

# International Management

SYLLABUS AND SCHEDULE | Winter Quarter 2017

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## Course information

Course code: INBU 4860-01  
# credits: 5  
Location: Pigott 204  
Class times: TTH 10:15am–12:20pm  
First session: 1/3/2017  
Last session: 3/9/2017  
Final exam: 3/15/2017 10am

## Instructor information

Instructor: Eunice Y. Rhee  
Phone: 206.296.5791  
Email: rhee@seattleu.edu  
Office: Pigott 514  
Office hours: TTH 12:30 -1:30pm  
and by appointment

## Course description

This course is designed to provide the conceptual frameworks and skills necessary for managers to make effective decisions, navigate a complex, international environment and lead with a global mindset. First, this course teaches students “about” international business issues. That is, the course intends to help students obtain working knowledge of how the customs, cultures, and management practices vary widely across regions and countries. Second, this course is intended to teach students “how to” formulate and evaluate winning global strategies. Thus, you will also gain awareness for the dynamically changing field as you examine the major challenges facing organizations and managers in today’s competitive global marketplace.

## Learning outcomes

On successful completion of this course (i.e., by passing the course), you will be able to:

1. Assess the challenges facing managers in international settings;
2. Display understanding of cultural differences and develop the skills to manage internationally and to navigate the complexities of international organizations
3. Understand a range of international management practices: social responsibility and ethics, communication, negotiation, motivation, leadership, etc.
4. Perform country, industry, and firm analyses in an international settings;
5. Evaluate the effectiveness and sustainability of different global strategies

## Required readings and materials

READINGS and CASES: Refer to the Links to Readings & Cases at the end of the syllabus

TEXTBOOK: Deresky, H. (2016). International Management: Managing Across Borders and Cultures. 9<sup>th</sup> Edition. ISBN-13: 978-0134376042

## Evaluation: Overview of assignments

You will be evaluated based on both your individual and learning team participation. Please note that you must successfully pass both the individual and the team portions of the course.

A	1000–940 Superior	B–	829–800	D+	699–670
A–	939–900	C+	799–770	D	669–630 Poor
B+	899–870	C	769–730 Adequate	D–	629–600
B	869–830 Good	C–	729–700	F	599 or less Failing

	RELATIVE VALUE	DATE
Individual components	700 points	
Attendance & participation	150 points	
Case write-up*	200 points	
Mid-term exam (in-class)	100 points	1/31
Final exam (take-home)	100 points	3/15
Quiz	100 points	
Peer evaluation*	50 points	
Team components	300 points	
Country report*	150 points	2/10
Company analysis presentation*	150 points	3/7 or 3/9
Total available points	1,000 points	

\*Rubrics will be provided in Canvas

### INDIVIDUAL COMPONENTS (700 points)

#### 1. Attendance and participation (150 points)

It is expected that you attend all classes and be well prepared for each class. All missed classes will be noted. The policy on missed classes is to allow each student two absences, no questions asked, no penalty. All further absences over the limit will reduce the student's participation grade, no questions asked, no excuses of any kind expected or accepted. Only official university engagements, such as scheduled case competition events and sports events, are excepted from this policy. Job interviews, etc., are not excused, so choose your absences carefully. Habitual lateness (and leaving class early), for whatever reason, will be noted as evidence of low course commitment, and penalized.

It is expected that you play an active role in class discussion. I will ask you to speak even if you have not volunteered, so please be ready for discussion every class. When evaluating your participation in the class discussion, I will consider how effectively you put forth your own arguments, as well as how well you listen to, understand, and build upon (or refute) the arguments of others. In all cases, I will look for high quality (which is frequently not the same as high quantity) arguments, analyses and questions that improve the class' collective understanding of the case issues. While I encourage you to speak up at any time, keep in mind that comments that are redundant, tangential or seemingly irrelevant or attempts to dominate class discussion will have a negative impact on your participation grade.

#### 2. Case write-up (200 points)

You will provide an in-depth answer to one of the discussion questions in 1 single-space page for a) *three* out of five cases (Vodafone, Haier, IKEA, Michelin, and Fiat Chrysler) and b) the final case (Wooden Bakery). These write-ups are each worth 50 points. All assignments are due by 10pm the day before the case will be discussed.

You are required to read and be prepared for class discussion even though you are not submitting a case write-up.

#### 3. Midterm exam (100 points)

The exam (in-class, closed-book) will consist of two types of questions. The first type is multiple choice questions. The second type is short-answer questions. You will be asked to explain the tools, concepts, theories, or frameworks in your own words.

4. Final exam (100 points)

The exam (take-home, open-book) will consist of two types of questions. The first type is short-answer questions. The second type is a short case analysis based on current events.

5. Quiz (100 points)

During the quarter, there will be a few unannounced quizzes. Quizzes will be given during the first 10 minutes of class and students who arrive late to class will not be allowed to participate in them. The quizzes will consist of multiple choice and short answer questions that are designed to assess your preparation for the class and knowledge of the reading materials. Make-up quizzes will only be offered in situations of legitimate extenuating circumstances (i.e., serious illness, accidents, etc.). In those cases, you will be required to provide proof of the extenuating circumstance prior to making up the quiz.

6. Peer evaluation (50 points)

Each of you will be asked to evaluate every other team member anonymously at the end of the quarter. If you receive unsatisfactory ratings from your team, your grade will be marked down accordingly.

TEAM COMPONENTS (300 points)

The class will be divided into teams comprising of five (or four) members in each team. Learning teams work together on a quarter-long project. Teams are assigned based on your interest in a particular industry and each team will reflect diversity in students' declared major.

1. Topic selection

Potential research topics for this quarter include the following. You are welcome to come up with your own research topic, as long as it is based on events within the last six months. Topic selection will be due by 10pm on 1/13.

- Uber in China
- Dunkin' Donuts in China
- Spotify in Indonesia
- Starbucks in Italy
- Burger King in France
- Jet Blue in Europe
- Renault in Russia
- Netflix in India
- L'Oreal in India
- P&G in Iran
- Starbucks in South Africa
- Coca Cola in Africa

2. Country report (150 points)

Each learning team will prepare a country report to assess the political, economic, legal, technological, and cultural factors that impact the topic of your interest. The report should also include a brief description of the country's history and recent customer trends in the industry. Country report will be due by 10pm on 2/10 (5-7 single-space page; Appendix not counted toward page limits).

3. Company analysis presentation (150 points)

Company analysis will include an overview of the company's global strategy, an assessment of its recent or proposed action, and a final recommendation you have for the

company. Presentation slides will be due by 10 pm on 3/6. Each learning team will present for 20-25 minutes and additional time will be set aside for questions from other teams after the presentation.

## Instructional methods

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In order to achieve the learning outcomes, this course emphasizes active learning through case discussions, experiential exercises, and interactive lectures. I will use lectures to elaborate on key theoretical models and frameworks or to reinforce crucial concepts.

I have selected a mix of business cases on a range of companies from a variety of industry and country settings. Each case is intended to teach us something specific, yet each can teach many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a “tool kit” of analytical tools, skills, and insights, progressively over all the selected cases. Case discussion techniques provide a chance to learn the meaning of analytical rigor in situations other than open-and-shut problems. As such, there will be many cases that do not end up neatly packaged with an “answer”. You may discover that your preparation “misses” key points of a case, especially at first. This is a normal part of the learning experience.

Success in this course comes from being well prepared, which includes doing all of the readings on time, including the required textbook chapters and assigned case study. You should plan to spend at least 8-10 hours per week, in addition to time in class, for readings, cases, and other coursework. Active participation is also required. I will direct class discussions, the quality of your learning experience will be directly determined by your degree of preparation, active listening, and participation. A much richer kind of learning takes place when one is challenged by other people who have different backgrounds and therefore do not necessarily share one's own point of view. So, if you miss a class discussion or activity, or if you show up unprepared to participate fully, then you not only deprive yourself of learning, but you also deprive your classmates of a learning opportunity.

## General course policies

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### 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. Ethics and ethical reasoning is integrated throughout the course. Plagiarism and cheating will provide sufficient grounds for dismissal and failing the class.

### CELL PHONES, LAPTOPS, AND RECORDING DEVICES

To minimize distractions and disruptions, all electronic devices (laptops, cell phones, recording, etc.) must be turned off during class except by prior agreement.

### CANVAS

We will utilize Canvas as the primary tool for communications including submissions of assignments, grades, and etc. If you have questions or need assistance on how to use Canvas, please refer to the Canvas Student Guides: <http://www.seattleu.edu/canvas/>

### BUSINESS PERIODICALS

You should regularly read at least one business periodical (e.g., Wall Street Journal, Business Week, or Fortune) or follow on Twitter (e.g., @WSJbusiness, @WSJD, @BW, @Forbes, @nytimesbusiness, @Inc, @FastCompany, @businessinsider, or @HarvardBiz).

**SUPPORT FOR STUDENTS WITH DISABILITIES**

If you have, or think you may have, a disability that interferes with your performance as a student, 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.

**ACADEMIC POLICIES ON THE REGISTRAR WEBSITE**

Be sure that you understand the following university academic policies, posted on the Registrar's website: <https://www.seattleu.edu/registrar/academics/performance/>

ACADEMIC INTEGRITY POLICY

ACADEMIC GRADING GRIEVANCE POLICY

**LIBRARY AND LEARNING COMMONS** <http://www.seattleu.edu/learningcommons/>

**ACADEMIC INTEGRITY TUTORIAL** <https://www.seattleu.edu/academicintegrity/>

## Provisional schedule

Date	Session	Topic	Readings	Individual deliverables	Team deliverables	
1/3	1	Course Introduction	Syllabus			
1/5	2	Understanding the global business environment	T: Chapter 1 R: PwC's 19th Annual Global CEO Survey (L1)			
1/10	3	Understanding the role of culture I	T: Chapter 3 R: Navigating the cultural minefield (L2)	Info sheet (1/9 10pm) Team sign-up		
1/12	4	Understanding the role of culture II	T: Chapter 3		Topic selection (1/13 10 pm)	
1/17	5	Social responsibility and ethics	T: Chapter 2 R: Values in tension: Ethics away from home (L3)			
1/19	6	Cross-cultural communication	T: Chapter 4 C: Vodafone in Egypt (Case #3)	Case write-up (1/18 10 pm)		
1/24	7	Cross-cultural negotiation I <i>Library workshop</i>	T: Chapter 5 R: The hidden challenges of cross-border negotiations (L4)			
1/26	8	Cross-cultural negotiation II	T: Chapter 5 Midterm review			
1/31	9	Midterm				
2/2	10	Organizational structure and control systems	T: Chapter 8 & 2 (p. 60-63)			
2/7	11	Global leadership & teams	T: Chapter 10 & 11 R: Reading: Managing multicultural teams (L5) C: Haier in Japan (Case #4)	Case write-up (2/6 10 pm)		

2/9	12	Strategy formulation I	T: Chapter 6		Country report (2/10, Fri)	
2/14	13	Strategy formulation II Strategy implementation I	T: Chapter 6 & 7 R: Managing differences: The central challenge of global strategy (L6) C: IKEA in India (Case #6)	Case write-up (2/13 10 pm)		
2/16	14	Strategy implementation II	T: Chapter 7 C: Michelin (Case #6)	Case write-up (2/15 10 pm)		
2/21	15	Strategy Implementation III	C: Case: Fiat Chrysler (Case #8)	Case write-up (2/20 10 pm)		
2/23	16	<i>Guest speaker (TBD)</i>				
2/28	17	Focus on emerging markets	R: Strategies that fit emerging markets (L7) R: Emerging giants (L8)			
3/2	18	Integrative case & Course wrap-up	C: Wooden Bakery: Should it Enter the US Market (L9) Final exam review	Case write-up (3/1 10 pm)		
3/7	19	Team Project Presentation I			Presentation slides (3/6 10pm)	
3/9	20	Team Project Presentation II				
3/15	21	Final exam				

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

## Links to Readings & Cases

L1: PwC's 19th Annual Global CEO Survey

<http://www.pwc.com/gx/en/ceo-survey/2016/landing-page/pwc-19th-annual-global-ceo-survey.pdf>

L2: SUMEYER, E. **Navigating the Cultural Minefield**. Harvard Business Review. 92, 5, 119-123, May 2014.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=95639036&site=ehost-live&scope=site>

L3: DONALDSON, T. **Values in Tension: Ethics Away from Home**. Harvard Business Review. 74, 5, 48-62, Sept. 1996.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=9609167696&site=ehost-live&scope=site>

L4: SEBENIUS, JK. **The Hidden Challenge of Cross-Border Negotiations**. Harvard Business Review. 80, 3, 76-85, Mar. 2002.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=6327046&site=ehost-live&scope=site>

L5: BRETT, J; BEHFAR, K; KERN, MC. **Managing Multicultural Teams**. Harvard Business Review. 84, 11, 84-91, Nov. 2006.

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=22671287&site=ehost-live&scope=site>

L6: GHEMAWAT, P. **Managing Differences: The Central Challenge of Global Strategy**. Harvard Business Review. 85, 3, 58-68, Mar. 2007

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=23925599&site=ehost-live&scope=site>

L7: KHANNA, T; PALEPU, KG; SINHA, J. **Strategies That Fit Emerging Markets**. Harvard Business Review. 83, 6, 63-76, June 2005

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=17276846&site=ehost-live&scope=site>

L8: BUCHANAN, IC. **Emerging Giants: Building World-Class Companies in Developing Countries**. Harvard Business Review. 85, 4, 133-134, Apr. 2007

<http://search.ebscohost.com.proxy.seattleu.edu/login.aspx?direct=true&db=bth&AN=97080283&site=ehost-live&scope=site>

Final case: **Wooden Bakery: Should it Enter the U.S. Market?**

<http://cb.hbsp.harvard.edu/cbmp/access/57591611>