



SDNY BUSN 3376

International Dimensions of Organisational Behaviour

CAPA SYDNEY PROGRAM

Course Description

In the International Dimensions of Organisational Behaviour course, students will study how theories, research, and current issues in the field of organisational behaviour apply in the context of the international workplace. This course will focus on the international application of core management theories and strategies, and will be based on interdisciplinary research, from fields including psychology, sociology, economics, political science and anthropology. Students will be expected to increase their understanding of human behaviour within the setting of a global work environment, and across a variety of historical and current issues. Students will also be expected to reflect critically on how theoretical frameworks can be applied and developed within the organizational setting.

The course incorporates Harvard Business School case studies from Samsung, Tata Motors, Alibaba, Tencent as well as the students' internship experiences in London and Sydney to critically discuss and apply the thematic issues covered in the course

The course also incorporates Globally Networked Learning. You will be working in tandem with CAPA students in London for the final project. More details can be found in this syllabus and the GNL Canvas.

Course Aims

The academic approach of this course incorporates gaining an appreciation of four essential learning and development outcomes: globalisation, urban environment, social dynamics and diversity. Students taking this course will benefit from these rich perspectives and understand their relationship to organisational behavior in an international context.

Moreover, with its global presence, CAPA offers students the opportunity to enrich their academic experience by exposing and exploring the localised context of the CAPA Sydney Centre. Sydney is a melting pot with a population of just over 5 million residents. People from countries in the Asia-Pacific region who have made this city their home enrich the international dimensions of the Sydney work place. Further, its population

includes a cross-section of immigrants and workers from China, India, Asia, Africa, the Americas, and many of the European countries. This cultural and ethnic diversity of Sydney makes the city a unique location for the students to immerse themselves and to study and observe the international dimensions of society. The students will have the opportunity to apply the learning outcomes of this course in their internships as well as in interactions with the local population.

The students will be expected to develop and expand their understanding of this local context of Australia's role in the global, European and Asia-Pacific marketplace. The research paper project provides the students an opportunity to explore this localised context and to demonstrate their learning outcomes from this unique opportunity provided by studying International Dimensions of Organisational Behaviour at the CAPA Sydney Centre.

Requirements and Prerequisites

Students must be business majors or minors. The course emphasizes this academic area from a global perspective. Students with a high degree of motivation and desire to learn about the international and global aspects of business will benefit from this course.

Learning Outcomes

1. Explain theories, best practices and applications of how to effectively manage and lead people within a globalised business setting.
2. Identify and analyse challenges facing businesses in a globalised world.
3. Recognize major elements of socio-cultural diversity within global business.
4. Describe frameworks of personal and organizational value systems, in the context of a globalised business environment.
5. Investigation of the relationships among globalization, the dynamics of the urban labour market, immigration flows and social inequalities
6. Appreciation of dimensions of diversity and of the interplay among them, including gender, ethnicity, class and sexuality within management and leadership.
7. Examine and analyse competitive advantages that accrue to organizations consistently successful at adapting to problems/challenges/opportunities of intercultural management and communication
8. Discuss significant, current international business issues as informed global citizens.

Developmental Outcomes

Students should demonstrate: responsibility & accountability, independence & interdependence, goal orientation, self-confidence, resilience, appreciation of differences, personal reflection, problem analysis, developing good reading habits, critical thinking, working independently and as part of a team.

Class Methodology

This class will be participative and will require students to contribute individually and as part of a team. The course content and delivery will create a framework where students reflect critically on the weekly discussion topics. The students will be expected to devote an hour per day keeping up with the current global issues in international business, politics and society. Expected reading sources should include *The Australian*, *The Economist*, *Financial Times* and *The New York Times*. The teaching and learning methods will be a blend of the following:

- Lectures
- Reflections & observations
- Readings on current topics
- Class discussions and case studies
- Student presentations and research papers.

Field Components

Sydney is a leading financial and economic centre in the Asia-Pacific market place. It is the base of many of Australia's largest financial institutions, Westpac and Commonwealth Bank, as well as prestigious academic institutions such as the University of Sydney and University of NSW. All major global clothing retailers are based in Sydney, such as Zara, Uniqlo, H&M. Further, the Sydney internship experience offers students a rich contextual environment to apply the learning outcomes from this course in their work place. Findings and observations from these experiences can be used to enrich the content of your project and research papers.

The assigned field component(s) are:

- Visit to meet a large Japanese organisation and how they operate their businesses in Western countries like Australia.
- Sydney CBD Site Visits: NSW Art Gallery, Stock Exchange, Opera House, The Rocks, Harbour Bridge.
- Students are also strongly encouraged to participate in co-curricular program activities, among which the following are suggested:

Students are encouraged to participate in co-curricular opportunities that explore the diversity of Sydney. Moreover, students should also attend public lectures at the University of Sydney. I will advise on any of the particular relevance.

Assessment and Grading

Assessment Task	Grade %	Learning Outcomes	Due Date
Class participation/small group discussion	20%	a, b, c, d, e, f, h	Weekly
Mid-term research paper (local)	30%	c, d,	Week 5

Icebreaker (GNL)	10%	c, d	Weeks 1 - 3
Final group presentation (GNL)	20%	a, b, d, f	Week 12
Final research paper (GNL)	20%	a, b, d, f, g	Week 12

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.

Local Assessments (50%)

1. Class Participation and Small Group Discussion (20%)

The class participation assessment component includes preparation for the weekly classes and the quality (rather than quantity) of your participation. The preparation and critical discussion of the assigned case studies and homework tasks will count as class participation. The case studies (e.g., Tata Motors, Samsung, Alibaba, Uniqlo) involve some preparation and background reading. You are expected to provide a critical commentary on these cases, applying the learning points from the weekly content into the issues raised in the various cases.

Please review the following table as a guide:

Grade	Discussion	Reading
A range	Excellent: consistent contributor; offers original analysis and comments; always has ideas on topics of the readings; takes care not to dominate discussion.	Obviously has completed all readings; intelligently uses resultant understanding 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.

2. Mid-Term Research Paper (30%)

This will be an individual assignment to be submitted prior to the mid-term break and will cover the week 1-6 class topics. One of the case studies assigned for the course will be the subject of your mid-term research paper. The assigned case study will be announced in Week 2. You are required to present an analysis of the situation described in the case by applying the various readings for the course. The assessment of your mid-term paper will be based on your application of the theories, examples and content of the weekly seminars and class discussions as well as the course reading material.

Formatting: Arial. 12 point. 1.5 spacing.

Due Date: Week 5

Submission: Via the weblink in Turnitin on CANVAS.

GNL Assessments (50%)

The GNL project for this course will be an assessment of each student's cumulative learning across the semester. The final project involves working with another student in either London (for Sydney students)

and Sydney (for London students) to produce a final analytical project paper and presentation and an “ice-breaker” activity.

The GNL Assessments consists of:

- a. Icebreaker (10%),
- b. Final research paper (20%) and group presentation (20%).

1. Ice-Breaker (10%)

As discussed in the Week 1 class, you should find a photograph that you think is relevant to diversity in Sydney. This can be positive or negative. Your inspiration for the piece can come from anywhere but try to relate it to the course.

Please upload your photograph to the discussion area that has been set up in Canvas.

You should just post the item and not explain the significance of it.

Part of the Week 2 interactive white board discussion work will be to explain why you think the student from London has chosen the item and how you think it can relate to this course. Therefore, keep this in mind when choosing your piece.

After the in-class discussion, you will post your replies under the relevant Sydney photograph. The London students will then discuss their photographs and post the reply the next day.

Due Date: Week 3

Submission: via the weblink in Turnitin on CANVAS.

2. Final Project – written report (20%) and presentation (20%)

Students will form into pairs (one from London and another student from Sydney) in the Week 6 class.

There are two approaches students can take for this assignment:

- a. As a team, the students select an organisation that is currently based and operating in the West (eg, U.K., Australia, USA) and also in S-E Asian countries ((eg, China, Korea, Japan, Vietnam, Singapore, Malaysia, Indonesia). Using this nominated organisation, the student team will analyse and contrast one of the following topic areas (listed below) in both the Western markets (eg, UK, Australian, USA) markets and the S-E Asian Markets (eg, China, Korea, Japan, Vietnam, Singapore, Malaysia, Indonesia). Having the "West" and "East" regions provides greater contrast and effect - for your project. For example; Sony (Japan - home country) and in the "West" (eg, USA / UK / AUS) on Leadership style. For example, Alibaba (China -home country) contrast to the "West" (eg, USA / UK / AUS) on recruitment / promotion approaches

or

- a. Choose two organisations in the same industry operating in the West (eg, U.K., Australia, U.S.A.) and also in S-E Asian countries (eg, China, Korea, Japan, Vietnam, Singapore, Malaysia, Indonesia). Using these two organisations, the student team will contrast one of the following topic areas (listed below). For example; We Chat (China) and Facebook (USA / UK / AUS), on the topic area of

organisational culture. For example, Apple (USA) and Samsung (South Korea) on the topic of women in leadership. For example, Google (USA) vs Baidu (China) on legislation and coercion. For example, Qantas (Australian) contrast to Singapore Airlines (Singapore) and/or Emirates (U.A.E.), on the topic area of diversity training initiatives.

Topic areas include:

- Management Style and Behaviour
- Leadership Approaches
- Performance Measures
- Recruiting staff (O/S and local).
- Corporate Social Responsibility and Ethical Decision Making
- Diversity Training Initiatives
- Female Leadership
- Legislation and Coersion

Length: 2000 words (this includes the Table of Contents but not the References and Appendix section).

Formatting: Arial, 12 pt, 1.5 spacing.

Due Date: Week 12 class

Submission: via the weblink in Turnitin on CANVAS.

Localised Context

The students are required to identify relevant research paper topics within the localised context of Australia and the Asia-Pacific region. These research paper topics should be discussed with the lecturer in advance. Preparatory work would include developing good reading sources such as the *The Australian*, *The Sydney Morning Herald*, *the Financial Review* to gain a better understanding of the localised context

Course Materials

Required Readings:

- Nancy J. Adler with Allison Gunderson, 5th Edition (2008) South-Western Centage Learning ISBN: 13: 978-0-324-36074-5.

Available on Amazon: <https://www.amazon.com/International-Dimensions-Organizational-Behavior-Nancy/dp/0324360746>

Recommended Reading(s):

- Robert Rosen 'Global Literacies' (2000) Simon and Schuster ISBN 0-684-85902-5.

Available on Amazon: <https://www.amazon.com/Global-Literacies-Business-Leadership-National/dp/0684859025>

- Fullan M 'Leading in a Culture of Change' 2007 Jossey Bass ISBN 0-7879-5395-4.
Available on Amazon: <https://www.amazon.com/Leading-Culture-Change-Michael-Fullan/dp/0787987662>
- Susan C. Schneider & Jean-Louis Barsoux, 'Managing Across Cultures', 2nd edition (2003), FT Prentice Hall.
Available on Amazon: <https://www.amazon.com/Managing-Across-Cultures-Susan-Schneider/dp/027364663X>

Students will be provided with further readings that will be uploaded to Canvas on a week by week basis. The course section on Canvas will also contain a summary of the weekly content and the main discussion themes for the seminars. You are encouraged to bring in your laptops to class to make your notes and update the soft copy of the Course Pack.

It is fine to use previous editions or online versions of the textbook. You could obtain used copies of the book at substantial discounts through the online marketplace. The book is also available for electronic download through the publisher and will be placed in the CAPA library for reference purposes.

Weekly Course Schedule

The framework below indicates class-based sessions at CAPA. The schedule may be revised as the term progresses to incorporate field trips and guest speakers. Weekly class material slides; explanatory notes and relevant additional readings will be posted online. The students are expected to review these materials prior to the weekly session. Weekly chapter references are from the required textbooks.

Note: AG refers to International Dimensions of Organisational Behaviour (Textbook)

WEEK 1	
Lesson	Introduction: Culture and Management
In-class activity	Introductions, student interests, relevant prior coursework & experience Course map, format, and required work. Review of all the assessment items – detailed guidelines posted in this syllabus. Overview of the course.
Out-of-class activity	Icebreaker: Collect/post Sydney photographs onto CANVAS
GNL activity	Icebreaker: Collect/post Sydney photographs onto CANVAS
Readings	AG Ch 1

Assignments	Icebreaker: Collect/post Sydney photographs onto CANVAS
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WEEK 2	
Lesson	How Cultural Differences affect Organisations
In-class activity	Country and Organisational culture Regional and national cultures: Hofstede and other authors. Industry-specific cultures & reasons for differences
Out-of-class activity	Work on the Icebreaker activity
GNL activity	Icebreaker: Collect/post Sydney photographs onto CANVAS Icebreaker: Reply to London comments on photographs.
Readings	AG Ch 2
Assignments	Icebreaker: Collect/post Sydney photographs onto CANVAS Icebreaker: Reply to London comments on photographs.

WEEK 3	
Lesson	Communicating across Cultures
In-class activity	How do we exchange 'meaning'? Verbal and non-verbal messages Perception & cultural 'filters' Cross-cultural misconception & miss-evaluation Stereotypes – and how/why to avoid them Exercise: How well do you know your colleagues – AG pp 87-88. Communicating across Cultures
Out-of-class activity	Start working on your Mid-term research paper.
GNL activity	Icebreaker: Reply to London comments on photographs.
Readings	Readings: AG Ch 3
Assignments	Icebreaker Assessment. Review Icebreaker sessions.

	Start working on your Mid-term research paper.
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WEEK 4	
Lesson	Leveraging Cultural Diversity
In-class activity	Cultural invisibility & blindness 'Diversity causes problems' – but also creates opportunities Strategy for managing cultural diversity Class assignment on cultural assumptions and organisations benefiting from cultural diversity – review tables in AG pp 108-111 to prepare for this discussion
Out-of-class activity	Work on your Mid-term research paper.
GNL	Brief GNL Project (report and presentation).
Readings	AG Ch 4
Assignments	Work on your Mid-term research paper.

Week 5	
Lesson	Managing Multicultural Teams
In-class activity	Firm types: domestic, multi-domestic, multinational, global How do various firm types manage multicultural teams? Team diversity – advantages & disadvantages Is there a 'most effective' way to manage multicultural teams? One to one feedback session on essay plans
Out-of-class activity	Mid-term research paper is due – submit onto Canvas before the Week 5 Class.
GNL	Start working on your GNL Project with your London team member
Readings	AG Ch 5
Assignments	Mid-term research paper is due – submit onto Moodle before the Week 5 Class.

Week 6	
Lesson	Leading Globally
In-class activity	Attributes of an International manager Different and competing theories of leadership
Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	AG Ch 6
Assignments	Work on your GNL Project with your London team member
	Mid-Semester Break

WEEK 7	
Lesson	Women as Global Leaders and Managers
In-class activity	Woman as successful leaders and negotiators? Class discussion: Coaching Women for Success – AG p297-304
Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	AG Ch 10
Assignments	Work on your GNL Project with your London team member

WEEK 8	
Lesson	Sydney City Site Visit
In-class activity	The tour will guide us through the top 10 cultural sights of Sydney – in the CBD and East of the city.

Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	N/A
Assignments	Work on your GNL Project with your London team member

WEEK 9

Lesson	Negotiating Globally
In-class activity	Global negotiations.
Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	AG Ch 9
Assignments	Work on your GNL Project with your London team member

WEEK 10

Lesson	Motivating People from around the world; Inspiring people to contribute.
In-class activity	Inspiring people to contribute Theoretical aspects: Three Motives, Two Factor Motivation, Expectancy Theory How do rewards vary across cultures? Class discussion of 'The Multicultural Team' article - SB 8.
Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	AG Ch 7

Assignments	Work on your GNL Project with your London team member
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WEEK 11	
Lesson	Work on your GNL Project with your London team member
In-class activity	Work on your GNL Project with your London team member
Out-of-class activity	Work on your GNL Project with your London team member
GNL	Work on your GNL Project with your London team member
Readings	As per your project
Assignments	Work on your GNL Project with your London team member

WEEK 12	
Lesson	Group Project Presentations (GNL)
In-class activity	Delivery of project presentation and report
GNL	Delivery of project presentation and report
Assignments	<p>Final Report and Presentation is due this week.</p> <p>Finish and submit the written report and Presentation.</p> <p>Presentation held this week – in the class.</p>

WEEK 13	
Lesson	Course Review

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.