



## **BUSI 2702: Introduction to International Management**

Fall 2017

2702 A – Thursdays 8:35-11:25

2702 B – Mondays 11:35-14:25

Tutorial – Fridays 14:35-15:25

Instructor: **Luciara Nardon**

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Office Hours: Fridays 13:30-14:30 or by appointment

**Prerequisite(s):** second-year standing in B.I.B. and BUSI1701

### **This course is a prerequisite to**

1. BUSI 3102
2. BUSI 3103
3. BUSI 3705
4. BUSI 4705
5. BUSI 4706
6. BUSI 4707
7. BUSI 4708
8. BUSI 3704 (with a grade of **C** or higher)

### **Calendar description:**

Applies principles of organizational behavior and organizational theory to the operations of international businesses. Includes discussion of appropriate strategies and structures. Introduces concepts of cross-cultural communication.

Precludes additional credit for **BUSI 2101**, **BUSI 2121**.

Prerequisite(s): second-year standing in B.I.B. and **BUSI 1701**.

Lectures three hours a week, tutorial one hour a week.

## Course Objectives:

In an increasingly competitive global business environment, managers must be prepared to work effectively with people and organizations from various cultural backgrounds. This course is directed toward developing an understanding of the opportunities and challenges presented by the global environment as well as the managerial skills required to succeed. At the end of this course, participants should be able to:

- Apply principles of organizational behavior and organizational theory to the operations of international business;
- Articulate managerial and strategic perspectives that are supportive of corporate goals and compatible with local conditions;
- Understand the dynamic role of culture in business practices when evaluating business alternatives in international settings;
- Demonstrate an understanding of the effects of culture on motivation, communication and group and individual interaction;
- Understand how cultural differences might affect them personally if they engage in an international assignment or work in a multicultural environment.

## Required text:

*Management Across Cultures: Developing Global Competencies, third edition*

Richard M. Steers, Luciana Nardon, Carlos J. Sanchez-Runde

Cambridge University Press

## Course Design:

Each topic will be examined through readings, discussions, experiential exercises, short cases, self-assessments and reflections. The course content will cover three main areas:

- Developing global understanding: understand how different factors within the global environment influences management practices;
- Developing global management skills: develop specific skills managers need to survive and succeed;
- Getting ready for the international world: how you can get prepared for an international assignment or intercultural interactions in your own country.

Throughout our goal is to develop an understanding of the challenges and opportunities facing companies and managers doing business internationally, and how you might take advantage of those opportunities.

## Instructional Philosophy

1. ***International management is an art, not a science.*** There are few certainties when dealing with companies or employees in an international context. Rulebooks are of little help. Instead, we must understand the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, while there may be few “right” answers, managers must still act. They must still make decisions. This is the real management challenge.
2. ***With this course, we are creating a learning community.*** None of us—including the instructor—knows as much as we should about managing in a competitive international environment. To be successful we must be open to new ideas, experiences, and points of view. We must help each other learn. We will also make mistakes and, hopefully, learn from these mistakes. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and hard work.
3. ***We must all take personal responsibility for learning.*** This course is all about learning. It is not designed to be easy or hard, confusing or obvious, serious or intimidating. Instead, it aims to be interesting, relevant, and challenging, and to make you think and learn skills that you can use in the future. You play a major role in the success of this effort.
4. ***We learn best when we come to class fully prepared to participate.*** This includes having read all reading assignments prior to class. It also includes participating in class discussions and activities.
5. ***This course is governed by a spirit of inquiry and debate.*** Political correctness is politically incorrect in this class, and has no place in a genuine learning environment. Diverse opinions, disagreements, and debates can enhance our perspectives and facilitate learning. Critical analysis and constructive criticism of issues is prerequisite to both learning and action. As such, it is important not to take comments personally and to keep an open mind at all times.
6. ***We will maintain high performance standards.*** All of us must pursue high performance standards and goals that challenge us to maximize our learning.
7. ***We will endeavor to have some fun.*** Learning is as much an emotional experience as an intellectual one. We tend to learn best when we are happy, sad, angry, or otherwise emotionally involved. Please get involved.

## Instructional Strategy

1. ***Non-linear learning strategy.*** This course does not flow sequentially from one point to another. Instead, it involves the identification and interplay of a complex set of interrelated factors and sometimes subtle processes that only come together over time and with much work. To maximize learning, we must be tolerant of ambiguity and look for relationships, not answers.
2. ***Parallel learning tracks.*** This course will proceed simultaneously along two parallel learning tracks. The first will examine the conceptual and managerial aspects of the topic under study (e.g., motivation), the second will focus on helping you to develop the skills required to do business in an international environment. In this way, we intend to learn about how to manage internationally, how our competitors or potential partners manage, and how we can interact successfully with them despite those differences.
3. ***Class activities and discussions.*** Class time will be used to help participants apply theoretical concepts covered in the text. *It is assumed that students have read the assigned material prior to class, prepared assignments, and are ready to participate in class activities.* Class time will not be

used to cover basic concepts, but rather to apply concepts discussed in the text, introduce new concepts and relevant global management issues related to the material.

4. **Individual contribution.** Class attendance, preparation and participation are an important part of your grade. This includes arriving on time for all classes, having read all assigned materials, completed all required assignments, and being fully prepared to participate in class activities and discussions, as well as contributing to your team project.
5. **Midterm assessment.** A midterm assessment will focus on determining how much students know and understand about the subject focusing on understanding and application of key concepts covered in class.
6. **Term project.** Materials learned in class will be applied to a term project where students will be asked to develop a management plan for a company operating abroad. Please see the [project guidelines](#) posted on cuLearn for more information.
7. **Group project:** This assignment is meant to help participants apply theoretical concepts learned in the course. Please see the [group project guidelines](#) posted on cuLearn for more details.
8. **Tutorials:** This class includes a one-hour tutorial. The tutorials will be used primarily to provide general guidance on topics of relevance to second year students and provide guidance and additional support on topics directly related to the course. Participation on the tutorials is mandatory.

### Summary of Course Requirements and Grading

Assignment	Points
Midterm Assessment	20
Term project	30
Group project	25
Individual contribution	15
Reflection exercise	10
Total	100%

### Missed assignments and midterms

Students unable to write exams or complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or accommodation within 24 hours of missing assignment unless doctor note specifies that student was unable to make a phone call or send an email during the lapsed period. Extension may be granted when supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Extended deadlines are not granted for students who have made travel arrangements that conflict with class schedule.

## Tentative Course Outline<sup>1</sup>

Week	Date	Topic	Readings	Due
1	B 11 Sep	Introduction to International Management	Chapters 1 and 2	
	A 14 Sep	Team formation		
	T 15 Sep	Intro to year abroad (Lorna Unger)		
2	B 18 Sep	Culture and management	Chapter 3 and Appendix	Case preparation: Anna Hakansson (p. 78)
	A 21 Sep			
	T 22 Sep	Picking a career (Robin Beasley)		
3	B 25 Sep	Individuals and International Management	Teaching Note	Personality assessment
	A 28 Sep	(Career Services)		
	T 29 Sep	Personality and year abroad (Lorna Unger)		
4	B 02 Oct	Organizational context	Chapter 4	Case: East versus West (Harvard)
	A 05 Oct			
	T 06 Oct	NO TUTORIAL (Thanksgiving)		
5	A 12 Oct	Intercultural situations	Teaching Note Chapter 10	Interview Protocol (group)
	B 16 Oct	Managing Teams		
	T 13 Oct	Library tutorial (Library room 252)		
6	A 19 Oct	Communicating across cultures	Chapters 5 and 7	
	B 30 Oct			
	T 20 Oct	NO TUTORIAL (Fall break)		
7	A 02 Nov	Term Project Proposal		Term Project Part 1 Midterm Assessment
	B 06 Nov	Midterm		
	T 03 Nov	Building your CV and Resume while abroad (Robin Beasley)		
8	A 09 Nov	Managing a global workforce	Chapter 6 and 9	Case: Samsung's maquiladora plant

<sup>1</sup> (This course outline may change. Changes will be communicated in class and posted on cuLearn)

	B 13 Nov			(p. 287)
	T 10 Nov	Managing stress		
9	A 16 Nov	Managing global assignments	Chapter 10	Case: Global assignment, Myanmar (p. 362)
	B 20 Nov			
	T 17 Nov	Panel 4 <sup>th</sup> year students		
10	A 23 Nov	Managing ethical conflicts	Chapter 8	Interviews group project
	B 27 Nov			
	T 24 Nov	TBD		
11	A 30 Nov	Bafa Bafa		Reflection Exercise
	B 04 Dec			
	T 01 Dec	NO TUTORIAL (work on your project)		
12	A 07 Dec	Class conclusion		Group Project
	B 08 Dec	Group Presentations		
	AB 22 Dec			Final Project

## ADDITIONAL INFORMATION

### Course Sharing Websites

Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

### Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

*For Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your **Letter of Accommodation** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

#### *For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to an Equity Services Advisor in the Equity Services Department for assistance.

#### *For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure on the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<http://carleton.ca/studentaffairs/academic-integrity>.



## **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

## **Centre for Student Academic Support**

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: [carleton.ca/csas](http://carleton.ca/csas).

## **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
  - All final grades are subject to the Dean's approval.
  - For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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