

# **International Management and Globalization**

**Semester at Sea: Fall 2012**

**Discipline: Commerce**

**Course #: SEMS 3500-101**

**Field Lab: London – DAY 1 – Monk Brand Engagement**

**Level of Course: Upper Division**

**Instructor: Mark R. Peters, Ph.D.**

## **PRE-REQUISITES**

This course is designed for students who want to learn about leading and managing organizations effectively and ethically in the context of increasing globalization. It is appropriate for students of any academic major or background. However, some coursework in micro or macro economics is suggested.

## **COURSE DESCRIPTION**

This is a course in international management and leadership which looks at the topic through the lens of globalization and its impact. Practicing effective leadership in our contemporary context of increasing global interdependence demands not only new knowledge and skills, but also a heightened consciousness of the influence of globalization upon our world. The phenomenon known as globalization dramatically impacts world markets; sculpts the political landscape; and enables widespread exportation of culture, language and social conventions. Indeed, it is fair to say that globalization is challenging our definition of society, how businesses operate, and even, how humanity understands itself.

This course explores the strong influence of culture on business practices and cultivates skills for developing and implementing strategies in multicultural environments. Topics include culture and its implications, interpersonal effectiveness, organizational systems, political and economic environments, and corporate social responsibility. In order to exercise effective and ethical business leadership in our dynamic world, cultivating cross cultural competencies is an essential component for responsible global citizenship. Therefore, we will pay close attention to the experience of international management in the countries and regions we will be visiting en route. Students will encounter oppositional viewpoints and articulate their own position with respect to effective cross cultural management strategies. Ultimately, students will be challenged to expand their understanding and practice of business leadership as they engage in a more intense dialogue with our ever-changing world.

## **COURSE OBJECTIVES**

By the end of the course, students will:

- Analyze the current business environment of particular countries from an economic, political, legal, technological, cultural and ethical context
- Appreciate cultural differences, anticipate cultural conflict, and employ leadership strategies for effective and ethical solutions
- Articulate the opportunities and threats presented by the ongoing process of globalization and its varied impact upon peoples, nations, and regions
- Improve one's leadership knowledge and skills through both intensive study and practical application of concepts learned throughout the course

## **REQUIRED READING**

Books:

- *International Management: Managing Across Borders and Cultures*. Helen Deresky. Pearson Custom: Seventh Edition.
- *Making Globalization Work*. Joseph E. Stiglitz. New York, W.W. Norton and Company, 2007.

Articles:

- Bhagwati, J. (2011). *Markets and Morality*. American Economic Review, 101(3), pp. 162-165.
- Dollar, D. (2005). *Globalization, poverty, and inequality*. In M. Weinstein (Ed.), *Globalization: What's new?* (pp. 96-128). New York: Columbia University Press.
- Easterly, W. (2005). *The rich have markets, the poor have bureaucrats*. In M. Weinstein (Ed.), *Globalization: What's new?* (pp. 170-195). New York: Columbia University Press.

Web Resources:

- Economist Intelligence Unit (EIU) *Country Profiles: Canada, Ireland, UK, Belgium, Portugal, Spain, Morocco, Ghana, South Africa, Argentina, Uruguay, Brazil, Dominica, United States*
- Robert J. House et al., *Culture, Leadership, and Organizations: The GLOBE Study of 62 Societies*, Sage Publications, 2004.

CLASS DAY	TOPIC	READING/ASSIGNMENT
1	Introduction/Overview	Syllabus/Course Outline
2	Assessing the Environment	Deresky Ch 1 / Stiglitz Ch 1
3	Social Responsibility and Ethics	Deresky Ch 2 / GLOBE and EIU County profile – IRELAND/ Stiglitz Ch 2
DUBLIN, IRELAND		
4	Role of Culture	Deresky Ch 3 / GLOBE and EIU County profiles – UNITED KINGDOM and BELGIUM
LONDON, ENGLAND / ANTWERP / BELGIUM		
5	Communicating Across Cultures	Deresky Chapter 4 / GLOBE and EIU County profiles – PORTUGAL and SPAIN / Stiglitz Ch 3
LISBON, PORTUGAL / CADIZ, SPAIN		
6	Managing Interdependence - Business Case Study	<b>SUBMIT FIELD EXPERIENCE PROPOSALS / Case Study Presentations: <i>Treating AIDS – The Global Ethical Dilemma</i> / GLOBE and EIU County profile - MOROCCO</b>
CASABLANCA, MOROCCO		
7	Globalization and African Development	Bhagwati, Dollar, and Easterly / International Monetary Fund Regional Business Outlook – Sub-Saharan Africa
8	Cross-cultural Negotiation	Deresky Chapter 5 / GLOBE and EIU County profile - GHANA
TAKORADI, GHANA		
9	Understanding Cultural Context - Business Case Study	<b>Case Study Presentations: <i>Guanxi in Jeopardy: Joint Venture Negotiations in China</i></b>
10	Formulating Strategy	Deresky Chapter 6 / GLOBE and EIU County profile – SOUTH AFRICA

11	Global Alliances and Strategy Implementation	Deresky Chapter 7 / Stiglitz Ch 4
CAPE TOWN, SOUTH AFRICA		
12	Organizational Structure	Deresky Chapter 8
13	Managing Interdependence - Business Case Study	<b>Case Study Presentations: <i>DaimlerChrysler AG: The Making of a New Transnational Corporation</i></b>
13	Midterm review	<b>Prepare journals for submission</b>
14	Individual presentations – FDP reflection papers and travel journals	<b>SUBMIT TRAVEL JOURNAL FOR MIDTERM GRADE</b>
15	Staffing, Training, and Compensation for Global Operations	Deresky Chapter 9 / GLOBE and EIU County profiles – Argentina and Uruguay
16	Globalization and Latin American Development	International Monetary Fund Regional Business Outlook – Latin America / Stiglitz Ch. 5 and 6
BUENAS AIRES, ARGENTINA / MONTEVIDEO, URUGUAY		
17	Developing a Global Management Workforce	Deresky Chapter 10 / GLOBE and EIU County profile – Brazil
RIO de JANEIRO, BRAZIL		
18	Motivation and Leadership	Deresky Chapter 11
19	Global Human Resources Business Case	<b>Case Study Presentations: <i>South African Breweries Group</i></b>
20	Global Leadership	Stiglitz Ch. 7 and 8
SANTAREM, BRAZIL		
21	The future of international business and globalization	Stiglitz Ch. 9 and 10
22	Review of major course themes	<b>PREPARE FOR FINAL EXAM</b>
ROSEAU, DOMINICA		

## **METHODS OF EVALUATION**

### *Group Case Study Analyses and Class Presentations*

There will be case study analyses presented throughout the course. The cases will be analyzed by teams of three students (some adjustments may be made based on the total number of students in the class). Specific guidelines for analyzing and writing up the cases are discussed in the Case Study Guidelines. Every student will fill out a peer evaluation assessing the contribution of the other members of the team.

### *Field experiences*

Each student must complete two field experiences and submit reflections according to the directions described below.

### *Travel journal and integrative synthesis paper*

The integrative synthesis paper will determine 25% of the final grade (3000-5000 words). A successful synthesis paper is constructed throughout the course and offers comprehensive integration of what you are taking with you, including:

1. An concise summary of key concepts from each topic addressed in the course
2. At least one reflective journal entry from each port that we visit, applying the theories introduced in this course and providing relevant concrete examples of those concepts as they are either affirmed or refuted by your own experiences during our voyage.
3. Possible avenues for future study answering the following questions: what would you like to learn more about; which questions require further reflection; and how do you propose to take some creative initiative on these unresolved matters?

**To emphasize the importance of ongoing and timely journal entries, your travel journals will be collected for a midterm grade along with suggestions to help you prepare the synthesis paper which is due on the last day of class.**

### *Final Examination*

The final is comprehensive and includes material covered in the lectures and required readings, as well as the material included in the homework assignments, case discussions, and research projects.

### *Class Participation*

Classroom participation skills, including listening, probing, speaking, challenging, and persuading are also important leadership and managerial skills. Your participation will be evaluated based on the quality of your observations, analysis, and recommendations as well as the extent of your participation.

Attendance in class is mandatory and attendance will be taken in class. Unexcused absences will result in a reduction of your overall final grade. Excused absences should be verified with a note from the appropriate medical professional.

### **Grading:**

Group Case Study Analyses and Presentations	20%
Field Experiences and Individual Reports	20%
Integrative Synthesis Paper	25%
Final Examination	25%
Class participation	<u>10%</u>
	100%

### **GROUP CASE STUDY GUIDELINES**

1. Teams of three students will be formed (some adjustments may be made based on the total number of students in the class).

2. A set of focus questions will be assigned for each case. You should use these questions as a guide in preparing for the class discussion and the written case analysis.

3. In preparing the case study, you should use only the information presented in the case, although the use of "common knowledge" is acceptable in supporting your arguments. (For example, it is common knowledge that consumers are increasingly demanding more convenience in the foods they purchase).

4. You will typically be asked to develop a recommendation for some group or individual in the case. In developing your recommendation you should apply the tools learned in class to formulate sound, well-supported arguments that make a convincing case for your recommendation.

5. Each write-up is limited to three, typed, double-spaced pages.

6. The written analysis is due at the start of class, on the day the case is scheduled to be discussed.

### **Field Experiences**

All students will participate in our Field Lab with Monk Brand Engagement during our first day in port in London. Additionally, students must propose an independent study field experience that is related to the topics covered in this course. You must receive instructor approval before proceeding with the independent study field experience.

### **Field Experience Reports**

You are expected to complete two field experience reports based on our Field Lab and the field assignment you design. The goal of the field experience assignments is to apply the material learned in class to your time in the field. At a minimum, each field experience report should address the items listed below. You are encouraged to be creative, conduct some outside research, and develop some interesting insights or conclusions. I also encourage you to consider alternative reporting formats, such as video. Completing only the minimum requirements will earn a grade of no more than a C. I expect that most written reports will be three to five pages, double-spaced. At a minimum, your report should include:

- What did you see? (This should include a detailed description of relevant aspects of the visit).
- How did what you saw compare to what you expected? (Utilize your experience or any prior expectations to critically evaluate what you saw and to develop insights into cross-cultural similarities and differences).
- What did you learn? (Summarize any insights you gained).