

BMGT 3600 International Management

This instructor is SACS qualified to teach this course regularly at his/her TBR Institution

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Connections:

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Course Description:

Theory and practice of Managing Across Borders- This 37.5 hour course is about global management. It demonstrates how cultural factors influence behavior in the workplace and examines the skills needed to manage across national borders. Students will have an opportunity to meet and interview business professionals from Greece.

Course Objectives:

1. Practice and knowledge of managing global business practices.
2. Knowledge of business environment within which the company operates on the factor of national and organizational culture.
3. Knowledge of the influences of national culture on the internal arrangements of a company.
4. Knowledge of how internal arrangements influence the strategy of a company.
5. Practice and knowledge of International Human Resource Management issues in making the company strategy work.
6. Knowledge of cross cultural negotiations and communications.
7. Experience in interviewing and interacting with people from other countries/cultures.
8. Opportunities to meet and interact with business professionals from multinational corporations in Greece.

Required Text:

Multinational Management (with Map)

John B. Cullen, K. Praveen Parboteeah, 4th Edition, 2008

ISBN-10: 032442177X

ISBN-13: 9780324421774

BMGT 3600 International Management

See Research On-Line Links

Citation Styles Online <http://www.bedfordstmartins.com/online/cite6.html>

Writers Handbook <http://www.wisc.edu/writing/Handbook/DocAPAFformatting.html>

Course Content:

This course explores in theory and practice the global dimensions of business management across borders. Members of different cultures hold different values, practices and approaches to making and implementing decisions. These differences influence how business is transacted. In business relationships and in this course, the following questions will be explored:

What is culture?

When do cultural factors influence business practices?

When are other factors of greater influence?

How can the importance of these different factors be weighed?

Teaching Method:

Class and case discussions, group projects, tests, simulations, and "out of class experiences" such as visiting businesses in the area are the teaching modalities.

Contact will be made with business professionals in Multinational corporations to set up organizational tours in the Greece.

A C SQUARED approach (Country, Company, Case, & Culture) will bridge theory and practice. Greece business practices will be highlighted.

Oral and Written Communications Content:

- Assignments, class and case discussions, team projects, and simulations
- Group presentations and final report

International Business Content:

Content and focus of the course are global.

BMGT 3600 International Management

Ethics Content and Honor Code:

- Do not include propriety or copyrighted material from other sources without written permission.
 - You may be called on to present or share with other students materials you develop for this class. You have copyrighted your own work and will be asked for permission to share it with others outside of class.
 - I encourage you to work together as you are learning the knowledge and skills presented in this course, so long as you do not give or receive help on the exams. You should actively seek suggestions, share ideas, and get reviews of your group project, but you must produce it yourself. See
 - Be sure to properly credit the sources for what you turn in, including any assistance with the project.
 - See Web Resources above for APA format.
 - If you have any doubts or questions, ask me not another student for clarification.
- ❖ What is Plagiarism? [URL on Plagiarism.](#)

Some examples : Diligence and attention regarding adherence to US intellectual property laws...

Let's start with the distinction between "copyright" and "trademark." Copyright protection is for original works of authorship, including literary, dramatic, musical and artistic works. A copyright owner is, by law, given the exclusive right to (and to authorize others to) do the following: reproduce the work, prepare derivative works from it; distribute copies; perform the work publicly; and display the work publicly. Copyright protects the expression of an idea, not the idea itself. For example, a description of a machine (if original) could be copyrighted as a textual work; the copyright would protect the owner from others copying that description (but it would not prevent others from independently creating their own written description or would it prevent anyone from making, using or selling the machine described). See www.loc.gov

A "mark" is a word, name, symbol or device which is used on goods and/or services within the channels of commerce to identify and distinguish the source of said goods and/or services from those of others. A mark used in association with goods is called a trademark; a mark used in association with services is called a servicemark. The law prohibits others from using the owner's mark (or one that is confusingly similar thereto) so as to prevent consumers from being deceived (thereby harming the mark owner also). See www.uspto.gov

When referring to trademarked or servicemarked goods or services, you should use the appropriate designation of the owner (eg tm, s, encircled r

BMGT 3600 International Management

or encircled s) and at the bottom of the page, give attribution (eg "Coke® is a registered trademark of the Coca-Cola Corporation, Atlanta, GA"). Excerpts from a statement by Joseph Giampapa RODP Legal Counsel (Written permission granted to post excerpt.)

Required Computer Applications:

End User/Productivity Software and Applications as required by the project

- Word Process (Microsoft Word)
- Presentation (Microsoft PowerPoint)
- Flip chart and transparency usage

Attendance/Participation:

1. Merely showing up will not cut it in the world of business. It is expected you will, at all times, be an enthusiastic, contributing member of an organization. If you are not, you will not be employed for very long. At times, you may be undergoing personal crisis and not feel like being at work, but you must get psyched up and convince people you want to be there. You can't afford to look or act bored or distract others, for it will be noted, and you will demotivate your organization.

2. All assignments must be turned in by the end of the class period on a due date appearing on the class calendar. In the business world, a bid submitted after the closing date will not be considered. Non-completion of a federal or state contract on the agreed-upon date can result in severe financial or court adjudicated penalties. In this class, a late paper, presentation, or other assignment receives zero points. However, it still must be completed to receive a final grade.

3. Students are required to be prepared and to participate in class assignments, discussion questions, cases, quizzes, presentations, videos, films, speakers, etc. as a vital part of the learn-by-doing process.

4. The instructor retains the privilege of making periodic changes in this syllabus throughout the semester. This syllabus is evergreen and will change as we progress through the semester. Changes will be presented verbally in class and then made to this online Syllabus within 24 hours. "I did not know about it," or "I wasn't there that day" do not constitute valid excuses. If you were absent or if you have any questions, consult the Syllabus or ask the instructor.

- The instructor also reserves the right to drop a student from the course due to excessive absenteeism, improper conduct, or other just cause.

5. Should an announced or unannounced classroom exercise be missed, it will not be possible to make it up, since it is an on-going class experience that has already taken place. Points are simply forfeited.

BMGT 3600 International Management

6. Course assignments, written and non-written, will be described fully in additional handouts.
7. All text, lecture, and classroom activity are fair game for tests.
8. Please turn cell phones off upon entering class.

The Syllabus:

This syllabus is intended to let you clearly know what is both required and expected in this class. It is EVERGREEN. It may be changed during the semester based on the instructor's choice. Students will be notified in class sessions of any changes BUT SHOULD CONSULT THE SYLLABUS. The syllabus and class content are designed to make certain you have a learning environment which provides you with an equal opportunity to do well. Be assured, I enjoy teaching and contact with students. Have a productive and enjoyable semester in International Management.

Evaluation/Grading:

- Exam 1 100 points
- Exam 2 100 points
- Exam 3 100 points
- Exam 4 100 points
- Country, Company, Case, Culture (C SQUARE) Presentation 350 points@
- Final Report 50 points
- Participation/Attendance 200 points

Grading Scale:

@ While there will be input from peers on some assignments, the instructor reserves the right to adjust student input from peer grading.

Points	Percent	Grade
1,000-900	90	A
899-800	80	B
799-700	70	C
699-600	60	D
599-0		F

Grades will be assigned on the scale presented above. There will be **no rounding up** a letter grade at the end of the course. **There is no extra credit available in this class.**

*Grading for C SQUARE will be done with **input** from **self, peers,** and instructor. The instructor reserves the right and will determine the final grade for individual presentations.

BMGT 3600 International Management

Syllabus

Week #	Topic	Assignment/Cases/Readings, etc.
1	Welcome, Expectations, Syllabus Chapter 1	
1	Ethics in Business-Theory Chapter 4	
1	Learning Styles Inventory Chapter 3	<u>I hear and I forget. I see and I remember. I do and I understand.</u>
1	Diversity and Teams Team Formation Chapter 2 First Team Meeting: Choosing a CCCC.	
1	Cross Cultural Simulation	
1	Cross Cultural Simulation Chapters 2	
2	Culture, Negotiation and Chapter 13 Communication-Diversity and Culture	
2	Multinational and Participation Strategies Chapters 13	
2		Chapter 3 review all for the test
2	Project Management Planning CCCC	Review all chapters for the test
2	Test #1 Chapters 1,2,3,4, 5,13	
2	Chapter 6	
2	Chapter 7	
2	Chapter 8	
3	Test #2 Chapters 6,7,8,	

BMGT 3600 International Management

3		Chapter 9
3		CCCC1 Chapter 10
3		CCCC2 Chapter 11
3		Test#3 Chapters 9,10, 11
3		CCCC3 Chapter 12
3		CCCC4 Chapters 14 and 15
3		Test #4 (Ch. 12, 14, 15) and final paper

Assignments

HELPFUL HINTS FOR GROUP PROJECT

The **purpose** of the group project is to **bridge theory and practice**. The student will work in a group, which will perform the following activities:

1. **Choose a Country, Company, Case, and Culture (CCCC)** which will become your C SQUARE. You will become subject matter experts in this C SQUARE by researching the country, the company, the culture, and person (case) from the region.

As a **group of experts**, you will **present your case (autobiography, biography, movie of a person's life), country, company, and culture- C SQUARE** to the class.

Helpful Hints: Decide if you want a leader of the group. Exchange phone numbers and schedules. Discuss what skill sets exist in the group (i.e., presentation skills, research skills, writing skills, technology skills, etc.)

Remember: This is a group project. All members of the group will receive the same grade, which presents team-based dynamics in organizations. You may want to discuss how you will handle team behavior that is dysfunctional to the group's overall performance. The instructor will not become involved in group issues.

BMGT 3600 International Management

Discuss your core competencies. Discuss each individual's strengths and development needs. Understand your group composite and build on your strengths. Create roles to support your strengths and also develop your "soft" spots.

When analyzing the country, **FOCUS ON TRADE, ENVIRONMENT, IMPORTS/EXPORTS, ECONOMICS.**

Be creative in your planning...Incorporate ARTIFACTS from your research. Be thinking about what **food** from your country will you prepare and bring to your class. What **music** (national anthem, popular local music, etc.) will you present to class from your country? What **business customs** will you demonstrate in your presentation?

2. Choose a global company or organization that is located in your chosen country/region. Analyze the organization using Baldrige Organizational Profile (online). Gather information on the country, the company and the culture. Use online sources. As this class is about International Management, greater focus should be placed on the COMPANY and its participation strategies globally and leadership . Use GLOBE research findings in the textbook to analyze leadership styles of the company.

As a **group of experts**, you will **present your findings** on the case, the company, the culture, and the country.

Helpful Hints: You may want to identify local Greek companies that have GLOBAL locations.

E-Baldrige Organizational Profile is available at the Baldrige website at http://www.quality.nist.gov/eBaldrige/Step_One.htm

The purpose of asking questions are to gain experience collecting information from secondary sources. Thus each member of the group is to research a current or historical figure from the country. For example, if there are 2 members of your group, you will source and identify 2 different current or historical figures from the country or region. You will ask your questions to secondary sources. **Secondary sources are newspaper articles, marketing, and sales materials, brochures, URL's, etc. Use academic searches such as PROQUEST** to support your research.

Case names **are not** to be used when presenting information. **All cases will remain anonymous with simple fictitious names used that are not meant to represent any existing firms or individuals.**

Also, design questions you will ask the literature on the country and culture. Include the questions you asked and findings in your final report.

After you research the country, culture, case, and company,, you will prepare and present a CCCC SQUARED presentation.

BMGT 3600 International Management

Teaching is learning. You will become the subject matter experts. You will be teaching the CCCC SQUARED and bringing into the classroom "real time" knowledge from the cases/companies/countries and cultures. In order to effectively accomplish this, you will need to triangulate sources (use various sources of information). Factor this into your decision on "who does what" as part of the team process and your schedules.

Create a handout of key facts and points that you want us to remember.

Also, be creative in your presentation. Incorporate country **customs**, business **protocol**, prepare **food** common to the region to share with the class, source information on the Web that highlights your presentation and brings the CCCC SQUARED to life.

3. Present your individual final paper on due date in the Syllabus and given in class. The final product will consist of, but not be limited to:

a. **Case Analysis**-1 page summarizing the movie, biography, or autobiography you read/viewed or the person you interviewed.

If you interviewed a person, provide the process you used to access the person (MYSPACE), etc., questions asked, responses, lessons learned. Apply GLOBE research findings as appropriate and theory as presented in class and the textbook.

b. **Individual Reflection** of the overall project & group experience - 2 + pages

The **Individual Reflection** paper is an opportunity for you to reflection on the course content, your teammates and your performance.

Helpful Hints:

Ø The Individual Reflection paper (2+ pages) addresses the following questions based on Kolb's model presented in class:

CONCRETE EXPERIENCE

What concretely did you do?

Describe specifically your actions in securing the organization, analyzing the organization, writing the sections, the class presentation, etc.

REFLECTIVE OBSERVATION

What did you think and feel about what you did?

ABSTRACT CONCEPTUALIZATION

BMGT 3600 International Management

For this section, **USE APA FORMAT AND LINK TO THE LITERATURE, JOURNALS AND TEXTBOOK.** Cite theory and readings to support your generalization and learning's.

What did you learn about . . .

- Analyzing a Company using the Baldrige Organizational Profile-
- Country/Culture
- The current or historical figure you researched-Use GLOBE (House's) research here.
- The organization you analyzed
- Working in a team
- Working globally

ACTIVE EXPERIMENTATION

What will you do differently the next time you . .

- analyze a company, culture or country
- research a current or historical figure.
- work in a team
- As we have learned, self managed teams function well because of the potential for varied and unique contributions by members toward the team's goal. Please appraise the contribution and performance of each of your team members. You should allocate 100% across all group members, including yourself.
- For example:

Don Adams	10%
Bob Barker	25%
Joe Cool	10%
Your name	25%
Pepper Patty	30%

Group assessment evaluation form

- 1. Describe something you liked about the group's presentation.**
- 2. Describe something you think the group could have done differently that would have improved the presentation.**
- 3. Rate the group's overall effectiveness at teaching.**
 - 1. No information was given.**
 - 2. Not enough information was presented.**
 - 3. Information was provided, although it is unclear how to use it.**
 - 4. Useful information was provided.**

BMGT 3600 International Management

5. Useful information was provided; examples and/or methods to make information memorable were used.
4. Rate the group's overall creativeness in their presentation.
 1. Presentation was a standard presentation with little forethought.
 2. Presentation was good but not creative.
 3. The presenters included items to grab students' attention.
 4. The presenters used many methods to keep the presentation interesting.
 5. The presenters used methods to grab students' attentions that are new and fresh.
5. Rate the level of humor and fun communicated in the presentation.
 1. Presentation was boring.
 2. Presentation was long and drawn out.
 3. Presentation had both exciting and boring parts.
 4. Presentation was interesting.
 5. The presenters used methods to grab students' attention that were appropriate for the audience.
6. Rate the level of preparation and level of professionalism.
 1. The presenters did not prepare.
 2. The presenters did not include important information or make the presentation enjoyable.
 3. The presentation was acceptable.
 4. The presenters provided useful information and were dressed appropriately for the occasion.
 5. The presenters met all expectations in both information, presentation, and social graces appropriate for the occasion.

BMGT 3600 International Management

RUBRIC FOR GRADING FINAL PAPERS

	Does Not Meet Expectations	Meets Expectations	Exceeds Expectations
CONTENT/RESEARCH			
Student uses legitimate and varied sources.			
Student uses relevant sources			
Student cites sources appropriately using APA format.			
ANALYSIS			
Student assesses quality of data.			
Student uses appropriate method of analysis of data.			
Student identifies appropriate audience.			
ORGANIZATION			
Student introduces topic and summarizes purpose of paper.			
Student demonstrates appropriate logical sequence of ideas/facts/data.			