

MGT 590 - Global Competitiveness

Fall 2013 - Online

Section 01W. CRN: 80466

Instructor: Randy Odom, Ph.D.

Office phone: 903-886-5695

Office fax: 903-886-5702

E-mail: Randy.Odom@TAMUC.edu

Office Hours: By appointment

Course Description:

A study of those factors which contribute to the competitiveness of businesses, industries, and societies operating within a world economy. Primary focus is on the interaction of management, labor, and government policies.

Course Objectives:

1. Develop an awareness of the competitive issues facing nations, companies, and individuals in a global economy.
2. Develop an understanding of the issues, policies, and actions that nations should pursue to develop and maintain raising standards of living for its citizens.
3. Develop an understanding of the issues, strategies, and actions that companies should pursue to develop and maintain organizational strengths that will endure the competitive environment of global markets.
4. Consider the issues that are relevant at an individual, personal level to retain personal competitiveness in a smaller, more dynamic, and intense labor market.
5. Develop personal action plans for participating at all three levels of creating more competitive nations, companies, and persons.

Course Texts:

Pankaj Ghemawat. **World 3.0: Global Prosperity and How to Achieve It.** Boston: Harvard Business Review, 2011. ISBN: 978-1-4221-3864-9. (Designated **W3.0** on syllabus.)

Tarun Khanna and Krishan G. Palepu. **Winning in Emerging Markets: A Road Map for Strategy and Execution.** Boston: Harvard Business Press, 2010. ISBN: 978-1-4221-6695-6. (Designated **WEM** on syllabus.)

Select one of the following two (preference is for the 2nd edition):

Richard M. Steers, Luciara Nardon, and Carlos J. Sanchez-Runde. **Management Across Cultures: Developing and Global Competencies**, 2nd edition. New York: Cambridge University Press, 2013. Paperback. ISBN: 9781107645912. (Designated **MaC2** on syllabus.) or

Richard M. Steers, Carlos J. Sanchez-Runde, and Luciara Nardon. **Management Across Cultures: Challenges and Strategies.** New York: Cambridge University Press, 2010. Paperback. ISBN: 9780521734974. (Designated **MaC** on syllabus.)

The first two books listed (**WEM**, and **W3.0**) are “trade” books rather than traditional texts. Trade books are often much less expensive than traditional texts. These should be available from online resources like Amazon.com, BarnesandNoble.com, etc. The university book store does not usually carry an inventory of very many trade books, but can special order them. This option is likely to take longer than the online bookstores. The **Management Across Cultures** text may be available through the university bookstore and online sources. Be sure to note that this text (**MaC**) is available in hardback and paperback versions. Needless to say, the list price for the paperback is much less expensive.

All three books are available as e-books for both the Kindle (Amazon) and the Nook (Barnes and Noble). Pricing reviewed August 16, 2013.

	Amazon.com	Kindle	Barnesandnoble.com	Nook
W3.0	19.09	16.17	19.09	16.49
WEM	23.47	19.25	23.47	19.49
MaC	*	24.51	46.71	24.99
MaC2	51.99	35.20	52.27	

* Available from their Amazon's network of sellers (prices vary).

Course Grading:

Country Assessment Paper and Discussions	30%
Homework Assignments	30
General Course and Text Discussions	10
Summary Activity	30
Total	100%

Country Assessment Paper and Discussions:

The Country Assessment Paper will include a country competitive assessment for two countries. Students will select two countries from a list provided on the assignment sheet for this assignment on the course page using the following constraints for their selection. Students may choose no more than one country from each stage (or combination of stages) of economic development as outlined with the Global Competitiveness Index (three groups) and only one from a geographic region (four groups). The United States may not be chosen as a country for this assignment.

Three stages of economic development are:

1. Countries in stage 1
2. Countries in transition from stage 1 to stage 2 and countries in stage 2
3. Countries in transition from stage 2 to stage 3 and countries in stage 3

The geographic regions are:

1. Africa and Middle East
2. Americas (North America, South America, and Caribbean countries)
3. Asia and Pacific Islands (including Australia and New Zealand)
4. Europe

The issues to be researched and discussed will include economic, legal, social and demographic, access to technology and infrastructure, history, and other competitive issues.

To allow opportunities for discussion of the countries' competitiveness, discussion topics will be set up for this activity and will be opened during the time that the papers are under development and will remain open for a couple of weeks after the due date for the papers. Student papers will be shared with the class for students in the class to review country paper prepared by other students.

See the schedule for major assignments for the specific dates for this assignment. See the assignment instructions for further details about this assignment.

Homework Assignments:

This portion of the grading will include several assignments that will be graded. The assignments are not necessarily equally weighted in the course grade. Other assignments or cases may be included.

1. "Where is stuff made? and What stuff is made where?" (WISM & WSIMW)

For this assignment students will examine the country of origin for a variety of products and develop lists of the sources of the products. Students will then make some observations and draw some inferences about the sourcing of manufactured products. This assignment is referenced below.

2 and 3. Contemporary Issues Papers.

These homework items will be relatively short position papers (four or five pages) for contemporary and, perhaps, controversial topics. Homework 2 will be a paper over a business or government topic. Homework 3 will be a paper over a topic with more of a social context.

4. **Management Across Cultures:** Personal Reflections and Improvement Plans

This assignment will include questions for each chapter relating to personal reflections, applications, and improvement plans. These will generally one to two pages for each chapter.

General Discussions:

The general discussions associated with the readings and current events will be a graded item in this course. The discussions (or threaded discussions) will focus on current events relating to global competitiveness and the readings assigned during the term. Be sure to focus your comments on issues related to the forum or topic you have selected. The discussions should include proper language: keep it clean and non-offensive. Some occasions may exist where use of slang and other potentially "bad" language is somewhat required to illustrate the intended effect of the communication. Use good grammar and spelling. Some of you need to remember that, like me, you do not touch type and check your postings carefully before sending them. The readings discussion

Summary Activity:

The Summary Activity will serve as the final exam for the course. It will be designed to provide students an opportunity to reflect on their semester of study of global competitiveness and relate it to various contexts and applications.

Reading Assignment and Text Discussion Schedule:

The readings will include the various course texts and perhaps other articles as assigned and/or provided in the course page. The tentative schedule including the reading assignment and open and closing dates for the discussions is provided below. The closing time will be 11:59 on the closing date.

W3.0 indicates **World 3.0**.

WEM indicates **Winning in Emerging Markets**.

MaC2 indicates **Managing Across Cultures**, 2nd Edition

MaC indicates **Managing Across Cultures**.

Reading	Book	Ch	Topic	Open	Close
1	W3.0 W3.0 W3.0 W3.0	1 2 3 4	Colliding Worldviews Semiglobalization Today and Tomorrow Borders, Differences, and the Law of Distance ADDING Value by Opening Up	M, 8-26	M, 9-9
2	W3.0 W3.0 W3.0 W3.0	5 6 7 8	Global Concentration Global Externalities Global Risks Global Imbalances	T, 9-3	M, 9-16
3	W3.0 W3.0 W3.0	9 10 11	Global Exploitation Global Oppression Global Homogenization	M, 9-9	M, 9-23
4	W3.0 W3.0 W3.0 W3.0	12 13 14 15	Toward World 3.0 Countries in World 3.0 Business in World 3.0 Us and Them in World 3.0	M, 9-16	M, 9-30
5	WEM WEM WEM	Intro 1 2	Introduction The Nature of Institutional Voids in Emerging Markets Spotting and Responding to Institutional Voids	M, 9-30	M, 10-14
6	WEM WEM	3 4	Exploiting Institutional Voids as Business Opportunities Multinationals in Emerging Markets	M, 10-7	M, 10-21
7	WEM WEM WEM	5 6 7	Emerging Giants: Competing at Home Emerging Giants: Going Global The Emerging Arena	M, 10-14	M, 10-28
8	MaC MaC MaC MaC or MaC2 MaC2 MaC2 MaC2	1 2 3 4 1 2 3 4	Global Realities and Management Challenges Developing Global Management Skills Culture, Values, and Worldviews Inside the Managerial Mind: Culture, Cognition, and Action The New Global Realities The New Global Managers The Cultural Environment The Organizational Environment	M, 10-28	M, 11-11
9	MaC MaC MaC MaC	5 6 7 8	Inside the Managerial Mind: Stakeholders, Strategies, and Decision Making Organizing Frameworks: A Comparative Assessment Communication Across Cultures Leadership and Global Teams	M, 11-4	M, 11-18

	Or MaC2 MaC2 MaC2 MaC2	5 6 7 8	The Situational Environment Communicating across Cultures Negotiating Global Agreements Leading Global Organizations		
10	MaC MaC MaC MaC or MaC2 MaC2 MaC2 MaC2	9 10 11 12 9 10 11 12	Culture, Work, and Motivation Negotiation and Global Partnerships Managing in an Imperfect World Epilogue: The Journey Continues Managing a Global Workforce Working with Global Teams Living and Working Globally Epilogue: The Journey Continues	M, 11-11	M, 11-25

Tentative Course Outline for Assignments

Assignment	Title	Open	Due date/Close
Homework 1	WISM? & WSIMW?	M, 8-26	W, 9-11
Country	Country Assessment	M, 8-26	W, 9-25
Country	Country Discussions	F, 9-27	W, 10-9
Homework 2 & Homework 3	Contemporary Issues: Business Contemporary Issues: Social	M, 9-30 M, 9-30	W, 10-23 W, 10-23
Homework 4	MaC: Reflections and Plans	M, 10-28	W, 11-20
Summary Activity	Summary Activity	M, 11-25	W, 12-6

Unless otherwise stated on the assignment sheet, the due time for all written assignments is 11:59 pm CDT on the day and date that the assignment is due. For example, the due day, date and time for Homework 1: WISM & WSIMW? is Wednesday, September 11, 2013 at 11:59 pm CDT.

Homework Assignment 1: Where is this stuff made? and What stuff is made where?
 This homework activity involves two rather simple observations and a reporting of the findings. Students will also need to try to draw some conclusions about their findings. The written assignment is due Monday, July 15th.

The Lists:

One day as you are preparing for your day and getting dressed make a note of the country of origin of the clothes you are wearing (for underwear, simple use underwear because we really do not need too much detail about this).

Take a shopping trip to a mall (department store or specialty stores) or a “big box store” (like Wal-Mart, Target, Home Depot, Lowe’s, Best Buy, etc) and identify a variety of products and their country of origin.

The Observations

What can you say about the kinds of things that are “Made in the USA”? What kinds of things are not made in the USA? What patterns do you see?

Format for Assignments:

Virtually all assignments must be turned in using the following paper and typing format preferred by the instructor. An example of an assignment that might be turned in **not** using this format would be a resume, your personal sales communication document in a job search. In situations where the APA format does not align with the instructor preferences (like for title pages and tables of content) use these instructor guidelines.

1. Typed, double-spaced
2. Times New Roman, 12 font (only)
3. One-inch margins on all sides: top, bottom, right and left
4. Paper size should be standard, 8-1/2 by 11 inches
5. No headers or footers, except for a page number (if desired)
6. No title page or table of contents is required, instead place your name on first line in left-hand corner with a title for the assignment centered on the next line.
7. Preferably no underlines or *italics* (use **bold** for these requirements or preferences for paper titles, headings, etc.)
8. References should be complete (in that they can be used to find the source) and consistent. Students should adhere to APA style. A complete reference will include author (if known), source (magazine, journal, website, etc.), date of publication (or retrieval), etc.

Course Policy for Drops and Incomplete Grades:

Students often believe that Internet courses are independent study courses and that they can work at their own pace throughout the course. Although the schedule does provide for some flexibility and does not require class attendance (or commuting to and from class), student discipline to meet due dates for the assignments, projects, and exams as required. If a student gets behind and decides that they should drop the course, they will be evaluated on the work completed up to the point of the request to drop. Generally, students will receive a DP (drop passing) if they are reasonably current with their assignments and a DP will be provided until the "Last day to drop a course or withdraw from school." Incomplete grades are usually reserved for students who have a family or medical emergency during the last couple of weeks of classes. For students who are allowed to receive an Incomplete of this course, the policy in this course will be that students must complete the course by the end of spring break (mid-March 2014) or their course grade will receive a one-letter reduction. The University policy states that Incompletes that are not removed by the end of the next long semester (May 2014) will turn into an "F." Please maintain regular "attendance" (that is, stay up with your work **and** participation) in this class to avoid these problems.

Comment on Academic Honesty

There seems to be a belief among many that anything found on the Internet is free to use as one wishes. The "cut and paste" option also makes it quite tempting. However, information on the web must be properly cited just as you would any "hard copy" periodicals or books. Keep the following in mind:

1. It is generally not advisable to quote anything verbatim in a paper unless there is an overriding

reason to do so, such as the use of a particular phrase or sentence that illustrates a point well and should not be changed. When you do quote directly, you must place the statement in quotes in addition to a footnote at the end of the quote (or for longer quotes, offset the quoted section).

Not placing the statement in quotes implies that the wording is your own.

2. Simply changing a few words in a sentence (for example, "large" to "big") may alleviate the need for quotes (depending on how much you change), but it is not the best way to go. If you are not going to provide a direct quote, then the material should be stated in your own terms.

Changing a couple of words implies laziness.

3. Every idea you get from another source must be cited. Placing 100 citations in a paper does not imply that the work is not original, but that you did a proper job of giving credit where it was due.

4. The real danger in a "cut and paste" approach to report writing is that you end up including a lot of information that is related to the topic about which you are writing, but does not really address what you are trying to say. Putting things in your own words allows you to focus your comments more effectively.

5. Material that would be considered to be common knowledge in the field (like the general strategic management model) would not likely require a citation.

6. Some papers may be graded using turnitin.com software.

Any deviation from the guidelines concerning quotes and citations constitutes **plagiarism**, as it suggests that you are trying to submit someone else's work and creativity as your own. If you have any questions, please let me know.

Plagiarism represents disregard for academic standards and is strictly against University policy. Plagiarized work will result in an "**F**" for the course and further administrative sanctions permitted under University policy. Guidelines for properly quoting someone else's writings and the proper citing of sources can be found in the APA Publication Manual. If you do not understand the term "plagiarism", or if you have difficulty summarizing or documenting sources, Papers may be reviewed electronically by Turnitin.com or a similar resource.

Students with Disabilities:

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services

Texas A&M University-Commerce

Gee Library

Room 132

Phone (903) 886-5150 or (903) 886-5835

Fax (903) 468-8148

StudentDisabilityServices@tamuc.edu

Student Conduct Statement: “All students enrolled at the University shall follow the tenets of common decency and acceptable behavior conducive to a positive learning environment.” Students enrolled in on-line courses have the same rights and responsibilities as students in live-taught courses.

Refer to Student’s Guide Book located at:

www.tamu-commerce.edu/studentlife/guidebook.htm

RESEARCH STUDIES/HUMAN SUBJECTS

Procedure A15.02

Texas A&M University-Commerce recognizes the need for investigation in which human beings may serve as research subjects. The University acknowledges and accepts its responsibilities for ensuring that the privacy, safety, health, and welfare of such subjects are adequately protected. All research, which involves any form of participation of human subjects, qualifies as human subject research. This includes certain survey research, research by students as well as by faculty and staff and both internally and externally funded research.

In order to comply with federal regulations as well as to conform to guidelines of the University’s Institutional Review Board (IRB), the principal investigator should obtain approval of their research protocol from the IRB prior to any contact with human subjects.

If you are using humans in any of your research, contact your professor before proceeding with the research project. A determination will be made as to the need for IRB review and approval. Contact your professor for assistance.

Grading Rubric for Country Assessment Paper and Discussions, written Homework Assignments, Management Across Cultures Reflections and Plans paper, General and Readings discussions, and Summary Activity.

Criterion	Unsatisfactory D or < D Less than 70%	Satisfactory C 70 to 79%	Good B 80 to 89%	Exceptional A 90 to 100%
Topics: Inclusion of topics appropriate for the assignment and use of qualitative and quantitative information appropriate for the topics	Paper does not include satisfactory discussion of the topics	Paper included a minimal presentation and discussion of assigned topics and appropriate supporting documentation	Paper included an appropriate presentation and discussion of assigned topics and appropriate supporting documentation	Paper provides an outstanding level of presentation and discussion of the topics
Learning and Comprehension: Demonstrate understanding the topics including an ability to make an application of learning, Comprehend the topics by being able to express the topics in one's own words	Paper lacks a satisfactory understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates a good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	Paper demonstrates an outstanding level of understanding of the topic and/or inclusion of application of the topic to a management or business situation
Writing and paper process issues: Format using instructor's preferences from syllabus Style (APA) Organization Use of headings Use of tables, graphs, charts, maps, diagrams, etc when appropriate Use of appendices	Paper fails to meet guidelines of the instructor and/or has numerous grammatical and spelling errors and demonstrates a lack of use of organizational and presentation methods that can enhance the reader's ability to understand the paper.	Paper follows instructor's guidelines presented in the syllabus, has limited use of headings and other paper organizational methods to present the material. Paper has some grammar mistakes, misspelled and	In addition to following the instructor's format guidelines presented in the syllabus, uses some headings and other paper organizational methods to present the material. Paper has limited grammar mistakes,	In addition to following the instructor's format guidelines and providing reader-oriented organization, the paper has virtually no grammatical or spelling errors and includes outstanding use of appropriate tables, graphs,

when appropriate Provide a list of references and/or use of endnotes where appropriate to the assignment Proper grammar Spelling Appropriate use of words		misused words	misspelled and misused words	etc.
Other specific instructions for the paper: Page or word length (maximums, minimums, and range) Due dates Use of drop box, email, or other methods to turn the work in	Student fails to get the paper in on time or has not met other instructions of the assignment referring to page length, and other issues.	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length.	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length and other instructions reasonably closely.	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length.
Threaded Discussions: Discussions topics for this assignment will related to student papers and comments Posts should be original and unique, that is not be repetitive with other comments Replies should be meaningful and provide discussion beyond the "I agree" kind of statement	Student failed to make acceptable posts or replies as contributions to this discussion.	Students posts and replies were of minimal quality for the level of work expected of a student at this level of their academic work.	Students should provide a moderate level of unique, original posts of reasonable quality and appropriate replies to the posts of other students for this assignment.	Student has demonstrated exceptional work with several high-quality, unique, original posts and replies.

Appropriate use of words would include words that may not be caught by a spell checker but are incorrectly used. For example, using the word "aboard" when you mean "abroad" or using "then" when you are comparing something and should use "than".