Course Overview
This course examines the challenges facing managers that are competing in a dynamic and global business environment, by exploring political, legal, technological, competitive and cultural factors. This course focuses on intercultural issues related to work organizations and management in the global business environment. The study emphasizes intercultural awareness, effective work performance, and a global perspective of management, business, and careers. Aspects of international human resource management will receive special attention. Other topic areas include communication, ethics, negotiation, leadership, and social responsibility as viewed from an international perspective.

Required Textbook
Required Texts (and Related Materials)
Title: *International Management Culture, Strategy, and Behavior*
Author: Fred Luthans & Jonathan Doh
Edition: 11th (March 25, 2020)
Publisher: McGraw-Hill Education
ISBN #: 9781-260-56393-1
You will find more information and links in ecourseware.

⇒ Connect is required

Recommended Reading
1. Journal of International Business Studies
2. Journal of World Business
3. Asian Wall Street Journal
4. Far Economic Review
5. Canadian Journal of Administrative Sciences
6. Financial Times
7. Business week, Fortune and the Wall Street Journal

Location of Course Materials
ecourseware: online course and all course content is located on the eCourseware website. You are responsible for maintaining access to this website throughout the semester and meeting minimum technology requirements.
ecourseware technical support: U of M Help Desk or (901) 678-8888

Course Description:
Introduction of management practices, concepts, and functions within the international and cultural environment; coverage of managing with the context of social, cultural, legal, economic, political, and technological constraints; topics covered include ethics and social responsibility, sustainability, cross-cultural decision making and negotiation, strategy, systems of operation, staffing global operations, organizational structures, and performance. Prerequisite: MGMT 3110, 3510.

Course Objectives:
Upon completion of this course, students are expected to be able to:

- Address concerns about ethics and corporate social responsibility (CSR) and sustainability while operating in global contexts;
- understand the role of culture and its impact on management styles;
- demonstrate an ability to develop multicultural awareness and cultural sensitivity;
- develop critical thinking skills necessary to design and implement effective global strategies;
- understand the growing competitive influences of locations and technology;
- understand the global challenges that managers face;
- develop solutions to managerial issues; and gain enhanced skills important in any career, including written communication, oral communication, teamwork, and critical thinking.

Course Topics
American business is international business; one third of the U.S, corporate profits are generated abroad. Yet billions of potential business dollars are lost every year because we ignore the expectations of people in foreign cultures, and the way that they do business. What is the secret to success in international business? This course will address this challenge by expanding our knowledge about employees, management, and organizational behavior to encompass the entire world. This course will provide a framework for understanding cross cultural differences and using such knowledge in developing country specific management practices and policies. Moreover, it will provide a guide for dealing with strategic issues associated with cross national environments, organizational design, and adaptation, as well as those concerns of social responsibility and ethical behavior.
Fogelman College: Learning Outcomes for Your Degree
The Fogelman College of Business and Economics has established the following learning goals for all students successfully completing the BBA degree:
• Graduates will be effective communicators;
• Graduates will demonstrate critical thinking skills;
• Graduates will be knowledgeable about ethical factors in the business environment;
• Graduates will be knowledgeable about the global business environment;
• Graduates will be proficient users of business presentation and analysis technology.

BBA Program Outcomes (opens in new window) BBA Program Outcomes

Course Methodology

This is an online course and much of the learning will be self-managed and but not self-paced. You are responsible to make all deadlines for assignments. Mastery of assigned material will be determined primarily by student’s timely performance on required assignments including discussion board responses, research assignments, case studies, and online chapter tests.

Course Grades

The final grade is determined by the number of points earned. The course is divided into modules. Within each module, you will have your reading assignments, a quiz assignment, and any additional information such as a video clip, instructor video, etc. Be sure to review each module carefully. Though similar in format, each module is a bit different based on whether you have a Discussion Board entry or other activities due. Details for each assignment will be in eCourseware. All points will be added together and grades will be posted in eCourseware and a final grade posted in MyMemphis portal. NOTE: There is no guarantee that the Instructor will round-up total points at the end of the semester. For example, if a student has an 89.99 average, then the course grade will be a “B.”

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1. Deliverables include:
• Introductory Assignment
• Weekly SmartBook assignments
• Quiz on weekly material
• Applied Activities
• Self-Assessments
• Guest Lecturer Feedback Form
• Concept Paper

2. Group Work:
• Small Group Discussion boards
• Team Project (TBD)
• Peer Review (TBD)
Course Policies & Additional Information

Small Group Discussion Guidelines

Review the discussion threads thoroughly before entering the discussion. Try to maintain threads by using the “Reply” button rather than starting a new topic. Be respectful of others by not making insulting or inflammatory statements. Be cooperative with group leaders in completing assigned tasks. Be positive, thoughtful, original, and constructive in-group discussions. Respond to discussion assignments in a timely manner.

Virtual Guest Lectures
One of the issues online students have is the need to learn from professionals in the field. In the summer Dr. Tuberville had set up virtual lecturers from professionals who have or are working in international settings to provide some “real world” experience. She generously allowed us to use the recorded lectures this semester. Please plan ahead for these, it will allow you to ask questions and network with these professionals. You are expected to turn in a Guest Lecturer Feedback Form to the Dropbox on the Sunday night of each week (4 total). See the course schedule for details.

Quizzes:
Check the quiz open dates each week—these quizzes are over the reading material in the Luthans text and will help you reflect upon the reading material. They are short and if you’ve read, easy. You have the opportunity for 2 attempts, but you will not have the same quiz both times. These quizzes will usually be due on Sundays at 11:59pm so plan your week to:

⇒ First read the material assigned for each chapter. Use the SmartBook assignments to help with this.
⇒ Take the quiz soon after reviewing the material.
⇒ The quiz is untimed and open book so you should all ACE it on the first try and get full credit.
⇒ Finish the other assignments due in each respective module.
⇒ NOTE: Technical issues at 11:58 pm on Sunday night are not excused. I will not negotiate.

The quizzes are scored by the system and your grade appears quickly. Do not wait until the last minute in case you run out of time; when the quiz closes, it closes! Quizzes cannot be made up—you have a week or more so plan accordingly. If you have an emergency such as a severe illness or death in your family, I will work with you individually. However, just missing the deadline does not constitute a make-up opportunity.

Class Participation – Discussion
From start to finish, this course is highly interactive with discussion posts for the class. The importance of quality interaction is reflected in the points allotted toward your final grade. For the discussion board assignments, I will post 2-3 questions about International Management. You will be expected to respond with an appropriate response that relates to the course material for that week. Your first post is your individual post.
You will also be asked to share your perspectives with others by commenting on each other’s post. You will post your responses within your groups through the Discussion Forum. Use the value of your classmates’ perspectives to help you understand more about the material and their insights.
As a leader, you will be leading different types of people in a global environment. Reviewing different perspectives in this class will help to prepare you for the different perspectives of the people you may lead. Your follow-up posts are your group posts.

As a general rule, your:

- individual discussion posts should be approximately 2-3 well-written paragraphs,
- cited and referenced with APA citations.
- responses to your group members should be approximately 1-4 sentences of meaningful information.

Remember that these discussion posts are like being in class—know the material, read the comments carefully, and respond with senior-level responses. Allow time to do these posts well—review the questions posted for each discussion board assignment carefully and review your answers. Repeat the question in your post—it will help you stay on track with your answer.

To post your discussions, go to the Discussions Tab and Click on “Discussion Board Assignments.” You will be in the same group for the full term.

While your individual post is more formal, like an essay question, your group responses can be a little more informal. All posts however should be proofed for grammar, spelling, and other writing errors. Writing and oral communication are the two top skills requested by employers—practicing your writing with all assignments will help you become a strong writer.

Intro Assignment:
Our first assignment will be a two-fold assignment. First in the discussion, introduce yourself and then respond to the question posted in the Discussion Board.
This assignment requires an individual post in the discussion board and a response to your group members. Proof and spellcheck your posts carefully. Follow the outline for your Intro Post You will respond to your group members in the Discussion Forum by group. See the Introductory Assignment Group Discussion forum under “Discussions.” This assignment allows you to meet your group members.

Discussion Board Assignment Summary:
Each discussion post is worth up to 25 points. To earn the full 25 points, you must:

a) answer the questions posted for each discussion board thoroughly individually. You should reference the text, using APA style, for each weekly individual post (15 points).

b) respond to your group and have an interactive discussion with your group (10 points). You should read the posts from your group members and respond based on their content and contributions. Positive, appropriate communication should be used for each post.

How will you be graded?
You will be graded on your complete response to the question for your individual response. Your response should show critical thinking and application of the course content to the question. You will be graded on your group response for your appropriate responses to their content and by adding value to the conversation—read your group member comments carefully and respond with a well-developed response.

“Yes, good job John” is not a response with critical thinking. Add something more like:

“John, I appreciate your thoughts on global awareness for managers. I particularly thought your comments on cultural differences will help me when I’m a manager because…”
Text Support for Discussion Posts
The text will be used throughout the term and each week I will post additional articles under the weekly module be sure to watch for those articles as well.

You will post your discussion answer to each question on Thursday by 11:59 p.m. This individual submission/post is worth 15 points. By Sunday evening of the same week, you will post your reaction to the members of your group by 11:59 p.m. This group response submission is worth 10 points. The total value of the two submissions is 25 points. There are a total of 4 discussions in the semester including the Intro Discussion Post. (The introductory post is separate).

Be sure to post your individual post by Thursday evening. Don’t be late—this delay affects your group members! Be on time, plan your week accordingly. Your individual post grade will also include timeliness of your post.

Late Assignments

⇒ Deadlines and Late Submissions - READ THIS VERY CAREFULLY!

This is not a self-paced course in which you can submit work on your own timeline. Deadlines will be enforced. There is no university policy that obligates faculty to accept late work, regardless of reason.

Although I hope this won’t happen, if you experience a severe medical issue or family emergency that prevents you from completing work by a deadline, it is your responsibility to contact me IMMEDIATELY. Appropriate documentation in writing (e.g., from a health care provider) must be provided. It is entirely my discretion how to respond, including assessing a late grade penalty or rejecting your documentation if deemed to be insufficient or unwarranted.

⇒ Reminder: Discussion deadlines will not be extended. I will not reopen a discussion if you miss the deadline.

The best strategy in this course is to manage your time carefully, start early on assignments, and submit assignments well before deadlines. If you choose to wait until the last minute to start an assignment and experience a technical problem or other issue that prevents you from submitting on time, this does not excuse you from meeting a deadline. I will, of course, adjust deadlines if there are technical glitches in eCourseware that affect everyone in the class.

Final Grade, Extra Credit, and Make-Up Work
Your final letter grade will be calculated as shown in the ‘Grading’ section of this syllabus. I do not offer extra credit unless it is made available to everyone in the class. I do not negotiate make-up work for students who are unhappy with their grade at the end of the semester. All students are held to the same standards and course requirements.

Attendance
Attendance in an online course means logging in regularly and actively participating in graded assignments. I have access to data on your login activity and frequency in eCourseware. I am required to report lack of attendance to the university. For students receiving federal student loans, non-attendance can impact student loan eligibility.
Guidelines For Communication

I regularly post announcements on the eCourseware home page. I also expect you to check your U of M email regularly. If I send information via email, it will be to your U of M email address, NOT via eCourseware email. If you fail to read announcements or email, resulting in your missing important information that affects your grade, that is your responsibility.

Instructor Contact: Please elaemami@memphis.edu email as the primary means for contacting the Instructor NOT via eCourseware email. If you wish to speak to the Instructor, please first email to set up a meeting either by phone or zoom.

The Instructor will make every attempt to respond to email inquiries within 24 hours during the work week. Students will be notified when the Instructor is not available to meet the stated response time through class meeting, email, and in eCourseware news postings.

Email Guidelines:
Please understand that the purpose of the following guidelines is to help you develop and practice communication skills needed in a professional work context:

- Always include a subject line with specific concise topic and “4810-001"
- Be specific. Include all pertinent information. I teach multiple classes with multiple assignments, cases, exams, and discussions. Don’t make me guess what you are asking about. Be specific; e.g., say "The Ch. 2 quiz," not "The quiz" or "The last quiz."
- Remember without facial expressions some comments may be taken the wrong way thus, be careful of your words and tone
- Begin with a proper salutation: “Dear Ms. Emami” or “Dear Professor Emami.” (Not “Hey professor.”)
- Ensure that your email is well-written with correct spelling, grammar, word usage, and punctuation, and is courteous and professional in tone.
- Include your full name at the end of your email message.

Professionalism:
I expect you to behave just as would in a professional business setting. To provide guidance in adhering to this expectation, ask yourself the following questions about what you would do in a professional business setting. I consider this almost as important if not more important than the content of the course.

⇒ Would I fail to complete my job duties or wait until the last minute to begin an assigned task, then make excuses for why I didn’t get things done or why I performed poorly?
⇒ Would I expect special treatment because I’m ‘busy,’ even though my co-workers are equally as busy?
⇒ Would I neglect to carefully read information and instructions given to me in writing?
⇒ Would I refrain from asking legitimate questions when I truly need more clarification to help me do my job better, later blaming my boss because I didn’t understand what I was supposed to do?
⇒ Would I send an informally worded, poorly written email to my boss or co-worker that looks like a text message sent from a 13-year-old? (Re-read the email guidelines above!)
**Professor’s Expectations:**
In general, you should assist the instructor in creating a positive, supportive environment for learning by staying engaged in the course and actively participating in discussions.

- Logging into eCourseware at least three times a week for participation activities and obtaining weekly course NEWS updates;
- Keeping up with deadlines through the course schedule in eCourseware under Getting Started module and in course calendar system;

→ **Carefully reading the syllabus, assignments, and course content before asking the instructor for clarification;**

- Promptly communicating with instructor for clarification on any course or personal matters;
- Utilizing University-provided email account for communication in this course rather than eCourseware email;
- Carefully proofreading all assignments, ensuring proper grammar, sentence structure, and accurate punctuation. If necessary, students should utilize free tutoring and writing help available through the University’s Writing Center in McWherter Library and completed well in advance of assignment due dates;
- Treating all members of the course professionally and with kindness and respect;
- Adhering to the University’s Code of Student Rights and Responsibilities found in Student Conduct Handbook (opens in new window) and the Fogelman College of Business & Economics Standards for Academic Integrity [Student Integrity](#);
- Cheating/Unethical acts/plagiarism/dishonest behavior of any form will NOT be tolerated by the Instructor.

**Student's Expectations:**

In my role as your instructor, there are certain things you can expect from me including: well-organized and engaging learning experience, response to emails within two (2) business days, and feedback on all work submitted within 7-10 calendar days.

**University Policies & Additional Information**

**Technology and Software Requirements:**

Please use Chrome or FireFox browsers for best experience for eCourseware. Note: Internet Explorer must NOT be used at all.

- The minimum hardware requirements for eCourseware compatibility can be found at [University Of Memphis Tech Support](#).
- Students MUST have access to high speed Internet that is readily available.
- The software requirements are Microsoft Office Word, Adobe Acrobat Reader, and Microsoft PowerPoint. No other word processing software will be accepted. If you don’t have MS Word, then you can save your documents as a rich text file (rtf).
- Students are strongly encouraged to back up their electronic files using an 8MB or larger USB Flash Drive and a cloud storage website system, such as Dropbox, or Google Drive.
Technical Support eCourseware: For technical difficulties with eCourseware, first use the UMhelpdesk by filling out a form at: University of Memphis Help Desk or calling 901.678.8888.

Course Absence
No Provision is made for making up assignments or tests except for University-approved reasons (University-sponsored trips, athletic events, or conferences) or for exceptional reasons approved by the Instructor. Those students who have extracurricular arrangements that will conflict with the course MUST make arrangements with the Instructor in advance before due dates of assignments and quizzes. Official documentation is required as proof. Note that the course is set up to allow for early submissions of assignments and completing tests within an open timeline window. Additionally, personal or work commitment conflicts are not excused absences. Please contact your Instructor immediately should you have unexpected situations arise.

Exam-day Conduct: You are on your honor! All exams are to be taken by you, the student, and without any assistance from any other person. Please refer to the University policy on student conduct in regard to cheating. The instructor will adhere to the disciplinary policy regarding student misconduct. See U of M Code of Student Rights and Responsibilities University of Memphis Judicial Affairs PDF.

University Policies
E-MAIL: All students are required to maintain and access their University of Memphis (@memphis.edu) email account. You will receive all official course correspondence at this email account. Any inability to receive incoming mail in a timely fashion (e.g., not regularly checking your email, having a “full mailbox” condition, etc.) is the student’s responsibility.

Student Responsibility (Attendance & Participation): Attendance is expected and will be recorded. Respect for the Instructor and class members is required thus, class disruption either by arriving late or leaving early will NOT be tolerated. Excessively disruptive students will be expelled from the class. See UM Code of Student Rights and Responsibilities University of Memphis Judicial Affairs

Adding / Dropping
If you have questions about adding or dropping classes, please refer to this page on the Registrar’s website.

Academic Integrity
The University of Memphis has clear codes regarding cheating and classroom misconduct. If interested, you may refer to the Student Handbook section on academic misconduct for a discussion of these codes. Note that using a “Solutions Manual” is considered cheating. Should your professor have evidence that using a “Solutions Manual” has occurred, he/she may take steps as described on the campus’ Office of Student Conduct website. If you have any questions about academic integrity or plagiarism, you are strongly encouraged to review the Fogelman College’s Website on Academic Integrity.

Academic Dishonesty/ Honor Code: Students are expected to recognize and uphold standards of intellectual and academic integrity as set forth in the University of Memphis Code of Student Rights and Responsibilities. See: University of Memphis Judicial Affairs. Academic dishonesty of any sort will not be tolerated. Your Instructor will adhere to the University policies related to academic dishonesty. Dishonest acts related to academic work, include but are not limited to; using another student’s work as your own, plagiarizing, obtaining aid on quizzes, taking quizzes for others, having another person take your quizzes,
having unauthorized knowledge of quiz content, doing work for another student, falsification, and multiple submissions. If plagiarism occurs, the student, at minimum, may be subject to failure of the assignment and/or course. Further action could be taken, up to and including expulsion from the University. Plagiarism is the “intentional use of someone else’s exact words without quotation marks and appropriate credit or the use of someone else’s unique ideas without acknowledgment,” (Alred, G. et al. (2011). Handbook of Technical Writing. New York, NY: St. Martin’s Press.) See How to avoid plagiarism: Online Integrity

Turnitin Statement: “Your written work may be submitted to Turnitin.com, or a similar electronic detection method, for an evaluation of the originality of your ideas and proper use and attribution of sources. As part of this process, you WILL be required to submit your research work electronically and be given other instructions to follow. By taking this course, you agree that all assignments may undergo this review process and that the assignment may be included as a source document in Turnitin.com’s restricted access database solely for the purpose of detecting plagiarism in such documents. Any assignment not submitted according to the procedures given by the Instructor may be penalized or may not be accepted at all.” (University of Memphis, Office of Legal Counsel, October 17, 2005)

Ghost writing: It should go without saying that having someone else write some or all of a paper or do a project for which you are individually responsible constitutes academic dishonesty. Whether the author is a friend, a paid writer, or a person who offers such services on a web site, the result is an intention to present someone else’s work as your own and will be treated as an academic dishonesty infraction.

Classroom or Online Behavior:

All participants in the course should be considerate of the other course participants and treat them (as well as their opinions) with respect. The class will operate under the assumption that any and all feedback offered is positive in nature and that the intentions of the person(s) providing feedback are strictly honorable. Insensitivity in this area will not be tolerated. If you have any questions about online communication, you should review the Fogelman College’s Netiquette website (opens in new window).

Laptops, electronic tablets, smartphones, and other Internet-ready electronic devices:

The class will regularly participate in team activities and thus, students will benefit from the use of Internet-ready, electronic devices and are encouraged to utilize the devices in the course. HOWEVER, social media is not included in appropriate use.

Respectful Class Conduct for Campus Classes: When in-class research activities are not being conducted, students are to maintain proper respect for the Instructor and class members by refraining from surfing the Web, texting, listening to video or music, or participating in other disruptive and non-related class activities on the Internet. Additionally, electronic phone devices should be put in the “silent” mode during class time. Leaving the classroom to accept phone calls is also unacceptable. Moreover, any student found playing games, listening to music, or surfing the Web on the electronic devices will be asked to stop and will be asked to leave the classroom, if the conduct continues. See UM policy: University of Memphis Judicial Affairs.

Student Assistance: Students who have difficulties in the course are encouraged to contact the Instructor early in the semester for discussion. Additionally, the College has an Educational Support Program (ESP) that provides academic counseling. The services are free to students and can be helpful to students who sincerely want to learn and improve their grades. For more information on ESP refer to University of Memphis ESP. The Business Learning Center (located in our classroom building, room 256) also provides tutoring in accounting, statistics, finance, management, and marketing. The phone number
is 901.678.3912. Hours are 8:00 a.m. -7:00 p.m., Monday through Thursday. Writing assistance is also available in Patterson, Room 225 only. Contact number is 901.678.3912. Tutoring: General tutoring (University of Memphis Tutoring); Writing (University of Memphis Online Tutoring); Study efficiencies/time management-Mitchell Hall, Room 207.

ADA Statement: The University of Memphis and the Fogelman College of Business and Economics is committed to providing equal opportunity and challenge to all academically qualified students with disabilities and is compliant with Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. To receive disability related accommodations and services, students must first register with the Disability Resources for Students (DRS) Office and provide current and appropriate documentation which identifies the specific nature and extent of a qualifying disability. The DRS website is University of Memphis drs. The phone number is 901.678.2880 and location is at 110 Wilder Tower.

Minor Children: In order to protect minor children (under the age of 18), The University of Memphis has a policy (see University of Memphis Policy UM 1645) that states that no minor child will be allowed on campus in the workplace, in the classroom, or on campus in unsupervised circumstances.

Inclement Weather & Emergencies

In the event that inclement weather requires the cancellation of classes at The University of Memphis, local radio and television media will be immediately notified. Additionally, The University of Memphis has established an Inclement Weather Hotline at 678-0888 as well as Live Safe App (download here: LiveSafe-Police) for emergency alerts messaging service to students, faculty and staff. This optional service is used in the event of an on-campus emergency, an unscheduled university closing, or a delay or cancellation of classes due to, for instance, inclement weather.

LiveSafe for iOS: A Step-by-Step Guide
LiveSafe for Android: A Step-by-Step Guide

Crisis Management

The U of M Office of Crisis Management (new browser), 678-3692, email: be_prepared@memphis.edu, has established a comprehensive emergency and disaster preparedness program to protect its people, resources, and environment. Sign up here (new browser) to receive Tiger Text emergency alert messages.

FCBE Academic Internship Credit

In FCBE, all majors offer an academic internship course option as a substitution for a required elective in a student’s major. To apply for academic credit, students must obtain an internship highly related to their major, register prior to the start of their internship and have their internship approved by departmental internship faculty. To review the requirements for applying for academic credit, visit Internship Credit.

Students should allow approximately two weeks for the review and processing of an academic internship application through the Fogelman Internship Network.

Student Services

Please access the FCBE Student Services (opens in new window) page for information about:

- Students with Disabilities
- Tutoring and other Academic Assistance
• Advising Services for Fogelman Students
• Technical Assistance

Resources, Education and Writing Assistance

APA format websites

1. APA
2. Purdue University Style Help
3. Docstyles

Career Services

UM Career Services

Educational Support Program (ESP)

Provides academic counseling, contact information is ESP
Professional Development Center Programs FCBE
Professional Development Center

Business Learning Center

Room 256, FCBE, provides tutoring in accounting, statistics, finance, management, and marketing.

Writing assistance
Available in Patterson, Room 225 only. Contact number is 901.678.3912.
The Center for Writing and Communication
CWC, First Floor Ned R. McWherter Library

Tutoring

1. General Tutoring
2. Writing and Online Tutoring

Study efficiencies/time management
Mitchell Hall, Room 207