

1. One article of your choice from the *Strategic Management Journal* (See assignment on Canvas).
2. Bowman, E.H., Singh, H., Thomas, H. (2002). The domain of strategic management: History and evolution. In A. Pettigrew, H. Thomas & R. Whittington (eds.), *Handbook of Strategy and Management*, London: Sage Publications.
3. Porter, M.E. (2008). The five competitive forces that shape strategy. *Harvard Business Review*, 86(1): 78-93.

Recommended Readings:

1. Barney, J.B., Hoskisson, R (1990). Strategic groups: Untested assertions and

research proposals. *Managerial and Decision Economics*, 11: 187-198.
Refinement of the industrial organization approach focusing on sub-groups within industries.

2. Durand R., Grant R.M., Madsen T.L. (2017). The expanding domain of strategic management research and the quest for integration. *Strategic Management Journal*, 38(1):4-16.
A more recent review of the strategic management literature than the Bowman et al. review above.
3. Nadkarni, S., Pan, L., Chen, T. (2019). Only timeline will tell: Temporal framing of competitive announcements and rival responses, *Academy of Management Journal*, 62(1): 117–143.
An empirical study of competitive interactions between firms examining the effect of temporal framing of competitive announcements on rivals' response speed.

Class 2: The Resource Based View of the Firm and Extensions

Required Readings:

1. Barney, J. (1991). Firm resources and sustained competitive advantage. *Journal of Management*, 99-120.
2. Schilke, O. Hu, S. & Helfat, C. (2018). Quo vadis dynamic capabilities: A content analytic review of the current state of knowledge and recommendations for future research, *Academy of Management Annals*, 12(1): 390–439.
A comprehensive review of the dynamic capability literature.
3. Empirical Study: The concept of firm capabilities or dynamic capabilities has been adopted in many different literatures, e.g. marketing capabilities, supply chain capabilities, operational capabilities, etc. As your third article you can either pick **one** of the 4 articles below or find another empirical article on firm capabilities in an area of your interest.
 - Aydinliyim, L.E., Christmann, P. (2022). Public policy-induced changes in human capital factor market imperfections: How non-compete policy affects firm market value, *Working Paper*.
 - Christmann, P. (2000). Effects of 'best practices' of environmental management on cost advantage: The role of complementary assets, *Academy of Management Journal*, 43(4): 663-880.
 - Mannor, M., Shamsie, J., Conlon, D. (2016). Does experience help of hinder top managers? Working with different types of resources in Hollywood, *Strategic Management Journal* (37): 1330-1340.
 - Schilke, O. (2014). On the contingent value of dynamic capabilities for competitive

advantage: The nonlinear moderating effect of environmental dynamism, *Strategic Management Journal* (35): 179-203.

Recommended Readings:

1. Campbell, B.A., Coff, R., & Kryscynski, D. (2012). Rethinking sustained competitive advantage from human capital. *Academy of Management Review*, 37(3), 376-395.
Competitive advantage from human capital, which is viewed as a special type of firm resource.
2. Pisano, G.P. (2017). Toward a prescriptive theory of dynamic capabilities: Connecting strategic choice, learning, and competition, *Industrial and Corporate Change*, 26(5): 747–762.
Identification and selection of capabilities.

Class 3: International Business – Theoretical Foundations

Required Readings:

1. Johanson J. and Vahlne J.-E. 1977. The internationalization process of the firm – A model of knowledge development and increasing foreign market commitments. *Journal of International Business Studies*, 8(1): 23-32.
2. Dunning, J.H. 1988. The Eclectic Paradigm of International Production: A Restatement and Some Possible Extensions. *Journal of International Business Studies*, 19(1): 1-31.
3. Alcácer, J., Cantwell, J.A. and Piscitello, L. (2016), "Internationalization in the information age: a new era for places, firms, and international business networks?", *Journal of International Business Studies*, vol. 47, no. 5, pp. 499-512.

Recommended Readings:

1. Teece D. 1986. Transactions Cost Economics and the Multinational Enterprise. *Journal of Economic Behavior and Organization*, 21-45.
2. Oviatt, B.M. and McDougall, P. (1994), "Toward a theory of international new ventures", *Journal of International Business Studies*, vol. 25, no. 1, pp. 45-64.
3. Luo, Y., & Tung, R., 2017. A general theory of springboard MNEs. *Journal of International Business Studies*, <https://doi.org/10.1057/s41267-017-0114-8>

Class 4: Corporate Strategy & Boundaries of the Firm

Required Readings:

1. Grant, R. (2002). Corporate strategy: Managing scope and strategy content. In A. Pettigrew, H. Thomas & R. Whittington (eds.), *Handbook of Strategy and Management*, London: Sage Publications.
2. Halebian, J., Devers, C., McNamara, G., Carpenter, M., & Davison, R. (2009). Taking Stock of What We Know About Mergers and Acquisitions: A Review and Research Agenda. *Journal of Management*, 35(3), 469-502.
3. Empirical Study: Diversification strategies, mergers & acquisitions, strategic alliances and other corporate strategies have been analyzed in many different literatures and contexts, e.g., finance, accounting, supply chain etc. As your third article you can either pick **one** of the 2 articles below or find another empirical article related to corporate strategy in an area of your interest.
 - Cording, M., Christmann, P., & King, D. (2008). Reducing causal ambiguity in acquisition integration: Intermediate goals as mediators of integration decisions and acquisition performance. *Academy of Management Journal*, 51(4), 744-767.
 - Younge, K.A., Tong, T.W., Fleming, L. (2015). How anticipated employee mobility affects acquisition likelihood: Evidence from a natural experiment, *Strategic Management Journal*, 36: 686–708.

Recommended Readings:

1. Devers, C., Wuorinen, S., McNamara, G., Halebian, J., Gee, I.H., and Kim, J. (2000), An integrative review of the emerging behavioral acquisition literature: Charting the next decade of research, *Academy of Management Annals*, 14(2): 869–907.
A comprehensive review of the acquisition literature from 2008 to 2018 focusing on behavioral aspects of acquisitions. Continuation of the Halebian et al. review above.
2. Furrer, O. (2016), Why do multibusiness firms exist? Theoretical Approaches to diversification, Chapter 2 in O. Furrer, *Corporate Level Strategy: Theory and Applications* (2nd ed.), Chapter 2, London, New York: Routledge
An excellent and accessible explanation of the theories used to explain the existence of multibusiness firms
3. Sohl, T., Vroom, G. & Fitza, M.A. (2020), How much does business model matter for firm performance? A variance decomposition analysis, 2020, *Academy of Management Discoveries*, 6(1), 61–80.
A great reading for the conclusion of the strategy portion of the course, addressing the question how much industry effects, firm effects, corporate effects, country effects and choice of strategic action (business model) matter in explaining the variance in firm performance. Take the results with a grain of salt. This is just the latest in a number of

empirical studies that estimate the relative size of these effects and results of these studies vary widely.

Class 5: The Multinational Enterprise

Required Readings:

1. Meyer, K.E., Li, C. & Schotter, A.P.J. 2020. Managing the MNE subsidiary: Advancing a multi-level and dynamic research agenda. *J Int Bus Stud* 51, 538–576.
<https://doi.org/10.1057/s41267-020-00318-w>
2. Hitt, M., Li, D., Xu, K. 2016. International Strategy: From local to global and beyond. *Journal of World Business*, 51: 58-73.
3. Luo, Y., Zhang, H., & Bu, J. 2019. Developed country MNEs investing in developing economies: Progress and prospect. *Journal of International Business Studies*. 50: 633-667.

Recommended Readings:

1. Gupta, A.K., & Govindarajan, V. 1991. Knowledge flows and the structure of control within multinational firms. *Academy of Management Review*, 16: 768-792.
2. Birkinshaw, J. and N. Hood. 1998. Multinational Subsidiary Evolution: Capability and Charter Change in Foreign-Owned Subsidiary Companies. *Academy of Management Review*. 23(4): 773-795.
3. Lundan, S., Cantwell, J. 2020. The local co-evolution of firms and governments in the information age. *Journal of International Business Studies*.
<https://doi.org/10.1057/s41267-020-00373-3>

Class 6: Empirical Questions in International Business: Some Illustrations

Required Readings:

1. Buckley, P.J., Doh, J.P. & Benischke, M.H. 2017. Towards a renaissance in international business research? Big questions, grand challenges, and the future of IB scholarship. *Journal of International Business Studies*, 48
<https://doi.org/10.1057/s41267-017-0102-z>
2. Lu, Jane and Paul W. Beamish. 2004. International Diversification and Firm Performance: The S-Curve Hypothesis. *Academy of Management Journal*, 47(4): 598-609.

3. Nippa, M., & Reuer, J. 2019. On the future of international joint venture research. *Journal of International Business Studies*. 50: 555-597.

Recommended Readings:

1. Cuervo-Cazurra, A., Gaur, A. S., Singh, D. (equal authorship) 2019. Pro-market institutions and global strategy: the pendulum of pro-market reforms and reversals. *Journal of International Business Studies*, 50 (4): 598-632. doi.org/10.1057/s41267-019-00221-z.
2. Schotter, A., Mudambi, R., Doz, Y., & Gaur, A. S. 2017. Boundary spanning in global organizations. *Journal of Management Studies*, 54(4): 403-421.
3. Cuervo-Cazurra, A., Doz, Y. & Gaur, A. S. 2020. Skepticism of Globalization and Global Strategy: Increasing Regulations and Countervailing Strategies. *Global Strategy Journal*, 10(1): 3-31. <https://doi.org/10.1002/gsj.1374>.

Class 7: Group and Team Dynamics

1. Van Knippenberg, D. & J. N., Mell. 2016. Past, present, and potential future of team diversity research: From compositional diversity to emergent diversity, *OBHDP*, 135-145
2. Lau, D.C. & Murnighan, J.K. (2005). Interactions within groups and subgroups: The effects of demographic faultlines. *Academy of Management Journal*, 48, 645-659
3. Jehn, K. A, Northcraft, G. B., & Neale, M. A. 1999. Why differences make a difference: A field study of diversity, conflict, and performance in workgroups. *Administrative Science Quarterly*, 44, 741-763.

Recommended Readings

1. Cohen & Bailey, (1997). What makes teams work: Group effectiveness research from the shop floor to the executive suite. *Journal of Management*, 23, 239-290.
2. Chatman, J. A., Greer L., Sherman, E. & Doerr, B. 2019. Blurred lines: How collectivism norm operates through perceive group diversity to boost or harm group performance in Himalayan Mountain climbing. *Organizational Science*.
3. Tsui, A., Egan, T., & O'Reilly, C. (1992). Being different: Relational demography and organizational attachment. *Administrative Science Quarterly*, 37, 549-579.

Class 8: Organizational culture

1. O'Reilly, C.A., Chatman, J.A. & Doerr, B. 2020. When 'me' trumps 'we': Narcissistic leaders and the cultures they create. *Academy of Management Discoveries*.
2. Chen, C.C., Chen, X.P. & Meindl, J.R. (1998). How can cooperation be fostered: The cultural effects of individualism and collectivism. *Academy of Management Review*, 23, 285-304.
3. Chatman, J. A., & Barsade, S. G. (1995). Personality, organizational culture, and cooperation: Evidence from a business simulation. *Administrative Science Quarterly*, 423-443.

Recommended Readings

1. Hartnell, C. A., Ou, A.Y., Kinicki, A. 2011. Organizational culture and organizational effectiveness: A meta-analytic investigation of the competing values framework's theoretical suppositions. *Journal of Applied Psychology*, 96, 677-694.
2. O'Reilly, C. A., Chatman, J., & Caldwell, D. F. (1991). People and organizational culture: A profile comparison approach to assessing person-organization fit. *Academy of Management Journal*, 34(3), 487-516.
3. Trice & Beyer, (1993). *The culture of work organizations*. Chapter 1 in Trice, H.M. & Beyer, J.M. 1993. *The Cultures of Work Organizations*. Englewood Cliff, NJ: Prentice Hall.

Class 9: Leadership

1. Shim, S., Livingston, R.W., Phillips, K.W., & Lam, S.S.K. 2020. The impact of leader eye gaze on disparity in member influence: Implications for process and performance in diverse groups. *Academy of Management Journal*, 2020
2. Chen, C. C., Zhang, A. Y., & Wang, H. 2014. Enhancing the Effects of Power Sharing on Psychological Empowerment: The Roles of Management Control and Power Distance Orientation. *Management and Organization Review*, 10(1): 135-156.
2. Dvir, T., Eden, D., Avolio, B. J., & Shamir, B. (2002). Impact of transformational leadership on follower development and performance: A field experiment. *Academy of Management Journal*, 45, 735-744.

Recommended Readings

1. Lord, R.G., Gatti, P. & S.L.M. Chui, 2016. Social-cognitive, relational, and identity- based approaches to leadership, *OBHDP*, 119-134

2. Zhang, Y., Waldman, D., Han, Y., & Li, X. 2015. Paradoxical leadership behavior in people management: Antecedents and consequences. *Academy of Management Journal*, 58, 538-566.
3. Graen, G.B. & Uhl-Bien, M. (1995). Relationship-based approach to leadership: Development of leadership-member exchange (LMX) theory of leadership over 25 years: Applying a multi-level multi-domain perspective. *Leadership Quarterly*, 6, 219-247.

Class 10: Student Presentations of Final Project

SUPPORT SERVICES

If you need accommodation for a **disability**, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are **pregnant**, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek **religious accommodations**, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of **gender or sex-based discrimination or harassment**, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link:

<http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

Bias incidents: an act – either verbal, written, physical, or psychological that threatens or harms a person or group on the basis of actual or perceived race, religion, color, sex, age, sexual orientation, gender identity or expression, national origin, ancestry, disability, marital status, civil union status, domestic partnership status, atypical heredity or cellular blood trait, military service or veteran status.

Bias incidents can be reported online at:

[New Brunswick Bias Incident Report Form](#)

[Newark Bias Incident Report Form](#)

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via

<https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services:

<http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.
 - Students must sign, date, and return a statement declaring that they understand this syllabus.]
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CODE OF PROFESSIONAL CONDUCT

[If you prefer to direct students to the conduct policy online instead, please use the following link and place it beneath the header above:

<https://myrbs.business.rutgers.edu/students/code-professional-conduct>]

Rutgers Business School is recognized for its high-quality education. To that end, maintaining the caliber of classroom excellence, whether in person or online, requires students to adhere to the same behaviors expected in professional career environments. These include the following principles:

Discussion and Correspondence

- Each student is encouraged to participate actively in class discussions and exercises. Substantive dialogue requires a degree of mutual respect, willingness to listen, and tolerance of opposing points of view. Disagreement and the challenging of ideas must happen in a supportive and sensitive manner. Hostility and disrespectful behavior will not be tolerated.
- In correspondence and in the classroom, students should demonstrate respect in how they address instructors. Students should use proper titles unless there is an explicit understanding that the instructor accepts less formal alternatives. Similarly, appropriate formatting in electronic communication and timely responsiveness are all expectations in every professional interaction, including with instructors. Everything said and written should demonstrate respect and goodwill.

Punctuality and Disruption

- Class starts and ends promptly at the assigned periods. Students are expected to be in their seats or present online and ready to begin class on time.
 - Take your responsibility to attend class seriously. Your attendance is a critical element of the learning experience for in-person classes. Failure to show up disrupts your learning and signals disrespect to your peers and instructors. (Of course, illness is a legitimate exception requiring advanced reporting to the [University](#) and your instructors.)
 - Barring emergencies and within reason, students are expected to remain in their seats for the class duration. In person, packing belongings before the end of class disturbs both other students and the instructor. Online, attending to other tasks is

distracting. In addition, even if webcams are not required in your course, your attention is fundamentally lacking if you are engaged in multiple tasks simultaneously.

Technology

- The use of technology is sanctioned only as permitted by the course instructor. As research on learning shows, peripheral use of technology in classes negatively impacts the learning environment in three ways:
 1. Individual learning and performance directly suffer, resulting in the systemic lowering of grades earned.
 2. In the classroom, one student's use of technology automatically diverts and captures other people's attention, thus impeding their learning and performance. Moreover, even minor infractions have a spillover effect and result in others doing the same.
 3. Subverting this policy (e.g., using a phone during class, even if hidden below the table or out of sight from your webcam; tapping on a smartwatch; using a laptop for non-course related matters) is evident to the course instructor and offensive to the principles of decorum in a learning environment.
- Networking, computing, and associated resources in the trading rooms, advanced technology rooms, and general classrooms are to be used in the manner intended.
- Sharing links to private online classes, attempting to join an online class you are not enrolled in, or posting disruptive content during these sessions are strictly prohibited and may lead to disciplinary action.
- For more instructions on information technology resources at Rutgers University, please refer to the [Acceptable Use Policy for Information Technology Resources](#).

Misappropriating Intellectual Property

- Almost all original work is the intellectual property of its authors. These works may include syllabi, lecture slides, recorded lectures, homework problems, exams, and other materials, in either printed or electronic form. The authors may hold copyrights in these works, which U.S. statutes protect. Copying this work or posting it online (on sites such as Chegg or Course Hero) without the author's permission may violate the author's rights. More importantly, these works are the product of the author's efforts; respect for these efforts and the author's intellectual property rights are important values that members of the university community take seriously.
- For more instructions on copyright protections at Rutgers University, please refer to the [Rutgers Libraries](#).

Rutgers Business School is committed to the highest standards of integrity. We value mutual respect and responsibility, as these are fundamental to our educational excellence inside and outside the classroom.