

IDEAL PROGRAM COURSE SYLLABUS

Dear Student,

Please read the following course syllabus carefully, especially the course dates, times and location. If you have any questions, please do not hesitate to communicate with the IDEAL office, your academic advisor, or the instructor.

The IDEAL degree-completion program is designed with the adult learner in mind. Adult learners approach learning with specific goals, want to be able to directly apply new learning to their work and personal lives, and tend to learn best when the coursework is problem-centered so that they are actively engaged in the learning process. In addition, adults bring rich and varied experience to the classroom, which becomes a valuable learning resource for other students.

The IDEAL Program assumes joint responsibility in the learning process. The activities and assignments in our classes build on the shared experience of all learners in each class. This is why each student's preparation, participation and interaction in class activities and discussions are critical to the success of each course. The accelerated format of each course requires a significant amount of time outside the classroom to prepare for and complete the course assignments. This varies between students and courses; however, students typically spend a minimum of ten-twelve hours per week on course material.

To participate in the IDEAL Program, it is expected that you will do the following:

1. Attend every class session. Be on time.
2. Obtain the required course materials prior to the first class session.
3. Complete the first assignment prior to the first class session and all subsequent assignments to the best of your ability.
4. Participate in the class discussions and demonstrate respect and consideration to the instructor and other students when they express themselves in discussion.

If you cannot perform these four expectations, **it is recommended that you drop the course.**

Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of "B" in the course, the final grade would be a "C"). If a student misses two or more classes a grade of F will be entered as their final grade.

Cheating and Plagiarism

It is the student's responsibility to become familiar with and adhere to the standards set forth in the policies on cheating and plagiarism as defined in Chapters 2 and 5 of the Key to UB <http://www.bridgeport.edu/pages/2623.asp> or the appropriate graduate program handbook

E-mail correspondence

It is imperative that you check your UB e-mail on a regular basis. All written correspondence, to include IDEAL and the University will be sent to you through his e-mail. **The University can no longer correspond to your personal e-mail account(s).**

Ethics Statement of Confidentiality

An integral component of an IDEAL course is student and faculty expression of personal experiences for the purpose of facilitating coursework. Students enrolled in the program are expected to honor confidentiality as it pertains to student disclosure. Shared information, comments, or opinions expressed by another student or the faculty member during the course of

classroom discussion should never be used in a manner which is intended to humiliate, embarrass, harass, damage, or otherwise injure other students in their personal, public, or business lives. In addition, confidentiality must be upheld by not disclosing any information that would identify any particular individual.

Course No. & Title: MGMT 302 Multicultural Management

Semester and Term: Summer 2013

Dates: May 9th to June 27th

Day and Time: Thursdays 6:00 – 9:00 pm

Campus Location – Stamford Campus, Classroom C

Course Description:

This course introduces students to the basics of organization and management theory, as they apply to the global market place. A cross-cultural approach is used to examine the similarities, differences and application of theory across national boundaries; and to identify those structural constants that permit business to be conducted on a global scale. Organization culture, role structure, coordination and control methods, leadership, and business strategy are the basic theoretical constructs introduced and evaluated in the course.

Instructor & contact information

Laura Jacob

203.961.0227

ljacob@bridgeport.edu

Required Textbook: Management Fundamentals: Concepts, Applications, Skill Development, 5th Edition. Robert N. Lussier, Springfield College.

- ISBN-10: 1111577528
- ISBN-13: 9781111577520

To order textbooks, go to the bookstore website at: <http://www.bridgeportbookstore.com>
Select IDEAL Campus and login to the bookstore. Select the course and follow instructions.

Learning Outcomes:

- Upon completion of this course the student should be able to:
- Describe key characteristics of a successful manager both domestically and internationally.
- Understand how management varies among different cultures. In addition, students will know how to recognize those differences and work with them.
- Define the key components of decision-making, planning and delegation.
- Understand how Human Resource Management, including motivation and team building across borders, impacts the bottom line of a company.
- Describe how control systems are used to ensure operational competency.

Please note there is an assignment due on the first day of class at 6 pm. It is described under week 1.

This assignment must be emailed to ljacob@bridgeport.edu by 6 pm on May 9th 2013 and a hard copy brought to class.

You must check your UB email account regularly as it is the only email address to which emails will be sent.

Assignments:

Week 1

Read Chapters 1 and 2 in the text

Written assignment (due the first class):

Chapter 1 – Question 3 under Communication Skills on page 29

Chapter 2 – Questions 5 and 7 under Communication Skills on page

81

Canvas Assignment: Post your response to question 8 on page 29 and 9 on page 81 to Homework Week 1 in Canvas

Week 2

Read Chapter 3 (pages 88-104) and Chapter 4 in the text

Written Assignment

Chapter 3 – Question 2 under Communication Skills on page 117

Chapter 4 – Questions 3 and 5 under Communication Skills on page 152

Canvas Assignment

Read the On the Job “Theo Chocolate” case on page 154 – Post answers to question under Homework Week 2 in Canvas

Week 3

Read Chapters 5 and 6 in the text

Written Assignment

Chapter 5 – Questions 2 and 3 under Communication Skills on page 197

Chapter 6 – Answer Questions 1-10 under Skill Builder 1 on page 232

Canvas TBD

Week 4

Read Chapters 7 and 8 in the text

Written Assignment

Chapter 7 – Answer Questions 1-14 for the Objective Case - Citigroup on pp.265-267

Chapter 8 – Answer question 5 under Chapter Summary on p. 318

Canvas Assignment: Read Appendix C on pp. 278-280. Do steps 1 (Perform a Self Assessment and Set Objectives) and Step 2 (Create Your One Minute Soft-Sell). Discuss your findings in the Week 4 Canvas Forum

Week 5

Read Chapters 9 and 10 in the text

Written Assignment

Chapter 9 – Answer questions 2 and 4 under Communication Skills on pp. 349-350

Chapter 10 – Answer Questions 2 and 3 under Chapter Summary on p. 383

Week 6

Read Chapters 11 and 12 in the text

Written Assignment

Chapter 11 – Answer questions 2 and 4 under Communication Skills on p. 426

Canvas Assignment: Read Applying the Concept 4 on page 453 and complete the questions. Go to Week 4 Assignment in Canvas and describe a situation or time when you had to work on a team with a “Problem Member”. Which category did that problem member fall into? Why?

Week 7 – Read Chapter 13 in the text

No Assignment this week

Review for Final

Grading:

Class homework: 20%

Attendance and participation: 30%

Canvas Participation: 15%

Mid Term Exam 15%

Final Exam: 20%

Description of Weekly Sessions:

- 1. Question and Answer on any course material or homework to date**
- 2. Review of Text and cases**
- 3. Interactive Discussion applying the text to Real-Time**

Grading, Writing Requirements, Academic Honesty and Wikipedia Policy

In academic research, it is important to distinguish between informal media, which are useful for background information and idea generation, and formal media, which are acceptable sources to cite in academic papers. Informal media include blogs, online discussion forums, and Wikipedia (as well as other Wikimedia) **All papers will be submitted to Turnitin.com to check for plagiarism. You can also submit your papers to turnitin.com as well.**

None of these informal sources are acceptable as cited sources in your reference list. **Papers that contain informal media including Wikipedia in their reference list will be subject to a grade penalty of 10% for each occurrence.**

Late Assignments - Late assignments will be penalized with a 10% grade deduction for each day late. Due dates are defined as of the start of class meeting on which the assignment is due.

Weekly assignments must be written in paragraph format and no less than 2 paragraphs per question and a minimum of 500 words.

All papers must be typed, double spaced and free from typos and contractions and must be submitted in a WORD DOCUMENT as an attachment.

All papers are graded on content, grammar, spelling and general writing ability. Please see grading rubrics below. This is a Third Year University Course. If you

have difficulty writing or English is not your first language please reach out to your Academic Advisor for assistance.

Written Assignment Grading Rubric

<p><u>Subject Matter (35%):</u></p> <ul style="list-style-type: none"> • Key elements of assignments covered • Content is comprehensive/accurate/persuasive • Displays an understanding of relevant theory • Major points supported by specific details/examples • Research is adequate/timely 	
<p><u>Higher-Order Thinking (15%):</u></p> <ul style="list-style-type: none"> • Writer compares/contrasts/integrates theory/subject matter with work environment/experience • At an appropriate level, the writer analyzes and synthesizes theory/practice to develop new ideas and ways of conceptualizing and performing 	

Organization (15%)

<ul style="list-style-type: none"> • The introduction provides a sufficient background on the topic and previews major points/deliverables • Central theme/purpose is immediately clear • Structure is clear, logical, and easy to follow • Subsequent sections develop/support the central theme • Conclusion/recommendations that summarize major points/deliverables follow logically from the body of the paper 	
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Style/Mechanics (35%)

<p><u>Format--10%</u></p> <ul style="list-style-type: none"> • Citations/reference page follow guidelines • Properly cites ideas/info from other sources • Paper is laid out effectively--uses, heading and other reader-friendly tools • Paper is neat/shows attention to detail <p><u>Grammar/Punctuation/Spelling--15%</u></p> <ul style="list-style-type: none"> • Rules of grammar, usage, punctuation are followed • Spelling is correct <p><u>Readability/Style--10%</u></p> <ul style="list-style-type: none"> • Sentences are complete, clear, and concise • Sentences are well-constructed with consistently strong, varied structure • Transitions between sentences/paragraphs/sections help maintain the flow of thought 	
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<ul style="list-style-type: none"> • Words used are precise and unambiguous • The tone is appropriate to the audience, content, and assignment 	
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Oral Presentation Grading Rubric

Content (40%)

<ul style="list-style-type: none"> • Presentation content clearly follows the written paper upon which it is based (if applicable) • Topic is relevant and addresses assignment specifications • Content presented is comprehensive, accurate, and believable • Key points are noted • Topic is researched adequately 	
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Organization/Structure (20%)

<ul style="list-style-type: none"> • Presentation is well-organized, clear, and effectively structured • If this is a group presentation, it is integrated rather than being a disjointed series of individual presentations • There is an introduction to gain the audience's attention and explain the purpose of the presentation 	
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Style/Presentation/Appearance (10%)

<ul style="list-style-type: none"> • Dress and grooming are appropriate to the setting • Non-verbal cues/gestures are appropriate to presentation and flow of ideas • Content knowledge/confidence are evident • Time was used well/not rushed 	
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Use of Visual Aids (10%)

<ul style="list-style-type: none"> • Visual aids are used where appropriate • Visual aids are appropriately professional given the presentation's context • They are easy to see/read • Media are used correctly, e.g., overheads, videos, Power Point slides, charts, etc. • Visual aids contribute to the overall effectiveness of the presentation 	
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How Points and Percentages Equate to Grades for oral and written work:

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59<	F

A = The student:

Clearly stands out as an excellent performer and has unusually sharp insight into material and initiates thoughtful questions.

- Sees many sides of an issue.
- Articulates well and writes logically and clearly.
- Integrates ideas previously learned from this and other disciplines.
- Anticipates next steps in the progression of ideas.
- Submits assignments on time.
- Is in full attendance.
- Constructively contributes to the learning environment.

“A” work by nature could be a model to be emulated by other students.

B = The student:

- Grasps subject matter at a level considered to be good to very good.
- Is an active listener and participant in the workshop discussions.
- Speaks and writes well.
- Accomplishes more than the minimum requirements.
- Has above average performance.
- Produces work in and out of the workshop that is complete and of high quality.
- Applies understanding of concepts to assignments.
- Submits assignments on time.

“B” work indicates a high quality performance and awarded in recognition for solid work; a “B” is a high grade.

C = The student:

- Demonstrates a satisfactory comprehension of the subject matter.
- Has accomplished the minimum requirements.

- Displays initiative that is satisfactory and meets minimal expectations.
- Communicates orally and in writing at an acceptable level.
- Exhibits understanding of all basic concepts.

“C” work represents average work. A student receiving a “C” has met the requirements, including deadlines, of the course.

D = The student:

- Demonstrates understanding at the most rudimentary level.
- Submits work in and out of the workshop that is below average in quality and/or quantity.
- May submit work that is characterized by incompleteness and/or lateness.

“D” work is barely acceptable and minimally passing.

F = The student:

- Submits work that is unacceptable in quality and/or quantity.
- Submits work that is characterized by incompleteness and/or lateness.
- Lacks demonstration of understanding and application of principles to assignments.

“F” work is not passing and does not qualify the student to progress to a more advanced level of course work.

Partial points will be rounded to the nearest full point, e.g. 83.4=83 which leads to a grade of B-; 83.5=84 which leads to a grade of B.

Class Operating Norms

The guidelines are the code of conduct expected in our class. Further clarification will be addressed in the first session.

1. **Turn off beepers, cellphones, and any other noise making device. They can be checked during breaks. If you are expecting an emergency let me know at the beginning of class.**
2. **Take responsibility for your own learning.** If there are concepts or points in the class you do not fully understand, ask me. There are no dumb questions. This is a time to learn.
3. **Honor time limits.** There are scheduled start/stop times as well as breaks during the class. I will announce return times. Please return to the classroom promptly. This respects your classmates' time. Classes will start promptly at 9 am.
4. **Participate by sharing your opinions and experiences.** The more business examples you can share, the more interesting the training is for all participants. You also may be able to explain your own experiences or ideas in a way that clarifies a concept for another participant.

5. **Listen and consider the opinions and feedback of others.** There are two aspects to this rule:
 - a. Be attentive when someone is speaking and listen to understand his/her point so that you can respond or react in a helpful way that will help everyone learn.
 - b. Avoid side conversations. At their worst, they are distracting to other participants. At their best, if there are side conversations good points might be missed by the larger group.
6. **If you have to leave the session for an emergency, please let me know.**

ACADEMIC POLICIES

Attendance Policy

Classroom attendance is an integral part of the academic experience; therefore, students are expected to attend all class sessions. If an absence is unavoidable, the student, prior to class, should advise the instructor. Arrangements should be made at that time for additional assignments if appropriate. It is also expected that students arrive on time and not leave until the class is dismissed. Tardiness will result in a reduced grade for the course. If you cannot attend every class session you should consider dropping the course.

IMPORTANT:

- **Missing one class session will drop the final grade by one letter grade (for example if the student earned a grade of “B” in the course, the final grade would be a “C”).**
- **Missing two or more class sessions will be cause for a failing grade.**

Incomplete grade

An incomplete may be given, at the discretion of the instructor, to those students who fail to complete assignments due the last day of your course. These would include absence from a final examination or inability to complete terminal assignments (papers, presentations) due to illness, employment conflicts, etc.

Incompletes will not be given to a student who fails to complete any assignment during the term. At the discretion of the instructor, these assignments could be completed no later than the last scheduled day of your class.

Drop Procedures

To drop a course, you must complete and submit a Schedule Change Request Form. The form can be accessed at the following web page:

<http://www.bridgeport.edu/pages/2595.asp>

Starting Fall 2012

- Add and/or Drop a course after the start date.....\$30.00 per transaction
- Drop prior to the start of classes.....100% Tuition Refund
- Drop prior to the second class session.....75% Tuition Refund
- Drop prior to the third class session.....50% Tuition Refund
- Drop after the third class session.....0% Tuition Refund

****Please note students will not be automatically dropped for missing the first class. Missing one class session will drop the final grade by one letter grade. If you have to miss the first**

class, or the first week of class for online classes, *you must contact your instructor* in writing before or after the first class/first week. However, a grade reduction will apply.

Please print and complete the form and fax the form to the IDEAL Office: 203-576-4537. Prior to dropping a course, the student should contact their IDEAL Academic Advisor to understand the implications to financial aid and/or degree plan progress.

Please review the Academic Calendar to see the fees for a drop and the impact on tuition. The Academic Calendar can be found at: <http://www.bridgeport.edu/pages/2595.asp>

Cell Phones

Cell phones must be turned off while in the classroom. A cell phone call is disruptive and disrespectful to the other students in the class.

Academic Dishonesty

We are committed to intellectual integrity in our academic pursuits; therefore, the IDEAL program prohibits all forms of academic dishonesty. Academic dishonesty is normally defined as, but not limited to, the following two categories:

Cheating – Using inappropriate sources of information in an assignment or on a test. The following are examples of cheating taken from real student experiences:

Case #1: A student is enrolled in an introductory computer-programming course. He has co-workers who program in the same language as his final project. As the end of the term approaches, he wonders how he will find the time to get the project finished, and asks one of his co-workers for help. His co-worker hands him a disk with a complete program similar to the kind required for the course project. The student makes minor modifications to the program, and submits it under his own name.

Case #2: A student enrolled in a religious studies course has never taken a humanities or history course, and is unsure about how to structure a research paper. She is doing research on the World Wide Web, and comes across a paper written by a student from another university. Using her computer mouse, she copies and pastes the document into her word processor. She goes to great lengths to re-word the paper in her own style, but essentially leaves the content and organization the same.

Plagiarism – Intentional as well as unintentional failure to acknowledge sources as well as the use of commercially available so-called “research papers” without full recognition of the source. Presenting as one’s own, the ideas, words, or products of another. The following are examples of plagiarism taken from real student experiences:

Case #3: A student is conducting research for a Civil War research paper. He has reviewed work on the Internet as well as in the library. Finding helpful information, he has summarized his findings without citing his sources. He believes that minor paraphrasing is all that is necessary.

Case #4: A student is writing a paper that requires her to address specific topics and problems in the assigned course textbook. She takes the information directly from the textbook with slight modification, without giving any citation. She thinks that since it is the course textbook, she doesn’t have to use quotations or citations.

Academic dishonesty applies to all courses, assignments or exams completed by students and submitted as their own original work, whether in person or by electronic means. The University does not tolerate cheating in any form. It is a serious breach of conduct with serious consequences. Instructors have the right to determine the appropriate penalty for academic dishonesty in their own classes; generally, however, such acts will result in a failing grade for the

assignment and/or the course. The penalty for subsequent acts of academic dishonesty may include expulsion.

More information on how to recognize plagiarism can be found at this site:
http://www.indiana.edu/~istd/plagiarism_test.html

ACADEMIC RESOURCE CENTER

The Academic Resource Center is available for IDEAL students seeking help in their studies. The Center is staffed by writing professionals and peer tutors. More information can be found at: <http://myub.bridgeport.edu/academics/academicrescenter/Pages/default.aspx> The Center is located in the Wahlstrom Library, Room 506. Hours of operation are Mondays –Thursday 9am – 6pm and Fridays 9am – 1pm. Make an appointment or walk-in: Telephone: 203-576-4290. **Online Tutoring** is available at: www.etutoring.org. To use this free service you must have a UBNNet account.

Obtaining a UBNNet Account

Every registered student should obtain a UBNNet Account. The account allows you to access your grades, access library services, access online tutoring, access the computers in computer labs, and provides an email account in which the University sends out information. Go to: <http://www.bridgeport.edu/ubnet> - Click on “New UBNNet Account” and follow the instructions.

The @bridgeport.edu email address is the official email the University uses to send information to you. You can have your Bridgeport.edu email forwarded to any other email account you use. Following the activation of your UBNNet account (takes 24 hours), login at: <http://www.bridgeport.edu/email> and click on “forwards” at the top of the page. Follow the directions to forward email messages to your other account.

Accessing Your Grades & Schedule Online

The WebAdvisor online information system allows students to search for available classes, check grades, view semester class schedule and verify your personal profile. Grades are generally posted 2-3 weeks following the end of a course. Information on WebAdvisor is password protected and requires you to use your UBNNet username and password. To access WebAdvisor, go to: <http://www.bridgeport.edu/webadvisor>

1. Login in with your UBNNet username and password.
2. Click on “Student Menu.”
3. Click on “My Grades.”

If you are carrying a financial balance, access to WebAdvisor will be restricted.

Using the Library

You can access the library through the library’s website: <http://www.bridgeport.edu/library>.
Research tools available:

- Search for books held at the library.
- Search the online databases for your academic field; business, counseling, human services, psychology, etc.
- Send questions to the Reference Librarian for assistance in research topics and searching strategy.

To access the online journals for research purposes, you will need a UBNNet account (see above).

Using Computers

Open access computer labs are available at three campuses:

- Bridgeport – 1st floor of the Wahlstrom library. Check library hours of operation at: <http://www.bridgeport.edu/library>.
- Stamford – Room D; Check open hours at: <http://www.bridgeport.edu/stamford>

- Waterbury – Computer Lab; Check open hours at:
<http://www.bridgeport.edu/waterbury>

Course Cancellations/ Weather Policy

Any emergency necessitating the canceling of courses will be announced by the University through the Emergency Notification Telephone Line, (203) 576-4159. Please call this number for information on course cancellations. Also, information will be posted under “Latest News” on the UB home page, (www.bridgeport.edu). Canceled classes will be made up either the week following the end of the course or in consultation between the instructor and the students as to day and time availability. Course cancellations are also announced on television and radio stations.

Please note each campus makes weather cancellations independently. You should always check with the specific campus staff. It is best to call the campus emergency phone.

Bridgeport – 203-576-4159

Waterbury - 203-573-8501

Stamford – 203-358-0700

IMPORTANT CONTACT INFORMATION

Office	Contact	Telephone	Email
Bridgeport Campus Security		(203) 576-4911	ubsecurity@bridgeport.edu
Bursar	Robinson Hernandez	(203) 576-4692	bursar@bridgeport.edu
Cashier	Lana Mistry	(203) 576-4682	cashier@bridgeport.edu
Financial Aid		(203) 576-4568	sfs@bridgeport.edu
Registrar		(203) 576-4642	registrar@bridgeport.edu
Emergency Notification Phone		(203) 576-4159	
Distance Education Office		(203) 576-4853	ubonline@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

CAMPUS CONTACT INFORMATION

Campus	Address	Telephone	Email
Bridgeport	126 Park Avenue Bridgeport, CT 06604	(203) 576-4800	idealinfo@bridgeport.edu
Stamford	5 Riverbend Drive Stamford, CT 06750	(203) 358-0700	ubstamford@bridgeport.edu
Waterbury	84 Progress Lane Waterbury, CT 06705	(203) 573-8501	ubwaterbury@bridgeport.edu
Woodbridge	6 Lunar Drive Woodbridge, CT 06525	(203) 576-4800	idealinfo@bridgeport.edu
IDEAL Office		(203) 576-4800	idealinfo@bridgeport.edu

Directions to IDEAL Campus locations	http://www.bridgeport.edu/pages/2260.asp
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To fill out your financial aid report to the Federal Government, please go online to www.fafsa.ed.gov. The school code for the University of Bridgeport is **001416**.
Federal Student Aid Information: 1-800-433-3243.