

# **Syllabus: International Management - MGMT 3353, Section 101**

Dillard College of Business Administration

Room 129 - T/Th 11am-12:20pm - Fall Semester 2022

## **Contact Information**

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## **Course Materials**

Schneider and Barsoux, *Managing Across Cultures*, 2<sup>nd</sup> Edition. ISBN-10: 027364663X • ISBN 13: 9780273646631

Additional readings are posted to D2L

As the semester unfolds, zoom links to students who have been approved to view them, zoom recordings of class lectures and/or youtube videos of class lectures will be made available on D2L and/or email.

## **Course Description**

International business has become a reality of today's business world. The world is becoming flat(ter)! Companies across the world are becoming more interconnected. Crumbling of trade barriers, proliferation of technology, and opening up of emerging economies have facilitated doing business across national borders. This course serves as an introduction to the basics of international management.

Through a combination of lectures and class participation, we will explore the domain of International Management through three main sections: (1) The meaning of culture, (2) Culture and Management Practice, and (3) Managing Cultural Differences. We will seek to learn the tools and vocabulary necessary for a critical and effective management analysis, thinking, and communication across national borders.

## **Course Prerequisite(s)**

Enrolled in the undergraduate business management program.

## **Learning Goals**

Students will have an understanding of the influence of global and multicultural issues on business activities

- This is the main goal of this class. Instruction will occur through discussion of each chapter which have to do with international aspects of management. There will be some application of this skill area in exercises and cases. Each of these items will be assessed as part of the total class point schedule.

Competency in Speaking Within Common Business Scenarios

- Students will practice their oral presentation skills in individual presentations that they will present to the class. Assessment: the student's ability to present their perspective will be evaluated and included in the point profile for the course. Students will be expected to actively

participate in discussions and answer questions, as well as ask their own during these presentations.

#### Competency in writing about common business scenarios

- Students will answer questions comprised of analyses about each chapter. Hence, practice of written skills occurs through these assignments.

#### Problem Solving and Decision-Making Abilities Through Critical Analysis, Evaluation, and Interpretation of Business Information

- These critical skill areas are practiced through case applications in diagnostic and analytical skills and in cases given to students. They are assessed through the point values given oral discussion/class participation.

#### Students will be able to utilize available technology for common business applications

- Students will practice this skill area by using word processing, data collection, and the internet. Assessment is reflected in the evaluation of the report.

### **Course Policies**

Students are expected to attend all class meetings for this course, following the university attendance policy. See Midwestern State University Undergraduate Catalog 2014-2016. This catalog is electronic only. It may be found on the MSU website using the Registrar button then University Catalogs button. University attendance policy is then found under Registrar. Attendance is deemed essential for this class. Notwithstanding anything herein contained to the contrary, **\*any student who has 5 or more absences without proper reason (including supporting documentation) will receive a final grade of F.** Roll is taken during the first three (3) minutes of class. If you have been counted absent and you notify the instructor at the end of class that you came to class late, your absence will be changed to late. Additionally, in order to not disturb the class, each student is expected to stay seated throughout the entire class period except in case of an emergency. So as not to disturb the class, one should not walk in and out of the classroom during the class session except for an emergency. Cell phone activity, talking, texting is prohibited. Distracting conversation between students sitting in proximity with each other is prohibited. Missed classes can be made up through e mail contact with the professor or with other students.

### **My Expectation**

I prefer to treat my students as responsible adults who have made an active choice to be where they are. Since the choice is yours, I expect that you will not only be attentive to the course material posted but also use the available resources including group discussion, individual project, experiential learning activities, video clips and lecture-discussions to your advantage to get the most out of this class. I expect that you will watch the videos after having read the assigned textbook chapter.

An environment of respect is very important to me and I expect that you will respect me and the other students in the class— no comments will be tolerated which are rude, demeaning, slanderous, prejudicial, or offensive. I reserve the right to significantly lower the grade (down to zero on hundred for the participation grade) of a person who takes away from a positive and constructive classroom environment. In some cases, I might even remove this person from the online class completely.

If there are university excused reasons because of which you will not be able to watch the videos in time for the tests/exams or complete assignments on time, I expect that you will discuss the same with me in advance and not after the due date/missed class. Email is the best way to reach me. I check email on phone and so am very accessible through email.

**My personal philosophy revolves around fairness** so please know that I will put only as much effort into the development of a student and a class as I get from them.

Examination Policy: Only students with authorized absences (see University Class Attendance Policy) may make up missed examinations. Students must make up a missed exam before they are allowed to return to class. As a professional courtesy, please notify me prior to the exam of the absence if possible.

## Course Format

International Management, as other management courses, is best learned through active (not passive) experience and informed debate. My goal is to create a classroom environment that stimulates your thinking and prepare you to use the principles of international management in the business. I have designed this course to promote the objectives described above. The structure of this course will challenge you to think beyond the obvious and constantly apply the concepts, frameworks and tool kits we learn in class to real-life situations. As such, this course involves a lot of activities. My lecture will only be one of the many things we do in each class session. We will discuss relevant current events as they relate to the topics of our discussion, among others. You are expected to come prepared for each class meeting and actively contribute to class discussions/debates.

## Grading and Evaluation

Many different tools are used to test your degree of success at achieving the different learning goals. Here is the breakdown of points in this class.

### Activity and Points

Activity/Assignment	Points	Distribution
10 Individual Online Quizzes (10 points each)	100	Individual
Exam (3 online exams @ 33 points each, one bonus point added)	100	Individual
International Management Country Presentation	100	Individual
Participation	100	Individual
<b>Total</b>	<b>400</b>	

Grades will be determined on the basis of the total points earned. Letter grades will be given according to the following scale:

- A = 360-400 points
- B = 320-359 points
- C = 280-319 points
- D = 240-279 points

F = less than 239 points

Attendance and class participation:

You are expected to attend all sessions. I will take attendance in the beginning of class and part of how I judge class participation is based on attendance. In addition to the physical presence of your body, I expect that you will actively participate in the many learning activities we will engage in. These include experiential learning exercises, group tasks, and class discussions. Also, it is expected that all students contribute to a healthy, productive learning environment by showing respect for one another. I will use your participation as a quantitative judgment with your grade; in other words, there is a structure of accountability to which you will be held as explained below.

I will assess specific points in this category. Here's what I do. There are 25 classes that you can participate in (i.e. all lecture/presentation classes not including the first day and exam days). I will grade participation for 20 of those classes. In other words- you will be graded each of the 25 days for class participation but will use your 20 best scores to count towards the final participation grade. The grading scale for each day is out of 10 points. To make this part of the evaluation as objective as possible, and more importantly, as equitable as possible, participation scores will be given for each class period based upon the following scale:

- 0 Not in class
- 3 Disrupting attention
- 5 Partial attention
- 7.5 Full attention (FA)
- 8.5 FA with contribution
- 9-10 FA with contribution demonstrating comprehension

Not in class: if you are not in a class for whatever reason your participation for that class clearly warrants a score of 0—no other evaluation can be made in such a case and still be equitable to all of those in class. Missing a class has a major impact on the invaluable learning experience that participation in class provides. However, emergencies and unexpected events do arise, and thus missing a class may be unavoidable. To allow for this reality, the final participation score (i.e., that which counts toward the final overall grade) will consist of the twenty (20) participation scores of the student's choosing.

Disrupting attention: The most common examples of disrupting attention are repeatedly interrupting class with personal business (i.e. cell phones, etc.) and excessive side discussions with classmates.

Partial attention: if you are only able to be there for a part of the class (i.e. come more than 5 minutes late or leave early or intermittently), for a reason not approved by me, again equity dictates that you receive only partial credit for participation. Other forms of partial attention include, but are not limited to, reading the newspaper, sleeping/nodding off, taking care of some other business during class time (i.e., studying for other classes), text messaging, surfing the internet, having side discussions, etc.

Full attention involves being in class, following the discussion, but not contributing anything to it (other than your attention).

Contributions consist of meaningful additions to the discussion. This inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Also, it means that you should not withhold questions for risk of looking (or feeling)

stupid. Relevant questions are always a contribution. Quantity may also play a role here; your contributing to the discussion to help it move along is quite often appreciated.

If you contribute outstanding comments and insights into the class discussion, you will earn between 9.5 and 10 points.

What is participation and contribution?

- raising and answering questions
- sharing ideas, observations, and personal experiences
- pointing out relevant data
- generating potential solutions
- relating and synthesizing ideas of others
- pointing out relationships to earlier discussions
- helping others develop their views and ideas
- not being satisfied with shallow analysis and/or pat answers

A seating chart will be utilized from class 2 onwards and is determined by the seating arrangement of the teams. This grading structure means that if you are excessively absent from class, leave early often, miss key activities, are disrespectful to me or your colleagues or obstructive to smooth class participation, it will significantly affect your participation score and in turn your final grade accordingly. Because of the nature of the experiential learning in the class, attendance and participation is critical. This means you can have a raw score of between 0 and 200 points for participation. This will be halved to get a final participation grade out of 100.

NOTE: Some days (marked on the course calendar with a \*) will count as 'bonus days'. This means that you will earn a full 10 points on these days as long as you are present in class on time and paid attention for the full class period. Additional bonus days may also be announced during the semester. These bonus days can count towards the final 20 participation scores (if they are amongst your top 20 high scores throughout the semester.)

Individual Online Quizzes:

A multiple-choice question format quiz will be given for each chapter covered. Quizzes will be available to take online from the time they are 1<sup>st</sup> posted (usually the day we finish the chapter) till the date of the next exam. Quiz format: 15 minutes, 10 questions @ 1 point per question.

Exams:

There will be 3 non-cumulative online exams that will be based on 33 multiple choice questions (1 point each). One or more of these questions may be on article/cases/video clips that were discussed in class. You have 75 minutes for each exam, starting from when you first start the exam on D2L.

International Management Presentation:

Working in teams of 3-4 this project is an opportunity to demonstrate your knowledge of concepts taught in class by applying them to research the challenges of management and doing business in a specific country that you will pick early during the semester.

Acting like a management culture training consultant you will present to the rest of the class on the country you were assigned. You are expected to be a cultural expert on that country so make sure

you start reading up and researching the country earlier rather than later. Your team will give the rest of the class a total of a 20-21 minute oral presentation accompanied with slides (this means each individual team member will present for 5 minutes each in a team of 4 or appx. 7 minutes each if the team has 3 people. Each member should have non overlapping content). You will essentially be training the rest of the class on the dos and don'ts when working with people from that country. (Example: that country's attitude towards punctuality, dress codes etc.).

You are expected to apply concepts learnt in class to the country you will be individually assigned in Week 1 or 2. At the very minimum the following should be included and discussed:

1. MAIN FOCUS: Hofstede's dimensions for that country (i.e. cover low/high context language; uncertainty avoidance; individualism/collectivism; time orientation; power distance; long term/short term orientation, masculinity/Feminity). Also other dimensions like proxemics for that country (include for example how to greet someone in this culture), Wherever possible provide examples of how each affects a management/business practice in that country.
2. That country's major industries
3. The political and infrastructural issues that might affect doing business with that country.
4. Where that country falls on the corruption index and thus related business practices that are or are not acceptable there.
5. Worst times to travel to that country for business (major holidays)
6. Superstitions and customs to watch out for when undertaking gift giving or socialization for business in that country. (e.g.: In India you would never gift knives, like a Swiss army knife, to a business contact because it would be considered bad luck and that it would "cut" the relationship) (for this ask interviewee plus do internet research)

Your final presentation grade will depend on how well you present, how professional you appear (wear business formal), the content of your presentation and its applicability to the course, how deep vs. superficial your analysis of the Hofstede's dimensions were, and how well you answered questions posted your classmates (and maybe me) in the individual discussion forum for your country.

You will interview and video record someone who has lived and worked in a white collar job both your assigned country and the United States and will use relevant 30 second video clips from this interview throughout your presentation to further reinforce the facts about that country. I will announce in class how to find a relevant individual to interview. You have to get feedback from me in advance on the questions you will use in your interview.

### **Academic Integrity**

With regard to academic honesty, students are referred to the "Student Honor Creed" on p. 19 of Midwestern State University Undergraduate Catalog, Volume LXXVIII, Number 1. Plagiarism will not be tolerated. Any student who plagiarizes on any written assignment will receive a 0 for the assignment and/or course and be referred to the Dean of Students for further disciplinary action.

## **Desire2 Learn (D2L)**

This is the website for the course. Students are expected to check this website for important course information, course documents, and correspondence from the instructor multiple times per week.

## **Americans with Disabilities Act**

This class follows the guidelines suggested by the Center for Counseling and Disabilities Services for those students who qualify for disability services. See **Midwestern State University Undergraduate Catalog**, Volume LXXVIII, Number 1, page 21.

## **Syllabus Change Policy**

This syllabus is a general outline of material covered, learning goals, grading procedures and student performance requirements. Material covered, dates of tests, and percent of total grade may vary as necessitated by the pace material is covered and any unforeseen class interruptions such as weather cancelations, guest lectures, or instructor illness.

## Tentative Course Calendar

Date	Topic
23 Aug	Syllabus and Start Chapter 1
25 Aug	Finish Chapter 1
30 Aug	Chapter 2
1 Sep	Finish Chapter 2
6 Sep	Chapter 3
8 Sep	Finish Chapter 3
13 Sep	*Movie Screening
15 Sep	*Movie Screening and discussion
20 Sep	Exam 1 (Online. No class). Completed Online Quizzes 1-3 due.
22 Sep	Chapter 4
27 Sep	Finish Chapter 4
29 Sep	Chapter 5
4 Oct	Finish Chapter 5
6 Oct	Chapter 6
11 Oct	Finish Chapter 6
13 Oct	Exam 2 (Online. No class). Completed Online Quizzes 4-6 due
18 Oct	Chapter 7
20 Oct	Finish Chapter 7
25 Oct	Chapter 8
27 Oct	Finish Chapter 8
1 Nov	Chapter 9
3Nov	Finish Chapter 9
8 Nov	Chapter 10
10 Nov	Finish Chapter 10
15 Nov	Student Presentation Teams 1 and 2
17 Nov	Student Presentation Teams 3 and 4
22 Nov	Student Presentation Teams 5 and 6
24 Nov	Thanksgiving break
29 Nov	Student Presentation Teams 7 and 8
1 Dec	Student Presentation Teams 9 and 10
6 Dec	Exam 3 (online). Completed Quizzes 7- 10 due.

Exams are not cumulative.