

**University of Baltimore**  
**Division of Applied Behavioral Sciences**  
**APPL 659, Section 185, Fall 2019**  
**CROSS-CULTURAL ORGANIZATIONAL PSYCHOLOGY (3 credits)**

<b>Instructor:</b>	Dr. Sharon Glazer
<b>Office Location:</b>	Learning Commons (LC) 403
<b>Telephone:</b>	(410) 837-5905
<b>Email:</b>	sglazer@ubalt.edu
<b>Office Hours:</b>	By appointment
<b>Class Day/Time:</b>	Thursday, 5:30-8pm
<b>Classroom:</b>	AC 252
<b>Prerequisites:</b>	APPL 641 or permission of instructor.

**Sakai**

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

**Course Description**

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. Prerequisite: APPL 641 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 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

Required readings will be book chapters and journal articles available on Sakai or through the IACCP website: <http://scholarworks.gvsu.edu/orpc/contents.html>. See References at the back of this syllabus. Handouts will be distributed or made available over Sakai throughout the semester. You are responsible for making sure you have a copy. Do not expect copies to be available during the next class period. If you were absent, check the Internet first for missing notes and handouts or please see me during office hours.

### Class and Classroom 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 beginning of class (first five minutes). *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 Center for Educational Access) should it become a distraction.
- 6) Cell phone must be silenced at all times and may NOT be accessed during class time and exams unless there is a real classroom emergency or you notify instructor in advance that its use is required during the class period for emergency reasons (e.g., family member in surgery, life partner going into labor). If the cell phone rings or makes noises, I will ask you to turn it off. If it goes off again, I will ask you to leave the classroom for the remainder of class. Benefiting from class lecture is at your own discretion. It is also your responsibility to ensure classroom protocol in order to allow yourself, fellow classmates, and instructor to reap maximum benefit from the class session.
- 7) Voicemail messages left on my phone will forward to my email; e-mails sent to me will be checked regularly during normal business hours Monday-Friday.
- 8) Should you miss a class, handouts, or assignments, please inquire and obtain the missed materials from a classmate or course instructor (during office hours, please).
- 9) 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.

### Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops. See information on add/drops at <http://www.ubalt.edu/academics/academic-calendar.cfm>. Students should be aware of the current deadlines and penalties for adding and dropping classes.

### Methodology

Critical thinking and understanding of course materials will be reinforced and/or assessed through facilitated classroom discussions, lectures, student-led teaching sessions, exams, research paper, and weekly written reactions to readings.

### 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 can share and 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.

## Assignments and Grading Policy

### EVALUATION/GRADING:

Summary of points:		GRADING SCALE	
25%	Paper	A= 93+%	A- = 89.5-92.9%
25%	Mid-Term Exam	B+ = 87-89.49%	B = 83-86.9%
25%	Student-Led Teaching	B-= 79.5-82.9%	C+ = 77-79.49%
10%	Q/C/Cs	C = 73-76.9%	C- = 69.5-72.9%
15%	Participation	F = below 59.5%	

### PAPER

In teams of 2 (one team of 3), students will prepare a library literature review paper due week 15 of class. Teams will be formed Week 3 (and will be the same team for student-led teaching sessions). The paper counts for 25% of your final course grade. 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 (J) of Applied Psychology (Psyc)*, *J of Cross-Cultural (CC) Psyc*, *Applied Psyc: An International (Int'l) Review*, *CC Research*, *Int'l J of Intercultural Relations*, *J of Int'l Business Studies*, *Organizational Behavior and Human Decision Processes*, *Personnel Psyc*, *Academy of Management J*, *Academy of Management Review*, *Administrative Science Quarterly*, *J of Organizational Behavior*, *J of Vocational Behavior*, *J of Occupational and Organizational Psyc*, *Int'l J of Stress Management*. At least 5 of the references must be published after 2008. Keep copies of all your articles until December 20, 2019, I may need to see them.

**\*\*Be sure to attach your (clean) copy of the "Checklist" to the paper you turn in.**

Papers must follow the American Psychological Association (APA) Publication Manual (6<sup>th</sup> ed.) format and must be **submitted first via Turnitin.com (on Sakai) by 5pm** with a **hard copy** (print out) **and checklist** submitted to instructor by **5:30pm on Thursday, December 5, 2019. The date and time serve as the postmark.** Hard copy papers received between 5:30 and 6pm will warrant a 2-point deduction. Hard copies submitted after 6pm, but by 8pm on 12/5/19, and already submitted on Sakai by the deadline will lose 5 points. Electronic submissions on the course Sakai site, between 6 and 11pm on 12/5/19 will lose 2 points for every 30 min. past 6pm. Failure to submit via Sakai by 11pm on 12/5/19 and a hard copy (with checklist) by 8pm on 12/5/19 will result in a grade of zero. Hard copy papers without a Sakai submission (within the grace period) will not be graded.

**Having trouble with Sakai Submission?** Call, email, or use live chat for [UB Sakai Support](#). There is a 24/7 hotline if you experience any problems uploading your assignments. 24/7 Toll-Free Phone: 1(855) 501-0856 or 24/7 Email: [ubsakaisupport@ubalt.edu](mailto:ubsakaisupport@ubalt.edu). 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 Technology Services \(OTS\)](#)**, AC 101, provides technology support to the UB community. email: [callcenter@ubalt.edu](mailto:callcenter@ubalt.edu); Phone: (410) 837-6262

**Writing resources:** Please also refer to my "A guide to writing a literature review paper" on the Sakai Announcements site. Another **great resource** is: <http://pages.stern.nyu.edu/~wstarbuc/Writing/Fussy.htm>

**Review of Drafts:** I will accept completed drafts of papers no later than 3 weeks before the final paper is due. I would be happy to meet with you to discuss your paper during office hours (time allotted based on number of students visiting during office hours). Grading criteria are attached. Please use it before submitting to me for review.

**Earning (reward) points toward your paper:** For a 2-point boost toward your paper (out of 100%), submit a complete/**accurate** APA-style reference page(s) (hard copy) of at least 10 empirical articles you anticipate using for your paper (be sure references conform to requirements of paper noted above), along

with the abstracts (**printed from the library database and ordered alphabetically by first author's last name**) by October 17, 2019 @ 5:30pm.

### EXAM

Students will have 1 mid-term exam (25% of grade). It will be an essay exam taken in class and graded anonymously. The exam will assess your explicit knowledge learned through readings, course discussions, student-led teaching sessions, and course activities. Students are required to bring with them the large size (8½" x 11") blue books for the exam. **No make-up exam** will be permitted, unless you provide a valid official note from a physician, lawyer, or academic administrator regarding your absence. 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 (QCC)

Students will prepare at least 1 typed comment, criticism, or question pertaining to **each** of the assigned readings. The purpose of the QCCs is to guide and stimulate our class discussion of the material.

As you read articles 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, do keep in mind that research is tough, these articles and chapters have gone through rigorous peer review, and each one of them has value. Your mission 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.

A good question is one that might produce a difference of opinion or has no clear-cut easy answer. It might require that we have an understanding of 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? If you were CEO of a company, would you require your employees

take a cross-cultural competence training program before engaging with international counterparts, clients, or vendors? Why or why not? Argue the position that a company should (or shouldn't) give these benefits.”

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? In the reading, what did the author say were the four antecedents of organizational citizenship behavior? How much does it cost to implement cross-cultural competence training? Which types of companies are most likely to implement intercultural training programs?” 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 to encounter? 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.

**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. You will receive a zero for the entire assignment if you are submitting it incomplete for the session. For example, if 4 article/chapter QCCs are due, but you prepare only 3 QCCs, your overall score for the session will be zero, but if all 4 QCCs are submitted, you will receive a % score that reflects the quality of the submission. Late submission and handwritten QCCs will not be accepted. 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 via Sakai by Tuesday 8am before the class session for which it is due**. I will be reviewing the QCCs on Tuesday and Wednesday and integrating them into the class session. **Session leads should 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 Sunday (8am) 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). 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. Session leaders should read these QCCs regardless and are not eligible for the reward the week of their presentation, but as the topic “developing experts” are encouraged to respond (and will be reflected in the teaching preparation criterion).

## STUDENT-LED TEACHING

Student-led teaching teams (2 students per team; no more than one team of 3) will be formed and session topics assigned by Week 3. Starting with Week 8, teams will lead the class for a 50-minute (no more than 70 min.) teaching and training session. Students will teach about the assigned readings, engage in discussion, and implement an engaging applied training activity. You will be graded on how well you convey understanding of the article(s), how well you clarify any questions, the creativity of your discussion questions, and how well you apply lessons learned from the article(s) in your training application.

**Assigned Readings.** Teams will be required to do a very brief (10 minutes maximum—I mean it) overview of the assigned readings. Your student-led teaching will be evaluated in terms of your understanding of your assigned articles, and your contribution to generating class discussion.

**Discussions.** Students should bring to class a printout of their prepared QCCs, which should be used to support discussion. There may be some cold calls, as well as warm calls to share your thoughts. Participation in these discussions is required. Each person in the class must actively voice a QCC and/or engage in the student-led activity.

**Training Application.** Delivering of a training module allows students to develop skills in making a connection between science and practice. *I know most or all of you have not had a course on training. It behooves you to read literature on training and prepare a piece as best you can. In the world of work, you will often be asked to do something for which you have little to no experience and you will have to figure out how to address the need, despite no prior knowledge or experience.* The USM library system has excellent books on training, as well as on intercultural and cross-cultural activities. Please order these books early. Students should organize the session so that there is a clear introduction and conclusion. Students in the past have begun with an overview of a concept, findings from readings, followed by an activity, and then discussion. Others began with an activity followed by debriefing and discussion of the readings. Still others start with a discussion of the readings and then a training application. Whatever you do, the activity and discussion should engage the class; presenting materials from the course readings alone is considered minimal work and does not warrant a grade higher than a C. Therefore, I **expect students to enhance their classmates' learning (and mine) by additional reading and preparation on the topic** (i.e., additional to the assigned readings). A great trainer relies on a lot of material to prepare the best well-rounded activity. Additional grading criteria can be found on p. 10 of the syllabus. (Note that when I deliver a professional presentation of 60 minutes, I will prepare 20-40 hours minimum). ALL students must be present during all presentations. Late arrivals and absence on presentation days will warrant 5 and 10 points off your presentation grade (for each team presentation missed), respectively, for each tardy or absence. Please note that I *encourage you to write your literature review paper on a related topic to your student-led session*.

Your team's training session **MUST** be **completely prepared and submitted to me at least one week before you present**. Failure to submit one week before the presentation will warrant a hefty reduction in the preparation criterion. 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. An individual fired from the team must be fired with cause, that is written up and presented to me and the fired teammate. The teammate will be given a different assignment worth half the points of the student-led session 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. No student should 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.

## PEER EVALUATION

Teamwork is rarely easy. No one likes working with a poor contributor, especially when one's own grades are at stake. Students will have an opportunity to evaluate their teammates' performance. Each student **must** submit a personal and peer performance evaluation on the Student-Led session within 48 hours after implementing it in class. The form should be accessible on Sakai. I will provide you with a link to your confidential peer evaluation form. **As a team, you will also establish goals, 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. The evaluations will be taken into consideration when final teaching grade is calculated. **Team contracts are due September 26, 2019 via Sakai.** *Failure to submit a team contract will warrant 5% off of the student-led session and 5% reduced from paper.*

## **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 the number of constructive, insightful, or valuable comments you make 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, as will failure to submit QCCs on time. If you do not complete your QCCs on time, even if you participate in class discussion (which I still encourage you to do for your learning sake), you cannot earn participation marks for the session. Much of this class, particularly the 2<sup>nd</sup> half, will be run in a seminar 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 in the classroom and create 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, organization, information technology, decision-making, project management, performance goal-setting and evaluation, and teamwork skills.

### [Student Success Resources](#)

For more information on items below, go to Syllabus Addendum on Sakai Syllabus page.

[Library](#), Psychology library liaison: Mike Kiel, [skiel@ubalt.edu](mailto:skiel@ubalt.edu)

Reference & Instruction Librarians: [langref@ubalt.edu](mailto:langref@ubalt.edu), (410) 837-4260 or (888) LANGREF

Library online chat service: <http://langsdale.ubalt.edu/research-help/>

[Disability and Access Services \(DAS\)](#), Academic Center 139, [das@ubalt.edu](mailto:das@ubalt.edu), (410) 837-4775

Students requesting accommodations must register with the DAS to establish a record of their disability. DAS provides reasonable and appropriate accommodations for students who have documented disabilities. For documentations guidelines and more information, visit the DAS website at [www.ubalt.edu/das](http://www.ubalt.edu/das).

[Counseling Services](#), 1-800-327-2251

Student Assistance Program (SAP). The SAP offers mental health and wellness services to students and provides students confidential access to a professional counselor anytime, any day, anywhere via phone or online. Professionals are available around the clock to provide information, resources, and referrals for a wide spectrum of matters, including personal counseling, family concerns, information regarding substance concerns, legal and financial consultation, as well as other resources that may be of interest to students.

[Office of Student Support](#), Academic Center 112, [studentsupport@ubalt.edu](mailto:studentsupport@ubalt.edu), (410) 837-4755

**Some University Policies (see syllabus addendum for complete information)**

### [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 should know the [Academic Integrity Policy for the University of Baltimore](#). Your own commitment to learning, as evidenced by your enrollment at the University of Baltimore and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The website for [Student Code of Conduct](#) is available at [http://www.ubalt.edu/campus-life/student-handbook.cfm#Code\\_of\\_Conduct](http://www.ubalt.edu/campus-life/student-handbook.cfm#Code_of_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.

### **University Policy on Turnitin**

Incorrect use of other work(s), as identified by the professor or Turnitin will likely result in plagiarism charges submitted in writing to the OCL, and findings of plagiarism can lead to a failing grade on an assignment, a failing grade in the course, or even suspension from UB. 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.

### **Privacy Act**

Public Law 93-380 (Family Educational Rights and Privacy Act of 1974, also known as the "The Buckley Amendment") provides certain rights to students (and, in some cases, parents) concerning access to educational records. For more specific information on your [privacy rights](#), visit the [FERPA for Students website](#).

**University Police**, Charles Royal Bldg. 200, [ubpolicedepartment@ubalt.edu](mailto:ubpolicedepartment@ubalt.edu), (410) 837-5529

**EMERGENCY PHONE: (410) 837-4444 Relay users dial 7-1-1**

All UB students are encouraged to download the emergency phone app [LiveSafe](#). The app connects UB students to the UB Police Department in a seamless manner, allowing for efficient communications and response. LiveSafe is free for all members of the UB community.

### **Inclement Weather Advisory**

In the event that UB is delayed 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 Sakai by 5pm on the assignment due date.



## APPL 659.185/ SEMINAR IN CROSS-CULTURAL ORGANIZATIONAL PSYCHOLOGY, Fall 2019

Table 1 Course Schedule

Week	Date	Topics, Assignments, Deliverables	Readings
1	8/29	Introduction; What is culture? Past, Present, & Future of CC Organizational Psychology and Goals of CC Psychology	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	9/5	Hofstede's Theory	Hofstede, 2011; Taras et al., 2014
<i>9/3: Last day to drop without a "W" and Last day to apply for Fall 2019 graduation 10/29: Last day to drop with a "W"</i>			
3	9/12	Social Axioms; Cultural Tightness & Looseness; Levels of Analysis <b>Choose Paper/Teaching Topic</b>	Kwantes & Glazer, 2017 - ch. 3; Smith, 2002 <i>Optional:</i> Leung & Bond, 2008
4	9/19	Culture and Human Values & Self-Constraint	Schwartz, 1999; 2011; Kim & Markus, 1999
5	9/26	Research Methods <b>Team Contract Due</b>	Boer et al., 2018; He & van de Vijver, 2012; Schaffer & Riordan, 2003
6	10/3	Culture Theory and Organizational Psych.	Erez & Shokef, 2008; Gelfand et al., 2007; Kwantes & Glazer, 2017- chs. 4 & 5
<b>7</b>	<b>Oct. 10</b>	<b>Exam 1; bring blue books, pencils/erasers</b>	
8	10/17	Intercultural Training; 3C & CQ (1)	Morris et al., 2014; Leung et al., 2013; Kwantes & Glazer, 2017- ch. 6 <i>Optional:</i> Bhawuk, 2009; Brislin et al. 2008; Gudykunst et al., 1996; Ott & Michilova, 2018;
9	10/24	Work Motivation, Job Satisfaction, Organizational Commitment, OCB (2)	Jiao et al., 2013; Meyer et al., 2012; Ng et al., 2009; van Knippenberg et al., 2013 <i>Optional:</i> Westover, 2013
	<i>Nov. 2</i>	<i>Last day to drop with a "W"</i>	
10	10/31	Leadership; Decision-Making; Reward Allocation & Justice (2)	Aktas et al., 2016 <b>OR</b> Caligiuri & Tarique, 2012; <b>AND</b> Fischer et al. 2007; Glazer & Karpati, 2014
11	11/7	Group Processes: Conflict, Negotiation, & Teams (2)	Cramton & Hinds, 2014; Gelfand et al., 2013; Glazer et al., 2012 <i>Optional:</i> Brew & Cairns, 2004; Gibson et al. (2014)
12	11/14	Work-Family Issues; Occupational Stress (2)	Fitzsimmons & Stamper, 2014; Masuda et al., 2012; Yang et al. 2012
13	11/21	No Class	
14	<b>11/28</b>	Thanksgiving Break	
15	12/5	Acculturation & Adjustment (1) <b>Paper Due</b>	Nardon et al. 2015; van Vianen et al. 2004; Ward & Kennedy, 1994
<b>FINAL</b>	12/12	Expatriation/Repatriation (1)	Ali et al., 2003; Kraimer et al., 2012; Waxin, 2004

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

### Student-Led Session Evaluation Criteria

#### **Article(s) Review**

- a) Concepts are clearly presented and defined.
- b) Critical questions are raised.
- c) Dialogue is stimulated.
- d) Classmates are given opportunity to engage with session leaders in discussion.
- e) Students demonstrate a strong command of the required readings and integrate additional materials to support their presentation.

#### **Activity**

- f) Instructions for demonstrative activity are clearly presented and understood.
- g) Handouts are distributed and are of training quality, relevant, and useful take-homes.
- h) Appropriately cite required and other reading assignments.
- i) Activities engage your audience.
- j) Enhance classmates' learning (and mine)
- k) Innovativeness of training approach

#### **Preparation**

- l) Organize the “teaching” so that there is a clear introduction and conclusion (take-home message).
- m) Include a title for your presentation, names of presenters, and date.
- n) Topic and outline or guide of what will be covered is presented (or distributed in a packet of materials).
- o) Well-prepared, able to answer questions (e.g., review classmates' QCCs before your session to anticipate discussion topics).
- p) Ability to “think on your feet.”
- q) Terminology studied in prior class session are applied (demonstrates continued growth).
- r) Heuristic: 1.5-2 minutes per slide (if using)
- s) Presentation should have a logical flow

#### **Team Coordination & Communication/Tone**

- t) Coordination between session leads is seamless (everyone knows their own part, knows others' parts too in case help is needed, but without stepping on to partner's territory).
- u) Active listening to each other and no interruption
- v) Positive tone

#### **Presentation Formatting**

- w) Abbreviated citations on PowerPoint slides (or white board)
- x) Large font size: 28 pitch font min. (if using ppt)
- y) 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
- z) Grammar, spelling, clarity

Checklist for an APA-style Literature Review Paper  
(refer to the 6<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 article; more preferred)
- APA format (punctuation, spacing, accuracy)
- All citations referenced, 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)
- Heading format
- Page numbers
- Staple on upper left corner of paper
- 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); 2 points deducted for failing to include checklist.

## Additional Guidelines for your Paper

### **Do NOT forget:**

1. **Staple** your paper prior to turning it in.
2. Back-up your file on a memory stick and/or external hard drive. Keep a **hard copy** for yourself too.
3. To turn in your paper by the **deadline**, which is the beginning of the class period on the due date (including the staple). The “postmark” is the date and time, not merely the date.

### **Specific Points**

1. **Proofread** – spell-check does not catch 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
- Paragraphs are indented 5 spaces (1 default tab)
- Times New Roman (not **bold** or *italicized*): EVERYTHING
- 1-inch margins all around
- 12 pitch font: EVERYTHING
- Use headers and subheaders
- Double space (no additional spaces between sections)
- Consult APA manual
- Grammar and spell check

## References\*\*

- Aktas, M., Gelfand, M. J., & Hanges, P. J. (2016). Cultural tightness-looseness and perceptions of effective leadership. *Journal of Cross-Cultural Psychology, 47*, 294-309.
- Ali, A., van der Zee, K., & Sanders, G. (2003). Determinants of intercultural adjustment among expatriate spouses. *International Journal of Intercultural Relations, 27*, 563-580.
- Boer, D., Hanke, K., & He, J. (2018). On detecting systematic measurement error in cross-cultural research: A review and critical reflection on equivalence and invariance tests. *Journal of Cross-Cultural Psychology, 49*, 713-734.
- Caligiuri, P., & Tarique, I. (2012). Dynamic cross-cultural competencies and global leadership effectiveness. *Journal of World Business, 47*, 612-622.
- Cramton, C. D., & Hinds, P. J. (2014). An embedded model of cultural adaptation in global teams. *Organization Science, 25*, 1056-1081.
- Erez, M., & Shokef, E. (2008). The culture of global organizations. In P. B. Smith, M. F., Peterson, & D. C. Thomas (Eds.), *The Handbook of Cross-Cultural Management* (pp. 285-300). Los Angeles: Sage.
- Fischer, R., Smith, P. B., Richey, B., Ferreira, M. C., Assmar, E., Maes, J., & Stumpf, S. (2007). How do organizations allocate rewards? The predictive validity of national values, economic and organizational factors across six nations. *Journal of Cross-Cultural Psychology, 38*, 3-18.
- Fitzsimmons, S. R., & Stamper, C. L. (2014). How societal culture influences friction in the employee-organization relationship. *Human Resource Management Review, 24*, 80-94.
- Gelfand, M. J., Aycan, Z., Erez, M., & Leung, K. (2017). Cross-Cultural Industrial Organizational Psychology and Organizational Behavior: A hundred-year journey. *Journal of Applied Psychology, 102*, 514-529.
- Gelfand, M. J., Brett, J., Gunia, B. C., Imai, L., Huang, T., & Hsu, B. (2013). Toward a culture-by-context perspective on negotiation: Negotiating teams in the United States and Taiwan. *Journal of Applied Psychology, 98*, 504-513.
- Gelfand, M. J., Erez, M., & Aycan, Z. (2007). Cross-cultural organizational behavior. *Annual Review of Psychology, 58*, 479-514.
- Gibson, C. B., Huang, L., Kirkman, B. L., & Shapiro, D. L. (2014). Where global and virtual meet: The value of examining the intersection of these elements in twenty-first

---

\*\* These references are open access from the International Association for Cross-Cultural Psychology at: <http://scholarworks.gvsu.edu/orpc/contents.html>

century teams. *Annual Review of Organizational Psychology & Organizational Behavior*, 1, 217-244.

- Glazer, S., & Karpati, T. (2014). The role of culture in decision-making. *Cutter IT Journal*, 27(9), 23-29.
- Glazer, S., Kozusznik, M. W., & Shargo, I. A. (2012). Global Virtual Teams: A cure for- or a cause of- stress. In P. L. Perrewé, J. Halbesleben, & C. Rosen (Eds.), *Research in Occupational Stress and Well Being, Volume 10: The Role of the Economic Context on Occupational Stress and Well Being*. Bingley, UK: Emerald.
- \*\*He, J., & van de Vijver, F. (2012). Bias and equivalence in cross-cultural research. *Online Readings in Psychology and Culture*, 2(2). <http://dx.doi.org/10.9707/2307-0919.1111>
- \*\*Hofstede, G. (2011). Dimensionalizing cultures: The Hofstede model in context. *Online Readings in Psychology and Culture*, 2(1). <http://dx.doi.org/10.9707/2307-0919.1014>
- Jiao, C., Richards, D. A., & Hackett, R. D. (2013). Organizational citizenship behavior and role breadth: A meta-analytic and cross-cultural analysis. *Human Resource Management*, 52, 697-714.
- Kraimer, M. L., Shaffer, M. A., Harrison, D. A., & Ren, H. (2012). No place like home? An identity strain perspective on repatriate turnover. *Academy of Management Journal*, 55, 399-420.
- Kim, H., & Markus, H. R. (1999). Uniqueness, harmony or conformity? A cultural analysis. *Journal of Personality and Social Psychology*, 77, 785-800.
- Kwantes, C. T., & Glazer, S. (2017). Culture, organizations, and work: Clarifying concepts. In S. Glazer & C. T. Kwantes (Series Eds.), *SpringerBriefs in Culture, Organizations, & Work*. Cham, Switzerland: Springer.
- Leung, A. K-y., Lee, S., & Chiu, C-y. (2013). Meta-knowledge of culture promotes cultural competence. *Journal of Cross-Cultural Psychology*, 44, 992-1006.
- Lonner, W. J. (2011). The continuing challenge of discovering psychological 'order' across cultures. In F. J. R. van de Vijver, A. Chasiotis, S. M. Breugelmans (Eds.), *Fundamental Questions in Cross-Cultural Psychology* (pp. 64-94). Cambridge, UK: Cambridge University Press.
- Masuda, A. D. et al. (2012). Flexible work arrangements availability and their relationship with work-to-family conflict, job satisfaction, and turnover intentions: A comparison of three country clusters. *Applied Psychology: An International Review*, 61, 1-29.
- Meyer, J. P., Stanley, D. J., Jackson, T. A., McInnis, K. J., Maltin, E. R., & Sheppard, L. (2012). Affective, normative, and continuance commitment levels across cultures: A meta-analysis. *Journal of Vocational Behavior*, 80, 225-245.
- Morris, M. W., Savani, K., Mor, S., & Cho, J. (2014). When in Rome: Intercultural learning and implications for training. *Research in Organizational Behavior*, 34, 189-215.



- Nardon, L., Aten, K., & Gulanowski, D. (2015). Expatriate adjustment in the digital age: The co-creation of online social support resources through blogging. *International Journal of Intercultural Relations*, 47, 41-55.
- Ng., T. W. H., Sorensen, K. L., & Yim, F. H. K. (2009). Does the job satisfaction—job performance relationship vary across cultures? *Journal of Cross-Cultural Psychology*, 40, 761-796.
- Schaffer, B. S., & Riordan, C. M. (2003). A review of cross-cultural methodologies for organizational research: A best practices approach. *Organizational Research Methods*, 6, 169-215.
- Schwartz, S. H. (1999). A theory of cultural values and some implications for work. *Applied Psychology: An International Review*, 48, 23-47.
- Schwartz, S. H. (2011). Values: Cultural and individual. In F. J. R. van de Vijver, A. Chasiotis, S. M. Breugelmans (Eds.), *Fundamental Questions in Cross-Cultural Psychology* (pp. 463-493). Cambridge, UK: Cambridge University Press.
- \*\*Smith, P. B. (2002). Levels of analysis in cross-cultural psychology. *Online Readings in Psychology and Culture*, 2(2). <http://dx.doi.org/10.9707/2307-0919.1018>
- Taras, V. et al., (2014). Opposite ends of the same stick? Multi-method test of the dimensionality of individualism and collectivism. *Journal of Cross-Cultural Psychology*, 45(2), 213-245.
- van Knippenberg, D., van Prooijen, J-W., & Sleebos, E. (2013). Beyond social exchange: Collectivism's moderating role in the relationship between perceived organizational support and organizational citizenship behavior. *European Journal of Work and Organizational Psychology*, DOI: 10.1080/1359432X.2013.858699.
- van Vianen, A. E. M., De Pater, I. E, Kristof-Brown, A. L., & Johnson, E. C. (2004). Fitting in: Surface and deep level cultural differences and expatriates' adjustment. *Academy of Management Journal*, 47, 697-709.
- Ward, C., & Kennedy, A. (1994). Acculturation strategies, psychological adjustment, and sociocultural competence during cross cultural transitions. *International Journal of Intercultural Relations*, 18, 329-343.
- Waxin, M. F. (2004). Expatriates' interaction adjustment: The direct and moderator effects of culture of origin. *International Journal of Intercultural Relations*, 28, 61-79.
- Yang, L. et al. (2012). Individualism-collectivism as moderator of the work demands-strains relationship: A cross-level and cross-national examination. *Journal of International Business Studies*, 43, 424-443.

### Additional works that might interest you:

- Allen, T. D. et al. (2014). The link between national paid leave policy and work-family conflict among married working parents. *Applied Psychology: An International Review*, 63, 5-28.
- Arman, G., & Adair, C. K. (2012). Cross-cultural differences in perception of time: Implications for multinational teams, *European Journal of Work and Organizational Psychology*, 21, 657-680.
- Berry, J. W. (2011). The ecocultural framework: A stocktaking. In F. J. R. van de Vijver, A. Chasiotis, S. M. Breugelmans (Eds.), *Fundamental Questions in Cross-Cultural Psychology* (pp. 95-114). Cambridge, UK: Cambridge University Press.
- Bhawuk, D. P. S. (2009). Intercultural training for the global workplace: Review, synthesis, and theoretical explorations. In R. S. Bhagat & R. M. Steers (Eds.), *Cambridge Handbook of Culture Organizations and Work* (pp. 462-488). Cambridge, UK: Cambridge University Press.
- Brew, F. P., & Cairns, D. R. (2004). Do culture or situational constraints determine choice of direct or indirect styles in intercultural workplace conflicts? *International Journal of Intercultural Relations*, 28, 331-352.
- Brislin, R., MacNab, B., & Nayani, F. (2008). Cross-cultural training: Applications and research (pp. 397-410). In P. Smith, M. Peterson, & D. Thomas (Eds.), *Handbook of Cross-Cultural Management Research* (pp. 397-410). Thousand Oaks, CA: Sage.
- de Vries, R. E., van den Hooff, B., & de Ridder, J. A. (2006). Explaining knowledge sharing: The role of team communication styles, job satisfaction, and performance beliefs. *Communication Research*, 33(2), 115-135.
- Dragolov, G., & Boehnke, K. (2015). Social axioms as mediators between culture-level and individual-level values. *Journal of Cross-Cultural Psychology*, 46, 772-788.
- Earley, P.C. (1993). East meets West meets Mideast: Further explorations of collectivistic and individualistic work groups. *Academy of Management Journal*, 36, 319-348.
- Erez, M., & Gati, E. (2004). A dynamic, multi-level model of culture: From the micro level of the individual to the macro level of a global culture. *Applied Psychology: An International Review*, 53, 583-598.
- Gannon, M. J. (2011). Cultural metaphors: Their use in management practice as a method for understanding cultures. *Online Readings in Psychology and Culture*, 7(1). <http://dx.doi.org/10.9707/2307-0919.1065>
- Gelfand, M. J., Higgins, M., Nishii, L. H., Raver, J. L., Dominguez, A., Murakami, F., Yamaguchi, S., & Toyama, M. (2002). Culture and egocentric perceptions of fairness in conflict and negotiation. *Journal of Applied Psychology*, 87, 833-845.
- Glazer, S. (2002). Past, present, and future of cross-cultural studies in Industrial and Organizational psychology. In C. Cooper & I. T. Robertson *International Review of Industrial and Organizational Psychology* (Vol. 17). Chichester, UK: Wiley.

- Glazer, S. (2008). Cross-cultural issues in stress and burnout. In J. R. B. Halbesleben (Ed.), *Handbook of Stress and Burnout in Health Care* (pp. 79-93). Huntington, NY: Nova Science Publishers.
- Gudykunst, W. B., Guzley, R. M., & Hammer, M. R. (1996). Designing intercultural training. In D. Landis & R. S. Bhagat (Eds.), *Handbook of Intercultural Training* (2nd ed.). Thousand Oaks, CA: Sage.
- Jarvenpaa, S. L., & Leidner, D. E. (1999). Communication and trust in global virtual teams. *Organization Science*, *10*, 791-815.
- Lakshman, C. (2013). Biculturalism and attributional complexity: Cross-cultural leadership effectiveness. *Journal of International Business Studies*, *44*, 922-940.
- Leung, K., & Bond, M. H. (2008). Psycho-logic and eco-logic: Insights from social axiom dimensions. In F. J. R. van de Vijver, D. A. van Hemert, & Y. H. Poortinga (Eds.), *Multilevel Analysis of Individuals and Cultures* (pp. 199-221). New York: Erlbaum.
- Markus, H. R., & Kitayama, S. (1991). Culture and the self: Implications for cognition, emotion and motivation. *Psychological Review*, *98*, 224-253.
- McNulty, Y., & Hutchings, K. (2016). Looking for global talent in all the right places: A critical literature review on non-traditional expatriates. *The International Journal of Human Resource Management*, *27*, 699-728.
- Morris, M. A., & Robie, C. (2001). A meta-analysis of the effects of cross-cultural training on expatriate performance and adjustment. *International Journal of Training and Development*, *5*, 112-125.
- Ott, D. L., & Michailova, S. (2018). Cultural intelligence: A review and new research avenues. *International Journal of Management Reviews*, *20*, 99-119.
- Schramm-Nielsen, J. (2001). Cultural dimensions of decision-making: Denmark and France compared. *Journal of Managerial Psychology*, *16*, 404-423.
- Schwartz, S. H. (2012). An overview of the Schwartz Theory of Basic Values. *Online Readings in Psychology and Culture*, *2*(1). <http://dx.doi.org/10.9707/2307-0919.1116>
- Smith, P. B. (2015). To lend helping hands: In-group favoritism, uncertainty avoidance, and the national frequency of pro-social behaviors. *Journal of Cross-Cultural Psychology*, *46*, 759-771.
- Smith, P. B., Peterson, M. F., & Thomason, S. J. (2011). National culture as a moderator of the relationship between managers' use of guidance sources and how well work events are handled. *Journal of Cross-Cultural Psychology*, *42*, 1101-1121.
- Sortheix, F. M., & Lönnqvist, J. (2014). Personal value priorities and life satisfaction in Europe: The moderating role of socioeconomic development. *Journal of Cross-Cultural Psychology*, *45*, 282-299.

- Takeuchi, R., Yun, S., & Tesluk, P. E. (2002). An examination of crossover and spillover effects of spousal and expatriate cross cultural adjustment on expatriate outcomes. *Journal of Applied Psychology, 87*, 655-666.
- Thomas, D. C., & Fitzsimmons, S. R. (2008). Cross-cultural skills and abilities. In P. B. Smith, M. F., Peterson, & D. C. Thomas (Eds.), *The Handbook of Cross-Cultural Management* (pp. 201-215). Los Angeles, CA: Sage.
- Triandis, H. C. (2002). Subjective culture. *Online Readings in Psychology and Culture, 2*(2). <http://dx.doi.org/10.9707/2307-0919.1021>
- Uz, I. (2015). The index of cultural tightness and looseness among 68 countries. *Journal of Cross-Cultural Psychology, 46*, 319-335.
- van de Vijver, F. J. (2009). Types of comparative studies in cross-cultural psychology. *Online Readings in Psychology and Culture, 2*(2). <http://dx.doi.org/10.9707/2307-0919.1017>
- van Hemert, D. A. (2003). Cross-cultural meta-analyses. *Online Readings in Psychology and Culture, 2*(2). <http://dx.doi.org/10.9707/2307-0919.1020>
- van Oudenhoven, J. P., & Benet-Martínez, V. (2015). In search of a cultural home: From acculturation to frame-switching and intercultural competencies. *International Journal of Intercultural Relations, 46*, 47-54.
- Wang, S., & Lau, A. S. (2015). Mutual and non-mutual social support: Cultural differences in the psychological, behavioral, and biological effects of support seeking. *Journal of Cross-Cultural Psychology, 46*, 916-929.
- Westover, J. (2013). The impact of country context on employee job satisfaction: An application of the world-systems framework. *International Journal of Management, 30*, 451-463.
- Wolff, F., & Borzиковsy, C. (2018). Intercultural competence by international experiences? An investigation of the impact of educational stays abroad on intercultural competence and its facets. *Journal of Cross-Cultural Psychology, 49*, 488-514.