

**RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY**  
**Graduate School of Applied and Professional Psychology**

**Cross-Cultural Organizational Psychology (CCOP)**

**Course # 18:829:527 | Fall 2024 | Hybrid | 3 credits**

**Class Day/Time:** Tuesdays, 3:35-6:05pm; **Classroom:** Psy A341 & [Zoom](#)

**Instructor:** Dr. Sharon Glazer; **Office Location:** Smithers Hall 222

**Tel.:** (848) 445-9340; **Email:** [sharon.glazer@rutgers.edu](mailto:sharon.glazer@rutgers.edu) (preferred)

**Office Hours:** Tuesdays [2-3pm](#) (in person or zoom) or by appointment

**Canvas**

Copies of course materials, including syllabus, major assignment handouts, etc. may be found on Canvas. You are responsible for regularly checking the Canvas site for this course or direct emails (to your rutgers.edu email account; please be sure that my emails are not going to the junk folder).

**Course Description**

This course examines topics in organizational psychology from a cross-cultural lens, focusing on portability of Western-based theories and practices to other cultures. Topics include cultural values, methodological equivalences, intercultural training, group processes, organizational justice, work-family issues, leadership, negotiations, acculturation and expatriation/repatriation. *Co-requisite:* The Science and Practice of Organizational Psychology (18:829:548) or permission from instructor.

**Course Goals and Student Learning Objectives**

Organizational Psychology is by default an international field of study, especially as businesses and economies become increasingly global. This course is designed to provide students with a greater understanding of the cross-cultural variations they are expected to encounter as practitioners and scholars. Students will gain a greater appreciation and ability to recognize when various Organizational theories, mostly developed in the West, require modification to fit different cultural milieus. Students will learn to challenge Western based theories and modify their thinking of Organizational Psychology.

**Course Content Student Learning Outcomes (LO)**

**Upon successful completion of this course, students will be able to:**

- LO1. Discuss the definition, the focus, and the goals of cross-cultural organizational psychology.
- LO2. Apply concepts of human and culture values to understanding organizational behavior.
- LO3. Identify etic and emic theories of organizational psychology.
- LO4. Discuss the transferability of organizational psychology concepts across cultures.
- LO5. Identify, appraise, and challenge theoretical and methodological research in cross-cultural organizational psychology.
- LO 6. Relate the materials presented to issues in organizational life.

**Required Texts/Readings:** **Course Reserves** on Canvas and/or through the IACCP website: <https://scholarworks.gvsu.edu/orpc/>. See References at the back of this syllabus. Additionally, all students should have a physical copy of the **7th edition of the APA Publication Manual**.

**Handouts** will be distributed or made available over Canvas throughout the semester. You are responsible for making sure you have a printed copy. If you were absent, check Canvas first for missing notes and handouts or please email me to set up an appointment via Zoom.

### Methodology

Critical thinking and understanding of course materials will be reinforced and/or assessed through facilitated classroom discussions, lectures, student-led training sessions, an exam, literature review paper, and weekly written reactions to readings.

Students also must learn to reconcile conflicts, tensions, and dilemmas; become adept in handling trade-offs; and deal with change, diversity, ambiguity, and uncertainty. This requires critical thinking, including a sense of self-awareness, self-regulation, reflective thinking, and learning-to-learn skills.

### Class and Classroom/Zoom Protocol and Etiquette

- 1) Students for whom English is not a primary language requiring accommodations to participate in class activities or meet course requirements should contact me immediately.
- 2) This syllabus represents a general framework of the content and direction of the course. Sequence of topics and time allocated to each topic may vary as the need arises.
- 3) Mature and respectful classroom behavior contributes to a positive learning climate in the classroom and is expected of all students.
- 4) All assignments are due at the specified time. *Late assignments will be marked down if submitted within the first 21 hours* and will not be graded if later.
- 5) Laptops may be used in class; however, I reserve the right to request that you not use it (unless required by the Office of Disability Services) should it become a distraction.
- 6) Cameras must be on at all times during Zoom instruction. Attendance means your attention is dedicated to scheduled class time. That means no driving, working, or multi-tasking with other distractors (e.g., web or email browsing, talking with household members) during class.
- 7) Silence smart/cell phones during class. Smart phones are **not** permitted during exams. If you are anticipating an important call (e.g., family member in surgery, life partner going into labor, childcare issues) or have a real emergency please notify instructor in advance or as soon as possible. If you appear distracted, I will ask you to leave for the remainder of class. Benefiting from class lecture is at your own discretion. It is also your responsibility to ensure professional etiquette in order to allow yourself, fellow classmates, and instructor to reap maximum benefit from the class session.
- 8) Voicemail messages may be forwarded to my email; e-mails sent to me will be checked regularly during normal business hours Monday-Friday.
- 9) Should you miss a class, please inquire and obtain the missed materials from a classmate or course instructor. Handouts and assignments are normally posted on Canvas. You are responsible for printing them. Occasionally, materials will be shared through the Zoom chat file sharing feature.
- 10) Please arrive to class at least 2 min. before class begins (in person and online) so that we may begin promptly. Excessive tardiness (both frequency and duration) and absence (beyond 1 class session) will warrant 2- and 5-percentage point deductions, respectively, from total participation grade for each instance after the first.
- 11) I may record Zoom class sessions, dependent on situational factors. Students are not permitted to record Zoom class sessions.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops: <https://nblogistrar.rutgers.edu/undergrad/f24ugcal.htm>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### Study Time

This course will be challenging and eye-opening. It is assumed that by this point in your college studies, you are independent learners, but also able to work with fellow classmates. However, some students, especially those who do not read on a regular basis, may find some of the work very hard to follow. If one adheres to university traditions that suggest 3 hours of study for each hour of lecture, good grades should be expected.

### Academic Integrity

Students are expected to perform their own work (except when collaboration is expressly permitted by the course instructor). When practiced, academic integrity ensures that all students are fairly graded. Violating 'Academic Integrity' undermines the educational process and will not be tolerated. It also demonstrates a lack of respect for oneself, fellow students, and the course instructor and can ruin the university's reputation and the value of the degrees it offers. We all share the obligation to maintain an environment that practices academic integrity.

Students are expected to abide by the [APA Ethical Principles and Code of Conduct](#) and the ethical code of conduct and policies regarding academic dishonesty/plagiarism. The University's academic integrity policy, to which this class will adhere, can be reviewed at: [academicintegrity.rutgers.edu/academic-integrity-at-rutgers/](http://academicintegrity.rutgers.edu/academic-integrity-at-rutgers/)

Faculty members are required to report all infractions to the [Office of Student Conduct](#). The website for [Student Code of Conduct](#) is available at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>.

Instances of academic dishonesty will not be tolerated.

- Cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. It includes but is not limited to:
  - Copying in part or in whole, from another's test or other evaluation instrument;
  - Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
  - Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by departmental policy;
  - Altering or interfering with grading or grading instructions;
  - Sitting for an examination by a surrogate, or as a surrogate;
  - Any other act committed by a student in the course of his or her academic work that defrauds or misrepresents, including aiding or abetting in any of the actions defined above.
- Plagiarism is the act of representing the work of another as one's own (without giving appropriate credit) regardless of how that work was obtained and submitting it to fulfill academic requirements. Plagiarism includes but is not limited to: The act of incorporating the ideas, words, sentences, paragraphs, or parts thereof, or the specific substances of another's work, without giving appropriate credit, and representing the product as one's own work; and representing another's scholarly works as one's own.

**Cheating or plagiarism will result in a failing grade and sanctions by the University.**

### **Use of Artificial Intelligence (AI)**

I recognize that there are many AI-assisted programs available to assist with ideating, writing, grammar checking, and more. However, AI programs are not a replacement for individualized creativity, originality, and critical thinking. At *no time are you permitted to use AI* for any class assignments. Any use of AI tools constitutes a violation of Rutgers Academic [Integrity Policy](#) and will result in appropriate consequences.

### **University Policy on Turnitin**

*“Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com (directly or via learning management system, e.g., Canvas) for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.”*

Incorrect use of other work(s), as identified by the professor or Turnitin will likely result in plagiarism charges submitted in writing to the Office of Student Conduct, and findings of plagiarism can lead to a failing grade on an assignment, a failing grade in the course, or more stringent sanctions. Not understanding the definition of plagiarism or improper attribution are not excuses for failure to abide by originality requirements in this or any other course.

### **Inclement Weather Advisory**

In the event that Rutgers University opening is delayed or closed due to inclement weather or other unforeseen circumstances or if inclement weather is predicted, please check your email throughout the day to know if class will be cancelled or held online. If class is ever cancelled, for whatever reason, you will still be responsible for the session’s assignments and turning in any assignments due via Canvas by the assignment due date and time.

### **Grading/Evaluation:**

Summary of points:		GRADING SCALE
20%	Literature Review Paper	A= 90+%
10%	Executive Summary	B+ = 85.5 - 89.99%
20%	Mid-Term Exam	B = 80 - 85.49%
20%	Student-Led Training	C+ = 75.5 - 79.99%
20%	QCCs	C = 70 - 75.49%
10%	Participation	F = below 70%
2%	Extra Credit (Rough Draft)	

### **EVALUATED ASSIGNMENTS/WORKS**

**(All works turned in must have an APA formatted title page & the file name must begin with your last name)**

### **LITERATURE REVIEW PAPER**

Students will prepare a Literature Review Paper (20%) and Executive Summary (10%) **due 12/17/2024 by 3:30pm**. Students must write a minimum ten (10)-page paper (maximum 12 pages, not inclusive of title page and references). **Your papers must integrate at least 10**

**empirical articles (not meeting this minimum will warrant significant deductions from your score).** At least 5 of the references must come from the following journal list:

- *Journal of Applied Psychology (Psyc)*
- *Journal of Cross-Cultural Psyc*
- *Applied Psyc: An International Review*
- *Cross-Cultural Research*
- *International Journal of Intercultural Relations*
- *Journal of International Business Studies*
- *Journal of Occupational and Organizational Psychology*
- *Journal of International Management*
- *Academy of Management Journal*
- *Academy of Management Review*
- *Administrative Science Quarterly*
- *Journal of Organizational Behavior*
- *Organizational Behavior and Human Decision Processes*
- *International Journal of Stress Management*
- *Journal of Vocational Behavior*
- *Personnel Psychology*

At least five (5) of the references from the above journals must be published after 2014 and four (4) empirical articles must be published on or after 2021 (regardless of the above list). Keep copies of all your articles until December 22, 2024, I may need to see them.

### **GRADING RUBRIC is on p. 14 of syllabus**

Papers must follow the American Psychological Association (APA) Publication Manual (7<sup>th</sup> ed.) format and must be **submitted on Canvas by 3:30pm on Tuesday, December 17, 2024. The date and time serve as the postmark.**

Electronic submissions on the course Canvas site, between 3:31pm and 6pm on 12/17/24 will lose 2 points every 30 min. beginning at 3:31pm. Failure to submit via Canvas by 6pm on 12/17/24 will result in a grade of zero. Failure to show up for class on time will double the points reduced. **The DUE date is NOT the DO date. Plan ahead and submit early.**

- Useful resources:
  - "A guide to writing a literature review paper" (see Canvas Announcement)
  - Fussy Professor Starbuck's....guide to writing a literature review paper:  
<http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>
  - American Psychological Association (APA) Publication Manual (7<sup>th</sup> ed.)

### **EXECUTIVE SUMMARY**

Along with the Literature Review Paper, students will turn in a 1-page executive summary. This assignment aims to sharpen students' skills in synthesizing and summarizing the literature review paper's purpose, major take-aways or key points, and conclusions important to communicate to executives, clients, and/or key decision-makers. It highlights specific aspects of the paper without providing the deeper, technical details presented in the paper.

The executive summary can be single-spaced, and it can be formatted differently than your literature review paper (see grading criteria on p. 16). Use the following guidelines to help you prepare an executive summary:

- <http://home.ubalt.edu/tmitch/642/execsumm.pdf>
- [https://projects.iq.harvard.edu/files/hks-communications-program/files/how\\_to\\_write\\_an\\_exex\\_summ\\_to\\_use\\_4\\_18\\_18.pdf](https://projects.iq.harvard.edu/files/hks-communications-program/files/how_to_write_an_exex_summ_to_use_4_18_18.pdf)



**Having trouble with [Canvas Submission](#)?** You can find support any time in the global navigation to the left under the help icon once you log into Canvas. If you still need help, call, report a problem, or use live chat for Canvas Support. There is a 24/7 hotline if you experience any problems uploading your assignments. 24/7 Toll-Free Phone: 1 (855) 244-3363 or 24/7 Chat: [Chat with Canvas Support \(Students\)](#). You'll speak with a real person who can help you with your problem or create an incident report for following up with your professor.

**[Office of Information Technology \(OIT\)](#)**, Davidson Hall, Room 172, 96 Davidson Road, Piscataway, NJ 08854, provides technology support to the Rutgers community. email: [help@oit.rutgers.edu](mailto:help@oit.rutgers.edu); Phone: 833-OIT-HELP (833-648-4357)

### References Page I:

**Each** student will turn in by **October 8, 2024 @ 3:30pm.**:

- 1) Word document that includes at the top of the page the **topic** of your paper, **followed** by a complete and accurate **APA-formatted references** page of at least 10 empirical articles you anticipate integrating further into your paper (be sure references conform to requirements of paper noted above). The assignment will be called "References I."
- 2) A single pdf document that includes the 1<sup>st</sup> page of each article that includes the abstracts (**pdf'ed from the library database** and **ordered alphabetically by first author's last name**—following the APA style alphabetical order in the references page)

Failure to submit at least 10 empirical references and article 1st pages will result in up to a 10-point deduction (½ point per reference and per 1<sup>st</sup> page) from your paper grade, **BUT** by submitting an **accurate** APA-style reference page you can **earn a 2%-point boost toward your paper (graded out of 100%)**.

### References Page II and Summaries OR Review of Drafts:

Student will turn in an updated reference page (write topic at the top of the page) and no more than 1-page summaries (that you prepared independently and not supported by AI or others) of at least 6 empirical articles you anticipate integrating into your paper. ***Include:*** *Aim of study, definition of key terms, theoretical orientation (and 1-2 sentence explanation of it), study population, study methodology, key findings, and applied implications.* Alternatively, I will accept completed drafts of papers. Please thoroughly review the grading criteria *before* turning in the draft for review. This assignment is due no later than **11/5/2024 @ 3:30pm**. Not turning in at least an updated reference page and summary of articles will warrant up to a 6-point deduction from *your personal final paper grade*. However, turning in a complete draft of your paper, following the grading rubric, may add up to 2% extra credit on top of your total course grade.

### EXAM

Students will have 1 mid-term exam (20% of grade). The exam will assess your explicit knowledge learned through readings, course discussions, and course activities. **No make-up exam** will be permitted, and no extensions will be permitted, unless you provide a valid official note from a physician, lawyer, or academic administrator regarding the necessity. If you miss the exam, you will receive a score of zero.

Please note that the class will meet during the scheduled final exam period. All students must be present. Failure to attend will reduce your mid-term grade by 15 percentage points in addition to reductions taken against your presentation.

### WEEKLY QUESTIONS/COMMENTS/CRITICISMS (QCCs)

Students will prepare at least 1 typed question, comment, **or** criticism pertaining to **each** of the assigned readings. The purpose of the QCCs is to guide and stimulate our class discussion of the material. The last QCC must earn a grade above 85% in order to retain an A on QCCs.

As you read articles (whether assigned or for your lit review papers) you may want to use the following questions to guide you in processing the article:

- What was the purpose of the article? What is the main idea, main point, or main argument the author presents? (What does the author want to prove or want us to understand)?
- What is some evidence that supports the author's contention(s)?
- What did you find particularly intriguing or interesting about the article/chapter?
- What theory(ies) drive the study?
- How do the theories covered relate to other theories we have discussed in class?
- How do the readings relate to the readings from other weeks?
- How do the readings relate to each other? Do they support one another, or are they contradictory? How do they fit together?
- What was the research methodology? Are there any novel/interesting approaches taken? Any constraints/limitations to the approach? Why do you think the methodological approach was taken?
- How do the research findings support or refute some hypotheses or address some question?
- What are the practical implications of the readings? How can it be applied in organizations?
- How do the findings compare to your own experiences in organizations?
- What are the strengths and weaknesses of the article/chapter?
- Does the study demonstrate what it claims to demonstrate?
- Are there alternative explanations for the findings reported?
- How might you design a study to address a question or issue raised in the article?

Also, think critically of the article's theoretical and conceptual development, methodology, and theoretical, practical, and scholarly implications. However, it is not the purpose of this assignment for you to find something "wrong" with an article. Similarly, it is not enough to say that something could be "better." **If you believe that an article or analysis could be improved, you need to present an idea of how you think this could be improved.**

Therefore, your aim is not only to draw on the lessons to be learned, but also to question what else needs to be learned and how the study can be improved to further learning. In addition, stand-alone comments like "I liked this reading" are also not acceptable.

A good question is one that might produce a difference of opinion or has no clear-cut easy answer. It might require that we understand an issue or the research findings. You are expected to show intellectual rigor in your commentaries. Questions should challenge or enhance the materials read.

#### For example, good questions might be:

- Why should upper management care about the tendency for people in certain cultures to hold certain kinds of organizational commitment (affective, normative, or continuance)?
- How should American managers engage their subordinates in important decision-

- making? & Why?
- What are the advantages and drawbacks of reinforcing organizational citizenship behavior in subordinates in different countries?

After posing the question, be sure to also **answer it** with your own ideas.

Do not ask technical (quiz/test) type questions, for which the answer can be found in the readings (for such questions you will not receive credit). Simple factual questions should be avoided. **Avoid questions such as** “What are the three types of organizational commitment?” Factual questions tend not to illicit much discussion.

Comments, such as, “I didn’t like this reading” are also not acceptable. Be specific. What was it about the reading(s) you liked or did not like? What did you learn that could be applied to a situation you did or anticipate encountering? If you disagree with a point, then be proactive in your learning and do some basic literature research to help support your argument. If you do not understand something, again, search the library databases to find an answer.

You are encouraged to add to or argue against your peers’ QCCs as part of your QCC. Just be sure it is clear that you have read the assigned works and **maintain respectful dialogue**.

**Grading.** This assignment is essentially a give-away of points if you put forth thought and effort into the assignment. You will receive an overall percent for the assignment submitted, as long as you are not missing any article QCCs. If you are missing any QCCs, you will receive a point reduction reflective of the percentage of QCCs you are missing. For example, if 4 article/chapter QCCs are due, but you only prepare 3, you will only be able to earn a maximum of a 75% on your QCCs for that week. QCC grades reflect the quality of the submission. Late or emailed QCCs will not be graded.

The purpose of QCCs is to ensure that you are learning the material, can contribute to lively discussion in class, and help me know with what you might have difficulty. QCCs must be **submitted on Canvas by Sunday 12pm before the class session for which it is due**. I will be reviewing the QCCs on Sunday and Monday and integrating them into the class session. **Training leads MUST do the same.** Late QCCs will not be graded. QCCs must be thoughtful. Respecting the time you put into developing your QCCs, I give feedback on QCCs (online and/or in class; please take the time to look at my comments and comment back).

**Earning (reward) points through your QCCs.** To encourage and reward on-time intellectually thoughtful QCCs, submissions of completed session reading assignments by the **Friday (9am) prior to the next class meeting will earn ½% toward the mid-term exam (yielding a possible 6% added to your mid-term exam).**

You may also earn .25% toward your literature review paper by responding thoughtfully to at least two different students QCCs (one per student) each week. For every 2 QCCs (from different students) you may earn this reward, for a total up to 5%. **Your responses to your peers’ QCCs are due before the class session during which the works are discussed. Training session leaders should read & respond to these QCCs** regardless and are not eligible for the reward the week of their presentation, but as the “developing experts” on the topic, you are expected to respond (it will be reflected in the training preparation criterion).

### **STUDENT-LED CROSS-CULTURAL TRAINING**

Student-led training teams (2-3 students per team) will be formed (by Week 2) and top 3 session topics turned in by Week 3 with feedback by end-of-week (EOW). Team contracts will



be due by EOW 4. Starting with Week 10, teams will lead the class for a 60-minute (no more than 70-min.) training session. Students will prepare and deliver a training program focused on the topic they have chosen. The trainers should take lessons learned from readings and create an applied training activity. Be sure to schedule time for Q&A too. Embedded in the training should be a debrief addressing 'why,' 'how,' and boundary conditions. You will be graded on how well you convey lessons learned from the assigned articles/chapters related to your topic via a training program. You must be prepared to answer questions that reflect: an expert understanding of the topic, how well you clarify any questions, the creativity of your training, and how well you apply lessons learned from the article(s) in your session. (See grading criteria on p. 13)

**Cross-Cultural Training Session.** Delivering a training module allows students to develop training skills. This is your opportunity to find your voice as a trainer (there are books to borrow on training from the library). Students should organize the session so that there is a clear aim and take-home message. Students may begin with an overview of a concept from the U.S. perspective, compare to 2+ other (team-selected) countries on various contextual factors, and follow with an activity on the topic, and Q&A. Others may begin with an activity followed by debriefing/digesting differences in activities and lessons learned about 2+ other different (team-selected) countries. Whatever you do, the session should engage the class as if they are leaders in an organization and participating in your training to gain cross-cultural skills in your topic. Your aim is to distill the lessons learned from assigned and supplemental readings to create a CCT training. **I expect students to enhance their classmates' learning (and mine).** To do so, you will have to draw on additional readings. A great trainer and educator will rely on a lot of material to prepare the best well-rounded session. (Note that when I deliver a professional presentation, even if it is just 30 minutes, I will prepare 20-30 hours). ALL students must be present during all presentations. Each person in the class must actively engage in the student-led training. Late arrivals and absence on presentation days will warrant 5 and 10 points off your presentation grade (for each presentation missed), respectively, for each tardy or absence. Please note that *you ARE expected to write your literature review paper on a related topic to your student-led training session.*

**Advance Review:** Your training session **MUST** be **completely prepared and turned in to me at least one week before you present.** Materials must include: Training Program (with *allotted times* and *methodology*), Materials, Handouts; References. Failure to turn in the training documentation one week before the training session will warrant a hefty reduction in the preparation criterion. Finalized materials will be turned in again on presentation day and shared with your peers after training is completed (unless you request it be shared earlier).

**Firing:** If someone on your team does not contribute to the preparation of the training, I must know this **at least** one week before the training session. A teammate not contributing can be fired from the team, with written cause, that is presented to me and the fired teammate. The teammate will be given a different assignment worth half the points of the student-led training and no additional reward points can be earned from that point forward. Waiting to notify me within the week the session is due may be too late. *It is unethical for any student to receive a grade not warranted.* If your teammate was not physically and/or virtually present to prepare for your joint session (per your team's agreements), your teammate should not present and feign contribution. Doing so jeopardizes your grade too. **Credit is earned, not given.**

### **TEAM CONTRACT AND EVALUATION**

Teamwork is rarely easy. To make it a bit easier, you will establish a team contract. **As a team,**

**share your training and paper goals, milestones/deliverables, and tasks as you see fit.**

When setting the deliverables, you must consider what are the assumptions and constraints you might face and how you will overcome them, as well as the risks and consequences. The purpose of this preparation is to provide you with a full practitioner/consultant learning opportunity while engaging in training design. Discuss each other's strengths, weaknesses, and areas for growth. Develop a timeline with reasonable milestones. Discuss communication expectations (e.g., mode of communication: text, GroupMe, email; responses within 12 hours, within 24 hours; time restrictions/constraints, anticipated leaves) and roles. What does "on time" mean to you? **Team contracts are due on Canvas September 27, 2024 @ 9am.** *Failure to turn in a team contract will warrant 5% off of the student-led training session.*

**Self and Peer Evaluations:** Students will have an opportunity to evaluate their teammates' performance. Each student **must** complete a personal and peer performance evaluation on the Student-Led CCT session within 48 hours after deliverables. I will provide you with a link to your confidential peer evaluation form. The evaluations will be taken into consideration when the final CCT grades are calculated. Failure to complete a self and peer evaluation will automatically reduce the assignment grade by 4% points. Failure to provide qualitative justification will warrant a loss of 2% points.

Evaluation criteria include: Showing up for meetings, participating in group meetings; meeting deadlines for milestones and final project; keeping group focused on the task; contributing useful ideas to the group; respecting each member's opinions; contributing to discussions; taking an active role; knowledge about assignments and role; quantity of work done; quality of work done. You will be asked to indicate if every member was given an equal opportunity to contribute and to describe how each member (including self) contributed (justify your ratings).

## **PARTICIPATION**

Class participation will be evaluated in terms of the *quantity of quality participation* in discussions and activities. In other words, it is not merely the number of comments you make, but rather how constructive, insightful, or valuable the comments are without dominating or hindering others' contributions. In addition, it is difficult to participate in class discussion if you are not in class; therefore, you need to be in class. Attendance issues will be reflected in your participation grade.

Much of this class, particularly the 2<sup>nd</sup> half, will be run in a seminar style and activity format, therefore, it is imperative that students take an active role and participate in the course. Active learning requires students to participate rather than be passive; it creates an atmosphere of challenge and support that fosters curiosity and cognitive development. *Note that when your fellow classmates actively participate, you are benefiting from their comments, remarks, and questions.* Therefore, by not participating you are cheating your fellow classmates from learning from your own thoughts and experiences. Active learning should stimulate students' critical thinking about issues. **Be inquisitive; ask questions.** All questions related to class material are appropriate. If you have a question, you're probably not alone. Grades are determined by preparation for class discussion and active engagement in class activities.

## **RESUME POPPERS**

The experiences provided as you work to fulfill these various assessment and activities not only enhance your declarative knowledge of cross-cultural organizational psychology, but also foster study, critical-thinking, research and integration, intercultural communication, training design, information technology, decision-making, project management, and performance goal-setting and evaluation.

### Student Success Resources

**Library:** Samantha Kanneiger, Student Success Librarian, Liaison to Business, Economics, Childhood Studies, and Psychology, [Paul Robeson Library](#), Rutgers-Camden  
 Link to schedule meeting: <https://libcal.rutgers.edu/appointments/samantha>  
 Phone number: (856) 225-2832 (leave a message); email: samantha.kanneiger@rutgers.edu  
<https://www.libraries.rutgers.edu/ask>

**Office of Disability Services:** Students requesting accommodations must register with ODS to establish a record of their disability. ODS provides reasonable and appropriate accommodations for students who have documented disabilities. To begin this process, please complete the Registration form on the ODS web site at: <https://ods.rutgers.edu/students/registration-form>

**Counseling Services:** <https://health.rutgers.edu/medical-and-counseling-services/counseling-services> Tel: (848) 932-7884 Students using counseling services should self-identify that they are from GSAPP and would like to speak to a clinician who is not from GSAPP.

**Academic Assistance.** Rutgers Learning Centers offer online tutoring in writing, time management and other types of academic assistance. Although it is largely aimed at undergraduates, these services can certainly benefit students at any level of study.  
<https://rlc.rutgers.edu/>

**Office of Student Support:** <https://www.rutgers.edu/student-support>

**Student Conduct:** <https://studentconduct.rutgers.edu>

**Police:** (732) 932-7211

**EMERGENCY PHONE:** **9-1-1** Relay users dial **7-1-1**

All Rutgers students are encouraged to download the [emergency text alert system](#).

### **COURSE SCHEDULE\***

Class will be held in person on dates that are on a grey background.

Week	Date	Topics, Assignments, Deliverables	Readings
1	9/3	<b>Introduction: What is culture? Past, Present, &amp; Future of CC Organizational Psychology and Goals of CC Psychology</b>	Gelfand et al., 2017; Kwantes & Glazer, 2017 - ch. 1, 2, 7; Lonner, 2011 (pp. 68-71); <i>Optional:</i> Berry, 2011 (ch. 4); Glazer, 2002
2	9/10	<b>Hofstede's Theory and Self-Construal; Levels of Analysis</b> <i>QCCs due 9/8 by 12pm (9/6 by 9am for EC)</i> <b>Training Teams Created</b>	Hofstede, 2011; Taras et al., 2014; Smith, 2002; Kim & Markus, 1999
3**	9/17	<b>Social Axioms; Cultural Tightness &amp; Looseness; Schwartz's Cultural and Human Values</b> <i>QCCs due 9/15 by 12pm (9/13 by 9am for EC)</i> <b>Top 3 Training Topics due 9/17 by 3:30pm</b>	Kwantes & Glazer, 2017 – ch. 3; Schwartz, 1999; Schwartz et al., 2012 <i>Optional:</i> Leung & Bond, 2008
4	9/24	No Formal Class; catch up and get a head start with 10/8 readings! <b>Schedule 30-min. check-in with me on Monday, Wednesday, or Thursday</b> <i>Team Contracts due 9/27 by 9am</i>	

Week	Date	Topics, Assignments, Deliverables	Readings
5	10/1	<b>Research Methods</b> QCCs due 9/29 by 12pm (9/27 by 9am for EC)	Boer et al., 2018; Matsumoto & van de Vijver, 2023; Schaffer & Riordan, 2003; <i>Optional</i> : Fischer & Poortinga, 2018
6	10/8	<b>Culture Theory and Organizational Psyc.</b> QCCs due 10/6 by 12pm (10/5 by 9pm for EC) <b>APA Style Reference Page I and pdfs of 1st page(s) of articles Due 10/8 @ 3:30pm</b>	Erez & Shokef, 2008; Gelfand et al., 2007; Glazer & Kwantes, 2022; Kwantes & Glazer, 2017-chs. 4 & 5
7	10/15	<b>Exam 1</b>	
8	10/22	<b>Intercultural Training</b> QCCs due 10/20 by 12pm (10/18 by 9am for EC) <b>Readings for this week should help with preparing your CCT program</b>	Choose 1: [Morris et al., 2014 OR Littrell & Salas, 2005]; and Leung et al., 2013 <i>Optional</i> : Bhawuk, 2009; Brislin et al. 2008; Gudykunst et al., 1996; Ott & Michilova, 2018
9	10/29	<b>Expatriation/Repatriation</b> QCCs due 10/27 by 12pm (10/25 by 9am for EC)	Choose 1: [Froese et al., 2021 OR Kraimer et al., 2012]; and Ali et al., 2003; Waxin, 2004
10	11/5	<b>Work Motivation, Job Satisfaction, Org'l Commitment</b> QCCs due 11/3 by 12pm (11/1 by 9am for EC) <b>References II &amp; summary of each article Due 11/5 @ 3:30pm</b>	Erez, 2018 Ng et al., 2009 Meyer et al., 2012
11	11/12	<b>OCB; Reward Allocation &amp; Justice</b> QCCs due 11/10 by 12pm (11/8 by 9am for EC)	Choose 2: [Jiao et al., 2013; Fischer et al., 2019; van Knippenberg et al., 2013]; and Fischer et al., 2007
12	11/19	<b>Leadership; Decision-Making</b> QCCs due 11/17 by 12pm (11/15 by 9am for EC)	Den Hartog & De Hoogh, 2024 Glazer & Karpati, 2014
13	11/26	<b>Group Processes: Conflict, Negotiation, &amp; Teams</b> QCCs due 11/24 by 12pm (11/22 by 9am for EC)	Choose 1: [Cramton & Hinds, 2014 OR Stahl & Maznevski, 2021]; and Gelfand et al., 2013; Glazer et al., 2012 <i>Optional</i> : Brew & Cairns, 2004; Gibson et al. (2014)
14	12/3	<b>Work-Family Issues; Occupational Stress</b> QCCs due 12/1 by 12pm (11/29 by 9am for EC)	Fitzsimmons & Stamper, 2014; Masuda et al., 2012; Putnik et al., 2020; Yang et al. 2012
15	12/10	<b>Acculturation &amp; Adjustment</b> QCCs due 12/8 by 12pm (12/6 by 9am for EC)	Bucher et al., 2024; Han et al., 2022; Ward, 2022
16	12/17	<b>Paper &amp; Executive Summary</b> <b>Due 12/17 @ 3:30pm</b>	

Note. \*This schedule is subject to change with fair notice in class and via email.

\*\*QCCs are due starting with readings assigned for Week 2. Therefore, for example, QCCs for the Week 2 assigned readings: Hofstede, 2011; Taras et al., 2014; Smith, 2002; Kim & Markus, 1999, are due by Sunday 9/8 by 12pm (or Friday, 9/6 by 9am to earn EC).

## **Student-Led Training Session Evaluation Criteria**

### **Engagement (55%)**

- a) Training is innovative.
- b) Training requires participant engagement/Dialogue is stimulated.
- c) Instructions to participants is clear.
- d) Instructors are prepared to respond to students' questions and extend classmates' contributions.
- e) Clear take-homes.
- f) Appropriately, but not excessively, cite required and other reading assignments (handouts are good for references).
- g) Enhance classmates' learning (and mine).
- h) Embedded in the training should be a debrief and discuss 'why,' 'how,' and boundary conditions.

### **Preparation (15%)**

- a) Learning outcomes are articulated and activities are appropriate to meet them.
- b) Students integrate additional materials to support their training.
- c) Organize the training so that there is a clear introduction and conclusion (take-home message).
- d) Terminology studied in prior class session are applied (demonstrates continued growth).
- e) Presentation should have a logical flow.
- f) Well-prepared, able to answer questions (e.g., review classmates' QCCs before your session to anticipate questions topics).
- g) Ability to "think on your feet."

### **Communication/Tone (15%)**

- a) Transitions are seamless.
- b) Active listening to trainees.
- c) Positive tone.

### **Presentation Formatting (15%)**

- a) Ensured company brand throughout presentation.
- b) Include a title for your presentation, names of presenters, and date.
- c) Topic and outline or guide of what will be covered is presented/distributed.
- d) Heuristic: 1.5-2 minutes per slide (if using).
- e) Abbreviated citations on PowerPoint slides
- f) Large font size: 28 pitch font min. (if using ppt—even for online training)
- g) Good use of space: 4-7 lines per slide (if using ppt). Be Concise – PPT presentation should be used as a guide; your words should extrapolate on ppt content
- h) Grammar, spelling, clarity



**Checklist for an APA-style Literature Review Paper**

(refer to the 7<sup>th</sup> edition of the APA Publication Manual for reference)

\_\_\_\_\_ Title Page: 5%

- Title: Capitals, informative, concise
- Author, institution, and date
- Page header and page numbers (on every page)
- No Abstracts please

\_\_\_\_\_ Introduction: 15%

- Title of paper on first page of text
- Exposition of research topic (your **thesis statement**; What will you be examining and why)?
- Theoretical and practical (prevalence) reasoning leading to question or topic you are attempting to answer (Why is this topic important to study and what theory(ies) support the need to examine your topic)?

\_\_\_\_\_ Literature Review: 45%

- Review and synthesis (integration) of relevant research (NO annotated bibliographies)
- Summary of relevant arguments (what did others study, why, what did they find, what were the implications of their findings; make sure to tie this with the topic you are addressing)
- Coherence (not long winded), clarity (express ideas clearly, defining major concepts), and organization (easy to follow sequential flow; “outline” of paper presented early in the paper and the order is followed)

\_\_\_\_\_ Conclusion: 10%

- Practical implications and applications of findings to other behaviors (What does it all mean? What was learned from this literature review? How can people apply the material you discussed to various situations?)
- Additional research questions stemming from current study (What else needs to be examined that was not addressed explicitly in your literature review? Why might these questions be important?)

\_\_\_\_\_ References & Citations: 15%

- Enough to support ideas and arguments (minimum of 10 empirical articles; more preferred)
- APA format (punctuation, spacing, accuracy)
- All citations in references, all references cited (give credit where credit due)
- Appropriate credit to author(s) (no plagiarizing; when in doubt it’s better to over-cite than to under-cite)

\_\_\_\_\_ APA Format and Overall Form: 10%

- Correct tense; noun-verb agreement; noun-pronoun agreement
- Grammar/Spelling/Typing Errors
- Punctuation
- Conciseness
- Cleanliness
- Quotations (correctly used in paper)
- Header/subheader format
- Page numbers
- 1-inch margins all around, 12-point Font, Times New Roman, Double Spacing (**EVERYTHING**), Left Justify (except title page, headers, and page numbers)

\_\_\_\_\_ Meeting minimum requirements (per assignment explanation; up to 10 points subtracted from total score for not meeting minimum requirements).

Additional Guidelines for your Paper

1. **Proofread** – spell-check does not catch all errors, such as “tot he,” when you intended to write “to the.” Have someone else read over your work prior to handing it in. Failure to proofread creates, in the mind of the professor, a general negative impression of the paper.
2. Provide a **definition** for uncommon words and phrases. A citation from someone else is most appropriate here (as long as you give credit, where credit is due). Do not think the professor knows it all or that he or she is the only one who will read your paper one day.
3. Be careful when using the words “**study versus experiment**”.
4. Be careful with using the words “**true and proven.**” A theory or hypothesis can never be “true” or “proven,” rather they can be “supported” or “disconfirmed.” Null hypotheses, however, can be rejected.
5. Be careful with the use of the words “**cause or effect;**” you will read about correlations more often than about causal relations, as they are harder to support.
6. **Numbers** below 10 are **spelled out** (e.g., “nine”). However, sentences should always begin with numbers spelled out (e.g., “Nine hundred fifty-six students responded to the survey.”)
7. Do not use direct verbatim **quotes** except when absolutely necessary, which should be rare. Typically, one should **paraphrase** what was written and give credit to the original author(s).
8. Only the **last name of authors** should be used. Even when stating that “So and so wrote ...” be sure to write only the last name followed immediately by the year (in parentheses).
9. Note, “e.g.” means “for example” and “i.e.” means “that is.” Use them appropriately.

**REMINDER: Format Notes for Paper**

- Text should be left justified only
- Paragraphs are indented ½” (typically 1 default tab)
- Times New Roman: EVERYTHING (page numbers too); the syllabus font (except this bullet, is Arial—you can see the difference)
- 1-inch margins all around
- 12 pitch font: EVERYTHING
- Use headers and subheaders to organize paper and create flow
- Double space (no additional spaces between sections – **fix your default settings**)
- Consult APA Publication Manual (7th ed.)
- Grammar and spell check

### Executive Summary/Reflection Criteria and Grading Rubric

“A” papers will...

- \_\_\_\_\_ (60 pts) clearly present the problem, discern main findings, and reflect on areas needing further inquiry and why (Content).
- \_\_\_\_\_ (20 pts) demonstrate command over the topic by presenting a concise summary that flows and connects thoughts and ideas in a logical manner that are devoid of emotional undertones (Expression).
- \_\_\_\_\_ (20 pts) follow the length guidelines, no errors in grammar, punctuation, and spelling, include relevant and appropriate citations in APA format, and present a professional and inviting summary (Form).

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#### **Additional works that might interest you:**

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