

Department of Management
The Wharton School
University of Pennsylvania

Fall 2009

Syllabus

Course: MGMT 234 — Comparative Management
MW: 9 – 10:30am in JMHH F45

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This syllabus is a plan, not a contract. I reserve the right to change it without notice.

Office Hours: MTWTF 11 – 11:45am or by appointment

Course description: This is a course in comparative national environments for business and in how aspects of these environments impact on the firm. We examine a number of institutions and phenomena. Issues range from language, religion, gender and ethnicity to legal systems, financial markets and corporate governance. We draw on ideas from history, geography, sociology, political science and economics. The lectures and discussions will range over both developed, market economies and emerging economies.

Course Objectives: Through lectures, discussion, cases, and a project, provide students with some background in what people have called “Doing business in strange places”.

- ❶ **Training:** This course will give you some training in a type of written communication, and in analyzing unfamiliar situations growing out of varying national environments.
- ❷ **Socialization:** This course attempts to inculcate and screen for certain business values. These range from the minutiae of attention to detail in written communication to a tolerance for ambiguity and the absence of quantifiable data. If you require explicit guidance, defined objectives and precise outcomes, this course is not for you, and probably nor is a career in managing in other countries.
- ❸ **Education:** This course can help you to come to an understanding of why we see some of the institutions that we see and what some of the implications of those institutional arrangements might be.

“What should they know of England who only England know.” – Rudyard Kipling

COURSE POLICIES

GRADING:

I will grade your participation in the course on the basis of:

- * Five of ten one-page memos 20% of your grade.
- * One short paper and oral presentation 20% of your grade.
- * Five of ten pop quizzes on the readings or lectures 20% of your grade.
- * Four short homework assignments 10% of your grade.
- * A short, in-class comprehensive quiz on the last day of class 10% of your grade.
- * Class participation 10% of your grade.
- * Attendance 10% of your grade.

- * * *There is no extra credit.* My experience is consistent with the evidence that shows that the existence of an extra credit option encourages a lax or irresponsible attitude.

Overall, 50% of your grade will depend on objective items (quizzes, comprehensive quiz, homework and attendance) and the other 50% will depend on subjective items (memos, short paper and presentation and class participation).

To ensure that each item receives the correct weight in the final tally, I convert your score on each item to a Z score. For example, I shall take your score on a quiz, subtract the mean for the class and then divide by the standard deviation.

$$Z(x) = (x - \mu)/\sigma$$

Even perfect scores on memos, quizzes, etc. may not receive the same Z score. A perfect score on an easy quiz (high class average) may convert to a lower score than a good score on a difficult quiz (low class average).

EVALUATION:

Your overall grade in the course will depend on relative scores not absolute scores. I expect to award about 30% +/-5% A's. I do not expect to award more than 5% (+/-) C's or worse, though I am willing to do so should doing so be appropriate. The bulk of the grades will be B's.

WRITTEN ASSIGNMENTS:

- * I expect, at the very least, that your written assignments be in the form of hard copy, and be clean, on time and within the space budget. Turning in a disk with a note “I had problems printing so I turned in my disk” does not complete the assignment. I will accept faxed assignments but they must arrive on or before the due date. Under extraordinary circumstances I will accept an assignment by email, but the assignment must be a fully formatted Word for Windows document attached to your email message. If you have someone else turn your paper in for you, check with me that I got it. I have more detailed requirements regarding cleanliness, punctuality and the space budget below.

I have no model of perfect work; success comes from exceeding requirements, my expectations, and the work of your classmates.

- 📖 **Research:** Please note that research is not just about going on the Internet. Much useful material is not on the Internet, and some of the material on the Internet is not reliable. Whatever your sources, you may not plagiarize, i.e., quote verbatim without pointing out that the material is a quote, and you must cite your sources.

Your research sources must include Internet sources, but you may not limit yourself to the Internet. You must also include some print sources. A journal or newspaper article that you access via the Internet counts as a print source.

- * **I and the school will treat cases of plagiarism very severely. Please realize that search engines may make plagiarism from the Internet easy to detect.**

Memos:

What: The memos are mini-cases that you yourself create and solve. The memos give you an opportunity to apply the material from class to current situations that have meaning to you.

When: I shall assign 10 one-page memos during the term. On Monday or Tuesday I will post the assignment on the course Webpage. Your memo will be due in class on the following Monday. I will only count your five highest grades towards your overall grade. You may, therefore, drop up to five memos.

How: *I expect a professional memo, not a report or case study in memo format.* I expect you to come to a decision and hence a clear and decisive recommendation. (After you have done the research, you are the expert; I would not waste your time and mine asking you to look into something to which I already know the answer.) The first line of the body of the memo should begin with the formula (or variant), "I recommend that we... ." Your opening sentence should give me the key reason why you are enthusiastic about your recommendation.

Your task is to persuade me of your recommendation. However, the issue is not just what we should do, but how we should go about doing it. As the late 5-star general, Omar Bradley said, “Amateurs talk about strategy; professionals talk about logistics.”

Other people's time is valuable. You must keep the length of your memos within one page *and* under 450 words of text, which ever is less. This word and page limitation does not include the footnotes or endnotes. You may append tables, charts or other appendices to buttress your case. Appendices also do not count against the one-page limitation, and nor does a page.

Clean copy is easier and more pleasant to read; it also signals an attention to detail. I expect you to proofread your write-ups for typos, spelling errors, missing words, misuse of words, etc. I shall accept no more than one error per page. (Misspelling my name is an error.)

To help you understand my expectations, I have attached a copy of a general guideline (Appendix 1), a copy of an example from a different course (Appendix 2) and a copy of the grading sheet that I use for the memos (Appendix 3). Also after each memo I shall post a “memo of the week” on the door to my office. None of the memos that I post will necessarily be the “best” memo. The memos I choose to highlight will be good but more importantly they will be ones that I found particularly interesting for one reason or another.

Why: What you will learn from the process of doing the memos is how to take an ill-defined topic about which you know little or nothing, research it, *define the problem*, deal with it expeditiously, and go onto the next crisis. As managers you will find that you will spend much of your time figuring out what question to ask and then persuading others of your answer. Actually coming up with an answer is usually the least time-consuming part of the exercise.

Also, think of the memos as a self-diagnostic test. If you are uncomfortable with ambiguous assignments you will probably not be comfortable being an international manager.



To get the most out of the memos try to organize them around a common theme. The theme could be a company or industry that you want to work for, an area of the world that you would like to know more about, or any other principle that makes sense to you. By organizing around a common theme you may achieve economies of scope in your research and quickly build up a stock of knowledge about your area of interest.

Short paper:

What: paper from the list of potential paper topics that I have appended to this syllabus (Appendix 4). I am open to discussing alternative topics with you.

☛ **When:** The first draft is due on **October 28, 2009**. I shall grade it and return it to you. I will base my grade on the draft on form more than content. Therefore, even if you get full marks, that does not mean the paper is perfect. It just means that you have gotten a workable draft in to me on time. Your grade on the first draft will represent 5% of your final grade. Note: an outline is not a draft.

☛ The final draft is due on **December 9, 2009**. I shall grade it and keep it for my files. Your grade on the final draft will represent 10% of your final grade.

You may hand the first draft and the final draft in at my office or in my mail box in the Management Department office before 5 p.m. on the date due. If you are late by fewer than 24 hours I shall deduct half a standard deviation. If you are late by more than 24 hours I shall deduct a full standard deviation.

☛ **How:** The short paper will be a maximum of four pages or 1800 words in length, *whichever is less* (not including cover page, end-notes, tables and charts in appendices, but including the executive summary). *This is your budget; stay within it.* The first draft should follow the same format as the final draft.

To save space, minimize quoting from the readings or abstracting the readings. You can assume that I am familiar with any readings that I have assigned. Rather than footnotes or a separate bibliography, cite your sources using end-notes that you number (using Arabic numerals) consecutively in the text and that you group on a separate page rather.

Start the paper with an executive summary (that you label as such) of 100 words or fewer. Ideally, the summary consists of one sentence that summarizes what the paper is about, one sentence that explains why the company or topic you chose is interesting, and one sentence that summarizes your primary finding.

The paper should have an introduction and a conclusion. The introduction should include one sentence that describes the organization of the paper. Good practice includes breaking up the report with headings.

Please print your report with a cover sheet that includes your name, and the course name, number and semester. Also, for the first draft only, please also include on the cover a short paragraph explaining why you chose the country and topic you chose. Please do not use plastic or stiff stock covers; I intend to keep your reports in a three-hole binder.

Presentation:

Your presentations will be on your paper topic. The presentations will begin on **Monday, November 30**. I will base my grade primarily on the quality of the presentation itself, rather than the content. The presentation will represent 5% of your final grade.

You must be ready to go November 30. I will choose by lot who actually goes each day. You may volunteer to go on the first day, or if I did not choose you to present on the first day, you may volunteer for the second, and likewise with respect to the third day.

As we get closer to the date I will give you more information on how much time you will have for your presentation, and any further instructions.

HOMEWORK ASSIGNMENTS:

I will give you four short homework assignments. You will receive the assignment a week in advance and each will be a preparation for class on the due date. You may work on the homework with anyone you choose to, but you must hand in your own answer sheet.

QUIZZES:

Ten times during the semester I shall administer a surprise quiz at the beginning or end of class. The quizzes:

- ① give you an incentive to keep up with the reading so that the lectures are meaningful to you;
- ② enable me to make at least part of your grade highly objective; and
- ③ give me a way of tracking attendance without taking roll.

Each quiz will deal with one or more of the articles that I have assigned either for that class session or the previous class session, or with the previous lecture. Each quiz will consist of a handful of questions about main points of the articles or lectures, not minutiae. Only your top five quizzes will count.

Because I use the quizzes to take roll, if you come in late to a class session, at the end of class ask for a copy of the quiz and put your name on it. You may not take the quiz but at least I will mark you as having been present. If you leave class early and miss a quiz at the end of class I shall mark you as absent.

COMPREHENSIVE QUIZ:

On the last day I will administer an in-class comprehensive quiz. It will be cumulative and will cover both the lectures and articles that we have covered during the semester. It will consist of a small number (10 to 20) of True/False or multiple choice questions about main points, not minutiae.

CLASS PARTICIPATION:

I expect all students to contribute to class discussion. Participation is not just an issue of frequency of contribution but also the quality of the question or comment.

ATTENDANCE:

I will monitor grade attendance on an ad hoc basis.

- ✱ As part of your attendance I expect you to visit me in my office at least once on or before **26 October 2009**. It is generally not a good idea to leave the visit to the last moment as I may not be able to schedule you in.

MISSING ASSIGNMENTS:

- ✱ Please keep an accurate count of the number of memos you have handed in and the number of quizzes you have taken. I shall not be offering make-ups or extra credit; if you are short a memo or quiz this will have a devastating effect on your grade for the course. Furthermore, doing the minimum necessary work is a risky strategy; if anything goes wrong, and generally something will, you have no insurance.
- ✱ Please keep an accurate count of the number of quizzes you have taken. I shall not be offering make-ups or extra credit; if you are short a quiz this will hurt your grade for the course. I will also not let you make-up a missing homework assignment.

COURSE OUTLINE (1)

Week	Date	Topic	Assign.	Readings
1	Sep 9	Introduction		Syllabus Video
		Demographics		Groshen Klitgaard K@W – Russia Caldwell Eberstadt Solovyov
2	Sep 14			
	Sep 16	Human & Cultural Environment Sources		Huntington – Clash Huntington – The West Mead
3	Sep 21	Measurement & use	Memo 1	Morden Tang & Koveos Brannen & Salk Gintis Highfield
	Sep 23	Religion	HW #1	Iannaccone, Finke & Stark Paul Barrow & McCleary Lynfield Ultra Orthodox
4	Sep 28		Memo 2	Ahmad Rice Kuran Abdel-Rauf Muslims criticize...
	Sep 30	Gender		Inglehart & Norris Moorhead Stroh <i>et al.</i> Stevenson & Wolfers K@W – German daycare
5	Oct 5		Memo 3	

COURSE OUTLINE (2)

<u>Session</u>	<u>Date</u>	<u>Topic</u>	<u>Assign.</u>	<u>Readings</u>
	Oct 7	Ethnicity		Carr & Landa Chua Tran Postrel Falzon
6	Oct 12	Language	Memo 4	Feely & Hartzig Janssens <i>et al.</i> Keats Malik Taliabue Chen <i>et al.</i>
	Oct 14			
7	Oct 19	Break		
	Oct 21	Ethics and responsibility		Donaldson & Dunfee McKenzie & Machan Spicer, Dunfee & Bailey
8	Oct 26	Corruption	Memo 5 HW#2	Granoveter Sandholtz & Taagepera Hsu
	Oct 28		Draft	TBA
9	Nov 2	Political System	HW #3 Memo 6	WDR Chap. 5 TBA Kobrin & Kapstein
	Nov 4	Legal system		Easterbrook Turner Licht <i>et al.</i> Cordeiro
10	Nov 9	Labor markets	Memo 7 HW#4	Kabeer WDR Chap. 7 Silvers: Child labor Christopherson & Lillie

COURSE OUTLINE (3)

<u>Session</u>	<u>Date</u>	<u>Topic</u>	<u>Assign.</u>	<u>Readings</u>
	Nov 11	Teams		Atamer & Schweiger Goodall & Roberts Chevrier Haas
11	Nov 16	Expatriates	Memo 8	Black & Gregersen Tung Fung Morris <i>et al.</i>
	Nov 18			Paik & Sohn Harzing
12	Nov 23	McDonald's	Memo 9	Tschoegl Gershman Steinberger Potts
	Nov 25			
13	Nov 30	Presentations	Memo 10	
	Dec 2	Presentations		
14	Dec 7	Presentations		
27	Dec 9	Comprehensive quiz		

Memorandum
Name of the company or institution

DATE

TO: Adrian E. Tschoegl. *Give me a title or rank consistent with the rest of your memo*

FROM: *Your name and the name of the group or division that you represent.*

SUBJECT: *Include a clear, definite statement of purpose. Include a verb to give a sense of direction.*

(Recommendation and conclusion) What do you want me to do and why (all in one, focused sentence)? What may happen if I (we) do or do not follow your recommendation?

(Introduction) Why is the topic important? What has preceded your memo? What definitions do we need, if any? Outline your position and the development of your material below.

(Body) Here you expand on your recommendation.

Why: Give sufficient reasons (justification) for the course of action you are recommending. You should cite evidence for your position. Use analogies, examples, statistics or quotations. If you need tables, charts, diagrams or maps, consider putting them in appendices. What could go wrong? You should also point out any major risks or potential objections and why you believe that they do not invalidate your recommendation.

What: Provide more detail on what you want me to do. Sketch out the plan.

Note: Usually, you should use one paragraph for each major issue or conclusion. You may use transition words, phrases and sentences to improve the flow. Lastly, you may also use bullet points if that improves the presentation.

Sample Memorandum
Memorandum
Savannah Cardinals (Class A Baseball)
November 21, 1994

To: Adrian E. Tschoegl, General Manager, Savannah Cardinals
From: _____, Assistant to General Manager, Savannah Cardinals
Re: Write to Robert Reich, Secretary of Labor about our batboy, Tommy McCoy

I recommend that you write to Mr. Robert Reich to explain our situation and ask him to make an exception (due to the peculiarity of the situation) in our case. By writing to the Secretary of Labor and informing him of the problem at hand, we make it more likely that we can solve resolve the situation quietly and with an outcome favorable to us. If we ignore the issue and the matter becomes public, we risk a public relations fiasco if we have to fire young Tommy McCoy.

At your request, I investigated if we had any illegal aliens working for our franchise. Fortunately, I found that we have not broken any labor laws in relation to this issue. Still, I did happen to find out that we are in violation of federal child labor laws that prohibit youngsters under sixteen years of age from working past 7 p.m. on school nights or 9 p.m. during the summer. Unfortunately, we have in our employ as a batboy, a fourteen year-old, Tommy McCoy. Firing him would tarnish our public image. Therefore, in writing to Mr. Reich, we could play on his intelligence and emotions to allow us to continue to use Tommy as our batboy. The letter should include the following points:

- the purpose of the child labor laws is to prevent children from being *overworked* and *exploited* by their employers, forcing them to neglect other duties, such as education; Tommy enjoys his job very much and, because of the unique hours, he has the opportunity to pursue other endeavors during non-work hours (especially during summer - i.e. summer camp)
- we do not require that Tommy work the nights during the school year when he has something important to do the next day at school (like taking a test);
- we have obtained his parent's consent, and also their blessing - they are pleased that their son is happy working for us and also the fact that he has an opportunity to make a little extra money being part of something he loves, an opportunity not afforded to many of us adults;
- our strong desire to remedy the situation and, if necessary, to compromise - although we would like for Tommy to work for us as much as he wants, we could request a compromise: perhaps Tommy could be allowed to work all summers games and weekend games during the school year.
- finally, we should emphasize that it is every child's dream to be a batboy, as it was probably one of Mr. Reich's.

This letter would acknowledge a minor wrongdoing. Still, it would serve as a vehicle to stop the wheels of justice from rolling over us for such a minor incident as we would, in fact, fire the boy as a last resort. It might even serve to get the law changed.

There is a possible drawback to writing to Mr. Reich. It might be totally unnecessary for us to take any action until the issue is brought up by someone else, such as a local politician or a parent. In other words, we might not want to make a move until someone else does. Nevertheless, I feel that taking the initiative is the appropriate course of action. A letter to the Secretary of Labor would show our desire to remedy the situation and it could allow Tommy to keep his job.

Name: _____

GRADING CRITERIA FOR MGMT 234 ONE-PAGE MEMOS
Fall 2009

1) Absolute criteria.

1.1) First impression

- Have you followed instructions (on length, format, etc.)? _____

1.2) Content

- Do you make meaningful use of a real company?

- Do you have a definite recommendation? _____
- Have you picked an appropriate problem? _____
- Have you focused on one issue? _____
- Do you have a clear plan? _____
- Is your plan free from logical inconsistencies? _____
- Have you addressed possible major criticisms? _____
- Is your paper free of obvious factual errors? _____
- Have you stuck to the point and avoided fluff? _____
- Have you done sufficient research? _____

1.3) Presentation

- Have you proofread the memo? _____

2) Relative to your classmates' work on this assignment:

- Is your memo particularly creative in its take on the topic? _____
- Is your memo particularly creative in its approach? _____
- Do you have particularly noteworthy supporting material? _____
- Is your memo particularly well written? _____

Possible paper topics

Language

Choice of language(s) on the Web sites of the 100 largest banks in the world

Company official language at the 100 largest (non-US) companies

Call centers operating across borders

Ethnicity

Executive search firms and cross-border placement

Composition of the Board of Directors of *Fortune*'s "World's 50 most admired companies", by national origin and sex

Composition of the Board of Directors of *The Banker*'s top 50 global banks, by national origin

Application of the idea of ethnic networks

Gender

Women in top management in a sample of top companies (other than in the US)

Composition of the Board of Directors of *Fortune*'s "World's 50 most admired companies", by sex

Demographics

Business or management implications of AIDs in Africa

Business or management implications of an aging society in an OECD country

RESUME**Adrian Edward Tschoegl****EDUCATION:**

- 1976-1980 Ph.D., Sloan School of Management (M.I.T.), Intl. Bus. & Fin.
- 1972-1974 M.P.A., UCLA. Major in Intl. Devel.
- 1965-1969 B.A. (cum laude), UCLA. Major in Poli. Sci. & Cert. in Afr.Stud.

EXPERIENCE:

- 2005-Date Wharton School: Lecturer and Management Dept. Undergraduate Advisor
- 2002-2005 Wharton School: Adjunct Assoc. Prof. of Mgmt.
- 2001-2002 College of Business and Economics, Univ. of Delaware: Visiting Asst. Prof. of Finance.
- 1993-2001 Wharton School: Asst. Prof. of Mgmt. (Visiting 1993-94).
- 1987-1993 SBCI Securities (Asia) Ltd., Tokyo: Chief Economist; also de facto Head of Research (8/89-10/91).
- 1980-1987 University of Michigan: Asst. Prof. of Intl. Bus.
- 1976-1980 M.I.T., Sloan School & Center for Policy Alternatives: Res. Asst.
- 1976 Security Pacific National Bank, Intl. Div., Los Angeles: Supervisor.
- 1974-1975 T.S. Kollerich & Cie., S.A.: Fin. and Intl Trading in London, Lausanne, and Dubai.
- 1969-1972 U.S. Army, Infantry: Lieutenant.

LANGUAGES:

French and German; some knowledge of Latin, Swahili, Vietnamese and Japanese.