

LINCOLN UNIVERSITY COURSE SYLLABUS

COURSE NUMBER: BA416

(4 units = 45 lecture hours + 45 hours of research project)

Course Title: International Management

Course Start Date: January 18, 2012

Course End Date: May 2, 2012

Wednesdays, 12:30 PM to 1:15 PM

BA 416 – INTERNATIONAL MANAGEMENT

An analysis of economic forces and government actions affecting international business; determinants of policy with regard to entering foreign markets and evaluation of foreign environments, organizational control, compensation, pricing, relations with government agencies and public interest issues in the management of multinational corporations. A one-unit written research project and its oral presentation is a required part of the course. (4 units)

Learning Objectives:

1. Students will gain an understanding of the guiding principles of international management.
2. Students will have learned how to effectively research, write, and present management case studies.
3. Students will gain an understanding of the factors that influence the globalized business environment, and the management methods used to manage them.
4. Students will gain an understanding of how multi-national corporations helped shape the current international business setting.
5. Students will have learned the impact that scientific paradigm shifts have on the global business environment.

Required Text (Selected Chapters):

Deresky, H,

2011 International Management: Managing Across Borders and Cultures,
7th Edition. Prentice Hall. Upper Saddle River, NJ. ISBN 13: 978-0-13-609867-6.

Mantle, J.

2008 Companies That Changed The World: From the East India Company to Google Inc. Quercus Publishing Plc. London, UK. ISBN 13: 978-1-84724-241-9.

Kuhn, T.

1996 The Structure of Scientific Revolutions, 3rd Edition. University of Chicago Press. ISBN 13: 978-0-226-45808-3

Instructor:

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Office hours by arrangement

INTRODUCTION:**Welcome to Lincoln University!**

In this syllabus, I will provide an overview of the course and the student expectations for the next few months. It is important that you note the schedule of events, and 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 learning team has the opportunity to learn. In addition learning between the instructor and students flows two ways. I will learn from you just as you will learn from me.

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 Lincoln University e-mail or by telephone. I would prefer you contact me by Lincoln e-mail, which I will reply to within 24-hours.

Class Procedures:

Each session you will be provided various items: instructions, assignments, topics, questions for discussion, my comments, or a description of the activities for the day.

Instructional methodology includes: Lecture, class discussions, group and team work, practical exercises, and multimedia resources in either a brick and mortar classroom or a virtual classroom.

You will be reading and working on various exercises and answering discussion questions as an individual, in a pair, and in groups.

Doctoral students are considered academic scholars (having Master's degrees), students may be called upon in class to educate, and provide insight and opinions relating to course material.

Assignments:

Doctoral students are expected to complete their coursework at a level commensurate with their academic level. While undergraduates tend to complete course work at an “explanation” level, graduates students are expected to produce course work that also indicates they can go beyond being able to explain a concept or construct to a level that demonstrates and understanding.

Case Study Assignments are due the week following the week it is assigned. Late assignments will be accepted without a 10% late penalty if they are submitted within one week of the due date. If they are submitted after the one-week grace period, a 10% late penalty will be assessed for each week it is late.

Assignments must have: The students first and last name at the top of the page and/or the names of the entire team/group at the top. 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 10% for not following instructions.

Electronic submissions do not count unless you have previously arranged this with the instructor, or they are part of our course work.

If you are not able to work with your team on the assignment, in order to earn the points, you will need to complete a supplemental assignment.

Comprehensive Case Study Assignment: During this course, you will be assigned one of the 11 Comprehensive Case Studies in your textbook. This will require that you submit written answers to the questions at the end of the case study, and make a brief presentation to the class about your findings.

Of the 50 companies discussed in Mantle, prepare a paper that discusses the three companies whom you believe had the greatest impact on the business world and why. This paper is due April 18.

Implications of Kuhn’s interpretation of paradigm shifts as a result of scientific revolutions on international business analysis: Students will prepare a written analysis that is due on April 18, and will make a class presentation on April 18. The scope of this assignment fulfills the 1-unit research project and presentation requirement for this course.

Class Attendance (5% of your total grade for the course):

(1) 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.

(2) Your grade will also be determined by:

- the quality of your responses;
- the timeliness of your response; and
- The ability of your comments to motivate others in a collaborative effort.

Learning Environment

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 thought 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.

Grading

Point/Grade Conversion

100-95	A	76-74	C
94-90	A-	73-70	C-
89-87	B+	69-67	D+
86-84	B	66-64	D
83-80	B-	63-60	D-
79-77	C+	59 or <	F

A = Excellent performance. Clearly stands out as an excellent performer. Has unusually sharp insight into material and initiates thoughtful questions. The student sees many sides of an issue. Articulates well and writes logically and clearly. Integrates ideas previously learned from this and other disciplines; anticipates next steps in progression of ideas.

B = Above average performance. Grasps subject matter at a level considered to be good to very good. The student actively participates in the class discussion. Speaks and writes well. The student accomplishes more than the minimum requirements. Work in and out of class is of high quality.

C = Average performance. The student demonstrates a satisfactory comprehension of the subject matter. Accomplishes only the minimum requirements and displays little or no initiative. The student is able to communicate orally and in writing at an acceptable level for a college student. Has a satisfactory understanding of all basic concepts.

D = Below average performance. The student demonstrates understanding at the most rudimentary level. Quality and quantity of work in and out of class is below average and marginally acceptable.

F = Failing performance. Work is not acceptable and/or timely. Quality and quantity of work in and out of class fails to demonstrate a marginal understanding of learning objectives and their application. Academic credit is not earned.

Course Grade Weighting:

<i>Category</i>	<i>Percent</i>	<i>Points</i>
Class Attendance	5%	5
Chapter Case Studies x 11 (2 Pts. Each)	22%	22
Integrative Team Project (pg. 432)	20%	20
Integrative Team Project Presentation (pg. 432)	5%	5
Individual Comprehensive Case Study & Presentation	10%	10
Integrative Case Study (pg. 433)	10%	10
Top 3 companies paper	10%	10
Influence of Scientific Paradigm Shifts on Business Paper & Presentation	18%	18
	100%	100

Format for Submitting Assignments

(1) Write your first and last name at the top of your paper along with the title of the assignment (papers will not be returned without credit if there is no name and/or assignment title).

(1) Use the APA/Chicago-Turabian guidelines for citing and documenting sources.

(2) Your assignment should follow the formatting guidelines below:

- single-spaced
- twelve point, Times New Roman font style
- skip one space between paragraphs
- paragraphs are not to be indented.

Schedule & Assignments

<i>Session</i>	<i>Course Outline</i>
January 18	<ul style="list-style-type: none"> • Introduction to course
January 25	<ul style="list-style-type: none"> • Chapter 1: Foreign Trade – Institutional Framework and Basics • In Mantle: East India Co., Amsterdam Exchange Bank, The Coalbrookdale Co. • Homework: Case Study Indian BPOs (pg. 32)

February 1	<ul style="list-style-type: none"> • Chapter 2: Managing Interdependence • In Mantle: Dupont, Thomas Cook, Singer, Western Union, Reuters • Homework: Case Study Nike's CSR Challenge (pg. 58), Comprehensive Case Studies
February 8	<ul style="list-style-type: none"> • Comprehensive Case Studies 1-3 Presentations • Chapter 3: Understanding the Role of Culture • In Mantle: Levi Strauss, Central Pacific & Union Pacific, Standard Oil, Bell Telephone • Homework: Case Study Australia and New Zealand (pg. 121)
February 15	<ul style="list-style-type: none"> • Chapter 4: Communicating Across Cultures • In Mantle: Manchester United FC, Eastman Kodak, Coca-Cola, Johnson & Johnson, IBM • Homework: Case Study Elizabeth (pg. 148)
February 22	<ul style="list-style-type: none"> • Chapter 5: Cross-cultural Negotiation and Decision Making • In Mantle: Ford, Hoover, British Petroleum, Boeing, Disney • Homework: Case Study The Alcatel-Lucent Merger, Comprehensive Case Studies
February 29	<ul style="list-style-type: none"> • Comprehensive Case Studies 4 & 5 Presentations • In Mantle: The Shenandoah Corporations (Goldman Sachs), Unilever, King Kullen, EMI, Allen Lane/Penguin • Chapter 6: Formulating Strategy • Homework: Case Study YouTube (pg. 229)
March 7	<ul style="list-style-type: none"> • Chapter 7 : Global Alliances and Strategy Implementation • In Mantle: Toyota, Volkswagenwerk, Wonderbra/Canadelle, IKEA, Sony • Homework: Case Study Aditya Birla Group (pg. 254)
March 21	<ul style="list-style-type: none"> • Chapter 8: Organizational Structure and Control Systems • In Mantle: Aramco/Tapline, Bic/Biro, Searle, Yves Saint Laurent, Nokia • Homework: Acer Restructures (pg. 278), Comprehensive Case Studies
March 28	<ul style="list-style-type: none"> • Comprehensive Case Studies 6-9 Presentations • Chapter 9: Staffing, Training, and Compensation for Global Operations • In Mantle: Nike, Intel, Virgin, Microsoft, Apple • Homework: Case Study Kelly's Assignment in Japan (pg. 351)
April 4	<ul style="list-style-type: none"> • Chapter 10: Developing a Global Management Cadre • In Mantle: Body Shop, CNN, Swatch, Eurotunnel, Endemol • Homework: Case Study Avon (pg. 375)
April 11	<ul style="list-style-type: none"> • Chapter 11: Motivating and Leading • In Mantle: eBay, Al Jazerra, Google • Homework: Case Study Sir Richard Branson (pg. 402), Comprehensive Case Studies

April 18	<ul style="list-style-type: none"> • Comprehensive Case Studies 10 & 11 Presentations • Team Project Presentations • Influence of Paradigm Shifts on Business Presentations • 3 most significant companies paper due.
April 25	<ul style="list-style-type: none"> • Team Project Presentations
May 2	<ul style="list-style-type: none"> • Team Project Presentations/Completion of Integrated Case Study