



## MMS 375K SYLLABUS

**COURSE TITLE: INTERNATIONAL  
MANAGEMENT IN CHINA**

**SPRING 2016, SESSION 2**

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Class Meeting Time: 300 minutes of contact time per week for 7 weeks (2 sessions of 150 minutes each)

Class Meeting Place: **N/A**

Academic Credit: 1 course

Areas of Knowledge: SS (Social Sciences)

Modes of Inquiry: CCI (Cross-cultural Inquiry)

Course format: lectures, case analyses, hands-on projects, presentations, discussions, and possible field studies in Shanghai industrial areas.

### Instructor's Information

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Dr. Frank Long

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### Prerequisite(s), if applicable

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N/A

### Course Description

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International Management in China (IMIC)

Managing across socio-economic boundaries is a major requisite in today's international environment. Effective cross-cultural management is challenging yet critical in all cases, but particularly so in the case of China, the world's second largest economy and one of the largest markets with the world's largest population. China has attracted more foreign investment and operations than any other country for the last three decades. This course examines China's business activities, patterns, and structure from an international management standpoint. The emphasis will be on the business environment in China over the

past 30 years, comparisons of this environment with its Western counterpart, and some historical context from the 19<sup>th</sup> and early 20<sup>th</sup> century.

The ultimate goal of this course is to make students better prepared for taking on challenges as international management professionals, either as analysts or as practitioners. This will be accomplished in the following ways:

- First, with a comprehensive review of China's social, economic, cultural, and demographic attributes that are important for doing business with and in China, the country's business and management environment will be considered from the perspective of economic globalization.
- Second, by applying interdisciplinary theories and concepts, the course analyzes the differences between managing in China and managing in the western world. The areas to be examined include (but are not limited to) export management, FDI management, HR management, IJV management, market management, product management, and financial management. We will consider the trade-offs between globalization and regionalization, standardization and localization, and uniformity and differentiation. This part of the teaching-learning process will nurture an appreciation of multiculturalism and diversity which has become a prerequisite for today's management success in general, and for the success of IMIC in particular.
- Third, the course will adopt both inductive and deductive approaches toward the teaching and learning of analytical skills and problem-solving techniques that are called for in IMIC. Students will focus on case analyses and then design their own projects to integrate the theoretical and practical components of management strategies.

### Course Goals / Objectives

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Specifically, students at the end of the term are expected to:

- establish a comprehensive knowledge base about China as a world market and important international management platform;
- comprehend the complexities and peculiarities of China's social, cultural and economic environments, and their influence on international management practices;
- develop an academic understanding of China's business and economic attributes and recognize their differences from those in the western market;
- attain the disciplinary/interdisciplinary knowledge of the field, and be able to identify factors that have critical impacts on international management effectiveness and efficiency in China;
- be able to engage in both academic and practitioner's analysis of important subject matters in the area of IMIC;

- develop problem-diagnosis and problem-solving capabilities through case analysis and hands-on projects in the area of IMIC.

The goals of this course will be aligned with specific course outcomes, classroom exercises, and assignments. Rubrics for evaluations and measurement of all assignments will be provided so that students understand how their work is being graded.

### Required Text(s)/Resources

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Managing International Business in China. 2007, by Xiaowen Tian. ISBN-13: 978-0521679930 ISBN-10: 0521679931

### Additional Materials

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- (1) Cases to be studied and analyzed (they will be provided by the instructor);
- (2) Other readings of international business journals and magazines assigned by the instructor;.
- (3) Major websites of international business and management that will help students conduct case analyses and research/simulation projects.

### Course Requirements / Key Evidences

This course requires students' activities in and out of class. A combination of standard classroom methods (lecture and group discussions) with additional approaches will build up students' professional knowledge and skills.

1. Reading: Students' intensive reading constitutes an important part of the course requirements. It includes assigned chapters, cases and selected journal and periodical publications. A major purpose of tests/exams executed, case analyses conducted, and projects undertaken, is to examine the outcomes of students' reading.
2. Case Analysis: Each student group will be assigned a case of international management, and the groups are expected to conduct their analyses out of class and prepare case reports. This training enhances a student's capacity to apply disciplinary concepts and techniques to analyzing practical issues and subject matters in the field of international management.
3. Research/simulation Project: Each student group will conduct a research or simulation project on a topic of IMIC. Topics will be chosen by the student groups, but approved by the instructor. This task seeks to increase a student's academic understanding and capability of analyzing contemporary issues of IMIC with theoretical knowledge and concepts learned in this class. This project has both a written and an oral component. This assignment together with the case analysis also intends to develop students' hands-on capabilities as management professionals.

4. Documentaries and Guest Speakers: The class uses real-case documentaries to illustrate concepts and theories and to familiarize students with problems and issues that often pose challenges to IMIC. One or two guest speakers may be invited to share their international experiences of managing in China.
5. Quizzes: Two quizzes are given to evaluate students' mastery of the basic knowledge and concepts learned in this class. Each will cover certain designated chapters and readings. Quizzes serve as a means to check on students' reading comprehension and class participation. Some questions are also designed to solicit students' critical thinking and integrative application of knowledge and concepts learned.
6. Class Participation: The class uses a variety of interactive approaches to engage students in class participation. Besides a spontaneous questions-and-answers format, there will be case analysis, project presentations and subject matter discussions that become measurement for one's in-class participation. The outcome of these activities will be assessed in a comparative manner. Only those who actively participate in activities will get full credits for class participation.
7. Class Attendance: Students are required to attend all classes. Absence without pre-arrangement will lead to point deduction automatically. While absences are granted for dealing with emergency situations, anyone who has more than 2 absences for any reason will have his/her final grade lowered accordingly. More than 3 absences will result in the failure of this class.
8. Videotaping or any form of electronic recording of this class is not allowed.

### Technology Considerations, if applicable

The class needs web accesses to Business Week, WSJ, and other professional journals of international business/management.

### Assessment Information / Grading Procedures

The final grade for this class will be determined by the total points that students accumulate throughout the term. Students are required to take exams, make presentations, and turn in assignments on time. No make-up exam or a delay of work submission will be granted unless one contacts the instructor in advance for accepted reasons. Points are assigned as follows and the letter grade will be given in accordance with the percentage of students' cumulatives against the total points.

<i>Items of Performance</i>	<i>Points Assigned</i>
Research/Simulation Project (Detailed requirements will be given in class.)	130
2 Quizzes (50 points each; Study guides will be given in class.)	100
1 Case Study Report and Presentation (Detailed	100

requirements will be given in class.)	
Class Attendance and Participation	70
Total	400

### Diversity and Intercultural Learning (see Principles of DKU Liberal Arts Education)

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Given the nature of IMIC, the course addresses diversity and intercultural learning (D&IL) not only as a social issue in today’s management but also as a general principle for IMIC success. ***A large part of the course is devoted to intensive studies of a country whose social-economic-cultural-demographic attributes are different from those on which the traditional management theories, principles, wisdom, approaches, or even “common sense” tenets were established.*** Based on this “warm-up,” the coverage of each area of the discipline will discuss issues of stereotypes, biases and ethnocentrism, or the lack of understandings of people, behaviors and ways of doing things that are different from management’s own.

Instead of treating D&IL as part of contingency management, the course approaches it as a prerequisite for management effectiveness today. Therefore, the consciousness that this course tries to develop is not about tolerance or acceptance of the different. Rather it is about respecting, appreciating, and embracing diversity and intercultural learning as a strength and a competitive advantage for management. The areas of study, whether in IJV or global sourcing/licensing, or in strategy formulation or HRM, try to create students awareness of the importance of D&IL. Whether in case studies or project undertakings, students are required to demonstrate their conscious approaching toward issues of D&IL. As the result, they are trained in the direction of becoming international managers with corresponding D&IL skills and outlooks.

### Course Policies and Guidelines

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1. See Course Requirements and Assessment Information above.
2. The instructor will go through the syllabus and explain every part of the course requirements and expectations for students.
3. There is no dress code for attending the class except for making the presentations.
4. Cell phone use in any form is not permitted during class.
5. Being late for the class is discouraged but “being on-time” should not be at the expense of personal safety.
6. Students are expected to take notes during instructor’s lecturing, and encouraged to answer or raise questions, and to take part in free discussions actively. However, private conversations that divert other students attention of learning or distract instructor’s teaching is not allowed.
7. The instructor of this course will offer Office Hours to students, to deal with their study-related problems, issues, or requests.
8. Each student is bound by the **ACADEMIC HONESTY STANDARD** of Duke Kunshan University. Its Community Standard states: “Duke Kunshan University is a community composed of individuals

of diverse cultures and backgrounds. We are dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Members of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.” Violations of the DKU academic honesty standard will not be tolerated. Cheating, lying, falsification or plagiarism in any practice will be considered as an inexcusable behavior and will result in zero points for the activity.

9. **ACCOMADATIONS FOR STUDENT’S WITH LEARNING DISABILITIES (LD):** A student with LD or any other form of disability will be helped, accommodated accordingly, and treated equally and specially. Specific services for learning, in accordance with the nature of disability, can be provided in a pre-arranged manner. If requiring special learning accommodation, a student must first register with the Dean of Students’ Office, and submit the Office documentation to the instructor at the beginning of the term so that accommodations can be provided. DKU is committed to providing reasonable accommodations to assist students in their coursework.

## Tentative Course Outline or Schedule

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Tentative Class Schedule for MMS 375K International Management in China (Spring 2015)

(SUBJECT TO CHANGE)

Week/ Class	Coverage	Reading/work Assignment	Assignment due
Week 1 Class 1	Why international business? China’s Social-economic-cultural-demographic attributes: the 21 <sup>st</sup> century;	Chapter 1; working groups and case assignment	
Week 1 Class 2	The Global Business Environment Theories of International Business Globalization of economies; China’s economy and international business environment	Chapter 2 and assigned readings	
Week 2 Class 1	Managing International trade; Managing trade operations with China	Chapter 3 & 4 Cases: Cameron (A and B); Hush	
Week 2 Class 2	Global Sourcing Strategy and Licensing; Managing operations in China	Chapter 5 Cases: Leo; Kenny	
Week 3	Analysis of social-cultural factors	Chapter 6	<i>the Research</i>

Class 1	in IMIC (Part I)	Cases: Neilson; Selkirk	<i>Project topics</i>
Week 3 Class 2	Managing IJV operations in China; Issues of diversity, dissimilarity and multiculturalism	Chapter 7	<i>Group Case Study reports due; case presentations</i>
Week 4 Class 1	International management strategy formulation in China; strategic differentiation and focus <i>Quiz One (A study guide will be provided.)</i>	Chapter 8 Case: Palliser; Russki	
Week 4 Class 2	International HRM in China; Issues/concepts of diversity and Multiculturalism	Chapter 9 Cases: Samsung; Technophar	<i>Case presentations</i>
Week 5 Class 1	MNE and MNC and their management in China	Chapter 10 Cases: Black; Nora	<i>Case presentations</i>
Week 5 Class 2	Global management in China: globalization vs. regionalization; Managing differences and diversity	Chapter 11 Cases: Global; Hilti (A & B)	
Week 6 Class 1	Managing government intervention in China; Legal environment in China	Chapter 12 Cases: DSL; Sitcom	
Week 6 Class 2	International product management in China: standardization vs. localization	Chapter 13 Cases: Toyota; Mercedes	<i>Research/simulation Project due</i>
Week 7 Class 1	International market management in China: promotion, alliances and competition <i>Quiz Two (A study guide will be provided.)</i>	Chapter 14 Cases: Wal-Mart; Honeywell	
Week 7 Class 2	Analysis of social-cultural factors in IMIC (Part II)		<i>Oral report on Research Project</i>

January 2016 version