 Syllabus

**MGT 650 – International Business Management**

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**Catalog Description**

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| The importance and appeal of doing business across borders is accelerating. Managing multi- national enterprises (MNEs) is a complex endeavor. The complexity arises from many sources, but is manifested especially in the different ways that people behave.  This course focuses on preparing students to deal with cross cultural strategic, organizational and interpersonal management issues. We will evaluate cross cultural management and competitive strategy in the context of global changes that require new management applications.  The goal of this course is to sensitize students to the challenges involved in cross-cultural business interactions between business partners of different cultural backgrounds or between managers and subordinates. |

**Introduction to Course**

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| Students will learn the crucial aspects of management in the international setting using explanations provided through the theories, tools and knowledge of experts.  There is a great deal of specific information that is needed to manage in the global environment. Through readings, cases and discussion, many examples of doing business in different regions will be explored. Students will gain knowledge about managing a career in international firms.  One of the greatest benefits of this course is the opportunity to understand how others operate in the global management context. Grasping the habits of other people and cultures will enable us to understand our own habits better.  The course provides the opportunity to understand the meanings that others communicate and to develop interpretations based on contexts. We will experience these cultural differences and will build awareness and sensitivity as a result. |

**Learning Goals**

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| The student will be able to :   * Identify political, economic and ethical risks of doing business internationally * Classify behavior according to cultural attributes * Define various strategies for entering international markets * Identify staffing, motivational and other organization issues faced by multinational corporations |

**Pedagogy**

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| The course will employ lectures, case studies, class discussions, individual assignments, and team projects. Students will critically evaluate and discuss global concepts. It is imperative to prepare for class, i.e., read the text and cases, in order to be able to contribute effectively. For work in the course to be graded outstanding, it must be thorough and substantive, and show evidence of cumulative comprehensive of the course material as well as outside research. In order to qualify for the grade of A, a student must be an active, informed participant. Respect for other’s opinions, as well as keeping an open mind are part of a healthy learning environment. The use of Stevens’s online technologies (Moodle and Wimba) will supplement class discussion and external communications. |

**Required Text(s)**

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| Text: International Management, Managing Across Borders and Cultures 7th Edition, Helen Deresky, Prentice Hall, 2011. ISBN 13: 978-0-13-609867-6. |

**Required Readings**

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| Current event topics will be selected and discussed throughout the semester.  *Winning the $30 trillion decathlon: Going for the gold in emerging markets*, McKinsey Quarterly, August 2012 |

**Business Cases**

The following business case will be individually analyzed and a detailed document written and submitted for grade:

1. The Bribery Scandal at Sieman AG, pages 61 to 72 in the Deresky text

The following business cases will be team projects, analyzed and a detailed document written as well as a power point presentation and submitted for grade:

1. MTV Networks: The Arabian Challenge, pages 179 to 186 in the Deresky text

2. Alibaba: Competing in China & Beyond, pages 298 to 311 in the Deresky text

The following business cases represent the cases from the Deresky text that will be read and discussed in class after the relevant materials are covered:

Indian BPO’s – Waking the Philippines opportunity, pages 32, 34

Nike’s CSR Challenge, pages 58, 60

Australia and New Zealand: Doing business will Indonesia, pages 121,123

Elizabeth visits GPC’s French Subsidiary, Pages 148,149

The Alcatel-Lucent merger – what went wrong, Pages 176, 178

You tube LLC: Going Global by acting local, pages 229, 231

Aditya Birla Group: Global vision – Indian value, pages 254, 255

Acer Restructures for Global Growth, pages 278, 280

Kelly’s assignment in Japan, pages 351, 353

Avon in global markets in 2009: Managing and developing a global workforce, pages 375,380

Sir Richard Branson: Global leader in 2010 – planes, trains, resort, space travel, pages 402,404

**Assignments**

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| --- | --- | --- | --- |
|  | **Assignment** | **Description** | **Percentage of Grade** |
| 1 | Analysis of Case Studies | Two (2) case studies will be graded as team assignments. One case study will be graded as an individual assignment. Analysis will include critical review of the management decisions presented in the respective case, followed by the team/student’s recommendations to management. Case study write-ups should be 4-7 pages in length. | Individual case 10%  Group cases 5% each  Total 20% |
| 2 | Mid-Term Exam | An exam will be given. Questions will be drawn from all course materials including lecture notes, journal articles, text book, and instructor commentary. | 20% |
| 3 | Team project | Each team will develop a field guide for a country of their choosing | 20% |
| 3 | Final Term Paper and Presentation | Students will pick a country and develop a strategy to entry that country with a particular product or service. | 30% |
| 4 | Participation | Class participation and sharing of real life experiences are part of the learning process in this class. Attendance is a part of class participation and students are expected to attend all classes. For online versions of this course participation on the discussion boards throughout the semester is critical. | 10% |
|  | Total: |  | 100% |

5. Submission of Assignments

All assignments must be submitted in electronic form inside the Moodle system. Assignments that are late will lose a grade.

Grading Scale

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| **Grade** | **Score** | **Grade** | **Score** |
| A | 93-100 | C | 73-76 |
| A- | 90-92 | C- | 70-72 |
| B+ | 87-89 | F | <70 |
| B | 83-86 |  |  |
| B- | 80-82 |  |  |
| C+ | 77-79 |  |  |

# **Ethical Conduct**

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| The following statement is printed in the Stevens Graduate Catalog and applies to all students  taking Stevens courses, on and off campus.  “Cheating during in-class tests or take-home examinations or homework is, of course, illegal and immoral. A Graduate Academic Evaluation Board exists to investigate academic improprieties, conduct hearings, and determine any necessary actions. The term ‘academic impropriety’ is meant to include, but is not limited to, cheating on homework, during in-class or take home examinations and plagiarism. “  Consequences of academic impropriety are severe, ranging from receiving an “F” in a course, to a warning from the Dean of the Graduate School, which becomes a part of the permanent student record, to expulsion.  *Reference: The Graduate Student Handbook, Academic Year 2003-2004 Stevens*  *Institute of Technology, page 10.*  Consistent with the above statements, all homework exercises, tests and exams that are designated as individual assignments MUST contain the following signed statement before they can be accepted for grading. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination. I further pledge that I have not copied any material from a book, article, the Internet or any other source except where I have expressly cited the source.  Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_  Please note that assignments in this class may be submitted to [www.turnitin.com](http://www.turnitin.com), a web-based anti-plagiarism system, for an evaluation of their originality. |

**Course Schedule**

| Week | Topic  M = module number | Text and Article Readings | Business CasesAssignments |
| --- | --- | --- | --- |
|  | Module 1 – The Global Manager’s Environment |  |  |
| 1 | M1 – Introduction and overview of class  The Global Political, Economic, Legal and Technology Environment | Syllabus  Deresky Chapter 1 | *Class case discussion:*  *Indian BPO’s – Walking up to the Philippines opportunity, pages 32,34* |
| 2 | M1 – Managing Interdependence: Social Responsibility and Ethics | Deresky Chapter 2 | *Class case discussion:*  *Nike’s CSR Challenge, pages 58,60* |
|  | Module 2 – Cultural Context of Global Management |  |  |
| 3 | M2 – Understanding the Role of Culture | Deresky Chapter 3 | *Class case discussion:*  *Australia and New Zealand: doing business with Indonesia, pages 121,123*  **Individual case : The Bribery scandal at Sieman AG, pages 61, 72 case due** |
| 4 | M2 – Communicating Across Cultures | Deresky Chapter 4 | *Class case discussion:*  *Elizabeth visits GPC’s French subsidiary, pages 148,149* |
| 5 | M2 – Cross Cultural Negotiation and Decision Making | Deresky Chapter 5 | *Class case discussion:*  *The Alcatel-Lucent merger – what went wrong, pages 176,178*  ***Team case: MTV networks: The Arabian challenge, pages 179, 186 is Due***  ***Some teams will present*** |
|  | Module 3 – Managerial Processes and Choices: Workforce planning, organization strategy, structure, and control |  |  |
| 6 | M3 – Formulating Strategy | Deresky Chapters 6  Articles: McKinsey Quarterly, Winning the $30 trillion decathlon: going to the gold in emerging markets | *Class case discussion:*  *You tube LLC:Going global by acting local, pages 229,231* |
| 7 | M3 – Global Alliances and Strategy Implementation | Deresky Chapters 7 | **Mid-term due; this will be posted in Moodle, you have a week to take the** **exam**  *Class case discussion:*  *Aditya Birla Group: Global vision – Indian value, pages 254, 255* |
| 8 | Team assignment of developing a field guide |  | **Teams will present their country’s field guide** |
| 9 | M3 – Organizational Structure and Control Systems | Deresky Chapters 8 | *Class case discussion:*  *Acer Restructures for Global Growth, pages 278, 280* |
|  | Module 4 – Interpersonal Behaviors and Human Factors |  |  |
| 10 | M4 – Staffing, Training and Compensation for Global Operations | Deresky Chapters 9 | *Class case discussion:*  *Kelly’s assignment in Japan, pages 351, 353*  ***Team case: Alibaba: Competing in China & beyond, pages 298, 311 is Due: some teams will present*** |
| 11 | M4 – Developing a Global Management Cade | Deresky Chapters 10 | *Class case discussion:*  *Avon in Global markets in 2009: managing and developing a global workforce, pages 375,380* |
| 12 | M4 – Motivating and Leading | Deresky Chapter 11 | *Class case discussion:*  *Sir Richard Branson: Global leader in 2010: planes, trains, resort, space travel, pages 402,404* |
|  | Final and Wrap up |  |  |
| 13 | Discussion of Final papers |  | **Final paper due and Team Entry strategy Presentations** |
| 14 | Class conclusions |  |  |

## Team Term Project

A major component of this course is the submission of team projects. Two are cases studies discussed below. The other two are the development of a field guide for a country and the final is a team paper and presentation. The primary goals of the projects are:

* Gain understanding of the details of a country or region; business or industry.
* Make the connection between the conceptual material of the course and the way it translates to business

The first project requires you to write a paper, 5 to 8 double-spaced, typewritten pages each (font no smaller than 11 point, 1-inch margins all around; acceptable fonts are Times New Roman, and Arial). You will be assigned to a team. Once given your team you need to pick a country or region on which you will prepare the paper and presentation. The topic is to prepare a field guide for doing business in the country you have chosen. For this project I am not being prescriptive but want you to use your creativity. Possible ways to look at this project is to treat yourselves as a HR executive that is preparing a document for operational executives before they go to the country for the first time or as a senior executive using his/her experience to prepare materials for other executives in the company or if you are a startup company - several executives looking at going to the country for the first time to do business. Areas to consider are: culture and the management style of the country.

The final project requires you to write a paper, 15 to 25 double-spaced, typewritten pages each (font no smaller than 11 point, 1-inch margins all around; acceptable fonts are Times New Roman, and Arial). You should use the same country or region from the first project to prepare this paper and presentation. Next you need to identify the product or service and develop an strategy to enter your country.

Some of the data you need is in the government publications section, the periodicals section, or the reference section of the library. Whatever is not there can be readily obtained via interlibrary loan. You are encouraged to use the Internet in your search for information in addition to commercial atlases and State Department background briefings. Part of this analysis entails developing a time‑series analysis of critical political and economic events of the last sixty years or so, which define the “modern” (i.e., post‑World War II) economic/political/ labor, etc. history of the chosen country.

This paper should cover the current economic status and projections of the future state.

Assignment guidance:

You should use and sight references. Good sources: academic journals, government or trade organization data, textbooks, company information, country information. See the *links for information sources for paper* below. Use footnotes or endnotes and show your sources.

A fair quality paper tells a story and reports on events.

A good quality paper uses greater depth of information from different sources, shows greater detail and connection of theory to the situation being studied.

An outstanding quality paper uses detail, theory and contracts in information to show thoughtful probing and analytic understanding of the topic.

**LINKS FOR INFORMATION SOURCES FOR PAPER**

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| --- | --- | --- |
| Item | [**CIA World Factbook**](http://www.cia.gov/cia/publications/factbook/index.html) |  |
| Item | [**Export Import Bank**](http://www.exim.gov) |  |
| Item | [**International Monetary Fund (IMF)**](http://www.imf.org) |  |
| Item | [**Organization for Economic Cooperation and Development (OECD)**](http://www.oecd.org) |  |
| Item | [**United Nations**](http://www.un.org) |  |
| Item | [**U.S. Agency for International Development (USAID)**](http://www.usaid.gov) |  |
| Item | [**U.S. State Department Background Notes**](http://www.state.gov/r/pa/ei/bgn/) |  |
| Item | [**World Bank**](http://www.worldbank.org) |  |
| Item | [**World Trade Organization (WTO)**](http://www.wto.org) |  |

### COUNTRY REGIONS for PROJECT

**Regional Groupings**

1. **North America**: Bermuda, Canada, Mexico, The Bahamas, United States ***\*\****
2. **Central America**: Guatemala, Belize, Honduras, Nicaragua, Costa Rica, Panama, El Salvador
3. **The Caribbean Basin**: Cuba, Dominican Republic, Jamaica, Haiti, Cayman Islands, Martinique
4. **South America**: Venezuela, Guyana, Surinam, French Guyana, Colombia, Ecuador, Peru, Brazil, Bolivia, Paraguay, Uruguay, Chile, Argentina
5. **Western Europe**: Ireland, United Kingdom, France, Switzerland, Portugal, Spain, Netherlands, Belgium, German)’, Austria, Norway, Sweden, Denmark, Italy, Luxembourg
6. **Central and Eastern Europe**: Poland, Czech Republic, Slovakia, Hungary, Romania, Ukraine, Moldova, Belarus, Russia, Estonia, Latvia, Lithuania;
7. The **Balkans and South-Eastern Europe**: Croatia, Slovenia, Bosnia, Serbia, Macedonia, Greece, Turkey, Bulgaria, Albania;
8. **Central Asia**: Kazakhstan, Kyrgyzstan, Tajikistan, Uzbekistan, Turkmenistan, Azerbaijan, Armenia, Georgia;
9. **Middle East**: Saudi Arabia, Syria, Iraq, Iran, Jordan, Israel, Oman, Yemen, United Arab Emirates, Kuwait;
10. **South Asia**: India, Pakistan, Thailand, Bangladesh, Myanmar, Laos, Viet Nam, Cambodia, Nepal, Sri Lanka;
11. **Oceania**: Malaysia, Singapore, Indonesia, Philippines, Papua New Guinea, Australia, New Zealand, Brunei;
12. **North Asia**: China, Mongolia, North Korea, South Korea, Taiwan, Hong Kong, Japan;
13. **Northern Third of Africa**: Egypt, Somalia, Ethiopia, Sudan, Libya, Tunisia, Algeria, Morocco, Sudan, Mali, Mauritania, Western Sahara;
14. **Western Africa**: Senegal, Gambia, Guinea, Liberia, Cote d’Ivoire, Ghana, Nigeria, Cameroon, Central African Republic, Sierra Leone, Togo, Benin, Burkina Faso;
15. **Central Africa**: Chad**,** Niger, Central African Republic**,** Democratic Republic of the Congo, Uganda, Gabon, Congo Republic,
16. **Southern and Southeastern Africa**: Kenya, Tanzania, Angola, Zambia, Malawi, Zimbabwe, Botswana, Namibia, Mozambique, South Africa.

\*\* Do not chose the United States for this projec**t**

**Business Cases:**

We will have group discussions in class on several of the cases included in your text. They are listed

in the course schedule above.

Additionally, there will be detailed business cases assigned as individual assignments as well as team assignments that will be graded. These write-ups will involve a 4-7 page memo (typed, double-spaced, font no smaller than 11 pt., 1-inch margins all around); Acceptable fonts are Times New Roman, and Arial). **You need to address each question thoroughly; question by question.** In addition, focus on the following three factors: (1) statement of the problem(s) or decision(s) to be made; (2) description of your decisions or recommendations; (3) supporting logic and analyses. The questions associated with each case should help you focus your analyses. These questions appear at the end of each case. You will submit each memo responding to the assignment in Moodle.

Each written memo will be evaluated using the following criteria:

1. Quality and relevance of the information included.
2. Was the analysis thorough given the page limit? How practical are the recommendations? Were all the questions answered properly?
3. Grammar, spelling, and readability.

*Note on Case Analysis*

Cases are not like exams. You must apply information from many sources (text, lecture notes, the case itself, and outside references) to develop a recommendation that is both conceptually appropriate and managerially feasible. Make sure that you address all the questions in your analysis. You should answer each question individually as well as the analysis discussed above. Approach the case as an outside consultant brought in by a senior manager or executive.

Pay particular attention to the who, when, how, and where, dimensions of the recommendations, as well as the what. Do not dump the problem back in your client’s lap with a recommendation like “You must develop a new mission statement to better define strategic opportunities.” Give them a sample mission statement so they can see what you are recommending. Present evidence supporting the recommended course of action. Your opinions do not constitute evidence; information does. Information consists of more than simply restating case exhibit data. For example, rework case data into ratios or indexes that capture a trend. Do not just report isolated numbers, “Dunfey Hotel’s first quarter market share dropped from 27% to 23%, while Sheraton’s share improved from 39% to 44% in the same period.”

To communicate effectively remember your goal is to persuade a senior manager to implement your recommendation. Get to the point, write sparingly and convey as much relevant supporting information as possible. Avoid flowery language, slang, and colloquialisms.