



## COMPARATIVE INTERNATIONAL MANAGEMENT

<b>Module title</b>	<i>Comparative International Management</i>
<b>Level of Module</b>	<i>Graduate</i>
<b>Number of credits</b>	<i>6; 36 hours of class work, 128 hours of self-study, 2 hours of consultations</i>
<b>Prerequisites</b>	<i>Programme requirements (pre-reading)</i>
<b>Teaching language</b>	<i>English</i>

### THE AIM OF THE MODULE:

This Module is designed to facilitate a more “practical” understanding of strategic issues facing companies who manage (or intend to manage) their operations within as well as across national boundaries. The Module focuses on the real challenges companies face in a ‘international management’ context. In general, these challenges pertain to identifying, evaluating, and making tradeoffs across international, national-, industry-, firm-, and personal- level contexts. Thus, this Module will discuss strategy formulation- and implementation-related issues as well as generate solutions to companies’ international management dilemmas and compare various management practices in different companies.

### LEARNING OUTCOMES

<b>Module learning outcomes (MLO)</b>	<b>Study methods</b>	<b>Assessment methods</b>
MLO1. To perform strategic analysis in a variety of industries and competitive situations and develop a strong understanding of the competitive challenges of a global market environment.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
MLO2. To assess a global business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and making sound strategic decisions.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
MLO3. Acquire the practical skills needed to effectively develop a company's global strategy by simulating managerial tasks related to the implementation and execution of the company's strategies internationally	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
MLO4. To be able to make informed business decisions and achieve effective results in different cultural environments.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
MLO5. To employ proficiency in using personal computers to do managerial analysis and managerial work.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
MLO6. To acknowledge importance of exemplary ethical principles, sound personal and company values, and socially responsible management practices across different cultures and contexts.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.

## ACADEMIC HONESTY AND INTEGRITY

The ISM University of Management and Economics regulations on academic ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the Module, during the entire Module. Unethical conduct or behavior will in no way be tolerated (please refer to ISM University regulations).

Topic	In-class hours	Readings
<b>Opening remarks &amp; Module overview.</b> Reviewing contemporary issues in International Management.	4	Module syllabus Note on Case Analysis
<b>National Cultures and Management.</b> Understanding the Etic and the Emic Perspectives. Institutional Diversity.	4	Reading: When You Shouldn't Go Global Textbook Chapters 2, 3, 4 Case Study: Damark Packaging Inc
<b>Managing strategic challenges 1.</b> Managing Human Resources and comparative corporate governance.	4	Reading: The Global Entrepreneur Textbook Chapters 5, 6 Case Study: India Gold Fish Leather
<b>Managing strategic challenges 2.</b> Managing resources from the international operational perspective.	4	Reading: Dream Deferred... Textbook Chapters 7, 8 Case Study: Larson in Nigeria
<b>Guest Speaker (1)</b>	4	Reading: Co-creating Business's New Social Compact Case Study: IKEA's Global Sourcing Challenge
<b>Managing operational challenges 1.</b> Understanding operations of multinational corporations: structural, cultural and strategic issues.	4	Reading: Distance Still Matters... Textbook Chapter 9
<b>Managing operational challenges 2.</b> Networks and Clusters of Economic Activity	4	Reading: Ethical Breakdowns Textbook Chapter 9 Case Study: NES China
<b>Holistic understanding of comparative international management.</b> Interdependencies, Harmonization and Societal Specificity	4	Reading: Cultural Intelligence Textbook Chapter 11 Case Study: Omega Air Charters
Guest Speaker (2) <b>Module summary &amp; Concluding thoughts</b>	4	N/A
	<b>Total: 36 hours</b>	

## FINAL GRADE COMPOSITION

Type of assignment	Self-study hours	% of the total grade
Class participation	-	25%
Case presentations	64	25%
Final exam	64	50%
<b>Total:</b>	<b>128</b>	<b>100</b>

## DESCRIPTION AND GRADING CRITERIA OF EACH ASSIGNMENT

### Assessment 1. Class participation.

Class participation refers to making relevant and meaningful discussion that enhances the *quality* of our class meetings. Thus, the content (i.e., what?) as well as the process (i.e., how?) of discussion are important. Class participation should not be confused with “air time.” We are interested in your arguments and, importantly, the justification you offer in their support. Since there are no right or wrong answers, you will not be graded on whether you agree or disagree with the majority. Your failure to participate penalizes all of us. For example, i) you deprive us of your insights, ii) your opinions and ideas go unevaluated and unscrutinized, and iii) you lose an opportunity to develop important business skills. Unless there are truly extenuating circumstances, there will not be any make-up assignments in lieu of class participation and/or absences.

Participation also includes your involvement in small-group exercises (e.g., mini-presentations, role play, presentation of assigned readings, and so on) as well as unannounced quizzes and assignments. We shall pursue such diversions whenever I feel they are necessary. Given this broad definition of participation, I strongly urge you to be fully prepared for every class. Details of small-group exercises will be announced when they are undertaken. In general, group assignments will be graded on the quality of your output and defensibility of your position.

### Assessment 2. Class presentation.

Each group must present a case study. All presentations involve a 25-minute oral presentation plus question-answer time. You must provide me with a legible copy of your overheads prior to the presentation. If appropriate, you may distribute case-related material to our class. Each group must sign-up for cases on a first-come-first-served basis. After sign-up, each group should confer with me as early as possible to identify the case decision/issue. Since no two cases are identical, the nature of my assistance will vary. Nonetheless, all assistance shall be related to a specific case and the discussion topic that the case aims to reinforce.

*You must not research the case decision in preparing for the presentation (or discussion).* This is because such *ex post* information would not be available to a case protagonist when s/he was confronted with that particular case decision. Previous experience has repeatedly shown that gathering *ex post* information to reach a case decision is detrimental to the case presentation grade.

Be creative in your presentation. Refer to the ‘Guide to Persuasive Presentations’ reading. The use of standard analytical frameworks may be convenient, but contributes to a very dull and boring presentation. Keep your presentation interesting to engage the audience and retain their interest and attention. Regardless of your approach, a holistic presentation typically contains the following material. Of Module, you can include other relevant slide(s) containing information you need to support/explain/articulate your analysis. Such slides should be inserted wherever appropriate.

- Slide-1: Names [Presentation case and group members],
- Slide-2: Issues [What is the case all about (e.g., Effects of globalization)?],
- Slide-3: Decision [Specific question(s) to which the decision-maker needs an answer],
- Slide-4: Cause [Fundamental reason(s) prompting the need to make the above decision],
- Slide-5: External Analysis [Detailed analysis of context-specific factors, if any],
- Slide-6: Internal Analysis [Detailed analysis of company-specific factors, if any],
- Slide-7: Managerial Preferences [Detailed analysis of management preferences, if any],
- Slide-8: Options [Detailed discussion of the pros/cons of each *feasible* option],
- Slide-9: Recommendation [Selected option and justification for its choice].

### Assessment 3. Final exam.

The principal objective of the final exam is to promote your ability to synthesize your analysis— and our class discussion— of case studies and assigned readings. Your task is to clearly identify key takeaways that would help companies fulfill their international marketing agenda efficiently as well as effectively. Thus, these assignments require you to generate keen insights about how companies can successfully leverage market opportunities to their own advantage. **Note, the exam does not ask for a case summary or even your recommendations for solving a case. Likewise, the exam does not ask for a summary or critique of the reading.**

Another objective is to improve your written communication skills. Here, your task is to articulate your synthesis such that your intended message is communicated both concisely and coherently. Your goal should be to convince readers that the key takeaways you identified are indeed significant for ‘strategic’ marketing.

Given that the exam will be a “small” group effort, each group will be required to evaluate the contributions of its individual members. These contributions will be used to weigh the (group) grade for individuals in that group. Thus, depending upon his/her contribution, an individual may receive a higher or lower score than that earned on the graded assignment. If an individual/group does not submit a peer evaluation, I will assume all group members have contributed equally.

## RETAKE POLICY

Upon receiving a failing final cumulative grade for this Module, a student can make one attempt to retake a final comprehensive examination that will equal 50% of the revised final cumulative grade. A student has no right or permission to retake the final examination, if he/she has already received a passing final cumulative grade.

## ADDITIONAL REMARKS

To fulfill our Module objectives, we will rely on several tools: 1) case studies, 2) readings, 3) small-group projects, 4) multi-media, and 5) mini-lectures.

## REQUIRED READINGS

1. Noorderhaven, N., Koen, C., & Sorge, A. (2015). *Comparative international management*. Routledge.
2. Note on Case Analysis  
Haywood-Farmer, J.  
*Ivey Business School Note #9A81L002*.
3. When You Shouldn't Go Global  
Alexander, M. & Korine, H.  
*Harvard Business Review*, December 2008: 70-77.
4. The Global Entrepreneur  
Isenberg, D.  
*Harvard Business Review*, October 2001, pp. 72-81.
5. Distance Still Matters: The Hard Reality of Global Expansion.  
Ghemawat, P.  
*Harvard Business Review*, September 2001, pp. 137-147.
6. Dream Deferred: The Story of a High-Tech Entrepreneur in a Low-Tech World.  
Maddy, M.  
*Harvard Business Review*, May-June 2000, pp. 57-69.
7. Co-creating Business's New Social Compact  
Brugmann, J. & Prahalad, C.K.  
*Harvard Business Review*, February 2007, pp. 80-90.
8. Ethical Breakdowns  
Bazerman, M. & Tenbrunsel, A..  
*Harvard Business Review*, April 2011, pp. 58-65.
9. Cultural intelligence  
Earley, P.C. & Mosakowski, E.  
*Harvard Business Review*, October 2004, pp. 139-146.