

UNIVERSITY OF LA VERNE
COLLEGE OF BUSINESS AND PUBLIC MANAGEMENT
BUS 685 – Global Business Management
Course Syllabus for Fall 2013, Online, CRN:2413 & 2414

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COURSE DESIGNATION:

(3 Semester Hours) This is a core course in the MBA program that focuses on management issues in the increasingly global business environment. The course explores globalization and its impact on managerial decisions and human resources. The required prerequisite is BUS 655 - Designing Effective Organizations.

COURSE DESCRIPTION:

Globalization may be the largest challenge facing management today. Traditionally, the field of management has been very provincial, having grown out of European, and then U. S. experiences. However, that situation has changed dramatically in recent years. All countries and companies are now competing in the global marketplace, whether they yet recognize the fact or not. This reality leads to one indisputable fact – the student of management today will need to be far more knowledgeable about the international dimensions of management than at any time in the past.

This course will familiarize you with the concepts necessary for managing an enterprise that is a part of the global community. In the course, we will build a foundation upon which general business and management knowledge can be combined with practical intercultural skills to develop effective solutions to multinational organizational problems. We will spend substantial time on the practical management skills you need for your career.

This course may be modified, verbally or in writing, at any time during the term at the discretion of the instructor or the department.

University Mission Elements: Ethical Reasoning, Diversity and Inclusivity, and Community and Civic Engagement.

RELATIONSHIP TO THE MBA FOR EXPERIENCED PROFESSIONALS PROGRAM:

This course is required for all students in the MBA for Experienced Professionals program. It is specifically designed for students that possess the required level of management education and are familiar with the business environment. Some familiarity with international business concepts is also desirable.

LEARNING OBJECTIVES AND OUTCOMES:

The overall course objective is to provide MBA professionals with knowledge about global business management and to focus that knowledge onto the practical problems encountered by business executives in global businesses.

When students successfully complete the course, they will have developed and/or enhanced the following skills/outcomes. The students will:

- 1) Understand the importance of ethics and corporate social responsibility in the global business world.
- 2) Know the influence of culture on management, communication, and negotiation in international business.
- 3) Understand the importance of having multinational strategies for the global business, and appropriate coordination and control mechanisms.
- 4) Have the ability to think internationally and make good decisions in the global marketplace.

Outcomes Demonstration and Measurement: These learning outcomes will be demonstrated throughout the course with Group Case Analysis Papers. Students will be split into groups of approximately five people each. Once during the term, and for the Final, each group will read a case in the text and present it to the class for comments. Then the group will take all that has been said and read and write a short summary analysis paper. Measurement of the group's grade on the outcomes will be through the use of a Case Analysis Rubric that will clearly indicate mastery of the above outcomes, or lack thereof. Of course, not every case will deal equally, with each of the learning outcomes, and many may not deal with some outcomes at all. And, of course, there will often be major issues in many of the cases that only deal with one or more of our outcomes tangentially, if at all.

The four Learning Objectives and Outcomes listed above, can of course, be expanded into a number of more explicit statements.

First of all, the overall objective can be divided in two parts, 1) the knowing part, and 2) the practical part. The "knowing" part involves learning concepts and the "practical" part involves techniques applicable to analysis of global businesses. When MBA professionals successfully complete this course, they will have developed and/or enhanced the various skills listed below. Specifically, the Executive MBA student will be able to:

- Understand and use the influence of cross-cultural, political, technological, and social issues in international business management.
- Understand and use the influence of culture on communication and negotiation in a global business environment.
- Develop a human resource management cadre.
- Know, not just how international strategies should be tailored to the particulars of the locations in which a firm operates, but also how globally dispersed parts of the organization should be harnessed to create value.
- Manage change in global business environments.
- Understand the issues related to ethical and corporate social responsibility in managing global businesses.
- Understand formulation and implementation of multi-domestic, and transnational strategies and know how to design appropriate coordination and control mechanisms.
- Understand issues in managing diversity in the global marketplace.
- Think globally and make decisions in the global marketplace.
- Use business cases to identify organizational problems and global competitive situations and formulate alternative courses of action.
- Apply international business scenarios and strategic concepts in gaining practical decision-making skills.

The objectives of this course can also be divided into knowing and practical outcomes for the MBA students.

THE KNOWING OUTCOMES:

- Managing diversity in international decision making and negotiation processes.
- Managing issues related to the ethical and corporate social responsibility in the global business environment.
- Managing and designing structure and control mechanisms for effective global management.
- Managing a human resource cadre in various cultures.
- Managing change in response to global environmental pressures.

THE PRACTICAL LEARNING OUTCOMES:

- Gain experience in team settings for effective decision-making and problem solving, and identify global opportunities and threats by identifying and using various scenarios.
- Gain skills in communication of their ideas, report case results, problem solving through scenario analyses, and writing reports about their case analyses and scenario analyses.
- Gain skills in usage of technology such as computers, and various software for communication, virtual classrooms, group real-time conferences, and to access various views on a particular topic.

REQUIRED TEXT:

International Management: Managing Across Borders and Cultures, by Helen Deresky. (7th Ed., 2011, Prentice Hall, Inc.). ISBN13: 978-0-13-609867-6. (Hardback). ***You must use the 7th Edition as the 6th Edition has different Cases, and the International Edition, while cheaper, does not come with Cases. The 8th edition just came out, but is more expensive now, without used copies, and again, has different cases.***

We will also use articles provided to you in BlackBoard that deal with various practical International Management issues.

GRADING:

Individual Living Case	-	100 points (20%)
Individual Discussions on Cases and Articles	-	150 points (30%)
Group Case Analysis	-	100 points (20%)
Group Final Case Analysis Paper	-	<u>150 points (30%)</u>
TOTAL		500 points

There is a possible 500 points, and your overall grade will be determined using the following scale:

470.00 or more points = A
453.33 points = A-
436.67 points = B+
420.00 points = B
403.33 points = B-
386.67 points = C+
370.00 points = C
Less than 370 points = F

ASSIGNMENT EXPLANATIONS:

Individual Living Case: A Living Case shows how a major topic, issue, tool or concept from the assigned reading materials was dealt with (positively or negatively) by a real firm.

The purpose is to illustrate the theory and also to show your colleagues in other industries how these things might work in your industry. It adds a dimension of practicality to the class, helps you and others systematically think through strategic issues, and potentially gives you insights into your firm or organization.

To do the Living Case Assignment, you will need to choose an issue, tool, idea, or concept from the assigned readings for the current or an earlier week. Try to use both the textbook and something from the weekly articles in your paper, though you may find situations where only one or the other, will work. Cite your sources in any form you wish, as long as you are consistent.

Use as an example either the firm you now work for, a firm you used to work for, or a firm you know well (for example, a competitor). You may also use a not-for-profit organization you are or have been involved in, such as a church, school district, club, or the military.

Then, you will describe how that issue, tool, idea, or concept, etc. was applied (positively or negatively) in the work situation you have chosen. You will need to discuss the application in light of your readings in the material, and answer at least the following questions. Was the situation handled well? How could it have been handled better? What would you suggest for next time?

Individual Discussions on Cases and Articles: During the term, you will need to enter into the Discussion areas each week and enter into open ended discussions. Two of these discussions will be graded (worth 50 points each). That will make up 100 of the 150 points available for this assignment. The additional 50 points will be available to you if you have entered into substantive discussion on the cases (Group Cases from the text some weeks, Living Cases in the other weeks). You are not expected to do an Individual Discussion in a week when your own group has prepared a case, or when you have written a Living Case. You can answer a question a group has asked in their Case Analysis, or ask one of your own, or just discuss issues that you found interesting. You can create multiple discussion threads – as long as they are about the one case, they will all be counted as one response (even if done over several days in response to other comments).

Group Case Analyses: Groups will be created from the class. We will attempt to get five groups with five members each (though we may end up with a couple of groups with six or four). The groups will be used for the Group Case Analysis assignment, and the Group Final Case Analysis Paper.

The Case Analysis assignments consist of a group preparing one of the comprehensive cases that match one or more assigned chapters in the Deresky text. The preparation of the case needs to begin with a thorough understanding of the issues in the case by each of the group members. This will require a careful reading of the case, and the accompanying text material for the week,

and may well require more than one reading of these materials in order to understand the issues adequately. You may find that the weekly articles do not directly match the case or text chapter. The articles are more general and can often apply in a number of places, so go back and check past articles, and you may find things that fit in your case well.

The Group Case Analysis will consist of two parts that will be graded separately. The first part of the assignment is to prepare a set of questions that will lead the class through the Case Analysis process. A general Case Analysis template will be made available to the group. The template consists of generic Case Analysis questions. The group's job is to make these questions specific to the case, so that they will lead the class through the analysis. The group will then post the questions in the Discussion Board at the beginning of the week they are due. For the rest of that week, the group needs to be available to discuss these questions and the answers with the class, and to guide them in the analysis. Then, at the end of the week, the group will have one additional week to take all of the discussions, etc., and write up a short Case Analysis (generally 3 to 5 pages – specifics will be given in the actual assignment). The final analysis will be posted at the end of the Discussion Forum, and will also be submitted to the teacher via SafeAssign.

When your group is in charge of the Group Case Analysis for the week, you will not need to do anything else. Others in the class will be required to enter into discussion for the case, but your job will be to respond to that discussion, research for further information, etc. Be sure to remember that your group is leading the discussion on the case you have been assigned, but those you are leading are required to enter into the discussions for their grade in Individual Discussions during that time period, so allow them to discuss. The group guiding the discussion should guide, ask follow-up questions, etc. A grading template will be provided, that covers the question preparation, and guidance of the discussions as well as the written case analysis. **One last note:** All written materials to be turned in to me (your teacher) should be done through the appropriate SafeAssign area, and should be in Word format (.doc or .docx). Please do not submit work in .pdf format.

The Final Group Case Analysis Paper will be quite similar to the Case Analysis your group does during the term. There are three primary differences. 1) That the case is designed to be integrative (you can find it on page 433 and on in the text), and therefore should be somewhat longer if your group is to do a good job of analysis. 2) You won't have to lead the class through the analysis. Your group will need to do the analysis itself, prior to writing the paper. And, 3) this case will call for significantly more outside research than the ones you have done during the term.

ACADEMIC (DIS)HONESTY:

Each student is responsible for performing academic tasks in such a way that honesty is not in question. Unless an exception is specifically defined by an instructor, students are expected to maintain the following standards of integrity:

- a. All tests, term papers, oral and written assignments, recitations, and all other academic efforts are to be the work of the student presenting the material.

- b. Any use of wording, ideas, or findings of other persons, writers, or researchers requires the explicit citation of the source; use of the exact wording requires a “quotation” format.
- c. Deliberately supplying material to a student for purposes of plagiarism is also culpable. When academic honesty is in question, the following may occur:
 1. A faculty member who has clear evidence that academic honesty has been violated may take appropriate disciplinary action. Appropriate disciplinary action may include, but is not limited to, requiring the student to rewrite a paper or retake a test, giving the student an F on the assignment and/or in the course, and/or recommending expulsion. If the action includes giving a course grade of NCR or F and/or a recommendation for expulsion because of academic dishonesty, the faculty member must report the action to the Department Chair and/or Academic Dean (or to the Campus/Program Director for off-campus situations).
 2. If a faculty member has reason to suspect academic dishonesty (even after having seen requested additional or revised work when appropriate) and the student denies the allegation, the faculty member may refer the matter to the Provost (through the Campus/Program Director for off-campus situations). Following due process an Academic Judicial Board may be formed to investigate the matter and make a recommendation to the Provost about whether academic honesty has been violated. The Vice President will then take appropriate action which may include, but is not limited to, academic probation, suspension, or expulsion. In this process students may be asked to produce earlier drafts of their work and/or original notes and resources, other samples of writing, or documents deemed appropriate or necessary by the Board.
 3. Grades of F or NCR received in courses due to academic dishonesty will be filed with appropriate documentation for future reference in the office of the Provost by the Department Chair, Academic Dean, or Campus/Program Director. Students receiving an F or NCR as a result of academic dishonesty will be sent a letter from the Provost noting that a second offense will result in expulsion.
 4. Expulsion for academic dishonesty will be noted on the student’s transcript by the words “Expelled for Academic Dishonesty.”

Note: The University of La Verne makes use of the *SafeAssign* site (from inside of Blackboard conveniently) to assure originality of the student work that is submitted. If you are uncertain about any issue, go to Purdue’s OWL web site, which is at: <http://owl.english.purdue.edu/>.

SUGGESTED BOOKS AND ARTICLES FOR FURTHER STUDY:

Chua, Amy. 2002. *World on Fire: How Exporting Free Market Democracy Breeds Ethnic Hatred and Global Instability*. Doubleday.

Cowen, Tyler. 2002. *Creative Destruction: How Globalization is Changing the World’s Cultures*. Princeton, N.J.: Princeton University Press.

Drucker, P. F. 1999. *Management Challenges for the 21st Century*. New York: HarperCollins.

- Friedman, Thomas L. 2005. *The World is Flat: A Brief History of the Twenty-First Century*. New York: Farrar, Straus & Giroux.
- Hofstede, Geert. 1995. *Cultures & Organizations: Software of the Mind: Intercultural Cooperation & Its Importance for Survival*. USA: McGraw-Hill.
- Ohmae, Kenichi. 2001. *The Invisible Continent: Four Strategic Imperatives of the New Economy*. New York: HarperCollins Publishers, Inc.
- Pink, Daniel H. 2005. *A Whole New Mind: Moving from the Information Age to the Conceptual Age*. New York: Riverhead Books.
- Porter, M. E. 1998. *The Competitive Advantage of Nations*. USA: Free Press.
- Schwartz, Peter. 1991. *The Art of the Long View: Planning for the Future in an Uncertain World*. New York: Doubleday.
- Yergin, Daniel & Stanislaw, Joseph. 2002. *The Commanding Heights: The Battle for the World Economy*. USA: Free Press (www.commandingheights.com).
- Economist.com, Opinion. November 9, 2000. *Inside the Machine*.
- Javidan, M., Dorfman, Peter W., de Luque, Mary Sully, House Robert J. *Academy of Management Perspectives*, February, 2006. In the Eye of the Beholder: Cross Cultural Lessons in Leadership from Project GLOBE.
- O'Brien, Damian, Egon Zehnder International, www.ceoforum.co.au. *Leadership Competencies for Global Managers*.
- The Globally Responsible Leadership Initiative, www.globallyresponsibleleaders.net. *Globally Responsible Leadership: A Call for Engagement*.
- Sinha, Jayant. McKinsey Quarterly Report. 2005. Number 2. *Global Champions from Emerging Markets*.
- Klaus M. Leisinger, Novartis Foundation for Sustainable Development. 1994. *Corporate Ethics and International Business*.
- FastCompany.com, www.fastcompany.com. *The New Fabric of Success*.

SUGGESTED PERIODICALS FOR FURTHER STUDY:

In order to understand the current context in which global business takes place and relate the theory covered in the course to applied global business situations, students are strongly encouraged to read from the following:

- The Economist. www.economist.com
- The Financial Times. www.ft.com

- The International Herald Tribune. www.ihf.com
- The Times of London. www.timesonline.com
- The Wall Street Journal. www.wsj.com
- Business Week. www.businessweek.com
- British Broadcasting Corporation. <http://news.bbc.co.uk>

USEFUL WEB LINKS:

- U.S. Government portal. www.firstgov.gov
- World Bank homepage – useful source of global statistics. www.worldbank.com
- Central Intelligence Agency homepage – country intelligence. www.cia.gov
- Search for business and industry information by country worldwide. www.corporateinformation.com
- Invaluable source of multiple links for business related information. www.ceoexpress.com
- World Trade Organization homepage – global trade policy. www.wto.org
- Geert Hofstede Analysis portal – cultural analysis links. www.cyborlink.com/besite/hofstede.htm

SUGGESTED JOURNALS FOR RESEARCH REFERENCE:

- Strategic Management Journal. <http://www.jstor.org/journals/01432095.html>
- Harvard Business Review. www.hbr.com
- Journal of International Business Studies. <http://www.jibs.net/>
- International Management Journals (Several Journals Under One Site). <http://www.managementjournals.com/>

Bloom's Taxonomy of Learning

A taxonomy is a way of dividing things into ordered groups or categories. Bloom is an educator who created a taxonomy of learning. In short, it is a way of dividing the types of learning that take place in an experience such as a classroom meeting, etc. Bloom tried to be inclusive – starting with the first level of learning being that a knowledge of facts. The second level deals with comprehension, which is at a higher level than just being able to repeat facts. It is one thing to be able to memorize a definition, but it is better to know instinctively what that definition means in context. The third and fourth levels are the ones we are most interested in for this class. The third level is that of application while the fourth is that of problem solving.

This course of international management is the study of things that should be practical. That is, once you have learned the things of this course, you should be able to make international managerial decisions that have better results than you would have made without taking the course. For this reason, the grading in this course will attempt to reward practicality and problem solutions. When your group, for instance, is leading the class in the discussion of the case, are the action decisions you recommend practical? If they are not, or if they just consist of words that sound good but do not make it obvious what should actually be done, they will not deserve a high grade.

Level	Bloom's Taxonomy	Alternative Terms	Process Area
Level 1	Knowledge/Facts	Information base	Information processing
Level 2	Comprehension	Knowledge	Critical thinking
Level 3	Application	Knowledge skill	Higher-order Critical thinking
Level 4	Analysis	Problem solution	Problem solving
Level 5	Synthesis	New knowledge	Research
Level 6	Evaluation	Peer reviewed Knowledge	Assessment

Testing students' knowledge at different levels of Bloom's Taxonomy

Context: a quiz about the Learning Process Methodology (LPM)

Level of quiz question

Knowledge or factual (Level 1): How many steps are there in the LPM?

Comprehension (Level 2): Which steps in the LPM help you to improve your performance as a self-grower and why?

Application (Level 3): How can you use the LPM to help you with your performance in other courses?

Problem solution (Level 4): How are methodologies, such as the LPM, used to improve the ability of learners to use processes ?

Levels of Learner Knowledge

Knowledge is constructed by linking together concepts. Understanding a concept and subsequent knowledge requires that the learner go through the stages of Bloom's taxonomy – beginning with information processing, then comprehension (knowledge), application (knowledge skill), analysis (problem solution), synthesis (new knowledge), and evaluation (peer-reviewed knowledge).

Level 1 – **Information**

- The learner can talk about a concept, process, tool, or context in words and can regurgitate definitions or descriptions.
- The learner has some sense of what information is relevant and not relevant.
- Limited comprehension makes it difficult for the learner to carry on an extensive dialog.

Level 2 – **Knowledge**

- The learner is able to construct a certain degree of comprehension about a concept, process, tool, or context.
- Information and relationships have been processed so that the learner can construct an appropriate model in his/her mind pertaining to the particular item of knowledge.
- The learner can process answers to critical inquiry questions and articulate what he/she understands as well as what remains confusing.
- The learner also has some understanding as to how the item of knowledge is linked to other forms within his/her knowledge base.

Level 3 – **Knowledge Skill**

- The learner has the skill to apply and transfer the particular item of knowledge to different situations and contexts.
- The learner has taken the time to generalize the knowledge to determine ways to apply it, testing boundaries and linkages to other information.
- The learner can recognize situations and skillfully make use of this knowledge in new contexts and situations.
- The learner is able to teach this knowledge to others; “knowing he/she knows” rather than just “thinking he/she knows.”

Level 4 – **Problem Solution**

- The learner has the ability to integrate the knowledge skill with his/her other knowledge skills to produce a generalized problem solution.
- The learner is able to solve complex problems by applying many knowledge skills and integrating these knowledge skills with processes and tools to produce a quality problem solution.
- The ability to produce a general problem solution which can be reused and transferred to similar situations with minimal adjustments defines an “expert” in a particular field.

Level 5 – **New Knowledge**

- The learner, who is now defined as a researcher, can develop knowledge to a new level of understanding. Through the use of lateral thinking the researcher makes new linkages among concepts and problem solutions which have not been seen before.
- The researcher knows how to validate and test his/her assumptions and hypotheses to build reliability in the knowledge structure.
- The researcher knows how to communicate this understanding to others so it can be shared as common knowledge.

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Readings: Deresky = *International Management: Managing Across Borders and Cultures*

- Week 1** **8/26 – 9/1** - Course Introduction and groups announced;
Read: Deresky Chapter 1 – *Assessing the Environment*.
- Week 2** **9/2 – 9/8** - ***Read:*** Deresky Chapter 2 – *Managing Interdependence...*;
Deresky Case 1 – *The Bribery Scandal at Siemens AG* (page 61);
Article posted in BlackBoard for Week 2.
Due to the Monday holiday the due dates for this week are set forward a day.
Due Thurs., 9/5 @ Noon – Group 1 do Case 1 Analysis questions.
Due Mon., 9/9 @ Midnight – Class Individual Responses on Case 1.
- Week 3** **9/9 – 9/15** - ***Read:*** Deresky Chapter 3 – *Understanding the Role of Culture*;
Articles posted in BlackBoard for Week 3.
Due Wed., 9/11 @ Noon – Group 5 do Living Cases.
Due Sun., 9/15 @ Midnight – Class Individual Responses on Living Cases.
- Week 4** **9/16 – 9/22** - ***Read:*** Deresky Chapter 4 – *Communicating Across Cultures*;
Deresky Case 4 – *MTV Networks: Arabian Challenge*, (page 179);
Articles & Video posted in BlackBoard for Week 4.
Due Wed., 9/18 @ Noon – Group 2 do Case 4 Analysis questions and Group 4 do Living Cases.
Due Sun., 9/22 @ Midnight – Class Individual Responses on Case 4 and on Living Cases.
- Week 5** **9/23 – 9/29** - ***Read:*** Deresky Chapter 5 – *Cross-Cultural Negotiation....*;
Articles posted in BlackBoard for Week 5.
Due Wed., 9/25 @ Noon – Group 1 do Living Cases.
Due Sun., 9/29 @ Midnight – Class Individual Responses on Living Cases (*Individual Responses on Living Cases Graded – Group 1 will be graded in Week 6*).
- Week 6** **9/30 – 10/6** - ***Read:*** Deresky Chapter 6 – *Formulating Strategy*;
Deresky Case 7 – *2009 Chrysler-Fiat Alliance* (page 288);
Articles posted in BlackBoard for Week 6
Due Wed., 10/2 @ Noon – Group 3 do Case 7 Analysis questions and Group 2 do Living Cases.
Due Sun., 10/6 @ Midnight - Class Individual Responses on Case 7 and on Living Cases (*Individual Responses on Living Cases Graded for Group 1*).

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- Week 7 10/7 – 10/13 - *Read:* Deresky Chapter 7 – *Global Alliances...*;
Deresky Case 8 – *Alibaba: China and Beyond (page 298)*;
Articles posted in BlackBoard for Week 7
Due Wed., 10/9 @ Noon – Group 4 do Case 8 Analysis questions.
Due Sun., 10/13 @ Midnight – Class Individual Responses on Case 8 (Individual Responses on Case 8 Graded – Group 4 will be graded in Week 8).**
- Week 8 10/14 – 10/20 - *Read:* Deresky Chapter 8 – *Organization Structure & Control*;
Deresky Case 9 – *ABB: Strategic Rise, Decline & Renewal (page 312)*;
Articles posted in BlackBoard for Week 8.
Due Wed., 10/16 @ Noon – Group 5 do Case 9 Analysis Questions.
Due Sun., 10/20 @ Midnight – Class Individual Responses on Case 9 (Individual Responses on Case 9 Graded for Group 4).**
- Week 9 10/21 – 10/27 - *Read:* Deresky Chapter 9 – *Staffing, Training & Compensation*;
Articles posted in BlackBoard for Week 9.
Due Wed., 10/23 @ Noon – Group 3 do Living Cases.
Due Sun., 10/27 @ Midnight – Class Individual Responses on Living Cases.**
- Week 10 10/28 – 11/3 - Due Sun., 11/3 @ Midnight Final Case Analysis.**