

Fall 9-1-2001

## MGMT 368.02: International Business

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*University of Montana - Missoula*

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**Professor:** Dr. Jeff Shay  
Office: GBB 323  
Phone: Office – 243-5880; Home – 543-8488 (until 8pm)  
Email: jshay@business.umt.edu

**OFFICE HOURS:** Available during office hours or by appointment.

**READINGS:** *Required:*  
Czinkota, Ronkainen, and Moffett, *International Business: Update 2000*  
*Recommended:*  
*The Wall Street Journal*  
*Additional Readings:*  
Additional readings may be passed out in class. It is your responsibility to check with the professor for readings and handouts distributed in any class that you do not attend.

**CLASS TIME/** T, TH 8:10-9:30, 9:40-11:00

**PLACE:**

It is your responsibility to follow the course schedule. On a few occasions your group will be required to meet with the Professor instead of attending class. These occasions are clearly identified on the course schedule.

### **COURSE OVERVIEW, OBJECTIVES, AND TEACHING METHODOLOGY**

This course provides an introduction to the increasingly global nature of the world economy. Components of the course include: the influence of national culture on businesses; national trade and investment policies and laws; theories of international trade and investment; international monetary activity and systems; international business research; modes of entry into foreign markets; multinational corporations and strategic planning in these organizations; international marketing and services; operations and control in multinational organizations; and international human resource management.

This course uses a combination of lectures, case studies, guest speakers, class discussions, and experiential exercises in order to expose students to the challenges facing multinational corporations and their managers. These methods provide students with a framework that can be applied to managing in a multinational corporation.

### **READINGS, CASES, AND EXERCISES**

*Readings:* Readings should be completed prior to coming to class. From time to time I will call on students to reflect on the assigned readings. Be prepared.

*Cases:* Cases will be analyzed by students before class sessions and discussed in terms of the entrepreneurial issues and strategic recommendations for the new business venture. If you have not read the case and done significant preparations, your class participation grade will be reflective of your lack of effort.

*Exercises:* Several exercises will be used throughout the semester in order to provide the opportunity for you to apply conceptual material to real business situations.

### **COURSE PREREQUISITES**

This course has several prerequisites. As a student enrolled in an upper-level course, I expect that you have significant proficiency in all business disciplines (i.e., accounting, finance, marketing, organizational behavior,

human resource management, etc.). With this in mind, if you feel weak in any specific area(s) you should be prepared to allocate extra time to rejuvenate your skills. During the semester we will be engaging in high-level discussions that will require you to have such expertise. If at any time you feel like class discussions are not clear, please be sure to meet with me after class and I will be sure to clarify and/or point you in the direction of additional sources of information.

## **STUDENT EVALUATION**

General comment: Grading in this course is competitive. You will be evaluated relative to the work that your classmates submit.

### **COMPONENTS**

#### **GRADE**

##### *Individual:*

Class contribution	30%
Knowledge assessments (2)	20%

##### *Group:*

Group case analysis	10%
Case transparencies	5%
Review of partner team's strategic plan	5%
Strategic Plan – Final report and presentation	30%
<b>TOTAL</b>	<b>100%</b>

### **PERCENTAGE OF FINAL**

Note: The combined score for all team members will be used for your Peer Evaluation Score. Your Peer Evaluation Score will then be assessed relative to those of the individuals in your group. If you are rated significantly lower than your peers your course grade will be lowered significantly at the discretion of Professor Shay. Correspondingly, if you score higher your grade will be raised.

## **DESCRIPTION OF EVALUATION COMPONENTS:**

### **Class Contribution**

Class contribution will play an integral role in how much learning takes place during the semester. Contribution will be evaluated in terms of your contribution to class discussions. Both quality and quantity will be evaluated. This requires not only completing assigned readings but also coming to class with prepared questions and arguments regarding what the assigned reading has tried to convey. The most valuable contribution that students can make comes through integrating assigned readings with what you have learned from other courses with what you have experienced in the outside world. Comments or behaviors that detract from the learning environment will have a significant and negative impact on your grade. ***Remember, if you're not there you can't contribute.***

### **Knowledge assessments**

Knowledge assessments will be taken during regularly scheduled classes and will be comprised of short essay questions on chapters and cases discussed in class and multiple choice questions.

Knowledge assessment 1: Chapters 1-9, **October 25**

Knowledge assessment 2: Chapters 9-14, 20, **November 15**

More details will be provided before the first assessment.

### **Group written case analysis**

Writing the analysis of a case study may be something you are unfamiliar with. However, developing the skills required for writing such a report is important. The analysis should not simply restate the facts in the

case, but instead should take our understanding of what is happening in the case to a higher level. Demonstration of a high level of understanding requires application of the various concepts and models to that bring greater clarity to the situation in the case. Discussion questions for each case are provided at the end of this syllabus. Use these to help generate your analysis but do not simply answer these questions. In addition, one of our first class sessions will be devoted to case studies and how to conduct a thorough analysis. ***Your case analysis should include the following sections:***

1. Executive summary (1-2 short paragraphs maximum)
2. Situation analysis (important to apply theories from the text here)
3. Strategic Alternatives
4. Recommended strategy
5. Implementation plan (include assessment of potential negative outcomes and challenges as well)

If you have questions regarding how to write a case analysis, please see Dr. Shay.

### ***Format for case analyses***

Written case analyses must be no longer than six pages (double-spaced, 12 point times new roman font, 1.25 inch right and left margins and 1 inch top and bottom margins). The cover page should include the name of the case study and the names of all students in the group. The second page should include only the Executive Summary. Take your time writing the Executive Summary, I like it when this is done well. The Executive Summary should be 1 or 2 paragraphs highlighting the main points in your analysis. The Executive Summary is not included in the five pages that you are allowed for the other sections. The Executive Summary page is followed by your five pages of text and then the exhibits pages.

**I will be critical of papers that do not follow these guidelines. Anything beyond five pages will not be read.** This is done with the purpose of helping you learn to write in a concise, yet thorough manner. The written section will be evaluated as a professional report. This means that the report is representative of one that you would expect to read or produce if you were currently working in the industry. This means the paper should not have grammar, typing, or spelling errors. It should be professionally presented. **Please note: Professional presentation does not mean that because you outspent your classmates on plastic binders and a slick color cover page you will receive a higher grade. I can see through the fluff, believe me.**

### ***Exhibits***

I usually look at the exhibits first. That should be an indication to you of how important I think they are. In addition to the written section, you are expected to provide supplementary exhibits, tables, etc. You may use up to five pages of exhibits. **Exhibits should be numbered as they appear in the text. They should not be merely copies from the textbook. Recreate the exhibits from the text and add value by putting in specific details from the text. All exhibits provided should be referenced in the text and should add to your discussion.**

### ***Important note***

There is no right or wrong answer to a case study. I will not provide “the answer”, so please don’t ask. Also, what the company has done since the case study was written does not matter. They may have been better off with a different strategy. Reports that utilize information that was available after the case was written will receive a lower grade. There is no need to do research on the company outside of what is provided in the case. Economic figures (e.g., inflation, interest rates, etc.) and competitor information available during the time of the case are acceptable for incorporating in your analysis.

### ***In class discussions of case studies***

Students should come to class prepared to discuss the case studies. Because you are required to turn in your case study at the beginning of class, you might want to make an extra copy so that you have it with you for the discussion. Your group should meet before class and discuss each case study. Your group can improve

its grade by bring transparencies of analysis to class.

**DUE TO THE NATURE OF CASE STUDIES, LATE PAPERS WILL NOT BE ACCEPTED.**

**Group Transparencies of Case Studies (select 5 out of 6 identified on schedule)**

There are five case studies for which your group must turn in a transparency exhibit. The exhibit should illustrate an understanding of the case and demonstrate your ability to apply concepts, theories, and models from the preceding chapters to the situation in the case. Thus, I am not looking for an “off the cuff” assessment of the case. I am looking for evidence that you have learned the concepts and have begun to learn how to apply them. **You may want to use some of the models in the text to illustrate your points as it will provide practice for applying to other case studies and your strategic plan.**

All team members who contributed to the discussion and development of the summary should sign the summary before it is turned in. Students not identified on the summary will receive a grade of “0”.

**Group review of partner team’s strategic plan**

Your group is required to write a consultant’s evaluation of a partner team’s strategic plan. This process should provide practice for evaluating plans as well as provide insights into areas that you might want to further develop in your own plans. Your team should submit at least a three-page review of the plan to the partner group as well as to Professor Shay.

**Final International Strategic Plan (due by 12/11 at the beginning of class)**

The final international strategic plan that you turn in is likely to be lengthy, but should be **no more than 40 pages long including text and exhibits**. You are to ***submit two copies of the final business plan***. The document should contain all information necessary for executives from the company to assess the feasibility of the strategy(s) you have selected for their organization. You should follow the guidelines for case studies (except page limits) and integrate the contents of the course into your analysis. **You will be evaluated based on your ability to apply concepts and theories from the class to this real business situation faced by your organization.** I expect that the work will be done solely by your group and with occasional assistance from either myself or from one of the Business School Faculty members.

Research for your international strategic plan should extend beyond reliance on the Internet. There are numerous sources of market data available. When you do use data from an Internet source the source should be cited and should be a reliable, recognizable source of data. For example, using *Fred’s Market Data* would not be considered reliable. In contrast, using government census data would be considered reliable.

**Presentations (last two class sessions)**

Your group will provide a presentation of your strategic plan to the class during one of the final three class sessions. You will have 15 minutes for your presentation, followed by about 7 minutes of questions and answers. There may be additional judges invited to the presentations at my discretion. The presentations are expected to be formal, as if you were presenting the plan to executives from your company. ***As such, all students (including those not scheduled to present) are expected to dress in formal business attire.*** Should your group require audio/visual equipment, please inform me one week in advance.

**Your entire group is expected to attend all presentations. No exceptions. Failure to attend will significantly affect your course grade.**

NOTE: Your group should bring back up transparency slides for the presentation in case equipment does not work. Regardless of equipment failure your group will be required to present on its scheduled day and time.

**EXPECTATIONS FOR WRITTEN ASSIGNMENTS**

Your success in the business world will depend, to a large extent, on your ability to communicate. Courses

during your first few years at the Business School provided the opportunity to hone your written and oral communication skills. This course will provide you with the opportunity to develop further both of these skills. You will be required to make a formal presentation to your classmates and possibly some external judges at the end of the semester and try to convince them of the strength of your business plan. You will also be required to submit several written business reports, including a comprehensive business plan. The purpose of this section is to help you with your written assignments by providing a number of helpful suggestions as well as outlining my expectations.

**Substance:** You should substantiate what you are trying to convey with facts and data. In most cases, you will be asking the reader of your business report to commit substantial resources--financial, human, or physical--to a project. The decision-maker will not make the decision because you think is a good concept. Rather, you will need to convince the reader by providing hard facts and data with appropriate citations. Your rationale and reasoning should be explained logically and clearly. Effective business reports are not documents put together at the last minute—they take time to develop.

**Style:** The style of your business reports should be clear, concise, and to the point. The executive reading the report does not want to be entertained. He or she wants the information necessary to make a decision. Avoid flowery language with lots of adjectives and adverbs. Don't use the term "big nail" if the word "spike" more accurately conveys the idea. I have high expectations. If you want to excel in the business world you should too.

**Outline:** Most word processing software includes an outlining function. Use it. Begin your business reports by developing an outline to organize your thoughts and the concepts you are trying to convey. The more comprehensive and detailed your outline, the easier it will be to write the report.

**Proofread:** Carefully proofread each draft of the report. You will probably need three or four drafts before you are satisfied with the report.

**Exhibits/Appendices:** I do not expect to receive exhibits or appendices with your handwriting on them. Instead, you should have typed exhibit numbers (let me know if you want some help). This includes copying exhibits from other sources. Unless you are using a photograph that cannot be reproduced in PowerPoint, I expect you to make models, charts, spreadsheets on your own. This takes time but it is all part of being professional. If you require assistance, please inquire with Dr. Shay.

**Due dates:** Reports are due on the dates assigned and at the start of our business meetings. Late reports will have the grade lowered accordingly. Late case study analyses will not be accepted and will receive a grade of zero.

**Grading:** Reports will be graded as if I were an executive trying to make a business decision based upon the written report. **Grading will be competitive. That is, your reports will be graded relative to those turned in by your classmates.** Proper spelling, syntax, grammar, punctuation, bibliography, citations, footnotes, and professional appearance are expected. Your grade may be lowered as much as two full letter grades if these areas are lacking.

**Reviewing papers:** My policy is not to review student papers before they are turned in for grading. I am, however, willing to discuss the logical reasoning and proposed content of your reports. Before visiting my office you should have made significant progress and should be well prepared.

**Plagiarism:** Don't do it. I have no mercy. Plagiarism includes taking exhibits from books without giving credit and taking any exhibit from another group.

**SELECTING YOUR TEAM MEMBERS**

Forming a strong team is central to successful consulting projects. Forming such a team for this class is also very important. Selecting individuals with whom you will work during the semester is a key part in this class. **Your decision should not be made lightly.** Although getting along with the other members of your team is important, for the assignments are required to do in this class it is much more important that you select team members with a wide range of skills and abilities. This means that you should come to class on February 1<sup>st</sup> prepared with questions that you will ask other students regarding their industry experience, relevant course work, work styles, and motivations for taking advantage of the learning opportunities provided in this course. I will provide ample time during this class for you to assess who will be a member of your team. I will also set the group size and require that all groups comply. This might mean that some smaller groups may be divided up in order to fill out other groups. Each team, once established, will turn in a sheet of paper listing the members of and a name for your team.

I have added a new component to the groups this semester. You have the right to fire any member or members of the group if you find that their work is unacceptable. To fire someone you must come to me with letter as described at the back of this syllabus. The letter must include signatures of all other group members. If someone is fired, they will be required to find another group or will have to complete all assignments (including group assignments) on their own for the remainder of the semester. This includes writing their own strategic plan. My suggestion, don't get fired.

**TERMINATION OF ONE OR MORE TEAM MEMBERS' CONTRACTS**

Due to the nature of the group work required in this class, there is the option that individual contracts with a particular group may be terminated at any time up to the last week of the semester. To terminate a contract, ALL other team members must agree with the termination and submit a signed statement describing why the contract has been terminated to Professor Shay and to the individual being dismissed. Individuals who are dismissed from their group have two choices: 1) complete a strategic plan and any other group work on their own, or 2) negotiate entrance into another group in the class.

Termination letters should first be presented to Professor Shay and should be in business language and style. Please see Professor Shay if you would like further details.

**PEER EVALUATION OF TEAM MEMBERS**

**Please use the following form to evaluate your fellow group members for the group case study analyses and international strategic plan assignments. You should include yourself in the evaluation:**

Team Member Name	Meetings	Quality and Quantity	Cooperation and Teamwork	Follow Through	Class Attendance Percent	Grade

**SCALES**

**Meetings:**

- 25 = Attended all meetings, arrived on time, stayed longer than the scheduled meeting time
- 20 = Attended most group meetings, arrived on time, stayed for length of time scheduled
- 10 = Attended some group meetings, and arrived late or left early on occasion
- 5 = Rarely attended meetings, and when attending arrived late or left early

**Quality and Quantity:**

- 25 = Continuously provided valuable input into the project and facilitated discussions

- 20 = Provided useful input most of the time, and was helpful in getting tasks accomplished
- 10 = Ideas were weak and input limited, performed only work assigned
- 5 = Contributed very little, if at all, to the paper.

**Cooperation:**

- 25 = Led the group in establishing a cooperative team environment
- 20 = Sometimes led the group, provided support for other team members on occasion
- 10 = Went along with whatever the rest of the group decided
- 5 = Created problems and was disruptive

**Follow-through:**

- 25 = Completed assigned work on time and error free
- 20 = Completed work on time with some changes required
- 10 = Required some prompting to complete assignments on time, several changes required
- 5 = Rarely completed assignments, work completed was often not useful

**Class attendance percent: Indicate** the percent of classes that each team member attended.

**Grade:** In the final column please provide a grade that you would give each team member based on the other four areas of evaluation. An "A" for excellent work, an "F" for failing work.