

## **Course Outline**

# **BMA 5504 INTERNATIONAL MANAGEMENT**

# **2008 Spring Semester**

#### **Class Location and Time**

| Classroom | Class Days & Times   |  |
|-----------|----------------------|--|
| Bloch 101 | TuTh 5:30PM - 6:45PM |  |

Professor: Jae Jung, Ph.D.

Office: Bloch 208

Office Hours: TuTh 3:30 – 4:30 PM or by appointment

**Phone:** 816-235-5161

Fax: 816-235-6506

Email: Jungjc@umkc.edu

Class Web Site: <a href="http://blackboard.umkc.edu">http://blackboard.umkc.edu</a>

There is a course website, where the syllabus, lecture notes, and other class materials will be posted. If students miss any class, they are expected to visit the course web site to prepare for the next classes.

#### **Required Textbook:**

International Management: Managing Across Borders and Cultures (6th edition, by Helen Deresky) (This textbook is available at the UMKC bookstore.)

#### 1. COURSE OBJECTIVES

- 1) To gain an appreciation of international business environments
- 2) To investigate the role of national culture in international business
- 3) To understand strategies and human resource management in international business
- 4) To develop decision-making and problem-solving skills in relation to international management problems

#### 2. COURSE DESCRIPTION

The course highlights how firms become international and exploit their international scope. Students will explore firms of different sizes, industries and countries, as firms face various challenges in the increasingly competitive global environment.

The topics of this course can be broadly defined as internal and external aspects of firms in international business. Students will begin with investigating international environments, focusing on the difference between domestic and international business environments and their effect on firms doing business internationally. To name a few, the political, economic, technological and cultural environments in the home and host countries affect strategies and operations of firms.

Second, students will study strategy formulation for firms entering foreign markets. A strategy formulation model will guide the selection and implementation of alternative entry modes, which range from exporting to foreign direct investment (FDI). Well-chosen strategies, however, cannot be successful without capable, well-trained, motivated managers. As such, students will study the role of expatriates and the characteristics of global managers.

#### 3. COURSE FORMAT

The course will be <u>a combination of lectures and case analyses</u>. Lectures will be presented by the professor on salient issues and concepts of international management. From the lectures, students will be able to gain knowledge about national environment, strategy formulation and human resource management in international business.

The case analysis is intended to facilitate application of international management concepts and theories to "real-business" situations. By building the strong linkage between theories and "real-business" issues, students can be more efficient and effective when they face international business problems in their professional career. The case analysis is a student-centered learning method. The instructor will facilitate students' learning, yet the success of case-based classes will mainly depend on individual students.

Learning in the course will be achieved at three levels: 1) individual student, 2) group, and 3) entire class. In addition to their individual work, students are expected to actively

interact with their group members, other classmates and the instructor. In doing so, students will take serious responsibility for each other's learning.

## 4. COURSE EVALUATION

The final grade in the course will be based on the following components:

| Component                       | Point |
|---------------------------------|-------|
| Individual class contribution   |       |
| Attendance                      | 25    |
| Case preparation                | 18    |
| Participation (case discussion) | 20    |
| Learning reports                | 10    |
| 2) Group activities             |       |
| Presentation                    | 50    |
| Negotiation strategy            | 5     |
| 3) Mid-term exam                | 100   |
| 4) Final exam                   | 100   |
| Total                           | 328   |

#### 4.1. Individual Class Contribution

#### 4.1.1. Attendance (passive participation)

Due to the strong emphasis on student-centered activities, class attendance is an essential part in this course. If students are unable or unwilling to regularly attend class for any reason (e.g., work commitments, family responsibilities, student organization activities, lack of academic interest, extra-curricular activities), they should withdraw from this course. The instructor will check students' attendance in every class, using a seating map (see Appendix 1). Students will receive one point for each class attended (zero for absence).

## Do **NOT** attend class if during class:

- 1) You are going to chat.
- 2) You are going to do other work.
- 3) You are going to <u>use any electronic devices</u>, including laptop computers, cell phones, pagers, Blackberries, PDAs, etc., which should be turned OFF. (If you have an emergency requiring a cell phone, please discuss this with the instructor before class.)

\* Maximum: 25 points (25 classes X 1; the first and exam classes are not included.)

## 4.1.2. Case preparation

Students should read and analyze an assigned case for the class. Students should prepare and turn in the <u>Case Preparation Form</u>, prior to each case presentation (for nine cases except for the one that your group presents and the negotiation case). Students are asked to make copies of Appendix 2 of this syllabus, and use one of them for each case preparation. Students will receive points for each form as follows:

- Completed form (normal expectation): 2
- Completed form (minimum): 1
- No submission: 0

\* Maximum: 18 points (9 cases X 2)

## 4.1.3. Case discussion (active participation)

Students are expected to be prepared and regularly contribute to the classroom discussion. However, students are not expected to have the right answers all the time. Nor are students expected to dominate the discussion in every class. The discussion contribution will be judged on both the quality and quantity of comments. Classroom participation should demonstrate: 1) evidence of careful preparation of cases; 2) clarity and conciseness of recommendations; and 3) strong and convincing analysis to support recommendations. The quality of the class discussion will depend on how well students have prepared and how willing they are to share the results of their analysis with the class. It is not possible to get a high participation grade solely on the frequency of participation.

Students will receive points for each case discussion as follows (10 cases; no discussion point for their presentation case):

• Significant: 2

Contribution adds substantial value to the discussion, beyond case facts. There is evidence of analysis rather than just the expression of opinion. Comments are linked to those of others, facilitating the flow of the discussion. Students demonstrate willingness to take risks in attempting to answer difficult or unpopular questions. Students break new ground and raise the flow of discussion to a higher level, often by synthesizing material and applying multiple lenses or techniques.

• Good: 1

Contribution advances the flow of the discussion (including responses to questions from the presenter). Students demonstrate clear grasp of case material. Information presented is relevant to the discussion.

• No contribution: 0

No value addition to the discussion.

• Negative contribution: -1

Comments destroy the flow of the discussion, e.g. comments out of nowhere.

\* **Maximum: 20 points** (10 cases X 2)

## 4.1.4. Learning report

Students should submit their learning report for 1) "Gung Ho" and 2) a negotiation exercise (Nora-Sakari). Each report should be no more than two pages with a student's name and student number in the upper right corner on the first page. For the report, please use New Times Roman 12-point font, the letter size paper and the double line space; place page numbers in the upper right corner; and leave top and side margins of at least one inch. Points will be awarded as follows:

• Excellent: 5

Demonstration of learning <u>plus</u> integration with the lessons from previous classes

• Good: 4

Clear demonstration of learning from the class

• Low quality: 1~3

• No submission: 0

\* Maximum: 10 points (2 reports X 5)

#### 4.2. Group Activities

Students will form nine groups for the group presentation and the negotiation exercise, which are explained below. The group size might vary, depending on the class size. Students will have opportunities to form their own group in the second class; for those who cannot find their own group, the instructor will randomly assign students to groups.

#### 4.2.1. Case presentation & report

Each group will prepare presentation for their assigned case. (Cases will be assigned during the third class.) The presentation itself should last for 45-50 minutes and be done

professionally, utilizing PowerPoint slides. Presenters will briefly introduce the case first and run the case discussion in the five presentation components as follows:

- 1) Identification of the central issue(s) (5 points)
- 2) Development of options for solving the problem(s) (5 points)
- 3) Comparison of the options with their pros and cons (5 points)
- 4) Recommendation of the most appropriate option (5 points)
- 5) Suggestion of the course of actions for successfully implementing the selected option (5 points)

Presenters should ask other students for ideas and opinions about each presentation component and then present their analysis results. Tackling a component at a time will facilitate the flow of discussion. A desirable flow of case discussion is:

- 1. Introduction of the case (by presenters)
- 2. Identification of the central issue(s)
  - 1) Audience's ideas & opinions
  - 2) Presenters' ideas & opinions
- 3. Development of options for solving the problem(s)
  - 1) Audience's ideas & opinions
  - 2) Presenters' ideas & opinions
- 4. Comparison of the options with their pros and cons
  - 1) Audience's ideas & opinions
  - 2) Presenters' ideas & opinions
- 5. Recommendation of the most appropriate option
  - 1) Audience's ideas & opinions
  - 2) Presenters' ideas & opinions
- 6. Suggestion of the course of actions for implementing the selected option
  - 1) Audience's ideas & opinions
  - 2) Presenters' ideas & opinions
- 7. Other Q&As (both audience and presenters)

Logic, clarity, structure are critical to addressing the above components. Relating the case to the lessons from the previous classes will earn extra points. In addition, visuals and presentation skills will be evaluated, being worth 5 points each (see Appendix 3).

Make your presentations interesting, effective and useful by:

Emphasizing the more important issues.

- Using the appropriate medium for each presentation.
- Making each presentation (oral or visual) clear and concise.

Presenters should prepare an executive summary report for their assigned case and submit it to the instructor right before their presentation in class. The report should be written in a formal, business tone (use the third person, business terms, etc.). It should be no more than three pages long. Students should follow the same style guidelines as those for the learning report. The report should contain answers to the first five components of the case presentation (i.e., 1) Identification of the central issue(s) - 5) Suggestion of the course of actions). The maximum points for the executive summary report are 15. The report will be graded in two aspects: 1) contents (10 points) and 2) structure, writing and grammar (5 points). Presenters should submit their presentation slides to the instructor via email by 9 AM on the day of presentation. The slides will be posted on Blackboard after class so that other students can review them.

# \* Maximum: 50 points

# 4.2.2. Negotiation exercise

In a case class (Nora-Sakari), students will conduct a group-group negotiation. Each team should prepare its negotiation strategy and submit it in the beginning of the negotiation class. Points will be awarded as follows:

Excellent: 5

Demonstration of preparation <u>plus</u> integration with the lessons from previous classes

• Good: 4

Clear demonstration of preparation

• Low quality: 1~3

No submission: 0

# \* Maximum: 5 points

#### 4.2.2. Peer evaluation

At the end of the semester, each student will evaluate the individual contribution of their group members in the group presentation and the negotiation exercise. Based on the evaluation results, the grade of individual students will be adjusted. These adjustments can cause a difference of as much as  $\pm$  15% from the numerical grade assigned to the

team. When there is a substantial disagreement among group members, the instructor will use his own evaluation of the individuals' contribution.

#### 4.3. Mid-term Exam

This exam will test the concepts and notions of international management, all of which will be lectured in the classes before the exam. The format will be a combination of multiple-choice and short-answer questions. It will be conducted in class on March 13, 2008 (the exam date might be changed upon the instructor's discretion). The exam will be closed book and closed notes. Devices capable of storing and/or retrieving text or character material, e.g. hand-held computers, are <u>not</u> permitted in the exam. Caps, hats or sunglasses may <u>not</u> be worn during exams.

\* Maximum: 100 points

#### 4.4. Final Exam

This will be a take-home exam. Students will be asked to analyze a case, which is similar to those cases that students will study over the semester, and to write a case report (maximum six pages long).

\* Maximum: 100 points

## 5. GRADING POLICY

Grade A: 90-100 % (295-328 points)

Grade B: 80-89 % (262-294 points)

• Grade C: 70-79 % (230-261 points)

Grade D: 60-69 % (197-229 points)

Fail: Lower than 60 %

The grades will *not* display '+' and '-'. The scale may be slightly lower, but not higher, based on the distribution of final points. No grade will be assigned to a student who is not officially enrolled in the class. It is the student's responsibility to make sure he/she is enrolled in this class.

Grades are non-negotiable. No extra credit or extra work will be given to any individual student, for any reason. Regarding these issues, the instructor will not respond to students' emails.

#### 6. POSTING/OBTAINING GRADES

Point scores on the assignments and exams will be posted on Blackboard. If no score is listed on Blackboard after two weeks you turned in your assignment, notify the instructor immediately. Final grades will **NOT** be posted. Course grades at the end of the semester can be obtained online through UMKC Pathway using the same account name and password used to register for classes.

#### 7. POTENTIAL MODIFICATION OF THE COURSE SYLLABUS

Time and schedule considerations may prompt modifications of this syllabus (deletion or addition of assignments/topics, modification of examination dates, etc.). The instructor will explain any changes during a regularly scheduled class; however, it is the student's responsibility to keep up with any modifications that are made throughout the semester.

### 8. LATE WORK, MISSED EXAM AND ACADEMIC HONESTY

All course assignments listed in the syllabus will be collected at the beginning of class on the due date. <u>Late submission of any course assignment will not be accepted.</u> Only in <u>exceptional</u> circumstances, students may consult the instructor.

The make-up exam is NOT for students that are simply not prepared to take the test at the regularly scheduled time. Make-up exams might be offered only in documented emergency cases by prior arrangement. In the case of an emergency or illness on the day of the exam, be sure to call me and leave a message on the day of the exam and be prepared to document such a case promptly (for example, a police report copy in an auto accident or a doctor's note in the event of an illness). To the student who missed an exam without prior notification a grade of zero will be assigned.

Students enrolling in any UMKC course are expected to exhibit high standards of academic honesty. In the case of academic misconduct, the instructor will assess the affected work and report the incident to Bloch School administration according to the guidelines printed in the University catalog. See student conduct policies at: http://www.umkc.edu/umkc/catalog/html/append/policy/0020.html.

Cheating and plagiarism will not be tolerated. Students cheating on tests will receive a grade of zero for the exam. Similarly, plagiarism of assignments, projects, and papers is unacceptable, and a grade of zero will be assigned on any such item where plagiarism

has been detected. Students are encouraged to work together and consult with each other outside of class concerning assignments. However, you are required to turn in your own work. Assignments which do not represent your independent work, <u>as determined by the instructor</u>, will receive zero point.

#### 9. INCLEMENT WEATHER POLICY

Cancellation of classes because of inclement weather is determined by UMKC central administration. Students should consult the UMKC website when threatening weather conditions exist.

## 10. COURSE WITHDRAWAL

All course withdrawals must be initiated in the Bloch School Student Services Office, room 115, and completed through the Registration Center in the UMKC Administrative Center. Students intending to withdraw from the course after the eighth week of class (fourth week in the summer session) are required to obtain a signature of both the instructor and an academic advisor before the course withdrawal is official. *Telling the instructor that you intend to withdraw from the course or ceasing to attend class does not constitute an official withdrawal.* The academic calendar in the class schedule/registration guide lists the official withdrawal dates.

#### 11. AVAILABLE SUPPORT SERVICES

The University and the Bloch School offer several support services. These include the Bloch School Computer Lab, the UMKC Writing Lab, and the Office of Disabled Student Services.

- Bloch School Computer Lab: The Bloch School Computer Lab is available for your use. It is located in Bloch 110; the lab's website is: http://www.umkc.edu/is/oa/IS-Lab-Brochure.pdf.
- UMKC Writing Lab: Students who desire assistance in written assignments may contact the UMKC Writing Lab at 816-235-1146. The Lab is located at 5201 Rockhill Road.
- Office of Disabled Student Services: If you have any questions about a disability or desire accommodation under the Americans with Disability Act, please contact the Office Of Disabled Student Services at 816-235-5696. The Office's website can be accessed at: http://www.umkc.edu/disability.

# 12. COURSE SCHEDULE

| Class | Date   | Topic   | Assignment      |
|-------|--------|---|-----------------|
| 1     | Jan 15 | Course overview   |                 |
| 2     | Jan 17 | Exercise: Are you international?  |                 |
| 3     | Jan 22 | Movie: Gung ho (Part I)   |                 |
| 4     | Jan 24 | Movie: Gung ho (Part II)  |                 |
| 5     | Jan 29 | Ch. 1: Assessing the environment-political, economic, legal, technological                  | Learning report |
| 6     | Jan 31 | Case 1) Under pressure, Dubai company drops port deal (pp. 29-30)                           | Case report     |
| 7     | Feb 5  | Ch. 2: Managing interdependence: Social responsibility and ethics                           |                 |
| 8     | Feb 7  | Case 2) Coca-Cola's business practices: Facing the heat in a few countries (pp. 59-71)      | Case report     |
| 9     | Feb 12 | Ch. 3: Understanding the role of culture  |                 |
| 10    | Feb 14 | Case 3) Moto: Coming to America from Japan (pp. 121-123)                                    | Case report     |
| 11    | Feb 19 | Ch. 4-5: Communicating across cultures & Cross-<br>cultural negotiation and decision making |                 |
| 12    | Feb 21 | Case 4) Nora-Sakari: A Proposed JV in Malaysia (pp. 181-190)                                | Group report    |
| 13    | Feb 26 | Ch. 6: Formulating strategy   | Learning report |
| 14    | Feb 28 | Case 5) Starbucks' international operations (pp. 302-310)                                   | Case report     |
| 15    | Mar 4  | Ch. 7: Global alliances and strategy implementation   |                 |
| 16    | Mar 6  | Case 6) Tiger Surgical Supplies (to be distributed)   | Case report     |
|       | Mar 11 | No class (prepare for the Mid-term Exam)  |                 |
| 17    | Mar 13 | Mid-term Exam   |                 |

| 18 | Mar 18          | Ch. 8: Organization structure and control system                                       |             |
|----|-----------------|--|-------------|
| 19 | Mar 20          | Case 7) ABB, Sweden 2004: What went wrong? (pp. 287-290)                               | Case report |
|    | Mar 25<br>& 27  | No class (Spring Break)  |             |
| 20 | Apr 1           | Ch. 9: Staffing, training, and compensation for global operations                      |             |
| 21 | Apr 3           | Case 8) Fred Bailey in Japan: An innocent abroad (pp. 365-367)                         | Case report |
| 22 | Apr 8           | Ch. 10: Developing a global management cadre   |             |
| 23 | Apr 10          | Case 9) A first-time expatriate's experience in a joint venture in China (pp. 438-447) | Case report |
| 24 | Apr 15          | Ch. 11: Motivating and leading   |             |
| 25 | Apr 17          | Case 10) Trying to do business in Mexico, gringo style (to be distributed)             | Case report |
| 26 | Apr 22          | Case 11) Allure Cruise Line: Part 1, 2 & 4 (pp. 80-85, 191-193, 448-452)               | Case report |
| 27 | Apr 24          | Course wrap-up   |             |
|    | 9 AM,<br>Apr 25 | Take-home Case Exam (due at 9 AM, May 6 – submission by email)                         |             |

# Appendix 1. Seating Map

# **Appendix 2. Case Preparation Form**

| Case ti | tle:   |      |
|---------|--|------|
| Studen  | t name: Student number:  |      |
| 1.      | What is/are the <u>central</u> issue(s) in the case that the focal manager(s) or firm(s) fac | ces? |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
| 2.      | What are the available options to solve the problem(s)?                                      |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
| 3.      | Which option would you recommend among those you suggested above?                            |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |
|         |  |      |

# **Appendix 3. Case Presentation & Report Evaluation**

| Case title: _ | <br> |  |
|---------------|------|--|
| Student name  |      |  |
| Student #     |      |  |

# Presentation (35 points)

| Components   | Maximum | Assigned |
|--|---------|----------|
| Identification of the central decision(s)/issue(s) | 5       |          |
| Development of options for solving the problem(s)  | 5       |          |
| Comparison of the options with their pros and cons | 5       |          |
| Recommendation of the most appropriate option      | 5       |          |
| Suggestion of the course of implementation actions | 5       |          |
| Visuals  | 5       |          |
| Presentation skills                                | 5       |          |
| Total  | 35      |          |

# **Executive Report (15 points)**

| Components                     | Maximum | Assigned |
|--------------------------------|---------|----------|
| Content                        | 10      |          |
| Structure, writing and grammar | 5       |          |
| Total                          | 15      |          |

| Total  | <b>Points:</b> |  |  |
|--------|----------------|--|--|
| 1 Utai | r omus.        |  |  |

#### How to excel in this course:

In this course, we will learn about the important concepts and theories in international management, and will apply those to real business situations using case studies. Regarding concepts and theories, you are expected to understand them and familiarize yourself with major ones; yet you are not expected to memorize everything in the textbook. The lectures will focus on the major points introduced in the textbook, which will be the subjects of the mid-term exam. In addition to concepts and theories, another essential component in this course is systematic application of them to case studies. Students should read and analyze an assigned case for the class, and regularly contribute to case discussion. Here are some suggestions which may help you:

- 1. Review the concepts and theories after each lecture.
- 2. Do the case assignment.
- 3. Actively participate in case discussion, during which listen carefully others' opinions and build your ideas on others, and share yours with the class.
- 4. Cooperate with your colleagues (e.g., brainstorming).