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Spring, 2021

Syllabus, MGMT 6353 (ONLINE)

**International Organizational Behavior and Human Resource Management**

CRN #28705

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**Class Schedule**

Jan 19, 2021 - May 06, 2021

Monday 9:00 to 11:50 AM

Online Scheduled with Individual Students

**Optional Office Hours Online**

Mondays: 1-2 p.m. Mountain Time

Tuesdays: 10-11 a.m. Mountain Time

Thursdays: 4-5 p.m. Mountain Time

and many other time by appointment

## **Helpful Background Readings**

Hofstede, G., & Hofstede, G. J. (2005). *Cultures and Organizations: Software of the Mind*. McGraw Hill.

House, R. J., Hanges, P. J., Javidan, M., Dorman, P.W., & Gupta, V. (Eds.). (2004). *Culture Leadership and Organizations: The GLOBE Study of 62 Societies*. Thousand Oaks, CA: Sage.

Kessler, E. H. 2013. Encyclopedia of Management Theory. Volumes 1 and 2. Los Angeles, Sage.

Smith, P.B. Peterson, M. F., & Thomas, D. C. (Eds.) 2008. The Handbook of Cross-Cultural Management Research. Sage.

Thomas, D. C. 2008. Cross-Cultural Management: Essential Concepts. 2<sup>nd</sup> Edition. Sage.

## **Course Description**

This seminar offers a survey of contemporary international business research in a seminar format. Topics include the international business environment, cross-cultural theories in management, the culture of global organizations, and managing across cultures.

## **Learning Objectives**

1. Acquire a doctoral-level knowledge of the peer-reviewed academic literature.
2. Acquire the ability to initiate research in top quality peer-reviewed journals.
3. Develop the ability to prepare a review of the literature related to one of the topics in this course.
4. Engage in conversations about research topics at the doctoral level.
5. Draw on existing knowledge to create new and innovative knowledge.

## **Class Activities**

1. Readings and Online Discussions: 390 Points

Each week, several readings will be assigned. All students will read each of the required readings. In addition, students will use Blackboard to post analyses of each reading and reply to other students' analyses of the readings. These analyses and replies should not

just summarize the readings, but demonstrate how new research will build upon each reading in new interesting, innovative, and/or insightful ways. Students will be graded on their posts and comments on Blackboard. Online discussions of the reading assignments for this course are assessed according to rubrics. Students will find these rubrics by clicking on the appropriate assignment link in Blackboard and choosing to “View Rubric” from the button beneath the Points Possible for the assignment. There are 13 modules in this class on different topics. Within each module there are three articles to read. Students should read all of the articles. For each module, students will post written analyses of two of the three articles. These analyses should be about 150 to 250 words. Also, each student should write one reply to at least one of the other students' analyses for the articles that the student did not analyze. These replies should also be about 150 to 250 words long. Thus, in total, the students will write at least two analyses and one reply for each of the 13 modules for a total of 39 postings. Each of the analyses and replies is worth 10 points. The analyses should be posted far enough in advance of the deadline (i.e., at least one week) so that other students have a chance to read and reply.

2. Literature Review: 300 points

Each student will propose a topic for an extensive literature review. Students will prepare this literature review in a format that is suitable for publication. The complete literature review will be turned in and graded at the end of the semester. The criterion for this literature review will be posted on Blackboard.

3. Online Meetings: 200 Points

Each student will participate in synchronous one-on-one meetings with the professor at agreed upon times and dates to discuss research related to the course.

4. Narrated PowerPoint Presentations: 110 Points

Each student will also prepare two narrated PowerPoint Presentations on their own chosen topics, but they must be related to this course. These presentations should be converted to MP4 file format and uploaded to Blackboard. Each of these presentations is worth 55 points.

### **Learning Modules**

This course is designed so that each week the readings will focus on a specific topic. In this way, students can compare and contrast the readings within each learning module.

### **Grade Distribution**

1000-900 = A  
899-800 = B  
799-700 = C  
699-600 = D  
599 and Below = F

### **Technology Requirements**

Course content is delivered via the Internet through the Blackboard learning management system. Please ensure that your UTEP e-mail account is working and that you have access to the Web and a stable web browser. Google Chrome and Mozilla Firefox are the best browsers for Blackboard; other browsers may cause complications. When having technical difficulties, update your browser, clear your cache, or try switching to another browser.

You will need to have access to a computer/laptop, a webcam, and a microphone. You will need to download or update the following software: Microsoft Office, Adobe Acrobat Reader, Windows Media Player, QuickTime, and Java. Check that your computer hardware and software are up-to-date and able to access all parts of the course.

If you do not have a word-processing software, you can download Word and other Microsoft Office programs (including Excel, PowerPoint, Outlook and more) for free via UTEP's Microsoft Office Portal.

**IMPORTANT:** If you encounter technical difficulties beyond your scope of troubleshooting, please contact the UTEP Help Desk as they are trained in assisting with technological needs of students. Please do not contact me for this type of assistance. The Help Desk is much better equipped than I am to assist you!

### **Alternative Means of Submitting Work in Case of Technical Issues**

I strongly suggest that you submit your work with plenty of time to spare in the event that you have a technical issue with the course website, network, and/or your computer. I also suggest that you save all your work (analyses, replies, drafts of your literature review) in a separate Word document as a back-up. This way, you will have evidence that you completed the work and will not lose credit. If you are experiencing difficulties submitting your work through the course website, please contact the UTEP Help Desk. You can email me your back-up document as a last resort.

### **Course Communication**

This is how we will stay in contact with each other. Since this is an online class, we won't see each other in the ways you may be accustomed to. However, there are a number of ways we can keep the communication channels open:

- Office Hours: We will not be able to meet on campus, but I will still have office hours for your questions and comments about the course. My office hours will be held on Blackboard Collaborate at the following times:

Mondays: 1-2 p.m. Mountain Time

Tuesdays: 10-11 a.m. Mountain Time

Thursdays: 4-5 p.m. Mountain Time

- Email: UTEP e-mail is the best way to contact me. I will make every attempt to respond to your e-mail within 24-48 hours of receipt. When e-mailing me, be sure to email from your UTEP student account and please put the course number in the subject line. In the body of your e-mail, clearly state your question. At the end of your e-mail, be sure to put your first and last name, and your university identification number.

- Discussion Board: If you have a question that you believe other students may also have, please post it in the Help Board of the discussion boards inside of Blackboard. Please respond to other students' questions if you have a helpful response.

- Announcements: Check the Blackboard announcements frequently for any updates, deadlines, or other important messages.

### **Netiquette**

As we know, sometimes communication online can be challenging. It's possible to miscommunicate what we mean or to misunderstand what our classmates mean given the lack of body language and immediate feedback. Therefore, please keep these netiquette (network etiquette) guidelines in mind. Failure to observe them may result in disciplinary action.

- Always consider audience. This is a college-level course; therefore, all communication should reflect polite consideration of other's ideas.

- Respect and courtesy must be provided to classmates and to the instructor at all times. No harassment or inappropriate postings will be tolerated.

- When reacting to someone else's message, address the ideas, not the person. Post only what anyone would comfortably state in a face-to-face situation.

- Blackboard is not a public internet venue; all postings to it should be considered private and confidential. Whatever is posted on in these online spaces is intended for classmates and

professor only. Please do not copy documents and paste them to a publicly accessible website, blog, or other space.

### **Attendance and Participation**

Attendance in the course is determined by participation in the learning activities of the course. Your participation in the course is important not only for your learning and success but also to create a community of learners. Participation is determined by completion of the following activities:

- Reading and posting analyses and replies for each assigned reading.
- Completion of a literature review on the topic approved by the professor.
- Participating in scheduled online meetings with the professor.
- Preparing and uploading narrated PowerPoint presentations.

### **Excused Absences and/or Course Drop Policy**

According to UTEP Curriculum and Classroom Policies, "When, in the judgment of the instructor, a student has been absent to such a degree as to impair his or her status relative to credit for the course, the instructor may drop the student from the class with a grade of "W" before the course drop deadline and with a grade of "F" after the course drop deadline."

### **Academic Honesty**

Academic dishonesty is prohibited and is considered a violation of the UTEP Handbook of Operating Procedures. It includes, but is not limited to, cheating, plagiarism, and collusion. Cheating may involve copying from or providing information to another student, possessing unauthorized materials during a test, or falsifying research data on laboratory reports. Plagiarism occurs when someone intentionally or knowingly represents the words or ideas of another as ones' own. Collusion involves collaborating with another person to commit any academically dishonest act. Any act of academic dishonesty attempted by a UTEP student is unacceptable and will not be tolerated. All suspected violations of academic integrity at The University of Texas at El Paso must be reported to the Office of Student Conduct and Conflict Resolution (OSCCR) for possible disciplinary action. To learn more, please visit HOOP: Student Conduct and Discipline.

### **Plagiarism Detection Software**

Some of your course work and assessments may submitted to SafeAssign, a plagiarism

detecting software. SafeAssign is used review assignment submissions for originality and will help you learn how to properly attribute sources rather than paraphrase.

### **Accommodations Policy**

The University is committed to providing reasonable accommodations and auxiliary services to students, staff, faculty, job applicants, applicants for admissions, and other beneficiaries of University programs, services and activities with documented disabilities in order to provide them with equal opportunities to participate in programs, services, and activities in compliance with sections 503 and 504 of the Rehabilitation Act of 1973, as amended, and the Americans with Disabilities Act (ADA) of 1990 and the Americans with Disabilities Act Amendments Act (ADAAA) of 2008. Reasonable accommodations will be made unless it is determined that doing so would cause undue hardship on the University. Students requesting an accommodation based on a disability must register with the UTEP Center for Accommodations and Support Services (CASS). Contact the Center for Accommodations and Support Services at 915-747-5148, or email them at [cass@utep.edu](mailto:cass@utep.edu), or apply for accommodations online via the CASS portal.

### **No Recording**

The use of recordings will enable you to have access to class lectures, group discussions, and so on in the event you miss a synchronous or in-person class meeting due to illness or other extenuating circumstance. Our use of such technology is governed by the Federal Educational Rights and Privacy Act (FERPA) and UTEP's acceptable-use policy. A recording of class sessions will be kept and stored by UTEP, in accordance with FERPA and UTEP policies. Your instructor will not share the recordings of your class activities outside of course participants, which include your fellow students, teaching assistants, or graduate assistants, and any guest faculty or community-based learning partners with whom we may engage during a class session. You may not share recordings outside of this course. Doing so may result in disciplinary action.

### **Copyright Statement for Course Materials**

Materials used in this course are protected by copyright law. The course materials are only for the use of students currently enrolled in this course and only for the purpose of this course. They may not be further disseminated.

### **COVID-19 Accommodations**

Students are not permitted on campus when they have a positive COVID-19 test, exposure or symptoms. If you are not permitted on campus, you should contact me as soon as possible so we can arrange necessary and appropriate accommodations.

Students who are considered high risk according to CDC guidelines and/or those who live with individuals who are considered high risk may contact Center for Accommodations and Support

Services (CASS) to discuss temporary accommodations for on-campus courses and activities. Apply at [cassportal.utep.edu](http://cassportal.utep.edu) and fill out a three-question application. You will be scheduled to meet with disability coordinator to discuss your unique situation.

### **COVID-19 Precautions**

You must STAY AT HOME and REPORT if you (1) have been diagnosed with COVID-19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at [screening.utep.edu](http://screening.utep.edu). If you know of anyone who should report any of these three criteria, you should encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to: [COVIDaction@utep.edu](mailto:COVIDaction@utep.edu).

For each day that you attend campus—for any reason—you must complete the questions on the UTEP screening website ([screening.utep.edu](http://screening.utep.edu)) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible, and alternative instruction will be provided. Students are advised to minimize the number of encounters with others to avoid infection. Wear face coverings when in common areas of campus or when others are present. You must wear a face covering over your nose and mouth at all times in this class. If you choose not to wear a face covering, you may not enter the classroom. If you remove your face covering, you will be asked to put it on or leave the classroom. Students who refuse to wear a face covering and follow preventive COVID-19 guidelines will be dismissed from the class and will be subject to disciplinary action according to Section 1.2.3 Health and Safety and Section 1.2.2.5.

All students are encouraged to take the COVID-19 training at this site:  
<https://covidtraining.questionpro.com/>

### **Course Resources**

UTEP provides a variety of student services and support:

#### *Technology Resources*

- Help Desk: Students experiencing technological challenges (email, Blackboard, software, etc.) can submit a ticket to the UTEP Helpdesk for assistance. Contact the Helpdesk via phone, email, chat, website, or in person if on campus.

#### *Academic Resources*

- UTEP Library: Access a wide range of resources including online, full-text access to thousands of journals and eBooks plus reference service and librarian assistance for enrolled students.



- University Writing Center (UWC): Submit papers here for assistance with writing style and formatting, ask a tutor for help and explore other writing resources.
- Math Tutoring Center (MaRCS): Ask a tutor for help and explore other available math resources.
- History Tutoring Center (HTC): Receive assistance with writing history papers, get help from a tutor and explore other history resources.
- RefWorks: A bibliographic citation tool; check out the RefWorks tutorial and Fact Sheet and Quick-Start Guide.

#### *Individual Resources*

- Military Student Success Center: Assists personnel in any branch of service to reach their educational goals.
- Center for Accommodations and Support Services: Assists students with ADA-related accommodations for coursework, housing, and internships.
- Counseling and Psychological Services: Provides a variety of counseling services including individual, couples, and group sessions as well as career and disability assessments

## Class Calendar

(tentative: may be adjusted for necessary or unforeseen circumstances)

Task and Due Date	Modules	Assignment
<p>Complete Readings by January 28</p> <p>Complete Comments and Replies by February 11</p>	<p>Introduction</p>	<p>Campion, M. A. (1993). Article review checklist: A criterion checklist for reviewing research articles in applied psychology. <i>Personnel Psychology</i>, 46(3), 705-718.</p> <p>Posthuma, R. A., Campion, M. C., Masimova, M., &amp; Campion, M. A. (2013). A high performance work practices taxonomy: Integrating the literature and directing future research. <i>Journal of Management</i>, 39(5), 1184-1220.</p> <p>Rabl, T., Jayasinghe, M., Gerhart, B., &amp; Kühlmann, T. M. (2014). A meta-analysis of country differences in the high-performance work system–business performance relationship: The roles of national culture and managerial discretion. <i>Journal of Applied Psychology</i>, 99(6), 1011-1041.</p>
<p>Complete Readings by February 4</p> <p>Complete Posts and Replies by February 18</p> <p>Propose Topic for Literature Review to Professor</p>	<p>Expatriates</p>	<p>Caligiuri, P., &amp; Bonache, J. (2016). Evolving and enduring challenges in global mobility. <i>Journal of World Business</i>, 51(1), 127-141.</p> <p>Dabic, M., González-Loureiro, M., &amp; Harvey, M. (2015). Evolving research on expatriates: what is ‘known’ after four decades (1970–2012). <i>The International Journal of Human Resource Management</i>, 26(3), 316-337.</p> <p>van der Laken, P. A., van Engen, M. L., van Veldhoven, M. J. P. M., &amp; Paauwe, J. (2019). Fostering expatriate success: A meta-analysis of the differential benefits of social support. <i>Human Resource Management Review</i>.</p>

<p>Complete Readings by February 11</p> <p>Complete Posts and Replies by February 25</p>	<p>Human Resources and Innovation</p>	<p>Zhou, Y., Hong, Y., &amp; Liu, J. (2013). Internal commitment or external collaboration? The impact of human resource management systems on firm innovation and performance. <i>Human Resource Management</i>, 52(2), 263-288.</p> <p>Liu, D., Gong, Y., Zhou, J., &amp; Huang, J. C. (2017). Human resource systems, employee creativity, and firm innovation: The moderating role of firm ownership. <i>Academy of Management Journal</i>, 60(3), 1164-1188.</p> <p>Kianto, A., Sáenz, J., &amp; Aramburu, N. (2017). Knowledge-based human resource management practices, intellectual capital and innovation. <i>Journal of Business Research</i>, 81, 11-20.</p>
<p>Complete Readings by February 18</p> <p>Complete Posts and Replies by March 4</p>	<p>Human Resources Information Systems</p>	<p>Dulebohn, J. H., &amp; Johnson, R. D. (2013). Human resource metrics and decision support: A classification framework. <i>Human Resource Management Review</i>, 23(1), 71-83.</p> <p>Stone, D. L., Deadrick, D. L., Lukaszewski, K. M., &amp; Johnson, R. (2015). The influence of technology on the future of human resource management. <i>Human Resource Management Review</i>, 25(2), 216-231.</p> <p>Hollenbeck, J. R., &amp; Jamieson, B. B. (2015). Human capital, social capital, and social network analysis: Implications for strategic human resource management. <i>Academy of Management perspectives</i>, 29(3), 370-385.</p>
<p>Complete Readings by February 25</p> <p>Complete Posts and Replies by March 11</p>	<p>International Human Resource Management</p>	<p>Posthuma, R. A., Ramsey, J. R., Flores, G. L., Maertz, C., &amp; Ahmed, R. O. (2017). A risk management model for research on expatriates in hostile work environments. <i>International Journal of Human Resource Management</i>, 1-17.</p>

		<p>Laffranchini, G., Kim, S. H., &amp; Posthuma, R. A. (2018). A meta cultural approach to predicting self-employment across the globe. <i>International Business Review</i>, 27(2), 481-500.</p> <p>Garcia, M. F., Posthuma, R. A., &amp; Roehling, M. V. (2009). Comparing preferences for employing males and nationals across countries: Extending relational models and social dominance theory. <i>The International Journal of Human Resource Management</i>, 20(12), 2471-2493.</p>
<p>Complete Readings by March 4</p> <p>Complete Posts and Replies by March 25</p> <p>Upload first narrated PowerPoint slide presentation.</p>	<p>Recruiting and Selection</p>	<p>Porter, C. M., Posthuma, R. A., Maertz Jr, C. P., Joplin, J. R., Rigby, J., Gordon, M., &amp; Graves, K. (2019). On-the-job and off-the-job embeddedness differentially influence relationships between informal job search and turnover. <i>Journal of Applied Psychology</i>, 104(5), 678-689.</p> <p>Posthuma, R. A., Morgeson, F. P., &amp; Campion, M. A. (2002). Beyond employment interview validity: A comprehensive narrative review of recent research and trends over time. <i>Personnel Psychology</i>, 55(1), 1-81.</p> <p>Posthuma, R. A., Levashina, J., Lievens, F., Schollaert, E., Tsai, W. C., Wagstaff, M. F., &amp; Campion, M. A. (2014). Comparing employment interviews in Latin America with other countries. <i>Journal of Business Research</i>, 67(5), 943-951.</p>
<p>Complete Readings by March 11</p> <p>Complete Posts and Replies by March 25</p>	<p>Human Resource Management Practices and Outcomes</p>	<p>Daniels, S. R., Wang, G., Lawong, D., &amp; Ferris, G. R. (2017). Collective assessment of the human resources management field: Meta-analytic needs and theory development prospects for the future. <i>Human Resource Management Review</i>, 27(1), 8-25.</p> <p>Cascio, W. F., &amp; Boudreau, J. W. (2016). The search for global competence: From</p>

		<p>international HR to talent management. <i>Journal of World Business</i>, 51(1), 103-114.</p> <p>Onyemah, V., Rouziès, D., &amp; Iacobucci, D. (2018). Impact of religiosity and culture on salesperson job satisfaction and performance. <i>International Journal of Cross Cultural Management</i>, 18(2), 191-219.</p>
March 18		Spring Break
<p>Complete Readings by March 25</p> <p>Post Comments and Replies by April 8</p>	Compensation	<p>Shaw, J. D., &amp; Gupta, N. (2015). Let the evidence speak again! Financial incentives are more effective than we thought. <i>Human Resource Management Journal</i>, 25(3), 281-293.</p> <p>Gooderham, P., Fenton-O’Creevy, M., Croucher, R., &amp; Brookes, M. (2018). A multilevel analysis of the use of individual pay-for-performance systems. <i>Journal of Management</i>, 44(4), 1479-1504.</p> <p>Posthuma, Campion, &amp; Campion (under review) Pay for Individual Performance: A cross-cultural analysis. To be distributed in class.</p>
<p>Complete Readings by April 1</p> <p>Complete Posts and Replies by April 15</p>	Performance Management	<p>DeNisi, A. S., &amp; Murphy, K. R. (2017). Performance appraisal and performance management: 100 years of progress?. <i>Journal of Applied Psychology</i>, 102(3), 421-433.</p> <p>Posthuma, R. A., Charles Campion, M., &amp; Campion, M. A. (2018). A taxonomic foundation for evidence-based research on employee performance management. <i>European Journal of Work and Organizational Psychology</i>, 27(2), 168-187.</p> <p>Gabler, C. B., Ogilvie, J. L., Rapp, A., &amp; Bachrach, D. G. (2017). Is there a dark side of ambidexterity? Implications of dueling sales and service orientations. <i>Journal of Service Research</i>, 20(4), 379-392.</p>

<p>Complete Readings by April 8</p> <p>Complete Posts and Replies by April 22</p>	<p>Ethics and HR</p>	<p>Forsyth, D. R., O'Boyle, E. H., &amp; McDaniel, M. A. (2008). East meets West: A meta-analytic investigation of cultural variations in idealism and relativism. <i>Journal of Business Ethics</i>, 83(4), 813-833.</p> <p>Castro, A., Phillips, N., &amp; Ansari, S. (2020). Corporate corruption: A review and an agenda for future research. <i>Academy of Management Annals</i>, 14(2), 935-968.</p> <p>Bahoo, S., Alon, I., &amp; Paltrinieri, A. (2020). Corruption in international business: A review and research agenda. <i>International Business Review</i>, 29(4), 101660.</p>
<p>Complete Readings by April 15</p> <p>Complete Posts and Replies by April 29</p>	<p>International Labor and Employment Laws</p>	<p>Roehling, M. V., Posthuma, R. A., &amp; Hickox, S. (2009). Foundations for understanding the legal environment of HRM in a global context. <i>The Routledge companion to strategic human resource management</i>, 71-89.</p> <p>Posthuma, R. A., Roehling, M. V., &amp; Campion, M. A. (2006). Applying US employment discrimination laws to international employers: Advice for scientists and practitioners. <i>Personnel Psychology</i>, 59(3), 705-739.</p> <p>Posthuma, R. A., Dworkin, J. B., Torres, V., &amp; Bustillos, D. (2000). Labor and employment laws in Mexico and the US: An international comparison. <i>Labor Law Journal</i>, 51(3), 95-111.</p>
<p>Complete Readings by April 22</p> <p>Complete Posts and Replies by May 6</p>	<p>Emerging Topics</p>	<p>Wu, X., Lyu, Y., Kwan, H. K., &amp; Zhai, H. (2019). The impact of mentoring quality on protégés' organization-based self-esteem and proactive behavior: The moderating role of traditionality. <i>Human Resource Management</i>, 58(4), 417-430.</p>

		<p>Edmondson, A. C., &amp; Harvey, J. F. (2018). Cross-boundary teaming for innovation: Integrating research on teams and knowledge in organizations. <i>Human Resource Management Review</i>, 28(4), 347-360.</p> <p>Cooke, F. L. (2018). Concepts, contexts, and mindsets: Putting human resource management research in perspectives. <i>Human Resource Management Journal</i>, 28(1), 1-13.</p>
<p>Complete Readings by April 29</p> <p>Complete Posts and Replies by May 6</p>	HR Outcomes	<p>Kim, K. Y., Pathak, S., &amp; Werner, S. (2015). When do international human capital enhancing practices benefit the bottom line? An ability, motivation, and opportunity perspective. <i>Journal of International Business Studies</i>, 46(7), 784-805.</p> <p>Saridakis, G., Lai, Y., &amp; Cooper, C. L. (2017). Exploring the relationship between HRM and firm performance: A meta-analysis of longitudinal studies. <i>Human Resource Management Review</i>, 27(1), 87-96.</p> <p>Steffensen Jr, D. S., Ellen III, B. P., Wang, G., &amp; Ferris, G. R. (2019). Putting the “management” back in human resource management: a review and agenda for future research. <i>Journal of Management</i>, 45(6), 2387-2418.</p>
<p>May 6</p> <p>Turn in Completed Literature Review</p> <p>Upload second narrated PowerPoint presentation</p>	Course Completion	