

# COURSE SYLLABUS



COURSE TITLE: Bus 450 – International Management  
CLASS SECTION: 001  
TERM: Winter 2023  
COURSE CREDITS: 3  
DELIVERY METHOD(S): In class lectures and discussion

Camosun College campuses are located on the traditional territories of the Lək̓ʷəŋən and W̱SÁNEĆ peoples. We acknowledge their welcome and graciousness to the students who seek knowledge here.  
Learn more about Camosun's [Territorial Acknowledgement](#).

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*Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your Instructor with a reasonable explanation in advance, you will be removed from the course and the space offered to the next waitlisted student.*

## INSTRUCTOR DETAILS

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NAME: Timothy Kemp MPA  
EMAIL: [tkemp@camosun.ca](mailto:tkemp@camosun.ca)  
OFFICE: CBA 232  
HOURS: As posted on office door, or by appointment – email [tkemp@camosun.ca](mailto:tkemp@camosun.ca)

*As your course Instructor, I endeavour to provide an inclusive learning environment. However, if you experience barriers to learning in this course, do not hesitate to discuss them with me. Camosun College is committed to identifying and removing institutional and social barriers that prevent access and impede success.*

## CALENDAR DESCRIPTION

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This overview course of International Management will examine culture, multinational business enterprises and the significance of cross-cultural variables in the business environment. Topics include ethics, human resource management, external environment, strategy formulation, and the role of culture in global management.

## PREREQUISITE(S):

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One of:

- C in BUS 150, *or*
- C in SPEX 150, *or*
- Bachelor degree from a recognized post-secondary institution

## COURSE LEARNING OUTCOMES / OBJECTIVES

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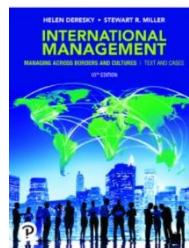
This overview course of International Management will examine culture, multinational business enterprises and the significance of cross-cultural variables in the business environment. Topics include: ethics, human resource management, external environment, strategy formulation and execution, and the role of culture in global management. Upon successful completion of this course, the student will be able to:

- Analyze the issues and trends related to the external environment in which international and global organizations operate and develop a strategic framework for addressing such.
- Explain the impact of individual and corporate behaviour on the culture, structure, operations, and processes of an international or global organization and identify management strategies for recognizing and addressing these.
- Identify the influence of cross-cultural factors on interpersonal dynamics and apply best practices for cross-cultural communications.
- Analyze issues facing international managers when formulating and implementing strategies including organizational structure and control systems.
- Describe how international organizations manage their human resources including the procedures and practices for effective leadership of a cross-cultural workforce.

## REQUIRED MATERIALS & RECOMMENDED PREPARATION / INFORMATION

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- International Management: Managing Across Borders and Cultures, 10<sup>th</sup> edition, ISBN-13: 9780135897997



- Purchase the e-text at:  
[bit.ly/450TextW23](https://bit.ly/450TextW23)

- Subscribe for daily emails from:  
[theCOG.co](https://theCOG.co)



## COURSE SCHEDULE

The following schedule and course components are subject to change with reasonable advance notice, as deemed appropriate by the Instructor.

Week and Date	Textbook Topic	Pre-reading	D2L Quiz	Current Topic Presentation
Week 1 – Jan. 13 <sup>th</sup>	Introduction and Overview	none	none	none
Week 2 – Jan. 20 <sup>th</sup>	Assessing the Environment	Chapter 1	in-class	Social Credit
Week 3 – Jan. 27 <sup>th</sup>	Managing Interdependence	Chapter 2	in-class	Geo-politics
Week 4 – Feb. 3 <sup>rd</sup>	Understanding the Role of Culture	Chapter 3	in-class	Human Migration
Week 5 – Feb. 10 <sup>th</sup>	Communicating Across Cultures	Chapter 4	in-class	Taiwan
Week 6 – Feb. 17 <sup>th</sup>	Reading Break	none	none	none
Week 7 – Feb. 24 <sup>th</sup>	Guest Speaker TBA	none	none	Iran
Week 8 – Mar. 3 <sup>rd</sup>	Cross Cultural Negotiation and Decision Making	Chapter 5	in-class	Fake News
Week 9 – Mar. 10 <sup>th</sup>	Formulating Strategy	Chapter 6	in-class	Kashmir
Week 10 – Mar. 17 <sup>th</sup>	Website Week	your assigned site	none	Belt and Road
Week 11 – Mar. 24 <sup>th</sup>	Staffing Training and Global Operations	Chapter 9	in-class	Conspiracy Theories vs. Critical Thinking
Week 12 – Mar. 31 <sup>st</sup>	Motivating and Leading	Chapter 11	in-class	Disruptive Tech (positive)
Week 13 – Apr. 7 <sup>th</sup>	Statutory Holiday (Good Friday)	none	none	none
Week 14 – Apr. 14 <sup>th</sup>	Last Week of Classes papers due at beginning of class	none	none	none

Students registered with the Centre for Accessible Learning (CAL) who complete quizzes, tests, and exams with academic accommodations have booking procedures and deadlines with CAL where advanced noticed is required. Deadlines scan be reviewed on the [CAL exams page](http://camosun.ca/services/accessible-learning/exams.html).

<http://camosun.ca/services/accessible-learning/exams.html>

## EVALUATION OF LEARNING

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DESCRIPTION	WEIGHTING
Current Topic Presentation (group)	25%
Website Presentation (group)	5%
Integrative Term Paper (individual or group)	25%
D2L Chapter Quizzes (individual – best 7 of 8 @ 5% each)	35%
Positive Participation	10%
<b>TOTAL</b>	<b>100%</b>

If you have a concern about a grade you have received for an evaluation, please come and see me as soon as possible. Refer to the [Grade Review and Appeals](http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf) policy for more information.  
<http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf>

## COURSE GUIDELINES & EXPECTATIONS

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### Late Assignments and Missed Quizzes:

- Late assignments and missed quizzes receive a mark of zero (0%).
- Exceptions apply for medical reasons.

### Each student will complete:

1. eight in-class Chapter Quizzes, (individual)
2. a Current Topic presentation, (group)
3. a Web Site presentation, (same group as Current Topic presentation) and
4. an Integrative Term Paper applying concepts from the entire course.  
(individual **or** group)

### Attendance and Participation:

- This class is very discussion oriented. At a *minimum*, scan [theCOG.co](http://theCOG.co) before class and be ready to raise a question.
- Please post a recognizable photo of yourself on D2L.
- If you need to miss a class, please email the Instructor in advance at [tkemp@camosun.ca](mailto:tkemp@camosun.ca) .

In groups of four, lead an overview and discussion of your assigned topic. Your purpose is to lead the class in understanding a topic of strategic importance. This is not a standard 'class presentation'. You are teaching the topic.

***Groups are required to meet with the Instructor one week before their presentation date.  
We'll discuss your plans and make sure you're equipped to do something interesting.***

**Requirements:**

1. 60 minutes of interactive learning for your classmates  
(innovate a little – games, guests, maps, competitions, web-searches, whatever works...)
2. A slide presentation
3. Web-links to supportive articles and extra materials  
(short, relevant video clips are recommended, especially 'Explainers')
4. Submit your PowerPoint to the D2L Assignment box labelled  
'Current Topics Presentations' at least one hour before class.
5. See next page for how your work will be graded.  
(You might want to prepare accordingly, yes?)

**Professionalism counts** – this includes:

- the quality of your content and analysis,
- the clarity and impact of your slides,
- your fluency in the vocabulary of your topic,
- your readiness to answer questions,
- the confidence portrayed in your delivery, and
- your ability to engage your audience.

Note – you are not required to 'dress-up' for presentations in this class.

***Focus on doing something interesting...***

The <b>topic to be discussed</b> was <b>not</b> introduced appropriately	The <b>topic to be discussed</b> was introduced appropriately
1            2            3            4            5	6            7            8            9            10
The presentation had too much or too little <b>detail</b>	The presentation had an appropriate level of <b>detail</b>
1            2            3            4            5	6            7            8            9            10
Videos and exercises added little <b>value</b>	Videos and exercises added significant <b>value</b>
1            2            3            4            5	6            7            8            9            10
Presenters failed to <b>answer questions</b> well	Presenters <b>answered questions</b> well
1            2            3            4            5	6            7            8            9            10
Presenters did not demonstrate a sound understanding of the <b>vocabulary</b> of the topic	Presenters demonstrated a sound understanding of the <b>vocabulary</b> of the topic
1            2            3            4            5	6            7            8            9            10
Slides were too small, cluttered, or <b>difficult to read</b>	Slides were clear, attractive, and <b>easy to read</b>
1            2            3            4            5	6            7            8            9            10
This presentation failed to <b>engage</b> the audience	This presentation was very <b>engaging</b>
1            2            3            4            5	6            7            8            9            10
The <b>presenters</b> seemed under-prepared and/or unprofessional	The <b>presenters</b> seemed well prepared and professional
1            2            3            4            5	6            7            8            9            10
The presenters failed to <b>manage the technology</b> well	The presenters <b>managed the technology</b> seamlessly
1            2            3            4            5	6            7            8            9            10
<b>Overall</b> , this was a poorly prepared presentation	<b>Overall</b> , this was a well prepared presentation
1            2            3            4            5	6            7            8            9            10

GRADE: /100

Each group will lead the class through an assigned website to demonstrate its relevance to the Integrative Term Paper.

**Your task is to:**

1. Determine which questions from page 10 of this syllabus are answered by your assigned website.
2. Lead the class through a tour of your assigned website to assist in their research efforts.

**Requirements:**

1. 10 minutes of interactive learning for your classmates.
2. Write a one-to-two page .pdf containing weblinks to assist your classmates in answering the specific questions on page 10 of this syllabus.
3. Submit your one-page overview to the D2L Assignment box labelled 'Website one-page Overviews' at least one hour before class. (one per group)

Your Instructor will post the .pdfs to D2L for everyone's use in writing the Term Paper.

**Professionalism counts** – this includes:

- the quality of your content and analysis,
- the clarity and impact of your website overview,
- your fluency in the vocabulary of your topic,
- your readiness to answer questions,
- the confidence portrayed in your delivery, and
- your ability to engage your audience.

Note – you are not required to 'dress-up' for presentations in this class.

*Focus on helping your classmates research the Integrated Term Paper ...*

1. The Integrative Term Paper is best completed in groups of two or three.  
Plan time for editing. Your paper must read as if it was written by a single author.
2. The Integrative Term Paper is **limited to eight pages** in length, *excluding* the cover page, citations, and appendices.
3. The Paper **must** include the headings listed on page 10.
4. The cover page must include **names of the group members** and the **city** where you plan to set up business.
5. Double-space your paper with 12-point Calibri and standard margins.
6. Submit your paper in both printed and electronic form via the D2L Assignment box labelled 'Integrative Term Papers'. (one per group)
7. Professional presentation, grammar, and spelling count.  
Use [hemingwayapp.com](http://hemingwayapp.com) to guide your edits.
8. Your paper should read like a professionally prepared document.  
'Stream of consciousness' writing is not acceptable.
9. **House-rules on Citation:**
  - a. Cite all sources using APA style as formatted by Microsoft Word, or a similar program.
  - b. Where background materials are online, **provide hyperlinks leading to your source material** immediately after the APA citation. e.g. (Kemp, 2022) [link](#) ← **DO THIS! (ctrl + k)**
  - c. Articles from E-library sources such as EBSCO must be cited using **persistent links**.
  - d. Links that lead to .pdf documents must include specific page numbers for material cited.
10. The **Appendix** has no length limitations, but must be well organized.



The paper requires *research*, *creativity*, and *reason* in applying course content. Research the facts, and then devise a *plausible* storyline as follows:

Create an imaginary company you have been operating in Canada for some time. Your group represents top management, and you have decided to go international. You must send two or more Canadian managers to the host-country for at least one year.

**Choose from the following four entry strategies for your term paper.**

(see text Chapter Six – Formulating Strategy)

1. **Contract Manufacturing:** A common way to use less expensive labor overseas is to contract for production of finished goods or component parts.
2. **Service-Sector Outsourcing:** The process of setting up overseas offices, call centers, and research labs in relatively low-wage countries such as India, the Philippines, and Bangladesh in order to reduce the cost of white-collar employees.
3. **International Joint Ventures (IJVs):** A joint venture involves an agreement by two or more companies to produce a product or service jointly. Ownership is shared, typically by an MNC and a local partner. This strategy facilitates rapid entry into new markets by means of an already established partner who has local contacts and familiarity with local operations.

IJVs are a common strategy for corporate growth around the world. They are also a means to overcome trade barriers, to achieve significant economies of scale for development of a strong competitive position, to secure access to additional raw materials, to acquire managerial and technological skills, and to spread the risk associated with operating in a foreign environment. The IJV also reduces the risks of expropriation and harassment by the host country. Many countries, like Mexico and Japan, stipulate proportions of local ownership and participation.

4. **Fully owned Subsidiaries:** In countries where a fully owned subsidiary is permitted, an MNC desiring total control of its operations can start its own product or service business from scratch, or it may acquire an existing firm in the host country. This represents the highest level of risk for a firm.

**Note** – you are not in the exporting business.

You may not just export Canadian goods or services to another country.

Include the following nine headings in your paper: ← DO THIS!

1. **Background**

- a. Describe your company, its operations, size, and financials.
- b. Explain your decision to go international.

2. **Macro Environment**

- a. What are the main risks associated with the host-country? (A.M. Best)
- b. What are the rules for foreign businesses?
- c. Are there any supports or tax incentives for foreign investment?

3. **Cultural Profile**

- a. Provide a cultural profile of the local area where you will be operating.
- b. What are the impacts of religion?
- c. How does the local culture compare to Canadian culture? (Hofstede)  
Note - this profile is for business purposes, do not use a tourist guide.

4. **Communication Issues**

- a. Discuss the communication problems your ex-pat managers might face in the host-country working environment.
- b. How should they prepare for and deal with them?

5. **Entry Strategy**

- a. State your planned entry strategy and explain your rationale. Choose from:  
1) Contract Manufacturing,                      2) Service-Sector Outsourcing,  
3) International Joint Venture, or              4) Fully Owned Subsidiary.

*Note – you are not in the exporting business. You may not just export Canadian goods or services to another country.*

6. **Staffing Policy**

- a. Describe the staffing policy you will use for top-level managers.  
(HCNs, PCNs, TCNs, etc.)
- b. Provide your rationale.

7. **Leadership and Motivation**

- a. Describe the leadership and motivational techniques you will use *in the host-country*.  
Canadian norms likely have limited application.
- b. How will you motivate local staff (HCNs)?

8. **Break Even Analysis**

- a. Project your start-up costs and the number of units of production/sales you will require to break-even.
- b. Indicate how many months it will be before you break even.  
(See Break Even Calculators on D2L)

9. **Appendix** Organize your supporting materials carefully with appropriate numbering.

Quizzes and Assignments:

- Students must submit their assignments on the due date or as announced.  
A grade of zero will be assigned to late submissions. There are no additional assignments or make-up quizzes if you performed poorly on an assignment or quiz.
- Quiz dates will not be rescheduled. Non-attendance on scheduled quiz dates results in a zero grade. Exceptions will be made only for medical reasons or extenuating circumstances which must be submitted and then accepted by the Instructor. Please advise your Instructor promptly.
- Medical notes must be dated, signed, and written on letterhead or prescription paper imprinted with the physician's name and address. Notes from RNs, chiropractors, massage therapists, etc., will not be accepted. Electronic notes will not be accepted. Medical documentation must be received no later than 1 week after the student's absence.
- All submitted work must be properly referenced to sources.
- In-text citations for quotes, paraphrasing, and references must be consistent with APA standards.
- Grammar, spelling, style and APA citations will be assessed in your mark.  
See <https://camosun.libguides.com/apa7> .
- Submit all assignments into the D2L Assignment Box by last name – this protects you.
- Students registered through the Centre for Accessible Learning (CAL) should discuss timelines with their Instructors at the beginning of each semester.
- Unless otherwise specified, you are to submit your own work, any work collaborated (unless permitted by the course) will be considered in violation of the College's Academic Integrity Policy.

## STUDENT RESPONSIBILITY

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Enrolment at Camosun assumes that the student will become a responsible member of the College community. As such, each student will display a positive work ethic, assist in the preservation of College property, and assume responsibility for their education by researching academic requirements and policies; demonstrating courtesy and respect toward others; and respecting expectations concerning attendance, assignments, deadlines, and appointments.

## SUPPORTS AND SERVICES FOR STUDENTS

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Camosun College offers a number of services to help you succeed in and out of the classroom. For a detailed overview of the supports and services visit <http://camosun.ca/students/>.

Support Service	Website
Academic Advising	<a href="http://camosun.ca/advising">http://camosun.ca/advising</a>
Accessible Learning	<a href="http://camosun.ca/accessible-learning">http://camosun.ca/accessible-learning</a>
Counselling	<a href="http://camosun.ca/counselling">http://camosun.ca/counselling</a>
Career Services	<a href="http://camosun.ca/coop">http://camosun.ca/coop</a>
Financial Aid and Awards	<a href="http://camosun.ca/financialaid">http://camosun.ca/financialaid</a>
Help Centres (Math/English/Science)	<a href="http://camosun.ca/help-centres">http://camosun.ca/help-centres</a>
Indigenous Student Support	<a href="http://camosun.ca/indigenous">http://camosun.ca/indigenous</a>
International Student Support	<a href="http://camosun.ca/international/">http://camosun.ca/international/</a>
Learning Skills	<a href="http://camosun.ca/learningskills">http://camosun.ca/learningskills</a>
Library	<a href="http://camosun.ca/services/library/">http://camosun.ca/services/library/</a>
Office of Student Support	<a href="http://camosun.ca/oss">http://camosun.ca/oss</a>
Ombudsperson	<a href="http://camosun.ca/ombuds">http://camosun.ca/ombuds</a>
Registration	<a href="http://camosun.ca/registration">http://camosun.ca/registration</a>
Technology Support	<a href="http://camosun.ca/its">http://camosun.ca/its</a>
Writing Centre	<a href="http://camosun.ca/writing-centre">http://camosun.ca/writing-centre</a>

If you have a mental health concern, please contact Counselling to arrange an appointment as soon as possible. Counselling sessions are available at both campuses during business hours. If you need urgent support after-hours, please contact the Vancouver Island Crisis Line at 1-888-494-3888 or call 911.

### Academic Accommodations for Students with Disabilities

The College is committed to providing appropriate and reasonable academic accommodations to students with disabilities (i.e. physical, depression, learning, etc). If you have a disability, the [Centre for Accessible Learning](#) (CAL) can help you document your needs, and where disability-related barriers to access in your courses exist, create an accommodation plan. By making a plan through CAL, you can ensure you have the appropriate academic accommodations you need without disclosing your diagnosis or condition to course instructors. Please visit the CAL website for contacts and to learn how to get started: <http://camosun.ca/services/accessible-learning/>

### Academic Integrity

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.13.pdf> for policy regarding academic expectations and details for addressing and resolving matters of academic misconduct.

### Academic Progress

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.1.pdf> for further details on how Camosun College monitors students' academic progress and what steps can be taken if a student is at risk of not meeting the College's academic progress standards.

### Course Withdrawals Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.2.pdf> for further details about course withdrawals. For deadline for fees, course drop dates, and tuition refund, please visit <http://camosun.ca/learn/fees/#deadlines>.

### Grading Policy

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf> for further details about grading.

### Grade Review and Appeals

Please visit <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.14.pdf> for policy relating to requests for review and appeal of grades.

### Mandatory Attendance for First Class Meeting of Each Course

Camosun College requires mandatory attendance for the first class meeting of each course. If you do not attend, and do not provide your instructor with a reasonable reason in advance, you will be removed from the course and the space offered to the next waitlisted student. For more information, please see the "Attendance" section under "Registration Policies and Procedures" (<http://camosun.ca/learn/calendar/current/procedures.html>) and the Grading Policy at <http://camosun.ca/about/policies/education-academic/e-1-programming-and-instruction/e-1.5.pdf>.

### Medical / Compassionate Withdrawals

Students who are incapacitated and unable to complete or succeed in their studies by virtue of serious and demonstrated exceptional circumstances may be eligible for a medical/compassionate withdrawal. Please visit

<http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.8.pdf> to learn more about the process involved in a medical/compassionate withdrawal.

### Sexual Violence and Misconduct

Camosun is committed to creating a campus culture of safety, respect, and consent. Camosun's Office of Student Support is responsible for offering support to students impacted by sexual violence. Regardless of when or where the sexual violence or misconduct occurred, students can access support at Camosun. The Office of Student Support will make sure students have a safe and private place to talk and will help them understand what supports are available and their options for next steps. The Office of Student Support respects a student's right to choose what is right for them. For more information see Camosun's Sexualized Violence and Misconduct Policy: <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.9.pdf> and [camosun.ca/sexual-violence](http://camosun.ca/sexual-violence). To contact the Office of Student Support: [oss@camosun.ca](mailto:oss@camosun.ca) or by phone: 250-370-3046 or 250-3703841

### Student Misconduct (Non-Academic)

Camosun College is committed to building the academic competency of all students, seeks to empower students to become agents of their own learning, and promotes academic belonging for everyone. Camosun also expects that all students to conduct themselves in a manner that contributes to a positive, supportive, and safe learning environment. Please review Camosun College's Student Misconduct Policy at <http://camosun.ca/about/policies/education-academic/e-2-student-services-and-support/e-2.5.pdf> to understand the College's expectations of academic integrity and student behavioural conduct.

**Changes to this Syllabus:** Every effort has been made to ensure that information in this syllabus is accurate at the time of publication. The College reserves the right to change courses if it becomes necessary so that course content remains relevant. In such cases, the instructor will give the students clear and timely notice of the changes.

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