



## SYLLABUS

### **International Management: Managing Across Cultures and Borders** *Culture, Strategy and Behavior* (INE 2332E)

#### I – INSTRUCTOR INFORMATION:

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#### II – COURSE DESCRIPTIONS:

##### 2.1 Prerequisite:

##### 2.2 Number of credits: 3

##### 2.3 Credit hours: 45

##### 2.4 Course description:

- This course focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. The International Management course is intended to be a challenging advanced management course for the undergraduate student. Students will gain a general overview of the process and effect of internationalisation in contemporary business, along with an introduction to theories, concepts and skills relevant to managing effectively in today's global environment.
- Language of instruction: English.
- Test forms: written exam.
- Learning activities:
  - ✓ The class will be conducted as an interactive exchange. Students will take an active role in leading discussion of cases, presenting cases, and providing critical commentary.

Each class will involve discussion and dialogue as major elements in the learning strategy, although lecture will be utilized to provide grounding for subject content. Individual participants will be responsible for completing reading assignments and participating in discussion of those readings.

- ✓ Students will be challenged to integrate knowledge they have gained from other business core courses and apply their accumulated knowledge to business case studies. Students will engage in active research and analytical problem solving related to managing in the international environment and will frequently be called upon to brief their findings to the class.

## **2.5 Course objectives:**

Changes in the global business environment continue at an accelerated pace. The challenges for international management reflect this dynamism and the increasing unpredictability of global economic and political events. The challenge in today's uncertain geopolitical and economic environment is to learn and effectively practice international management. Those with the knowledge and skills to apply the contents of this text on international management will be taking a huge step toward gaining a competitive advantage over those who do not have such a perspective. They will be in a strong position to gain a broad understanding and to take specific steps for implementation of effective managing across cultures.

This course aims to equip general knowledge in international management to students and to help them to become well-prepared and well-informed experts or managers in the future. It also develops personal, professional and interpersonal skills and attributes for students. In detail the course aims to equip students the following:

### ***2.5.1 International and cross-cultural management knowledge and reasoning:***

Students are expected to be able to acquire the knowledge of international and cross-cultural management among the levels of proficiency 1 (to be able to recall), 2 (to be able to understand and apply) and 3 (to be able to reason):

- understand and assess the drivers and consequences of globalization, its impact on specific regions, and the emerging concerns about its influences on countries around the world.
- compare and contrast different political, legal, and economic systems and technological forces and their impact on international management.
- understand and appreciate the need for ethics and social responsibility in international management, and the growing pressures on firms to act in an ethically and socially responsible manner in their global business operations.
- describe and apply the concept of “national culture” and, using the typologies of Hofstede and Trompenaars, explain how the culture of one group of people can be distinguished from that of another, and the implications of these differences for international management.
- explain and understand the challenges of managing across cultures.
- understand the relationship between national culture and organizational culture, integrate those concepts within the context of international management decision-making, and appreciate the challenges of diversity in the modern work environment.
- describe the challenges to and apply the most important elements of effective cross-cultural negotiation and communication.
- integrate and apply the basic elements of international strategic management, including the pressures and cost/benefits of strategies that emphasize global integration versus local adaptation; describe the specialized strategies required for emerging economies and for international new ventures.
- compare and contrast the modes of entry and the basic choices for organizing firms involved in international business and describe the conditions under which specific entry modes and organizational structure are most effective.
- explain and apply the mechanisms for ensuring effective control and decision-making in international organizations.

- understand the tools and techniques used to provide motivation and incentives for employees across cultures, including compensation, benefits, work teams, and other approaches.
- understand the importance of leadership to international management, including the role of different leadership types and practices and the importance of entrepreneurial and ethical and socially responsible leadership.

### ***2.5.2 Personal and professional skills and attributes:***

Through the course the following students' personal skills are developed and enhanced between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate):

- reasoning and solving international and cross-cultural management issues: this includes identifying, formulating and generalising international and cross-cultural management issues, analysing the issues/problems both qualitatively and with uncertainty, solving the issues by recommending and giving solutions.
- researching the knowledge and practice through reviewing both print and electronic literature, and searching, collecting, analysing and handling/processing the information/data.
- thinking systematically (e.g. thinking holistically; finding international business problems/issues and their interactions).

Students foster and develop *personal attributes* (e.g. initiative and willingness to take risks, perseverant / patient, flexible, self-confident, diligent / hard working, enthusiasm and passion for career, creative thinking, critical thinking, cross-cultural savvy, and self-esteem) and *skills* (e.g. awareness of one's personal knowledge-skills-and-attitudes, time and resource management, learning and self-learning, and self-management). Students are required to acquire a fluent use of Microsoft Word (in submitting homework and projects) and Microsoft PowerPoint (in the form of case study and project presentation).

Students foster and develop *professional skills and attributes* (e.g. professional ethics, integrity, responsibility, and accountability; task organisation and arrangement; awareness & catch up with modern world's economy; ability to work independently; self-confidence in international working environment; and ability to develop and promote personal & career).

### ***2.5.3 Interpersonal skills and attributes:***

In using the teaching and learning methods such as in-class discussions, case study preparation and presentation, homework, essays and projects, students are required to develop and enhance their interpersonal skills and attributes among the levels of proficiency 1 (to be able to recall), 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate): teamwork (forming effective teams, team operation, team growth and evolution, leadership, ability to work with different teams), communications (communications strategy and structure, spoken, written and electronic/multimedia communications, presentation), and communication in English (listening, speaking, reading and writing).

### ***2.5.4 Ability to apply international and cross-cultural management knowledge into practice:***

In completing case studies and especially the individual and final course projects (but not limited to), students are able to conceive international and cross-cultural management ideas, and design, implement and evaluate international business plan between the levels of proficiency 2 (to be able to understand and apply) and 3 (to be able to analyse and evaluate) within the contemporary societal and external context, as well as enterprise and business context.

## **III – TEXTBOOKS AND REFERENCES:**

### **3.1 Required Textbooks:**

- Luthans, F. and Doh, J.P (2009), *International Management: Culture, Strategy, and Behavior*, 7<sup>th</sup> Ed., McGraw-Hill Irwin.

- Dresky, H. (2011), *International Management: Managing Across Borders and Cultures*, 7<sup>th</sup> Ed., Pearson Prentice-Hall.
- Hill, Charles W.L. (2009), *Global Business Today*, 6<sup>th</sup> Ed., The McGraw-Hill.

### **3.2 References:**

- Websites: All students are expected to keep abreast of contemporary developments in global business by reading the Vietnam News, Vietnam Economy, 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 (Details will be discussed during the classes).

## **IV – ASSESSMENT AND GRADING:**

Assessment is made in the forms of attendance, in-class contribution and discussions, Q&As, case preparation and presentation, course project, homework, final exam (but not limited to).

### **4.1 Grading Distribution and Mechanism:**

- *Class attendance* (5%): Attendance at all sessions is required except in previously arranged cases/emergencies. Not attending the class up to 5 times would result in failing to meet the requirement to participate in the final exam and consequently failing the subject. The full grade for class attendance is equal with no absence and will be less the proportion of the number of absence.
- *Homework* (5%): Different topics and forms of homework (i.e. research information, analyzing issues, reviewing theories, giving recommendations etc.) will be given by the end of each class. The criteria for assessing the homework are (but not limited to):
  - ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the homework. Full reference (if any) is required (50%).
  - ✓ Good communications (e.g. writing) of the ideas/arguments/answers (20%).

- ✓ Neatly form of presentation and submission (20%).
- ✓ The homework is submitted on time (10%).

Failure to submit the homework on time (not or late submitting) would result in zero point for the assigned homework. Failure to quote references in appropriate style (or without quoting) where appropriate would result to no grade for the assigned homework.

- *Group case presentation* (5%): In groups decided by the instructor(s) for each class, students will present their opinions for one of the cases in the text, as assigned. Presentations should be 10-20 minutes maximum. The template of group's presentation is given by the instructor(s) (might include analysis and recommendations). The criteria for assessing the group case presentation are (but not limited to):

- ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the case. Reference is required where appropriate (50%).
- ✓ Good communications (e.g. speaking) for the ideas/arguments/answers (20%).
- ✓ Good teamwork (10%)
- ✓ Good time management (10%).
- ✓ Neatly and nice/attractive form of presentation (10%).

Failure to deliver presentation as assigned would result in no grade for the assigned group case presentation.

- *In-class contribution* (discussions, Q&As, chapter review, argument etc.) (5%): All students are expected to participate actively in class discussion. This includes evidence of thorough prior preparation of course materials, engaging in exercises, Q&As etc.
- *Project 1 (Individual) - Globalization Impact* (10%): each student will prepare a short analysis of the impact of globalization on a country. Student should include specific attention to some of the main forces associated with globalization (technology, trade and integration, offshoring and outsourcing, migration, transportation, environmental

pollution) and the impact of these forces on different stakeholders (such as domestic companies, workers, farmers, indigenous cultures, and different demographic groups) within that country. Student should draw implications of the issues and their impact on international management practice. This analysis should be in the form of a 5-7 page double-spaced paper with references both from the textbook and 3-4 outside sources.

- ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the course. Reference is required where appropriate (50%).
  - ✓ Good communications (e.g. speaking) for the ideas/arguments/answers (20%).
  - ✓ Good time management in terms of both submission and presentation (10%).
  - ✓ Neatly and nice/attractive form of presentation (20%).
- *Project 2 (Group) - Foreign Entry Strategy* (10%): In groups of 2-5 decided by the instructor(s), students will prepare their course's final project, including recommendations, for an actual company's overall entry strategy into a foreign market. Your strategy should include attention to the social, political, cultural, and economic environment of the country you propose entering, the entry and organizational strategies the company should advance, including potential alliances with local firms, and a discussion of the ethical, negotiation, leadership, and management challenges associated with your recommendation. This analysis should integrate the readings and cases for the course in the context of the actions of a specific firm. This analysis will be in the form of presentation (with complete references). You will summarize your findings in a short 15-20 minute presentation during the final week of class. Groups are required to evaluate projects of one another. Grade is given to each group based upon the comments and evaluation

from other groups and the instructor(s). The criteria for assessing the course project are (but not limited to):

- ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the course. Reference is required where appropriate (50%).
  - ✓ Good communications (e.g. speaking) for the ideas/arguments/answers (20%).
  - ✓ Good teamwork (10%)
  - ✓ Good time management in terms of both submission and presentation (10%).
  - ✓ Neatly and nice/attractive form of presentation (10%).
- *Final exam* (60%): The final exam covers all elements of the entire course (including the concepts, cases, exercises, and discussions). The date is fixed by the Department Academic Affairs and informed to students in due course. If the final exam involves solving a case study or writing an essay to argue / discuss over an issue as a part of it, the criteria for assessing these are:
- ✓ The ideas/arguments/answers are relevant, appropriate and in full with the requirements of the case. Reference is required where appropriate (50% of the full grade given for the essay or case study).
  - ✓ Good structure of the writing – e.g. beginning, body and ending parts (25% of the full grade given for the essay or case study).
  - ✓ Good communications (e.g. writing) for the ideas/arguments/answers (25% of the full grade given for the essay or case study).

The total grade for the course will be an average lump sum of individual grades for attendance, homework, group case presentation, in-class contributions, course project, final exam and others (if any).

10 points	$\geq 95\%$
9 points	$\geq 90\%$
8 points	$\geq 80\%$

7 points	$\geq 75\%$
6 points	$\geq 65\%$
5 points	$\geq 55\%$
4 points	$\geq 50\%$
Failed	$< 50\%$

## 4.2 Policy

- Students are required to complete and submit all the tasks given by the course instructor(s)/lecturer(s) on time.
- Full attendance is required except in case of special events or emergency.
- Advanced reading and preparation are required for students. Students are advised to spend at least threefold the length of in-class hours for their self-learning.
- The Code of Academic Integrity of the University addresses cheating, fabrication of submitted work, plagiarism, handing in work completed for another course without the instructor's approval, and other forms of dishonesty. For the first offense, a student who violates the Code of the University will receive 0 point for the assignment (i.e. homeworks). The violation will be reported by the instructor(s) to the Dean's Office and recorded in the student's file. For the second offense, the student will be failed from the course and the reason noted on the student's official transcript.

## V – LECTURE TENTATIVE SCHEDULE:

Session	Teaching Methods	Main contents	Advanced Preparation Requirements for Participants
1	<i>Course Introduction</i> (1.5 hours)	<ul style="list-style-type: none"> <li>• Course Introduction</li> </ul>	<ul style="list-style-type: none"> <li>• Reading course syllabus.</li> </ul>
	<i>Discussions</i> (1.5 hours)	<ul style="list-style-type: none"> <li>• Discussions of course information and requirement</li> </ul>	
2	<i>Lecture</i> (2 hours)	<ul style="list-style-type: none"> <li>• <b>Chapter 1:</b> Globalization and International Linkages</li> <li>• Introduction of Project 1</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 1 (Luthans &amp; Doh; Hill)</li> <li>• Homework</li> </ul>
	<i>Presentation &amp; Discussions</i> (1 hour)	<ul style="list-style-type: none"> <li>• Group debate on topics given by the lecturer in the class</li> </ul>	
3	<i>Lecture</i> (2 hours)	<ul style="list-style-type: none"> <li>• <b>Chapter 2:</b> The Political, Legal, and Technological Environment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 2 (Luthans &amp; Doh; Hill); Chapter 1 (Deresky)</li> <li>• Homework</li> </ul>
	<i>Presentation &amp; Discussions</i> (1 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>

4	Lecture (2 hours)	<ul style="list-style-type: none"> <li>• <b>Chapter 3:</b> Ethics in International Management</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 3 (Luthans &amp; Doh), Chapter 4 (Hill), Chapter 2 (Deresky)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (1 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
5 & 6	Lecture (4 hours)	<ul style="list-style-type: none"> <li>• <b>Chapter 4:</b> The Meanings and Dimensions of Culture and Managing Across Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 3 (Hill), Chapters 3 &amp; 4 (Deresky) and Chapters 4 &amp; 5 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (2 hours)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
7	Lecture (2 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 6: Organizational Cultures and Diversity</li> <li>• <b>Summary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 6 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (1 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
8	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 7: Cross-Cultural Communication</li> <li>• <b>Summary</b></li> <li>• <b>Submission of Project 1</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 4 (Deresky) &amp; Chapter 7 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
9	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 7: Cross-Cultural Negotiation and Decision Making</li> <li>• <b>Summary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 5 (Deresky) &amp; Chapter 7 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
10	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 8: Strategy Formulation and Implementation</li> <li>• <b>Summary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapters 6 &amp; 8 (Deresky) &amp; Chapter 8 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
11	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 9: Entry Strategies, Organizational Structures and Control Systems</li> <li>• <b>Summary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 12 (Hill), Chapters 7 &amp; 8 (Deresky) &amp; Chapter 9 &amp; 11 (Luthans &amp; Doh)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
12	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 12: Motivation Across Cultures</li> <li>• <b>Summary</b></li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 12 (Luthans &amp; Doh) and Chapter 11 (Deresky)</li> <li>• Homework</li> </ul>
	Presentation & Discussions (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
13	Lecture (2.5 hours)	<ul style="list-style-type: none"> <li>• <b>Review of Previous Chapters</b></li> <li>• Chapter 13: Leadership Across Cultures</li> </ul>	<ul style="list-style-type: none"> <li>• Reading Chapter 13 (Luthans &amp; Doh) and Chapter 11 (Deresky)</li> <li>• Homework</li> </ul>

		<ul style="list-style-type: none"> <li>• <b>Summary</b></li> </ul>	
	<i>Presentation &amp; Discussions</i> (0.5 hour)	<ul style="list-style-type: none"> <li>• Assigned cases given by lecturer</li> </ul>	<ul style="list-style-type: none"> <li>• Each group reads &amp; answers the questions in the assigned cases</li> </ul>
14	<i>Presentation &amp; Discussions</i> (3 hours)	<ul style="list-style-type: none"> <li>• Course project presentation</li> </ul>	<ul style="list-style-type: none"> <li>• As mentioned above</li> </ul>
15	<i>Presentation &amp; Discussions</i> (3 hours)	<ul style="list-style-type: none"> <li>• Course project presentation (continued)</li> <li>• Course review</li> </ul>	<ul style="list-style-type: none"> <li>• As mentioned above</li> </ul>

Remarks:

- Further essential materials (if any) will be provided during each class.
- Venue for lectures and presentation/discussions: classroom.

**ASSESSMENT AND GRADING** (Adjusted for K54 CLC):

**Trọng số các điểm thành phần:**

<b>Điểm thành phần</b>	<b>Trọng số</b>
Điểm 1: chuyên cần	5%
Điểm 2: kiểm tra 1	5%
Điểm 3: kiểm tra 2	5%
Điểm 4: mô phỏng	10%
Điểm 5: project	15%
Tổng hệ số	40%

APPENDIX:

Instructor(s) will use the 4 scales (1: to be able to recall; 2: to be able to understand and apply; 3: to be able to reason; and 4: to be able to create) – in equal with the 6 scales of Bloom’s taxonomy – given in the below Table to assess the level of proficiency of the students regarding to their achievement of the expected learning outcomes thorough the course. Students can also use these 4 scales to assess themselves the level of proficiency of the expected learning outcomes stated below.

<b>Students’ Level of proficiency</b>	<b>Bloom’s Taxonomy</b>	<b>Key verbs to recognize the ability of students after the course (level of proficiency)</b>
<i>Level 1</i> (To be able to recall)	<i>Level 1:</i> (Remembering)	Memorizing; naming; recognizing; gathering data; observing; showing; recording; locating; identifying; recalling; telling; uncovering; listing; repeating; defining; explaining; investigating; pointing to; retrieving prior knowledge
<i>Level 2</i> (To be able to understand and apply)	<i>Level 2 &amp; 3:</i> (Understanding and applying)	<i>Understanding:</i> classifying; demonstrating; grouping; illustrating / exemplifying; rearranging; reordering; summarizing; inferring; relating; experimenting  <i>Applying:</i> modeling; diagramming; performing; reporting; ordering; operating; executing / carrying out; using / implementing acquired data in new situations
<i>Level 3:</i> (To be able to reason)	<i>Level 4 &amp; 5:</i> (Analyzing and evaluating)	<i>Analysing:</i> comparing; attributing; discussing; contrasting; organizing; investigating; taking a part; deconstructing; focusing / selecting; solving; differentiating relevancy  <i>Evaluating:</i> interpreting; critiquing; valuing; justifying; proving; deciding; monitoring; judging; rating; assessing; appraising
<i>Level 4:</i> (To be able to create)	<i>Level 6:</i> (Creating)	Imagining / generating / hypothesizing; designing / planning; inventing / producing / constructing; adapting / changing; improving / predicting; extending; developing; building; compiling

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