

BUS 334E International Management

Course Description

The topics to be covered include the process of internationalization of companies, alternative forms of international business and international alliances (exports, franchises, subsidiaries, licenses, strategic alliances, joint ventures...). The class also looks at environmental factors, globalization, management functions, human resources and diversity, different organizational cultures and the role of strategic business management in a globalized world.

Course Goals and Methodology

Saturday, September 7, 09.00 p.m. It is your first weekend in Seville and you decide to go out and have a nice dinner to celebrate your first experience in Spain. You enter a fancy crowded restaurant downtown and sit down...and wait...and wait some more...where is the waiter? Have they forgotten about me? Finally, they took your order and the food arrived...9.45 p.m. The food arrived, but you run out of drinks...why don't they refill me? Don't they see me? 10.15 Exhausted, you try to pay, but no one seems to care about you having your credit card on the table for 5 minutes...10.30 You storm out the restaurant thinking that you could open a restaurant here where waiters actually care about the clients and it would be a total success.

Ok, maybe the 10.30 part wasn't real, but the rest it might sound familiar to you. Let's assume that your entrepreneurial soul is reaching out, and you decide to open that restaurant. Let me give you a hint about your future. 99% chances that you will fail.

What happened? Culture happened.

In response to a survey of Fortune 1000 companies enquiring about "the biggest barrier in doing business in the world market", cultural differences ranked at the top of the list (The Guardian, September 20, 2007). The report suggested that the failure to recognize these differences was the most common cause of failure for cross-national enterprises. (Other barriers ranked were the concerns of law, price competition, information, languages, delivery, foreign currencies, and time differences.)

Members of different cultures express different values and priorities when they make and implement decisions. These values influence work relationships, whether between superior and subordinate, peers, managers in headquarters and subsidiaries, and others.

How do international managers recognize the opportunities and threats that cultural difference presents? And how do they respond?

The answers do not lie simply in learning more culture. The influence of culture is never stable and its effect on behavior can never be precisely predicted. Further, a range of other factors may intervene. These include the social and business environments, industry and organizational interests, and the personalities of the people concerned. The problem for the manager is deciding which have priority in any given situation.

Culture is SOMETIMES very significant; and on other occasions it is not, and the other factors are more so. The manager needs the skills to recognize WHEN culture is significant, to weigh its influence against that of the other factors, and then respond appropriately. (Mead, R: 2009) This course aims to equip managers with these skills.

That's why, in addition to the core topics normally discussed in international management courses (the process of internationalization of companies, alternative forms of international business and international alliances, environmental factors, globalization, management functions, human resources and diversity or the role of strategic business management in a globalized world) this class intends to introduce culture as a key factor in doing business internationally so you can make the most of your experience abroad. Welcome.

Learning Objectives

Through this course, students will:

- Understand the particularities of the business decision making in an international environment such as self-awareness, self-management, collaboration, and teamwork
- Give students the skills and the knowledge set necessary to ethically manage today's business operations for productivity and performance in an international environment.
- Develop and strengthen various emotional intelligence skills
- Engender a global perspective in all students.
- Synthesize, analyze and integrate their knowledge from across the organization and use this knowledge to provide innovative and credible solutions that provide an immediate return on investment.

Required Text

- MEAD, ANDREWS. *International Management*, Fourth edition. Blackwell and Wiley, 2009.

Complementary texts

- Adler, N. 2007. International dimensions of organizational behaviour. 5th ed. Mason, OH: Thomson South-Western.
- Ailon, G. 2008. Mirror, mirror on the wall: culture's consequences in a value test of its own design. *The Academy of Management Review* 33(4), pp. 885-904.
- Bartlett, C. and Beamish, P. 2018. *Transnational management: text, cases and readings in cross-border management*. 8th ed. New York: McGraw Hill Irwin.
- Birkinshaw, J. and Pedersen, T. 2009. Strategy and management in MNE subsidiaries. In Rugman, A.M. and Waters, L.L. *The Oxford handbook of international business*. 2nd ed. Oxford: Oxford University Press. pp. 367 - 388.
- Hofstede, G. 2002. Dimensions do not exist: a reply to Brendan McSweeney. *Human Relations* 55(11), pp. 1355-1361
- Hofstede, G. 2003. What is culture? A reply to Baskerville. *Accounting, Organizations and Society* 28(7-8), pp. 811-813.

- Hofstede, G. and Ailon, G. 2009. Dialogue on mirror, mirror. Academy of Management Review. 34(3), pp. 570–573.
- Kelly, P. 2009. International business and management. London: Cengage Learning.
- Lasserre, P. 2017. Global strategic management. 4th ed. Basingstoke: Palgrave Macmillan.
- Schneider, S.C. and Barsoux, J.L. 2014. Managing across cultures. 3rd ed. Harlow: Pearson Education.
- Steers, C. et al. 2016. Management across cultures: developing global competencies. 3rd ed. Cambridge: Cambridge University Press.
- Thomas, C. 2017. Cross-cultural management: essential concepts. 4th ed. Los Angeles: Sage.
- Verbeke, A. 2013 International Business Strategy, Cambridge University Press, Second edition,

Webs

- <https://campusvirtual.upo.es/> - On-line platform. Main class material
- www.economist.com - analytical articles on world economic/political affairs
- www.eurunion.org - EU guide for Americans
- www.ft.com – Financial Times, international news, economy, corporate activities, shares
- www.oecd.org - Organization for Economic Co-operation and Development
- www.imf.org - International Monetary Fund
- www.worldbank.org/ - World Bank
- <http://geert-hofstede.com/> - The Hofstede Center

Course Requirements and Grading

Your final grade will be calculated according to the following system:

- Mid-term exam (20%)
- Final exam (25%)
- Final project (30%)
- Class participation (25%)

Mid-term exam (20%)

This exam includes multiple choice questions, short questions and one essay question from chapter 1 to chapter 5 (see Course Contents section)

Final exam (25%)

Final exam includes multiple choice questions, short questions and one essay question from chapter 6 to chapter 10 (see Course Contents section).

Final Project (30%)

It is a written guideline for implementing an international firm in Spain. It is made in groups of students and presented at class at the end of the semester. Three areas are assessed for the final project:

- Content: Does the project offer accurate, high quality information, interesting and synthesized in an original manner? (50%)
- Formal presentation: Is the information presented clearly and in a scholarly manner? Does the presenter use graphics, visuals and/or other supplementary materials? (30%)
- Is the presentation engaging? Does the presenter actively strive to involve the class in his/her presentation? Does she/he strive to hold the attention of the class? (20%)

Class participation and engagement (25%)

See student's engagement policy below.

General Course Policies

Each student is expected to be familiar with the course syllabus. Students are expected to focus their full attention on the class, arrive on time, and stay until class ends. Leaving the classroom on repeated occasions is disturbing to both your professor and your classmates and may adversely affect your participation grade. Please make use of the 10-minute breaks in between classes to fill up your water bottle, use the restroom, etc.

Students are expected to listen and respect other points of view. Phone calls, social media, email, or Internet browsing at any time during class are not acceptable during class except for specific class-related activity expressly approved by your instructor. You are responsible for any and all course material covered in class, announcements, and/or handouts if you are not present for any reason. Students will be held responsible to be up to date by attending to class regularly and checking both email and the Blackboard site of the course frequently (monitor your email and Blackboard announcements at least once every 24 hours).

Communicating with instructor: Please allow at least 48 hours for your instructor to respond to your emails. The weekend is not included in this timeframe. If you have an urgent request or question for your professor, be sure to send it during the week.

Student engagement policy

Student's engagement will account for 25% of the final grade for this course, thus highlighting its significance for high-impact learning.

Students will receive two engagement grades: a mid-term grade (at least 10%) and an end-of-semester grade (at least 10%).

An engagement rubric is provided to ensure transparent and consistent grading. (See Annex in the last page of this document)

Absences and lack of engagement

Absences during the add/drop period do not count against students' engagement grade, but may impact their performance in the course.

As a consistent lack of academic engagement may raise concerns about a student's overall academic performance, the following steps will be taken in order to support students' success:

Initial outreach – after missing 3 classes

E-mail from professor reiterating engagement policy and consequences for additional absences.

Second outreach – after missing 4 classes

E-mail from professor and notification of academic staff at the International office.

Academic probation – after missing 6 classes

Student is called in for a meeting with academic staff at the International office. Automatic notification of home institution and further academic consequences.

Any additional absences will result in a failing grade.

Academic Honesty

Academic integrity is a guiding principle for all academic activity at Pablo de Olavide University. Cheating on exams and plagiarism (which includes copying from the Internet) are clear violations of academic honesty. A student is guilty of plagiarism when he or she presents another person's intellectual property as his or her own. The penalty for plagiarism and cheating is a failing grade for the assignment/exam and a failing grade for the course. The International Center may also report this to your home university. Avoid plagiarism by citing sources properly, using footnotes and a bibliography, and not cutting and pasting information from various websites when writing assignments.

About using Artificial Intelligence (AI)

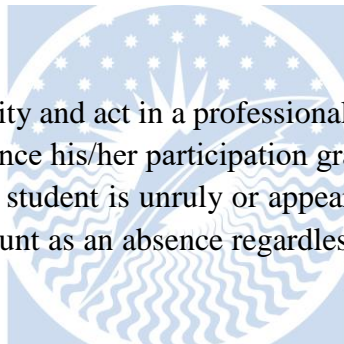
The use of AI tools such as grammar checkers, ChatGPT, etc. and automatic translation tools is prohibited unless expressly permitted by the instructor to enhance the students' learning experience. Plagiarism includes, but is not limited to, the unacknowledged use of these tools to create content submitted as one's own. If the use of any of these tools is suspected, the instructor may request notes and other materials used in preparing assignments. Students must retain these materials until final grades are posted. Failure to produce these materials when requested may negatively impact the student's grades.

Learning Accommodations

If you require special accommodations, or have any other medical condition you deem may affect your class performance, you must stop by the International Center to speak to the Faculty Coordinator to either turn in your documentation or to confirm that our office has received it. The Faculty Coordinator will explain the options available to you.

Behavior Policy

Students are expected to show integrity and act in a professional and respectful manner at all times. A student's attitude in class may influence his/her participation grade. The professor has a right to ask a student to leave the classroom if the student is unruly or appears intoxicated. If a student is asked to leave the classroom, that day will count as an absence regardless of how long the student has been in class.



Course contents

- Unit 1 - International Management and Culture
- Unit 2 – Analyzing Cultures: Making Comparisons
- Unit 3 – Organizational Culture
- Unit 4 – Formal Structures and informal Systems
- Unit 5 – Globalization and Localization
- Unit 6 – Planning Strategy
- Unit 7 – Forming an International Joint Venture
- Unit 8 – Risk and Control: Headquarters and Subsidiary
- Unit 9 – Controlling by Staffing
- Unit 10 – Expatriate Assignment

Annex: Student engagement rubric (each item is equally weighted)

Criteria	Exemplary (9-10)	Proficient (7-8)	Passing (5-6)	Poor (0-4)
Attendance	Arrives on time and stays for the entire duration of class. No absences, or if absent once, demonstrates knowledge of course material missed.	Misses no more than two sessions or is occasionally late. Demonstrates knowledge of course material missed.	Misses 3 or 4 sessions or frequently arrives late/leaves early; exhibits little knowledge/interest regarding course material missed.	Misses 5 or more sessions and does not demonstrate knowledge of course material missed.
Preparation	Consistently well-prepared; demonstrates deep understanding of readings and completes assignments.	Usually prepared; completes readings with some understanding and usually completes assignments.	Occasionally prepared. Demonstrates limited understanding of materials and occasionally completes assignments.	Rarely prepared; minimal effort to engage with course materials.
Participation	Actively participates in discussions with thoughtful comments/questions; demonstrates knowledge of the material and critical thinking skills.	Participates often demonstrating knowledge of material and critical thinking skills.	Participates once in a while or contributions lack depth or relevance.	Does not participate or is disruptive during discussions.
Attentiveness & Respect	Fully engaged and attentive during all sessions; respectful to professor and fellow students. Use of laptop/tablet for notetaking only; no cellphone use.	Generally attentive, with very infrequent lapses in focus and use of electronic devices for non-class related purposes. Respectful to professor and fellow students.	Occasionally inattentive or disengaged. Use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.	Rarely attentive, focused or responsive. Repeated use of electronic devices for non-class related purposes thus showing disrespect towards professor and fellow students.
Collaboration & Feedback	Effectively collaborates with peers in group or in-class activities following professor's instructions. Incorporates feedback to improve learning & performance.	Collaborates frequently with peers or in in-class activities. Incorporates feedback and makes moderate efforts to improve learning & performance.	Occasionally works well with peers but does not contribute substantially to in-class or group assignments. Responds to feedback inconsistently with minimal improvement.	Does not collaborate with peers, does not complete in-class or group assignments. Ignores feedback.