

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA-316

Course Title: International Management

(3 Units, 45 hours)

Level: Mastery 2 (M2)

Time: Thursday, 1230-1515 hours (12:30 pm to 3:15 pm)

Course Description:

BA 316 – INTERNATIONAL MANAGEMENT

A study of economic forces; government actions; and cross-cultural factors influencing international business. Students will develop understanding of managerial decision-making in multinational organizations through feasibility analysis of foreign markets and the impact on it of different economic, social and political systems. Special attention is given to developing countries. (3 units) *Prerequisite: BA 110 or BA 302*

For the expected Institutional and MBA Program Learning Outcomes, please refer to the end of this syllabus. Please review these at the start of our course because I will ask you to anonymously assess (not evaluate) how well I was able to provide multiple learning opportunities for you to work toward achieving those outcomes that were applicable to this course.

Course Learning Goals:

1. Students will use their learning opportunities in this course to further develop their managerial competency in international, transnational, and multinational work environments.
2. Students will increase his or her knowledge, skills, and abilities for effectively and efficiently managing operations, marketing, sales, finance, accounting, research and development, and management information systems in globalized work settings.
3. Students will develop his or her self-confidence in their ability to assume responsibility, critically research, have a positive attitude toward change, and analyze an international, transnational, or multinational business or organizational issue, and to present a professional and persuasive written and oral report of his or her viewpoint.
4. Enable students to become competitive in the international job market and a successful manager of international organizations for those occupations expecting a mastery of MBA level knowledge, skills, and abilities.

Course Learning Objectives/Outcomes:

1. Students will participate in action-learning opportunities to gain practical exposure to the international management and global business arena, and will apply their understanding of the discipline of international management to increase or improve organizational effectiveness and efficiency for those international, transnational, and multinational companies represented in the assigned business case studies.
2. Through written and video international business and management case studies, students will recognize situations that would benefit from the application of management techniques relating

to cross-cultural talent management, the design of organizational structures and systems conducive to globalized work settings, and transcultural leadership. After identifying these types of international business situations, students will work with current modeling or management approaches to prepare effective strategies and propose what action to take and when.

3. Throughout their class participation, research, and course work; students will steadily increase their ability to effectively communicate with others in technical and non-technical terms.
4. Students will competently apply his or her economic research and analyses to a firm's decision making and understand the impact of the international, transnational, or multinational economic environment in evaluating financial decisions.
5. Through their course work, students will effectively demonstrate the ability to apply aspects of international management to a variety of contexts, including socio-cultural, geo-political, financial, and economic.
6. Using international management strategies and their research, students will develop and present a viable marketing campaign strategy that is appropriate for an international target market.
7. Through their course work, students will demonstrate the ability to effectively apply their understanding of the dimensions of the management of the following business functions in an international context: Marketing, finance, operations, accounting, management information systems, business analytics, talent resources, and entrepreneurship.
8. Students will demonstrate the ability to competently prepare and present a professional operating model canvas design project that includes the following six elements (POLISM): Value chain/processes, organization and structure, locations, information, suppliers, and the management system.
9. Will have been able to research and develop a stakeholder map that helps define the organization's operating model.
10. Develop a people model that each important employee skill group, the incentives need to attract and motivate those people, the career and development tracks, recruitment strategies, the culture needed to attract and influence those people.
11. Students will be able to create a professional and realistic Level 1 Operating Model Canvas that contains an effective application and justification of the POLISM elements.

Required Text, Supplemental Texts, Technology & Web Sites

Required Text (printed or digital):

Thomas, D., Peterson, M.

2018 Cross-Cultural Management: Essential Concepts, 4e. Sage Publications. Thousand Oaks, CA. ISBN: 978-1-5063-4070-8 (pbk). (\$70.00 new)

Websites:

<http://www.sagepub.com>

- Do a search for the Thomas textbook and the student resource link will appear on the textbook page. If you buy a used textbook the access code may not be re-usable.
- Can print self-assessment exercises that can be completed by hand and scanned or electronically.
- Flash cards, practice quizzes, etc.
- Academic journal articles (can be used for supporting references)

- Multimedia learning resources to supplement the textbook.

Smartphone, Tablet, Notebook Computer Technology:

Class sessions will involve opportunities to participate in class exercises and discussions using the personal technology devices, and free web-based software that are readily available to everyone.

Consequently, **you are encouraged** to have your smart phones, smart devices, notebook, or tablet readily available to use in class. However, you need to have your devices on vibrate or the volume turned down so that it will not distract the class. If your phone rings in any class, you will be warned once. If it rings after your one warning, you will be asked to leave class for the day. If a student develops a pattern of interruptions, they may be asked to leave the class and referred to the Dean of Students for counseling.

Instructor

Dr. Mike Guerra, Associate Professor of Business Administration

Lincoln Phone Number: 1.510.628.8031 (e-mail preferred)

Lincoln University e-mail address: mguerra@lincolnuca.edu

Office Hours: Room 301, Thursday (11:30 am to 12:30 pm) by arrangement

Instructor Profile:

Academic Degrees: AS degree in Social Science from the College of San Mateo, BS degree in Organizational Behavior from the University of San Francisco (USF), Master of Human Resources & Organization Development degree (USF), Doctor of Education in Organization & Leadership with a concentration in Pacific Leadership International degree (USF).

Professional Practitioner Experience: Manager with senior, executive, and chief executive officer experience in government and non-profit organizations. Current and past experience serving as a member and officer of several Boards of Directors for public and private organizations. Member of the Board of Directors for the Downtown Oakland Business Association Community Benefit District, SOBO committee member of the Downtown Oakland Community-Benefit Business District. International management consulting experience specializing in process, strategic, and organization development in NGOs, government, and for-profit firms. Subject matter expert on ethics for the State of California POST bureau. Have experience working with national, state, county, and local government organizations to shape management, ethics, and performance policies, practices, and procedures.

Has extensive professional experience in domestic procurement, supply chain networking, operations, capital budgeting, managerial accounting, and both contract and labor union negotiations. In addition, has extensive experience in international and domestic marketing strategy and delivery relating mostly to service delivery, but have also participated in marketing activities (print, digital, B2B, B2C) related to products. Specifically, safety lighting products for commercial trucking and bio-feedback hardware and software. Additionally; have designed, implemented, and managed marketing, recruitment, and hiring programs for attracting new employees. Also, have extensive experience with designing, implementing, and managing employee compensation and professional development and training programs. Besides

these activities, have experience designing, implementing, and evaluating employee performance evaluation systems linking them with promotional, compensation, and succession strategies.

Professional Academic Experience: Have taught part-time at Lincoln since 2001, and have been teaching part-time at other institutions of higher education since 1998. I have occasionally been a paid guest lecturer taught undergraduate management courses online for eight years, and have been a guest lecturer in organization development and leadership at USF. In addition, I occasionally consult with local colleges and universities to design or revise lower/upper division undergraduate, graduate, and doctoral degreed educational programs. Additionally, I've been a member of academic advisory boards for the University of San Francisco and the South Bay Community College Consortium for nearly 20 years.

Select professional affiliations related to this course: International Management Consultants (IMC-USA), International Society for Performance Improvement (ISPI), Society for Applied Anthropology (SfAA), International Society for Organization Development and Change (ISODC), American Association for Adult Continuing Education (AAACE).

Introduction

I have designed this course for you to increase and develop an MBA level knowledge, skills, and abilities in international, transnational, and multinational organizational management so that you will be competitive in the job market where an MBA degree is a desirable qualification. Furthermore, I want you to be able to make effective organizational decisions and want you to become competent managers so you will have a long and successful career in management. My approach is to have you learn the academic orientation toward international, transnational, and multinational management concepts, theories, and approaches; and then learn the practical and realistic application and/or modification of them so they will work in real-world organizations and systems. This will include some degree of critical thinking on your part as you analyze and present what you find to be the critical differences between the textbook and the real-world. Next, you will be able to practice what you've learned through business research, persuasive position papers and oral presentations, exercises, and simulations.

I have also designed this course so that you will have multiple learning opportunities to achieve the student learning outcomes for this course and those applicable to Lincoln's institutional and programmatic learning outcomes. In practice, this means that each assignment you complete during this course is connected to one or more learning outcomes and at the course level and at least one of the programmatic and institutional learning outcomes. You will receive feedback on your assignments that you can apply to future assignments.

There are a few principles that we need to understand as we start this course. First, the nature of this course environment requires course participants to actively engage each other, and to encourage the learning process through our conversations and coursework. When everyone participates, the entire class or group has the opportunity to learn. As a graduate business student, you are expected to enter this course with the knowledge, skills, and abilities of management concepts, theories, and practices at the bachelor degree level. This includes have extensive knowledge of how a manager plans, organizes,

controls, and leads work within organizations. In addition, students should have extensive knowledge related to his or her degree major.

To be successful in this course, you need to exercise effective time management. This means completing the assignments as proscribed in the schedule at the end of this syllabus. In addition, the expectation is that you will have completed assignments on time. For example, if the topic for the class is Chapter 5, the expectation is that you have read Chapter 5 before class starts.

My role, as your facilitator, is to guide you along the learning path and engage your ability to learn. Should there be any questions regarding this course material, attendance, and participation in this course, please contact me via my Lincoln University e-mail.

Class Procedures

This is a direct classroom instruction course.

Before each session, you should review the course syllabus for: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day. In addition to communicating information in-class. It is important for you to come to class prepared!

Instructional methodology includes: Lecture, class discussions, individual/team presentations, demonstrations, role-playing, guest speakers, group work, buzz groups, practical exercises, social networking and crowdsourcing as it relates to this course, web-based instruction, and video. As mentioned above; having your smartphones, tablets, and notebook computers in class will enhance your ability to contribute to class exercises and discussions.

RED FLAG: At our first session, you will be provided with a sheet of paper symbolizing a “red flag” (if bright red paper is unavailable). This is your “red flag” for the semester. If you raise your flag in your hand, class will stop for you. You are not restricted as to when and how to use your flag. The decision to use it belongs to you. You can use it to make an observation, make a comment, present an analysis, respond to a student, ask a question, or disagree with me. There will be no penalty of any kind for using the red flag. Your red flag can only be used ONCE during the semester, is nontransferable, and cannot be given or sold to another student

As you can imagine, graduate coursework requires significant work outside of class. For each class session, you should plan to spend at least one to three hours of your time studying, researching, working with your learning group, and completing assignments for each class session. Based on prior classes, if you choose to not read and study the textbook chapters, you will not use the concepts and processes from the text, which will result in a lower grade than you would otherwise earn if you study our text.

Students will also be asked during the semester to evaluate this course by the Registrar’s office. It is important that you take this seriously because your feedback helps my professional development and serves to see what parts of the instructional methodology and material needs to be changed, modified, and improved. In addition to this course evaluation, I will ask you to complete a learning assessment based on Lincoln’s institutional and programmatic learning outcomes where you will assess the degree

that this course provided you multiple learning opportunities for you to achieve these individual outcomes, and how successful they were for you.

Classroom Management

Consider that a classroom is similar many respects to an organization that provides a product or service. The education business, depending on your perspective, either provides a service to consumers/customers—YOU the student, or produces a product –YOU the educated graduate. So, it should be no surprise that managing the classroom is an essential element for creating a learning environment for you to succeed. It just happens that because close to over 90% of our business students are from outside the US, we might think of ourselves in this BA-316 International Management course as being in a live international management setting. As such, we need policies and procedures for conducting business or instructing in our case, which are indicated below:

- Students are required to behave in class in accordance with Lincoln University’s Student Honor Code and Standards of Conduct. Both of these are found in your student handbook. Misconduct will have an adverse impact on your grade.
- **Disruptive Classroom Behavior:** Lincoln University expects students and instructors to work together to create a classroom or lab environment that is conducive to learning and educational discovery so that students can achieve their student learning outcomes. To create this classroom/lab learning environment it is essential that respect for the rights of others who are trying to learn, respect for the professionalism of the instructor, and the goals of academic freedom are established and maintained. If there are differences in viewpoints or concerns, they should be expressed in a way that supports the learning process, and in a way the creates learning opportunities for instructors to help students learn to reason and present their points-of-view with clarity and supporting facts. It is also important in this learning environment for students to be able to share of themselves without losing their identities, and for students to develop an understanding of their place in their respective fields of study. Student conduct that disrupts the learning process will not be tolerated and I may ask students to leave the class session, which could eventually lead to administrative disciplinary action and/or removal from the class depending on the severity of the misconduct and if there are patterns of misconduct.
- **Plagiarism Detection:** Lincoln University subscribes to Turnitin plagiarism prevention service, and you will need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. Originality Reports WILL be available for your viewing.
- **Copyright Policy:** Copyright laws and fair use policies protect the rights of those who have produced the material. The copy in this course has been provided for private study, scholarship, or research. Other uses may require permission from the copyright holder. The user of this work is responsible for adhering to copyright law of the U.S. (Title 17, U.S. Code).
- **Subject to Change Statement:** “This syllabus and schedule are subject to change in the event of extenuating circumstances.” If the syllabus is revised during the semester, all versions will remain available to you so you can track changes.
- **Academic honesty** in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property. You are required to include a statement on all of your

assignments posted to Turnit-In stating: I have done my own work and have neither given nor received unauthorized assistance on this work.”

- **Online Netiquette:** Rules for those courses with web-enhancement so classroom members behave online. Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!)].
- **Students with Disabilities:** Students in this course who have a disability that might prevent them from fully demonstrating their abilities should inform the instructor and their Program Director as soon as possible to initiate disability verification and discuss accommodations that may be necessary to ensure full participation in the successful completion of course requirements.
- **Information Literacy Requirement:** In this course, our teaching and learning processes will employ the following information literacy standards, as endorsed by the American Association for Higher Education (1999), the Association of College and Research Libraries (2000), and the Council of Independent Colleges (2004). The students in this course will:
 - Determine the nature and extent of the information needed, access needed information effectively and efficiently, evaluate information and its sources critically, incorporate selected information into their knowledge base and value system, individually or as a member of a group, use information effectively to accomplish a specific purpose, understand many of the economic, legal, and social issues surrounding the use of information and access and use information ethically and legally.
- **Use of the LU Library:** This course requires students to complete course assignments using resources available through the Lincoln University Library.
- **Cheating and Plagiarism:** Cheating is the actual or attempted practice of fraudulent or deceptive acts for the purpose of improving one's grade or obtaining course credit. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

If coursework is submitted that contains significant evidence of plagiarism (10%+ of submitted assignment), the grade for the assignment will be 40% of the total point value for the first infraction. The assignment cannot be re-done. If assignments continue to be submitted that contain evidence of plagiarism, the grade will be “0.” If there is minor evidence (0-9% of submitted assignment) of plagiarism, the grade/evaluation will be reduced to reflect poor achievement (69% or less). Repeat violations will be referred to the Dean of Students for misconduct.

- **Syllabus Confirmation and Understanding Agreement:** The syllabus can be downloaded from the LU website, and is available on Turnit-In. Once you are able to register your e-mail with Turnit-In, your first assignment is to read the course syllabus, which is in addition to our class discussion of the syllabus in session one. If you have any questions, please contact me. Once you have completed the assignment, complete the assignment submission on Turnit-In by posting a message that you have read and understand the syllabus by the 5th week of class.

- **Assignments must have:** The student's first and last name at the top of the page, and the student's identification number. The title of the assignment must also be in the heading. Simply putting the date of the assignment is not correct and it will be downgraded 3% for not following instructions. Electronic submissions without these items will not be counted and you must use your lincolncasf account for electronic submissions. You are required to include a statement on all of your assignments posted to Turnit-In stating: I have done my own work and have neither given nor received unauthorized assistance on this work." **Group assignments must be posted by each member of the group who prepared the assignment to Turnit-In.**
- **Format Requirements:** Use 12-point font, normal margins, and single or double spacing for text. Tables can be 9-10 point font. Use the APA/Chicago-Turabian/MLA guidelines for citing and documenting sources. If you need to refresh your knowledge of these guidelines, there are resources online and in the library. Lincoln's library staff is there to help you locate those resources. There are also free templates at the MS Office Word website that you can download.
- **Late Assignments:** Individual and Learning Group Case assignments can be turned in late. However, there will be a 5% deduction in points for each full/partial week the assignment is late. If it is one week late, it is a 5% deduction. If it is two weeks late, it is a 10% deduction, etc.
- **Late Registration:** If you register for the class late (up to three weeks), you are still responsible for all assignments. I will work with you to set a deadline that will allow you time to do the current work and catch-up (typically one extra week for each week missed) with individual assignments. Assignments with other students cannot be made up because this coursework is connected to the learning objectives for the course and environment for a specific class session. In addition, the material presented in each session is cumulative and are connected to each other. To make-up these types of assignments, an alternative group type of assignment will have to be completed that is equal to the missed assignment. This probably means some form of contacting an organization outside of Lincoln to research a topic. Please contact the instructor to request this and arrange a date/time. These late registration options are not available to students who are registered at the time of the first class session.
- **Student Working Groups:** In many classes students are allowed to form their own class groups for group assignments. There is something to be said for working with people you are familiar with and who you may have worked with in previous classes. Since this is essentially a cross-cultural management class, part of your education is to experience working with new and unfamiliar people who may come from cultural backgrounds that may be very different from your own. In this class, you will be randomly assigned to a group of approximately 4-5 students. In addition, you will be rotating through different groups during this course to simulate real work situations.
- **Group Assignments:** When students participate in group assignments, problems can emerge where there is an unequal distribution of the work. While there is no specific percentage of a group project assigned to each student, the expectation is that everyone in the group contributes their fair share of the work just as it would be expected in a real work setting. If a group experiences unequal participation and work, there are several ways that may help the group resolve the problem. One way is to decide as a group what the deliverables are for each member, and the deadline for submitting those deliverables. Another way is for the group to indicate what part of the assignment was completed by each group member by identifying the work of each student on each page of the document. Third, a different font and color can be used to identify individual students (this works best when submitting digital versions). I would hope that the group would try to resolve internal issues themselves just as they would have to do working in an

organization. Finally, if groups have internal dysfunction and they are unable to resolve it themselves, they should contact the instructor. If there is significant dysfunction within the group, group members may be graded separately and removed from the group. Should you be removed from a group, and another group is unwilling to let you join their group, you will not be able to earn credit for group assignments. You will not be able to complete the group assignment by yourself, and there is no alternative assignment.

- The goal of the classroom environment is to be collaborative and communicative. To help facilitate collaborative communication, I would suggest that before you proofread or carefully consider your thoughts before speaking. There are times when an innocent comment can be miss-interpreted. Most of the time, any miss-communication can be rectified through open communication. However, if you find the content of a message offensive, please notify me.

Class Attendance Defined

You are expected to contribute to the class discussions in meaningful ways. That means:

- contributing new and relevant information to the course discussion and from readings of the textbooks;
- commenting in a positive manner;
- building on the remarks of your fellow students;
- posing questions of your fellow students; and
- Sharing quotes, websites, and other supplementary information.

Assignments that do not require team participation may be made-up with a valid excuse. A valid excuse requires that you present the instructor with a health care professional's note indicating an illness prevented you from attending class, a court subpoena, a jury duty summons, or other evidence that your absence was beyond your control. Missing class for your convenience such as a routine doctor or dentist visit, non-emergency appointments with an attorney, or being called into work are not valid reasons for being absent.

If you miss any part of a class session, it is **your responsibility** to follow-up to learn what you missed. This could mean assignment modifications, group assignments, instructional material, etc. so you may have missed something that is important for your success in this course.

Class attendance is taken only once for each class session at the beginning of class using either coursework, textbook checks, or by a student's presence. **I do not record late students.**

If you miss three consecutive sessions, you will be dropped from this course since your absence should have a negative effect on the workload and on the grades of your fellow group members. For more information, please consult the LU catalog.

Assignments & Coursework

Definitions:

To understand what is required in your assignments, the following working definitions drawn from Wikipedia may be helpful (I choose Wikipedia not for academic rigor but it is a site where you can easily look them up for yourself using “search”):

Critical Thinking: “The objective analysis of facts to form a judgement.”. This can also include analysis, synthesis, evaluation, and be able to distinguish fact from opinion.

Business Analysis: “Identifying the needs and determining the solutions to business problems.”

Self-Reflection: “Reflect upon, and evaluate, his or her own experiences, memories, values and opinions in relation to a specific issue or topic.”

Position Paper: “A report outlining someone’s attitude, opinion, or intentions regarding a particular matter.”

Annotated Summary Bibliography: “A bibliography that gives a summary of each of the entries. The purpose of the annotations is to provide the reader with a summary and an evaluation of each source. Each summary should be a concise exposition of the sources central idea(s) and give the reader a general idea of the source’s content.”

Description of Assignments:

1) Individual Journal: Students will maintain a journal where they will write entries to reflect on their recent course related activities and experiences, and will include their assignments from the textbook. This will provide students with a structure for critical analysis during these reflections, prompting students to respond to the main questions and relevant sub-questions. There are three reasons for having this exercise, which are:

1. To demonstrate an ability to take in an experience/activity and describe it.
2. Provide insight into a student’s ability to connect this experience/activity to past learning or to the text in this course.
3. Provide evidence of the student’s ability to plan for the future, which is an indicator of a student’s capacity for life-long learning.

A journal should consider these questions:

1. What? What happened? Was there a difference between what you expected and what happened? What did you do?
2. So What? What have you learned? Why does that matter? To you? To your classmates? To other stakeholders? Is the experience in alignment, informed by, in conflict with the class text or other activities?
3. Now What? How can you apply your learning? What information can you share with others? What would you like to learn more about?

At the minimum, students should complete one journal entry for each class session. Some of the assignments will be included as part of the journal instead of separate homework assignments. Students will submit their journals on Turnit-In three times during the semester for assessment. Journal entries will be assessed using the following point values for each class session:

- What? = 1 point.

- So What? = 1 point + 1 point for each connection to a lecture or reading.
- Now What? = 1 point + 1 point for a concrete action plan or evidence of action taken.
- So, a total of 5 points are available for each reflection entry (5 points = “A” grade for the specific entry/it is not 5 points out of the 100 possible for the course).

In addition to the reflection component of the journal, some of the homework assignments from the textbook will be included in your journal. Your completed assignments are to become part of your journal entry for the class session for which they are due, and will be graded when you submit your entire journal for grading. You **will not** be submitting them independently. When submitting your journal, it is a running journal so the second submission will also include what you submitted for the first submission, and what you included in the first and second submission will also be included in your third submission.

- 2) **First Assignment: Personal Goals Statement:** This introductory assignment is designed to help you think about why you are taking this course and how it connects with your overall learning goals for your degree program. Prepare a paper (at least 500 words) that identifies your personal goals for this course in specific and detailed terms. Include a description of how you plan to meet your goals that is specified in a weekly time schedule for this semester. If you want, you can set weekly goals and a time schedule. (Adapted from Weimer, 4.1.15). **This assignment is part of your course journal.**
- 3) **Last Assignment: What Have You Learned From This Course:** Write a self-evaluation (at least 500 words) where you analyze how well you met your personal goals for this course. If your goals changed, discuss how, and if unanticipated goals surfaced, describe what they were. End your paper by assigning yourself an overall grade based on your performance in the course. (Adapted from Weimer, 4.1.15). **This assignment is part of your journal.**
- 4) **First Day Final:** The purpose of this exercise is to activate prior knowledge and provides students with a preview of what will be forthcoming. This exercise will also let students know where to focus their study efforts. On the first day, student will take a non-graded exam that consists of questions that are similar to a Final Exam, and then identify the questions they found the easiest and those they found to be most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.
- 5) **Last Day Final:** The purpose of this exercise is for students to see what they’ve learned during the course. On the last day of the course, students will re-take the non-graded First Day Final that will also include what questions you found easiest and those that you found most difficult. You will receive points for completing this exercise, but will not be graded on how many answers you got right and how many you got wrong.
- 6) **Entry Tickets:** The purpose of this exercise is to encourage students to review course materials that was recently covered in class. This activity serves to improve retention and recall. It also helps to ensure students come to class prepared (entry tickets), and that any misunderstandings are discovered before moving to new material. Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their

response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). This is a CR/NC grade, you either did it or did not do it, and you need to turn it in within the 15-minute time-period to get credit. This assignment cannot be made-up.

- 7) **Exit Tickets:** The purpose of this exercise is to encourage students to ask clarifying questions of course materials covered during a class session. This activity serves to improve retention and recall. It also helps discover misunderstandings before moving to new material. Within the last 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. This is a CR/NC grade, you either did it or did not do it, and you need to turn it in within the 15-minute time-period to get credit. This assignment cannot be made-up.
- 8) **Best Summary:** Students will individually prepare summaries of the main points at the end of specific content or a block of instructional content, a lecture, a video, or a reading assignment; and then work in learning groups to compare, evaluate, and rank order the summaries. This assignment will be done randomly twice during this course. The purpose of this exercise is for students to figure out what are the main learning points and their supporting ideas so they can remember them. For this assignment, students will be provided a handout with instructions. Students will complete the individual part, and then will be organized into groups. The group will rank order the summaries from the members of their group. Students will then report out, reading the top summary and stating their reasons for ranking it #1. The #1 summary will receive extra credit. This assignment cannot be made-up.
- 9) **Annotated Summary Bibliography:** You will need to prepare an Annotated Summary Bibliography related to the field of international management that requires FIVE entries. You are required to use academic research sources that will require you to access the resources available to you through the LU Library. You will need to include a summary of the source content, key arguments, proof/evidence mentioned in the work, methodology and/or theories, and the conclusion drawn by the source. You do not need to evaluate the work, and you will be graded on an A-F grading scale.
- 10) **Business Case Studies (Three):** Each student group will analyze three international management related business cases, which will involve conducting academic research into methods and/or approaches related to the key issue(s) presented in the case, and recommending specific international management concepts that can be used to improve the business situation. The group will need to explain their rationale and/or justification for their solutions and the decision-making involved. The group will prepare a 7-8 paged typed report using the following format:
 1. What is/are the International Management (IM) related problem(s) (Cite the appropriate IM theory/approach)?
 2. Where does this IM problem or problems come from, or why does it occur in a work setting?
 3. If you were in the position to resolve the IM problem(s), what would you do and what IM approaches and practices would you use to resolve any problems? Why would you anticipate that your action(s) rooted in IM theory and practices would improve or resolve the issue?

4. Overall, you need to directly connect your analysis and problem solving to specific IM concepts, and justify why those were selected (Be careful that you synthesize information so that it is not plagiarism).
5. The group will present their findings in typed report and will make an oral report to the class explain their findings, conclusions, recommendations, and justifications. This includes at least three academic references drawn from research conducted through the LU Library academic databases.

A rubric template for grading based on an A-F scale will be provide in class to each group.

11) Critique of Business Articles (Total of 8 articles): Throughout this course, students will individually critique nine business articles from well-known business practitioners that relate to international management. For our class, please use the following format to critique article: Describe what was being discussed or studied. Next, analyze the strengths and weaknesses of the research design, methodology, or key points of view being presented using our coursework, your previous coursework, and your professional experience. Third, discuss your critical interpretation of the findings and the author’s conclusions. Prepare a typed 2-3 page report for submission for critiquing the following articles:

- a. McKinsey Quarterly Article (4-page article): The Strength of “Weak” Signals: Snippets of information, often hidden in social-media streams, offer companies a valuable new tool for staying ahead.
- b. McKinsey (March 2017): Putting customer experience at the heart of next-generation operating models.
- c. McKinsey Quarterly Article (9-page article): How “Social Intelligence” Can Guide Decisions: By offering decision makers rich real-time data, social media is giving some companies fresh strategic insight.
- d. McKinsey (March 2017): The next-generation operating model for the digital world.
- e. Andrew Campbell, Ashridge: Organizational charts as organizational models.
- f. Boston Consulting Group (May 2017): A CEO’s Guide to Leading Digital Transformation: Addressing Automation, Big Data, Demographics, and Diversity.
- g. McKinsey Quarterly Article (10-page article): Strategy Under Uncertainty: The traditional approach to strategy requires precise predictions and thus often leads executives too underestimate uncertainty. This can be downright dangerous. A four-level framework can help.
- h. Accenture Strategy: HR Operating Model: A New Blueprint for HR: To create a more agile business, organizations need new and more flexible HR operating models.

A rubric template for grading based on an A-F scale will be provide in class to each group.

12) Operating Model Canvas (Draft & Final Versions): Using the Operating Model Canvas, select a developing country of your choice (not your home country), and create an Operating Model Canvas using POLISM (Suppliers, Locations, Value Chains/Processes, Organization, Information, Management System). This first canvas will be your draft version that you will bring to class and submit for feedback on 11/16. If you followed directions and prepared your model as directed above, you will receive full credit for the assignment. Partial credit will be

given for incomplete models. Using the feedback you receive and additional feedback and instruction from our class session(s), you will prepare a revised version of your Operating Model Canvas and submit it to Turnit-In on 12/7. This will be graded on an A-F scale.

13) Reading Assignments: Please refer to the course schedule at the end of this syllabus.

When you see a textbook chapter listed for a specific day, it means that you should read the chapter and be familiar with the concepts **before** coming to class because it will provide a framework for what we discuss in class for the session. You are accountable for all of the material within the assigned textbook chapters so if there is a concept that you are having trouble understanding, please raise the issue during our class.

14) Marketing Exercise (4 – Part Assignment [2 – Individual and 2 – Group]): This goal of this exercise is to provide you an opportunity to develop an effective product based and a service based marketing campaign or mix for a specific country using one type of media or multimedia. There are four parts for this exercise that are described below. We will be using the 8Ps of marketing for this assignment. As a refresher, you may remember that E. Jerome McCarthy is credited with presenting Product, Price, Place, and promotion for marketing products in 1960. You may also remember that Boons and Binter introduced Process, People, and Physical Evidence (layout) in 1981 as a result of a need for a marketing mix for marketing services. Since the early 1990s an 8th P has emerged called Productivity Quality, but is not as widely used as the other seven. Also, we will consider Robert Lauterborn's extension of the 4Ps with his 4Cs that he introduced in 1990, which are: Product – Customer Value, Price – Cost, Place – Convenience, and Promotion – Communication. For this exercise, you will use the 4Ps along with the 4Cs to develop a marketing mix for a product in an assigned country, and you consider the addition of three more Ps relating to services to develop a marketing mix for offering services in an assigned country. Productivity Quality can be applied to either products or services, but is optional for you to include. In addition, you may choose one type of media or it can be multimedia. This will be graded on an A-F scale.

First Part (Individual): Using a 5-block radius around LU, spend as much time as you believe is necessary in the field to observe and survey the cultural and/or cultural differences of the people you see within this area. Remember to take detailed notes of your observations and analysis. Once you've completed your field work, prepare a marketing mix strategy for a product (Product, Price, Promotion, Place). Prepare a typed report, storyboard, or multimedia type of presentation that explains your strategy and justification. Be prepared to provide an oral summary of your report during class discussion.

Second Part (Individual): Repeat your field work from the first part (or do it at the same time), and prepare a marketing mix for a service that includes the 4Ps above and the additional inclusion of three more Ps associated with services (People, Process, Physical Evidence/Layout). Prepare a typed report, storyboard, or multimedia type of presentation that explains your strategy and justification. Be prepared to provide an oral summary of your report during class discussion.

Third Part (Group): Using the country that your group was provided, use the academic research resources provided through the Lincoln University Library to develop a profile of the country's socio-economic, geopolitical, markets, and cultural identity. Once your group has prepared a

profile, prepare a marketing mix strategy for a product (Product, Price, Promotion, Place). Prepare a typed report, storyboard, or multimedia type of presentation that explains your strategy and justification. Be prepared to provide an oral summary of your report during class discussion.

Fourth Part (Group): Using the country that your group was provided (This will be a different country than in Part 3 above), use the academic research resources provided through the Lincoln University Library to develop a profile of the country's socio-economic, geopolitical, markets, and cultural identity. Once your group has prepared a profile, prepare a marketing mix strategy for a service (Product, Price, Promotion, Place, Process, People, Physical Evidence/Layout). Prepare a typed report, storyboard, or multimedia type of presentation that explains your strategy and justification. Be prepared to provide an oral summary of your report during class discussion.

Grading

As you will see below, the criteria or standard for each grade is defined. This is done because you need to understand how performance is evaluated in order to prepare for your work career. As an employee, you will have standards of performance and your work will be compared to your performance objectives. To what degree you achieve those objectives will determine if you continue to be employed, promoted, or receive some other form of organizational reward. There is nothing more frustrating if a student asks: "What do I need to do to earn an 'A' grade?" This question can be answered in this class. Also, if you have questions concerning a grade you received for an assignment, please refer to the corresponding grade definition below. If this does not answer your questions, please contact me.

As in any course I teach, you may ask for a re-evaluation of your grade for an assignment. I am happy to do so. However, this can mean that the existing grade may go up, stay the same, or be lowered. If you would like to challenge a grade for an assignment, you must submit an e-mail request no more than two class sessions after you have received the original grade.

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-60	D
83-80	B-		
79-77	C+	59 or <	F

A = Superior performance for a graduate student. A superior performance. Has shown exceptional insight into the application of course material to the assignment, and presents an original analysis or argument. The student has identified and understood many aspects of an issue, and has effectively used primary reference sources for supporting their analysis, argument, or conceptual approach. Has included major theoretical approaches to reinforce their key points and central theme. Displays superior written and oral communication skills that includes being able to effectively communicate logically and clearly. The analysis, argument, or approach is persuasive. Makes serious attempts to integrate to integrate

ideas, theories, concepts, models learned from this and other disciplines. Incorporates insight and thought into the next steps in the progression of ideas, theories, and concepts. For a grade of 100%, the standard is publication quality.

A- = Excellent performance for a graduate student. An excellent performance. The analysis and/or argument is interesting, clear, logical, and sound. However, it is not as original, or the analysis and argument is not as in-depth as an “A” paper. The analysis, argument, or approach is not as well researched and supported as in an “A” paper.

B+ = Very good performance for a graduate student. A very good performance. The analysis, approach, argument is reasonably clear. The ideas are not as clearly expressed as in the “A” or “A-” categories, but the analysis, approach, or argument contains some interesting points. There are some supporting references from primary sources; however, more supporting references would have strengthened the analysis, argument, or approach.

B = Good performance for a graduate student. A good performance that demonstrates a competent grasp of the course material. The analysis, approach, or argument is not as effectively structured as it should have been. There are a few interesting ideas or points within the paper. However, the analysis, approach, or argument would have been strengthened with more thought, insight, creativity, and organization. The applicable theories and concepts are briefly covered in the key points of the analysis, the approach, or the argument. However, serious improvement in these areas is required. Reliance more on secondary data sources than primary sources of data. The ideas are not as clearly expresses as in the “B+” category above.

B- = Above Average performance for a graduate student. An above average performance. Performance indicates a competent understanding, but not to the degree as indicated in the “B” grade category above. Argument, approach, or analysis primarily based on secondary reference sources. There are some problems with the organization and structure of the argument, analysis, or approach.

C+ = A marginally above-average performance for a graduate student. The structure and organization of the approach, analysis, or argument is often ineffective, unclear or unpersuasive. The central theme is either absent or unclear. Supporting references are based solely on secondary sources. Performance is not to the “B-” grade level above.

C = Average performance for a graduate student. An average level of performance that indicates an acceptable comprehension of the basic concepts and theories being studied. The argument, approach, or analysis is sometimes incoherent with significant organizational and structural problems. Communication is an acceptable level for a university student. Supporting references are limited and based solely on secondary sources.

C- = Below-average performance for a graduate student. A below-average performance based on deficient studying of the course material and secondary research sources. Significant grammar, style, and punctuation errors to the degree that communication is unclear. There is no identifiable approach, argument, or analysis.

D+ = Poor performance for a graduate student. A poor level of performance with very little evidence of organization and structure. Serious grammar, punctuation, and style errors. Very little evidence of an argument, analysis, or approach.

D = Very poor performance for a graduate student. A very poor level of performance. There is virtually no evidence of a thoughtful expression of analysis, argument, or approach. Incoherent and unclear communication, structure, and organization.

F = Failing performance for a graduate student. Work is not acceptable and/or timely. Academic credit is not earned. Performance borders on plagiarism

Course Grade Weighting:

Category	Percent	Point(s)
Individual Journal (1 st submission 6 pts., 2 nd submission 6 pts., 3 rd submission 6 pts.)	18%	18
Individual: Entry Ticket Exercise (x12, 0.25 points each)	3%	3
Individual: Exit Ticket Exercise (x12, 0.25 points each)	3%	4
Individual: First Day Final & Last Day Final (NOT GRADED, counts as exercise participation [2 points each])	4%	4
Individual: Best Summary (2 for the course, 0.50 points each, best of rank order earns 0.50 extra credit point)	1%	1
Individual: Organizational Culture Profile	1%	1
Individual: Annotated Bibliography	4%	4
Individual: Product & Service Marketing Strategies (x2 = 3 points each)	6%	6
Individual: Analysis & Critique of Business Articles (x8 = 4 points each)	32%	32
Individual: Draft Operating Business Model Canvas	3%	3
Individual: Final Operating Business Model Canvas	4%	4
Group: Product & Service Marketing Strategies in Developing Markets (x2 = 4 pts. each)	8%	8
Group: Business Case Analysis and Problem-Solving (x3 = 4 points each)	12%	12
Individual – 80% Group – 20%	100%	100

Homework Assignment Deliverables

I/G Assignment (I = Indv., G = Group)	Date Assigned	Due Date	Where to Submit
I/Annotated Bibliography	8/24	8/31	Typed - Turnit-In
I/McKinsey Article #a	8/31	9/7	Typed - Turnit-In
I/Org. Culture Profile	8/24	8/31	Due at the start of class
G/BC Managing VT	8/31	9/21	Typed - Turnit-In & 5-10 Minute Oral Report
I/Domestic Mkt.-Prod.	9/7	9/14	Typed/Multimedia – Turnit-In
I/Domestic Mkt.-Serv.	9/14	9/21	Typed/Multimedia – Turnit-In
I/McKinsey Article #b	9/21	9/28	Typed – Turnit-In
I/McKinsey Article #c	9/28	10/5	Typed – Turnit-In
I/Journal #1 (8/24 to 9/21 sessions)		9/28	Typed, Digital, Audi, Video - Turnit-In
G/BC Elevalt	9/28	10/26	Typed – Turnit-In & 5-10 Minute Oral Report
I/McKinsey Article #d	10/5	10/12	Typed – Turnit-In
G/Dev. Mkt. Mix-Prod.	10/12	10/26	Typed/Multimedia – Turnit-In & 5-10 Minute Oral Report
G/Dev. Mkt. Mix-Serv	10/19	11/2	Typed/Multimedia – Turnit-In & 5-10 Minute Oral Report
I/Andrew Campbell Article (e)	10/26	11/2	Typed – Turnit-In
I/Boston Consulting Grp Article (f)	11/2	11/9	Typed – Turnit-In

I/Journal #2 (8/24 to 10/26 sessions)		11/2	Typed, Digital, Audi, Video - Turnit-In
I/McKinsey Article #g	11/9	11/16	Typed – Turnit-In
G/BC FedEx in China	11/9	12/7	Typed – Turnit-In & 10-15 Minute Oral Report
I/Draft Operating Model Canvas	11/9	11/16	Bring your completed canvas to class
I/Accenture Article (h)	11/16	11/30	Typed – Turnit-In
I/Final Operating Model Canvas	11/16	11/30	Post to Turnit-In
I/Journal #3 (8/24 to 11/30 sessions)		12/7	Typed, Digital, Audi, Video - Turnit-In

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
August 24	<ul style="list-style-type: none"> • Introduction to course and syllabus review (0.50 point for review). • Review of Institutional and MBA Program Student Learning Outcomes. • Learning Group Assignment (4-5 other students to form a learning group). • First Assignment: Personal Goals Statement (Include in journal). • First Day Final (Graded as a participation exercise not as an exam). • Understanding the Syllabus exercise: Syllabus Speed Dating. • Review of 8Ps and 4Cs of a marketing mix, and the four functions of a manager (planning, organizing, controlling and leading the work). • Individual Homework: Complete the Organizational Culture Profile (OCP) instrument and bring the completed profile to class on 8/31 to turn in. • Individual Homework (Due at the start of class on 8/31): Read Chapter 1: Introduction: The Challenging Role of the Global Manager. • Individual Homework (Post to Turnit-In by 8/31): Annotated Bibliography related to the field of International Management that requires FIVE entries. You are required to use scholarly academic research databases that will require you to access the resources available to you through the LU Library. <u>Caution:</u> Internet searches through Google/Bing or others will not provide you with the graduate level of data that you will need. • The required text is available at sagepub.com, or an e-text is available on a variety of platforms including Kindle at Amazon.com.
August 31	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 1: Introduction: The Challenging Role of the Global Manager: Concepts: Lecture/Class Discussion/Class Exercises. • Homework (Due at the start of class on 9/7): Read Chapter 2: Describing Culture: What It Is and Where It Comes From. • Individual Homework (Post by 9/7 to Turnit-In): Analysis & Critique of McKinsey Article: The Strength of “Weak” Signals: Snippets of information, often hidden in social-media streams, offer companies a valuable new tool for staying ahead. • Group Homework (Post written report to Turnit-In by 9/21): Business Case: Managing Virtual Teams.

<p>September 7</p>	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 2: Describing Culture: What It Is and Where It Comes From. Lecture/Class Discussion/Class Exercises. • Homework (Due at the start of class on 9/14): Read Chapter 3: Comparing Cultures: Systematically Describing Cultural Differences. • Individual Homework (Due at the start of class on 9/14): Using a 5-block radius surrounding Lincoln University, assess the culture(s) within this geographic area with the goal of creating a marketing mix for a retail product (Product, Price, Promotion, and Price) to be sold to people based on culture(s) within this area. You will need to explain, justify and present your mix in class during the 9/14 session.
<p>September 14</p>	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 3 (Comparing Cultures): Concepts: Lecture/Class Discussion/Class Exercises. • Homework (Due at the start of class on 9/21): Read Chapter 4: How Culture Works: Fundamentals of Cross-Cultural Interaction. • Homework (Due at the start of class on 9/21): Using a 5-block radius surrounding Lincoln University, assess the culture(s) within this geographic area with the goal of creating a marketing mix for a retail or commercial service (Product, Price, Promotion, Price, Process, People, Physical Layout/Evidence, Product Quality) to be sold to people based on culture(s) within this area. You will need to explain, justify and present your mix in class during the 9/21 session.
<p>September 21</p>	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 4 (How Culture Works): Concepts: Lecture/Class Discussion/Class Exercises. • Homework (Due at the start of class on 2/16): Read Chapter 5: The Manager as Decision Maker: Cross-Cultural Dimensions of Decision-Making. • Individual Homework (Post on Turnit-In by 9/28): Analyze & Critique McKinsey Article: Putting customer experience at the heart of next-generation operating models.
<p>September 28</p>	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the

	<p>entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</p> <ul style="list-style-type: none"> • DUE TODAY: POST YOUR JOURNAL (J-1) ON CANVAS (Covering August 24 to September 21 class sessions). • Chapter 5 (The Manager as Decision Maker): Concepts: Lecture/Class Discussion/Class Exercises. • Individual Homework (Posted on Turnit-In by 10/5): Analyze & Critique McKinsey Quarterly Article: How “Social Intelligence” Can Guide Decisions: By offering decision makers rich real-time data, social media is giving some companies fresh strategic insight. • Individual Homework (Due at the start of class on 3/2): Read Chapter 6: The Manager as Negotiator: Communicating and Negotiating Across Cultures. • Group Homework (Post to Turnit-In by 10/26): Business Case Elevalt.
October 5	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 6 (The Manager as Negotiator): Concepts: Lecture/Class Discussion/Class Exercises. • Individual Homework (Post to Turnit-In by 10/12): Analyze & Critique McKinsey Quarterly Article: The Next-Generation Operating Model for the Digital World. • Individual Homework (Due at the start of class on 3/2): Read Chapter 7: The Manager as Leader: Motivation and Leadership Across Cultures.
October 12	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 7 (The Manager as Leader): Concepts: Lecture/Class Discussion/Class Exercises. • Individual Homework (Due at the start of class on 10/19): Read Chapter 8: The Challenge of Multicultural Work Groups and Teams. • Group Homework (Due at the start of class on 10/26): Using your assigned developing country, assess the culture(s) within this geographic area with the goal of creating a marketing mix for a retail product (Product, Price, Promotion, and Price) to be sold to people based on culture(s) within this area. You will need to explain, justify and present your mix in class during the 10/26 session.
October 19	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 8 (The Challenge of Multicultural Work Groups and Teams): Concepts:

	<p>Lecture/Class Discussion/Class Exercises.</p> <ul style="list-style-type: none"> • Individual Homework (Due at the start of class on 10/26): Read Chapter 9: The Challenge of International Organizations: Structure and Culture. • Introduction of the Operating Model Canvas and the POLISM Elements (Suppliers, Locations, Value Chains/Processes, Organization, Information, Management System). • Group Homework (Due at the start of class on 11/2): Using your assigned developing country, assess the culture(s) within this geographic area with the goal of creating a marketing mix for a retail service or commercial service (Product, Price, Promotion, Price, Process, People, Physical Layout/Evidence, Product Quality) to be sold to people based on culture(s) within this area. You will need to explain, justify and present your mix in class during the 11/2 session.
October 26	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Chapter 9 (International Organizations: Structure and Culture): Concepts: Lecture/Class Discussion/Class Exercises. • Operating Model Canvas Continued: Presentation and discussion of Uber, Zara, McKinsey and Co., An Asset Finance Company, Snapfish, IT Solutions Company, and an Online Retailer HR Function. • Individual Homework (Post on Turnit-In by 11/2: Analyze & Critique Andrew Campbell's Article: Organizational charts as organizational models. • Individual Homework (Due at the start of class on 3/2): Read Chapter 10: The Challenge of International Assignments.
November 2	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • DUE TODAY: POST YOUR JOURNAL (J-2) ON CANVAS (Covering August 24 to October 26 class sessions). • Chapter 10 (The Challenge of International Assignments): Concepts: Lecture/Class Discussion/Class Exercises. • Operating Model Canvas Continued: Presentation and discussion of Shell, Astrid Executive Education, a government sector qualifications regulator. • Individual Homework (Post to Turnit-In by 11/9): Analyze & Critique: Boston Consulting Group Article (May 2017): A CEO's Guide to Leading Digital Transformation: Addressing Automation, Big Data, Demographics, and Diversity. • Individual Homework (Due at the start of class on 3/2): Read Chapter 11: The Challenge of Managing Across Cultures in the Future.
November 9	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in

	<p>under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course).</p> <ul style="list-style-type: none"> • Chapter 11 (Managing Across Cultures in the Future): Concepts: Lecture/Class Discussion/Class Exercises. • Operating Model Canvas Continued: Understanding and Creating the Value Chain Map, Organizational Model, Locations Footprint, IT Blueprint, and Supplier Matrix. • Individual Homework (Due 11/16 - Bring your completed Canvas to class on 11/16 to receive credit for the assignment): Using the Operating Model Canvas template, prepare a draft operating canvas for a proposed business in a developing country of your choice. Be prepared to discuss your model in class. • Individual Homework (Post to Turnit-In by 11/16): Analyze & Critique McKinsey Quarterly Article: Strategy Under Uncertainty: The traditional approach to Strategy requires precise predictions and thus often leans executives too underestimate uncertainty. • Group Homework (Typed Report posted to Turnit-In by 12/7): FedEx in China Business Case Study.
November 16	<ul style="list-style-type: none"> • Entry Ticket: Within the first 15 minutes of class, students will respond to a prompt provided by the instructor. Students should be able to complete their response in under 5 minutes. Students need to write their name and student ID number of the entry and exit tickets. They will be used to track attendance (See attendance policy for this course). • Feedback & Further Development of your Operating Model Canvas for a business in a developing country. • Individual Homework (Post to Turnit-In by 11/30): Using feedback and suggestions for improvement and development of your Operating Model Canvas from today's class session, revise and refine your canvas and submit this canvas to Turnit-In by 11/30. • Individual Homework (post to Turnit-In by 11/30): Analyze & Critique Accenture Strategy Article: HR Operating Model: A New Blueprint for HR: To create a more agile business, organizations need new and more flexible HR operating models.
November 30	<ul style="list-style-type: none"> • Feedback & Further Development of your Operating Model Canvas for a business in a developing country. • Introduction and Practice: Introduction of the Stakeholder Map, People Model, RAPID/RASCI Decision Grid with practice using these models in class.
December 7	<ul style="list-style-type: none"> • Introduction and Practice: Process Owner Grid, Management Calendar, Activity System, and the Globalization Grid with practice using these models in class. • DUE TODAY: POST YOUR JOURNAL (J-3) ON CANVAS (Covering August 24 to November 30 class sessions).

Appendix

Course Outcomes:

BA 316 – International Management

	Course Outcome	PLO		ILO	Assessment
		Number	Level		
1	1-11	PLO 1	M2	ILO 1b, ILO 2b	1-3, 6-12 and 14
	1-11	PLO 2	M2	ILO 1b, ILO 2b, ILO 3b, ILO 6b ILO 7b	1-3, 6-12 and 14
	1-11	PLO 3	M2	ILO 1b, ILO 2b, ILO 3b, ILO 6b ILO 7b	1-3, 6-12 and 14
3	1-11	PLO 4	M2	ILO 4b, ILO 5b, ILO 6b ILO 7b	1-3, 6-12 and 14
3	1-11	PLO 5	M2	ILO 4b, ILO 5b ILO 7b	1-3, 6-12 and 14

Appendix A. Program and Institutional Learning Outcomes

Institutional Learning Outcomes (ILOs)	
<i>MBA Graduates of Lincoln University should be able to:</i>	
1b	Recognize and be able to work with the components of reasoning and problem solving; understanding concepts, assumptions, purpose, conclusions, implications, consequences, objections from alternative viewpoints, and frame of reference.
2b	Gather and assess relevant information, using abstract ideas to interpret it effectively; being able to develop well-reasoned conclusions and solutions, and testing them against relevant criteria and standards
3b	Be exemplary business professionals and try to ensure that the products of their efforts will be used in socially responsible ways, will meet social needs, and will

	avoid harmful effects to health and welfare
4b	Lead by example in order to create highly collaborative organizational environment, and be able to develop and use strategies to encourage employees at all organizational levels to do the same.
5b	Set goals and have a vision of the future. The vision should be owned throughout the organization. As effective leaders, they should habitually pick priorities stemming from their basic values.
6b	Continually look for, develop, and offer new or improved services, and be able to use original approaches when dealing with problems in the workplace.
7b	Demonstrate fluency in the use of tools, technologies and methods in the field. They should know how to evaluate, clarify and frame complex questions or challenges using perspectives and scholarship from the business discipline.

Program Level Outcomes (PLOs)	
<i>Students graduating our MBA program will be able to:</i>	
1	Develop and exhibit applied and theoretical knowledge in the field of management and business administration
2	Use theoretical knowledge and advanced problem solving skills to formulate solutions and identify risks in the following fields: international business, finance management, general business, human resources management, management information systems, marketing management
3	Communicate within a highly specialist environment that allows the presentation of critiques of complex strategic matters
4	Demonstrate autonomy, creativity, and responsibility for managing professional practices
5	Demonstrate leadership and set strategic objectives for team performance
6	Identify ethical issues/problems in business organizations and reach decisions within ethical framework

Appendix B. Classification of courses

Code	Classification	Description
Courses 300 level w/o graduate prerequisites	Mastery 1 (M1)	Mastery 1 courses introduce graduate level concepts and ideas in a specific field of study and provide an opportunity to initiate the development of graduate level competences.
Courses 300 level with graduate prerequisites	Mastery 2 (M2)	Mastery 2 courses build upon students' execution of Mastery 1 learning outcomes and allow for further development of students' mastery of concepts, ideas, and competences in the specific field of study.
Courses 398, 399	Mastery 2 / Assessment (M2A)	Mastery 2/Assessment courses are structured to provide opportunity to assess students' achievements of set program learning outcomes.