

Course Outline

RSM 462 H1 F Managing People in the Context of Globalization

Fall 2024

**Course Meets: Thursdays 9:00 AM EST – 11:00 AM EST
(IN-PERSON) 125 St. George St. WO**

Instructor: **Nouman Ashraf (He | Him)**
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Course Scope and Mission

As the world becomes more connected through technological and social advancements, there is a greater demand for managers to understand people and markets around the world. In order to lead properly, first, managers must understand those around them. Leaders must now not only lead in the context of the business office, but must understand the challenges, needs, wants, histories, and experiences of others. This course recognizes the critical role of understanding and leveraging global diversity in driving organizational success. As businesses expand their reach across continents, managing people in this globalized context demands a nuanced approach that transcends traditional leadership paradigms.

Through a series of thought-provoking and experiential sessions that focus on skills enhancement, the course will make linkages between one's individual leadership stance and tools that leverage differences for impact. The course aims to equip students with the knowledge and skills to navigate the complexities of managing a global workforce. It will explore the impact of cultural differences on communication, decision-making, and team dynamics, while also addressing the challenges and opportunities that arise from managing remote and cross-border teams. Through the class, students will learn to develop strategies that foster inclusion, equity, collaboration, and innovation in a global context.

In this course, students will engage with thought leaders, practitioners, and executives from diverse industries who will share their insights and experiences in managing global teams. The course will also emphasize the importance of cultural intelligence, adaptability, and ethical leadership in creating environments where people from different backgrounds can thrive.

Heightened awareness of anti-racist movements, along with the unequal impacts of the COVID-19 pandemic and climate crisis, has created a pivotal moment for leadership development. This period has brought to light longstanding race, gender, and class-based prejudices and discrimination and their place in both the world and the office. This course invites students to critically analyze and apply management practices that are responsive to the demands of globalization. There is growing consensus that leadership competencies must reflect the evolving nature of both the corporate culture as well as the disparate expectations of various stakeholders at large. My commitment is to provide a dynamic and interactive learning experience that challenges students to think globally and act locally, fostering a mindset that is essential for effective leadership in today's global business landscape. This course will equip students with the tools and practices to help them develop a more active and nuanced awareness of social factors inside and outside of the organization and learn to apply that lens in professional and personal settings. Thought leaders, executives and practitioners from organizations across different sectors will bring their unique perspectives and insights to deepen the learning experience.

Course Prerequisites

Enrolment is restricted to 4th year Rotman Commerce students.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Evaluation and Grades

Grades are a measure of a student's performance in individual courses. Each student shall be judged on the basis of how well they have command of the course materials.

Evaluation	Weight	Due Date	Submission Time
Class Participation & Attendance	15%	Ongoing	9:00 AM-11:00AM Sharp (Start and finish on the hour)
Weekly Creative Confidence Journals	25%	Every Thursday following class	12:00PM NOON (Starting Sept. 12)
Midterm Paper	30%	Oct. 7 th , 2024	12 NOON
Final Group Project: Organizational Assignment	30%	Dec. 10 th , 2024	12 NOON

Course Format and Expectations

For Written Assignments

As upper year undergraduates, your written work must demonstrate sound grammar, appropriate vocabulary and a range of personal and professional styles of expression. Effective written communication is key to your success post-graduation, and I would like you to use the written assignments in this class to hone your writing style through practice.

Please note that clear, concise, and correct writing will be considered in the evaluation of both the weekly reflection papers and your midterm paper. This means, you may lose marks for writing that impedes communication (i.e. poor organization, weak paragraph development, wordiness, hard-to-follow sentence structure, spelling mistakes and grammar errors).

Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centres (www.writing.utoronto.ca/writing-centres). These centres are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no fee for the instruction and support.

For Group Work

The final group presentation requires students to work in teams of four to six.

Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>)

Weekly Schedule

Date	Topic	Deliverable	Readings
Sept. 5, 2024 Guest Speaker: Hisham Ghostine, CRO & General Manager, Canadian Broadcasting Corporation	Understanding our Canadian context	Creative Confidence Journal 1 (Video Intro) Due Wed., Sept. 11 @ Noon	
Sept. 12, 2024 Guest Speaker: Nick Chambers, Partner, Boyden	Growth mindset for global competencies	Creative Confidence Journal 2 Due Wed., Sept. 18 @ Noon	The Leadership Stimulus Package Professor Nouman Ashraf
Sept. 19, 2024 Guest Speaker: Laura Miller, Director Leadership Development, Thompson Reuters	Exploring organizational practices	Creative Confidence Journal 3 Due Wed., Sept. 25 @ Noon	"How to turn a group of strangers into a team" by Amy Edmonson. Ted Talk (Oct 2017)
Sept. 26, 2024	Understanding the impact of attitudes on behaviours	Creative Confidence Journal 4 Due Wed., Oct. 2 @ Noon	"How to Act and Think like a Leader By Herminia Ibarra. Insead Knowledge (2015)
Oct. 3, 2024 Guest speaker: Joe Wong, Vice President, International, U of T	Connecting global politics to our daily choices	Creative Confidence Journal 5 Due Wed., Oct. 9 @ Noon	"Addressing Systematic Blindspots", by Prof. Nouman Ashraf. Online Video Giving Negative Feedback Across Cultures - Erin Meyer
<u>Midterm Due Oct. 7th 12PM</u>			
Oct. 10, 2024 Guest Speaker: Nadir Masood, Global Head, Organizational Change Management (OCM), Strategic Global Sourcing, Infosys	Understanding how strategy impacts culture in a global context	Creative Confidence Journal 6 Due Wed., Oct. 16 @ Noon	"What Having a Growth Mindset actually means" By Carol Dweck, Harvard Business Review. (Jan 2016)
Oct. 17, 2024	Leveraging the power of diasporic communities	Creative Confidence Journal 7 Due Wed., Oct. 23 @ Noon	Radical Candor—The Surprising Secret to Being a Good Boss, Kim Scott (2019)

Oct. 24, 2024	Understanding major organizations in a global context	Creative Confidence Journal 8 Due Wed., Oct. 30 @ Noon	“The Power of Kindness” by Brian Goldman. Chapter 1 – A question of kindness. (Apr 2018)
Reading Week Oct. 28 – Nov. 1			
Nov. 7, 2024	Connecting corporate policy to organizational culture	Creative Confidence Journal 9 Due Wed., Nov. 13 @ Noon	“The future of work: 5 questions for Tsedal Neeley” by Stephanie Pappas, American Psychological Association (Aug 2021) “How to be a good boss in a bad economy” by Robert I. Sutton. Harvard Business Review (Jun 2009)
Nov. 14, 2024	Deciphering global change	Creative Confidence Journal 10 Due Wed., Nov. 20 @ Noon	“A growth mindset helps in coping with expressions of bias”. Aneeta Rattan and Kathy Brewis, (Jan 2018)
Nov. 21, 2024 Canadian Broadcasting Corporation site visit	Humanizing leadership for global impact	Creative Confidence Journal 11 Due Wed., Nov. 27 @ Noon	“The Need To Humanise Leadership & Work” by Gianpiero Petriglieri. Corporate unplugged. Podcast & Notes (Jul 2023)
Nov. 28, 2024	Leadership in the Global Context 2.0		The most important leadership competency Professor Nouman Ashraf “5 Steps to designing the life you want” by Bill Burnett. TEDxStanford. (May 2017)
Final Group Paper Due Tuesday, Dec. 10th @ 12:00pm (Noon)			

Note that the last day to drop this course without academic penalty is Nov 4, 2024.

Policies and Procedures

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration **within 2 business days** of the missed midterm/test/assignment due date.

In such cases, students must:

1. Complete the Request for Special Consideration form: <https://uoft.me/RSMConsideration>
2. Provide documentation to support the request, eg. Absence Declaration from [ACORN](#), medical note etc.

Please note: As of September 2023, students may use the Absence Declaration on ACORN ***one time per term*** to report an absence and request consideration. **Any subsequent absence will require a [Verification of Illness form](#) or other similar relevant documentation.**

Students who do not submit their requests and documentation within 2 days may receive a grade of 0 (zero) on the missed course deliverable.

Late Assignments

All assignments are due at the time specified on the date specified in the course outline. Late submissions will normally be penalized by 10% if the assignment is not received on the specified date, at the specified time (**Thursdays at 12:00 PM - Noon**). A further penalty of 10% will be applied to each subsequent day. **Please note that weekdays and weekends are treated identically in terms of penalty for lateness.**

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or visit the [Accessibility Services website](#) for more information as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility

of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T resources such as College Writing Centres or the Academic Success Centre.

Generative AI / ChatGPT

The nature of the course is to provide students with a space for self reflection, leadership development, and impact. Given the degree of deep self-reflection expected and how

assignments are uniquely tied to a student's personal experience, Generative AI, including ChatGPT, will not be helpful to learners. We fundamentally believe that what you create through thoughtful exposition is far more valuable than what is generic produced by Artificial Intelligence!

Nevertheless, in case a learner uses Generative AI or ChatGPT in an assignment we expect them to guide its use through ethics, intentionality, and accountability. Furthermore, if generative AI is used, it will be required of the learner to provide in the appendix of the assignment the following elements:

- I. A description of how the learner believes using Generative AI will help, support, or further enhance their assignment or learning experience
- II. A detailed description of which tools were used, including its version
- III. All of the prompts/commands used
- IV. All of the outputs received
- V. A description of how outputs were modified or adapted
- VI. Measures taken to ensure accuracy and veracity of outputs
- VII. Description of how, after its use, generative AI contributed or not to their desired output and how their experience met or not their initial expectations set in (I)

Email

At times, the course instructor may decide to communicate important course information by email. As such, all U of T students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit help.ic.utoronto.ca/category/3/utmail.html.

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to

“publish” them in any way. It is forbidden for a student to publish an instructor’s notes to a website or sell them in any other form without formal permission.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto’s Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>
- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>