



MGMT 5315 International Management for Sustainability
Online session

Summer Semester: June 4 to July 27, 2018

INSTRUCTOR AND CONTACT INFORMATION

Instructor: Dr. Rushiun Liou

Email: rliou@tamuct.edu; It is recommended that you keep course-related communication inside Canvas via messages and use TAMUCT email only when Canvas is not available.

Office Hours: Mondays & Wednesdays: 8pm– 10 pm (Central Texas Time) AND by appointment

College of Business Administration Phone: (254) 519-5437

Instructor-Students Correspondence: During the office hours, I will use the Microsoft Office 365 Skype for Business to have the real-time interaction with students. I encourage students to utilize the office hours to ask questions about upcoming assignments, get clarity on course concepts, and/or review your grading status in the course. If you wish to meet at a different time by phone or web-conference, please email me with a time “window” you will be available and I will respond with a confirmed time. I check my emails at least twice a day during the week days and will respond to your messages within 24-48 hours.

Occasionally, a University meeting or Conference travel will preempt my prompt responses to your message; should this happen the change will be posted via an Instructor Announcement.

Course Management

This course is 100 % online and facilitated through TAMUCT Canvas system (<https://tamuct.instructure.com>).

Technology issues are not an excuse for missing a course requirement or deadline – make sure your computer is configured correctly and address issues well in advance of deadlines.

Technology Issues & Troubleshooting

For technological or computer issues, students should contact Help Desk Central. 24 hours a day, 7 days a week:

Email: helpdesk@tamu.edu

Phone: (254) 519-5466

Web Chat: <http://hdc.tamu.edu>

When calling for support please let your support technician know you are a TAMUCT student. Dr. Liou should be consulted via course messages or emails for course issues (NOT technology issues--they should be directed to the Help Desk).

UNILERT

Emergency Warning System for Texas A&M University – Central Texas

UNILERT is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in UNILERT through their myCT email account. Connect at www.TAMUCT.edu/UNILERT to change where you receive your alerts or to opt out. By staying enrolled in UNILERT, university officials can quickly pass on safety-related information, regardless of your location.

COURSE INFORMATION

1. Course Overview and Description:

This course will focus on the multinational aspects of leading and managing sustainable development. Research, synthesis, and presentation of current and seminal research on the subjects of international strategy and cross-cultural management will be dominant components. The social, ecological, and economic sustainability in international business transactions will also be discussed.

- 1.1. **Course Objective:** This course is designed to facilitate students' learning of the fundamentals of international business strategies and cross-cultural management to achieve the organizational outcome of sustainable development. Throughout the course, students are expected to develop a sense of ease to manage business in a multicultural environment which will contribute to an organization's success in the social, ecological, and economic dimensions of sustainability.

1.2. Student Learning Outcomes (SLOs)

Upon the successful completion of this course, students will be able to:

- SLO 1. Identify the impacts of globalization on a firm's internationalization process.
- SLO 2. Apply the principles of sustainability in global business environment.
- SLO 3. Analyze different cross-national institutional forces that influence international businesses.
- SLO 4. Discuss cultural dimensions based on cultural frameworks and apply them to global business settings.
- SLO 5. Discuss ethics and corporate social responsibility issues in the global business environment.
- SLO 6. Evaluate the tension between pressures for global integration and national responsiveness and identify an effective international strategy and entry mode.
- SLO 7. Develop cultural intelligence to interact and manage people from different cultures.

2. Prerequisites

MGMT 5301 Organizational Behavior

3. Textbook and Assigned Readings

3.1. Required Reading and Textbook(s)

The customized version of the following text is required. The ISBN listed below is a special package for TAMUCT students to purchase either through the University Bookstore or online directly from McGraw-Hill.

Print book ordering information (for bookstore):
International Management For Sustainability
Custom Create Edition for TAMU-CT
ISBN#: 9781307021530

E-book for students:
International Management For Sustainability
Custom Create Edition for TAMU-CT
ISBN#: 9781307021547

If you opt for purchasing the full version of the textbooks, you can purchase the following two books that are the basis for the customized copies, through any retail bookstores.

3.1.2. International Business, First edition, by J. Michael Geringer, Jeanne M. McNett, Michael S. Minor, & Donald A. Ball.
Publisher: McGraw-Hill; ISBN: **978-1-259-31722-4**

3.1.2. International Management: Culture, Strategy, and Behavior, Eighth edition, by Fred Luthans & Jonathan, P. Doh. Publisher: McGraw-Hill; ISBN: **978-0078112577**

3.1.3 Supplemental readings are listed in the course schedule and updated on Canvas for each Learning Week.

3.2. Reference Guide for Professional Writing

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.: Author. ISBN-13: 978-1-4338- 0561-5

All students are expected to keep abreast of contemporary developments in global business by reading the New York Times, Wall Street Journal, Washington Post, or other major daily, as well as selectively reading various journals such as The Economist, Forbes, Fortune, Business Week, Foreign Affairs, Foreign Policy, and other journals. Both in-text citation and a list of reference in the end of the write-up are required in all written assignments. A credible source of information usually specifies the publisher and the dates of the publication. Please review APA guideline for the formatting of citation and reference.

4. Course Requirements:

4.1. **Student Profile and Course Agreement (20 points):** This very first assignment in the course consists of two parts. First, **by Wednesday midnight in the Learning Week 1**, you are required to fill out the Google Form, titled “MGMT5315 Summer 2018 Student Profile” at the URL: <https://goo.gl/forms/5h7ussgYpZAMaQr23>
Second, by Friday midnight, students are required to record a short video of self-introduction to the class and post the video in the discussion board forum titled, Meet and Greet! See Appendix A for required information.

4.2. World Event Digest (2 @ 50 points): learning activity supports *SLO 1-3*

For two designated weeks, you will be assigned to a geographic area and researching the world events in the prior week. The geographic areas cover most regions of the world (i.e. Sub-Saharan Africa, Americas, Asia Pacific, Western Europe, Eastern Europe, North Africa and Middle East). You will report the details of the event and the business implication of the events. In your post, you will give a brief summary of an event that occurred somewhere in the region, mention how this event affects international business, and answer any questions the class may have about this event.

The writing will consist of 300 to 500 words, using at least 3 references. At least 1 reference should be from the textbook. In other words, you are required to apply at least one concept from the textbook to report the event and have looked up 2 or more articles about the event.

The post that does not meet the requirements for the length and number of references will result in a reduction of 20 points.

All students are required and assigned to report two events in two different weeks. The following is a suggested approach to prepare for the event digest.

1. Find a credible source of article covering a current event in the region.
2. Searching for multiple sources of the same event is strongly encouraged. Sometimes you might get insights from opposing views on the same event.
3. Summarize the content of the article(s) by briefing who, what, when, where, and how the event occurs.
4. Tell us what your major take-away from the event is in terms of how the event impacts international business Explain WHY this event is important to you, us, and/or the rest of the world in terms of either social, ecological, or economic dimension of sustainability.
5. Offer your prediction in terms of what might happen as the **RESULT** of the current event.

Students are required to post your responsible region of current events by the end of Friday in the assigned week, and then view other students’ current event presentations. In addition, using a survey link provided on the given World Event Digest page, you will vote for your three favorite events. The completion of each event digest earns a base credit of 20 points. Each favorite event pick will earn 5 points on the assignment until the maximum of 30 points. The full credit of each

world event digest is 50 points. The instructor reserves the right to adjust the grade depending on the quality of the presentation.

4.3. Self-check quizzes (14 quizzes @15 points): learning activity supports *SLO 1-6*

This course has Self-check quizzes for all learning material covered in this course. The Self-check quizzes challenge your mastery of the content in each chapter without setting a time limit, so you can pace yourself. You are allowed to reference any study material and take it as many times as you'd like. In each sitting, you will see a set of randomized 15 questions. Each question is worth 1 point. If you only complete part of the activity you will only be given partial credit for the portion of the assignment that you completed.

4.4. Global Discussion Forum (5 forums @40 points): learning activity supports *SLO 1-7*

I have created discussion board threads for 5 learning topics and associated discussion questions under the given Learning Week. For each discussion forum, you need to post your response to one of the discussion questions as well as respond to two of your class members' posts. You are required to contribute a total of three **substantial posts**, which have between 150-300 words and with at least one reference to the textbook, supplemental reading or outside credible source. Note that critical thinking and applying the concept covered in the given week is required to earn the full credit of this assignment. **I will assign only half of the assignment credit if an individual simply recites the definition or expresses an opinion without a citation of a credible source.**

4.4. Cross-cultural Management Role-play Exercise (50 points): learning activity supports *SLO 7*

Students will role-play as district managers and sales representatives. Sales representatives are assigned into different cultural clusters according to Hofstede's cultural dimensions. The students need to emulate the cultural characteristics to formulate responses to district managers' inquiries. The district managers will take into consideration the cultural characteristics to formulate an incentive plan to boost regional sales.

Phase One: You will play the role as a sales representative from one of the four cultural groups.

You will be assigned to one of the four cultural groups. Read the cultural characteristics carefully and provide your account of why the sales were down in your region and what is necessary to improve the sales. The account should incorporate your cultural characteristics, such as collectivism vs. individualism. **You will verbally present and record your account using any available recording device, such as a cell phone, and post the video in the classroom discussion board in the Learning Week 4.**

Phase Two: You will be role played as a district manager.

As a district manager, you will be assigned to view the sales rep's accounts in four cultural groups. Reflect on the cultural characteristics based on Hofstede's cultural framework. Ask questions and respond to questions in the **Global Discussion Forum # 4**. Then reference the cross-cultural motivation and leadership theories and formulate an incentive plan for each region.

4.5. Global Sustainable Enterprise (GSE) Proposal: learning activity supports *SLO 1-4, 6*

Each group is responsible for writing a proposal for a firm's effort in building a global sustainable enterprise. You will select an already existing company as well as a new country for the company to expand to for a global business venture. The new market entry proposal will meet one sustainable initiative outlined in Chapter 1 in the "Sustainable Business: A One Planet Approach". To do this, you will conduct country, competitor, and internal analyses; explore cultural and ethical issues that could impact the firm; propose a firm strategy, structure, and entry mode for the venture; discuss human resource systems to be used in the new venture; and recommend levels of product/service adaptation as well as marketing methods.

You should base your analysis on pertinent, reliable data about the country and the firm (e.g. annual reports, core competencies, information about products/services). Considering that this is a proposal, you should mention relevant alternatives (e.g., locations, entry modes) and persuasive rationale for your recommendations. Thus, key to this project is familiarity with the "facts," use of frameworks discussed in class, identification of central issues and problems facing the firm in the proposed venture, critical analysis of the situation, and realistic recommendations for the firm. Your final paper should be presentable to the firm as a viable proposal for global expansion. It may be helpful to consider yourselves outside consultants or members of that firm's global expansion team when approaching this assignment.

A possible outline for the sections is as follows:

1. Introduction
 - a. Description of organization
 - b. Description of product/service
 - c. Reasons for wanting to go abroad and to the selected country. In particular, what is the sustainability issue the company has the potential to address in the host country?
2. Country Analysis (i.e. opportunities and challenges of the external environment in improving the sustainability goal)
 - a. Political Analysis
 - b. Economic Analysis
 - c. Legal Analysis
 - d. Cultural Analysis (e.g. cultural dimensions, norms, ethical issues)
 - e. Commercial Analysis (e.g. market demand, industry analysis, major competitors, competitors' strengths and weaknesses)
 - f. Critical Sustainable Development Goal (reference the U.N.'s sustainable development goals or name one of the economic, social, or ecological sustainable goal)
3. Internal Analysis
 - a. Strategic goals/objectives
 - b. Company strengths and weaknesses (especially with regard to entering the host market)

- c. Entry mode (alternatives and recommendations)
- d. Strategic pattern (alternatives and recommendations)
- e. Organizational structure (recommendations)
- f. Product/service adaptation (recommendations)

4. Implementation Issues

- a. Timeline
- b. Financing (e.g. funding sources, required investment levels within a timeframe)
- c. HR systems (e.g. staffing policy)
- d. Marketing/advertising approach

5. Conclusion

The above outline shows the main areas that should be covered. While you do not need to follow the exact wording and structure of these sections and sub-sections, I expect your proposal to include information on these topics. If there is additional material that is especially relevant to your company, product/service or country, you should include it.

4.5.1. GSE Proposal Presentation (100 points)

The students are required to submit the proposal presentation and accept fellow students' critique. The presentation will outline the basic steps in formulating strategy, including external environmental scanning and internal resource analysis. The presentation will be 15 minutes in length and covers two major areas as follows.

1. The basic information of the company and the specific product of interest (number of employees, financial information, geographic presence, production technology, etc.)
2. Host country analysis: *what are the opportunity and threat in the given country for the product or service? How does the organization possess any advantages and disadvantaged compared with existing players in the host country? What is the potential for the selected organization to address the sustainability issue in the chosen host country?*

Reference **Appendix D** for the detailed grading rubric.

4.5.2. GSE Proposal Critique (50 points)

Each student is going to review other groups' internationalization proposals and provide constructive feedback, which should include at least one positive and one negative aspect of the proposal and has a minimum length of 200 words. The guideline to provide constructive feedback for your fellow students is posted on Canvas.

4.5.3. GSE Final Paper/Written Proposal (100 points)

The written proposal extends from the proposal and is a full report of your Global Sustainable Enterprise proposal. Your research must include at least 15 credible references and they all must ***be used [and cited] in the body of your written paper.*** Your group must write a 15-page

[minimum] report, excluding attached data/material. In addition to the main content, all written reports must include a cover page, a table of contents, page numbers, a list of current references, and an appendix of key figures, charts, and the like. References should be written in the APA format. Reference **Appendix E** for the detailed grading rubric.

4.6 Group Work

In the first week, you are encouraged to form your group if you can identify people with similar interests in a particular emerging economy based on Global Discussion Forum 1 posts. I will assign you into a group in the second week based on the composition of the class members. The goal is for you to work with people from diverse backgrounds and you will work together towards the final GSE project. The GSE project is designed for group members to share and challenge each other in analyzing the researched info on introducing a selected product or service into a host country. Note that I will not re-assign individuals to a different group after the initial assignment has been made. It is the group's responsibility to work together and it is a great way to develop diversity awareness as well as cultivate the ability to communicate and collaborate with people from different backgrounds. Below are several mechanisms to facilitate your collaborative learning experience.

4.6.1. GSE Group Contract & Company Selection (50 points)

You are encouraged to share your expectations of the group work in the beginning of the semester. A sample outline of a formalized, written group contract is provided in the **Appendix B**. Your group is welcome to design a group contract that can ensure each group member's commitment and contribution to the group work.

4.6.1. GSE Milestone Assignments (2@50=100 points)

These two assignments are designed as building blocks for your GSM project. The detailed questions are listed in **Appendix C**. Each group member can take one portion of the research, but all group members need to share the researched information and provide your inputs on other group members' work. All group members are required to proofread the final work and *sign* the group assignment submission.

4.6.3. Peer Evaluations: For each group assignment submission, all group members need to fill out the evaluation for the rest of the group members before I can post the individual grade on the group assignments. The evaluation is based on a 4- point scale. Individuals need to have an average rating of above 2.5 to be able to receive the full group grade. The instructor will moderate the peer evaluations and give one warning to individuals who receive any ratings below 2.5. **The second subpar rating will result in lower individual grades.** When an individual has an average rating of below 2.5 and above 1.5 from other group members, the individual is receiving 60% of the group grade. If an individual receives an average rating below 1.5, the individual will receive zero on the internationalization project.

4.6.3. Firing Policy: Students desiring guidance on working with group members are welcome to ask me for advice. If group members are unable to work together, they have the right to fire themselves or another group member(s) from their group. In this case, the

fired individual(s) must complete a different GSE project individually, with the same specifications described above. Fired individual(s) should email me about being fired so that I can provide them with a different product and country to research individually. I recommend that you consider the firing option as the last resort, since an individual project usually scores much lower than a group's work.

5. Grades

Grades will be calculated as follows:

5.1 Student Profile and Course Agreement	20 Points
5.2 Group Contract/Company Selection	50 Points
5.3 Self-check Quizzes #1-#14 @15 points	210 Points
5.4 Global Discussion Forum #1-#5 @40 points	200 Points
5.5 World Event Digest 2@ 50 points	100 Points
5.6 Cross-cultural Management Role Play Video	50 Points
5.7 GSE Milestone 1 Assignment	60 Points
5.8 GSE Milestone 2 Assignment	60 Points
5.9 GSE Proposal Presentation	100 Points
5.10 GSE Proposal Critique	50 Points
<u>5.11 GSE Final Paper</u>	<u>100 Points</u>
Grade Base is	1000Points

Final grades will be calculated using a traditional scale (900-1000 points=A, 800-899 points=B, 600-799 points= C, 400-599 points=D, less than 400 points= F).

6. Performance guidelines

6.1. Collaborative Learning Environment

All students in this course are required to be professional in the virtual classroom setting. According to my past teaching experience, *the overall class tends to perform better when students are collaborative in promoting a learning community*. It is at your best interest to be genuine and helpful in your in-class discussion and participation in the team project.

6.2. **Late Assignments** will be reduced by 20% per day, unless prior coordination is conducted with the instructor. **Late assignments will not be accepted after the third day (weekend days are included).**

6.3. Crediting sources

All work in this course should adhere carefully to the academic integrity by correctly crediting sources according to the American Psychological Association (APA) Publication Manual. In-text citations and references are required in all written work for this course.

6.3.1. *The final written internationalization proposal is required to turn in through the VeriCite assignment link on the Canvas and generate an originality report, those of which show lower than 10% will be graded. The originality report with greater than 10% will be advised to revise and resubmit. The penalty for late assignment is applied under this circumstance. The students*

who do not revise within the three-day extension of the deadline will receive a zero on the assignment and will be reported to the university's Office of Student Conduct.

7. Drop Policy

If you discover that you need to drop this class, you must complete a Drop Request Form, found through the Registrar's web page:

<https://www.tamuct.edu/departments/business-office/droppolicy.php>

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the University Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

8. Academic Honesty (Texas A&M University-Central Texas Catalog, page 37)

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

Any violation of academic integrity, such as copying the existing work and submitting as your own work, will result in a zero grade on the assignment and be reported to the university's Office of Student Conduct.

9. Library Services

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at TAMUCT are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the TAMUCT main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our homepage: <https://tamuct.libguides.com/>

10. Academic Accommodations

At Texas A&M-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our Access & Inclusion webpage:
<http://www.tamuct.edu/departments/access-inclusion>.

TAMUCT supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these requirements and guidelines, please visit:
<http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf>

11. Tutoring

Tutoring is available to all TAMUCT students, both on-campus and online. Subjects tutored include Accounting, Finance, Statistics, Mathematics, and Writing. Tutors are available at the Tutoring Center in Warrior Hall, Room 111. Visit www.ct.tamus.edu/AcademicSupport and click "Tutoring Support" for tutor schedules and contact info. If you have questions, need to schedule a tutoring session, or if you're interested in becoming a tutor, contact Academic Support Programs at 254-501-5830 or by emailing tutoring@ct.tamus.edu.

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables TAMU-CT students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in Mathematics, Writing, Career

Writing, Chemistry, Physics, Biology, Spanish, Calculus, and Statistics. To access Tutor.com, log into your Blackboard account and click "Online Tutoring."

12. The University Writing Center

Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University – Central Texas is a free workspace open to all TAMUCT students from 10am-4pm Monday-Thursday during the Summer semester (June 5, 2017 to July 27, 2017). Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available). Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at bruce.bowles@tamuct.edu.

13. Tentative Course Schedule

Week	Date	Module* Chapter**	Topic	Assignments Due
1.	June 4- June 10	Module 1 Module 2	Introduction: Course Syllabus Globalization and Internationalization Trade & Economic environments □ <i>In-Depth Integrative Case 3.1 Tata “Nano”: The People’s Car</i>	Student Profile due on Wednesday; Meet and Greet! due on Friday; Self-check#1&2 quiz due on Sunday; Groups and World Event Digest regions assigned
2.	June 11- June 17	Chapter 3 Module 4	Ethics and Social Responsibility Sustainability and Natural Resources □ <i>In-Depth Integrative Case 2.2 Walmart’s Global Strategy</i> <u>Supplemental reading</u> <ul style="list-style-type: none"> Jeanrenaud S., Jeanrenaud J., Gosling (2017). Chapter 1 in <i>Sustainable Business: A One Planet Approach</i>, John Wiley & Sons Ltd. ISBN 9781118522424. Available in E-reserve: http://tamuct.libguides.com/er.php?course_id=31223 from June 10 to June 30; password: sustain Donaldson, T. (2002). Values in tension: Ethics away from home. <i>Harvard Business Review</i>, 74(5): 48-62. Fadiman, J. (1986, July/August). A traveler’s guide to gifts and bribes. <i>Harvard Business Review</i>, 64(4): 122-136. 	World Event Digest A due Thursday; Self-check#3&4 quiz due on Sunday; <u>Global Discussion Forum# 1 due on Sunday</u>; GSE Group Contract due on Thursday
3.	June 18- June 24	Module 3 Ch. 5	Sociocultural Forces Managing Across Cultures <u>Supplemental reading</u> <ul style="list-style-type: none"> Waldman, D. A., de Luque, M. S., Washburn, N., House, R. J., Adetoun, B., Barrasa, A., Debbarma, S. (2006). Cultural and leadership predictors of corporate social responsibility values of top management: A GLOBE study of 15 countries. 	World Event Digest B due Thursday; Self-check#5&6 quiz due on Sunday; GSE Milestone 1 assignment due on Sunday

			Journal of International Business Studies, 37(6), 823-837.	
4.	June 25- July 1	Ch. 7 Module 11	<p>Cross-cultural Communication Global Leadership Issues and Practices</p> <p><input type="checkbox"/> <i>Cross-cultural Management Exercise</i></p> <p><u>Supplemental reading</u></p> <ul style="list-style-type: none"> • Neeley, T., & Kaplan, R. S. (2014). What's Your Language Strategy? <i>Harvard Business Review</i>, 92(9), 70-76. • Meyer, E. 2010. The four keys to success with virtual teams. <i>Forbes</i>, retrieved from http://www.forbes.com/2010/08/19/virtual-teams-meetings-leadership-managing-cooperation.html on Feb. 19, 2015. • Jueneman, J. 2015. How to successfully lead global team. SM360 Blog, retrieved from http://servicemanagement360.com/successfully-lead-global-teams/ on Feb. 19, 2015. 	<p>Cross-cultural Management Role-play video due on Thursday; <i>Self-check#7&8 quiz due on Sunday</i>; Global Discussion Forum# 2 due on Sunday</p>
5.	July 2- July 8	Module 5 Ch. 10	<p>Political forces that affect trade Managing Political Risk, Government Relations, and Alliances</p> <p><input type="checkbox"/> <i>Brief Integrative Case 3.1 Google in China: Protecting Property and Rights</i></p> <p><u>Supplemental reading</u></p> <ul style="list-style-type: none"> • Ghemawat, P. (2001, September). Distance still matters. <i>Harvard Business Review</i>, 79(8): 137-147. • Bremmer, I. (June 2005). Managing Risk in an Unstable World. <i>Harvard Business Review</i>, 83(6): 51-60. • Donaldson, T. (1996, September/October). 	<p>World Event Digest C due Thursday; <i>Self-check#9&10 quiz due on Sunday</i>; Global Discussion Forum# 3 due on Sunday</p>

6.	July 9- July 15	Ch. 8, 9	<p>International Strategy Formulation Entry Strategy and Organizational Structures and Implementation</p> <p>□ <i>Brief Integrative Case 4.1 IKEA's Global Renovation</i></p> <p><u>Supplemental reading</u></p> <ul style="list-style-type: none"> Aron, R. & Singh, J. (2005, December). Getting offshoring right. Harvard Business 	<p>World Event Digest D due on Thursday; <i>Self- check#11&12 quiz due on Sunday; Global Discussion Forum# 4 due on Sunday; GSE Milestone 2 assignment due on Thursday</i></p>
7.	July 16- July 22	Module 13 & 14	<p>Marketing Internationally International Human Resource Management</p> <p>□ <i>Personal Skill-Building Exercise: Whom to hire?</i></p> <p><u>Supplemental reading</u></p> <p>Zynczak, H. 2014. Going global: 4 major management challenges and how to cope. Personal blog at LinkedIn, retrieved from https://www.linkedin.com/pulse/20140325200143-1687653-going-global-4-major-management-challenges-and-how-to-cope on Feb. 19, 2015.</p>	<p><i>Self-check#13&14 quiz due on Sunday; Global Discussion Forum# 5 due on Sunday; GSE proposal presentation due on Sunday</i></p>
8.	July 23- July 27		Sustainable Development	<p>World Event Digest E due Tuesday; <i>GSE proposal critique due on Wednesday; GSE Final Paper due on Wednesday</i></p>

Note that changes to this schedule and to assignments could occur during the semester. I will let you know as far in advance as possible about any changes.

* International Business, First edition, by J. Michael Geringer, Jeanne M. McNett, Michael S. Minor, & Donald A. Ball.

** International Management: Culture, Strategy, and Behavior, Eighth edition, by Fred Luthans & Jonathan, P. Doh. Publisher: McGraw-Hill

Appendix A Student Profile and Course Agreement

Introduce yourself to the class by sharing the following information on the Discussion Board “Meet and Greet!” in our Canvas Classroom. You are required to use the video function to record your introduction as it is vital for you to be able to use the technology for communication in this virtual classroom.

1. General Information
 - a. Hometown, year of undergraduate program and major
2. Work experience
 - a. Past work experience that is relevant to what you are doing now
 - b. Current employer, position, and length of employment
3. International experience
 - a. Study abroad, travel, foreign station, etc.
4. Goals for taking this course
 - a. What are your expectations about taking this course?
 - b. How is this course related to your academic goal and career goal?
5. Anything else you would like to share with the class?

Read the following statement carefully and type your name as your “signature”/date your agreement. Append the following statement in the end of your posting.

“I have read the Syllabus and understand the course expectations, assignments and associated deadlines for MGMT5315 International Management course. I understand it is a 100% online class, and that I must be self-disciplined to be successful. There are components of *extensive group work* in this course. I will try my best to be part of the positive learning community in this virtual classroom by adhering to the netiquette and showing support towards my student colleagues. I will also hold myself to a high standard of ethics in all assignments and examination in this course. Finally, I have the computer set-up at my disposal to undertake a 100% online class on the TAMUCT Canvas system.”

Name

Date

Appendix B

Global Sustainable Enterprise (GSE) Group Contract

Group name: _____

The group contract is designed to formalize group members' expectations towards group work. *First*, your group will select a group name that is best representative of your group spirit. *Second*, all group members will supply their detailed contact information. The phone numbers and emails are the mandatory information. Then your group can decide if you want to use other forms of social media for communication, such as Facebook or Twitter. *Third*, the group can communicate on how to meet the deadline for all the group tasks. The due dates listed are the firm deadlines listed on the syllabus. Within the group, you will discuss an earlier date for individual to complete the assigned tasks. So your group will have some time to review the work and edit the work if it's necessary. This helps group members avoid procrastination. *Forth*, your group will discuss a list of expected behavior from group members. The purpose of the group contract is to promote academic integrity and collaboration among all group members. If group members do not follow the contract, group members have the right to warn that group member of their need to contribute. If not, with the instructor's permission, the group member can no longer participate in the group and can result in a failure. While the contract is typed up by a group member, all members electronically sign it, keep a copy and email the instructor a copy. I will periodically check in with the group and see how the contract is fulfilled.

Suggestive Role	Group member full name/preferred name	Phone	Email	Study schedule (designated time to study for this class)	Preferred time for group coordination	Preferred media for communication
Team leader						
Team facilitator						
Team coordinator						
Team mediator						
Team builder						

*Note that the roles listed in the table are only for illustration and your group should discuss how you will proceed with the group work and who are responsible for each role; **team leader** ensures that all team members complete their designated task in a timely manner and report to the instructor should any difficulty arise. The group leader will also ensure that each team member has been provided the final product for review before submission; **team facilitator** ensures that all group members understand each individual task. The facilitator will be scheduling meetings for the group to discuss and will also determine the method of the discussion; **team coordinator** with responsibilities of creating a timeline for each assignment. Team coordinator will provide an outline for each assignment due allowing enough time for each team member to review final product before submission; mediator and research analyst; the **team mediator** will mediate and assist in diffusing any disagreements between group members in a professional matter; the team builder will help members develop positive exchanges.

Work Table

Tasks	Due Date	Individual completion date**	Group members in charge of final submission
Group Contract and Company Selection	June 14 (Thursday)		
GSE Milestone 1	June 24 (Sunday)		
GSE Milestone 2	July 12 (Thursday)		
GSE Proposal Presentation	July 22 (Sunday)		
GSE Written Proposal	July 25 (Wednesday)		

**Individual completion data is discussed and agreed in your group. By that date, all individual work should be completed and submitted to the group member who is in charge of final submission. The person is in charge of the final submission functions as a commander and has the right to demand cooperation from the rest of the group.

Behavior and Expectations

(The listed behaviors are for illustration. Your group needs to list detailed expectations)

As a group member, I _____ agree with the following listed expectations to ensure smooth group coordination and generate excellent group work.

-I assume the responsibility for doing my task in the project and fulfilling the responsibilities assigned to my role in the group.

-Everyone needs to participate and communicate.

-Help your other group members if they are struggling with something.

-Group members have the right by consensus to approach a group member who is not participating and ask them to leave the group at his/her loss.

-Whenever conflicts occur among group members, I will moderate my own emotions and clearly communicate my best intention to complete the group work of high quality.

Electronic Signatures (type your name) and Date:

Appendix C

Global Sustainable Enterprise (GSE) Milestone 1 Trends Assessment

Global sustainability issues shape markets, help to predict social needs, and provide information on how best to structure policy solutions. Choose one issue from the United Nation's Global Compact Report to research and analyze the issue in the chosen emerging economy, and present your group's findings in a summary of 500-1000 words. Utilize the list of "additional resources" listed in the syllabus below for your sources of references.

Your group's research on the chosen emerging economy should cover the essential country analysis on the following areas:

- a. Political Analysis
- b. Economic Analysis
- c. Legal Analysis
- d. Cultural Analysis (e.g. cultural dimensions, norms, ethical issues)
- e. Commercial Analysis (e.g. market demand, industry analysis, major competitors, competitors' strengths and weaknesses)

For the issue identified, include a compelling photograph or image as well as a definition of the issue. Also provide a succinct story of the issue and how it is trending, that includes its primary determinants and consequences. The story should include a narrative and data, as well as geographic-specific information. Finish up the issue description with brief bullets on the risks for your enterprise and/or the areas the enterprise might influence (opportunities).

Global Sustainable Enterprise (GSE) Milestone 2 Sustainability Strategy

Refer to the sustainability report and/or website from the enterprise you selected. In a 1-2 page paper, summarize your analysis of the organization's current sustainability strategy, preferably in the region of your chosen emerging economy.

Then your group will propose an entry strategy that facilitates the sustainability goal in the host emerging economy based on the company's internal analysis listed below:

- a. The company's vision/mission/strategic goals/objectives
- b. The company strengths and weaknesses (especially with regard to entering the host market)
- c. Internationalization strategic pattern (alternatives and recommendations)
- d. Entry mode (alternatives and recommendations)
- e. Organizational structure (recommendations)
- f. Product/service adaptation (recommendations)

ADDITIONAL RESOURCES FOR ASSIGNMENTS:

1. BSR: <http://www.bsr.org/en/>
2. Drivers of Change: <http://www.driversofchange.com/make/research/doc>
3. Food and Agricultural Organization of the United Nations: <http://www.fao.org/publications/sofa/en/>
4. Gapminder: <http://www.gapminder.org/>

5. Greenbiz: <http://www.greenbiz.com/>
6. Intergovernmental Panel on Climate Change: <http://www.ipcc.ch/>
7. International Monetary Fund: <http://www.imf.org/external/index.htm>
8. Millennium Ecosystems Assessment:
<http://millenniumassessment.org/en/GraphicResources.html#>
9. National Oceanic and Atmospheric Administration Climate.gov:
<http://www.climate.gov/maps-data>
10. Transparency International Corruptions Perception Index:
<http://www.transparency.org/research>
11. U.S. Energy Information Agency: <http://www.eia.gov/>
12. UN World Water Assessment Programme: <http://www.unesco.org/new/en/naturalsciences/environment/water/wwap/>
13. United Nations Department of Economic and Social Affairs Population Division:
<http://www.un.org/en/development/desa/population/>
14. United Nations Sustainable Development Knowledge Platform:
<http://sustainabledevelopment.un.org/resources.html>
15. United Nations Millennium Development Goals:
<http://www.undp.org/content/undp/en/home/mdgoverview.html>
16. World Bank: <http://www.worldbank.org/>
17. World Economic Forum Global Risks 2013: <http://reports.weforum.org/global-risks-2013/>
18. World Health Organization Data & Statistics: <http://www.who.int/research/en/>
19. World Resources Institute Ecosystems Services: <http://www.wri.org/ecosystems>
20. World Watch Global Trends: <http://vitalsigns.worldwatch.org/all-trends>

Appendix D

GSE Project Presentation Grading Rubric

Criteria	1 – Unsatisfactory (0%)	2 – Needs Improvement (40%)	3 – Proficient (80%)	4 – Exemplary (100%)
Time (5%)	Over three minutes away from the allotted time.	Within two minutes of the allotted time.	Within one minute of the allotted time.	Within 30 seconds of the allotted time.
Subject Matter Knowledge (50%)	The information presented is completely erroneous.	The information presented is partially correct.	The information presented is mostly accurate.	The information presented is accurate and concise.
Presentation Slides Appearance (20%)	Presentation slides were unprofessional in appearance and/or grammatical accuracy. They may also have been very difficult read to due font size or colors.	Presentation slides need work in appearance and/or had multiple grammatical issues. The information was more troublesome to read due to some issues with font size or text color.	Presentation slides aids were professionally acceptable (colors, backgrounds, etc.) and/or may have had one or two minor grammatical issues. The information was readable, but may have had minor issues with font size or text color.	Presentation slides appeared professional (colors, backgrounds, etc.), were completely grammatically accurate, and all information was easy to read.
Creativity (20%)	No utilization of image, animation, music in the presentation. No utilization of other means or format of presentation.	Overuse or underutilization of image, animation, and music in the presentation. No utilization of other means or format of presentation.	Adequate use of image, animation, music in the presentation. The utilization of other media or format of presentation does not add clarity to the presentation nor arouse	Effective use of image, animation, and music in the slide presentation. Utilize other media or format of presentation, such as recording of interview and role play,

			audience interests.	to engage audience and adequately present the material.
Paralanguage (5%)	Student mumbled, incorrectly pronounced terms. The pacing may also have been entirely too slow or fast.	Student's voice was low causing the audience to strain to hear the message and/or incorrectly pronounced multiple terms. The pacing was a bit too rapid or slow, such that the message was impacted.	Student's voice was mostly clear, they pronounced most words correctly, and the volume was acceptable for all to hear comfortably. The pacing was acceptable, but could be sped up or slowed down a little.	All words were pronounced correctly and the pacing was perfect for maximum understanding.

Appendix E

GSE Project Written Report Grading Rubric

Criteria	1 – Unsatisfactory (0%)	2 - Needs Improvement (40%)	3 – Proficient (80%)	4 – Exemplary (100%)
<p>Content (35%)</p> <ul style="list-style-type: none"> Information presented for political/legal, economic/monetary /trade and cultural environment in the host country 	<ul style="list-style-type: none"> Limited evidence of critical, careful selection of information researched for some aspects of the country. Central idea and clarity of purpose are absent or incompletely expressed and maintained 	<ul style="list-style-type: none"> Some evidence of critical, careful selection of information researched for some aspects of the country. The central idea is expressed though it may be vague or too broad; Some sense of purpose in some sections of country information presented. 	<ul style="list-style-type: none"> Some evidence of critical, careful selection of information researched for all aspects of the country. Central idea and clarity of purpose are generally evident throughout all sections of country information presented. 	<ul style="list-style-type: none"> Abundance of evidence of critical, careful selection of information presented for all aspects of the country, including political, legal, economic, monetary, trade, and cultural environment Central idea is well developed and clarity of purpose is exhibited throughout all sections of country information presented.

<p>Content (25%)</p> <ul style="list-style-type: none"> • Outline of challenges and opportunities for investing in the country in regards to sustainability 	<ul style="list-style-type: none"> • Only discuss opportunities or challenges • There is no discussion in relation to your team's home country specific concerns 	<ul style="list-style-type: none"> • Some discussion of the challenges and opportunities based on one or two previous sections of country information • There is no discussion in relation to your team's home country specific concerns 	<ul style="list-style-type: none"> • Some discussion of the challenges and opportunities given the previous sections of country information • Identify some challenges and opportunities based on your team's home country perspective. 	<ul style="list-style-type: none"> • Sufficient discussion of the challenges and opportunities given the previous sections of country information • Clearly identify the challenges and opportunities based on your team's home country perspective.
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<p>Content (20%)</p> <ul style="list-style-type: none"> Product/Service entry proposal 	<ul style="list-style-type: none"> The product/service introduced does not flow logically from the opportunities identified in the country. There is no consideration of the challenges of doing business in the host country. There is no discussion of the benefit of the product/services for the local community in the host country. 	<ul style="list-style-type: none"> The product/service introduced meets the demands of the host market. There is no consideration of the challenges of doing business in the host country. There is no discussion of the benefit of the product/services for the local community in the host country. 	<ul style="list-style-type: none"> The product/service introduced meets the demands of the host market. Show consideration of some aspects of the challenges of doing business in the host country and formulate entry strategy accordingly. There is some discussion of the benefit of the product/services for the local community in the host country. 	<ul style="list-style-type: none"> The product/service introduced meets the demands of the host market. Demonstrate sufficient consideration of the challenges of doing business in the host country and formulate an effective strategy, such as entry/marketing/management strategy, to mitigate the threats There is substantial discussion of the benefit of the product/services for the local community in the host country.
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<p>Structure (10%)</p> <ul style="list-style-type: none"> • Organization • Flow of thought • Transitions • Format 	<ul style="list-style-type: none"> • There is no apparent organization to the paper. • Difficult to follow – Frequent rereading needed • No or poor transitions • No format 	<ul style="list-style-type: none"> • There is some level of organization though digressions, ambiguities, irrelevances are too many • Difficult to follow – Some Rereading needed • Ineffective transitions • Rambling format 	<ul style="list-style-type: none"> • Paper has a clear organizational structure with some digressions, ambiguities or irrelevances • Easily followed • Basic transitions • Structured format 	<ul style="list-style-type: none"> • Paper is logically organized • Easily followed • Effective, smooth, and logical transitions • Professional format
<p>Grammar/mechanics (5%)</p> <ul style="list-style-type: none"> • Sentence structure • Punctuation/mechanics 	<ul style="list-style-type: none"> • Uses simple, choppy sentences • Many punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses compound sentences • Several punctuation and/or mechanical errors 	<ul style="list-style-type: none"> • Uses complex sentences • Few punctuation or mechanical errors 	<ul style="list-style-type: none"> • Manipulates complex sentences for effect/impact • No punctuation or mechanical errors
<p>Citations (5%)</p> <ul style="list-style-type: none"> • Proper Attribution to avoid Plagiarism • Correct Form 	<ul style="list-style-type: none"> • No factual informational cited • Citations do not adhere to the required APA citation style 	<ul style="list-style-type: none"> • Little factual informational cited • Citations infrequently adhere to the required APA citations style 	<ul style="list-style-type: none"> • Some factual informational cited • Citations mostly adhere to the required APA citation style 	<ul style="list-style-type: none"> • All factual informational cited • Citations completely adhere to the required APA citation style