

MGT 590 – Global Competitiveness

Fall 2014 - Online

MGT 590.01W: CRN: 80397

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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.

Global Course (GLB):

This course has been selected as a Global Course – tied to the Quality Enhancement Plan (QEP). Texas A&M University-Commerce QEP seeks to prepare students for an interconnected world. In relation to the QEP, students completing this course will be able to (LO1) demonstrate knowledge of the interconnectedness of global dynamics (issues, trends, processes, and systems), (LO2) apply knowledge of the interconnectedness of global dynamics, and (LO3) view themselves as engaged citizens within an interconnected and diverse world. The term project in this course will be utilized to assess the QPE student learning outcomes for each student. Students are responsible to upload a copy of the project to their ePortfolio in ManeSync.

Several assignments will be designated as global (GBL) assignments for students to include in portfolios.

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.)

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.)

The first two books listed (**WEM**, and **W3.0**) and the optional assignment text 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 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 (**MaC2**) is available in hardback and paperback versions. Needless to say, the list price for the paperback is much less expensive. Some of these may be available in e-book format for the Amazon Kindle or Barnes & Noble Nook.

Optional Text for those choosing to include the optional assignment:

Erin Meyer. **The Culture Map: Breaking Through the Invisible Boundaries of Global Business**. New York: Public Affairs, 2014. ISBN: 978-1-61039-250-1.

Course Grading: Course grading is not intended to be confusing, but an optional assignment will be included that may be used to replace one or the four Homework Assignments or the Discussions grade. Hence, the potential differences in scoring for the affected assignments.

Country Assessment Paper and Discussions (GLB)	30%
Homework Assignments (Some GLB)	Up to 30%
General Course and Text Discussions	Up to 10%
Optional Assignment (may replace one Homework Assignment or discussions) (GLB)	Up to 10%
Summary Activity	30%
Total	100%

Country Assessment Paper and Discussions (GLB):

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
2. Americas (North America, South America, and Caribbean countries)
3. Asia and Oceania (Middle East)
4. Europe

The issues to be researched and discussed will include economic, legal, social and demographic, access to technology and infrastructure 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) (**GLB**)
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. Contemporary Business Issues Paper (**GLB**): This homework item will be a relatively short position papers (four or five pages) for contemporary and, perhaps, controversial topics relating to a global business or a government topic of specific importance to business or economics.
3. Contemporary Social Issues Paper (**GLB**): This homework item will be a relatively short position papers (four or five pages) for contemporary and, perhaps, controversial topics relating to a global topic with more of a social context.
4. **Management Across Cultures: Personal Reflections and Improvement Plans**

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

Optional Assignment: The Culture Map (GLB)

This assignment is not required, but may be used to replace one grade among the Homework Assignments or the Discussions. This assignment will involve a reading the book, **The Culture Map**, and providing a paper with insights from personal experience and/or for personal development.

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 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**.

MaC indicates **Managing Across Cultures**.

Asst.	Book	Ch	Topic	Open	Close
1	W3.0	1	Colliding Worldviews	M, 8-25	M, 9-8
	W3.0	2	Semiglobalization Today and Tomorrow		
	W3.0	3	Borders, Differences, and the Law of Distance		
	W3.0	4	ADDING Value by Opening Up		
2	W3.0	5	Global Concentration	T, 9-2	M, 9-15
	W3.0	6	Global Externalities		

	W3.0	7	Global Risks		
	W3.0	8	Global Imbalances		
3	W3.0	9	Global Exploitation	M, 9-8	M, 9-22
	W3.0	10	Global Oppression		
	W3.0	11	Global Homogenization		
4	W3.0	12	Toward World 3.0	M, 9-15	M, 9-29
	W3.0	13	Countries in World 3.0		
	W3.0	14	Business in World 3.0		
	W3.0	15	Us and Them in World 3.0		
5	WEM	Intro	Introduction	M, 9-29	M, 10-13
	WEM	1	The Nature of Institutional Voids in Emerging Markets		
	WEM	2	Spotting and Responding to Institutional Voids		
6	WEM	3	Exploiting Institutional Voids as Business	M, 10-6	M, 10-20
	WEM	4	Opportunities Multinationals in Emerging Markets		
7	WEM	5	Emerging Giants: Competing at Home	M, 10-13	M, 10-27
	WEM	6	Emerging Giants: Going Global		
	WEM	7	The Emerging Arena		
8	MaC2	1	The New Global Realities	M, 10-27	M, 11-10
	MaC2	2	The New Global Managers		
	MaC2	3	The Cultural Environment		
	MaC2	4	The Organizational Environment		
9	MaC2	5	The Situational Environment	M, 11-3	M, 11-17
	MaC2	6	Communicating across Cultures		
	MaC2	7	Negotiating Global Agreements		
	Mac2	8	Leading Global Organizations		
10	MaC2	9	Managing a Global Workforce	M, 11-10	M, 11-24
	MaC2	10	Working with Global Teams		
	MaC2	11	Living and Working Globally		
	MaC2	12	Epilogue: The Journey Continues		

Tentative Course Outline for Assignments

Assignment	Title	Open	Due date
Homework 1	WISM? & WSIMW?	M, 8-25	W, 9-10
Country	Country Assessment	M, 8-25	W, 9-24
Country	Country Discussions	F, 9-26	M, 10-6
Homework 2	Contemporary Issue: Business	M, 9-29	W, 10-22
Homework 3	3. Contemporary Issue: Social	M, 9-29	W, 10-20
Homework 4	MaC: Reflections and Plans	M, 10-27	W, 11-19
Optional Assignment	The Culture Map; Observations and Plans	M, 8-25	W, 12-3
Summary Activity	Summary Activity	M, 11-24	W, 12-10

Unless otherwise stated on the assignment sheet, the due time for all written assignments is 11:59 pm CT 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 10, 2014 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 (except for maybe the thought required) activities and a reporting of the findings. Students will also need to try to draw some conclusions about their findings. The written assignment is due Wednesday, September 10th.

The Lists:

List 1: 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).

List 2: 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 (in several product groups) and their country of origin.

The Observations

This part should include some considerations about what you learned relating to the 5Ws: Who, What, Where, When, and Why (particularly what, where, and why). 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?

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 March 2015 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 2015) 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.

Important notice: Unless otherwise stated in a specific assignment, all assignments are due by 11:59 pm central time zone on the date the assignment is due.

Software to use during the course:

Students will find most of the course materials in the eCollege course management program and will become familiar with the features of the program as you use them. A key area will be the discussions that will be the bulletin board or discussion board we will use. What I hope will happen is that the discussions become conversations.

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.

General Information about Communication and the Course:

Generally, using the home email and phone will be more efficient in reaching the instructor. Although the instructor will be on campus two or so days each week, he will check his home email virtually every day multiple times. The instructor returns emails at his home email within twenty-four hours if he has an answer to your question. For example, if you email him about the grade on an assignment and he does not yet have it graded, he has no information and will likely wait until it is graded. Also, the instructor usually tries to reserve Saturday noon until Sunday afternoon as personal and family time.

The schedule in this course will follow two streams of activities: reading assignments and written assignments. Student should take care to maintain the flow of these activities with keeping a good schedule to stay on top of the various assignments.

Disability Statement: 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 Disability Resources and Services
Texas A&M University-Commerce**

Halladay Student Services Building
Room 303 A/D
Telephone: (903) 886-5150 or (903) 886-5835
FAX: (903) 468-8148

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

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.

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, the optional assignment, 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:	Paper lacks a satisfactory	Paper demonstrates a	Paper demonstrates a	Paper demonstrates an

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	understanding of the topic and/or inclusion of application of the topic to a management or business situation	moderate level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	good level of understanding of the topic and/or inclusion of application of the topic to a management or business situation	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 when appropriate Provide a list of references and/or use of endnotes where appropriate to the assignment Proper grammar Spelling Appropriate use of words	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 misused words	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, misspelled and misused words	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, etc.
Other specific instructions for the paper: Page or word length (maximums, minimums, and range) Due dates	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	Paper is turned in on time using the appropriate procedure and has followed the guidelines for length.

Use of drop box, email, or other methods to turn the work in			closely.	
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".