



**SAIIE**

*"Your Life Experience; Your Education"*



## **International Management**

**Course Code:** MKT 360

**Prerequisites:** None

**Language of Instruction:** English

**Subject:** Business / Management

**Contact Hours:** 45

**Credits:** 3

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## **A. COURSE DESCRIPTION**

### **A1. COURSE DESCRIPTION**

Through this course, students will be introduced to the opportunities and challenges corporations face when doing business internationally and identify strategies and practices to manage effectively in a global environment. Students will be exposed to, and encouraged to critically think about, international management topics such as the global business environment, ethics and corporate social responsibility, culture, international strategy and entry, organizational behaviour across cultures, and international human resource management issues. In the end, students develop an understanding of, and appreciation for, culture and its impact on management and strategies for managing in a complex, global environment.

#### **Required Reading:**

International Business the New Realities. 4<sup>th</sup> Edition Riesenverger, Cavusgil.  
Strategic International Management. Text and cases, 2<sup>nd</sup> Edition: Morschett, Scramm, Zentes.

## **B. TEXTS BOOKS AND MATERIALS**

Business Communication: Polishing Your Professional Image, Fourth edition, Shwom and Snyder

Advertising and International Management Communication. Principles and Practice. 11th Global Edition. Moriarty, Mitchell, Wood and Wells.

Marketing Management, 16<sup>th</sup> Global Edition: Kotler, Keller and Chernev

## **C. COURSE CONTENT:**

**Unit 1: Globalization:** What Is Globalization? Forces Driving Globalization. Debate Over Culture, Sovereignty, and the Environment

**Unit 2: Culture. Corporate Social Responsibility, Sustainability and Governance in**

**International Business:** What is culture? Dimensions of culture. Personal communication. Ethical challenges. Corporate social responsibility. Corporate governance.

**Unit 3: Political and Legal Systems in National Environments.** Managing country risk. Instruments for government intervention in international business. Regional integration and economic blocks

**Unit 4: Analysing International Opportunities:** Basic appeal and National Factors. Measure and select the Market or Site. Market Research.

**Unit 5: Selecting and Managing Entry Modes:** Exporting and importing. Global Supply Chain Management. Contractual Entry Modes: Licensing, Franchising, Management Contracts, Turnkey projects. Investment Entry Modes: Wholly Owned Subsidiaries, Joint Ventures, Strategic Alliances. Foreign Direct Investment

**Unit 6: Strategy and Organization of the International Firm:** Strategies in International Management. Building the global firm. Integration responsiveness framework. Organizational structure of international firms.

**Unit 7: Human Resource Management in the International Firm:** International staffing policies. Recruiting and selecting Human Resources. Labour Management Relations

**C. CRITERIA FOR ASSESMENT**

|                                    |     |
|------------------------------------|-----|
| Exam 1 .....                       | 20% |
| Quiz 1 .....                       | 10% |
| Project .....                      | 20% |
| Homework .....                     | 15% |
| Attendance and Participation ..... | 10% |
| Final Exam .....                   | 25% |

**Rubric:**

**Class participation:**

| <b>Category</b>            | <b>Excellent</b>  | <b>Good</b>  | <b>Satisfactory</b>   | <b>Needs Improvement</b>   |
|----------------------------|---|--|---|--|
| <b>Attitude</b>            | Student is always respectful of his or herself, others, and teacher, has a positive attitude, and does not criticize anyone else's ideas or work. | Rarely is critical of ideas or work of others. Often has a positive attitude about the task(s). Usually treats others and self with respect. | Often or occasionally has a positive attitude about the task(s) and behaves in a respectful manner                                  | Often is critical of the work or ideas of others. Rarely behaves in a respectful manner.   |
| <b>Focus on class work</b> | Consistently stays focused on in-class work and what needs to be done. Very self-directed.  | Focuses on in class work and what needs to be done most of the time.   | Focuses on the task and what needs to be done some of the time. Often must be reminded by the teacher about what needs to get done. | Rarely focuses on class work and what needs to be done.  |
| <b>Contributions</b>       | Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.                    | Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.                                   | Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.        | Rarely provides useful ideas when participating in class-room discussion. May refuse to participate.                               |
| <b>Working with Others</b> | Almost always listens to, shares with, and supports the efforts of others. Students can feel safe volunteering in this student's presence.        | Usually listens to, shares with, and supports the efforts of others.   | Often listens to, shares with, and supports the efforts of others, but sometimes is not actively listening or responding.           | Rarely listens to, shares with, and supports the efforts of others. Often disrupts or discourages others' attempts to participate. |

|                        |  |  |  |  |
|------------------------|--|--|--|--|
| <b>Preparedness</b>    | Brings needed materials to class and is always ready to work   | Almost always brings needed material to class and is ready to work.                          | Often brings materials but sometimes needs to borrow.  | Seldom brings materials and/or is rarely ready to get to work.   |
| <b>Time Management</b> | Routinely uses time well to ensure things get done on time. Student never asks to adjust deadlines.                | Usually uses time well, rarely misses deadlines.   | Tends to procrastinate, does not use school time or schedule provided to get work completed.                                 | Rarely gets work done by deadlines, always asks for extensions or does not submit work despite time in school. |
| <b>Quality of Work</b> | Provides work of the highest quality that reflects the student's best efforts.                                     | Provides quality work that reflects an effort from the student.                              | Work occasionally needs to be redone or does not reflect any time or effort.   | Provides illegible work that reflects very little effort or does not turn in any work.                         |
| <b>Handbook</b>        | Student is aware of and follows all rules in the student handbook, such as plagiarism, food, drink, tardiest, etc. | Student seems to nearly always know and follow rules as outlined in the student handbook.    | Student has broken a few rules during this marking period or has made no effort to make him or herself aware of the rules.   | Student does not follow rules as explained in student handbook.  |
| <b>Behaviour</b>       | Student is diligent and engaged in class consistently and shows no disruptive behaviour.                           | Student is diligent and engaged in class nearly every day and shows no disruptive behaviour. | Student is diligent most of the time but has fallen asleep or done nothing for a few classes. Shows no disruptive behaviour. | Student Frequently sleeps and/or disrupts class. Unauthorized use of mobile devices in class.                  |

**Team project:**

At the beginning of term, the instructor will organize you into groups and assign specific oral presentations on topics or cases directly related to course work and learning objectives. The project will consist of a research followed by a class presentation. Your 30 minutes presentation must be made in PowerPoint format but handed to instructor in PDF. There will be a team grade and an individual grade. It is therefore essential that, as a team, you develop team-work skills and synergies that delivers the highest performance.

- The day of the presentation the group will provide the instructor with hard copy summary (abstract) of the project of 1000 words (Size 12, doubled space). Please differentiate the individual sections covered by members.
- Bibliography. Basic citation of bibliography

|                | <b>Beginning:</b><br>The presentation is at a beginning stage.     | <b>Novice:</b><br>The presentation may show flashes of quality but could be improved in several important ways | <b>Proficient:</b><br>The presentation is acceptable but could be improved in a few important ways            | <b>Exemplary</b><br>The presentation is exemplary   |
|----------------|--|--|---|---|
| <b>Content</b> | The presentation does not include information on the major points. | Important information is missing, or there are few supporting details.   | Information is complete with basic supporting details, increasing audience knowledge at least to some degree. | Information is complete and well supported by detail, significantly increasing the audience's knowledge of the topic. |

|  |   |  |  |  |
|--|---|--|--|--|
| <b>Thinking and Communication</b>              | The presentation does not express main points clearly, thoroughly, or persuasively.   | The presentation seems to convey only limited understanding of the topic. The main points are not clearly stated or persuasive.  | The presentation conveys good understanding of the topic, with some lapses. The speaker's main points are clear but are not persuasive.  | The presentation conveys deep and thorough understanding of the topic. The speaker's main points are logical and persuasive.   |
| <b>Contributions</b>                           | Routinely provides useful ideas when participating in classroom discussion. A definite leader who contributes a lot of effort.  | Usually provides useful ideas when participating in classroom discussion. A strong student who tries hard.   | Sometimes provide useful ideas when participating in classroom discussion. A satisfactory student who does what is required.   | Rarely provides useful ideas when participating in class-room discussion. May refuse to participate.   |
| <b>Organization, Mechanics, and Vocabulary</b> | No introduction is used to capture audience attention. The body of the presentation needs organization and supporting details. A suitable closing is missing. The speaker has not mastered key words and phrases relevant to the topic. | The introduction is unclear or fails to capture audience attention. The body of the presentation is confusing with limited supporting details. The closing is unclear or does not include many of the major points. The speaker's topic related vocabulary is limited. | The introduction states the purpose but does not capture the attention of the audience. The main part of the presentation is organized and sequential with some supporting details. The closing provides a basic summary of the most major points. Vocabulary is appropriate to the topic, with some lapses. | The introduction Captures audience attention and gives a clear statement of purpose. The main part of the presentation is well organized, sequential, and well supported by detail. The closing provides a thorough summary of all of the major points. The speaker demonstrates a rich vocabulary appropriate to the topic. |
| <b>Illustration</b>                            | No presentation aids.   | Presentation aids do not enhance audience understanding or are confusing.  | Presentation aids are appropriate to the topic but are not well integrated into the overall presentation.  | Presentation aids are clearly linked to the material, well executed, and informative to the audience.  |

|                     |   |  |   |  |
|---------------------|---|--|---|--|
| <b>Presentation</b> | Control of speaking tone, clarity, and volume is not evident.<br>No evidence of creativity.<br>Speaker is visibly nervous and does not convey interest in the topic.<br>Speaker does not make eye contact with audience.<br>Physical gesture and awareness of facial expression are absent. | Clarity of speech is uneven; delivery is halting.<br>Limited evidence of creativity.<br>Speaker is not completely sure of topic but appears nervous or disengaged.<br>Limited or sporadic eye contact with audience. Limited or inappropriate use of physical gesture and facial expression. | Good speaking voice; recovers easily from speaking errors.<br>Creativity apparent but is not well integrated into presentation.<br>Speaker is in command of the topic but appears slightly nervous in delivery.<br>Good eye contact with audience throughout most of the presentation. Use of physical gesture and facial expression is good but appears forced or artificial at times. | Strong, clear speaking voice easily understood by audience. Use of creativity keeps audience engaged.<br>Speaker conveys confidence in talking about the topic.<br>Excellent eye contact with audience throughout presentation. Use of physical gesture and facial expression conveys energy and enthusiasm. |
|---------------------|---|--|---|--|

**Quiz, essays & Final Exam:** Quiz and exams are designed to establish and communicate the progress you are making towards meeting the course learning objectives listed above.

| Inacceptable   | Minimally acceptable   | Acceptable  | Exceeds expectations   |
|--|--|---|--|
| The answer has several errors in both conceptual level and communication clarity.<br>Multiple errors in the question | The answer contains one or two basic facts that are correct but may also have incorrect statements.<br><br>No connections or comparisons provided. | The answer contains most of the points needed to be included.<br>Communication is clear.<br>Correct attempts to integrate the points. | The answer not only contains the main points but goes beyond them to provide a critique of their veracity.<br>The writing is clear and measured. |



#### **D. GRADING**

|        |    |       |    |
|--------|----|-------|----|
| 97-100 | A+ | 77-79 | C+ |
| 93-96  | A  | 73-76 | C  |
| 90-92  | A- | 70-72 | C- |
|        |    |       |    |
| 87-89  | B+ | 67-69 | D+ |
| 83-86  | B  | 63-66 | D  |
| 80-82  | B- | 60-62 | D- |

Below 60 F

#### **E. BIBLIOGRAPHY**

International Marketing, Vern Terpstra, Ravi Sarathy and Lloyd Russow (2006) 9<sup>th</sup> Edition, Northcoast Publishers, Grafield Heights, Ohio.