

**MASTER SYLLABUS
MGT 405 INTERNATIONAL MANAGEMENT**

Total Units of Course Credit: 3 Hours

Mode of Instruction: (face-to-face)

Prerequisites:

Courses: (MGT 300 or MGT 300I) and Business Professional Program

Justification: MGT 405 relies heavily on students' knowledge of culture and organizational behavior topics, marketing and basic financial concepts gleaned from the required course and other business core courses. Topics introduced in the required courses are built upon in International Management to set them in a global, cross-cultural, multi-national environment.

- I. **Catalog Description:** Influences of financial, environmental, socio-cultural, political, and economic forces on management theory and practices of multinational enterprises. Taught Spring, Fall & Occasionally Summer. (3) Credit Hours.
- II. **Course Purpose:** This course is a required course for FCB BSBA MGT Major and satisfies the general international business requirement for all business majors. This course extends management philosophy into the international domain which is an integral part of a strong business education.
- III. **Course Learning Goals/ Outcomes:** Upon completion of the course students will be able to:
 - a) General: To explore issues surrounding the phenomena of International Management and Global Competitiveness. Attention will be paid to traits, behaviors, and functions of successful international managers, and typical pitfalls of operating in the global environment. Management concepts and practices of multinational businesses will be examined, as well as the economic, political, and cultural contexts within which multinational business is conducted.
 - b) Specific: This course offers opportunities for each student to achieve the following specific learning outcomes:
 1. Gain an understanding of the principles international management.
 2. Develop an awareness of the managerial skills and behavioral requirements appropriate to success in a cross-cultural and cross-national business environment.
 3. Develop self-awareness of their own motivation and ability to cope with the role of international business manager.
 4. Develop a vocabulary and set of concepts to describe and explain multi-cultural interactions and behaviors in a non-evaluative way.
 5. Gain practice in expressing complicated business-related ideas in writing and orally in a clear, concise, positive, and persuasive manner.

- c) **Management Area Outcome Expectations:** This course contributes heavily to the stated Management Major Outcome Expectation that students be able to “Translate Management Concepts to International Contexts.” As such, this course should encourage and help student to “develop awareness of the inherent diversity among international business practices, including differences in socio-cultural, legal, political and economic environments.”

IV. **Teaching Methods:**

Teaching methods will be at the instructor’s discretion, but will likely include experiential and self-assessment exercises. Primary teaching methods for this course include class activities, discussion, and mini-lectures. Students are expected to prepare for class by learning basic terminology and concepts so that class time can be used for more challenging concepts and problem solving.

MGT 405 should be presented as a topical course closely tied to news stories and current events. Relevant current events, as found in current business periodicals (e.g. *Business Week*, *The Economist*, etc.), are required to be incorporated in the course as discussion or assignments.

V. **Assignments/ Assessments of Course Learning Goals/ Outcomes:**

Included in the deliverables for the course is a team term project investigation and report on an international management topic that the team chooses and that the instructor approves, a book review and presentation, or a international-focused business simulation. This major project is intended to be a significant effort on the part of each project team. Further, in the interest of encouraging performance and high-quality team interactions, the team score component should be weighted by peer evaluation results for each individual on the team, in conformance to common Area practice or as approved by the Management Area.

a) **Mechanisms for Feedback to Students/Interaction Between Students and Professors:**
[required in all classes by AACSB]

- Written comments on student assignments and exams
- Written and oral comments on oral presentations
- Individual oral feedback on individual performance
- Class discussion about assignments and/or exam questions
- Online feedback
- Maintenance of office hours online or in person

b) **Use of Technology and Information Systems**

Students are expected to be adept at Microsoft Office components for writing, email, and presentations. Further, it is expected that they will be able to demonstrate the technological skill and the supporting knowledge to research topics on the Internet and through the Cline Library electronic interfaces.

c) **Collaborative or Team Activities**

Included in the deliverables for the course is a team term project investigation and report on an international management topic that the team chooses and that the instructor approves. This is intended to be a significant effort on the part of each project team. Further, in the interest of encouraging performance and high-quality team interactions, the team score component should be weighted by peer evaluation results for each individual on the team, in conformance to common Area practice or as approved by the Management Area.

d) **Projects**

Major projects for this course include but are not limited to the team term project described above and the book review and presentation also described elsewhere. At the instructor's discretion, major projects could also include an international business simulation or another form of significant effort either by a team or individually.

VI. **Evaluation Tools & Grading System:**

Evaluations within this course are intended to test students' skill and knowledge in using the vocabulary and concepts learned in the course and appropriate to the course material. In addition, evaluations should be useful in evaluating students' application of the course content to more real-world scenarios and situations, such as periodical articles, cases, mini-cases, or a computer-based simulation.

For example: In a current MGT 405 class, most weeks of the semester students draft a memo reviewing and applying course content to business periodical articles and a memo answering mini-case questions. They also complete several chapter quizzes in essay format, a team term project report, a midterm and final exam, and a formal book review in oral and written form. In addition, students are graded on contribution and participation in class discussions according to the Behaviorally Anchored Rating Scale for class participation.

A minimum of four (4) evaluations are required including at least one significant writing assignment when appropriate as determined by the Area. At least one evaluation must be returned to students prior to the last day to drop with a W. At least 50% of the course grade must be based on individual assessments.

VII. **Course Readings & Materials:**

The basic common material resources used in this course should include an International Management textbook. (For example, *International Management: Cross Cultural Dimensions* by Richard Mead. In addition, students should be encouraged to keep current in international business and international management topics in business periodicals during the semester. One way to accomplish this goal is to require students to subscribe to a business periodical during the semester, such as *BusinessWeek*, which is available in a semester-long subscription at a special rate for students.

In addition to the textbook and other materials above, instructors have discretion in use of other resources. Commonly used are videos, cases and mini-cases, current business events from newspapers, guest speakers, and many faculty members also require additional reading, such as an international business book or one of the business periodicals specific to the international environment (*Far Eastern Economic Review*, *Asian Wall St. Journal* or *The Economist* for example). Growing in use as a reference is the Internet for information gathering by students, for example Country Reports from the CIA website, The Hofstede National Cultures site, or the International Business Careers site.

VIII. **Course Content, Class Outline, and/or Tentative Schedule:**

a) **Course Topics:**

1. Current trends in international management
2. What's going on in the world right now?
3. How people can be different; differences in culture
4. Currency conversion: making sense of the other guys' money
5. Business and Culture Abroad: Selected foreign guest speakers
6. Managing Risk across borders; Political, Economic, Ownership and Personal risks

7. Strategy and Organization on a Global Scale
8. Decision-making in an international environment
9. Motivation across Cultures
10. Leadership across cultures
11. Selection of effective international managers
12. Recognizing and surviving culture shock
13. Repatriation issues
14. Opportunities in International Management: Careers
15. Managing Workforce Diversity at home and abroad
16. Communication across cultures
17. Social Responsibility and Ethics home and abroad
18. Legal issues for businesses and individuals abroad
19. Foreign environmental influences on a business

IX. Class Policies

a) Statement Regarding Academic Dishonesty

A zero tolerance on cheating is upheld in this course. Plagiarism is a form of cheating. Penalties for materials that are turned in that have resulted from cheating and/or plagiarism vary with the instructor and range from students receiving zero credit for that material to a failing grade for the course and student names are reported to the FCB and the University.

B. **General Knowledge and Management Skills ***

Note: Definitions provided on next page.	Included In This class: Y/N	Describe Required Graded Work If Applicable (Include Both Exam And Non-Exam Work)	Indicate the extent to which the knowledge or skill area is represented in the course grade **
Written Communication	Y	Essay quizzes, take-home essay exams, memos, mini-case written assignments	50%
Oral Communication	Y	Individual oral book review, team oral presentation, graded contributions to class discussions.	20%
Ethical Understanding and Reasoning	Y	Mini-case analyses	5 – 10%
Analytical Thinking	Y	Environmental analyses, SWOT analyses...	10 to 40%
Information Technology	N		
Interpersonal Relations and Teamwork	Y	Term project team dynamics, peer evaluations, Textbook chapter quizzes; Article memos	5 – 15%
Global and Environmental Awareness	Y	Nearly all written and oral work, all class discussions	75 to 100%
Multicultural and Diversity Understanding	Y	Many memos, chapter quizzes, and in-class exercises	20 to 40%
Reflective Thinking	Y	Memos on <i>BusinessWeek</i> articles, written book review, term projects	25%
Application of Knowledge	Y	Book reviews, team presentations, graded contributions to class discussions, case analyses, in-class exercises	50%

**Reflects AACSB 2013 Business Accreditation Standard 9.* The chart should not be included on the individual course syllabus. However, the minimum requirements as defined in this chart should be reflected in the course syllabus. The descriptions of graded work represent options for delivering the minimum requirement. However, a skill area may be included in the course, but not have a graded component (e.g. Students may work on an assignment in class as part of a team which may develop their understanding of group dynamics or analytical skills. But, they may be graded only on their understanding of the assignment topic—not on their group dynamic or analytical skills even though those skills may be developed).

** Minimal 2-5%....6-10%.....11-25%.....26-50%....51+% Extensive.

Note: Some areas may have 0% and the column total does not necessarily equal 100%

DEFINITIONS FOR GENERAL KNOWLEDGE AND MANAGEMENT SKILLS AREAS *

Oral and Written Communication Skills

Students learn to communicate effectively in written and oral formats for a variety of purposes, situations and audiences.

Ethical Understanding and Reasoning

Students identify ethical issues and address the issues in a socially responsible manner.

Analytical Skills

Students apply problem-solving processes, systems approaches and both qualitative and quantitative data analysis to solve organizational problems.

Information Technology

Students use current technologies in business and management contexts.

Interpersonal Relations and Teamwork

Students work effectively with others and in team environments.

Global and Environmental Awareness

Students learn to make decisions that reflect the variations in the external environment including political, legal, economic, governmental, cultural and technological issues around the world.

Multicultural and Diversity Understanding

Students learn to identify dimensions of cultural difference and be able to demonstrate cultural understanding and flexibility.

Reflective Thinking

The student is able to understand oneself in the context of society.

Application of Knowledge

Students translate knowledge of business and management into practice.

**Reflects AACSB 2013 Business Accreditation Standard 9*