Course Description

Today, firms are constantly facing new opportunities and challenges because of dramatic changes in the global economy. Firms are either entering global markets or are facing global competition in local markets. In this business climate, managers must continually integrate international factors into every business decision. Managers need to develop a global mind-set, whereby they view the world as an integrated market, but at the same time develop an appreciation for the wide range of differences in culture and social institutions that exist. International management provides managers with some fundamental concepts of managing from such a global perspective.

In this course we will use the strategic perspective as a unifying theme to understand international management concepts. We will explore topics such as the impact of national culture on managerial actions, international strategies, international human resource management, organizational design and social responsibility challenges of multinational enterprises.

International Management uses a mix of teaching methods: lecture, discussion, cases analyses, exercises, and exams. This course also involves a mix of individual and team work.

Course Learning Objectives: This course aligns with PACE, the Lindner College of Business strategy for developing the complete business professional.

P – Professionalism
- Begin practicing professional communications, learning to express ideas clearly, logically and persuasively in both oral and written formats.
- Develop and practice teamwork skills through group projects and exercises.

A – Academics
• Develop foundational knowledge of business functions and their interactions within organizations.
• Begin applying functional and cross-functional knowledge to critically analyze business problems; for example applying techniques of SWOT analysis and business plan development.

C – Character
• Learn and apply leadership techniques for project management (plan, brief, execute, brief).
• Build an understanding and initial skills of managing diversity, including understanding cultural differences, and challenges and opportunities of global business.
• Understand importance of ethics and social responsibility in business and personal settings.

E – Engagement
• Build understanding of importance and practices of networking through interactions with business professionals and guest speakers.
• Develop awareness and appreciation of involvement in social organizations, community service, and professional group opportunities.

Course Objectives

1. Add to your toolkit of concepts about general cross-cultural management skills and knowledge in conducting international operations
2. Gain an appreciation of how different national cultures directly and indirectly influence the management of business organizations through case study analysis
3. Recognize and analyze the differences and similarities between the management techniques of American organizations and that of organizations of other nationalities.
4. Practice working in multi-cultural teams (if possible) by learning more about yourself and your own assumptions.
5. Refine your critical thinking through functional expertise integrations
6. Increase oral communication and writing skills

Course Format

The class will emphasize active learning, which means that participants have a responsibility for the learning process that occurs during the term. Although, lectures may be somewhat effective for teaching content, participant-centered discussion is needed to develop concepts, critical thinking, and problem solving. Chapters in the text and articles from popular business press and the web provide the material for classroom discussions. You have the responsibility to your classmates and to yourself to come fully prepared to each class. This means reading, thinking about the issues discussed and responding to the discussion questions provided in the text prior to class.
meetings. This preparation will enable you to effectively participate in class discussions. You also have a responsibility to actively participate in the various experiential exercises.

Prerequisites

In order to remain in this class, you must have completed the following courses: 22 INTB 380 under quarters or INTB 3080 under semesters (Global Business Environment) and 22 MGMT380 under quarters or MGMT 3080 under semesters (Management Integration). See your academic advisor if you have questions.

Blackboard

This course was previously set up in Blackboard (http://blackboard.uc.edu) but is now available under canopy (http://canopy.uc.edu). Blackboard will be used as a means for making course materials available to you. I will post overheads used in class and other course materials. Blackboard will also be used to make announcements and post changes to class. It is important to check Blackboard frequently!

Required Text


Options for Purchasing the Text Include:

- (UC Bookstore, Dubois Bookstore, Amazon, Etc..)

Grading

Grading will be assigned on a 500 point scale:

1. Business Around the World 20 points
2. Peer Evaluations 10 points
3. Interactive In-Class Exercises 70 points
4. Five online quizzes @ 10 points each 50 points
5. Group Case Presentation 100 points
6. Group Country Presentation 100 points
7. Movie/Video Presentation 50 points
8. Two exams @ 50 points a piece 100 points

   - Each exam will consist of 50 questions. There will be a combination of multiple choice, matching, and true/false questions.
   - Exams may take up to 1.5 hours and will likely be in multiple choice format and short answer format based on assigned materials and class discussions.

The following UC grading scale will be used:
Grading Components:

**Quizzes.** Nine short quizzes, each worth 10 points, will be given throughout the quarter. I will only count the top five quiz grades; the lowest scores will be dropped. These quizzes are given as an “incentive” to be prepared for class and to keep on top of the readings; then, we can use class time to do interesting things beyond lecture from the text. Each quiz will be posted on Blackboard, under the Quizzes tab, 48 hours before it is due in class and **it will be due 10 minutes before class.** You have 20 minutes to finish before the quiz, which is timed, will turn off. I recommend you start before 5PM on Tuesdays although the quizzes open 9AM on Sundays.

**Exams.** Two noncumulative exams (each worth 75 points) will be given, covering the relevant book chapters as well as class lectures, discussions, and exercises – in other words, everything we do, in and out of class, is fair game. Exams will be made up of a combination of multiple choice and perhaps some true/false or short answer questions. Make-up exams will be given only under extreme circumstances, and only if arrangements have been made in advance. In all other cases, not taking an exam on the scheduled date/time will result in a score of zero for that exam.

**Professionalism.** This is a business course, and I expect you to exhibit professionalism. To me, professionalism encompasses several dimensions, all of which I will track after each class throughout the quarter. You can also expect professionalism from me. You will also need to provide a Peer Evaluation Form (see Blackboard under Documents tab) by midnight November 29 which is also worth 10 points.

a. **Attendance.** I expect that you will attend class, and I expect an email from you in advance if you need to miss class. This is not a straight lecture class—there will often be planned activities—and I need to know how many students will be attending. You can expect that I will be available for office hours and outside class meetings. Please note: missing 1 or 2 classes (with email notification) will not significantly impact your grade; however, missing more than 2 classes will significantly influence your grade.
b. Punctuality. I expect that you will come to class on time, and remain until class ends. I expect that you will come back from class breaks by the announced time. You can expect that I will start class on time and never go beyond the stated course ending time.

c. Preparation. I expect that you will come prepared for class by completing the reading and assignments for each day. You can expect that I will come to class prepared to discuss concepts, facilitate discussion, and lead activities.

d. Participation. I expect that you will participate in class, both individually and as part of your project team, through making comments, asking questions, and being engaged in the class material. You can expect from me that I will provide opportunities for participation and engagement, and that I will make every effort to learn every student’s name. Given the learning tools of class discussion and other activities, there should be ample opportunity for all students to share their thoughts and perspectives, and I will look for you to make frequent high quality contributions throughout the quarter. Quality participation includes comments that: (1) move the discussion forward; (2) prompt comments from other class members; (3) relate relevant personal experiences or outside materials to the discussion; and (4) are thought-provoking and unexpected (vs. “safe” answers).

Group Country Presentations.
Each group will submit an electronic (via email) and a paper copy of the presentation power point slides by the beginning of class. The country presentation information requirements are on our Blackboard space under the Documents tab. A rubric (Country) will be used for grading the group’s performance.

Professional/Business Writing Design.
This design will involve your team developing a strategy to open a business branch overseas. Design details will include the product or process, country, a city, communication strategy for local employees of the branch overseas. Additional details noted on Blackboard.

Case Presentations.
Each group will be assigned a case to be presented in class. Each group will present their case on the due date in the schedule. A case rubric (Case) will be used for grading the performance.

Video Clip (Movie) Individual Presentations.
This purpose of this project is to assess whether or not you can observe the behavior of people of another country and determine how it reflects the differences in culture. Your team will choose a video or film clip that takes place in another country or addresses an issue in another country. A list provided on Blackboard or you may find
one online that interests you. The outcome of your analysis of this film/clip is basically to answer these questions:

1. **What are two instances that show that any previous analysis was correct regarding this country?** You may use Hofstede, Globe, or any of the other “tools” covered in the class readings. You may also describe what you think the interaction should have been if you have declared it was not what you expected it to be. Briefly describe the instance/interaction in your response.

2. **What two things did you learn about the cultural differences that will help you in your future business dealings with people from that country?** Are your expectations about handling business transactions true or not (after you watched the film)? Are your expectations about informal social transactions true or not (after you watched the film)? Are there differences between the formal and informal interactions?

Your paper should be no more than 4 pages long, double-spaced, one inch margins, with numbered pages. The format should be

- **Introduction:** brief (no more than one page) description of movie
- **Instance:** brief (no more than one page) description of behavior and what tool/dimension you would use to describe the instance. Then, what is your interpretation of how “true” the behavior is to the dimension you are describing.
- **Learnings:** brief description (no more than one page) of what you learned, your expectations, differences between formal and informal transactions
- **Conclusion:** What did you feel about this learning experience? Did it help you to identify if you have learned anything from this class?

I suggest that you watch the film/video clip, in its entirety, twice before you discuss it. These will be weekly presentations in class beginning on Week #2. Your paper is due to me, via Blackboard, on the date of your individual due date. A rubric will be available on Blackboard to evaluate your grade.

**Policies**

- **Cancelled classes.** If the University cancels classes on a regularly scheduled class day, any assignments will be due at the next regularly scheduled class.
- **Make-up exams** will only be given under extreme circumstances.
- **No late assignments.** They are due at the beginning of class.
- **Incompletes** will be given only in rare cases where arrangements have been made with me in advance. Otherwise, if you do not complete all course requirements, you will be assigned the letter grade corresponding to the number of points you have received.
- **Grade appeals.** If you have a concern about a grade that you receive in this class, please send me a written appeal within one week of receiving the grade in question. The appeal should outline your specific concerns with the grade and provide evidence supporting why the grade should be changed. I will then review your appeal and respond as quickly as possible.
• Regarding the use of Cell phone, PDAs, etc: please leave them on vibrate during class. If you anticipate an emergency for which you must be available, let me know before class and then take the call in the hall.
• Academic dishonesty. Academic dishonesty, as defined by The UC Student Code of Conduct (e.g., plagiarizing, cheating, etc.) will not be tolerated in any form. All work in the class is expected to represent your own efforts when appropriate (i.e. group project or in-class assignments). Collaborating with other students on quizzes, exams or any individual assignment is prohibited. By remaining in this class, you are agreeing to abide by the student code of conduct, which can be found at The UC Student Code of Conduct. For any form of academic dishonesty, at the very least, I will give the parties involved an “F” for the class.
• Special needs policy. If you have any special needs related to your participation in this course, including identified visual impairment, hearing impairment, physical impairment, communication disorder, and / or specific learning disability that might influence your performance in this course, you should meet with me during the first week to arrange for reasonable provisions to ensure an equitable opportunity to meet all of the requirements of this course. At the discretion of the instructor, some accommodations might require prior approval by Disability Services.
# Schedule

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<tr>
<th>Class</th>
<th>Topics</th>
<th>Reading</th>
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<td>- Introductions</td>
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<td>1/17</td>
<td>- Discussing Cases</td>
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<td>- Presenting Cases</td>
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<td>- Discussing / Presenting Countries</td>
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<td>- The Political, Legal, and Technological</td>
<td>Chapter 2</td>
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<td>1/24</td>
<td>- Ethics, Social Responsibility and Sustainability</td>
<td>Chapter 3</td>
<td>Case Due: Team 1: Dansko (p. 89) Country Update Team 9: UAE Quiz 2 on Chapter 3</td>
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<tr>
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<td>- Meanings and Dimensions of Culture</td>
<td>Chapter 4</td>
<td>Case Due: Team 2: Renault-Nissan (<a href="http://www.renault.com">www.renault.com</a>) (p. 143) Country Update Team 8: Switzerland Quiz 3 on Chapter 4</td>
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<td>- Leadership Across Cultures</td>
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<td>- Human Resource and Development Across Cultures</td>
<td>Chapter 14</td>
<td>Case Due Team 8: HSBC (p.544) Country Update Team 2: Russia Case Due Team 9: Beyond Tokyo</td>
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<td>End-term Exam Chapters 6, 7 and 12 - 14</td>
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<td>Team Work Sessions – in-class</td>
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<td>04/18</td>
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<td>Copy of Country Presentation</td>
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(p.260) Country Update Team 1: Greece