

SEMESTER AT SEA COURSE SYLLABUS  
University of Virginia, Academic Sponsor

**Voyage:** Spring 2016  
**Discipline:** Commerce  
**Course Title:** International Management  
**Division:** Upper  
**Faculty Name:** Professor McCoy  
**Credit Hours:** 3; **Contact Hours:** 38

**Pre-requisites:** The course is intended for business students who have already taken core business courses, such as Accounting, Strategy, Marketing, Finance, and/or Operations.

**COURSE DESCRIPTION & OBJECTIVES**

The International Management course will provide students with an understanding of management theory and practice from an international, cross-cultural perspective. Students will develop a heightened awareness of management philosophies and practices that will enable them to better analyze and understand the opportunities and challenges that companies face in a global market. To achieve this objective, the course will focus on three aspects of cross cultural management: the influence of culture on behavior, the management of individuals in or from different cultures, and emerging trends in the study of international management. Students will take part in several outside class activities in this course, including conducting fieldwork in multiple countries and focusing their own international management skills through assignments and exercises, and participating in port-specific activities.

This course relies heavily on the case method, which facilitates a student's broad exposure to the multi-dimensional issues involved in the strategic management of different kinds of firms and the problems they face. Preparation and active participation is required for this method to be most effective and provide the greatest learning experience.

**REQUIRED READINGS**

Textbook: *Global Business Today*, 8<sup>th</sup> Edition, Charles W. L. Hill. McGraw Hill,

Case Pack: *Hong Kong Disneyland, Unilever in Brazil, Wal-Mart and Bharti: Transforming Retailing in India, and Nike's International Labor Practices*. Students should download/print these cases before arriving onboard. <https://cb.hbsp.harvard.edu/cbmp/access/41958178>

Additional Cases and Class Exercises will be posted for student access or handed out in class.

## TOPICAL OUTLINE OF COURSE

Depart Ensenada- January 5:

CLASS DAY	TOPIC	The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.
<b>B1- January 8:</b>	Introduction/Course Overview	<ul style="list-style-type: none"> <li>• Course Outline</li> <li>• Brief in-class writing exercise</li> </ul>
<b>B2-January 10:</b>	Globalization	<ul style="list-style-type: none"> <li>• Chapter 1</li> </ul>
<i>Honolulu: January 12</i>		
<b>B3- January 13:</b>	Cross Cultural Simulation	<ul style="list-style-type: none"> <li>• Chapter 4</li> </ul>
<b>B4-January 15:</b>	Cross Cultural Simulation	<ul style="list-style-type: none"> <li>• Chapter 4</li> <li>• <i>Simulation Reflection Due</i></li> </ul>
<b>B5-January 18:</b>	Country Differences	<ul style="list-style-type: none"> <li>• Chapters 2, 3 &amp; 5</li> </ul>
<i>Study Day: January 19</i>		
<b>B6- January 21:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• Hong Kong Disney Case (Case Pack)</li> </ul>
<b>B7-January 23:</b>	Global Strategy	<ul style="list-style-type: none"> <li>• Chapter 12</li> </ul>
<i>Yokohama: Jan. 24-25</i>		
<i>In-Transit: January 26</i>		
<i>Kobe: January 27-28</i>		
<b>B8- January 30:</b>	International Trade Theory	<ul style="list-style-type: none"> <li>• Chapters 6 &amp; 7</li> <li>• Alibaba in China Case (Posted)</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Shanghai: January 31-February 1</i>		
<i>In-Transit: February 2-3</i>		
<i>Hong Kong: February 4-5</i>		
<b>B9- February 7:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• Unilever in Brazil Case (Case Pack)</li> <li>• <i>Executive Brief Due</i></li> <li>• <i>Discuss Fieldwork</i></li> <li>• <i>Field Lab Assignment Due</i></li> </ul>
<i>Ho Chi Minh: February 8-12</i>		
<b>B10- February 14:</b>	The Global Monetary System	<ul style="list-style-type: none"> <li>• Chapters 10 &amp; 11</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Study Day: February 15</i>		
<b>B11-February 17:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• Walmart and Bharti:Transforming Retailing in India Case (Case Pack)</li> </ul>
<i>Yangon: February 18-22</i>		
<b>B12-February 24:</b>	Investment & Regional Integration	<ul style="list-style-type: none"> <li>• Chapters 8 &amp; 9</li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<b>B13- February 26:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• McDonalds in India Case (Posted)</li> </ul>
<i>Cochin: February 27 - March 3</i>		

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<b>B14-March 5:</b>	International Expansion	<ul style="list-style-type: none"> <li>• Chapters 13 &amp; 14</li> <li>• Outback Goes International Case (Posted)</li> <li>• <i>Executive Brief Due</i></li> <li>• <i>Discuss Fieldwork</i></li> </ul>
<i>Study Day: March 6</i>		
<b>B15-March 8:</b>	Fieldwork Assignment Presentations I → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• <i>Fieldwork Assignment Due – all teams submit regardless of presentation date</i></li> <li>• Prepare Presentation</li> </ul>
<i>Port Louis: March 9</i>		
<b>B16- March 11:</b>	Fieldwork Assignment Presentations 2 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• Prepare Presentation</li> </ul>
<i>Study Day: March 12</i>		
<b>B17-March 14:</b>	Fieldwork Assignment Presentations 3 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• Prepare Presentation</li> </ul>
<i>Cape Town: March 15-20</i>		
<b>B18- March 22:</b>	Global Functions	<ul style="list-style-type: none"> <li>• Chapters 15, 16, &amp; 17</li> <li>• Foreign Investment in Chinese Banking Sector Case (Posted)</li> </ul>
<b>B19-March 24:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• Walmart's Expansion into Africa (Posted)</li> </ul>
<b>B20-March 26:</b>	Case Discussion	<ul style="list-style-type: none"> <li>• Nike's International Labor Practices (Case Pack)</li> <li>• <i>Executive Brief Due</i></li> </ul>
<i>Takoradi: March 27-28</i>		
<i>Tema: March 29-31</i>		
<b>B21- April 2:</b>	Professor/Team Meetings – professor will meet with individual teams during class.	<ul style="list-style-type: none"> <li>• Prepare Final Projects</li> </ul>
<b>B22-April 4:</b>	Final Presentations Session 1 → Make one entry into your learning journal entry about one or more of the presentations	<ul style="list-style-type: none"> <li>• <i>Final Projects Due - all teams submit project materials regardless of presentation date</i></li> </ul>
<b>B23: April 6:</b>	Final Presentations Session 2 → Make one entry into your learning journal entry about one or more of the presentations	
<i>Casablanca: April 7-11</i>		

<b>CLASS DAY</b>	<b>TOPIC</b>	<b>The followings readings and assignments are due for the respective class (same row). So prepare the readings/assignments BEFORE each class.</b>
<i>Study Day: April 12</i>		
<b>B24: April 14:</b>	Course Debrief	• <i>Learning Journals Due</i>
<i>April 16: Arrive in Southampton</i>		

## **FIELD WORK**

Experiential course work on Semester at Sea is comprised of the required field lab led by your instructor and additional field assignments that span multiple ports.

### **Field Lab: “Investigating the Challenges Disney Faced in Expanding to Hong Kong” Hong Kong: February 5, 2016, 0830 - 1700**

The Field Lab for this course will take place in Hong Kong on Friday, February 5, 2015. The globalization of Disney’s Magic has experienced difficulties expanding abroad. The Hong Kong Disneyland is Disney’s third major theme park outside of the U.S. Disney has faced various challenges balancing the core Disney Magic with adapting the park to local tastes. In class and prior to this visit, we will explore in depth the development of this park. Once in Hong Kong, we will spend a day at the park. The first part of the day will include presentations from management and a tour of the park, with the second half of the day spent exploring the park. Specific academic activities will be required while observing activities in the park.

As part of this field lab and all port visits, the students will be required to keep a journal of experiences and observations regarding how business activities take place in these locations. In addition, they will need to draw up on their port experiences to further apply the concepts from course to the different country and competitive situations. This journal will help them to reflect on learning processes – including both increase of knowledge and changes of attitudes. The students are required to make entries regarding the following issues:

- For readings and cases: Summaries of the main idea and their major take away points with regard to the required readings and cases for the different class sessions (short summary of less than 250 words is sufficient).
- Field Lab experience and the activities completed that day.
- Reflections on their learning progress, at least 3 entries.
- Reflections after each port as it relates to their fieldwork assignment and on their own entrepreneurial ideas, aspirations and potentials.

The learning journal should be submitted via Moodle as an electronic version only.

### **INTERNATIONAL MANAGEMENT FIELDWORK ASSIGNMENT (submit via Moodle as an electronic version only)**

Students will develop an innovative approach to better understand a product or service that spans multiple countries and cultures by focusing on it in each of the following countries: Japan, China (including Hong Kong), Vietnam, Burma and India. A sign-up sheet will be provided so students are balanced across product/service categories. This will also ensure balanced class discussions about your work after each port. Students are to collect information about the product or service through multiple observations and interviews in each port, and supporting the research through photos and videos while in port, and then conduct additional research both before and after the port visit with the underlying focus to understand how the product or service has been localized to cater to each country's consumer and to understand what was standardized to keep the original product or service experience as it was originally designed. More details on conducting interviews will be provided in class discussions. Interviews should be conducted in pairs but the reports are group assignments (formed randomly in class). You will then submit a group report and prepare a presentation for class:

- Description of the specific product or service and its localized and standardized elements in each country, taking a comparative approach (about 3-5 pages in total)
- Applied research approach (about 2 pages)
- First ideas how the product or service could be localized more without losing the original focus of the product in one of the countries you visited. Two ideas should be provided for the product. It can be first rough ideas (0.5 page per solution maximum)
- Comparison on how this product would be modified differently had you selected a different country from our voyage (about 1 page)
- Summary of Interviews in an Appendix (varying length)

### **EXECUTIVE BRIEFS**

You will be asked to submit three executive briefs for specific cases. The nature of these briefs will be detailed in class.

### **FINAL GROUP PROJECT**

Your group will need to research and recommend whether a given company should enter a specific country market. The details of your company/country assignment will be provided once the groups have been formed. Each group should consist of approximately 5 students.

The nature of this assignment requires that you determine and understand what the current goals, strategies, and capabilities of the company are. You will also need to understand the competitive environment of this company's industry. In addition, you will need to conduct research on the target country to determine whether the proposed move is appropriate.

The page limit is 15 single-spaced pages, inclusive of all text and exhibits, but not including the title page or references. The form of the final report will be discussed in class. However, it should include:

- An **Executive Summary** (1 page) covering the scope and purpose of the report, together with major recommendations. The summary should be sufficient for the reader to grasp

the main findings of the report and only require them to read the body of the report for additional details.

- An **introduction** that covers the scope and purpose of the report in more detail (including terms of reference), a brief overview of the organization, the methodology used in compiling the report, a discussion of any limitations to the report and an overview of the rest of the report.
- A discussion of the **major strategic issues** confronting the organization. This may include an overview of the methods of analysis used to identify the strategic issues. Only the details of the important issues arising from the analysis should be included in the body of the report. Details of any analysis could be contained in appendices. Remember that not all issues are strategic!
- **Analysis** of the general and industry environment, as well as an internal company analysis.
- A **discussion and evaluation of the alternatives** for future strategies for the organization. Strategies should be both realistic and implementable. While this is followed with **recommendations**, remember that you are preparing the report for the Board to make a decision. They will be interested in which course of action you suggest, but ultimately it is up to *them* to make the decision. Make sure the other alternatives are reasonably analyzed in the event they choose not to follow your recommendations. Your recommendations *must* be justified. Significant issues involved in implementing each of the options, particularly the recommended strategy or strategies, must be considered.
- **Appendix.** The use of the various strategic management models and tools can be extremely helpful for this report. Include an appendix to display **exhibits** utilizing relevant concepts, models and tools. These exhibits should be referenced in the body of the report and should be used to provide greater insight and information to the reader.

Your research and analysis should consider the: history of the company, current strategies and recent evolution of strategies, financial performance, core competencies/competitive advantages, organization structure and inter-organizational relationships, competitor analysis, leadership style and organizational culture.

There is a wide variety of databases and other sources of information from which to draw to undertake your project. These include articles in business magazines and newspapers, stockbroker reports, company or organization annual reports and published company histories.

Project groups will also be given 25 minutes to make a presentation to the board of directors (15 minutes for presentation and 10 minutes for Q&A). All students in the group are expected to contribute in the presentation. Class members not in the group presenting will serve as the board of directors and may be asked to evaluate the quality and effectiveness of the presentation

### **CLASS PARTICIPATION**

Participation relates to your classroom “presence” and does not equate to being “present.” Being “present” is the starting point for being able to participate. Ask yourself these questions: Have I arrived to the class activity at the appointed time? Have I read the assigned readings and prepared for all class activities? Am I active in discussions? Are my comments thoughtful? Am I

able to build on my classmates' comments? If you can answer yes to all of these questions, then you have established a class "presence." Your interpretive skills and willingness to put forth new and challenging ideas will primarily determine your participation grade. This can only happen when you have carefully read the assigned readings and prepared for all course activities and discussions. You are expected to be fully prepared and actively participate in ALL course activities, including ad-hoc assignments given throughout the course. Keep in mind that yours and my reputation, and that of Semester at Sea are affected by the interaction you have with people we will work with during the semester. I fully expect that you will always conduct yourself in a professional manner.

**CLASS ATTENDANCE**

Attendance is not an option--it is a requirement. Absences beyond three will lower your grade one letter for each absence. Coming to class late or leaving early will be counted as ½ an absence. Absences are only excused when accompanied by a note from the doctor in the clinic.

**GRADING**

Final grades will be awarded based on the following criteria:

<b>Assignments</b>	<b>Percentage</b>
Field Lab and Journal (individual)	25
Fieldwork Assignment	20
Executive Briefs (3 @ 5% each)	15
Final Group Project	30
Participation (individual)	10

Final grades are based on the following percentage ranges:

A	93.0% - 100.0%
A-	90.0% - 92.9%
B+	88.0% - 89.9%
B	83.0% - 87.9%
B-	80.0% - 82.9%
C+	78.0% - 79.9%
C	73.0% - 77.9%
C-	70.0% - 72.9%
D+	68.0% - 69.9%
D	63.0% - 67.9%
D-	60.0% - 62.9%
F	Below 60.0%

No 'extra credit' work will be offered, assigned, or accepted in consideration for improving the final grade or as a substitute for any of the above grading criteria.

**RESERVE BOOKS AND FILMS FOR THE LIBRARY**

No books are reserved in the library.

### **Group Evaluations and the Free Rider Problem**

Peer evaluations are completed at the end of the course and may result in different grades being assigned to individuals in team based assignments. In extreme cases of free riding, the name of the member deemed not to be contributing sufficiently should be left off the submission by the rest of the group. In this case, the instructor may then assign the offending student a zero for the assignment.

**NOTE ON TECHNOLOGY:** Use of laptops, mobile phones, or other electronic devices during course activities without explicit permission from the instructor is strictly prohibited. In a discussion based project class such as this, the use of these devices is distracting to the instructor, other students, and our partners. Failure to adhere to this policy will result in forfeiting 3% of your final course grade *for each occurrence*.

**\*\*\*FOOD AND DRINK POLICY\*\*\*** – Have breakfast, lunch or dinner before or after class, not while class is in session! Drinks are fine.

**\*\*\*NO LATE WORK ACCEPTED\*\*\*** – Assignment due dates are detailed on the course schedule, and all work must be submitted before class starts on the date due. Late work is NOT accepted. Assignments should be submitted by the deadline (date and time) in the format instructed.

### **HONOR CODE**

Semester at Sea students enroll in an academic program administered by the University of Virginia, and thus bind themselves to the University's honor code. The code prohibits all acts of lying, cheating, and stealing. Please consult the Voyager's Handbook for further explanation of what constitutes an honor offense.

Each written assignment for this course must be pledged by the student as follows: "On my honor as a student, I pledge that I have neither given nor received aid on this assignment." The pledge must be signed, or, in the case of an electronic file, signed "[signed]."