

INBU 4860-01 FQ17 INTERNATIONAL MANAGEMENT SYLLABUS AND SCHEDULE | Fall 2017

Course description/rationale

International/Global Management is the process of applying management concepts and techniques in multinational, multicultural environments. This course is designed to familiarize you with the perspectives and related issues in the field of management as a response to the imperative to globalize. You will gain an increased awareness for the dynamically changing field as you are exposed to the major challenges facing organizations and managers in today's competitive global marketplace. In particular you will obtain a working knowledge of the customs, cultures, and management practices, strategies of the major economic countries in the world.

Your learning is my primary concern in this course, so I may modify the schedule if, for instance, we discover we need to spend time on a certain topic and less on another.

Course information

Course code: **INBU-4860**
*# credits: 5
*Location: PGT 102
*Class times: TThu 1:30 PM to 3:35 PM
First session: September 21
Last session: November 30

Instructor information

*Instructor: David McHardy Reid PhD
*Phone: 296 2473
*Email: reidd@seattleu.edu
*Office: PGT 513
*Office hours: TTh 10:30 am to 11:30 am
(or) Please phone or email to arrange appointments outside office hours.

I check my email regularly. You can email me at any time, but you may not receive a response outside regular business hours. It is preferable that you do so via Canvas. That way we will be able to preserve a thread. Generally, emails received before 3 p.m. will receive a response before 5 p.m., and emails received after 3 p.m. will receive a response on the following business day. Business days are Monday–Friday, except for holidays.

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Learning outcomes

The course is designed to:

- Familiarize you with the major concepts and paradigms in global management
- Give you a realistic picture of the current issues and challenges facing managers in international settings
- Provide you with the ability to analyze the strategies employed in the global business environment
- Develop your global thinking and ability to act locally or to think locally and act globally
- Help you to perceive the “core character of culture” beyond the phenomenological experience and observation regarding global business and management.

Instructional methods

Course Format:

This class will be centered on a high involvement and interactive environment. Class will include a combination of lecture, discussion, exercises, and small group activities/presentations.

This course makes use of the LMS Canvas.

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in social settings. This model is technically called “social constructivism.” We will use this model throughout the course, so you can expect to

- be engaged in plenty of classroom activities to build on the readings you have done for each class
- work in small groups during class and for those groups to change on a regular basis
- ask me for clarifications, rather than expecting lectures.

If you find that you haven’t managed to complete a reading before class, you will likely find that class frustrating, since we will build on and apply the readings each time (including troubleshooting the issues you found most perplexing), but class will cover the main materials but not involve exhaustively regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.

This is both a lecture and case-based course. The analysis and discussion of different industry and company situations is the primary class activity. Your preparation and participation in the discussions will be critical to your learning and the success of the class as a whole.

The class sessions/modules are organized into five phases. The first phase is introductory. The second phase deals with National Differences. The third considers global trade. The fourth phase focuses strategy and structure of international business. The final phase of the course consists of your project group presentations on selected MNEs.

*Provisional schedule and readings

* See Canvas/Modules for readings and Presentation Downloads

DATE	Study Topics	Assignments/Presentations
9/21 (#1)	Course Introduction	Group Obligation Around the World Presentation Multinational Enterprise (MNE Study Presentation) MNE Workshop
9/26 (#2)	Globalization & International Linkage	Reading Assignment: IB Ch. 1 MNE Workshop
9/28 (#3)	Guest Speaker	Robert Sarver Towards a global orientation
10/3 (#4)	Political, Legal, Technological Environment	Reading Assignment: IB Ch. 2 Group Research Presentations: AW: Group # 1
10/5 (#5)	National differences in economic development	Reading Assignment: IB Ch. 3 MNE: Group # 6 AW: Group # 2

10/10 (#6)	Culture and its implications	Reading Assignment: IB Ch 4 Group Research Presentations: MNE: Group # 5 AW: Group # 3
10/12 (#7)	Ethics & Social Responsibility Guest Speaker: Craig Phillips	Reading Assignment: IB Ch 5
10/17 (#8)	Guest Speaker	Ron Hosogi Strategy of Global Business Reading Assignment: IB Ch. 13
10/19 (#9)	International Trade Theory	Reading Assignment: IB Ch. 6 Group Research Presentations: AW: Group # 4 MNE: Group # 4
10/24 (#10)	Guest Speaker	Sharon Sidoine, Director of Sales Operations PACCAR Global Sales
10/26 (#11)	Political Economy of International Trade	Reading Assignment: IB Ch. 7
10/31 (#12)	Midterm Examination	IB Chs 1-8
11/2 (#13)	Foreign Direct Investment	Reading Assignment: IB Ch. 8 Group Research Presentations: AW: Group # 5 MNE Group #3
11/7 (#14)	Strategy of Global Business	Reading Assignment: IB Ch. 13 Group Research Presentations: AW: Group # 6 MNE Group # 2

11/9 (#15)	Strategy of Global Business	Reading Assignment: IB Ch. 13 Group Research Presentations: AW: Group # 7 MNE Group # 1
11/14 (#16)	Regional Economic Integration and its disadvantages	Guest Speaker: Robin Twyman, UK Government Consul Business and Government Reading Assignment: IB Ch. 9
11/16 (#17)	Entry strategies and alliances	Reading Assignment: IB Ch. 15 Group Research Presentations: AW: Group # 7 MNE Group # 1 Final MNE Presentation Groups 6, 7
11/21 (#18)	Reading session	
11/23 (#19)	Thanksgiving break	
11/28 (#20)	Guest Speaker	Robbie Bach Final MNE Presentation Groups 4,5
11/30 (#21)	Global R&D and catch up	Reading Assignment: IB Ch. 18 Final MNE Presentation Groups 1, 2, 3 All final MNE reports due
12/4 (#22)	Final Examination	Reading scope Chapters 8, 13, 14, 15, 18

All final reports to be submitted electronically in the drop box provided on Canvas.

Evaluation: Overview of assignments

You will be evaluated via six components. The weights of these elements are as follows:

Component	%
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Component	%
Mid term exam	15
Final exam	15
Participation	25
AW Presentations	10
MNE Presentations (2)	20
MNE Final Report	15
Total	100

Required readings and materials

The **required** textbooks for this course are:

Hill, Charles W. and Hult G. Tomas, International Business: Competing in the Global Marketplace, McGraw-Hill Irwin, 11th Edition, 2017

The WSJ is available to you at a discounted rate of \$10.00 for a 10-week home or office delivery subscription with full access to wsj.com, a 75%+ discount off of the newsstand price: <http://subscribe.wsj.com/quarter>.

The Economist is the best and most cost effective source of Global Business news. I encourage you to purchase a student subscription. Print plus digital is on offer to you at a discount for US\$1.88 per week. Print or Digital subscription comes at \$1.51 per week: <https://subscriptions.economist.com/ODR/index.php>. Searching rights to the website-based archives are invaluable.

Recommended resources for additional exploration

Other resources will be posted on Canvas.

Detailed assignment descriptions

Examinations

Two exams will be given during the term. The exams will consist of a variety of question types, including multiple choice, true/false, etc. Materials for the exams will be based on the textbook, lecture, podcasts, outside readings, videos, guest speakers, group presentations, and anything else covered in class. You are expected to take the exams on the scheduled dates. Makeup tests will NOT be given unless the absence is excused by the instructor PRIOR to the exam date.

Around the World Presentation:

Here is an enjoyable method we'll use to informally teach one another about the culture and environments of various countries. Each student, working as part of a group (2 to 3 members), will introduce the class to the practical side of venturing to a foreign country so that we can be culturally sensitive and aware of what's expected when conducting business in that country. Each student group will make an oral presentation to the class to share information and provide class members with an "info sheet" that can serve as a helpful resource. Areas your group might explore include:

- What's the cultural profile (using the dimensions defined by Hofstede & Trompenaars as a framework, or the more recent findings from the GLOBE Project and how are these cultural dimensions exhibited in business practices? In particular, what cultural dimension of this country or region favors foreign investment?
- What's the political and economic history of the region, and how has that history shaped currently laws and practices?
- What customs and traditions are observed? What's the currency used? How do people dress? What do they eat and drink? What language is spoken?
- How attractive is the region to foreign investment beyond the cultural dimension listed in the first question?
- What U.S. Firms currently conduct business in that country, and what challenges have they met?
- What are the governmental policies to solve the national and global crises in finance and the economy, etc.?

This is just a start – each group should teach the class about the people and their values, the country's institutions and ideologies, and the resultant effect on business practices. Be creative! Teach us some phrases in the native language(s), bring samples of food, clothing, currency, music, etc. Essentially, your group is conducting a training session to prepare expatriates (your classmates for an international assignment. You will be evaluated as a group on the quality of information conveyed as well as your creativity, and also individually for your respective flair. Don't forget to use the embassy of that country in the U.S. as an important source for accurate and latest information. Your group can choose any kind of countries including BRICs and countries shown in this textbook.

MNE (Multinational Company Study Presentations:

To acquire the actual knowledge of global management and global business, to each group of students consisting of 2 to 3 members will participate in the company study of the selected

MNE. Your group can choose any kind of MNEs including, for example, the Fortune 500 or 1000 companies of USA and other excellent companies regardless big or small in the global arena. The company study guideline for you is, first, to focus on your interest area. The list below suggests possible areas of focus. Thereafter exchange views and information with the other group member's analytical perspectives and research interests. Then, discuss the total view with your all group members to understand the totality of the targeted MNE of your group's selection.

- MNE's corporate history and "corporate brand" strategy in the world market
- Global marketing strategies both in the national and the overseas market
- MNE's ownership strategies (characteristics in shareholding, M&A and other strategic alliances in global business)
- Innovation in technology and changes in organization culture while dealing with global businesses
- Global standardization strategies in the areas of products, manufacturing, financing and management
- MNE's mission statement, and its consistency in founder's philosophy
- Global HR management, HR development and maintenance in MNEs
- MNE's organizational strength, competitive power and government relations
- International business ethics, social responsibility and environment management in host countries
- Intellectual property protection strategy
- Globally manufacturing products or creating services, and quality control of MNEs
- International finance and accounting, quantitative approach, and risk management
- Globalization of information technology and communication or information management system
- Logistics, supply chain management, purchasing, warehousing and handling in MNEs
- Research and Development, new product development of MNEs
- Global strategy and executives' s philosophy in the future sustainability and growth of MNEs
- Crisis management both in the global and national operation of MNEs
- Any functional or organizational or strategic research topics of MNEs which your group would like to choose after discussions or recommendations

MNE Report:

In addition to your class presentation on the selected MNE, prepare a written report and classroom presentation to address three issues: (1 the company's current global strategy, (2 your critical appraisal of its strategy, and (3 your recommendations for strategic change to meet the global challenges. Be sure to explain why the changes in strategy that you propose is likely to improve performance. Your report should be not much more than 20 double spaced pages of text (11pt or higher font) with additional exhibits attached.

Academic resources

My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter/semester based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies.

LIBRARY AND LEARNING COMMONS

<http://www.seattleu.edu/learningcommons/>

WRITING CENTER

The Writing Center employs undergraduate writing consultants who assist students at all stages of the writing process. Consultants will help students begin writing tasks, organize and develop first drafts, and revise and edit later drafts.

LEARNING ASSISTANCE PROGRAMS

Learning Assistance Programs provide peer tutoring, facilitated study groups, and learning strategy development through scheduled workshops and individual meetings with a learning specialist.

RESEARCH SERVICES

Need help finding research? Save time by starting with your Research Services Librarians. We are eager to help you at any stage of the research process. Contact us if you need help brainstorming keywords, using our databases, finding articles and books or sorting through the information you find on the internet. Students can receive help in person, by chat, phone, or email, or by scheduling a research consultation.

ACADEMIC INTEGRITY TUTORIAL

<https://www.seattleu.edu/academicintegrity/>

General course and university policies

Support for students with disabilities

If you have, or think you may have, a disability (including an “invisible disability” such as a learning disability, a chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

CLASSROOM NORMS

During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree.

MISSED CLASSES

If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible). Also please pass on your apologies to your group before the start of class. Remember that a no-show will result in a zero participation score, unless a legitimate reason exists for the absence.

If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions.

CELL PHONES, LAPTOPS, AND RECORDING DEVICES

So that we can all stay focused and get the most from our time in class, all cell phones – including my own – must be turned off except by prior agreement. (For instance, if you’re the primary caregiver for someone, a relative or close friend of someone who’s critically ill in hospital, or an expectant birth partner, please let me know so that we can make a suitable arrangement.)

Good note-taking skills are vital for you in your future careers: You can’t always rely on technology being available, can’t expect to be given prepared summaries or notes, nor can you afford the time to write everything long-hand. It’s important that when you graduate, you have some good note-taking techniques and can differentiate essential facts from background information during a discussion.

Using laptops can be a distraction, both for other students and for the instructor. The temptation to attempt to “multi-task” using technology in class can also be enormous, but to do so would be extremely discourteous to the entire class, and would be a waste of your own learning opportunity. There will be opportunities during class to use your laptops. But I don’t appreciate people surfing the net during class. It distracts me and worsens the learning experience. If I suspect you are doing this, your participation score will likely suffer.

Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Please be respectful of other students’ time and commitment to their studies by not breaching this policy so that we don’t end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and not to answer the call.

ACADEMIC POLICIES ON THE REGISTRAR WEBSITE

<https://www.seattleu.edu/registrar/academics/performance/>

Be sure that you understand the following university academic policies, posted on the Registrar's website:

ACADEMIC INTEGRITY POLICY

ACADEMIC GRADING GRIEVANCE POLICY

PROFESSIONAL CONDUCT POLICY

(only for those professional programs to which it applies)

Grading procedures and policies

ATTENDANCE AND PARTICIPATION EXPECTATIONS

Numerous research studies have shown that when you actively ask and answer questions, you take greater interest in the material, you clarify shared misconceptions, and you retain more information. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance.

The essence of strategy generally is seeing underlying patterns in business situations. The most skillful managers can see patterns that elude others. The ability to see just a bit more clearly is an ability that this course is designed to develop; it can make all the difference. This course uses case analyses and in-class case discussions to develop this skill. Its success depends heavily on the quality of class discussion, and so thorough preparation for these discussions is essential.

To prepare for class, please read the case materials, think about the case preparation questions, and discuss your analysis of the case with your study group before class. I will focus primarily on the quality of your input in grading class participation, however, it usually takes at least some quantity of participation to make that evaluation. I grade participation each session. A no show attracts a zero score.

To help me learn student names quickly, please pick a specific seat for the first class session and remain in that seat through the early weeks of the course.

You are expected to attend all classes. You cannot make-up a case discussion that you have missed: there are no outside readings or work you can do that can provide a good substitute for being in class and participating in the discussion.

This course will make extensive use of Canvas

Some of you come to case discussions with a pre-prepared point you wish to make and wait for the opportunity to add it to the class discussion. This is not a good strategy. It is unlikely that you will be able to add such a pre-prepared point at just the right moment. Adding it at the wrong moment simply distracts and confuses the direction of discussion. The better strategy is to come to case discussion with a set of issues you have explored and are prepared to discuss in a variety of contexts.

Good case discussions take the group farther than any one individual or study group was able to go on their own. I will develop grades and scores based on the quantity and quality of your classroom contributions. The criteria are:

- Are the points made relevant to the discussion?
- Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
- Is there evidence of analysis rather than just expression of opinions?
- Are comments linked to those of others?
- Did the contribution further the section's understanding of the issues?
- Is the participant a good listener?

PARTICIPATION GRADING RUBRIC

	4	3	2	1
CRITERION:	POSITIVE ATTRIBUTES			
Finds ways to connect own comments to the comments made by other students in class.	Frequently	Occasionally	Seldom	Almost never
Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.	Frequently	Occasionally	Seldom	Almost never
Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	Frequently	Occasionally	Seldom	Almost never
Demonstrates that s/he is doing the reading through questions, answers and comments in class.	Frequently	Occasionally	Seldom	Almost never
	NEGATIVE ATTRIBUTES			
Misses class.	Almost never	Seldom	Occasionally	Frequently
Shows up late to class.	Almost never	Seldom	Occasionally	Frequently
Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).	Almost never	Seldom	Occasionally	Frequently

GRADING SCALE

Registrar web site (<http://kb.seattleu.edu/registrar/KnowledgebaseArticle10303.aspx>: “superior,” “good,” “adequate,” “poor,” “failing”) to remind students that at the university level, an A is exceptional and a B is good to help manage expectations. Faculty members devise their own cut-off points for grades, for example:]

A	100–94	Superior	B–	82–80	D+	69–67
A–	93–90		C+	79–77	D	66–63 Poor
B+	89–87		C	76–73 Adequate	D–	62–60
B	86–83	Good	C–	72–70	F	59 or less Failing

SUBMITTING YOUR ASSIGNMENTS

All your assignments must be submitted in electronic form before the beginning of class via Canvas. If you are unable to do so (for instance, because you are sick), please email me your assignment before the beginning of class so that it is marked as being on time.

FORMATTING YOUR ASSIGNMENTS

It is important that your work is clearly presented and easy to read. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, not the layout, so you must present your work as follows.

HOW?	WHY?
Word processed	When you graduate, you will be expected to have good IT skills, so it's important to practice for accuracy and speed. It's also much easier to read.
Font: 11 point Arial (for PC) or 11 point Helvetica (for Mac)	Sans serif fonts like Arial and Helvetica are easier to read than serif fonts (e.g. Times New Roman), particularly for people with visual impairment.
Left aligned	Left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.
Double spaced	This leaves room for people (including you) to add notes and make corrections.
Double-sided	This saves paper, so your environmental conscience is a little clearer. It also makes up for the fact that you're double-spacing!
Black ink	Colored ink is expensive and wasteful. We're also more interested in your ideas than your design flair.

Include a Word Count at the end of the assignment	So that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count.
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BIBLIOGRAPHY AND CITATION REQUIREMENTS

All citations must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail.

ASSIGNMENT DEADLINES AND EXTENSIONS

In this class, you are expected to conduct yourselves as professional, courteous, and well-organized individuals – this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME.

Assignments must be submitted by the set deadlines and will typically be returned within 5 business days. It is essential that you plan ahead for all eventualities to ensure that none of your work is late. Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to plan now. Block out time in your calendar now so that you know exactly when you will be working on assignments for this course. Make sure you give yourself extra time just in case you run into difficulty with an assignment, have a computer problem, or feel unwell.

I have blocked out times in my own schedule specifically for grading your work so that I can return it to you quickly while the work is still fresh in your minds. Late work will therefore receive a discounted whole letter grade.

If you are unable to complete course requirements because of extenuating circumstances, please notify me on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

Student responsibilities for learning

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. You can reasonably expect an average of 4 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Please refer to other course policies on attendance, participation, missed classes, and assignment deadlines earlier in this syllabus.