



SDNY BUSN 3378
Global Workforce Management
CAPA SYDNEY PROGRAM

Course Description

This course provides students with an understanding of the dimensions and challenges of human resources management in the international marketplace in today's increasingly complex and unstable world. Students gain an understanding of the key management issues and human resources management practices associated with globalisation of workforces.

Students engage with real world news events and case studies from developed and emerging economies, with a focus on Australia and the Asia Pacific region to illustrate the complex cultural and regulatory environment that organisations face, and apply the principles of human resources management to align global workforces with company strategies and manage each of the components of the employee life cycle in global settings.

Course Aims

The course aims to provide students with an understanding of the theories, concepts and challenges of human resources management in the international marketplace and the influence of those forces across the globe, including for example the casualization of workforces, offshoring and onshoring of business.

The course aims to give students frameworks to align workforces with company strategies and, as future managers themselves, to manage individuals and their teams to achieve the best possible outcomes for the business and the individuals, in increasingly more diverse workforces.

Requirements and Prerequisites

There are no prerequisites for this course.

Students with no background in human resources management (HRM) will be provided with an introduction to the theories, concepts and challenges and their application in real life settings, to provide a basis for them in future roles as managers of staff potentially in global environments. The emphasis is on application in the real world.

Students with an interest and some experience in the management of people will be able to share and build on their real-life experiences, compare and contrast their experience with the Australasian settings and broaden their perspectives to a global environment.

The course is directed towards future general managers rather than Human Resources (HR) professionals. Every student entering the workforce and building their career needs the skills to manage themselves and work successfully with others in the business environment. In an increasingly global environment all businesses have a diverse workforce and every working person needs to develop skills to work effectively in diverse environments. Additionally, managers need to develop skills and gain experience to be able to work effectively with their team and other teams as well as people across the workforce, frequently in global settings.

Learning Outcomes

Following completion of this course, students should be able to:

1. Demonstrate an understanding of the key management issues arising from globalisation of the workforce;
2. Provide an overview of the macro and micro context within which global human resources management (HRM) operates;
3. Explain and understand the application of the cultural foundations and principles of managing diversity in international workforces;
4. Provide an overview of the key role of global workforce management in organisational strategy and explain and understand the application of the key elements of HRM, and global HRM in particular;
5. Explain and understand the principles of workforce planning and how that is applied to deliver the human resources needs in organisations to meet business objectives;
6. Explain and understand the application of the principles and challenges associated with each element of the employee life cycle in global workforce management including:
 - global recruitment and selection;
 - international workforce training and development
 - performance management in a global environment
 - compensation for a global workforce
 - employee relations in a global environment
7. Apply the principles and practices of global workforce management in a global or simulated global setting.

Developmental Outcomes

In undertaking the course students are expected to demonstrate responsibility and accountability, goal orientation, time management, working effectively individually and as a member of a team to achieve outcomes within set timeframes, and work respectfully with others.

Class Methodology

This course is delivered primarily face to face through classroom Sessions that include short presentations of principles and concepts followed by their application to case studies, historical context and emerging issues. The course content and delivery is designed to create a framework for students to reflect critically

about the application of HRM principles to the Session readings, case studies and their own experience etc. as appropriate.

As a minimum, students are expected to prepare for each Session by completing assigned readings and preparing class activities as appropriate.

Classes are participative with students contributing individually and as part of teams. Students are expected to participate in each Session by discussing assigned readings, actively participating in discussions and class exercises and making short presentations.

Field Components

The course focuses on global workforce management in the Australasian context utilising case studies in the Australasian context. As such, it includes a guest speaker who will present one major aspect of the course from an Australasian perspective.

Assessment

There are several components to the assessment for the course. These components include participation in Sessions, the mid-term and final tests and a research paper and associated class presentation.

Task	Assessment items	Due date	Weighting	Learning outcomes
1	Participation in Sessions	Sessions 1 – 12	25%	1 - 7
2	Mid-term test covering Chapters 1 - 4 (inclusive) of textbook	Session 5	25%	1,2,3,4
3	Research paper and class presentation	Research topic identified – Session 4 Research paper progress update – Session 7 Final paper submitted – Session 9 Class presentation of research paper – Session 12	25%	
4	Final exam	Session 12	25%	5,6,7

Participation in Sessions

Attendance at Sessions is compulsory. Attendance alone does not contribute to the assessment for participation in Sessions. As the name implies the grade for participation in Sessions requires active participation in Sessions. As a minimum, students are expected to read the material listed in the schedule before each Session. Students are then expected to participate in lively discussion and debate in Sessions. See the below table as a guide.

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has	Obviously has completed all readings; intelligently uses resultant understanding

	ideas on topics of the readings; takes care not to dominate discussion.	to formulate comments and questions for the discussion.
B+	Very Good: frequent, willing, and able contributor; generally offers thoughtful comments based on the readings.	Has done most of the readings; provides competent analysis of the readings and applies insights from class appropriately.
B / B-	Satisfactory: frequent contributor; basic grasp of key concepts but little original insight; comments/questions are of a general nature.	Displays familiarity with some readings and related concepts, but tends not to analyse them.
C range	Poor: sporadic contributor; comments/questions betray lack of understanding of key concepts; often digresses in unhelpful ways.	Displays familiarity with few readings; rarely demonstrates analytical thought.
D / F	Very Poor: rarely speaks; merely quotes text or repeats own comments or those of others.	Little to no apparent familiarity with assigned material or application to relevant discussion.

Mid-term & Final Exams

The mid-term and final exams include a combination of short written and multiple-choice and true and false questions. The mid-term exam covers content to the end of Session 4, i.e. student learning outcomes 1 – 4 (inclusive). The final exam covers the remaining Session content, i.e. covering content of Sessions 5 – 11 (inclusive) which cover student learning outcomes 5,6 and 7.

Research Paper and Class Presentation

The topic for the research paper may be selected from any of the material covered in this course. Bear in mind that the topics are generally broad and you will need to narrow down your research topic significantly. You should identify a small aspect of the course that interests you and focus sharply on it. Your paper should be no more than 2,500 words.

The topic of your research paper should be discussed with the lecturer in advance and the topic submitted online by Session 4.

Once you have decided on your topic you need to work out what you are trying to achieve in your research paper and focus on a specific aspect. You may for example identify a case study or hypothesis that you'd like to test, or you may choose current or recent global HRM events or alternatively examine an event/s from a historical perspective.

The final and most important step is to provide a thorough analysis. This analysis will carry the highest weight for this assignment. How does the case study or evidence fit into the theoretical discussion? Are the facts consistent with the theory? Explain why (or why not). What lessons did you learn from this project?

By Session 7 you are required to submit a status update (online) on the progress you have made with your research paper. This enables the lecturer to provide you with guidance and feedback.

The final research paper must be submitted online by Session 9. You will then be expected to present your paper to the class at a Session. You will make this presentation in Session 12. The presentation should include a brief outline of your paper and then focus on the analysis and conclusions section. Your presentation should take 10 minutes with an additional 5 minutes for questions.

To obtain an 'A' grade, the submission needs to meet three requirements: (1) good presentation of case study; (2) theoretical discussion; and (3) thorough analysis. Any submissions that do not meet all three criteria will be downgraded.

Grading

DESCRIPTOR	ALPHA	NUMERIC	GPA	REQUIREMENT/EXPECTATION
Outstanding (High Distinction)	A	93+	4.0	Maximum grade: In addition to description for grade "A-", the student shows detailed understanding of materials about which he or she can show independent analytical ability. This means the ability to question an issue from different perspectives and evaluate responses in an objective manner.
Excellent (Distinction)	A-	90 - 92	3.7	Student shows understanding of literature beyond the textbook/class hand-outs/class notes, and the work shows a high level of independent thought, presents informed and insightful discussion and demonstrates a well-developed capacity for evaluation.
Very good (High Credit)	B+	87 - 89	3.3	Shows evidence of a capacity to generalise from the taught content, or the material in literature, or from class lectures in an informed manner. Also, the work demonstrates a capacity to integrate personal reflection into the discussion and an appreciation of a range of different perspectives.
Good (Credit)	B	83-86	3.0	The work is well organised and contains coherent or logical argumentation and presentation.
Good (Credit)	B-	80 - 82	2.7	Student shows understanding of literature beyond the textbook and/or notes, and, there is evidence of additional reading.
Average (Good Pass)	C+	77-79	2.3	The work demonstrates a capacity to integrate research into the discussion and a critical appreciation of a range of theoretical perspectives. Also, the work demonstrates a clear understanding of the question and its theoretical implications and demonstrates evidence of additional reading.
Adequate (Pass)	C	73 - 76	2.0	Shows clear understanding and some insight into the material in the textbook and notes, but not beyond. A deficiency in understanding the material may be compensated by evidence of independent thought and effort related to the subject matter.
Below Average (Borderline Pass)	C-	70-72	1.7	Shows some understanding of the material in the textbook and notes. A deficiency in any of the above may be compensated by evidence of independent thought related to the subject matter.
Inadequate (Borderline Fail)	D+	67 - 69	1.3	Fails to show a clear understanding or much insight into the material in the textbook and notes
Poor (Fail)	D	60 - 66	0.7- 1.0	Besides the above for D+, student has not shown interest or engagement in the class work or study.
Poor (Fail)	F	<60	0	Shows little or no understanding of any of the material

Incomplete	I		Please see CAPA policy in the Academic Handbook.
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Course Materials

Course Readings

The following text is an essential textbook for the course. Please ensure you have the third edition of the textbook.

- Vance, C. M., & Paik, Y. (2015). *Managing a Global Workforce: Challenges and Opportunities in International Human Resource Management* (3rd ed.)

There are set readings from the textbook for each Session in the course.

Recommended Readings

Each Session also includes Recommended Readings for that Session. The Readings are set out for each Session in the Modules section of CANVAS for the course.

Weekly Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to accommodate availability for field trips and guest speakers.

Relevant additional readings are included for each Session under Modules in CANVAS. Other readings may be added from time to time to accommodate recent developments in the areas being discussed. Students are expected to review these materials prior to the weekly session. Weekly chapter references and several the case studies are from the required textbook.

Students must complete all required components for this course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a Fail for the course.

Week	Session Topics	Class Activities
1	<p>Session 1 - Introduction to Global Workforce Management (GWM)</p> <p>USA and Australia - our countries, our people and our place in the world The Global workforce management course Globalisation and its impact on business and the people who work in organisations Introduction to Human Resources Management (HRM) from strategic and employee life cycle perspectives HRM as HR professionals, managers and workers</p> <p>Required Reading</p> <p>Chapter 1 of textbook</p> <p>Case Studies</p> <p>The lucky country? SMH, Sept 13, 2013 Aussie Rules. The Economist Volvo Group www.volvogroup.com/en-en/home.html The Orange Sky Story https://open.abc.net.au/explore/121333 Toy story The Economist January 9, 2016 page 59 Everyone seems to agree globalization is a sin. They're wrong., Washington Post</p>	<p>Class</p> <p>Lecture Activities Discussion of Case Studies</p>
2	<p>Session 2 - Cultural foundations of international HRM</p> <p>Understanding Culture Similarities and differences between cultures activities Major Models of National Culture Matsushita's and Japan's changing culture Perspectives on Eastern and Western cultures Culture and its impact and place in global workforce management Defining and institutionalising organisational culture : The Australian Army case study</p> <p>Required Reading</p> <p>Chapter 2 of textbook</p> <p>Case Studies</p> <p>Culture of the Australian Army: Chief of Army Lieutenant General David Morrison www.youtube.com/watch?v=QaqpoeVgr8U Matsushita's and Japan's changing culture</p>	<p>Class</p> <p>Lecture Discussion of Case Studies Activities</p>
3	<p>Session 3 - Changes and challenges in the global labour market</p> <p>The challenges of globalisation for organisations Case study – the BHP Billiton mine disaster in brazil The changes influencing globalisation</p>	<p>Class</p> <p>Lecture Discussion of Case Studies</p>

	<p>The technological revolution</p> <p>The war for skilled immigrant talent</p> <p>Changes in labour force demographics and migration</p> <p>Emergence of the contingent workforce</p> <p>Offshoring and onshoring – India is sending jobs abroad</p> <p>Required Reading</p> <p>Chapter 3 of textbook</p> <p>Case Studies</p> <p>Automation in Japan, Human Endurance. The Economist November 10, 2018</p> <p>Immigration is good for economic growth, if Europe gets it right refugees can be too. Huffington Post September 15, 2015</p> <p>The gig economy is growing whether you like it or not. AFR June 4, 2018</p> <p>Here's what we know about Adani and the Carmichael mine project, ABC News December 6, 2018</p> <p>Apple's Tax in Ireland, The Wall St Journal, Aug 30, 2016</p> <p>Who are our employees? (page 143 of text)</p>	Activities
4	<p>Session 4 - The key role of international HRM success in MNC strategy</p> <p>Review of Session 3 via the Walmart experience</p> <p>Volvo case study – linking strategy with people utilising the McKinsey 7S model</p> <p>Identifying our class international community development business</p> <p>Discussion on how MNCs compete in emerging markets</p> <p>The Key Role of International HRM in Successful MNC Strategy</p> <p>Structuring for optimal global performance – The IBM experience</p> <p>The great debate – The Adani coal production project should proceed.</p> <p>Required Reading</p> <p>Chapter 4 of textbook</p> <p>Case Studies</p> <p>Volvo case study</p> <p>Offshore has become Walmart, as outsourcing becomes more like Amazon. Fersht & Snowdon January 21, 2017</p> <p>IBM case study (page 112 of text)</p> <p>Adani coal production project</p>	<p>Class</p> <p>Lecture</p> <p>Planning our class business</p> <p>Discussion of Case Studies</p> <p>Debate</p> <p>Assessment task</p> <p>Topic of research paper due to be submitted online</p>
5	<p>Session 5 - Global HRM planning</p> <p>Midterm exam</p>	<p>Class</p> <p>Lecture</p>

	<p>Developing the business plan for our business and conducting workforce planning for the business</p> <p>From strategy to structure, skills and staffing</p> <p>External environmental scanning</p> <p>Sources of global labour supply, to meet work demand</p> <p>HRM role in implementation of company strategy</p> <p>Global HR planning for the long term</p> <p>Required Reading</p> <p>Chapter 5 of textbook</p> <p>Case Studies</p> <p>Business and workforce planning our class business</p> <p>Workforce planning Volvo's new plant in China</p> <p>Mid-term test completed in classroom online</p>	<p>Business and workforce planning our class business</p> <p>Discussion of Case Study</p> <p>Assessment task</p> <p>Mid-Term Test</p>
6	<p>Session 6 - Global staffing</p> <p>A Google search for talent (page 180 of text)</p> <p>Strategic considerations of staffing</p> <p>Staffing our class business</p> <p>Volvo staffing case study</p> <p>General factors affecting global staffing</p> <p>Steps in the recruitment process</p> <p>Planning the recruitment of key personnel in our class business</p> <p>Required Reading</p> <p>Chapters 6 of textbook</p> <p>Case Studies</p> <p>A Google search for talent (page 180 of text)</p> <p>Staffing our class business</p> <p>Volvo case study</p> <p>Brazil's economic boom needs more talent</p>	<p>Class</p> <p>Lecture</p> <p>Discussion of Case Studies</p> <p>Staffing our class business</p>
	Mid-Semester Break	
7	<p>Session 7 - International workforce training and development and international assignments</p> <p>Training and Development</p> <p>Taking a class business through strategy, to skills, to staffing, to organisational structure, to recruiting, to training plan and induction program</p> <p>Strategic role of training & development in the global workplace</p> <p>Fundamental principles guiding training & development</p>	<p>Class</p> <p>Lecture</p> <p>Operationalising our class business</p> <p>Discussion of Case Studies</p> <p>Activities</p> <p>Assessment task</p>

	<p>Training imperatives for the global workforce</p> <p>Case study: HCN supervisor training needs</p> <p>Managing international Assignments</p> <p>Challenges of your re-location</p> <p>Will millennials accept the same expatriate challenge?</p> <p>Expatriate preparation</p> <p>Case study: Developing a pre-departure training program for a six month assignment with Google in Beijing</p> <p>Support for adjustment</p> <p>Case study: Beware the reverse culture shock boomerang</p> <p>Inpatriate managers</p> <p>Foreign assignments and repatriation</p> <p>Case study: strategies for making the most of foreign assignments</p> <p>Case study: Big businesses fail to make the most of employees with foreign experience</p> <p>New and flexible International assignments</p> <p>Required Reading</p> <p>Chapters 7 and 8 of textbook</p> <p>Case Studies</p> <p>Develop a training plan for our class business</p> <p>Case studies in Chapters 7 & 8 of text</p> <p>Assessment</p> <p>Status update on research paper due for submission online</p>	<p>Status update on progress with research paper due to be submitted online</p>
8	<p>Session 8 - Global performance management</p> <p>Performance management process theory, practice and experience</p> <p>Case study: Conducting an initial meeting with a new employee</p> <p>Case study: Defining the process for career development</p> <p>Case study: Cross- cultural challenges of performance management</p> <p>Case study: Customising HCN performance appraisal design</p> <p>Important considerations for global performance management</p> <p>Planning & implementing global performance appraisals</p> <p>Designing a performance management system for our class business</p> <p>Required Reading</p> <p>Chapter 9 of textbook</p> <p>Case Studies</p> <p>Case Study: Puzzling Performance Appraisal (pp 311,312 of text)</p> <p>Case study: Customising HCN performance appraisal design (pages 342,3 of text)</p>	<p>Class</p> <p>Lecture</p> <p>Discussion of Case Studies</p> <p>Designing and implementing the performance management system for the class business</p> <p>Activities</p>

9	<p>Session 9 - Compensation for a global workforce</p> <p>Managing compensation on a global scale: fundamental practices</p> <p>Key compensation considerations for expatriates, HCNs & TCNs</p> <p>Compensation convergence (pages 353,4 of textbook)</p> <p>What are the most rewarding countries for expatriates? (pages 382,3 of textbook)</p> <p>Making pay fair in the humanitarian and development sector</p> <p>Required Reading</p> <p>Chapter 10 from textbook</p> <p>Additional Reading</p> <p>Making pay fair in the humanitarian and development sector</p> <p>Case Studies</p> <p>Read the Case Studies in Chapter 10 of textbook</p>	<p>Class</p> <p>Lecture</p> <p>Discussion of Case Studies</p> <p>Activities</p> <p>Assessment task</p> <p>Research papers to be submitted online</p>
10	<p>Session 10 - Global employee relations</p> <p>What is ER?</p> <p>Minimum terms and conditions at work in Australia</p> <p>Current ER issues</p> <p>Influence of MNCs & unions on global ER</p> <p>Case study: The Bangladesh Fire and Building Safety Accord</p> <p>Case study: Violent labour protest in Myanmar</p> <p>Case study: New wave of jobs goes offshore</p> <p>Presentations of research papers</p> <p>Required Reading</p> <p>Chapter 11 from textbook</p> <p>Collie Mine articles</p> <p>Case Studies</p> <p>Age Discrimination in the Workplace</p> <p>H&M supply factory in Myanmar damaged in violent labour protest. The Guardian March 8, 2017</p>	<p>Class</p> <p>Lecture</p> <p>Discussion of Case Studies</p>
11	<p>Session 11 – Completion of class business case study and presentations of research papers</p> <p>Completion and learnings from class business case study</p> <p>Student presentations of research paper to the class</p>	<p>Class</p> <p>Discussion</p> <p>Assessment task</p> <p>Student presentations</p>
12	<p>Session 12 - Final Exam and Class Presentations</p> <p>Final exam</p>	<p>Assessment task</p> <p>Final exam</p>

	Course learnings	Discussion
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Attendance, Participation & Student Responsibilities

Attendance: CAPA has a mandatory attendance policy. Attendance is taken at the beginning of every class. The first time a student has an unexcused absence for a class, their grade will not be impacted. The second time a student has an unexcused absence in that class, it will result in a 3 percent reduction of the final grade (for example: an A- [92] will become a B+ [89]). The student will be placed on academic probation at this time. Three unexcused absences per class will result in failure of the course. A pattern of three absences in more than one course will result in dismissal from the program. If a student arrives late for a scheduled class, it is the student's responsibility to notify the instructor to ensure that they are added to the class register for the session.

Excused Absences: Absences are only excused for medical reasons, for a family emergency or for a religious holiday. To request an excused absence, students must contact excused.absence@capa.org ahead of time and provide evidence (e.g. a doctor's note) of the reason for their absence, otherwise the absence will not be excused. Even if the student knows the absence will not be excused, the student should still contact CAPA to inform CAPA they will not be in class. In addition to contacting excused.absence@capa.org, it is the responsibility of the student to contact their instructor and make up any missed assignments.

Class Participation: Students are expected to participate in all classes and to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assigned reading BEFORE the class and arrive at the session on time. Participation is a vital part of students' grade: students are expected to participate in class and in online forums and discussions in a critical and evaluative manner; to interact with the faculty and fellow students with respect and tolerance; and to actively engage in discussion. Derogatory or inflammatory comments about the cultures, perspectives or attitudes of others will not be tolerated.

Academic Accommodations: Any student who feels they may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact the instructor and/or the Director of Academic Affairs privately to discuss their specific needs. Students requesting accommodations must have their home institution's Disabilities Services or an appropriate licensed professional or healthcare provider submit official documentation directly to CAPA in a timely manner outlining their specific needs. If the documentation is submitted by a provider other than the home institution's Disabilities Services, it must be someone familiar with the history and functional limitations of the student's disability (not a relative or family member of the student). Any required accommodations will be approved by CAPA's Vice President for Academic Affairs, in consultation with relevant Academic Directors, before being relayed to faculty. Any student who requires an accommodation based on official documentation should also discuss their needs directly with their instructor.

Academic Integrity: A high level of responsibility and academic honesty is expected. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrates a high standard of individual honor in their scholastic work and class behavior. Plagiarism, self-plagiarism and cheating can result in dismissal from the program. Self-plagiarism, copying an assignment entirely or partially to submit to a different class in an attempt to receive credit twice for one piece of work is unacceptable and considered cheating by duplication. Students risk receiving a "0" for any assignments in which they have duplicated their own work. All substantial writing assignments will be run through the plagiarism checking software Turnitin when submitted via CANVAS. See CAPA's Academic Standards and Policies for more information and resources on plagiarism.

Sexual Misconduct, Required Reporting, and Title IX: CAPA: The Global Education Network is committed to encouraging a safe and healthy environment at our CAPA centers. This commitment includes the understanding of, and applicable adherence to, the guidelines outlined in Title IX of the Education Amendments of 1972. Title IX necessitates that US universities provide equity in all educational programs and activities without sex discrimination. CAPA understands the implications of Title IX compliance for our institutional partners and thus endeavors to support this compliance as a vital aspect of partnership. The safety and security of all students during a program is a matter of crucial importance to CAPA. To facilitate this, CAPA encourages students to openly disclose any and all information that is Title IX relevant so that

CAPA staff can provide support and connect students with appropriate resources. Because students may not understand the implications of Title IX abroad, CAPA will work to advise students about the resources available through Title IX and explain the importance of compliance in Title IX reporting. CAPA will work to build student confidence in CAPA's status as a mandated reporter by outlining the advantage of disclosure for the student, reassuring them that any information disclosed will not be used in an inappropriate manner, and stressing that individuals will only be informed on a need-to-know basis.

Use of Electronic Equipment in Class: All devices such as laptops, i-pods, i-pads, netbooks, notebooks and tablets, smartphones, cell phones, etc. are NOT allowed unless students have express permission from the faculty, or they have been instructed to do so. If students require an accommodation to use any type of electronic equipment, they must inform the Director of Academic Affairs at the beginning of term.

Use of Electronic Translators: In language courses students are NOT allowed to use electronic translators for writing texts in the target language: those submitting compositions and texts of whatever kind translated in such a fashion will receive a "0" (F) grade for the course.

Late Submission: Late submission of papers, projects, journal entries, pieces of homework and portfolios is only permitted with prior approval. A request for an extension must be made to the relevant faculty member no later than two days prior to the due date. Late submission without prior approval will result in a 3 percent per day deduction of the final grade. In either case, work cannot be submitted after feedback has been provided to the rest of the class on the relevant assessment or one week after the due date whichever comes first, after which point a grade of "0" (F) will be given for the assessment.

Behavior during Examinations: During examinations, students must do their own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, and students may not access online resources of any kind, compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam and may lead to failure of the course and disciplinary action.