

Management
Course Number: 29:620:320
Course Title: Cross Cultural Management

COURSE DESCRIPTION

In today's interconnected global business landscape, effective management requires a deep understanding of the complexities and nuances associated with international and multicultural environments. Cross-cultural management is a comprehensive course designed to equip students with the knowledge and skills necessary to navigate the challenges and harness the opportunities presented by the culturally diverse world.

To help this learning goal, this course is structured around two primary learning objectives:

1. Cultural Dynamics & Influence:

- Explore the intricate interplay of cultures and their profound impact on organizational behavior, decision-making processes, and communication strategies.
- Delve into the study of cultural dimensions, values, and norms to gain insights into how they shape individual and group behaviors within a corporate context.
- Examine case studies and real-world examples to illustrate how cultural differences can either catalyze innovation or present obstacles in a globalized business environment.

2. Effective Global Management Strategies:

- Develop a repertoire of strategies and techniques for managing people, teams, and organizations effectively in a global context.
- Investigate cross-cultural leadership styles, conflict resolution methods, and negotiation tactics to foster cooperation and synergy across diverse teams.
- Understand the importance of adaptability and cultural intelligence (CQ) as essential skills for successful cross-cultural management.
- Address ethical considerations and social responsibility within a global business framework, emphasizing the importance of cultural sensitivity and inclusivity.

Throughout this course, students will engage in interactive discussions, case analyses, and experiential exercises aimed at building cross-cultural competence. By the end of the course, participants will have gained a deeper appreciation for the cultural influences shaping the business world and will also be well-prepared to lead and thrive in the diverse, ever-evolving global marketplace. Cross-Cultural Management is a vital stepping stone for anyone aspiring to become a successful global manager or entrepreneur.

To help the learning process, all readings, assignments, exercises, and activities have been carefully selected and designed to focus on

Course Delivery Mode: Via Zoom

Learning Management System: Canvas

HARDWARE AND SOFTWARE REQUIREMENTS

The following hardware/software specifications are the **minimum required for this course: Hardware**

- I5 Processor
- Windows 10 Professional
- 8gb of RAM
- 256gb hard drive
- 720p webcam
- Internal mic and speakers/headphones
- Proctoring Software (e.g., Proctortrack)

For those students in need of financial assistance, please reach out to RU NB Dean of Students or RU-N CARE Team for help with getting needed hardware.

- RBS New Brunswick Students in need of financial assistance can send an email to: deanofstudents@echo.rutgers.edu
- RBS Newark Students in need of financial assistance may submit their request via a form: <https://myrun.newark.rutgers.edu/care-team>

Software

As part of the course, you will be required to regularly use the software listed below. It is your responsibility to make sure all the required software is current to its latest version. All software is freely available through Rutgers. The minimum software requirements include:

- Web base navigator that is Java enabled (ex., Opera, Mozilla, Explorer)
- Word processor, preferably Microsoft Word
- Grammarly -education version
- Spreadsheet processor, preferably Excel
- Presentations software, preferably PowerPoint
- Respondus Proctoring

You should be able to download most needed software from RU software portal: <https://it.rutgers.edu/software-portal/>

Also, the entire MS Office Suite is available for free to all RBS students. To obtain this software, please use the following link: <https://software.rutgers.edu/product/3441>

Online Proctoring tools for assessments. Use this link to access instructions regarding Respondus Lockdown

Browser and Monitor: <https://canvas.rutgers.edu/documentation/external-apps/rldb-monitor-students/>

NOTE:

For all written assignments, you MUST use Grammarly, a platform that checks for hundreds of grammar issues in documents and emails. RBS students can run their papers through the online Grammarly

premium editor and address any issues. You will need your netID login to access the system. Go to

<https://grammarly.com> and select "Log in" in the upper right-hand corner of the website. On the next

screen, you will log in with your_netid@rutgers.edu as the email address to initiate the familiar SSO

login process. Download Grammarly for your various devices, web browsers, and mobile devices.

The

platform is user-friendly. However, numerous videos are also available on the YouTube Grammarly channel. If you have any issues signing up, you can contact support@grammarly.com. Registration information for Grammarly can be found in the Course Documents section on Canvas.

Tech Support

If you have any technology issues, please reach out to the *OTIS help desk*. The tech support has coverage scheduled from 8am-8pm Monday-Friday. Use the email: helpdesk@business.rutgers.edu

For more information on remote learning, please review the following website:

<https://myrbs.business.rutgers.edu/students/learning-remotely>

FEEDBACK AND RESPONSE EXPECTATIONS

- **Email Response Times:** I will do my best to return your emails in 24 hours. Please remind me if you do not hear back from me within 48 hours. I may take longer to respond on weekends and holidays.
- **Graded Materials Return Times:** I will strive to grade your assignments and exams within 7 days.
- **Discussion Board Response Times:** I aim to review and grade your posts within 7 days.

Sample Student Expectations:

In this course, you will be expected to complete a number of tasks including:

- Downloading and uploading documents
- Accessing documents online
- Viewing online videos
- Participating in online discussion groups
- Completing quizzes/proctored tests online
- Uploading documents to Canvas
- Participating in synchronous online discussions
- Using Grammarly prior to submissions

COURSE MATERIALS

We will use the following book:

***International Management: Culture, Strategy, and Behavior*, 12th Edition.
ISBN10: 1266061312 , ISBN13: 9781266061318 By Jonathan Doh, Fred Luthans and Ajai Gaur**

You can choose to buy the book from the publisher at this link:

<https://www.mheducation.com/highered/product/International-Management-Culture-Strategy-and-Behavior-Doh?viewOption=student#mh-ecomm-he-product-accordion-1788683433-heading-mh-ecomm-accordion-list-eda3f5d67c>

- *The paperback costs* \$\$70.00
- *The e-rental costs* \$62.33

Assessments

You might be required to complete several free on-line assessments during the semester. You may be required to upload a screenshot of the finished

Additional Readings and Assignments

To be handed out in class or posted on Canvas.

Canvas

Canvas is the primary course management tool for this course. Therefore, please make sure that you have proper access to Canvas. Canvas will contain course announcements, documents, assignments, readings that are not included in the course packet, and other important information. In addition, you will be required to submit individual assignments and team deliverables through Canvas. Finally, I will be using Canvas as one avenue of communication with the class; therefore, it is important that the e-mail address you are using for Canvas is correct and is one that you check frequently.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge consistent with the learning objectives for Undergraduate Programs at Rutgers Business School. In the case of the *Cross-Cultural Management course*, our primary aim is to develop your Cultural Mindset, enabling you to work and lead effectively across diverse cultures including global organizational contexts. Through self-awareness, knowledge acquisition, and skill development, you will be prepared to tackle real-world managerial challenges associated with cross-cultural interactions. Thus., the course focuses on the three learning goals listed below. These goals are supported by several core learning objectives.

Learning Goal 1: Developing Cultural Mindset

Our first goal is to deepen your understanding of the cultural factors that shape your perspectives and behaviors as a leader. You will gain insight into your own cultural values, worldviews, and perspectives, and recognize how these elements influence your approach to leadership and management in multicultural settings. This self-awareness is foundational for effective cross-cultural leadership.

Learning Goal 2: Acquiring Cross-Cultural Knowledge

The second goal is to equip you with comprehensive knowledge about the various dimensions of cross-cultural differences that impact individuals and teams within organizations. You will delve into the intricacies of values, communication styles, motivation factors, conflict resolution, negotiation tactics, leadership approaches, and the dynamics of global and cross-cultural teams. This knowledge will empower you to navigate cultural diversity with competence and sensitivity.

Learning Goal 3: Applying Cross-Cultural Skills

Our final goal is to provide you with practical skills and strategies that enhance your effectiveness when working and leading across cultures. You will have the opportunity to apply these skills to real-world managerial challenges, allowing you to develop the ability to adapt, innovate, and implement cross-cultural solutions. By the end of the course, you will be well-prepared to contribute to more inclusive and culturally sensitive leadership and management practices in a globalized world.

LEARNING PILLARS

To support these learning goals, this course relies on four pillars. These pillars will prepare you to excel as a culturally sensitive and effective leader in today's diverse and interconnected business landscape. The pillars are

1. Knowledge. Students will obtain an understanding of management concepts and critical skills that individuals need to know and utilize effectively in order to work well with others in culturally diverse organizations.

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the essential personal and interpersonal skills of successful managers in multicultural/global contexts.
- b) Understanding of how to work more effectively with others and as part of a multicultural/global team.
- c) Understanding of the key factors that contribute to multicultural/global team effectiveness, and group dynamics and decision-making.
- d) Awareness and appreciation of one's own interpersonal traits and skills, in order to apply them to be effective team members and leaders in a multicultural/global context.

2. Ethical Judgement. Students will use reasoned and ethical judgment when analyzing problems and making decisions, accounting for cultural differences.

Students who complete this course successfully will demonstrate the following:

- a) Awareness of one's values and under which situations one's values may be challenged in a multicultural/global context
- b) Articulating and communicating one's values to effectively promote fairness and justice in multicultural/global organizations

3. Global Perspective. Students will have the breadth of perspective necessary to succeed in a global and diverse business environment.

Students who complete this course successfully will demonstrate the following:

- a) Understanding of the impact of diversity in personality traits when working with others in multicultural/global organizations
- b) Understanding of the impact of demographic diversity when working with others in multicultural/global organizations
- c) Understanding of the impact of cultural diversity when working with others in multicultural/global organizations

4. Effective communication. Students will be effective multicultural/global communicators.

Students who complete this course will demonstrate the following:

- a) Ability to construct clear, concise, and convincing written business communication that

properly communicates ideas within a multicultural business context.

- b) Ability to construct and deliver clear, concise, and convincing oral communication within a multicultural business context.
 - c) Ability to leverage skills practices in this course to facilitate academic performance in other courses, to enhance future work performance, and to achieve professional and personal success within a multicultural business context.
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COURSE ACTIVITIES

Students will achieve their learning goals and reinforce the learning pillars through various course activities and assignments. The activities and assignments include:

- 1. In-Class Presentation and Skill-Building Activities.** Each session is comprised of both formal lectures and in-class activities. Weekly sessions are interactive in nature, requiring attention and participation by the students, as facilitated by me. I will use PowerPoint presentations of the course material to transfer the conceptual knowledge to course participants. After the presentations, students are expected to actively engage in interactive skill-building cases, role-plays, and other individual and team exercises to help ensure thorough comprehension of the material and acquisition of skills.
- 2. Reading and Individual Assignments.** Reading and individual assignments are required in order to reinforce concepts and skills presented in the course. Readings complement the course lectures and cover individual, interpersonal, and team concepts. Individual assignments allow students to reflect on their personal values, their effectiveness as a team leader, and the effectiveness of their team's performance.
- 3. Group Project Assignments / Group Presentation.** Students are assigned to a **group of approximately 5 students** for a team project that spans the duration of the course. Groups work together as a team in evaluating issues and recommending solutions for an outside organization, applying the concepts learned in the course. The culmination of the project is a final report and presentation in class, where each member of the team is required to present the key elements of the project. Throughout the semester, each team member evaluates and provides feedback on the team's effectiveness, focusing on areas of effectiveness and areas for improvement.
- 4. Assessments:** Students will take multiple assessments/inventories focusing on multicultural awareness and leadership. Students will receive individualized results and feedback for each assessment.
- 5. Tests.** The course includes TWO tests to formally assess students' knowledge and comprehension.

PREREQUISITES

There are no prerequisites for this course.

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.

You do not have permission to distribute my course materials to any other person or republish any of my content to a third-party platform like Course Hero, Quizlet, etc.

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.

TEACHING PHILOSOPHY

Individuals learn through a variety of means and mediums. Therefore, we will explore course topics and foster skill-building through a variety of teaching methods, including lectures, case analyses, group work, video analyses, simulation, role plays, and other experiential exercises. In so doing, we fully expect that learning will occur at both the individual and group levels of analysis.

OVERALL CLASS POLICY

Individual and team learning in this course hinge on the quality of the interactive discussions that occur amongst yourselves and between you and me during class time. **It is expected that you will spend 5-6 hours per week outside of class completing homework, projects, and studying.**

Class attendance, participation, preparation and professionalism will count heavily in the determination of your final course grade. Attending class is considered a minimum requirement and does not guarantee your receiving all possible points in this category. During our weekly sessions, it is expected that you will be a thoughtful, consistent, and active contributor in ways that reflect your knowledge of course concepts, assigned readings and cases, and that demonstrate your engagement in, and ability to add value to, our class activities and discussions.

Expect me to attend all class sessions. I expect the same from you. However, if you have been told to quarantine, or are experiencing symptoms of any transmittable disease, please remain at home and not attend in-person class meetings.

If I am to be absent, my department chair or I will send you notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at

Newark: <https://go.rutgers.edu/Verification>

New Brunswick: <https://sims.rutgers.edu/ssra/>

If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, also send an email with full details and supporting documentation (access the [Religious Holiday Policy here](#)) no later than **within 5 days of your**

first absence. **Missing class without the proper notification will impact the professionalism grade.**

Expect me to start each class session on time. I expect the same from you. If I am late, I will do my best to communicate when I expect to arrive. You should remain in the classroom until I arrive. You **MUST** email me in advance letting me know you are to arrive late. If you are missing half of the class or more you will have partial attendance. **Unjustified tardiness will impact the professionalism score.**

Expect me to remain for the entirety of each class session. I expect the same from you. If you are going to leave early, then you **MUST** email me in advance about this and remind me at the start of the class. If you are missing half the class or more you will half partial attendance. **Leaving the class early without early notification will impact the professionalism score**

Expect me to prepare properly for each class session. I expect the same from you. Complete all background reading and assignments. You cannot learn if you are not prepared. **The minimum expectation is that for each 1-hour class session, you have prepared by studying for at least twice as many hours.**

Expect me to participate fully in each class session. I expect the same from you. Stay focused and involved. You cannot learn if you are not paying attention.

GRADING POLICY

Your course grade will be comprised of the SIX (6) elements as listed below. Each element is further described and discussed in the section named “Course Grades & Policies.” These are the six elements and their weight

Attendance	5%
Participation	10%
Professionalism	5%
Team Project (Country Presentation)	25%
Midterm Exam	25%
Final Exam	30%
Total	100%

Grading Scale

A	91.00 - 100
B+	86.50 - 90.99
B	80.00 - 86.49
C+	75.50 – 79.99
C	70.00 – 75.49
D	65.00 – 69.99
F	Below 65

Your final grade is NOT subject to negotiation. Grades will not be rounded up. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error I made and provide all due supporting documentation. If I

have made an error, I will gladly correct it. But I will adjust grades only if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn, and it will not work.

COURSE GRADE COMPONENTS AND POLICIES

Rutgers Business School is recognized for its excellence in education. Maintaining this excellence requires a culture in which individuals conduct themselves in a professional manner. We know from personal experience, anecdotal evidence, and research that classroom learning, interpersonal relationships, community, and career advancement all depend on and thrive in an environment characterized by mutual respect, a willingness to listen, tolerance of opposing points of view, accountability and responsibility, and supportiveness and goodwill. In addition, professional conduct also includes being punctual to class and to meetings with your classmates, being present (i.e., engaged and focused) during class, communicating in a timely manner, and interacting positively with the professor and one's peers. Importantly, these behaviors also reflect critical skills and competencies individuals need to know and have to work more effectively with others in organizations and are therefore, directly relevant to the material you will be expected to learn, apply, practice, and demonstrate in this course.

1. Attendance (5%). You are to attend every class. Attendance will be monitored from weeks 3 to 14 due to the add/drop period. Missing more than two classes will result in a lower attendance grade. **Regardless of the reason, missing half or more of the classes (7 or more absences) may result in the automatic failing of the course.** If you are missing a class, you must use the self-reporting system to notify your instructor before missing a session. If you are unable to notify ahead of time (ex., emergency), you must do the self-reporting within 5 days of missing the session. Proper communication about your attendance is part of your professionalism score.

2. Participation (10%). Participation will be tracked and evaluated every week. **Attending class is not equivalent to participating in class.** Participation requires you to be engaged in class, including answering class questions, doing the class polls, and submitting the participation answer via Canvas at the end of class. There is no make up for participation, even if the absence is justified.

3. Professionalism (5%). You are expected to conduct yourself in a professional and ethical manner. Professionalism will be judged based on your communication, actions and behaviors throughout the semester. This means:

- Treating all classmates and the course instructor with respect
- Attending class and team meetings
- Joining on time and avoiding early departures for class and team meetings
- Being responsible and accountable for one's behaviors and actions both in the classroom and as a team member -ex., Properly communicating absences.
- Doing your share fair of the team project
- Acting ethically with high integrity
- Being honest and trustworthy
- Not being on social media during class time
- Submitting all assignments on-time

4. Team Project (25%). This project is designed to promote your analytic and critical thinking skills and to encourage the application of our course concepts to real-world multicultural/global organizations. This includes developing your interpersonal abilities to

work in a multicultural/global team. To accomplish the deliverables comprising this project, you will be randomly assigned to work in a project team of 4-5 students.

Detailed instructions for the team project, including a description of all deliverables and their respective due dates are included as an attachment to this syllabus (see “Team Project Instructions”).

Failure to contribute significantly to the team project as determined by the course instructor (with consideration of input provided by team members) will result in a full one-grade deduction to your final course grade or the **possibility of failing the course.**

5. Midterm Exam (25%). This is Canvas Administered. You will be responsible for all assigned readings (whether covered in class or not) and all material covered in class, including cases, readings, assignments, activities, and exercises.

6. Final Exam (30%). This is Canvas Administered. The final exam will be **non-cumulative**. It will focus primarily on all assigned readings (whether covered in class or not) and all material covered in class following the Midterm, as well as key concepts of material covered since the beginning of the course.

No make-up examinations will be given for missed exam. Failure to show up for an examination will result in a “0” and will be factored into the final course grade as calculated above. Extenuating circumstances (which are very few) must fall under the definition of an “acceptable and authenticated absence,” as described in Section 60.14f of the University Regulations manual

If you have a disability that influences any of the elements listed above, please provide me an official letter from the Office of Disability Services at the start of the semester.

COURSE SCHEDULE

Week	Topics	Reading/Discussion/Presentation Assignment	Readings	Hw
		PART 1: ENVIRONMENTAL FOUNDATION		
1	Course Overview & Orientation Globalization & International Linkages	Case: Seven Epic Cases of Companies That Failed Internationally Video: 15 Details	Ch 1	Ok Syllabus Emergency email

		Pixar & Disney Changed For Different Countries		
2	The Political, Legal, & Technological Environment	Case: How The Coca-Cola System Refreshes Local Economies and Communities in Markets Around the World Video: Industry 4.0 - The Fourth Industrial Revolution	Ch 2	
3	Ethics and Social Responsibility	Case: United Nations Case Video: Can we make businesses more ethical?	Ch 3	
		PART 2: THE ROLE OF CULTURE		
4	The Meanings & Dimensions of Culture	Case: TBA Video: Cultural difference in business - China vs Western ways	Ch 4	Team Contract
5	Managing Across Culture	Case: The Culture Quiz Video: Cross-cultural communication Video: HSBC and Culture	Ch 5	
6	Organizational Culture & Diversity	Case: Tips - Managing Cross-Cultural Remote Teams Video: Managing Cross-Cultural Remote Teams	Ch 6	
7	Cross-Culture Communication & Negotiation	Case: Cross-Cultural Conflicts Video: Cross-Cultural Relationships: Navigating Differences for Stronger Connections	Ch 7	

		Video: The Surprising Paradox of Intercultural Communication Video: Communication in Cross-Cultural Negotiations		
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Week	Topics	Reading/Discussion/Presentation Assignment	Readings	Hw
		PART 3: INTERNATIONAL STRATEGIC MANAGEMENT		
8	Mid Term	Test assessment of Chapters 1 - 8	Ch 1 - 7	
	Strategy Formulation & Implementation	Case: Coca Cola Video: Domino's Cultural Adjustment	Ch 8	
9	Entry Strategies & Organizational Structures	Video: Global Market Entry Strategies: Exporting to Direct Investment Case: Walmart's Global Expansion Strategy Starbucks International Strategy	Ch 9	
	Managing Political Risk, Government Relations, & Alliances	Case: Google in China: Protecting Property and Rights Video: Why is Huawei Banned in the USA?	Ch 10	
10	Management Decision & Control	Video: Alibaba and Amazon Compete by New Strategies	Ch 11	
		PART 4: ORGANIZATIONAL BEHAVIOR AND HUMAN RESOURCE MANAGEMENT		
11	Motivation Across Cultures	Case: TBA Video: Motivating Workers Across	Ch 12	Draft Paper

		Cultures How does culture shape motivation?		
12	Leadership Across Cultures	Case: 5 Cross-Cultural Leadership Challenges Video: The importance of intercultural and agile leadership	Ch 13	
13	Human Resource Selection & Development Across Cultures	Case: TBA Video: How your company can gain a global talent advantage	Ch 14	Final Paper
14	Group Project Presentations	Group Project Presentations	Capstone Session	Slides Deck

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.]

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](#).

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