



2026 Tokyo Summer Abroad Program (May/June)

IRE 332Y: Resolving Workplace Conflict While Employing a Cross-Cultural Perspective

Summer 2026
LEC0101

***** This document is a DRAFT of the course and is subject to change based on field trip availability and timing along with the possibility of the introduction of new course materials and potential guest speakers. *****

Course details	
Instructor	Bob Thompson
Email	bob.thompson@utoronto.ca
	We will remain in regular contact during the course
Class day/time:	Cohorts Meet Monday to Friday at 9:00 am & 1:00 pm (Special Arrangements for Field Trips)
Office hours	As required
Course delivery	In-Person. See Faculty of Arts & Sciences Course Timetables for updates.
	Course content will be available in person. Additionally, materials will be uploaded on Quercus each week.
Course website	Quercus

Course description

Japanese society and its emphasis on harmony, group identity and on lifelong employment has fueled tremendous economic success and resilience during national crises. This course will look at these national traits by exploring them through the lens of Japanese culture, its governance, and its workplace ethos by reading and discussing scholarly works, as well as experiencing fieldtrips & excursions. After analyzing these characteristics, the course will culminate with an understanding of strategies for resolving workplace conflict.

Learning objectives

By the end of this course, you should be able to:

1. Appreciate the complexities and main features of Japanese Culture, Governance and Workplace Ethos.
2. Reflect on the impact of these features on workplaces.
3. Compare Japanese approaches to workplaces to those in the West and other global regions.
4. Appreciate how to resolve conflict within the paradigm of Japanese society.

5. Improve conflict resolution techniques with the benefit of a new perspective.

Prerequisite

None.

Textbook & Reading Materials

See Reading List Below. The collection of materials will be accessible online.

Evaluation

Your grade will be determined as follows:

Assessment Tool	Grading Weight (%)	Due Date(s)
Preliminary Readings Quiz	15	Wednesday May 13 th , 2026
Independent Field Trip	15	Wednesday May 20 th , 2026
Significant Article Summary	15	Wednesday May 27 th , 2026
Instagram-able Photo Essay	15	Wednesday June 3 rd , 2026
Critical Perspective Taking & Workplace Synthesis Paper	25	Monday June 15 th , 2026
Participation	15	Ongoing

Term Work Policies

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference, as well as keeping rough and draft work and hard copies of their assignments, as these may be required by the instructor. You must keep all of your graded term work until your final grade has been released on ACORN. Any grade miscalculations or other grade-related issues may require that you provide your graded assignments to the instructor and/or the Program Office. Students who have the need to request extensions or makeups are asked to be in touch with the instructor as soon as is practicable.

Assignments

Details of the assignments will be posted on Quercus. Assignments are due online (through Quercus) at the end of the designated day. While the description of the course assessments will be described in more detail on Quercus, the following assignment descriptions are provided here to assist in anticipating for the course deliverables.

Preliminary Readings Quiz

This quiz will be held online during the first week of the course. To ensure that students have engaged in materials at the outset, two scholarly sources will be the subject of 15 multiple choice questions. Students will be given a window three days to complete them within a 45-minute time frame.

Independent Field Trip

Students will be asked to find a local event or destination (or an online virtual tour) relating to the host country. They will summarize the experience and provide a short analysis of the significance of it and the impact of it in a short online submission that is to be no longer than 1,000 words. An abstract of this experience will be posted on the Quercus course discussion board.

Instagram-able Photo Essay

Students are to select three to five photos that reflect their experiences during their Summer Abroad

experience and post a collage of them on Quercus along with a description of the most impactful cultural, workplace-related, governmental, and/or academic concepts they encountered. Sharing how these observations might affect their future careers and world view.

Critical Perspective Taking & Workplace Synthesis Paper

For the final assignment of the course, students are asked to review at least three scholarly articles from the course (or external materials) and demonstrate how influence of Japanese law, governance and culture had an impact on their understanding of today's worker experience. This paper is to be a maximum of 2,000 words.

Exams

There is no final exam for this course.

Class participation

Participation is critical in an interactive course, and you are expected to come to the classroom and field trips prepared to discuss the topic, the readings and to actively participate. Accordingly, you will be graded in this category based not only on your regular attendance but also your active participation by volunteering your ideas and making reasoned, thoughtful, and informed contributions in class.

Participation includes responses to questions from others, spontaneous remarks, and new questions. This is your opportunity to practice speaking and persuasive skills – as well as the ability to listen.

The course will be administered and provided in accordance with the Summer Abroad Student Guide (made available on Sharepoint).

Expectations related to simulations and exercises are discussed further below.

Group work

While there are no specific assignments that are designated as group assignments, it is nevertheless advised that the principles of teamwork should be upheld during this interactive course. Students are reminded of the following expectations with respect to their behavior and contributions to class collaboration:

- Treat other members with courtesy and respect;
- Establish a positive and productive team dynamic;
- Contribute substantially and proportionally;

Learning to work together in teams is an important aspect of your education and preparation for your future careers.

Field Trips

As these field trips are an integral part of the learning process and important for the appreciation of the host country's culture, it is expected that students will attend these events with enthusiasm and curiosity and show a respect for its traditions and customs.

While all efforts will be made for the smooth execution of all planned field trips, there are factors that may result in changes. Here's how to prepare:

Flexibility is Key: Changes to destinations or schedules may occur due to weather, availability, or capacity limits.

Respect Cultural Norms: Booking in Japan often involves navigating strict rules, and availability may be influenced by local holidays or events. Adjustments will always align with the best possible learning experience.

Be sure to watch for updates before each trip.

Academic integrity

The University of Toronto treats cases of academic misconduct very seriously. Academic integrity is a fundamental value of learning and scholarship at the UofT. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that your UofT degree is valued and respected as a true signifier of your individual academic achievement.

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

In papers and assignments:

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

On tests and exams:

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

Misrepresentation:

- Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.
- Falsifying institutional documents or grades.
- Signing attendance forms on behalf of another student

Selling, Distributing Course Work Material:

- Selling or distributing any lecture material such as outlines, slides, tests, answers to tests, essay questions without prior permission of the Instructor is an infringement of copyright. You are absolutely NOT authorized to post/distribute/sell any material if you do not have permission of the instructor.

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

Copyright

“Lectures and course materials prepared by the instructor are considered by the University to be an instructor’s intellectual property covered by the *Canadian Copyright Act*. Students wishing to record lecture or other course material in any way are required to ask the instructor’s explicit permission, and may not do so unless permission is granted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc. Such permission is only for that individual student’s own study purposes and does not include permission to “publish” them in any way. **It is absolutely forbidden for a student to publish an instructor’s notes** to a website or sell them in other form without formal permission.” [Faculty of Arts & Science Academic Handbook for Instructors](#) Section 4.5 Taping/Recording/Photographing Lectures etc.

Use of Generative AI in Assignments

Representing as one’s own an idea, or expression of an idea, that was AI-generated is considered an academic offense in this course. See **Academic Integrity** in previous page.

Late assignments and missed tests and other course work policies

Students are expected to take responsibility for making appropriate judgments to ensure that their assignments are submitted in a timely manner. It is also the student's responsibility to back up their work either electronically or by photocopying the work for their own reference.

It is also the student's responsibility to keep rough and draft work and hard copies of their assignments as these may be required by the instructor. You must also keep all your graded term work until your final grade has been released on ACORN. Any grade miscalculations or other grade related issues may require that you provide your graded assignments to the instructor or Program Office.

Attendance: Students who attend weekly sessions will be more likely to understand the material and will therefore be in a better position to do well in the course. Students who, for whatever reason, miss a lecture will have to make arrangements to get notes from another student.

Late Penalties/Extensions/Missed Tests

Students are asked to alert the instructor to any difficulties that you may be experiencing in a timely manner so that appropriate assistance and/or direction can be provided.

Missed tests will be assigned a grade of zero. If you miss a test, you must approach the instructor within one week of the test date in order to request an opportunity to write a make-up. A make-up test will only be granted if there are legitimate medical or compassionate grounds. Documentation (Verification of Student Illness or Injury form etc.) must be submitted to the instructor.

Assignments will incur a penalty of 4% per day (including weekends) for assignments handed in late (i.e., after 2:10 pm on the day they are due), unless prior arrangements with the instructor have been made. They will not be accepted 10 days after the due date. Note: Due to the nature of the Final Negotiation Exercise & Reflection assignments these will NOT be accepted after the due date.

Missed Simulations/Exercises will be given a grade of zero. Given the nature of this assignment there are no makeup opportunities given for missed simulations/exercises.

Rules for the Conduct of Examinations/Tests will be posted on Quercus and may be updated from time to time.

Absences and accommodations

If you are absent from class for any reason and need consideration for missed academic work, report

your absence through the online absence declaration. The declaration is available on [ACORN](#) under the Profile and Settings menu. Advise your instructor of your absence also.

Extensions

Please alert the instructor to any difficulties that you may be experiencing in a timely manner so that appropriate assistance and/or direction can be provided.

Remarking term work policy

Please submit a detailed memo in writing in which you specify the questions or portions of the assignment or test that you believe were marked incorrectly, and why you think the marking was incorrect, together with the test or assignment. The deadline for requesting a re-marking is two weeks from the date the term work was made available for pickup. Late requests will not be accepted.

The instructor will re-mark the entire assignment, not simply the questions or portion you believe were scored improperly. Note that in the course of re-marking your assignment, your instructor may discover errors or defects that were not originally detected on the paper or test. As a result, it is possible that your revised mark may go down, rather than going up or staying the same. The revised mark stands. It is not to your advantage to submit a request for a second re-marking unless you believe you will gain points.

Language of instruction and support services

English is the language of instruction and examination at U of T, and success in our degree programs requires a high level of English language proficiency. The use of translation apps or English language aids are not allowed during timed assessments in IRE/IRW courses.

Students wishing to improve their language skills are encouraged to check the workshops and courses offered by the Faculty's [English Language Learning](#) unit.

Equity, Diversity, and Inclusion.

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

Students with accessibility needs

The University provides academic accommodations for students with disabilities in accordance with the terms of the Ontario Human Rights Code. This occurs through a collaborative process that acknowledges a collective obligation to develop an accessible learning environment that both meets the needs of students and preserves the essential academic requirements of the University's courses and programs. For more information on services and resources available to instructors and students, please see the [Accessibility Services website](#).

Religious observances

The University also provides reasonable accommodation of the needs of students who observe religious holy days other than those already accommodated by ordinary scheduling and statutory holidays. Students have a responsibility to alert members of the teaching staff in a timely fashion to upcoming religious observances and anticipated absences, and instructors will make every reasonable effort to avoid scheduling tests, examinations, or other compulsory activities at these times. For more information, and to link to the University's policy on accommodations for religious observances, please

see the website of the [Office of the Vice-Provost, Students](#).

Schedule Abroad

(subject to change)

Theme	Day	Date	Topic	Weekly Readings
Pre-Departure Lecture	0	April 28 Online	General Concepts & Logistics at 6:00pm (Class Will Be Streamed on Zoom)	No Prereading Necessary – General Discussion Dunn, C. D. (2013). Speaking politely, kindly, and beautifully: ideologies of politeness in Japanese business etiquette training . <i>Multilingua</i> , 32(2), 225–245. A practical guide to Japan . (2023). Export to Japan.
Week One: Culture	1	May 11	Introductions & Understanding the Components of Our First Field Trip	De Mente, B.L. (2013). <i>Japan: A guide to traditions, customs and etiquette</i> . Tuttle. Chapter 1: The Kata factor (pp. 17-28), Chapter 2: The Kata-ization of Japan : The ritual of tea (pp. 52-53,55) Walton, S.J. (1994). <i>Cultural diversity in the workplace</i> . McGraw Hill. Chapter 2: What is culture (pp. 7-9), Chapter 4: Communication and improved performance (pp. 31-33), Chapter 9: Conflict resolution (pp. 63-68). Available on Quercus
	2	May 12	Field Trip: Kimono, Tea Ceremony & Asakusa Temple Visit	Conrad, R. (2019). <i>Culture hacks: Deciphering differences in American, Chinese, and Japanese thinking</i> . Lioncrest Publishing. Chapter 27: The group versus the individual (pp. 295-308). Available on Quercus.
	3	May 13	Discussing Japanese Culture	Nitobe, I. (1900). Bushido: The soul of Japan . Project Gutenberg (pp. 1-50).
	4	May 14	Considering Japanese Management Techniques and Their Impact on Society	Fukuda, K. J. (2011). <i>Japanese-style management transferred: The experience of East Asia</i> . Routledge. Chapter 3: The models of Japanese management: How distinctive are they? (pp. p.30-50),

Theme	Day	Date	Topic	Weekly Readings
	5	May 15	Asahi Printec Factory Visit	<p>Chapter 4: The influence of culture on management: How significant is it? (pp. 51-62).</p> <p>Greimel, H., & Sposato, W. (2021). Collision course: Carlos Ghosn and the culture wars that upended an auto empire. Harvard Business Review Press. Chapter 3: Japan is different (pp. 31–43).</p>
Week Two: Governance	6	May 18	Investigating Japanese Government & Its Role in The Workplace	<p>Jung, L. (n.d.). National labour law profile: Japan. International Labour Organization (ILO).</p> <p>Davies, R.J., & Ikeno, O. (Eds.). (2002). The Japanese mind: Understanding contemporary Japanese culture. Chinmoku: Silence in Japanese communication (pp. 51-59).</p>
	7	May 19	Field Trip: Tokyo Day Trip: Diet, Tsujiki, Meiji Shrine (Tour)	<p>Takahashi, B. (2023). Navigating the wa: How to thrive in Japan's collaborative work culture. Brian Takahashi. Chapter 2: How Japanese collectivism works (pp.10-11), Chapter 9: How decisions are made in a Japanese company (pp. 27-28). Available on Quercus</p>
	8	May 20	Commencing Discussion of Japanese Workplace Culture and the Role of the Worker	<p>Hanami, T. (1979). Labour relations in Japan today. John Martin. Chapter 2: Personal relations in industrial relations: 1. Emotionalism in industrial relations (pp. 42-51), Chapter 5: General theory of labor disputes (pp. 115-120). Available on Quercus</p>
	9	May 21	Acknowledging the Influence of the Imperial House of Japan and Its Imprint on the Working Class	<p>Kawanishi, Y. (2008). On karo-jisatsu (suicide by overwork): Why do Japanese workers work themselves to death? <i>International Journal of Mental Health</i>, 37(1), 61-74.</p>
	10	May 22	Unstructured Day	
Week Three: Workplace Ethos	11	May 25	Considering Corporate Productivity and A Look at Industry	<p>Cutcher-Gershenfeld, J., Nitta, M., Barrett, B. J., Belhedi, N., Chow, S. S.-C., Inaba, T., Ishino, I., Lin, W.-J., Moore, M., & Coutchie, C. (1998). Knowledge-driven work: Unexpected lessons from Japanese and United States work practices. Oxford University Press. Chapter 5:</p>

Theme	Day	Date	Topic	Weekly Readings
	12	May 26	Field Trip: Japan Exchange Group (Tour)	Employee involvement and Kaizen (pp. 71-87). Eisenstadt, S.N.. (2010). Patterns of conflict and conflict resolution in Japan: Some comparative indications. In: E. Ben-Ari, & S.N. Eisenstadt (Eds.). Japanese models of conflict resolution . Routledge (pp. 12-32).
	13	May 27	Exploring the Role of Labour in Corporate Japan	Kuriyama, N. (2017). Japanese human resource management: Labour-management relations and supply chain challenges in Asia . Springer International Publishing (pp. 23-32).
	14	May 28	Beginning to Understand Workplace Conflict Resolution and A cursory Look at Japanese Financial Markets	Meek, C. B. (2004). The dark side of Japanese management in the 1990s: Karoshi and ijime in the Japanese workplace . Journal of Managerial Psychology, 19(3), 312–331.
	15	May 29	Field Trip: Tokyo Metropolitan Government Building – Tour & Observation Deck	
Week Four: Conflict Resolution	16	June 1	Viewing - <i>Tokyo Story</i>	Ryū, C., Hara, S., Ozu, Y.(2014). Tokyo story . [Video recording]. Kanopy Streaming
	17	June 2	Unstructured Day	Black, J. S., & Mendenhall, M. (1993). Resolving conflicts with the Japanese: Mission impossible? MIT Sloan Management Review, 34(3), 49–.
	18	June 3	Resolving Conflict Using Japanese Culture & Apology as a Guide	Benson, J. (2014). Conflict resolution in Japan. In W.K. Roche, P. Teague & A.J.S. Colvin (Eds.), The Oxford handbook of conflict management in organizations . Oxford University Press (pp. 385–404).

Theme	Day	Date	Topic	Weekly Readings
	19	June 4	Field Trip: Mount Fuji Oshino Hakkai + Gotemba	Bolstad, M. (2000). Learning from Japan: The case for increased use of apology in mediation . <i>Cleveland State Law Review</i> , 545-578. Only pp. 545-546 required
	20	June 5	Wrapping Up Meeting	Wagatsuma, H., & Rosett, A. (1986). The implications of apology: Law and culture in Japan and the United States . <i>Law & Society Review</i> , 20(4), 461-498. Only pp. 488-496 required

IRHR Library Research Guides & Resources

Check out the IRHR Library website for additional resources - resources specific to this course are available on the [IRE472: Negotiation](#) guide, and the [Industrial Relations & Human Resources Library](#) guide will be useful for all your research projects. Research help is available from the IRHR Library by email at cirhr.library@utoronto.ca.

Accessing UofT Library Resources Off Campus

When you use licensed University of Toronto Libraries resources (online journals, articles, ebooks, and databases) off campus, you'll be asked to log in with your [UTORid](#). Check out authentication tips at [Is there an easy way for me to authenticate as a U of T user while I'm researching off-campus?](#)

Useful Links for Citing Sources

- [Citing Your Sources](#)
- CIRHR courses use [APA style](#), unless otherwise specified
- [Citation software](#), such as RefWorks, can help you quickly generate citations; you can also copy APA citation from [Google Scholar](#) (look for the cite icon under the article link) and most journal websites.
- [Legal Citations](#)
- Help with citations and bibliographies is available from the [IRHR Library](#)
- Additional writing support is available from U of T Writing Centres, including the [Woodsworth College Academic Writing Centre](#)

Reading List

General Topics - Culture

Fukuda, K. J. (2011). [Japanese-style management transferred: The experience of East Asia](#). Routledge. Chapter 3: The models of Japanese management: How distinctive are they? (pp.30-50), Chapter 4: Influence of Culture on Management (pp.51-62).
R (Week 1)

Nitobe, I. (1900). [Bushido: The soul of Japan](#). Project Gutenberg (pp. 1-50).
R (Week 1)

De Mente, B.L. (2013). [Japan: A guide to traditions, customs and etiquette](#). Tuttle. Chapter 1: The Kata factor (pp. 17-28), Chapter 2: The Kata-ization of Japan: The ritual of tea (pp. 52-53,55).
R (Week 1)

De Mente, B.L. (2013). [Japan: A guide to traditions, customs and etiquette](#). Tuttle. Chapter 4: Kata in Business, pp. 140-149, Chapter 5: Weaknesses of the Japanese system: Personal failings, pp. 198-200.

Conrad, R. (2019). *Culture hacks: Deciphering differences in American, Chinese, and Japanese thinking*. Lioncrest Publishing. Chapter 27: The group versus the individual (pp. 295-308).
R (Week 1)
Available on Quercus.

Conrad, R. (2019). *Culture hacks: Deciphering differences in American, Chinese, and Japanese thinking*. Lioncrest Publishing. Chapter 2: The origins of Japanese intuitive thinking (pp. 35-41), Chapter 7: The literal Japanese mind (pp. 81-91), Chapter 8: Japanese perfectionism (pp. 93-100).

[A practical guide to Japan](#). (2023). Export to Japan.

R (Week 1)

General Topics – Business & Management

Heller, D.A., & Fujimoto, T. (2018). Chapter 6: Monozukuri management Driver of sustained competitiveness in the Japanese auto industry. In T. Nakano (Ed.) [Japanese management in evolution: New directions, breaks, and emerging practices](#). Routledge (pp.107-126). **R**

Fukuda, K. J. (2011). [Japanese-style management transferred: The experience of East Asia](#). Routledge. Chapter 1: Introduction: Japanese management past present and future (pp.1-12). **R**

General Topics – Labour Relations

Kuriyama, N. (2017). [Japanese human resource management: Labour-management relations and supply chain challenges in Asia](#). Springer International Publishing. 7: The stereotype of Japanese labour and management relations, 8: Strengths based on the stereotypes of Japanese HRM and LMR, 9: From stereotype to prototype (pp.23-34). **R**

Kuriyama, N. (2017). [Japanese human resource management: Labour-management relations and supply chain challenges in Asia](#). Springer International Publishing. Practical wisdom of labour-management relations through the productivity movement in Japan (pp. 35-52), Corporate strategies and living and working conditions (pp. 312-319).

Eisenstadt, S.N.. (2010). Patterns of conflict and conflict resolution in Japan: Some comparative indications. In: E. Ben-Ari, & S.N. Eisenstadt (Eds.). [Japanese models of conflict resolution](#). Routledge (pp. 12-32) **R (Week 3)**

Ben-Ari, E. (2010). Ritual, strikes, ceremonial slowdowns: Some thoughts on the management of conflict in large Japanese enterprises. In: E. Ben-Ari, & S.N. Eisenstadt (Eds.). [Japanese models of conflict resolution](#). Routledge (pp.94-124).

Tokyo Story

Ryū, C., Hara, S., Ozu, Y.(2014). [Tokyo story](#). [Video recording]. Kanopy Streaming.

R (Week 4)

Government

Jung, L. (n.d.). [National labour law profile: Japan](#). International Labour Organization (ILO).

R (Week 2)

Rychly. (2018). [The Japanese labour administration system in the light of international practice](#). International Labour Organization (ILO).

Conflict Resolution

Benson, J. Conflict resolution in Japan. (2014). In W.K. Roche, P. Teague & A.J.S. Colvin (Eds.), [The Oxford handbook of conflict management in organizations](#). Oxford University Press (pp. 385–404).

R Week 4

Shilony, B. (2010). Victors without vanquished: A Japanese model of conflict resolution. In: E. Ben-Ari, & S.N. Eisenstadt (Eds.). [Japanese models of conflict resolution](#). Routledge (pp.127-136).

R

Yamakawa, R. (2016). *Japan*. In M. Ebisui, S. Cooney, & C.F. Fenwick (Eds.). [Resolving individual labour disputes: A comparative overview](#). International Labour Organization (ILO) (pp. 167-198).

Bolstad, M. (2000). [Learning from Japan: The case for increased use of apology in mediation](#). *Cleveland State Law Review*, 545-578.

R (Week 4). Only pp. 545-546 required

Ohbuchi, K., & Atsumi, E. (2010). [Avoidance brings Japanese employees what they care about in conflict management: Its functionality and “good member” image](#). *Negotiation and Conflict Management Research*, 3(2), 117-129.

Black, J. S., & Mendenhall, M. (1993). [Resolving conflicts with the Japanese: Mission impossible?](#) *MIT Sloan Management Review*, 34(3), 49–

R (Week 4)

Kishimi, I., & Koga, F. (2019). *The courage to be disliked: How to free yourself, change your life and achieve real happiness*. Allen & Unwin. All problems are interpersonal problems (pp. 50-52), How to rid yourself of interpersonal problems (pp. 128-131), The goal of interpersonal relationships is a feeling of community (pp. 160-163), The essence of work is a contribution to the common good (pp. 219-222).

Reed Turrell, E. (2021). *Please yourself: How to stop people-pleasing and transform the way you live*. 4th Estate. Pleasing at work (pp. 88-108).

Hoffman, R., & Ruemper, F. (1997). *Organizational behaviour: Canadian cases and exercises* (3rd ed.). Captus Press. Exercise 19: Mediating conflict (pp.290-297).

Culture

Walton, S.J. (1994). *Cultural diversity in the workplace*. McGraw Hill. Chapter 2: What is culture (pp. 7-9), Chapter 4: Communication and improved performance (pp. 31-33), Chapter 9: Conflict resolution (pp. 63-68).

R (Week 1)

Available on Quercus

Davies, R.J., & Ikeno, O. (Eds.). (2002). *The Japanese mind: Understanding contemporary Japanese culture*. Tuttle. Chinmoku: Silence in Japanese communication, pp. 51-59.

R (Week 2)

Available on Quercus

Human Resources

DeBroux, P. (2013). Human resource management in Japan. In A. Varma & P.S. Budhwar (Eds.), [Managing human resources in Asia-Pacific](#) (2nd ed.). Routledge (pp. 64-81).

Conrad, H., & Meyer-Ohle, H. (2022). [Training regimes and diversity: experiences of young foreign employees in Japanese headquarters](#). *Work, Employment and Society*, 36(2), 199–216.

Workplaces

Cutcher-Gershenfeld, J., Nitta, M., Barrett, B. J., Belhedi, N., Chow, S. S.-C., Inaba, T., Ishino, I., Lin, W.-J., Moore, M., & Coutchie, C. (1998). [Knowledge-driven work: Unexpected lessons from Japanese and United States work practices](#). Oxford University Press. Chapter 5: Employee involvement and Kaizen (pp. 71-87).

R (Week 3)

IRHR Library: [LABOUR RELATIONS - US - KNO](#)

Dunn, C. D. (2013). [Speaking politely, kindly, and beautifully: ideologies of politeness in Japanese business etiquette training](#). *Multilingua*, 32(2), 225–245.

R (Pre-Departure Lecture)

Takahashi, B. (2023). *Navigating the wa: How to thrive in Japan's collaborative work culture*. Brian Takahashi. Chapter 2: How Japanese collectivism works (pp.10-11), Chapter 9: How decisions are made in a Japanese company (pp. 27-28).

R (Week 2)

Available on Quercus

Takahashi, B. (2023). *Navigating the wa: How to thrive in Japan's collaborative work culture*. Brian Takahashi. Chapter 4: Honne and tatemae how to say what you mean without meaning what you say, (pp.15-16), Chapter 11: How contracts look and work (pp. 33-35).

Hanami, T. (1979). *Labour relations in Japan today*. John Martin. Chapter 2: Personal relations in industrial relations: 1. Emotionalism in industrial relations (pp. 42-51), Chapter 5: General theory of labor disputes (pp. 115-120).

R Week 2

Available on Quercus

Hanami, T. (1979). *Labour relations in Japan today*. John Martin. Part III: Dispute settlement (pp.201-219).

Rashid, S.A., Archer, M., & Hoffman, R. (1983). *Canadian cases in organizational behaviour* (2nd ed.). L & S Management Publications. A.1: One boss for life is Japan worker's creed (pp.8-11).

Factory Work and Productivity

Crespo Ramos, J.J. (2023). Japanese culture and occupational safety: Learn to transform your company with Japanese labor safety strategies. Juan José Crespo Ramos. pp.11-17.

Apology

Bolstad, M. (2000). [Learning from Japan: The case for increased use of apology in mediation](#). *Cleveland State Law Review*, 545-578. **R (Week 4)**. Only pp. 545-546 required

Wagatsuma, H., & Rosett, A. (1986). [The implications of apology: Law and culture in Japan and the United States](#). *Law & Society Review*, 20(4), 461–498. **R (Week 4)**. Only pp. 488-496 required.

Additional Publications – Nissan & Cultural Workplace Behaviours

Kostov, N., & McLain, S. (2019). *Boundless: The rise, fall, and escape of Carlos Ghosn*. Harper Business (pp. 59–68, 181–201). Available on Quercus

Greimel, H., & Sposato, W. (2021). [Collision course: Carlos Ghosn and the culture wars that upended an auto empire](#). Harvard Business Review Press. Chapter 3: Japan is different (pp. 31-43).

R (Week 4)

Greimel, H., & Sposato, W. (2021). [Collision course: Carlos Ghosn and the culture wars that upended](#)

[an auto empire](#). Harvard Business Review Press. Chapter 18: Jail Japan style (pp. 263–273).

Kambayashi, N. (2016). [Changing Japanese management? A discussion of the development of work-life balance in Japan](#). *Management Theory and Practice*, 27(1), 1–24.

Kawanishi, Y. (2008). [On karo-jisatsu \(suicide by overwork\): Why do Japanese workers work themselves to death?](#) *International Journal of Mental Health*, 37(1), 61-74.

R (Week 2)

Morris, J., Hassard, J., Delbridge, R., & Endo, T. (2021). [Understanding managerial work in the modern Japanese firm: The influence of new organizational forms and changing human resource management practices](#). *Economic and Industrial Democracy*, 42(4), 1378–1406.

Olcott, G., & Oliver, N. (2014). [The impact of foreign ownership on gender and employment relations in large Japanese companies](#). *Work, Employment and Society*, 28(2), 206–224.

Stadler, S. (2019). [Laughter and its functions in Japanese business communication](#). *Journal of Pragmatics*, 141, 16–27.

Meek, C. B. (2004). [The dark side of Japanese management in the 1990s: Karoshi and ijime in the Japanese workplace](#). *Journal of Managerial Psychology*, 19(3), 312–331.

R (Week 3)

Simulations

To be distributed prior to or in class