

## MGT 370 International Management

### Spring 2012

	Section 1	Section 2
<b>Class Time</b>	TuTh 3:30 PM - 4:45 PM	TuTh 9:30 AM - 10:45 AM
<b>Classroom</b>	Bloch 012	Bloch 101

- **Class Web Site:** <http://blackboard.umkc.edu>  
 This course has a blackboard website, where the syllabus, lecture notes, and other class materials will be posted. Lecture slides are usually posted before 6 P.M. the day before a class. Students are expected to regularly visit the website to prepare for the next class and catch up with any missed classes.
- **Required Textbook:** This course uses a textbook and a case pack.
  - 1) Textbook: Deresky, Helen. *International Management: Managing Across Borders and Cultures*, **6th edition**. Prentice Hall. 2008
  - 2) Case Pack: Available for purchase online (see Appendix 1 in this syllabus.)
- **Professor:** Dr. Jae C. Jung
- **Office:** Bloch 235
- **Office Hours:** After class or by appointment
- **Phone:** 816-235-5161
- **Email:** jungjc@umkc.edu

### 1. COURSE OBJECTIVES

- 1) To gain an appreciation of international business environments
- 2) To investigate the role of national culture
- 3) To understand international strategies focusing on entry and integration strategies
- 4) To develop appropriate implementation plans including organization structure and human resource management in international business
- 5) 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 achieve superior performance in international business environment. This course is aimed at all managers, whether general managers or specialists. Due to increasing complexity within an organization and in the external business environment, it is essential that specialists acquire knowledge and capability to understand a company as a whole and integrate different functions (i.e., accounting, finance, marketing, operation management, etc.).

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 differences between domestic and international business environments and their effects on firms conducting business internationally. The differences are mostly associated with the political, economic, technological, cultural and ethical dimensions of the home and host countries, posing opportunities and threats to firms.

Second, students will learn about how firms develop international strategies by matching resources and capabilities to opportunities and threats. A strategy formulation model will guide the decision-making process for entry and integration strategies. Further, for successful execution of international strategies, organization structure and human resource management in international business are critical; these topics will be investigated in the last part of the course.

## **3. COURSE FORMAT**

The course will be **a combination of lectures and case analyses, with heavy emphasis on the latter**. Lectures will be given by the professor on salient issues and concepts of international management in the textbook. Studying terminologies, concepts and theories will help students take perspectives on international business issues.

The case analysis is intended to facilitate application of international management concepts and theories to “real-business” situations. A case describes an actual business situation involving decisions, challenges and opportunities faced by a person (or persons) in an organization. By building the strong linkage between theories and real-business issues, students can be more efficient and effective when they face similar problems in their professional career. The case analysis is a student-centered learning method, for which students should come prepared, share their analysis/opinions and collectively build solutions in case discussion. **Hence, the success of case-based classes mainly depends on individual students**, although the professor will facilitate case discussion.

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

group members, other classmates and the professor. Through learning at different levels 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:

<b>Component</b>	<b>Point</b>
1) Individual Class Contribution	
• Attendance	25
• Participation	45
• Student information form	2
2) Group Activities	
• Case reports	60
• Learning report	15
• Negotiation strategy	20
• Peer evaluation	50
3) Quiz	40
4) Mid-Term Exam	100
5) Final Exam	100
Total	457

#### **4.1. Individual Class Contribution**

##### **4.1.1. Attendance (passive contribution)**

Due to the strong emphasis on student-centered activities and learning in class, students are expected to attend classes regularly. The professor will make a student seating map in the beginning of the semester, and a student will be asked to keep the same seat in the entire semester. The professor will check students' attendance every class, using the map or a signing sheet. Each attendance is worth one point. If a student misses more than 30 minutes of a class, he/she will be considered absent from the class.

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. However, considering unexpected events in lives, such as sickness and a family duty, students can have *four absences without any penalty* on their attendance grade. On the other hand, excessive absenteeism will not

be acceptable in this course. **If a student misses *more than ten classes*, each absence exceeding ten shall result in a one letter grade reduction in his/her final grade (e.g., from “A” to “B”, or from “B” to “C”).**

\* **Maximum: 25 points** (25 classes X 1 point; four exception classes will not be counted.)

#### **4.1.2. Participation (active contribution)**

Students are expected to regularly and actively contribute to class discussion. Active participation will help student sharpen their own thoughts, understand others’ ideas and interact with others. It requires logically developing one’s ideas, defending them, and searching for alternative perspectives.

The evaluation scheme is designed to encourage participation by judging *both the quality and quantity of participation*. *Those students who talk only for being heard will not be rewarded*. Classroom participation should demonstrate: 1) evidence of careful preparation, 2) strong and convincing analyses to support recommendations, and 3) clarity and conciseness of comments. Because participation is a learning experience based on interacting with classmates, *any student who must be absent on the day of a discussion may not make up the participation point*.

Be respectful of each other. Students may be asked to leave a class if during class students:

- 1) Chat
- 2) Study for other courses
- 3) Use any electronic devices, including cell phones, pagers, Blackberries, PDAs, laptop, etc., which should be turned OFF before class. (If you have an emergency requiring use of any electronic device, please discuss it with the professor before class; otherwise, the student will be asked to leave the class.)

Students will receive participation points for each case class as:

- Excellent: 3

Students break a new ground and raise the flow of class discussion to a higher level, often by synthesizing case facts/opinions and applying multiple lenses or techniques. (Usually, less than a third of students who made comments are qualified for this grade.)

- Good: 2

Contribution adds value to the discussion, beyond case facts. There is evidence of analysis rather than just expression of opinion. Comments are linked to those of other students facilitating the flow of discussion. Students demonstrate willingness to take risks in attempting to answer difficult or unpopular questions. (Usually, 20-50 percent of students who made comments)

- Mediocre: 1

Comments are relevant to the discussion, including responses to questions. Students

demonstrate clear grasp of case material. (Usually, 20-50 percent of students who made comments)

- No contribution: 0

No meaningful value addition to the discussion (e.g., no participation and repetition of prior comments).

- Negative contribution: -1

Failure to listen or show respect to others (e.g., insult or expression of anger); comments draining energy from the class.

In each case analysis class, several students will be designated as participation graders. Their participation grades will be awarded based on the quality of grading they submit. For disagreements among graders, the professor will use his own judgment.

Similarly, students' participation will be evaluated in non-case classes as well. Students can contribute in non-case classes by actively participating in discussion and asking meaningful questions.

\* **Maximum: 45 points** (30 points (10 case classes X 3) + 15 points (in other classes))

#### **4.1.3. Student information form**

Having information about students can help the professor adjust the course to the students' need. Each student is expected to submit a completed student information form via email before the second class and bring a hard copy to the second class. (The blank form will be posted at blackboard.)

- Completed form: 2
- Incomplete form: 1
- No submission: 0

\* **Maximum: 2 points**

#### **4.2. Group Activities**

Students will form groups for group case reports, learning report, negotiation exercise, group discussion in class, and an optional case play (if applicable). For these group activities, students are expected to continually meet and cooperate with group members *in and outside the class*. Having a face-to-face meeting will be the most desirable way of cooperation since it facilitates simultaneous interactions among group members. However, oftentimes holding a meeting might be not feasible. In the case, student groups should be flexible in finding alternative ways of collaboration, utilizing emails, messengers, websites, telephone calls, etc that satisfy all, at least, more group members' needs and situations. *(The instructor has frequently observed that finding alternative ways of collaboration is one of the heavy-impact factors for a group's success in the*

course.) For example, groups can utilize blogs and discussion board in the group space at blackboard. Yet, it is each group's decision to choose which media they will use for interactions. The group size might vary depending on the class size. Students will have an opportunity to form groups in the second class, assisted by a group formation exercise. For a student who could not join any group in the class, the professor will randomly assign him/her to a group.

#### 4.2.1. Case report

Thorough preparation is essential in learning from case analysis. Students are expected to have analyzed an assigned case and developed their own ideas/opinions before class. They should be ready to share and defend their ideas/arguments in class. Based on their analysis, each group is asked to prepare reports for four cases (for due dates, see the schedule section in this syllabus). A group can choose one of the two available cases for each report, as follows:

- The first report, for either Killer Coke (case 2) or Moto (case 3)
- The second report, for either Starbucks (case 5) or Tiger Surgical Supplies (case 6)
- The third report, for either ABB (case 7) or Fred Bailey (case 8)
- The fourth report, for either A First-Time Expatriate (case 9) or West Indies (case 10)

The report should include the following components:

- 1) Possible multiple options for solving the main problem(s)
- 2) Recommendation of the most appropriate option, among those options proposed in 1)

Analysis, logic and evidence are the key components. The report should suggest ideas and recommendations in a succinct manner, given that the report space is limited. Yet, it should provide strong arguments with sufficient and accurate supporting evidence. Students should be able to clearly demonstrate that they properly apply the lessons learned in the course to the case report. Directions/questions for each case are presented in Section 12 of this syllabus. *Simple summary of a case will not be rewarded.*

The report should be no longer than three pages, with 1.5 line space, one inch margins and New Times Roman 12-point font. A case title, the group number, student names and the course title (with section #) should be placed at the top of the first page. The group case report will be graded in two aspects: 1) contents (12 points) and 2) structure, writing and grammar (3 points). Student groups should submit their hard copy report at the beginning of the case class.

\* **Maximum: 60 points** (4 reports X 15 points)

#### 4.2.2. Learning report

The class will write a group learning report after watching a movie, Gung Ho. The main question that should be addressed in the report is how the U.S. and Japanese people differ, especially in their culture. The length should be no more than four pages. Student groups should conform to

the following writing format: 1.5 line space, one inch margins, New Times Roman 12-point font, and student names at the top of the first page. Points will be awarded as follows:

- Excellent: 15

Excellent demonstration of learning, with strong ideas and supporting evidence

- Good: 13-14

Demonstration of learning, with good ideas and supporting evidence

- Moderate quality: 11-12

Weak ideas and/or weak supporting evidence

- Low quality: 10 or lower

Poor demonstration of learning

- No submission: 0

\* **Maximum: 15 points** (1 report X 15 points)

#### **4.2.3. Negotiation exercise**

In the Nora-Sakari class (case 4), every group will conduct a group-group negotiation. A group should prepare a negotiation strategy in advance outside class and submit a hard copy report at the beginning of the negotiation class. A major part of the class right preceding the negotiation class will be allocated for the preparation (see the class schedule in section 13). The main emphasis of the exercise is to learn and practice *how cultural differences affect a negotiation*. The report should be no longer than four pages, with the same writing style as those for the group case report. Points will be awarded as follows:

- Excellent: 19-20

Superior demonstration of preparation, logical ideas, critical thinking & clear integration with the lessons from previous classes

- Good: 16-18

Good demonstration of preparation, logical ideas, critical thinking & some integration with the lessons from previous classes

- Moderate quality: 13-15

Included some of the components above to the full extent, or all insufficiently

- Poor quality: 12 or lower

Included some components insufficiently

\* **Maximum: 20 points**

#### **4.2.4. Case play**

Each group can optionally choose to perform a play in the beginning of a case analysis class. The content should be a summary of the case to be analyzed in the class. First, it should effectively

deliver the case summary for 5-10 minutes emphasizing the main issues. Second, it should generate excitement and fun among the audience. The evaluation will focus on both the content and fun. Depending on the quality of performance, the group will receive extra points, in the range of 6-10. Participating group members are advised to memorize lines in advance, show actions during the play and have eye contacts with audience. They can also use costume and stage decoration as needed. All cases, except the Nora-Sakari, are available for a group play. If interested, a group should express its interest in *three preferred cases in order*, to the professor via email *before the third class*.

#### **4.2.5. Peer evaluation**

Each student is expected to fairly contribute his/her group's work. Therefore, at the end of the semester each student will be evaluated by his/her group members on individual contribution to the group work. The evaluation results will determine the peer evaluation points of individual students. When there is a substantial disagreement among group members, the professor will use his own evaluation of the individuals' contribution. The peer evaluation rubric will be posted at the course website. Students should submit a completed form via the turnitin system at blackboard. It is the student's responsibly to make sure that his/her peer evaluation is properly submitted to the turnitin system. If the student has any technical problem in submitting evaluation, (s)he should contact the professor *before the submission deadline, noon on April 26, 2012*.

**\* Maximum: 50 points**

#### **4.3. Pop Quizzes**

Reading an assigned case before class is a minimum requirement for case analysis. To make sure students' preparation, two pop quizzes might be conducted in class *without advance notice*. Each pop quiz will be administered in the beginning of the class where the case to be analyzed. It will have five questions (two points each) about facts from the assigned case. *Considering the nature of pop quizzes, any student who misses a pop quiz will not have any make-up opportunity*.

**\* Maximum: 20 points** (2 pop quizzes X 10 points)

#### **4.4. Quiz**

This quiz will test the concepts and theories of international management in the Chapters 1-3. 20-30 percent of questions will be about cases studied up to the quiz. The format will be multiple-choice questions.

**\* Maximum: 40 points** (20 questions X 2 points)

#### **4.5. Mid-Term Exam**

It will test the concepts and theories of international management in the Chapters 1-7. 30-40 percent of questions will be about cases studied up to the exam. The format will be multiple-choice questions.

\* **Maximum: 100 points** (50 questions X 2 points)

#### **4.6. Final Exam**

It will test the concepts and theories of international management in all Chapters. 30-40 percent of questions will be about cases studied up to the exam. The format will be multiple-choice questions.

\* **Maximum: 100 points** (50 questions X 2 points)

### **5. GRADING POLICY**

The course grade will be awarded based on the following skim:

- Grade A: 90-100 % (411 or higher points)
- Grade B: 80-89 % (366-410 points)
- Grade C: 70-79 % (320-365 points)
- Grade D: 60-69 % (274-319 points)
- Grade F: Lower than 60 % (273 or lower points)

The grades will not display '+' and '-'. The scale might 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 that 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' inquiries.**

### **6. POSTING/OBTAINING GRADES**

Point scores on the assignments, quizzes and mid-term exam will be posted at blackboard. If no score is listed on blackboard after two weeks you turned in your assignment, notify the professor immediately. The course grade will not be posted at blackboard, which can be obtained at UMKC Pathway at the end of the semester.

### **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 professor 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**

**Late submission of any course assignment or exam will not be accepted.** Only in exceptional circumstances, submissions might be accepted based on the professor's discretion yet with a penalty, such as 20 percent deduction of points.

The quizzes and mid-term 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 not permitted in the exam. Caps, hats or sunglasses may not be worn during exams. **No make-up exam will be given to students who miss the quiz or mid-term exam because it is impossible to make a 100% equivalent quiz/exam being fair to other students.** Instead, the student who misses the quiz and/or mid-term exam will earn make-up points from the final. The points from the final exam will be used proportionally to calculate the scores for the missed quiz and/or mid-term exam, yet with a penalty on the professor's discretion, such as 20 percent deduction of points.

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 score of zero for the exam. Similarly, plagiarism of assignments, projects, and papers is unacceptable, and a score of zero will be assigned on any such item. **Any plagiarism will be reported to the Dean's office in the Bloch School.** Students are encouraged to work together and consult with each other outside of class concerning assignments. However, they are required to turn in their own work. Assignments which do not represent independent work, **as determined by the professor**, will receive zero points.

### **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>.
- Writing Lab: Students who desire assistance in written assignments may contact the Communication Center (room 201) at the Bloch School.
- 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. DIRECTIONS FOR CASE ANALYSIS**

**When analyzing cases, this course mainly focuses on developing solutions for the future, unless directed otherwise.** Taking this futuristic approach, students are asked to suggest what the decision-maker could/should do as the next step to resolve the main problems, as opposed to what should have happened in the past. Analyzing what happened in the past helps students have better understanding about the situation. Yet, it is insufficient. Students should pay more attention to the next steps, building on situation analysis.

**Case 1) Under pressure, Dubai company drops port deal** (in the textbook; an additional reading will be posted at blackboard)

- Let's go back to March 2006 before DP World dropped the deal.
- Assume that you were the CEO of DP World and suggest what you would do.

**Case 2) Killer Coke: The campaign against Coca-Cola** (in the case pack)

- From Coca-Cola's point of view, what are the CSR-related issues? Please be specific about the issues and the stakeholders.
- As a member of Coca-Cola's senior management team reviewing the situation at the end of the case, recommend a course of actions and explain why.

**Case 3) Moto: Coming to America from Japan** (in the textbook)

- Answer the five case questions at the end of the case

**Case 4) Nora-Sakari: A proposed JV in Malaysia** (in the textbook) (unavailable for case play)

- Instructions will be distributed in class.

**Case 5) Starbucks' international operations** (in the textbook)

- Evaluate the internal and external environment of Starbucks.
- Which entry and integration strategy would you recommend for Starbucks to enter one of the countries among India, Brazil and Russia, and why?
- While analyzing the case, do not pay attention to Exhibit C8-2.

**Case 6) Tiger Surgical Supplies (TSS)** (posted at blackboard)

- Evaluate the internal and external environment of TSS.
- The central problems are about TSS' International Strategy (i.e., entry mode and integration strategy); suggest international strategies the company should use.

**Case 7) ABB: Strategic risk, decline and renewal (1988-2008)** (in the case pack)

- CEO Percy Barnevik's ideals in building ABB into a global corporate presence were well-founded. Identify these ideals and discuss the factors which caused key areas to go awry and affect the performance of the business.
- What organizational structure will have a better fit to ABB? Why (or why not)?

**Case 8) Fred Bailey in Japan: An innocent abroad** (in the textbook)

- The central problem is about staffing, training and compensation of the company.
- Taking the perspective of the top HR manager at the Kline & Associates headquarters, what should you do for the office in Japan?

**Case 9) A first-time expatriate's experience in a joint venture in China** (in the textbook)

- The central problem is about IHRM of the company, Controls.
- Taking the perspective of the top HR managers at the Controls headquarters, suggest the most appropriate solution(s) for:
  - The IHRM practices
  - The position in the JV in China that James Randolph just left

**Case 10) West Indies yacht club resort: When cultures collide** (in the case pack)

- How does the B.V.I.'s culture differ from that of the U.S.A.?
- Considering the culture difference, suggest the best solutions for the leadership and motivation problems at the West Indies yacht club resort.

### **13. COURSE SCHEDULE**

<b>Class</b>	<b>Date</b>	<b>Topic</b>	<b>Assignment Due</b>
1	Jan 10	Course overview	
2	Jan 12	Top country exercise & group formation	Student information form
3	Jan 17	Ch. 1: Assessing the environment - political, economic, legal, technological	
4	Jan 19	Case 1) Under pressure, Dubai company drops port deal	
5	Jan 24	Ch. 2: Managing interdependence: Social responsibility and ethics	
6	Jan 26	Case 2) Killer Coke	Case report
7	Jan 31	Movie: Gung ho (Part I)	
8	Feb 2	Movie: Gung ho (Part II)	
9	Feb 7	Ch. 3: Understanding the role of culture	Learning report
10	Feb 9	Case 3) Moto: Coming to America from Japan	Case report
11	Feb 14	<b><i>Quiz &amp; Review</i></b>	
12	Feb 16	Ch. 4-5: Communicating across cultures & cross-cultural negotiation and decision making	
13	Feb 21	Ch. 6: Formulating strategy (Part I) & preparation for the negotiation exercise	
14	Feb 23	Case 4) Nora-Sakari: A proposed JV in Malaysia	Negotiation report
15	Feb 28	Ch. 6: Formulating strategy (Part II)	
16	Mar 1	Case 5) Starbucks' international operations	Case report
17	Mar 6	Ch. 7: Global alliances and strategy implementation	
	Mar 8	Case 6) Tiger Surgical Supplies (posted at the	Case report

		blackboard)	
18	Mar 13	<i>Study Break (No Class)</i>	
19	Mar 15	<b><i>Mid-Term Exam</i></b>	
20	Mar 20	Review of the mid-term exam & Ch. 8: Organization structure and control system	
21	Mar 22	Case 7) ABB	Case report
	Mar 27 & 29	<i>Spring Break (No Class)</i>	
22	Apr 3	Ch. 9: Staffing, training, and compensation for global operations &	
23	Apr 5	Case 8) Fred Bailey in Japan	Case report
24	Apr 10	Ch. 10: Developing a global management cadre	
25	Apr 12	Case 9) A first-time expatriate's experience	Case report
26	Apr 17	Ch. 11: Motivating and leading	
27	Apr 19	Case 10) West Indies yacht club resort	Case report
28	Apr 24	Course wrap-up	
	Apr 26	<i>Study Break (No Class)</i>	
29		<b><i>Final Exam</i></b> (Section 1 -- 3:30 PM class): May 3, 3:30-5:30 PM (Section 2 -- 9:30 AM class): April 30, 3:30-5:30 PM	

## APPENDIX 1. HOW TO PURCHASE CASEPACK

To purchase the required case pack for this course:

1. Go to: <http://www.xanedu.com/login.shtml?PackId=363047>
2. If you have previously registered for another CoursePack, log in. If not, click the Register link underneath the Students heading. Complete the registration page and click Continue.
3. Confirm your CoursePack selection and click Continue.
4. Complete your billing information, confirm and click Continue.
5. After completing the purchase pages, you will be taken to your CoursePack.
6. If you have problems, contact XanEdu Customer Service at 1-800-218-5971 (option 4) or email [cust.serv@xanedu.com](mailto:cust.serv@xanedu.com).
7. Each individual student must purchase his/her own access to the CoursePack.

Here are additional details regarding the Case Pack:

1. CoursePack Title: International Management (Cases) CoursePack ID: 363047
2. CoursePack ISBN: 1256074373
3. Online-only Price: \$17.99

## **APPENDIX 2. HOW TO EXCEL IN THE COURSE**

In this course, students will learn about the important concepts and theories of international management, and apply them to real business situations using case studies. First, students are expected to clearly understand and familiarize with concepts and theories. The lectures will focus on the major concepts and theories in the textbook, which will be the main subjects of the quiz and exams. Another critical component of this course is systematic analysis of business cases. Students should read and analyze an assigned case before the class, and regularly contribute to case discussion. Here are some suggestions which will help students excel in the course:

- 1. Frequently consult this syllabus; it shows where the class is.**
- 2. Review the concepts and theories before/after each lecture.**
- 3. Read and analyze the assigned case, and think critically about it.**
- 4. Actively participate in the case discussion, during which listen carefully others' opinions and build your ideas on others, and share yours. (Learn from others!)**
- 5. Cooperate with your colleagues.**
- 6. Invest your time in this course; plan your schedule in advance.**