

BUS 431: INTERNATIONAL MANAGEMENT
Spring 2008 – Section 01

Instructor: Dr. Davina Vora
Class Time: Monday and Wednesday 10-11:15am
Class Location: VH 216
Office: VH 313
Office Hours: Wednesdays 2-4:15pm
Thursdays 4:45-6:30pm, or by appointment
Phone: 845-257-2672
Email: vorad@newpaltz.edu
Prerequisites: BUS 346 with grade of C- or better

Required Reading: Custom McGraw-Hill text available in the bookstore, ISBN# 0-390-88213-5
Selected cases – will be available on blackboard

Course Description

Coverage of the management issues corporations face when doing business internationally. Topics include culture, corporate strategy and structure, cross-cultural communication and negotiation, and international human resource management issues.

Student Learning Objectives

After finishing this course, students should be able to:

- Distinguish between different cultural frameworks as well as apply these frameworks and relevant dimensions to real-world examples.
- Differentiate between different organizational strategies, structures, and entry modes as well as recognize and justify their adoption in real-world multinational enterprises (MNEs)
- Recognize cross-cultural communication differences as well as challenges in cross-cultural negotiations
- Discuss the opportunities and challenges of diverse teams
- Apply motivational and leadership theories across cultures
- Discuss major international human resource issues facing MNEs and their employees

Grading

Your grade in this course is determined as follows:

Individual Assignments:

Exam 1:	20%
Exam 2:	20%
Interview Write-up:	10%
Class Participation & Other Assignments:	10%

Group Assignments:

Strategic Analysis:	15%
Cultural Analysis Report (including peer evaluations):	20%
Cultural Analysis Presentation:	5%

Exams

All exams are non-comprehensive and include assigned readings as well as material covered in class. They may consist of multiple choice, short answer, and essay questions. Requests for rescheduling an exam will be considered only with timely notification to the instructor and appropriate documentation such as a written medical excuse. It is your responsibility to inform the instructor *in advance* of the exam. Approval for rescheduling is at the discretion of the instructor.

Interview Write-up

Each student will interview an international student, faculty, or businessperson regarding his/her experiences in the United States. You should select someone to interview who is from a different culture from your own. Focus specifically on expatriate issues such as cultural challenges faced in the U.S. (e.g. cultural and day-to-day challenges), unexpected differences (e.g. the interviewee's stereotypes of the U.S. not being upheld), the experience of culture shock, and methods used to facilitate adjustment to the new culture. You should consider doing some research on the interviewee's home country and culture and comparing it to the U.S. when analyzing the results of your interview.

The write-up is **due** at the beginning of class on **April 28** and should be 2-4 pages long (double-spaced, 10-12 point font, and error free), written in prose format. First, in a short paragraph of 2-4 sentences, briefly give background information on the person you interviewed (e.g. his/her nationality and hometown, age, prior international experience, how long the person has been in the U.S.). Then, for the bulk of the assignment, delve into his/her experiences. Be sure to link your discussion to topics and theories covered in the course. On a separate page that is not counted as part of your page limit, include a typed list of the questions you asked. Note that we will spend some time in class discussing possible questions you may want to ask your interviewee.

Participation and Other Assignments

Participation: It is expected that you regularly attend class, arrive punctually to class, and remain up-to-date on assigned readings. Note that you are expected to read the assigned readings before each class. This will facilitate meaningful discourse about the material. You are strongly encouraged to ask questions and make comments on the material. You are also required to attend all country analysis presentations.

Your participation grade will reflect the degree to which you contribute to class, rather than simply whether you are physically present. *Excellent* class participation is characterized by consistently attending class, arriving on time, contributing to discussions, and demonstrating superior understanding and insight on the material. *Good* class participation is characterized by consistently attending class, arriving punctually, and contributing to class discussions, while only occasionally demonstrating superior understanding and insights on the material. *Average* participation is characterized by consistently attending class and being punctual, but only occasionally contributing to discussions and demonstrating superior understanding and insights on the material. *Poor* class participation is characterized by tardiness, inconsistently attending class and contributing to class discussion, demonstrating a lack of preparation for assignments, and rarely demonstrating superior understanding and insights.

Information Sheet: You are also requested to complete and submit the student information sheet at the end of the syllabus by February 11. This will help me learn about your backgrounds, as well as link names to faces.

Other: I may periodically assign additional assignments not listed on the syllabus. You are expected to complete these assignments on time.

Strategic Analysis

Groups will be formed on February 11. Each group will submit a ranked list of three multinational enterprises (MNEs) to research on **February 20**. Note that groups may not be able to get their first choice. Once approved, each group will assess international strategic issues for this firm, including:

1. Firm strategy
 - What international strategy does this firm use? Provide support for your answer.
 - What internal characteristics of the firm support the use of this strategy?
 - Do you think this is an ideal strategy for this firm? Why or why not? If not, what do you recommend?
2. Firm structure
 - What organizational structure is used in this firm? Provide support for your answer.
 - Do you think this is an ideal structure for this firm? Why or why not? If not, what do you recommend?

The **Strategic Analysis** is **due** on **March 10**. Reports should be 4-7 pages (error-free, double-spaced in 10-12 point font) excluding cover page and references. If information is difficult to find or vague, use your best judgment given your knowledge of the company, its culture, and its product or service.

Groups should be prepared to give a short 2-5 minute informal presentation of their findings in class, as well as to discuss and justify their ideas.

The strategic analysis will be graded as follows:

- 1) Content – 80%

This is the most important part of the strategic analysis. This shows a group's ability to apply international strategy concepts to a MNE. Thoroughness, accuracy, and keen analysis should come through in this portion of the paper.
- 2) Process – 20%

This refers to readability, flow, logic, organization, professional look, and writing mechanics of the report. Reports should be clear, concise, structured in a logical fashion and easily readable, with a logical flow of thoughts and ideas. The report should be devoid of spelling and grammatical errors. It should also look neat and professional.

Cultural Analysis Report

Groups, to be formed on February 11, will be given a list of movies they can analyze. Each group should give me a rank ordered list of which films they would prefer to analyze no later than **February 20**. Please do not rank movies from your own culture at the top of your group's list. While you may find it easier to analyze cultural content that is familiar to you, you will benefit more from choosing a country that is dissimilar to your own background.

In the analysis of the movie, draw on the different cultural frameworks we covered in class to discuss events in the film. Hofstede, Kluckhohn and Strodtbeck, and Schwartz should be your main references, though you can include others. In addition to culture, draw upon other topics covered in class (e.g. cross-cultural communication issues, motivation, leadership styles) where appropriate.

Your report should be organized as follows: First, give a short one-paragraph summary of the movie. Second, discuss several events, incidents, interactions, symbols, etc. from the movie. These events should be reflective of cultural values and other topics covered in the course. Very briefly describe the event (i.e. what happened, who was involved, when it happened in the movie) so I can recall what you are referring to. Then, explain how this incident relates to topics from the course. If it is a cultural issue, state which cultural dimension explains the specific event. Define the cultural dimension and describe how it explains this event or behavior. If the incident relates to another topic, use the relevant concepts and definitions to explain how the incident demonstrates this topic/issue. You should describe a minimum of four incidents, each of which should be approximately one page long. Finally, your conclusion of about three pages should explain some of the challenges that U.S. citizens may face when interacting and doing business in this culture given your prior analysis.

The cultural analysis report should be 8-10 pages in length (typed, double-spaced, and error free in 10-12 point font) *excluding* a cover page, references, and any additional materials (e.g. appendices). Clear, concise explanation is ideal. Points will be deducted for spelling and grammatical errors, so it is strongly recommended that you critically proofread your report prior to submission. The **Cultural Analysis Report is due on April 30** at the beginning of class.

The cultural analysis report will be graded as follows:

1) Content – 80%

This is the most important part of the report. This shows a group's ability to recognize and describe cultural and other relevant content. It also shows your analytical ability in terms of determining the challenges faced by U.S. citizens doing business in this country. Thoroughness, accuracy, and keen analysis should come through in this portion of the paper.

2) Process – 20%

This refers to readability, flow, logic, organization, professional look, and writing mechanics of the report. Reports should be clear, concise, structured in a logical fashion and easily readable, with a logical flow of thoughts and ideas. The report should be devoid of spelling and grammatical errors. It should also look neat and professional.

Note that I will not re-assign individuals to a different group after the initial assignment has been made. It is the group's responsibility to work together. Students desiring guidance on working with group members are welcome to ask me for advice. If group members are unable to work together, they have the right to fire themselves or another group member(s) from their group. In this case, the fired individual(s) must complete a different cultural analysis report individually, with the same specifications described above. Fired individual(s) should email me about being fired so that I can provide them with another movie to analyze on their own.

Cultural Analysis Presentation

Each group will present a brief summary of its findings. Group presentations should be 15-20 minutes in length and should cover key points. It is not necessary to present everything in your papers: you should focus on a sub-sample of the most interesting points. You should also be sure to spend time discussing managerial implications of doing business in the country of the film based on your analysis. Be sure to leave 5 minutes for questions and comments from the class and be prepared to garner class participation.

Creativity is encouraged in all presentations. You may wish to consider using role plays, mock business meetings, interview formats, or other devices to maintain interest. You should inform me at least two weeks prior to your presentation if you need any audio-visual equipment in addition to a computer, DVD player, document camera, or whiteboard. Groups requiring use of a computer should **email me** the necessary, virus-free materials prior to the presentation so that my memory stick can be used for the presentation. This will reduce set-up time in class. If the file is too large to send via email, please use a memory stick to save the information to be downloaded to my computer and arrange a time with me to make sure it is downloaded at least 15 minutes *before* class begins. **Paper copies** of any slides or other materials used in the presentation should be given to me at the beginning of class on **April 30**.

The cultural analysis presentation will be graded as follows:

1) Content – 60%

This aspect corresponds to what was written above about the group cultural analysis report. Evidence of thoroughness, accuracy, and a quality analysis should come through in the presentation.

2) Presentation – 20%

This area refers to general presentation skills. Students should be audible, come across as confident and knowledgeable, and clearly state their points. Groups should also stay within the time limits. Practicing in advance is important and helpful.

3) Creativity – 20%

Be creative and have fun when giving presentations. Let your creative juices flow. Do not simply read the paper aloud, but engage yourselves and the class in an active, interesting, fun presentation.

Peer Evaluations

Teamwork is important in the workplace and in this class. Since the quality of group output is dependent upon each individual's quality contribution, it is vital that each group member work as part of the team. Because I cannot assess the degree to which group members are performing their fair share of work, group members will anonymously evaluate the performance of each member. Members will assess each other (as well as themselves) on their contribution to all group activities (i.e. strategic analysis, cultural analysis report, and cultural analysis presentation), attendance at meetings, timely contribution to individually assigned tasks, and overall performance. Group members will multiply the number of people in their group by 100 points and assign their total points among the members. All members must receive between 80 and 120 points from each evaluator (i.e. you can not give someone a zero score). Each individual's average score will be the basis for his/her peer evaluation score, which is multiplied by the overall group's cultural analysis report score to obtain the final cultural analysis report score for that individual. For example, an individual who was a member of a six-person group that earned 80 points out of 100 on the cultural analysis report and who was given the peer evaluations shown in the table below would receive the cultural analysis report grade as listed in the "individual project grade" column below. Thus, student E whose group received a cultural analysis report score of 80 and whose average peer evaluation score was 510/600, or 0.85, would obtain an individual cultural analysis report grade of 68. Note that I maintain the right to disregard self-ratings that are substantially higher than peer ratings.

Student	Ratings From A	Ratings From B	Ratings From C	Ratings From D	Ratings from E	Ratings from F	Total Score	Individual Project Grade
A	100	100	100	100	110	100	610	$80 * 1.02 = 81.3$
B	80	85	95	85	80	100	525	$80 * 0.875 = 70$
C	108	100	110	100	120	100	638	$80 * 1.063 = 85.06$
D	120	120	115	120	100	100	675	$80 * 1.125 = 90$
E	80	80	80	80	90	100	510	$80 * 0.85 = 68$
F	112	115	100	115	100	100	642	$80 * 1.07 = 85.6$
Total:	600	600	600	600	600	600		

Blackboard

Class slides, the syllabus, and other relevant course-related materials will be posted on blackboard. You may download this material from the website. In addition, you are advised to check blackboard daily. This will be my main way of disseminating any messages or instructions relating to the course. Groups will also have a work area on blackboard. Note that exam, interview write-up, strategic analysis, overall group cultural analysis report (i.e. without peer evaluation), and cultural analysis presentation grades will be posted on blackboard.

Expectations and Responsibilities of Students

The School of Business has a number of expectations of students, which can be found at http://www.newpaltz.edu/schoolofbusiness/students_expectations_responsibilities.pdf. These are listed below.

Note that for this course, the use of laptops during class is prohibited, as it is distracting to fellow students.

Professional Values and Integrity

Both inside and out of the classroom, students are expected to:

- Know the SUNY New Paltz School of Business Ethics/Integrity Policy and behave ethically, honestly and with integrity.
- Treat others with respect and fairness, and with an appreciation for cultural diversity.
- Adopt a professional attitude in speech, and actions.
- Respect the property of the college and others.
- Practice good citizenship as a member of the college and broader community.
- Learn to manage time effectively.

Classroom Conduct

In addition to the above, students are expected to:

- Attend class regularly, be punctual, and remain in the classroom for the entire period. Not exit and reenter the classroom except in an emergency situation.
- Maintain focus on the class material and not disrupt the class by holding private conversations or eating.
- Notify the instructor in advance of class if they will be absent, or must unavoidably arrive late or leave early.
- Turn off cell phones and pagers; use laptops only with the approval of the instructor.

Class Preparations and Assignments

Students are expected to:

- Prepare for class by doing assigned reading and homework.
- Seek assistance at an early point in the semester when academic difficulties arise.
- On team assignments, be an active participant and provide input to classmates on a timely basis.
- On individual assignments, do their own work.
- Be aware of what constitutes plagiarism, cheating, and forgery, and take steps to prevent it.

Scholastic Dishonesty

School of Business students are expected to maintain the highest standards of honesty in their college work. Cheating, forgery, and plagiarism are serious offenses, and students that engage in any form of academic dishonesty will be subject to disciplinary action. While we prefer to adhere to a code of honor in the School of Business, due to national trends in cheating, forgery, and plagiarism, we are instituting this policy within the school. Any student found cheating, committing forgery, or plagiarizing may suffer serious consequences ranging from failing a specific piece of work to failing the course. In some cases, a student may be expelled from the School of Business and the college.

Your business education includes learning ethics and values. We trust that you have the basic foundation upon which we can build. You will be judged by your character as well as by your knowledge and skills since the business world increasingly demands ethical behavior of its employees. Honesty remains an admirable quality.

Cheating is defined as giving or obtaining information by improper means in meeting any academic requirements or in other aspects of your professional conducts. The use for academic credit of the same work in more than one course without knowledge or consent of the instructor(s) is a form of cheating and is a serious violation of academic integrity.

Forgery is defined as the alteration of forms, documents, or records, or the signing of such forms or documents by someone other than the proper designee.

Plagiarism is the representation, intentional or unintentional, of another's words or ideas as one's own. When using another person's words in a paper, students must place them within quotation marks or clearly set them off in the text with appropriate citation. When students use another's ideas, they must clearly identify the source of the ideas. Plagiarism is a violation of the rights of the plagiarized author and of the implied assurance by the students that when they submit academic work it is their own work product. If students have any issues with respect to the definition of plagiarism, it is their responsibility to clarify the matter by conferring with the instructor.

Cases requiring disciplinary and/or grade appeal action will be adjudicated in accordance with Procedures for Resolving Academic Integrity Cases, a copy of which is available in the office of the Vice President for Students Affairs, the office of the Provost for Academic Affairs, and in the academic Deans' offices.

We, the members of the SUNY New Paltz School of Business community, are committed to practicing the highest standards of ethical behavior and demonstrating integrity in all we do. We practice these standards and expect them to be demonstrated by others not only in our business dealings, but in all our relationships. Ours is a culture of integrity. For us, ethical behavior means adhering to certain standards in both public and private.

Penalties:

- The involved students may request an appeal through Academic Appeal Committee (undergraduate) or Graduate Council (graduate students).
- First time offenders receive a failing grade for the course, which can only be changed based on a favorable outcome of the appeals process, if applicable. The dean's office keeps a list of first time offenders. The offenders are also required to recertify their understanding of our ethics, honesty and integrity standards.
- A second time undergraduate offender will be referred for possible dismissal to the Office of Student Affairs. A second time graduate student offender will be dismissed from the Master's degree program in which he or she is matriculated, subject to review by the Graduate Council.

Tentative Course Schedule

You are responsible for having read the chapters in accordance with the dates below. Read the material BEFORE coming to class on the day it is to be discussed. Other reading materials may be assigned in addition to those in the schedule below, but these will be mentioned at least one class period in advance.

Date	Topic	Readings & Assignments Due
Jan. 23	Course Overview	
Jan. 28	An Introduction to International Management	pp. 1-37
Jan. 30	The Cultural Environment	pp. 38-84
Feb. 4	The Cultural Environment (con't)	
Feb. 6	The Cultural Environment (con't)	
Feb. 11	The Cultural Environment (con't)	Groups formed Student Information Sheets Due
Feb. 13	Organizational Cultures	pp. 85-98 only
Feb. 18	No Class – President's Day	
Feb. 20	Strategies for International Competition	pp. 111-145 Firm Ranking for Strategic Analysis Due Movie Ranking for Cultural Analysis Project Due
Feb. 25	Strategies for International Competition (con't)	
Feb. 27	Entry Strategies and Organizational Structures	pp. 146-177
Mar. 3	Entry Strategies and Organizational Structures (con't)	
Mar. 5	Exam 1	
Mar. 10	Entry Strategies and Organizational Structures (con't)	Strategic Analysis Due
Mar. 12	Cross-Cultural Communication and Negotiation	pp. 178-210
Mar. 17- Mar 21	No Class – Spring Break	
Mar. 24	Cross-Cultural Communication and Negotiation (con't)	
Mar. 26	Cross-Cultural Communication and Negotiation (con't)	

Mar. 31	Diversity	pp. 98-107 only
Apr. 2	Motivation across Cultures	pp. 211-240 Note: Last date to withdraw from this course
Apr. 7	Motivation across Cultures	
Apr. 9	Leadership across Cultures	pp. 241-274
Apr. 14	Leadership across Cultures	Case 14: West Indies Yacht Club Resort: When Cultures Collide (available on Blackboard)
Apr. 16	Human Resource Selection and Development across Cultures	pp. 275-475 Case 17: A Candidate for Saudi Arabia (available on Blackboard)
Apr. 21	Human Resource Selection and Development across Cultures (con't)	
Apr. 23	Human Resource Selection and Development across Cultures (con't)	
Apr. 28	Human Resource Selection and Development across Cultures (con't)	Interview Write-up Due
Apr. 30	Cultural Analysis Presentations	Cultural Analysis Reports Due Cultural Analysis Presentations
May 5	Cultural Analysis Presentations	Cultural Analysis Presentations
May 7	Cultural Analysis Presentations	Cultural Analysis Presentations
Wed. May 14, 8:30- 10:30am	Exam 2	

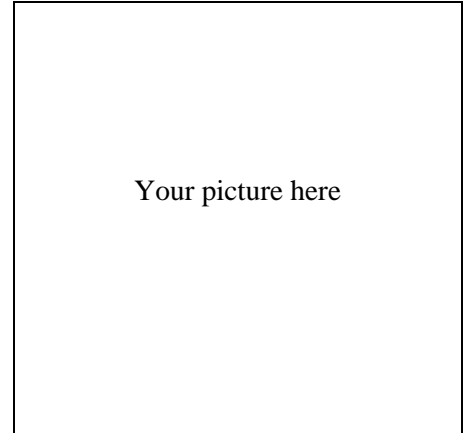
Student Information Sheet
BUS 431 Section 01: International Management – Spring 2008

General Information

Name: _____

Phone # _____

Hometown: _____



Year of undergraduate program and focal area(s) of study:

Work experience:

International experience (study abroad, travel, work, etc.) – include length of time and country(ies)

Personal goals:

1. What do you hope to learn from this course?

2. What are your professional and/or academic goals?

3. What are your international travel or career goals?

4. Is there anything else you would like to share?