

SYLLABUS

Department of Marketing, School of Business
University of International Business & Economics

ADVERTISING AND PROMOTION
Autumn 2014

Credit: 2

Time: 13:30-15:00, Friday, 2014

Instructor: Jiaqi Xue (薛佳奇)

Phone: 64494306

Classroom: 406, Keyan Building

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COURSE DESCRIPTION

Dramatic and revolutionary changes are taking place in the business environment, which leading marketers and their agencies to approach advertising and promotion from an integrated marketing communications (IMC) perspective. It becomes more and more important for a firm to recognize how to use all the promotional tools to communicate with its customers. Students who hope to work in advertising or some other promotional area need training for planning and coordinating IMC programs. This course will provide you an opportunity to understand the major marketing communication tools: advertising, the internet, interactive media, sales promotion, as well as public relations. You will also learn about how to research and evaluate a company's marketing and promotional situation and how to use these various functions in developing effective communication strategies and programs.

COURSE APPROACH

Class meetings will revolve around video presentations and in-class activities, such as case discussions, pre-assigned exercises and exercises. In order to get the most from this course it is extremely important that you are prepared for class. I will only highlight the material covered in the text of readings, on the assumption that you can do the required background reading yourselves and you would prefer to have new information and experiences in class that supplement your basic theoretical readings. As such, if you have questions on the text or readings, it is your responsibility to let me know prior to class (via e-mail), or at the beginning/end of class.

I will not repeat much of what is covered in the assigned readings. So if you do not prepare for class adequately, you will learn substantially less from the discussions and exercises, and not only will you not be able to participate in class effectively, but it is also likely that you will not perform well on the exams and cases. Class meetings do not test you on the background material directly, but they are based on your understanding and retention on the text material. Therefore, reading the background material is crucial.

REQUIRED TEXTBOOK

Kenneth E. Clow and Donald Baack. Integrated Advertising, Promotion, and Marketing Communications (Fifth Edition) . ISBN: 9787302305514, 730230551X, 清华大学出版社, 2012年12月1日影印。

GRADING COMPONENTS

Your final grade on the whole course will be based on the following components:

	Group/individual	Weight (100%)
Quizzes	individual	10%
Participation/Preparation	individual	15%
Case analysis and creative project	group	25%
Final exam (open book)	individual	50%
Total		100%

QUIZZES

There will be 4-5 quizzes that consists of True/False or/and Multiple Choice questions in the whole semester. Students should follow the instruction and finish all these quizzes in this semester. Through these quizzes,

- Students could check how well they grasp the business research concepts;
- Lecturer could get the feedback of and thereafter improve his or her teaching;
- Students could get prepared for their final exam.

The quizzes will be uploaded to the email box. Students should follow the instructor's requirement, and download and finish the assigned quizzes on time.

STUDY GROUP

The class is to be divided into several groups. Each group should consist of 3-4 students. Students are not allowed to change their groups during the semester. Each student should actively participate in all assigned teamwork.

Grading of the teamwork will be based upon the following factors:

- evidence of wide reading on and around the issue;
- ability to integrate readings and discussion with your own views;
- conceptual understanding demonstrated;
- originality of ideas and creativity;
- the overall organization and style;
- in-class presentation (if necessary).

CREATIVE PROJECTS

During this semester, each study group will have one opportunity to be assigned one case to analyze or to do a creative project. Each group should get ready before the class, and

- Orally present it in class for 15 minutes;

- Q & A for 5 minutes
- Submit a brief written summary (2--3 pages) of the presentation.
- PPT and summary should be submitted by email attachment after presentation in class.

ONLINE LEARNING AID

The instructor has registered a 126.com email box to deliver the teaching documents:

Username: mkt_imc @126.com

Password: uibemkt

Students could download the PowerPoint slides, weekly quizzes, and other teaching materials from this mailbox. Since this mailbox is shared among over all the students who attend the course this semester, please be sure not to make any operation to it other than downloading materials.

And another 126 mailbox has been registered for the students to hand in the written assignments. All students' assignments, including chapter self-tests, written summaries of cases and projects and class assignments should be submitted to the following box:

Username: imchw_uibe@126.com

SCHEDULE

Week	Topic	Readings	Group presentations
1	Introduction to integrated marketing communications	◆ Chapter 1	
2	Corporate image and brand management	◆ Chapter 2	
3	The IMC planning process	◆ Chapter 4	Case 1-4
4			
5	Advertising design: theoretical frameworks and message strategies	◆ Chapter 6 ◆ Lighting up Kindle	
6	Advertising design: types of appeals message strategies and executional frameworks	◆ Chapter 7	
7	Creative project presentation for advertising design		Project 1 & 2
8	Traditional media channels	◆ Chapter 8 ◆ IBM advertising campaigns	
9			
10	E-Active marketing	◆ Chapter 9	Project 3
11	Sales promotions	◆ Chapter 12	
12	Public relations and sponsorship programs	◆ Chapter 13 ◆ Twitter Nosedive	

Week	Topic	Readings	Group presentations
13		Final exam	

Note:

1. Since the lecturer may spend more or less time on a particular topic, the actual schedule of topics may vary slightly from the above one.
2. Case 1. Fast-food war in Singapore
Case 2. Bose: High-end sound reproduction
Case 3. Platinum Motorcars: Market segmentation and repeat purchases
Case 4. Red hat marketing
- Project 1. Best appeal
Project 2. Credit card
Project 3. Interactive marketing methodologies

Note

By UIBE rules, deduction from the final grade shall be made for absence from class. A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons given, for over one third of the total class hours, or absent without any notice for over 4 hours.

Lateness will be looked upon unfavorably, and be penalized should these instances of lateness become chronic or be disruptive of class proceedings.

Plagiarism will not be tolerated. Non-referenced or incorrectly referenced quotations will be penalised. Any assignments found to contain disproportionate amount of similar wording and content, will result in penalties to both parties concerned. Late assignment is not acceptable.

IUP521

Management Accounting

Spring Semester
Friday, 3:30pm-5:00pm

Instructor: Tianjing Dai
E-Mail: narisa.dai@uibe.edu.cn
Phone: 010-64493525
Office: Ningyuan 412
Office Hours: TBC

Overview

This course focuses on the uses of accounting information for managerial planning, control and decision making in modern organizations. It introduces the role of management accounting in commercial bodies by covering basic management accounting tools and the ways in which short-term and long-term decisions are made utilizing these tools.

Goals

This course aims to provide an understanding of the costing, planning and controlling system in the organization. This course will also provide an introduction to modern management techniques such as activity-based management and balanced scorecard, and will emphasize the role of cost feedback in corporate strategy. This course will equip the students the skills and analytical tools they would need for operational and strategic decision-makings in organizations in an uncertain environment.

Topics Covered

The following topics will be covered in this course:

1. Cost behavior and costing system
2. CVP analysis
3. Activity-based costing and management
4. Budgeting and performance analysis
5. Balanced Scorecard
6. Relevant costs and decision making

Evaluation

There will be five quizzes and one final written exam for this course. The final marks will be determined as follows:

1. Homework and participation at 10%
2. Quizzes at 40%
3. Final Exam at 50%

Materials

Managerial Accounting, by R. H. Garrison, E. W. Noreen, and P. C. Brewer, 14th Edition

Milestones

Friday March 6th

First Class

Friday May 29th

Revision Class

Friday June 5th

Final Exam

Requirements:

Your attendance is mandatory and will count towards your final mark.

Class Schedule

Date	Topic	Textbook chapter
F 3/6	Introduction and Cost Concepts	Chapter 1
F 3/13	Cost behavior	Chapter 2
F 3/20	CVP analysis I	Chapter 5
F 3/27	CVP analysis II	Chapter 5
F 4/3	ABC I	Chapter 7
F 4/10	ABC II	Chapter 7
F 4/17	Master budgeting	Chapter 8
F 4/24	Flexible budgets and performance analysis I	Chapter 9
F 5/1	Flexible budgets and performance analysis II ¹	Chapter 9
F 5/8	Standard costs and BSC I	Chapter 10
F 5/15	Standard costs and BSC II	Chapter 10
F 5/22	Relevant costs for decision making	Chapter 12
F 5/29	Review and Q&A	-----
F 6/5	Exam	-----

Note: I reserve the right to make amendments to this schedule.

¹ National Holiday. The class will be rescheduled. TBC.

Financial statements analysis

Course outline

Instructor: Qin Xu, Ph.D., CPA, CIA, ACCA Affiliate

Business School, UIBE

Office room: Room 525, Ning Yuan Building (office time Thursday Afternoon)

Office phone: 64494373

Email: emailxuqin@sina.com

Course Objective

The course is designed to provide you with advanced ***conceptual background*** and ***analytical tools*** necessary to evaluate financial statements issued by publicly held enterprises. The course is meant to complement related studies in accounting, finance, economics, business policy, and statistical analysis. It focuses on understanding the uses and the limitation of both the financial statements and the traditional and nontraditional methods used in analyzing them. We will discuss the financial statements, the accounting disclosure rules, the differential effects of alternative accounting principles, and the interpretation of financial information. Students' motivation and skill development will be enhanced by using problems and cases for actual companies. You will ultimately be better able to make judgments about the cash flows, earnings quality, hidden assets and liabilities, and the overall performance of the enterprise.

Prerequisite

It is assumed that all students have a basic knowledge of accounting principles. If you do not, you should catch up as quickly as possible.

Recommended Textbook

You may wish to purchase the following reference text on Financial Statement Analysis:

《财务报表分析》（第10版），中国人民大学出版社，2010年1月第1版。Financial Statement Analysis, Tenth Edition, by K.R. Subramanyam et al. Publisher: Ren Min University Press, Jan. 2010.

Grading

Attendance	10%	Full attendance is expected.
In class participation	10%	Answer questions; actively take part in the group discussion; ask constructive questions;
Group assignment	20%	5 people in one group; randomly decide the presentation sequence; I will assign the specific topic to your group; be prepared for your group presentation; the other group should score the presentation group;
Final exam	60%	Close book exam
total	100%	The above four items, each scores 100, and times their weight, then you will get your final mark of this course.

Course schedule

Financial statements analysis Spring semester 2013 course schedule		
Week	Topic	Reading
1	Introduction, Financial Statements: an overview	Chapter 1
2	Financial reporting and analysis	Chapter 2
3	Analyzing financing activities	Chapter 3
4	Analyzing financing activities	Chapter 3
5	Analyzing investing activities	Chapter 4
6	Analyzing investing activities	Chapter 4
7	Analyzing investing activities: Intercorporate investments	Chapter 5
8	Analyzing operating activities	Chapter 6
9	Cash flow analysis	Chapter 7
10	Return on invested capital and profitability analysis	Chapter 8
11	Credit analysis	Chapter 10
12	Prospective analysis	Chapter 9
13	Final exam	

Investment Analysis

Instructor: Dr. Pu jun, CMA/CFM

Office: Keyan 305

Tel: 64495153

Office Hours: Thur 13:30-15:00, others by appointment

Course Description:

This course is mainly concerned with the characteristics and analysis of individual investment, as well as the theory and practice of optimally combining securities into portfolio. After a basic introduction to the investment environment and financial markets, we will begin with a detailed discussion of all kinds of analytical instruments within the context of foreign currencies, common stocks, derivatives.

The course requires students to use simulation software for practice.

Reference Books:

Investments by William F. Sharpe, Gordon J. Alexander and Jeffery v. Bailey, Printice Hall Publishers 1995

Investment Analysis and Portfolio Management by Frank K. Reilly and Keith C. Brown, the Dryden Press 1997

Fundamentals of Investment Management by Geoffrey a. Hirt and Stanley B. Block, Irwin/McGraw-Hill 1999

Grading:

There will be one exam or paper (final), one project, and periodic problem sets. Problem sets are due at the beginning of class following the class in which they are assigned, unless otherwise indicated.

Grade =0.3(homework, attendance and/quizzes) + 0.20(project) + 0.50(final)

Chapter Outline

- I. Introduction to Investments Analysis
 - A. Introduction
 - B. Financial and Security Markets
 - C. Buying and Selling Securities
 - D. Fundamental Theories (CAPM & APT)
- II. Currency Market Investment and Analysis
 - A. Introduction of the Currency Market
 - B. International Parity relationships
- III. Analysis and Valuation of Fixed-Income Securities
 - A. Bond and Fixed & Fixed-Income Fundamentals
 - B. Bond valuation
 - C. Duration and Immunization
- IV. Analysis and Valuation of Common Stocks
 - A. Common Stock
 - B. Industrial Analysis
 - C. Valuation of Common Stocks
 - D. Earnings Approaches to Valuation
- V. Analysis and Valuation of Derivatives
 - A. Future, Option and Swaps
 - B. Analysis of Derivatives

Chinese Economic Law

Synopsis

This course examines the framework and principles of policy and jurisprudence regulating economic activities in the People's Republic of China. Particular focus is placed on the branches of substantive laws that affect trade, investment, and financial and commercial transactions. Cultural and ethical foundations will be discussed to enhance the understanding into the Chinese legislative and judicial processes. A number of cases will be deployed for class debate to gain insight into the intrinsic application of Chinese laws in business decisions and dispute settlement.

Objective

This course is to foster the understanding and application of Chinese economic laws and regulations for business decision-makers.

Outline

1. Forces that shape Chinese law
 - Political system and economic reform
 - Chinese cultural and ethical foundations
2. Statutory organizations and process
 - Institutional structure
 - Legislative process
3. Framework of Chinese law
 - Substantive law
 - Procedural law
4. Sources and principles of Chinese economic law
 - Constitution and amendments
 - Civil code
 - International commitment
5. Chinese law of contract
 - UNSIG
 - Contract law
 - WTO commitment
6. Chinese investment law
 - Regulation on direct investment
 - Regulation on portfolio investment
7. Chinese law on consumer protection
 - Consumer rights
 - CSR enforcement
8. Chinese laws on intellectual properties
 - IPRs and violation
 - Recourse on IP infringement

9. Dispute settlement

- Arbitration
- Litigation

10. Examination

Evaluation

Attendance 10%

Participation 10%

Homework 30%

Exam 50%

Instructor: Baocheng Liu

Director, Center for International Business Ethics,
University of International Business and Economics,
China, and

Current Affairs Commentator, CCTV-News

baocheng.liu@gmail.com

Dr. Liu earned his MBA and MSc in International Business from Seton Hall University, bachelor degree in International Trade and PhD in Law from University of International Business and Economics(UIBE). He was the founder and dean to Sino-US School of International Management and Sino-French School of International Management after serving as the executive associate dean for the International School of Excellence at UIBE. His area of research and teaching covers a variety of disciplines including marketing, business ethics, cross-cultural communication and business law.

He is the winner of National Teaching Excellence Award in 2008.

Dr. Liu published extensively in the area of international business, ethics and law.

Besides research and teaching, he served on the management of London Export Corporation, Union Merchant Overseas Corporation and Cathay Trading Ltd, president and CEO of Unigene Biotechnology Inc., Chief Representative of Herborium Inc., and Chairman of Novark Consulting. His hands-on business experience covers international trade, joint venture management, marketing research and legal service. He also serves as legal council to Bairui Law Firm in Beijing.

He is on the council of World Economic Forum, advisory board to the Department of European Affairs under Ministry of Commerce and China Foreign Expert Bureau, member of China Social and Economic Council, Council Member of China Business Ethics Society.

As current affairs commentator, he regularly voices his opinions on CCTV, VOA, BBC and CRI.



Syllabus International Business Management

Course Description

The course International Business Management provides a systematic introduction into the concepts and practices of international business. The course focuses on cross-border economic activity which involves all commercial transactions between individuals, private organizations and governments across two or more countries. Furthermore does the module integrate analysis of the competitive environment and the internal resources of the firm to provide a strategic view of international business.

Course Objectives

The students are able to ...

- » understand how the international business environment impacts on the goals, activities and operations of international firms
- » understand the differences in business systems and what impact they have on international firms
- » analyze a nation's and an industry's competitiveness
- » analyze a firm's strategic position and recognize international opportunities and threats
- » develop internationalization and foreign market entry strategies and the necessary organizational structures and processes
- » understand the effects of cultural differences on international business
- » understand the effects of international activities on the firm's value chain
- » understand the risks associated with international operations
- » apply the basic concepts with regard to doing business in select regions of the world

Course Contents

- » The Environment of International Business
- » The Role of Emerging Markets (focus China) for International Business
- » Globalization and International Trade
- » International Monetary System and Foreign Currency
- » International Business Systems and National Competitiveness
- » Multinational Enterprises and Small and Medium International Enterprises
- » International Business Strategy and Organization
- » Internationalization and Foreign Market Entry
- » Culture and International Business

Course Methods

- » Lecture
- » Class discussions
- » Group exercises
- » Case studies
- » Short Presentations

Course Readings

Compulsory Readings

Nr.	Article
1	Dietz, M.C., Orr, G. and Xing, J. (2008). <i>How Chinese companies can succeed abroad</i> . McKinsey: The McKinsey Quarterly.
2	Dima, S.C. (2010). From International Trade to Firm Internationalization. <i>European Journal of Interdisciplinary Studies</i> , 3, pp. 8 – 15.
3	Hambrick, D.C. and Fredrickson, J.W. (2005). Are you sure you have a strategy? <i>Academy of Management Executive</i> , 19, 4, pp. 51 – 62.
4	Johanson, J. and Vahlne, J.E. (2009). The Uppsala internationalization process model revisited: From liability of foreignness to liability of outsidership. <i>Journal of International Business Studies</i> , 40, pp. 1411 – 1431.

5	Knight, G. A. and Cavusgil, S. T. (2004). Innovation, Organizational Capabilities, and the Born-Global Firm. <i>Journal of International Business Studies</i> , 35, 2 , pp. 124 – 141.
6	Luo, Y. and Tung, R. (2007). International expansion of emerging market enterprises: A springboard perspective. <i>Journal of International Business Studies</i> , 38, pp. 481 – 498.
7	Nibbe, J. (2011). <i>Trading places. The emergence of new patterns of international trade.</i> London: Ernst & Young.
8	Porter, M. (1990). The Competitive Advantage of Nations. <i>Harvard Business Review</i> , 3, pp. 72 – 91.
9	Trompenaars, F. & Wooliams, P. (2004). Getting the measure of culture: from values to business performance. <i>Adaptive Options</i> , pp. 4 – 8.
10	Yeung, H. and Liu, W. (2008). Globalizing China: The Rise of Mainland Chinese Firms in the Global Economy. <i>Eurasian Geography and Economics</i> , 49, 1, pp. 57 – 86.

Recommended Textbooks (not compulsory)

International Business

Alan M. Rugman / Simon Collinson
 6th Edition, 2012
 London/New York: FT Prentice Hall
 ISBN 978-0-273-76097-9

International Business. Competing in the Global Marketplace

Charles W. L. Hill
 9th edition, 2012
 London/New York: McGraw-Hill
 ISBN 978-0-078-02924-0

Understanding Cross-Cultural Management

Marie-Joelle Browaeys / Roger Price
 2nd edition, 2011
 London: Prentice Hall
 ISBN: 978-0-273-73295-2

Course Schedule

Date	Topics	Readings
17.06.2013	The International Business Environment Globalization and International Trade International Monetary System and Foreign Currency	7 2
18.06.2013	International Business Systems and National Competitiveness The Role of Emerging Markets in International Business Multinational and Small and Medium Sized International Enterprises	8 1 / 10 6
19.06.2013	International Business Strategies and Organization Internationalization of the Firm and Market Entry Strategies International Functional Area Strategies (Marketing / Finance)	3 4 / 5
20.06.2013	Theories of Culture Culture and International Business Issues of Cross-Cultural Management	9

Course Evaluation

The course will be evaluated based on an individual student essay about ONE of the following four topics:

Topic 1

Globalization is an inevitability for both manufacturing and service organizations. As an SME in your home country, what does this challenge mean for sustainable business success?

Topic 2

Critically assess some of the major challenges facing multi-national enterprises (MNEs). How do Porter's determinants of national competitive advantage help explain how MNEs can maintain their economic competitiveness?



Topic 3

A profound understanding of the key dimensions of culture is important in international business. What guidelines would you suggest for international managers who must cope with cross-cultural risks in international business?

Topic 4

When going international, companies need to have an internationalization strategy which is driven by the pressures for cost reduction and/or local responsiveness. Choose a company of your home country and develop an internationalization strategy for this company. What internationalization strategy do you recommend for this company – and why? What are the benefits of this strategy? And what are the potential risks associated with it?

Requirements for student essay

Length: 3000 words (excl. title page and bibliography)

Text: Arial 10pt / 1.5 cell-spacing

Referencing: APA or Harvard style

Evaluation: According to Student Assessment Sheet (see next page)

Student Assessment Sheet

		insufficient	sufficient	good	very good
1. Content	Correct capture of assignment question				
	Logic and feasible argumentation				
	Theoretical foundation of argumentation				
	Originality of argumentation				
2. Structure	Logic of structure				
	Formal completeness				
	Table of contents, bibliography, literature				
	Citation and referencing according to APA/Harvard				
3. Presentation	Legibility				
	Visualisation				
	Pagination (pages, charts, graphs, etc.)				
4. Language	Argumentation				
	Style				
	Orthography, punctuation				

Lecturer

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Syllabus of Interpersonal Dynamics

Interpersonal Dynamics is one of the most popular courses at Stanford Business School in USA. Students need to use their only two priority tickets in the whole MBA program to get enrolled. Students who finished the course at Stanford kept the T-group meeting for many years after graduation. The longest regular T-group reunion has been lasting more than 20 years in California.

In this course, guest speakers who are global senior leaders from IBM, Microsoft and other Fortune 500 companies, will share with you how the interpersonal communication skills grew in their organizations.

Primary Instructors:

Tiedong Wang

Associate Professor and Associate Dean of UIBE Business School.

Jiangbo Cheng

Master of Science in Management of Stanford University, Master of Science in Computer Science of Aarhus University. Senior Director and Site Executive to leading companies (Microsoft, IBM,etc) with over 500 employees, whose responsibilities include business savvy, strategic planning, corporate structure design and process reengineering to multiple market share and profits consistently Superior communication skills and a demonstrated ability to assess management and organizational challenges to lead cross-functional teams for global sites including China, Europe, Canada, United States, Brazil to implement solutions.

Guest Speakers:

Sean Cheung, General Manager of IBM China

Yinong Xi, Senior Executive of IBM Asia Pacific, Stanford University Alumni

Michelle Fleury, Senior Global Strategy Director of Cisco International

Ming Leng, director of Microsoft

1. Course Overview

The goals of Interpersonal Dynamics are to learn, in a small group setting, how

- To use interpersonal communication skills to influence and lead the building of more open, effective, and rewarding relationship, even with people whom you may initially experience as difficult.

- To “learn how to learn” via the continuous practice of risk taking disclosure, and feedback skills in service of evolving learning goals.

Improving personal knowledge and abilities in these areas is crucial to becoming a more effective manager in today’s ever changing, complex, and highly interdependent organizations.

The overall design of this course is somewhat different from most. The classes are designed to mainly two parts: lectures and T-group session.

Your T-group is where most of your learning in the course will occur. All students will be divided in to maximum 2 groups.

Your commitment to skill practice (risk taking, disclosure, and feedback) in service of your personal learning goals.

The amount you learn rests heavily on your involvement, disclosing of your reactions, especially your feelings, and on your willings to openly give and receive feedback. Take the personal risk to address “here and now” events that trigger emotions and constructively expressing subsequent feelings about 1) what is happening to you. 2) what others are doing. 3) how the group is interacting, are the fundamental to a successful T-group experience.

Learning in this course is primarily from your interactions with others; hence, what you learn and get out of this course is very interdependent with the participation of others.

Your responsibility is to:

- Complete Readings and Homework assignments before every class.
- Attend every class; class T-group; And the all weekend T-group.
- Be punctual and contribute
- Take risks, disclosure, and give and receive feedback

Confidential Limits:

In the teaching of the Interpersonal Dynamics, assuring that your confidentiality is maintained is very important. Confidentiality helps create a safe environment in which you can grow and learn without fear of repercussions. To that end, your homework and your journals will be kept as confidential as possible. To maintain confidentiality, only a faculty member or your reader will read any of your written work.

2. Course outline

week	Topics
1	<p>Content</p> <ol style="list-style-type: none"> 1. Express Appreciation 2. Dynamics of Authentic Influence <p>Experience:</p> <ol style="list-style-type: none"> 1. Experiential Learning 2. Power of Validation 3. Class & Personal Learning Goals 4. T-group formation
2	<p>Content</p> <ol style="list-style-type: none"> 1. Principles of Empathic Communication 2. Five levels of Interpersonal Communication 3. How I predict divorce by Gottman <p>Experience:</p> <ol style="list-style-type: none"> 4. Importance of Appreciation 5. Importance of Repair
3	<p>Content</p> <ol style="list-style-type: none"> 1. Dynamics of Authentic Influence 2. Authentic Leadership, Emotional Expression and Employee Authenticity <p>Experience:</p> <ol style="list-style-type: none"> 3. Congruency 4. Flooding/ Risk Taking 5. Authentic/Influence Distress
4	<p>Content</p> <ol style="list-style-type: none"> 1. Interpersonal Dynamics of Emotions, Feelings and Moods 2. The Ecology of Feedback 3. Glossary of Emotions <p>Experience:</p>

week	Topics
	1. 7 Basic Emotions 2. Turning towards and Turning away
5	Content 1. Stereotype Threat 2. Micro-aggressions 3. The management of Diversity Experience: 1. Group Identity 2. Stereotype Threat 3. Identity Offenses 4. Micro Aggressions
6	T- Group practice
7	Content 1. How and when dose emotional expression help Experience 1. Support Trio formation 2. Update learning goals
8	Long weekend T-group outside school
9	Final feedbacks for T-group
10	Summary and Final Feedback

Assessment

1. In Class Participation	50%
2. Group member feedback	15%
3. Final paper	35%
Total	100%

PRINCIPLES OF MANAGEMENT SYLLABUS

COURSE DESCRIPTION:

This course serves as an introduction to the discipline of management. It is designed to integrate the accepted theories in the area with real world applications to provide students with the basic knowledge and skills needed for managing others. This course begins with a discussion of the current issues in management and then proceeds to cover the traditional functions of management: planning, organizing, leading, and controlling. Lecture and class assignments given in the course are intended to help students understand the needs of modern public and private organizations, including emerging national and international trends.

COURSE OBJECTIVES

By the end of the course, students should be able to identify the principals of managing formal organizations, recognize the various challenges faced by today's managers and give examples of organizations engaging in the management functions of planning, organizing, leading and controlling.

RESOURCES

TEXTBOOK: Management, 10th Edition by S. Robbins and M. Coulter, published by Prentice Hall.

LIBRARY & INTERNET RESOURCES: Students are encouraged to use the university library and the internet for research and to complete assignments when necessary.

COURSE COMPONENTS

EXAMS: A designated number of exams and a final exam will test students' understanding of the materials discussed in class and in the assigned readings.

CASE ASSIGNMENTS: Students will answer discussion questions from case applications assigned in the text. The goal is for students to apply the information discussed to these real-world situations to the concepts and principles presented in the course.

IN-CLASS EXERCISES: Throughout the semester, students are expected to be prepared to discuss issues relevant to the course and to participate in team exercises. For these exercises, students will be required to be actively involved to receive credit – i.e. making substantive comments, answering questions, and preparing short presentations. Points will be awarded by the instructor based on individual and group participation. Students should bring their textbook to class as part of their participation grade. Material for in-class assignments can be found at the conclusion of each chapter – see Ethical Dilemmas and Team Exercises.

GRADING

	<i>Percentage</i>
• <i>Score composition :</i>	
<i>final exam</i>	50%
<i>Group presentation</i>	20%
<i>A paper (not more than 3000 words)</i>	20%
<i>A good question or public comment</i>	10%

COURSE POLICIES

CLASSROOM BEHAVIOR: Classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Students engaging in improper classroom behavior may have points deducted from their total points in the course, or if the situation warrants be reprimanded to the university's committee on student discipline.

ACADEMIC HONESTY AND APPEALS: Students are expected to maintain the highest standards of academic integrity. Behavior that violates these standards is not acceptable. Examples are the use of unauthorized material, communication with fellow students during an examination, attempting to benefit from the work of another student and similar behavior defeats the intent of an examination or other class work. Cheating on exams, plagiarism, improper acknowledgement of sources in essays, and the use of a single essay or paper in more than one course without permission are considered very serious offences and shall be grounds for disciplinary action as outlined in the current General Catalogue.

UNIVERSITY OF INTERNATIONAL BUSINESS & ECONOMICS
Department of Marketing, School of Business
Fall 2014

Syllabus of Principles of Marketing

Lecturer:	张磊楠	Credit Value:	3
Telephone:	64494375	Level:	Sophomore
Email:	marketinguibe@163.com	Pre-requisite:	NA
Office:	Rm. 416, Ningyuan BLD	Office Hour:	by appointment

ROLES AND PURPOSES

Principles of Marketing is a core subject in the business program, and it has been designed for those students majoring in Marketing, as well as those taking this course as their formal, academic venture into this discipline. Participants in the program would be expected to recognize that marketing is a total system of business action and should be seen as the key element in the running of any business. This course could enable students to better appreciate the role of marketing in individual firms as well as in the wider community by exposing them to theories and basic concepts.

LEARNING OUTCOMES

Upon completion of this course, it is expected that students will be able to:

- identify and explain the important concepts in marketing; (LO. 1)
- understand how marketing integrates with other areas of business; (LO. 2)
- apply these concepts in case situations to analyze actual marketing issues; (LO. 3)
- cooperate with others in solving marketing issues; (LO. 4)
- communicate, both in oral and written form, about a broad range of marketing issues and applications. (LO. 5)

TEACHING/LEARNING METHODOLOGY

Lectures cover core principles and concepts of the subject syllabus. Seminars are structured to enhance students' understanding of relevant concepts through various kinds of activities, including case studies, presentation and discussion. Students are expected to play an active role in seminars, and are required to present real-life cases and apply subject knowledge to the discussion. Students are encouraged to learn from lectures, thinking process, discussing with others, and listen to others.

COURSE SCHEDULE

Course Introduction

- Introduction of course arrangement

Class 1 Introduction to Marketing

- What is marketing
- Different marketing management orientations
- Marketing process
- Customer Relationship Management

Class 2 Strategic Planning in Marketing

- What is strategy
- Strategic planning process on firm level
- Marketing strategy

Class 3 Buyer Behavior

- Stimulus-response model of consumer behavior
- Buying decision behavior categories
- Adoption of new product
- Characteristics of business buyer behavior

Class 4 Segmentation, Targeting and Positioning

- Bases of market segmentation
- Process to select target segment
- Positioning strategies

Class 5 In-Class Case Analysis

Build-A-Bear, Bahrain Bay, Prius, and Arabic Blackberry

Class 6 Product, Service and Brand

- Product level
- Branding strategies
- Differences between product and service

Class 7 New Product Development

- New product development process
- Product lifecycle (PLC)
- Marketing Strategies during PLC

Class 8 Pricing Decisions

- Three general approaches of pricing
- Factors influencing pricing decisions
- Skimming Pricing
- Penetration Pricing
- Pricing strategies for product mix

Class 9 Channel Strategy

- The functions that channels perform
- The major channel alternatives
- The nature and importance of marketing logistics

Class 10 Integrated Marketing Communication

- Communication mix
- Communication process
- Advertising
- Sales promotion
- Public relations

Class 11 Group Project Presentation

Class 12 Course Summary

ASSESSMENT CRITERIA

Specific Assessment Methods/Tasks	% Weight
Continuous Assessment	100%
Group	40
Case Analysis & Presentation	15
Group Project	25
Individual	60
Class Participation	20
Final Examination	40
Total	100%

TEXTBOOK

Principles of Marketing (13th edition), Philip Kotler and Gary Armstrong, Tsinghua University Press, 2013. ISBN: 9787302255741.

CASE ANALYSIS

One case will be analyzed by groups. There will be 5 groups altogether, each having 5-6 students. Every group has to draw a case from a case pool. Students are required to read case materials carefully and answer the followed questions within a class. Before the end of the class, each group has to prepare a ppt file and give a 10-mintune presentation. Lecturer will provide feedback to each group. Case analysis will be evaluated by these criteria:

- Integrity; (20%)
- Logic; (20%)
- Relativity; (20%)
- Teamwork; (20%)
- Presentation Skill. (20%)

GROUP PROJECT

Each group assigned in case discussion has to complete a marketing strategy analysis about any brand or product. The purpose of this project is to encourage students apply what they learn in class to solve a real marketing issue. All groups must choose their own topics before Oct. 8 and finish the whole plan before Nov. 26. Each group has to present their work in the last class. The group work will be evaluated based on the following criteria.

- Clarity; (20%)
- Logic; (20%)
- Rightness; (20%)
- Suggestions; (20%)
- Teamwork. (20%)

CLASS PARTICIPATION

Students are expected not only sit in the classroom, but be a part of whole teaching and learning process. There will be many opportunities for students to participate in the class. Students will be evaluated based on their participation in discussion, debate, answering questions, and stimulating the meaningful communications among students and lecturer.

NOTE

The UIBE's codes of academic integrity are designed to ensure that the principles of academic honesty and integrity are upheld. All students are expected to adhere to these codes. Plagiarism will not be tolerated. Non-referenced or incorrectly referenced quotations will be penalised. Any assignment found to contain disproportionate amount of similar wording and content, will result in penalties to both parties concerned. Late submission of the assignment is not acceptable.

And, there are also rules for attendance:

1. Every attendee must be punctual for every lesson, being sure not to be late, and not to leave before class ends.
2. By UIBE rules, deduction from the final grade shall be made for absence from class. A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons given, for over one third of the total class hours, or absent without any notice for over 6 hours.
3. The instructor and students must be attentive in class hours; eating and chatting whatever irrelevant to the lesson are not allowed.
4. During class hours, everyone in class must make sure his/her mobile phone is either off or mute.



IUP 503 Introduction to Financial Accounting

Xuejiao Liu

PhD, MsA, ACCA
School of Business,
The University of Business and Economics

Email: xjluiibe@hotmail.com

With the globalization and rapid change in capital market structure all around the world, the role of accounting becomes more and more important! Through this course, you will be picking up basic and most fundamental accounting knowledge, including professional terminology, double entry (to record economic events), preparation of financial statements, and financial analysis that facilitates your future business decisions.

Text Book

- We will be using “Financial & Managerial Accounting: The Basis For Business Decisions” (J.R. Williams, S. F. Haka, M. S. Bettner, and J. V. Carcello) (16th Edition) (ISBN: 978-7-111-40610-5) as our main text book.
- Extra reading materials and case studies are available for those who are interested in how accounting works in the real world.

Course Schedule

- You are expected to attend all of the 12 times lectures at room 407 of the Keyan Building on each Tuesday morning (from 9:50 to 12:10 am). Absence is only acceptable with a formal application in advance.
- The exam week is from 1st to 5th of December, 2014 (Exact exam time: TBA).
- Your final grade (100%) = 40% (final exam) + 60% (attendance, class performance, assignments, etc.).
- We will be mainly covering the following content (subject to adjustment)
 - Week 1: Accounting: Information for Decision Making [Chapter 1]
 - Week 2: Basic Financial Statements [Chapter 2]
 - Week 3: The Accounting Cycle: Capturing Economic Events [Chapter 3]
 - Week 4: The Accounting Cycle: Accruals and Deferrals [Chapter 4]
 - Week 5: The Accounting Cycle: Reporting Financial Results [Chapter 5]
 - Week 6: Financial Assets [Chapter 7]



-
- Week 7: Financial Assets [Chapter 7]
 - Week 8: Merchandising Activities [Chapter 6]
 - Week 9: Merchandising Activities [Chapter 6]
 - Week 10: Inventories and the Cost of Goods Sold [Chapter 8]
 - Week 11: Plant and Intangible Assets [Chapter 9]
 - Week 12: Plant and Intangible Assets [Chapter 9]+Final Revision

Please feel free to contact me for any questions relating to the course. Enjoy your new semester!

Best regards,

Xuejiao Liu
PhD, MsA, ACCA
Assistant Professor in Accounting,
School of Business, UIBE



Corporate Finance - Syllabus

Spring 2015

Course Code: IUP504

Credits: 3

Prerequisites: Economics, Financial Accounting, Statistics

Classroom: 407, Keyan Building

Time: Tuesday, 13:30-15:50 pm March 9- May 31, 2015

Exam week: June 1-5

Instructor: Ren Guanhua Ph. D. Associate Professor FCGA

Phone: 64494285 (O)

Email: uberen@hotmail.com

Office: N405

Office Hours: Thursday 3:30 – 5:00 pm

Objectives:

This course discusses principles of Corporate Finance and provides practical tools for financial decisions and valuation in a corporate context. The course starts by introducing basic concepts of corporate finance, applying asset pricing tools to evaluate financial assets and projects. And next it also studies the capital structure, dividend policies, and short-term financial planning and management. Students are expected to be more aware of the problems, deepen their understanding of problems and issues, and improve their skills in solving problems in corporate finance.

Textbook: James C. Van Horne and John. M. Wachowicz. *Fundamentals of Financial Management*, 13th ed. McGraw-Hill, 2009

Grading: assignments	25%
quizzes	15%
case studies	10%
final exam	<u>50%</u>
Total	100%

Case Studies:

Case studies give us the opportunity to apply the materials to a typical real-world situation. You should work in a team of four students. Both written and oral presentations (20 minutes) will be graded.

Attendance & Class Participation

- Students are a major component of the learning process and class participation is expected.
- Excessive absence and tardiness will result in a lower grade.

Class Schedule:

Week	Contents	Presentation
1	I. Introduction to Financial Management Ch. 1 The Role of Financial Management Ch. 2 The Business, Taxes and Financial Environments	
2	Ch 19 The Capital Market Ch 20 Long-term Debt, Preferred Stock, and Common Stock	
3	II. Valuation Ch. 3 The Time Value of Money	<i>1st: IPO-Google vs. Baidu</i>
4	Ch. 4 The Valuation of Long-term Securities	<i>2nd: Alibaba's IPO</i>
5	Ch. 5 Risk and Return	
6	V. Investment in Capital Assets Ch. 12 Capital budgeting and Estimating Cash Flows	<i>3rd: Buffett's Investment Philosophy</i>
7	Ch. 13 Capital Budgeting Techniques	
8	VI. Cost of Capital and Long-term Financial Policy Ch. 15 Cost Of Capital	<i>4th: Capital Budgeting-D&D</i>
9.	Ch. 16 Operating and Financial Leverages	
10	Ch. 17 Capital Structure Determination Ch. 18 Dividend Policy	<i>5th: Leverage analysis-EGP</i>
11	IV. Short-term Financial Planning and Management Ch. 8 Overview of Working Capital Management Ch. 11 Short-term Financing	<i>6th: GM in Financial Crisis</i>
12	Overview	
13	Final Exam	

University of International Business and Economics
International MBA Program
IUP 505 Organizational Behavior
September ~ December 2014
406 Keyan Building
Wednesday 13.30~15.50

Instructor: Dr. Shimin Liu
Office: 419 Ningyuan Building
Phone: 64494681
Email: sliu_uibe@126.com
Office hours: 3.00 pm – 4.00pm Thursday (By appointment).

I. Course Description

This course examines the role of the manager, the process of management, and the nature of organizations in the current dynamic environment. It also highlights the complexities of managing in the global context. The course should lay a solid foundation of fundamental skills for understanding/diagnosing and managing the human aspects of work organizations. The course is designed on the basis of three principles:

- ❖ Connect theory and practice
- ❖ Relevant to your existing experience of organizations
- ❖ Relevant to your future experience of organizations.

II. Course objectives and Outcomes

1. Course objectives

The course is intended to achieve the following objectives

Knowledge

- ❖ Understand key concepts and theories of organizational behavior
- ❖ Understand key concepts and theories relating to organizational processes
- ❖ Understand how these concepts and theories relate to the successful management of organizations

Skills

- ❖ Apply and analyze these concepts to simulated and ‘real life’ situations
- ❖ Evaluate the usefulness of the concepts and theories
- ❖ Develop skills in self management, small group and project management, and in questioning and reflections

Values/Attitudes

- ❖ Appreciate the complexity of human behavior in organizations and the systemic nature of managerial and organizational environment
- ❖ Value the role of the individual and the group in achieving organizational purposes
- ❖ Value the use of theory in understanding and managing organizations

2. Course Content

- ❖ The managerial role and its context

- ✧ Individual behavior: personality and values; perception, emotions and attitudes
- ✧ Motivation
- ✧ Group behavior, developing & managing effective teams
- ✧ Communication
- ✧ Leadership
- ✧ Power, conflict and negotiation
- ✧ Organizational culture and ethics in management
- ✧ Managing organizational change

3. Prescribed text

McShane, S.L. & Von Glinow, M.A. (2010).Organizational Behavior, (5th ed.). Irwin: McGraw-Hill.

4. Additional Reading

Drucker, P. (1967) *The Effective Executive*. New York: Harper & Row.

Friedman, T.L. (2007) *The World is Flat: A brief History of the Twenty-First Century*. New York: Picador

Harvard Business Review

Assigned cases and readings

II. Assessment

This course will include lectures, interactive tutorials/workshops and study outside the classroom, including assigned readings and group work.

1. Learning tasks and assessment

Learning Task	Graded Assessment	Weighting
Attendance & participation	Class participation	20%
Review	In-class quiz	20%
Research, team work preparation, presentation	Group assignment	20%
Revision and synthesizing information	Examination or other time constrained assessable task	40%

2. Attendance & Participation 20%

Students are required to attend class on time. Absence of 1/3 of class hours will result in no grading for the course. Please note that no laptop computers, ipod, cell phones or any other electronic devices are allowed in class as your full attention is required for class activities.

Students should come to class fully prepared with the readings and cases assigned, and participate actively in class discussion. Evaluation is based both on the quantity and quality of contribution.

2. In-Class Quiz: 20%

In class quizzes will also be administered from time to time in the first 10 minutes of the class.

Students who arrive late for class are not allowed to do the quiz.

4. Group assignment: 20%

(1) Task description

Students will form groups of 3~5 in class on **3 September 2014**. Groups should identify an issue or problem situation in an organization they have access to (preferably a Chinese organization in their home country or an organization from their home country operating in China).

A brief introduction to the organization should be provided. Then the issue/problem should be written as a story, followed by analysis in terms of at least two topics studied as part of this course. Design an intervention utilizing some aspect or aspects of your analysis. The intervention should be intended to solve or improve the situation.

You must discuss your proposed approach with your instructor **before** undertaking any research, interviewing, distribution of questionnaires or other activities in your organization. You will explain your group's general approach to your instructor on **8 October 2014**. Group members should present their considerations, analysis and intervention design to the class on **26 December 2014**. The presentation should last about 15minutes. An additional 10 minutes is available for class discussion. Support your presentation with appropriate visuals such as computer slides or handouts. Handouts should be emailed to the instructor **a week before** the presentation takes place.

A written case report of 2500~3000 words should be submitted on **26 November 2014**.

(2) Group presentation: assessment criteria

The **group grade** will be given to all syndicate members. It will be based on:

- ✧ The presence of an appropriate introduction to the organization
- ✧ The extent to which an effective briefing on the issue or problem(s) was provided;
- ✧ Effective use of at least two unit topics in analyzing the issue or problem(s);
- ✧ Depth of analysis of issue/problem(s);
- ✧ Use of analysis in intervention design;
- ✧ Apparent efficacy of intervention design;
- ✧ Effective presentation of material;
- ✧ Utilization of question/discussion time;
- ✧ Time management.

The **individual grade** will be based on a redistribution of the marks made available by the group grade. Redistribution is on the grounds of peer evaluation, on the following criteria:

- ✧ Understanding of the task and topic;
- ✧ Industry and initiative;
- ✧ Dependability and integrity;
- ✧ Participation as a group member;
- ✧ Attendance at group activities.

5. Final Exam 40%

The final exam will be time-constrained, close book. It is consisted 5 parts: true/false questions, multiple choice questions, short answer questions, essay questions and case studies, covering the subject matter discussed throughout the semester. In the exam, you need to demonstrate the following:

- ❖ Demonstrated understanding of management and organization issues;
- ❖ Quality and completeness of response to the topic; and
- ❖ The ability to apply learning.

III. Class Schedule

Week	Topic	Assignments & Readings
1	Course Introduction Ice-breaking activity	Chapter 1 Team Role Inventory
2	Individual Behavior: Personality and Values	Chapter 2 Ethics Dilemma
3	Individual Behavior: Perception, Emotions and Attitudes	Chapter 3 &4 Exercise: Stereotyping in Corporate Annual Reports
4	Motivation: Theory & Practice	Chapter 5&6 Case: Vetments Ltd Group research proposal due.
5	Developing and Managing Effective Teams	Chapter 8 Exercise: Desert Survival
6	Communication	Chapter 9 Active Listening
7	Conflict and negotiation	Chapter 11 Ugly Orange
8	Leadership& Power	Chapter 12& 10 Case: Profitel Inc.
9	OrganizationCulture& Managing Organizational Change	Chapter14 &15 Case: Transact Insurance Corporation
10	Group presentation	
11	Course wrap-up & Revision	Group report due
12	Examination	

UNIVERSITY OF INTERNATIONAL BUSINESS & ECONOMICS
School of Business
Department of Marketing
Fall 2014

IUP506
Business Research

Credit: 3
Time: 9:50-12:10, Thursday, September-December, 2014
Classroom: #406 Ke Yan Building
Instructor: Prof. Xiong, Wei
Office: #419 NingYuan Building
E-mail: homework_hand_in @126.com

Outline

Dramatic changes are taking place in the business environment, which increase the risk associated with business decisions. Having more and better information on which to base decisions become more and more important. Students who prepare to manage business, not-for-profit, and public organizations --- in all functional areas; all need training in a disciplined process for conducting an inquiry related to a management dilemma. The study of business research will provide you with the knowledge and skills you need to solve the problems and meet the challenges of a fast-paced decision-making environment. The objective of this course is not only introducing a full list of the relevant techniques and designs, but also to help you learn to carry out realistic research programs yourselves.

Textbook & Reference Books

Alvin C. Burns, Ronald F. Bush 著,于洪彦改编, Marketing Research, 6th edition, 英文版,中国人民大学出版社, 2011.

- Donald R. Cooper & Pamela S. Schindler, Business Research Methods, 9th edition, McGraw-Hill International Edition, 2006, 中国人民大学出版社, 2007 年影印《商业研究方法》
- Victor Schonberger, Kenneth Cukier, Big Data, A Revolution That Will Transform How We Live, Work and Think, London: John Murray, 2013
- [英]维克多·迈尔-舍恩伯格, 肯尼斯·库克耶, 《大数据时代—生活、工作与思维的大变革》, 浙江人民出版社, 2013 年
- Naresh K. Malhotra 著, 涂平译, 《市场营销研究——应用导向》, 第 5 版, 电子工业出版社, 2008 年
- 戴维·阿克等著, 魏立原译, 《营销调研》(第 7 版), 中国财政经济出版社, 2004

- 阿尔文 C. 伯恩斯, 罗纳德 F. 布什著, 张喆等译, 《营销调研——运用 Excel 数据分析》(第 2 版), 机械工业出版社, 2008 年
- Naresh K. Malhotra 著, 涂平译, 《市场营销研究——应用导向》, 第 5 版, 电子工业出版社, 2008 年
- 万力等, 《国际市场调查》, 民主与建设出版社, 2002 年
- 拉里帕西著, 文岳译, 《市场调研》, 机械工业出版社, 2000 年
- 李少华等, 《市场调查与数据分析》, 经济管理出版社, 2001 年
- 何晓群, 《多元统计分析》, 第三版, 中国人民大学出版社, 2012 年
- 薛薇, 《统计分析与 SPSS 的应用软件》, 第三版, 中国人民大学出版社, 2011 年

Assessment

Weekly tests	10%
Case analysis/class presentation (teamwork)	10%
Research project (teamwork)	30%
Draft proposal	5%
Draft questionnaire	5%
Assigned task	10%
Written report	10%
Final exam	50%
Total	100%

Weekly Tests

There will be a short test that consists of Multiple Choice questions at the beginning of each class, at 9:50-10:00am each Monday. Students should participate in all classes and all tests as well during this semester. These tests will ensure,

- Students could check how well they grasp the business research concepts;
- Lecturer could get the feedback of and thereafter improve his or her teaching;
- Students could get prepared for their final exam.

Those who show up later than 9:55am are not allowed to participate in the intraday test. They could get the blank test paper at 10:00am after the other students hand in their finished ones, but one point will be taken out from the final grade.

The tests will be checked and returned to the students during the break in class.

Study Group

The class is to be divided into study groups. Each group should consist of 3 students. Students are not allowed to change their groups during the semester. Each student should actively participate in all assigned teamwork.

Grading of the teamwork will be based upon the following factors:

- evidence of wide reading on and around the issue;
- ability to integrate readings and discussion with your own views;

- conceptual understanding demonstrated;
- originality of ideas;
- the overall organization and style;
- in-class presentation (if necessary).

Case Analysis

During this semester, each study group will have one opportunity to be assigned a business research case to analyze. Each group should get ready for the case analysis before the class, and

1. orally present it in class for 10-15 minutes;
2. submit a brief written summary (word file, 2-3 pages) and PowerPoint file of the presentation, soft copy before class and hard copy in class.

Business Research Project

Besides attending the lectures in class, the students are expected to carry out a project in the way to apply the principles to reality. The instructor will release a project to carry out at the second week. All study groups will be assigned certain parts of the project. As the result of the research work, a research proposal and a final research report have to be presented in clear written form. The length of the written proposal is 4 pages maximum, and the length of the final report is 20 pages maximum.

For the research project, each group should submit both the hard and soft copy of the following results: (Please see the appendix 3 for the assessment sheets of the following tasks.)

1. research proposal (5 points)
2. questionnaire design (5 points)
3. assigned project task (10 points)
4. written summary of the assigned task (10 points)

Online Learning Aid

The instructor has registered a 126.com email box to deliver the teaching documents:

Username: *buz_research@126.com*

Password: *buzresearch*

Students could download the PowerPoint slides and other teaching materials from the corresponding file folders in this mailbox. Since this mailbox is shared among over all the students who attend the course this semester, please be sure not to make any operation to it other than downloading materials.

And another 126 mailbox has been registered for the students to hand in the written assignments. All students' assignments, including ppt, written summaries of cases and the research proposals and reports should be submitted to the following e-mail box:

Username: *homework_hand_in@126.com*

Course Structure

week	Topic	Chpt	Case Study	Project
1	Course briefing & MIS	1		
2	Research process, problem definition	2,3	Ramada	
3	Research proposal & Research project briefing /discussion	3	Literature Review	Briefing
4	Research design & Secondary data	4-6	Calling up Attendance	Proposal due
5	Qualitative methods	7	Observational study design	Desk research
6	Survey	8	Sturgel Division	Exploration
7	Questionnaire design	9,10	Amos Brown Chevrolet	Questionnai re
8	Sampling design	11,12	Can this study be saved?	Field survey
9	Data processing I	13-18	Violence on TV	Data processing
10	Data processing II	16-18	Healthy lifestyles	Report writing
11	Reporting & final review	19		Presentation
12	Office hour			
13	Final exam			

Please note that since the lecturer may spend more or less time on a particular topic, the actual schedule of topics may vary slightly from the above one.

Requirement for Paper Work

All submitted paper work should be typed, and in A4, single-spaced, 12 font size. All the paper work should be submitted by the due date in class. Any late submission will automatically lead to 0 mark.

Cover sheet for all submitted paper work

UNIVERSITY OF INTERNATIONAL BUSINESS & ECONOMICS
School of School
Department of Marketing
Fall 2014

Business Research
IUP 506

Type of work Proposal / Final Report of the Research Project / Case analysis

Title of work _____

Team Number # _____
Student Names _____

Lecturer Prof. Xiong Wei

Date _____

Marks Obtained _____ (to be filled by the lecturer)

Note

By UIBE rules, deduction from the final grade shall be made for absence from class. A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons given, for over one third of the total class hours, or absent without any notice for over 6 hours.

Plagiarism will not be tolerated. Non-referenced or incorrectly referenced quotations will be penalised. Any assignments found to contain disproportionate amount of similar wording and content, will result in penalties to both parties concerned. Late assignment is not acceptable.

Please do not smoke and turn off your mobile phones during the class.

Appendix 1 Peer Scores

It is intended that each individual will contribute equally to the group project. Because the instructor is not privy to the innerworkings of the group, and to avoid making subjective judgments based on hearsay, each of the team members will rate the other members' contribution.

This rating will be used directly to weight your team's grade to develop an individual grade for each team member.

- Please return the score sheet in the last class.
- If you would give each teammate equal points, you don't need to return this sheet – that is the default.

Divide 100 points among the members of your team **excluding** yourself. The peer scores given to you by each of your group members will be added together. This will be the multiplier applied to the grade the group earned over the semester to obtain your individual grade. For example, suppose your group earned a 25 on all the group assessment. If your peers think you did your fair share and their ratings of your performance add up to a 100, you would get a 25 ($25*100\%$). If they believe you did MORE than your share of the work, your peer score might be 105, in which case your grade on the teamwork would be a 26.25 ($25*1.05$). On the other hand, if your team feels you did not contribute much and your peer score is only an 80, your grade on the teamwork would be 20 ($25*.80$).

The maximum peer score is constrained at 110.



Peer Score Sheet (returned in the last class)

Your name:	Do not give yourself points!
Group Member 2:	
Group Member 3:	
Total:	<i>must add up to 100!</i>

Appendix 2. Draft Agenda of the Research Project

Task	Task assigned	Group	Time
1	Project briefing	Prof. Xiong	9.18
2	Literature review	Team#2	9.18
3	Proposal	All teams/ #7	9.18-10.9
4	Secondary data research	#2	9.25-10.16
5	Qualitative research	#6	9.25-10.16
6	Descriptive research/ Sampling design	#9	10.9-10.16
7	Questionnaire design	All teams/ #1	10.16-10.30
8	Field survey/data editing and entry	#4, #8	10.30-11.6
9	Data processing	#5	10.23-11.13
10	Final report writing	All teams/ #3	10.30-11.20
11	Final presentation	#3	11.20

Research tasks may be adjusted or/and re-assigned according to the research schedule.

All teams are required to participate in

1. Draft proposal,
2. Draft questionnaire,
3. Questionnaire delivery, and
4. The related part of the final report writing.

In addition to carrying out the assigned project task, each team should finish a written report as well, including the following,

- The objective of the assigned task,
- The methods and process of the task,
- Main findings and results, and
- Suggestions to the next task of the research project.

Appendix 3. Assessment Sheets**1. Assessment Sheet of Case Analysis/ Research Report**

Team # _____

Student Name & ID _____

	Criteria	Weight	Score
1	Appropriate allocation of the learning tasks and cooperation among team members. Submit the written summary on time.	1	
2	Adequate concern about social responsibility and business research ethics in research design.	1	
3	Understand the knowledge of business research methodology: concepts and theories.	3	
4	Apply concepts and theories into business practice and research design.	3	
5	Presentation and Structure of Report (cover page, brief content, executive summary, grammar, reference, selling, syntax)	1	
6	In-class presentation skill, application of ppt and other demonstration aids.	1	
	Case/Report Total	10	

2. Assessment Sheet of Draft Proposal/Questionnaire

	Criteria	Weight	Score
1	Appropriate allocation of the learning tasks and cooperation among team members. Submit the written summary on time.	1	
2	Adequate concern about social responsibility and business research ethics in research design.	1	
3	Understand the general principles and structure of business research proposal/questionnaire.	1	
4	The ability to apply the above principles into proposal/questionnaire design.	1	
5	Presentation and Structure of Report (cover page, brief content, executive summary, grammar, reference, selling, syntax)	1	
	Task Total	5	

3. Assessment Sheet of the Assigned Research Task

	Criteria	Weight	Score
1	Appropriate allocation of the learning tasks and cooperation among team members. Submit the written summary on time.	1	
2	Adequate concern about social responsibility and business research ethics in task implementation.	1	
3	Understand the knowledge of business research methodology: concepts and theories.	3	
4	Apply concepts and theories into business research design and practice.	4	
5	In-class presentation skill, application of ppt and other demonstration aids.	1	
	Task Total	10	

Course Syllabus for Global Marketing

1st Semester, 2014-2015 Academic year

Course number: IUP507
Credit: 2
Instructor: GUO Xiaoling
Office: Rm. 523, Hall of Ningyuan
E-mail: xiaoling.guo@uibe.edu.cn

When you have completed this course you will be able to:

- Analyze major environmental factors in global marketing, in particular the cultural dynamics across country markets
- Ask intelligent marketing questions regarding doing research in foreign markets.
- Decide on appropriate entry strategies, and use proper tools to implement
- Understand the parameters of Marketing Mix that apply in a new marketplace

Textbook

Philip R. Cateora, Mary C. Gilley and John L. Graham, International Marketing (14th Edition), McGraw-Hill, 2009. Adapted and published in Mainland, China by Publishing House of Renmin University of China. ISBN: 978-7-300-10656-4.

Grading Criteria

Attendance and in-class participation 15%

Individual Quizzes 20%

Teamwork 15%

Term paper 50%

Individual quizzes

There will be two quizzes during the semester. The quizzes will be finished in class, and will be open or closed. The objective is to help students better capture the basic concepts and theories in global marketing.

Teamwork

Form groups of 2-3 students. There will a case study or paper reading work for each group during the semester. Each group may present their work briefly and discuss in class. .

Term paper requirements

Imagine you are charged of marketing one product/service of your country origin to China, or one Chinese product/service to your country market. Please (1) make environmental analysis (economic, cultural, political and legal factors), (2) consider the cultural sensitivity of your product; (3) decide on the entry mode (greenfield investment, joint-venture, M&A, or licensing), (4) design the marketing-mix plan (you may choose two you consider most important elements and make thorough analysis). You may begin with executive summary and end with references, and appendixes if any.

Form: 15 pages minimum (including cover and reference), 12 size, 1.25 interline.

Course Schedule

Week	Topic	Assignment
1	Introduction, economic environment	
2	cultural environment (1)	
3	Cultural environment (2)	
4*	global political and legal environment	
5*	Global market research	
6		Quiz 1 + Group discussion
7*	GMM, entry mode	
8*	Products and brand	
9	Global consumer culture and global cultural positioning	Group discussion
10	Global communication	
11	Global pricing	
12	Global channel	Quiz 2, Term paper:due

*The teacher may ask students to talk about their project.

Academic Journals:

- ✓ Journal of Marketing
- ✓ Journal of International Marketing
- ✓ International Marketing Review

Professional Publications:

- ✓ Harvard Business Review
- ✓ California Management Review
- ✓ Business Week
- ✓ World Street Journal

Business Negotiation Course Outline

Introduction

This is to learn and discuss the way people negotiate in business or other settings. Negotiating can be understood as the problem-solving techniques and the way we negotiate will have an impact on the outcome and expectation. We focus on the two business negotiation strategies and cultural issues in the Chinese context.

Content

- 谈判问题的导入与课程内容介绍 (Introduction and course structure)
- 原则式谈判法 (整合式谈判, 或实质利益谈判法) (Principled/Integrated negotiation)
- 原则式谈判法的高级技巧(Advanced Principled/Integrated negotiation)
- 对原则式谈判的再讨论(Principled/Integrated negotiation re-considered and discussion)
- 分配式谈判 (竞争性谈判法) (Distributive negotiation)
- 谈判的战略与策划 (准备) (Negotiation: Strategy and planning)
- 跨文化商务谈判 (国际商务谈判) (International and across cultural negotiation)
- 谈判课程总结 (Summary)

Textbook

- Thompson, Mind and Heart of the Negotiation, or
- Lewicki, Negotiation, or
- Fisher, Getting to Yes

Activities

- Discussions and response in class
- Presentations of the negotiation research papers
- Negotiating simulation and the final report

The above activities are based on team work.

Evaluation

No closed test. The grading will be based on class activities and the final team work.

Instructor's background

Wang Jian

Professor of International Business and e-Business
Center for International Business Studies
School of International Trade and Economics

University of International Business and Economics (UIBE)

Wang Jian joined UIBE in 1990. He is currently the director of Center for International Business Studies, UIBE. He was associate dean of Zhuoyue International College, a joint project with American University, UIBE during Jan. 2002- Jan. 2004. He is now professor of international business and e-business, director of Center for International Business Studies.

He was based on teaching and research in international business, and has published books and articles in these various areas of interest and has been lecturing at both undergraduate and postgraduate levels.

In addition to his academic work, he has undertaken extensive consulting work for overseas businesses and joint venture companies in China in the field of import and export, contract negotiations and market research. He is currently senior consultant to Ministry of Commerce, Ministry of Industry and Communications. He actively participated in United Nations and APEC conferences on the discussion of e-commerce law and regulation. He also participated in bilateral and multilateral trade negotiations with China.

In 1996, he was a Visiting Professor in China's Business Networks and Relationships at the School of Marketing, University of Technology, Sydney (UTS). In 1999, he was a visiting professor to University of Western Sydney. From 2000 to 2001, he was a Fulbright Visiting Scholar to University of Illinois (Urbana-Champaign), USA. In 2008, he was a visiting professor to De Montfort University, UK.

Teaching Courses: Practice of International Trade, International Business Negotiation, Futures Market and Electronic Business, Doing Business in China (English).

Research areas: International Trade Usages, Business Negotiation, Futures Market Mechanism, Business Networks in China, Information Technology and its Impact on Business Operation (Electronic Business), E-Business Models and regulation, and Marketing Research Design and Data Processing, etc..

IUP 509

International Financial Management

This course seeks to provide the student with basic concept of corporate finance, investment appraisals and capital budgeting. It will show how managers can make use of accounting and finance information to help them meet their financial objectives and making financial decisions. This course will also explain financial tools and techniques, which can be used to help firms maximize value by improving decisions relating to capital budgeting, capital structure, and working capital management. This course will deal with a number of related topics, including multinational financial management, risk management, mergers and acquisitions, risk and return, asset evaluation, capital budgeting, capital structure, business financial planning and working capital management.

Data, Models, and Decisions

Teacher: Xing xiao-qiang
Office: NingYuan Building 527
Telephone: On-campus -- 010-6449-4375

E-mail: xingxq@uibe.edu.cn
Sections Taught: KY407
Office Hours: by appointment

OBJECTIVES AND INTRODUCTION

The object of this course is to give you an understanding of how Statistics and Operational research operate in Business and Commerce. It will become clear how pervasive Statistics and mathematics have become and how essential the basic concepts are to modern business practice. You will learn thoroughly the basics of data analysis and the fundamental notion of Statistics and model building. The knowledge learned in this course will enable you to apply the basic techniques in a wide variety of circumstances and, perhaps more importantly, will enable you to assess the legitimacy and significance of the many and varied reports that you will come across during your career.

TEXTBOOK

EVALUATION

Your total mark is based on attendance, assignments, and a final exam. Your final aggregate mark will be computed as follows:

Attendance	=	10%
Assignment	=	40%
Final Exam	=	50%
Total	=	100%

INFORMATION ABOUT Final EXAMINATION

The exam will be Two hours in duration and will also be “open book and notes.” Make sure you have a reliable calculator and statistical tables (e.g. those in the text). Computers, cell phones, and on-line connectivity are NOT allowed. The exam will be cumulative; that is, it will cover all the material in the course.

The final is not in any particular format so expect both standard and multiple choice type questions. The final will test your understanding of the material covered in class.

WEEK BY WEEK SCHEDULE

Number	Content
Class 1	Introduction
Class 2	The Five-Number Summary
Class 3	Variance and Standard Deviation
Class 4	Density Function;
Class 5	Normal distribution
Class 6	Least-squares regression
Class 7	reg. vs corr
Class 8	Causation
Class 9	Decision Analysis (I)
Class 10	Decision Analysis (II)
Class 11	Linear Optimization (I)
Class 12	Linear Optimization (II)

NOTES:

Do as many of the exercises as humanly possible, and then do more. A bold prediction: if you do more than 80% of the exercises, your final grade will be more than 80% too!

***** END *****

Syllabus of Strategic Management for Undergraduates

Spring, 2013

Instructor: Dr. Zhihui Wang

Tel: 64494377

E-mail: wzh@uibe.edu.cn

Office hour: 3:30~4:30 PM, Thursday or by appointment

Office Room: Ningyuan Building 818

Introduction:

Purpose: The fundamental question that this course addresses is “why are some firms more successful and more profitable than others?” This is both a static and dynamic question, in that we can ask why a given firm is profitable at a moment in time, as well as how a firm has sustained competitive advantage over a period of time.

Students: This subject is an integrated course for those who have grasped some basic principles of business management, and who have great interests in concerning and analyzing the newest operation strategies of companies. In this course, you will learn a new thinking about operating a business as a whole in a changing environment, especially when you stand at the position of a high-rank manager.

Content: Relationship between environment, companies and competitiveness are emphasized in this course. Some basic methods and new opinions will be introduced in learning how to make the companies competitive. Meanwhile, some related topics, such as corporate level strategy, business level strategy, international strategy and supplementing strategies which cover most areas of one corporation also will be discussed.

Course Objectives:

On completion of this subject you should be able to:

1. Understand what is strategic management process and related theories;
2. Using basic methods in formulating and analyzing a company's strategy;
3. Know the strategies that you may use in different management levels;
4. Understand some main related factors in implementing strategic management;
5. Have an integrated view on business operation and its environment.

Textbook

Arthur A. Thompson.Jr., Margaret A. Peteraf, John E. Gamble, A.J.Strickland III, Crafting and Executing Strategy: The quest for competitive advantage, concepts and Cases(18th), 2012

Course Outline:

week	Topics
1	Chapter 1 What is strategy and why is it important? Chapter 2 Charting a company's direction: vision and mission, objectives and strategy
2	Chapter 3 Evaluating a company's external environment
3	Case Class

week	Topics
4	Chapter 4 Evaluating a company's resources, capabilities and competitiveness
5	Chapter 4 (Continue) (Case Discussion)
6	Chapter 5 The five generic competitive strategies: which one to employ? (Case Discussion)
7	Chapter 5+Chapter 6: Strengthening a company's competitive positions: Strategic moves, timing and scope of operations
8	Chapter 7 Strategies for competing in international markets
9	Chapter 7(continue) (Case Discussion)
10	Chapter 8 Corporate strategy: diversification and multibusiness company
11	Chapter 8(continue) (Case Discussion)
12	Summary: How to make strategies happen in one organization?

Assessment

- | | |
|---|-------------|
| 1. In Class Participation | 10% |
| 2. Case Presentation(Team)+Written report | 25% |
| 3. Project Report | 15% |
| 4. Final Exam (written) | 50% |
| Total: | 100% |

Reference Books and Journals:

1. Michael .E. Porter,1985,*Competitive Advantage*,Free Press, new York
2. Michael .E. Porter,1980,*Competitive Strategy:Techniques for Analyzing Industry and Competitors*,Free Press, new York
3. Michael E. Porter, 1998, *On Competition*, Harvard Business School press
4. David B. Yoffie, 2001, *Judo Strategy: Turning Your Competitors' Strength to Your Advantage*, Harvard Business School Press
5. H.Mintzberg 1998,*The Strategy Process:Concepts, Contexts and Cases*, Prentice Hall
6. Henry Mintzberg,1994, *The Rise and Fall of strategic Planning*,Prentice Hall
7. W. Chan Kim, Renee Mauborgne,2005, *Blue-ocean Strategy*, Harvard Business School press
8. **Harvard Business Review**
9. Business week

Operations Management

University of International Business and Economics

Instructor:

Ming Zhou, Ph.D.

Associate Professor of Operations and Supply Chain Management
Department of Organization and Management
Lucas Graduate School of Business
San Jose State University
One Washington Square, San Jose, CA, 95192

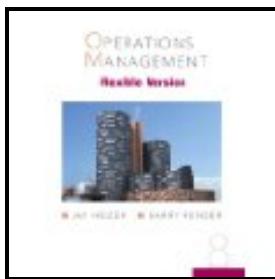
Class Time:

July, 01 to July, 04
09:50 to 12:10 pm and 13:30 – 15:50 pm

Course Material:

• **Textbook:**

Operations Management, 8th Edition
Heizer and Render
ISBN: 0-13-237060-3



Course Objective:

- To gain an understanding and appreciation of the principles and applications relevant to the planning, design, and operation of production and service organizations.
- To develop skills necessary to effectively analyze and synthesize the many inter-relationships inherent in complex socio-economic process systems.
- To understand analytical methods and their applications in Operations Management.

- To acquire knowledge, and understanding of the world in which you will contribute your talents and leadership in the future.
- To encourage individual responsibility for meaningful participation in class and team activities. To understand what managers do about processes and to become effective operations managers in the highly competitive, global environment.

Course Topics: The course introduces general characteristics of production and operations management systems, focuses on topics relating to operating decisions, and includes topics of design. Specifically, the course surveys productivity strategies, decision theory, quality management, product/process planning, project management, job design and work measurement, and facilities layout. Basic analytical techniques are encompassed, and emphasis is placed on problem solving.

Attendance:

I will randomly check attendance. You are ALLOWED to miss one class for emergent needs. Further absence should be accompanied with appropriate documents, such as a note from your doctor. Prolonged absence can result in grade deterioration. It is in your best interest to bring prolonged absence to my attention as soon as possible.

Eating:

Eating and drinking are allowed in my class with exceptions of hot drinks and food with strong smells.

Cell Phones:

Students will turn their cell phones off or put them on vibrate mode while in class. They will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use:

No computer usage is allowed during class lecturing. Any violation, at a minimum, will be asked to leave the class and will lose participation points for the day, and, at a maximum, will be referred to the Judicial Affairs Officer of the University for disrupting the course. (Such referral can lead to suspension from the University.) Students are urged to report to their instructors computer use that they regard as inappropriate.

Academic Honesty:

Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have

prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University and most likely will fail the class.

Questions and Class Preparation:

All students are encouraged to bring questions, concerns, and comments to my attention as soon as they arise. **Please do not wait! Once final grades are submitted, changes to grades will only be made to correct errors in tallying scores.**

Students will receive the greatest benefit by completing all the reading assignments in advance of class, attending class, and being active participants in classroom discussions. Sharing of opinions, ideas and questions is strongly encouraged and greatly benefits all participants.

Course Requirements:

Grades in this course will be computed as follows:

Class Participation	20%
<u>Final Exam</u>	80%
	100%

The score you receive from each of the above parts is multiplied by the associated weight (percentage). After you have completed all four, apply the weights and sum the scores up. For example, if your scores are

Class Participation	$90 \times 20\%$
<u>Final Exam</u>	$80 \times 80\%*$
Sum:	82

Please keep in mind that the grade you receive is highly correlated to the effort you put into the class. *I don't "give" grades, you earn them.* If you expect a certain grade, put the required effort in *from day one*.

Cheating, in any of the exams, will be reported to the department and the Judicial Affairs Office of the University. This will lead to a grade of "F". The instructor reserves the right of interpretation of all definitions of academic dishonesty.

Participation: 20%

Participation is the key to a lively class. 20% of the course grade will depend upon contributions to our class sessions. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful of others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

Every time you speak up, I will record the participation for you. Your participation will assume four values, 3 for outstanding, 2 for good, 1 for adequate, and -3 for disturbing, rude, and/or irrelevant participations. **Note: Attendance does not equal participation.**

Guidelines for Evaluating Participation

Outstanding Contributor: Contributions in class reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

Good Contributor: Contributions in class reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

Adequate Contributor: Contributions in class reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

Non-Participant: This person says little or nothing in class. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

Unsatisfactory Contributor: Contributions in class reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the class. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.

Note: The above system is from Prof. Richard J. Murnane at the Harvard Graduate School of Education.

Homework: 0%

I will assign homework questions after each chapter. However, none of the homework will be collected and graded. I will dedicate class time to discuss homework questions in order to familiarize you with the class content and receive necessary exercises. However, it is your sole responsibility to prepare yourself adequately for exams. Your lack of skillfulness and acquaintance with the class content may still exist even if you attended all homework discussions.

Final Exam: 80%

The exam normally take 90 minutes. The exam will be given on July 4th. Exam can be taken only on the assigned dates. **No make-up exams** will be given.

Course Outline:

While I will make every effort to adhere to this schedule, particularly with respect to exams, ALL DATES AND ASSIGNMENTS ARE SUBJECT TO CHANGE. Advance notice of any changes will be given with ample time for student feedback.

Date		Topic
1-Jul	am	Course Overview+ Operations and Productivity
	pm	Forecasting
2-Jul	am	Forecasting Practices + Process and Capacity Management
	pm	Process and Capacity Management + Process and Capacity Exercises
3-Jul	am	Layout Strategy
	pm	Managing Inventories
4-Jul	am	Layout Strategy and Inventory Practices
	pm	Final Exam

Cross-Cultural Management

IUP---Fall, 2014

Instructors: Dr. Wei Zhang
Associate Prof. of Management
Dept. of HROB, Business School, UIBE
Office: Rm 421, Ningyuan Hall

Class Time: 9:30-12:10, Wednesday
Office Hours: By Appointment
Tel.: 010-64494378
weizhangm@ubibe.edu.cn

Course introduction

The increase in both diversity and globalization in business require that employees, especially managers, develop cross-cultural competence to work effectively in international assignments, on cross-cultural teams, with increasingly diverse customers and clients, and to effectively compete or collaborate with competitors, suppliers, partners, and relevant stakeholders, such as governments and other public bodies. Effective training and exposure to cultural differences around the world can help employees learn to be more successful in a variety of business settings. This course seeks to provide students with an understanding of effective cross-cultural management and the challenges that are likely to be faced while working internationally.

The course focuses on the culture effect on international business management and organizational behavior, and human resource issues and practices.

Course objectives

By the end of the course, it is hoped that students will:

1. Understand how people, groups, organizations, and societies become infused with culture
2. Gain an analytical and conceptual understanding of one's own culture and other cultures by using the tools of cross-cultural theories.
3. Use these theories to analyze problems and issues of organization and management in a context of increasing cultural diversity, and to recommend how they may be addressed
4. Learn substantively about and come to appreciate cultures different from one's own.
5. Understand the typical reactions to cultural differences, learn to be mindful of those reactions in ourselves, and learn strategies for responding productively and positively to cultural differences.

Course structure

The class consists of lectures, discussions, videos, role playing and other experiential exercises, case analyses, and presentations. Because the course depends on active learning on the part of students and group interaction among students, it is essential that students regularly attend class, prepare in advance of the classes, and participate productively.

Course requirements and evaluation (See Details Below)

- 1. Class Participation:** Students are expected to complete assigned readings prior to class, prepare for analyses of cases, and to participate actively and constructively in exercises and discussions. (10%)
- 2. Case Analyses:** Students are expected to prepare a 3-page written analysis of at least one case in the course. Assignments will be made so that there are one group of students preparing written case analysis and presentation each week. (20%)
- 3. Culture and Movie:** Each group of students will prepare one Movie that could reflect the different cultural values and analyze it with cultural value theories. (10%)
- 4. Cross-cultural Training Project** Each group students will put together a training packet that could be used to prepare a manager for working in a specific country or culture. (20 %)
- 5. Final exam (40%)**

1. Class Participation (10%)

Attendance will be taken at each class and tallied at the end of the course. Students are expected to attend regularly. Because learning about culture requires active engagement and participation of students, we will use both experiential learning and case analyses. The experiential learning (discussions, videos, games, role plays, exercise) requires that students be present and actively involved in the learning.

2. Case Analyses (20%)

There are 4 cases being used in this course. At least one group students will be assigned to prepare a 3-page written report of the case analysis and will help facilitate the case discussion each week. Where possible, the student should collect background information on the country or company. The analysis should not be only a summary of what happened in the case, but should be an analysis according to the following:

- What is going on in the case? What has happened or is happening? (no more than a paragraph or two)
- What is the problem? Can you diagnose what needs to be addressed (i.e., what has gone wrong, what needs to be solved, or what opportunity is available?)
- What has caused the problem or what is the basis for the opportunity? Can you analyze the factors that have contributed to the situation at hand?
- What can be done to fix the problem or pursue the opportunity? Can you think of what actions can be taken to help the situation?
- Test your ideas against the content of the case. How does the case material support your ideas?

3. Group Project 1: Culture and Movie (10%)

Each group of students is supposed to make a 15 minutes **presentation** in the class on this topic. The movies students select must be informed to the instructor right after the first class. One movie should not be selected by two groups. During the class presentation students could play the selected parts of the Program and explain the special value with the term of culture dimensions that different scholars have developed. The behavior of people, the special events and the root of conflict that are of cultural implications can also be explained.

4. Group Project 2: Training Packet for International Assignment (20%) (Five pages word document and 20 minutes presentation)

Each group should assume that they are a team of consultants working for an

International Consulting Firm to provide information on expatriate training for international assignments. Each group should prepare a training package that would be used to provide expatriates with a foundation for living and working in the country. Students should draw on available library research (and include proper citation and references) and may also supplement with interviews with managers who have lived or worked in this country. The report should include:

- . A country briefing: The basic information about the country.
- . A cultural analysis: The cultural roots of a country are reflected in the arts, literature, and mass media of that society. Select one form of art, literature, or mass media to understand the culture of that country. Describe specific examples of this aspect of the culture. Then identify the underlying beliefs and values reflected in these aspects of the culture.

Using the information that you have gathered, prepare a **presentation** to the class on living and working in your country of choice.

5. Final Exam: 40%

Criteria for Grading the Written Assignments:

1. Quality of writing
2. Quality of form/appearance and creativity of the materials.
3. Demonstration of appropriate selectivity in use of source materials.
4. Synthesis, linkage, and appropriate use of course material.
5. Quality of group process (i.e. integration of packet materials and evidence of group process gains rather than process losses)
6. Evidence of group effort

Textbook

Fred Luthans, Richard M. Hodgetts, Jonathan P. Doh *Cross-Cultural Communication and Management* 跨文化沟通与管理 第6版 2008, 2 人民邮电出版社

Bibliography:

- 1) Geert and Gert Jan Hofstede (2010) *Cultures and Organizations*. Software of the Mind,
2) New York, McGraw Hill
- 3) Hofstede, G. (2001) *Culture's Consequences: International Differences in Work Related Values* Sage
- 4) Adler, N. (2008) *International Dimensions of Organizational Behavior* (5th edition) Prentice Hall
- 5) Susan Schneider & Jean-Louis Barsoux, (2003), *Managing Across Cultures* (Second Edition). Prentice Hall Pearson Education, Ltd
- 6) Browaeys, M-J and Price, R. (2008) *Understanding Cross-cultural Management* FT Prentice Hall
- 7) French, R. (2007) *Cross-Cultural Management in Work Organizations* CIPD
- 8) Gannon, M, and Newman, K. (2002) *The Blackwell Handbook of Cross-cultural Management* Blackwell
- 9) Guirdham, M (2005) Communicating across cultures at work (2nd edition) Palgrave Macmillan
- 10) Jandt, F. (2004) *An Introduction to Intercultural Communication: Identities in a Global Community* Sage

- 11) Mead, R. (2005) International Management: Cross-cultural Dimensions (3rd edition)
Blackwell
- 12) Mijnd Huijser, (2006), The Cultural Advantage, Intercultural Press, USA
- 13) Fons Trompenaars, Peter Wooliams (2007) *Business Across Cultures* 跨文化企业, 陈永倬 译 经济管理出版社
- 14) Fons Trompenaars, Charles Hampden-Turner, *Riding The Waves of Culture: Understanding Diversity in Global Business* (2nd edition) (2007) 跨越文化浪潮 陈文言译, 中国人民大学出版社

Malcolm Warner, Pat Joynt (2002), *Managing Across Cultures, Issues and Perspectives*, 跨文化管理 郝继涛 译, 机械工业出版社

Course Schedule		
Week	Topic	Reading and assignment
1	Class and course introduction; Cross-cultural Management Issues and Themes. Forming groups; Expectations, concerns and questions. Exercise: Perception about others	
2	The Meaning and Dimensions of Culture: from different theoretical perspectives. Exercise: The Culture Quiz	Luthans, Ch1
3	Managing Organization across Cultures; Presentation: Project 1 Culture and Movie	Luthans, Ch2 Project 1: Exploring different cultures through analyzing movies and using culture dimensions.
4	Managing People across Cultures; Case 1 analysis, group 1 Case 2 analysis, group 2	Case1: Cross-Cultural Conflicts in the Corning-Vitro Joint Venture P121 Case2: Integrating National and Organizational Cultures: Chemical Bank's Mergers in Europe P123
5	Organizational Cultures and Diversity; Case 3 analysis, group 3 Case 4 analysis by group 4	Luthans, Ch3 Case3: Euro Disneyland P126 Case4: Wal-Mart's Japan Strategy P136
6	Conflict and Cultural Differences	
7	Culture and Communication	Luthans, Ch4
8	Presentation: Project 2 Training Packets	
9	Exam	

Course Syllabus for HRM

Course Code: IUP514

Course Title: Human Resource Management

Credits: 2

Instructors: Niu Xiongying (Peter)

Office: NY504,

Office Hours: 14:30-16:30, Tuesday

Tel: 010-64494298

E-mail: Niuxy@uibe.edu.cn

I. Introduction

Human resource management consists of an organization's "people practices" such as the policies, practices, and systems that influence employees' behavior, attitudes, and performance. HRM influences who works for the organization and how those people work.

It is essential that management practitioners have a thorough understanding of the field of Human Resources. These human resources, if well managed, have the potential to be a source of sustainable competitive advantage, contributing to basic objectives such as quality, profits, customer satisfaction, innovation, productivity, and development of a favorable reputation in the community in which the firm is located.

II. Course Objectives

This course is designed to provide an introduction and overview of the field of Human Resources. Since this course visibly and continuously highlights the importance of utilizing studies of HR to develop students' abilities to address organizational problems from HR perspective, emphasis are placed on the core areas of Human Resource Management----Acquiring and Preparing, Assessing and Developing, and Compensating HR.

Upon completion of this course, it is expected that students should:

1. Understand the goal of managing human resources is to build sustainable competitive advantage and how can HRM contribute to basic objectives such as quality, profits, customer satisfaction;
2. Be able to explain and apply most HRM concepts to particular cases and real situations, especially in globalization context;
3. Be able to logically analyze HRM problems as presented by given cases;

4. Be able to confidently communicate their views and ideas both in oral and written form concerning a broad range of HRM issues.

III. Text & Other Supplementary Readings

1. **Required text** —Raymond A. Noe, John R. Hollenbeck, Barry Gerhardt, Patrick M. Wright, *Human Resource Management*, 7th ed., 清华大学出版社, 刘昕改编版, 2011.
2. Reference Website: <http://www.mhhe.com/fundamentals>

IV. Technical Aids

ppt. slides, and video shows.

V. Grading Criteria

Grades will be assigned based on several activities, including one final examination, one paper translation, one group report, and one group presentation.

<u>Assignments</u>	<u>Points</u>
Real case project	25 points
Academic Journal Paper Translation	10 points
Group presentation	10 points
Participation	5 points
Final examination	<u>50 points</u>
TOTAL	100

Real case Project: Each student will join one team. Each team is expected to select one organization to study its HRM practices. Each team will be required to submit a management consulting report based on the data collected.

Paper Translation: Each student is expected to select one paper which is about HRM issues based on his/her native culture and translate it into Chinese.

Group Presentation: Based on the consulting report of real case above, each group will be expected to have a discussion and produce and provide one PowerPoint file of OUTLINE of the consulting report in class near the end of semester.

Participation: Student participation will make the learning experience more effective and is an expectation of this course. Students are expected to read the assigned material before class and are encouraged to raise and answer questions or give comments in class.

Examination: There will be a final examination, which consists mainly of some short essay questions and a case analysis report.

VI. Course Schedule

Week	Session Topic	Notes
1	Introduction to Human Resource Management	
2	Strategic Human Resource Management	
3	Preparation for next class	Holiday
4	Legal Environment and Analysis of work	
5	Watching movie out of class	Holiday
6	HR Planning: Downsizing & Recruitment	
7	HR Selection :Testing and Interview	
8	Training and Development	
9	Appraising Employees' Performance	
10	Compensation of HR	
11	International HRM	
12	Group presentations	
13	Summary of the course	
14	Final Examination	

IUP 515 Leadership: Authentic Leadership Development

UIBE May 27 – 30, 2013

Taught By: Distinguished Visiting Professor, the Honorable Gregory W. Slayton

Professor Slayton wishes to acknowledge the groundbreaking work of Professors George, Nohria and Snook at Harvard Business School for their development of the “Authentic Leadership Development” (ALD) course. With their permission, Professor Slayton has incorporated aspects of ALD into this short course. Professor Slayton, an honors graduate of HBS himself, thanks all three of these HBS Professors for their help in developing his own Personal Leadership IQ.

The Purpose of IUP 515 Leadership (IUP 515)

IUP 515 Leadership is designed to help students to further develop themselves as leaders and to continue to grow in their Personal Leadership IQ. It will be important that students have a high level of personal honesty and openness – as well as a willingness to sincerely share and receive advice and coaching on leadership development. Leadership and personal skills learned in IUP 515 should benefit students for the long term, but continued personal development of these skills is a lifelong challenge.

Course Objectives

1. To enable students to better understand their leadership journeys thus far – and to use that understanding to more fully understand their authentic Leadership Profile
2. To help students gain clarity about their own leadership principles, values, and ethical boundaries, and how to build support teams to reinforce those principles, values and boundaries
3. To empower students to better understand the Noble Purpose of their leadership skill set - and to create a Personal Leadership Development Plan to guide them in the future.

Why Take This Course

IUP 515 is intended for students who would like to sharpen their own Leadership IQ – and who are committed to developing their Leadership IQ for the rest of their careers. It is important that students be committed to honest introspection and sincere sharing – especially of personally difficult subjects such as personal fears, self-perceptions, ambitions and failures. Case Studies will be drawn from High Growth Companies – which form the large majority of Professor Slayton’s CEO experiences.

Leadership Development Groups (LDGs)

LDGs will be integral to the course – and each student will be assigned to an LDG in the first class. It is essential that all students guard everything discussed in LDGs in strict confidence – and that students do their best to speak openly and honestly about their own experiences...and their perceptions of others...in the LDGs. LDGs are intended to model the type of open and honest self-assessment – and peer/mentor coaching – that is a key success factor for the most effective leaders.

Basic Course Concepts

As the Professor George convincingly argues in the course textbook (*True North: Discover Your Authentic Leadership*) leaders who know themselves well and consciously develop their leadership abilities throughout their lifetimes will be more effective and successful leaders and will lead more satisfying and fulfilling lives. To do so, leaders must take responsibility for their own development. But effective leaders who also build support networks to help them maintain balance and focus – especially in times of high stress and challenge – are much less prone to leadership burnout or crashes.

UIP 515 will provide students with ideas, techniques, and tools to assist in their leadership development journeys, exploring concepts such as lifelong leadership development, discovering your authentic self, knowing your principles, values and ethical boundaries, building authentic relationships and support teams, leadership style and power, integrated leadership, and purpose-driven leadership.

Class Schedule

UIP 515 students will meet officially twice a day for approximately two hours each class. Morning classes will run from 9:50 am to 12:10 pm. Afternoon classes will meet from 13:30 to 15:50. Professor Slayton will be hosting a lunch discussion (and offering lunch for those students who join us) from 12:15 to 13:15. Daily classes will be comprised of discussions of the assigned Case Study and readings with the full class – as well as meetings of each Leadership Development Group. It is imperative that students come prepared to each class –and be ready, willing and able to discuss case and text concepts fully. On time class attendance is mandatory: class attendance and participation will comprise 50% of the final grade.

Classroom Norms

Absolutely no use of laptop computers, iPods, cell phones or electronic devices of any type will be allowed in class – in order to ensure the full attention of each student is focused on the classroom discussion. Each student will be expected to participate in each class – and all discussions are to be conducted in a gracious and professional manner.

Course Requirements

- Complete preparation for each class (morning and afternoon sessions will require preparation)
- Attendance and full personal participation in class and within one's Leadership Development Group (LDG's will be assigned on the first day of class).
- In lieu of a final exam, students will write a one-page final paper on the Noble Purpose of their leadership and a one page Personal Leadership Development Plan.

The Instructor

The Honorable Gregory W. Slayton is an Adjunct Professor of Business Administration at the Tuck School of Business at Dartmouth College (America's oldest business school, Tuck was founded in 1900) and teaches on occasion at Harvard Business School and the Stanford GSB. Mr. Slayton's biography can be found at http://en.wikipedia.org/wiki/Gregory_W._Slayton

Topics and Assignments for Each Class:

Monday May 27 AM: Course Introduction: Who are You as a Leader Today...and What Kind of Leader Do You Want to be in 10 or 20 Years?

Individual Assignment: Introduction Exercise in Appendix C, *True North*

Reading Assignments: HBR: Goleman, D. "What Makes a Leader?" *Harvard Business Review*, January 2004

Case Assignment: Netflix: Creating and Maintaining the "Freedom and Responsibility Culture"

Leadership Development Group Assignments: This first LDG meeting should begin initially by reviewing the "Guidelines for Leadership Discussion Groups," and establishing written guidelines for your group in the form of a contract. Each member of the LDG should sign the contract and the facilitator should turn it in to Professor Slayton. Then use the remaining time to get to know each other by going around the group and discussing your early leadership opportunities and significant events and individuals that have influenced your life to date. Led by the facilitator, each student should have the opportunity to share his or her experiences. In this discussion it is paramount to observe the "Guidelines for Leadership Discussion Groups," distributed with the course materials, particularly those relating to confidentiality, candor, openness, and trust-building.

Monday May 27th PM: Your Leadership Journey...Where Are You Going and How Will You Get There?

Reading Assignments: HBR: "Moments of Truth: Global Executives Talk About the Challenges that Shaped Them as Leaders," *Harvard Business Review*, January 2007

Case Assignment: Netflix: Creating and Maintaining the "Freedom and Responsibility Culture" (continued)

Leadership Discussion Group Assignment: At your LDG go around the group and share your leadership experiences to date, relating your feelings about successes and failures – and the lessons you have learned from each. *This LDG is the most important session for personal sharing and establishing trust within the group.* Coming early in the course, this session can set the tone of your LDG for the remainder of the course. Given the sensitive and personal nature of this discussion it is extremely important to observe the "Guidelines for LDGs."

Tuesday May 28th AM: What is Your True Leadership Profile...and Why Does it Matter?

Reading Assignments: HBR: Kaplan, R. "What to Ask the Person in the Mirror," *Harvard Business Review*, Jan 2007

Case Assignment: MySoftware Company (Case A)

Leadership Discussion Group Assignment: Discuss with the members of your LDG your assessment of your self-awareness, self-regulations, your leadership strengths, shortcomings, and your developmental needs. Then solicit feedback for any differing perceptions they may have of you and how you come across to other people. The goal is to development a more accurate assessment of your personal Leadership Profile.

Tuesday May 28th PM: Values, Principles and Ethical Boundaries...Always Important and Not Easy to Maintain in High Growth Companies

Reading Assignments: *True North*, Chapter 5 and
And HBR: Bennis, W. and Thomas, R. "Crucibles of Leadership," *Harvard Business Review*, Sept 2002

Case Assignment: MySoftware Company (Cases B & C)

Leadership Discussion Group Assignment: With your leadership discussion group, discuss your values, leadership principles, and ethical boundaries with the members of your LDG, and your prioritization of each of them. Describe a situation in which your values were deeply tested and share your feelings openly. Solicit feedback from your group on how you handled it, and explore what you might have done differently.

Wednesday May 29th AM: What are Your Core Motivations and What are Your Motivational Capabilities?

Reading Assignments: HBR: Kramer, Roderick M. "Harder They Fall" *Harvard Business Review*, October 2003
HBR: R0310C

Case Assignment: Kent Thiry and DaVita: Leadership Challenges in Building and Growing a Great Company

Leadership Discussion Group: "Understanding My Motivations and Capabilities" Discuss your extrinsic and your intrinsic motivations with the group, and solicit their feedback. Discuss how you are balancing your motivations, and the challenges you face. Share the results of the "Motivated Capabilities Exercise" with your group, and solicit feedback about whether others see your motivated capabilities the same way you do. The purpose of this session is to glean insights from your peers to see yourself as others see you.

Wednesday May 29th PM: How Will You Build a Strong Personal Support Team..and Why Is It Important?

Reading Assignments: Mentor Networks and Career Success: Lessons for Turbulent Times, *Suzanne C. de Janasz, Sherry E. Sullivan, and Vicki Whiting. Academy of Management Executive*, 2003, Vol. 17, No. 4

Case Assignment: Thiry and DaVita: Leadership Challenges in Building and Growing a Great Company (continued)

Leadership Discussion Group Assignment: "Building My Support Team" Discuss with your LDG the people and the relationships that have been most important to you. Describe for your group a specific situation you have faced where these relationships were especially important for your leadership. To whom did you turn for counsel and advice? How did you use these relationships in this case? Discuss these relationships with your discussion group, and solicit their feedback and insights about the role relationships play in your life. Then discuss the kind of support network you plan to establish in the future.

Thursday May 30th AM: What is Your Noble Leadership Vision...and Why Do You Need One?

Reading Assignments: HBR: Collins, J. "Level 5 Leadership," *Harvard Business Review*, January 2001 HBR

Leadership Discussion Group Assignment: "The Purpose of My Leadership" Discuss with your group the purpose of your leadership as you envision it today, the basis for your purpose, and the "leadership legacy" you hope to leave in twenty years

Thursday May 30th PM: The Integrated Leader: Optimizing Your Leadership Effectiveness

Reading Assignments:

HBR: Goffee, R. and Jones, G. "Managing Authenticity: The Paradox of Great Leadership,"

Harvard Business Review, December 2005 and

HBR: Goleman, D. "Leadership that Gets Results," *Harvard Business Review*, March-April 2000

Due Date for Final Papers Will Be Announced on the first day of class:

One Page on "My Noble Leadership Vision"

One Page on "My Personal Leadership Development Plan"

Note: final papers must be emailed to designated UIP 515 contact

Grading

Class attendance and in-class participation: 50%

Attendance and participation in Leadership Development Groups (LDGs): 20%

Final papers (a one-page final paper on the Noble Purpose of their leadership and a one page Personal Leadership Development Plan): 30%

Leadership Development Groups (LDGs)

At the first class every student will be assigned to a Leadership Development Group (LDG) with five or six other students. The LDGs will meet once during every class for interpersonal discussion and reflection. Attendance and full participation at each LDG meeting is mandatory. The LDGs are a crucial element of the course in that they enable students to discuss personal materials in a more intimate group setting and encourage a higher level of openness and reflection than may be possible in the larger class setting. Specific assignments for each week's LDG meeting will have the same theme as the class. Each student will have the opportunity to facilitate his/her LDG at least once during the course. Following the meeting, facilitators will verbally present a one-page summary of the group's discussion, most important insights and open questions (if any). Some of these summaries will be used to spark discussion in the next day's class - but any and all personal information will be kept strictly confidential.



UNIVERSITY OF INTERNATIONAL BUSINESS & ECONOMICS

Business School

Department of Marketing

Consumer Behavior

Time: To Be Determined

Instructor: Dr. Xie, Yi

Office: #412 NingYuan Building (Tel: 64493525)

E-mail: xieyipku@gmail.com

Objectives

Consumer behavior has been becoming an increasingly important part for people who are in business major and will pursue their career in marketing related areas. Therefore, it is highly necessary for the business students to understand why and how consumers make their purchase decisions. The objective of this course is to introduce the basic principles of this discipline to you, and also help you understand the marketing applications. Specifically, the objectives include:

- Understand how and why consumers make their purchase decisions
- Understand major characteristics of consumers
- Understand what cultural differences are and how these differences influence consumer behavior
- Understand how to apply our understanding of consumer behaviors to make better marketing strategies.

Contents

- Internal factors that influence consumer behavior
- External factors that influence consumer behavior
- Consumer decision making process
- Marketing applications

Textbook

Consumer Behavior, 8th Edition, Michael R. Solomon, 中国人民大学出版社, 2010.

Corresponding Chinese Version:

迈克尔·R·所罗门、卢泰宏、杨晓燕著, 消费者行为学(第8版·中国版), 中国人民大学出版社, 2009。

References

Consumer Behavior, 9th Edition, Leon G. Schiffman & Leslie Lazar Kanuk, 清华大学出版社, 2009

消费者行为学(第8版), L·G·希夫曼, L·L·卡纽克, 中国人民大学出版社, 2007

Consumer Behavior: Building Marketing Strategy, 10th edition, 机械工业出版社, Del J. Hawkins, Roger J. Best, Kenneth A. Coney, 2007

Michael R. Solomon, Consumer Behavior-Buying, Having and Being. 中国人民大学出版社, 2009.

David A. Aaker. *Strategic Market Management*. 9th edition, 2009, John Wiley & Sons, Hoboken, New Jersey.

Warren J. Keegan and Mark Green. *Global Marketing*. 2012, Prentice Hall, Upper Saddle River, New Jersey.

Paul Russell Smith, Jonathan Taylor. *Marketing Communications: An Integrated Approach*. 4th edition, 2004, London, Kogan Page.

Journal of Consumer Research

Journal of Consumer Psychology

Journal of Marketing

Harvard Business Review

Businessweek

Database: lib.uibe.edu.cn: Proquest, etc.

China Daily

Assessment

Attendance	5%
After-class exercises	10%
Participation in class	5%
Topic Discussion (presentation + report) (teamwork)	5%
Case Analysis (presentation + report) (teamwork)	15%
Final Examination	60%

Exercises and Participation

There are several after-class exercises during the semester. Students are required to submit answers before the due time. Any late exercises are not accepted.

During each class, students' active participation, involvement and responses are highly applauded. Do remember that, how much you learn from this class depends on your thinking, responding and discussion with the lecture and other students. Simply listening is not enough.

Study Team

The class is to be divided into several study groups. Each group should consist of no more than 5 students. Given the size of this class, the ideal number is 5-6. Students are not allowed to change their groups during the semester. Select a team leader and each student should actively participate in all assigned teamwork.

Grading of the teamwork will be based upon the following factors:

- evidence of wide reading on and around the issue;
- ability to integrate readings and discussion with your own views;
- a critical evaluation of the topic and issues relevant to it;
- conceptual understanding demonstrated;
- originality of ideas;
- the overall organization and style;

Topic Discussion (Teamwork)

Choose one of the discussion topics in advance with the lecturer's permission (first come, first serve). Every team is required to present a 10 minute discussion (no longer than 15 min) during the respective class. All team members are encouraged to show up in the presentation. Discussion should be based on the results of your first-hand research and secondary data

collection.

Submit your PPT slices and a brief written report (no more than 2000 words) on your discussion before the last class.

NOTE: Materials in the topic presentation should be **relevant, not controversial and no sex appeal** in the class. The lecturer has the right to end the presentation if it is not qualified.

Case Analysis (Teamwork)

Each team is required to select one target brand by yourselves and do detailed analysis on (1) its target consumers, and the internal (i.e., motivation, personality, and attitude) characteristics of its customers and external (family, social and cultural) factors influence consumer perception on and behaviors towards this brand and (2) brand performance in terms of understanding and satisfying consumer need, (3) your suggestion/comments.

All teams are required to prepare their case analysis and submit a soft copy of PPT slices through E-mail or hand in a hard copy before the 10th class. All teams are required to give a presentation of their case analysis at the end of this semester. All members of each team are encouraged to show up in presentation and it will be better for you to perform in formal suit as professionals. For all teams, a case analysis report within 3000-5000 words as well as the final PPT slices should be submitted before the last class.

Each team decides their specific target brand with the permission of lecturer before doing further analysis and ASAP after first class.

Requirements for Home Work

All submitted paper work should be typed, and in A4, single-spaced, 12 font size. All the paper work should be submitted both in electric form to Lecture's e-mail and hardcopy by the due date in class. Any late submission will automatically lead to 0 mark.

Final Examination

Final examination is a closed-book examination, which score will account for 60% of the final grade. All questions will be based on the textbook, in-class topic discussion and lecture's PPT slices. All UIBE regulation and rules on final examination apply to this course exam.

Rules for Attendance

1. Every attendee must be punctual for every lesson, being sure not to be late, and not to leave before class ends.
2. By UIBE rules, deduction from the final grade shall be made for absence from class. There are 5 points in final assessment accounting for attendance. Points (1 for the first time and 2 for each later one) will be deducted for one noticed absence, and no more than 5 points.

3. A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons given, for over one third of the total class hours, or absent without any notice for over 6 hours.

Important Note

Plagiarism will not be tolerated. Any assignments found to contain disproportionate amount of similar wording and contents, will result in penalties to both parties concerned.

Schedule

Week	Subject	Readings	Dis. Topics	Note
1	Introduction	Ch 1		
2	Perception	Ch 2		
3	Learning and Memory	Ch 3		
4	Motivation and Values	Ch 4	Topic 1	
5	The Self, Personality and Lifestyles	Ch 5- 6	Topic 2	Exercise 1
6	Attitude & Attitude Change	Ch 7	Topic 3	
7	Attitude Change & Communication	Ch 8	Topic 4	
8	Individual Decision Making, Buying and Disposing	Ch 9-10	Topic 5	
9	Group Influence, Opinion Leadership & Household Decision Making	Ch 11-12	Topic 6	
10	Consumers and Culture	Ch 13-17	Topic 7	Exercise 2
11	Review		Topic 8	
12	Case Presentation			
13	Examination			

- *The date for that week's class will be moved to the weekend due to the break of Labor Day. Please pay attention to the lecture's announcement for the specific class date in case of any change;
- Please also note that since the lecturer may spend more or less time on a particular topic, the actual schedule of topics may vary slightly from the above one

Discussion Topics:

- Topic 1 Identify two recent advertisements that are based on “positive reinforcement” and two based on “negative reinforcement”. According to your knowledge of consumer learning, justify and analyze your selection and the performance of these ads.
- Topic 2 Choose a “luxury” product (e.g., personal computer). Interview at least three consumers who have recently purchased the product. Identify the motives behind the purchase of this product. Discuss how marketers might use this information in the marketing of this product.
- Topic 3 Analyze and describe the different brand personalities of two typical consumer goods brands in China. What are the major advantages and disadvantages of the brands? Are they successful in building their brands?
- Topic 4 Find two recent advertisements, one mainly based on the affective component and the other basically on the cognitive component. Discuss the approach of each ad in terms of its copy and illustration and what effect it creates in terms of attitude. Also, discuss why the marketer might have taken that approach in each advertisement.
- Topic 5 Track a product crisis event (e.g., product recall and environment pollution) occurred in China. Discuss how consumers react to a product crisis and how consumer attitude towards the focal brand can be influenced? Analyze possible strategies the focal company could take to reduce negative impact effectively.
- Topic 6 Interview two consumers with divergent background in terms of age, education background or profession on how do they think and behave concerning to online shopping. What kinds of benefits and costs do they receive and how they make comparison and choice online?
- Topic 7 How the celebrities change our consumer behavior? Why they can change our behavior? In which situations, (in terms of product characteristics, consumer situations, strength of reference group) are consumers easily affected by the celebrities?
- Topic 8 Compare the cultural similarities and differences among China, United States, and France (or other two countries). How can a company in China capitalize on the findings when it plans to enter the foreign markets?

Course Outline

Chapter 1: Introduction: Diversity in the Marketplace

The main contents of this chapter are:

- definition of Consumer Behavior ;
- why we study Consumer Behavior;
- two major approaches to the study of Consumer Behavior;
- importance of the development of Consumer Behavior;
- development of the marketing concept;
- role of Ethics in marketing;
- relationship of ethics and social responsibility.

Chapter 2: Consumer Perception

The main contents of this chapter are:

- definition of perception and its key elements;
- absolute threshold and differential threshold;
- the marketing applications of j.n.d.;
- dynamics of perception: perceptual selection, organization, and interpretation;
- implications for production, positioning and repositioning, of consumer imagery;
- impact of price on consumer perception of products, service, and quality;
- retail store image, manufacturer's image, and brand image;

Chapter 3: Consumer Learning

The main contents of this chapter are:

- Classical Conditioning theory;
- Instrumental Conditioning;
- modeling (observational learning);
- cognitive learning theory;
- involvement theory;
- measures of consumer learning;
- brand loyalty and brand equity.

Chapter 4: Consumer Motivation

The main contents of this chapter are:

- motivation process;
- needs and goals in the context of consumer behavior;
- positive and negative motivation;

- rational and emotional motives;
- defense mechanisms people use to manage their frustration;
- four types of arousal stimulus;
- need systems, specifically, the components of Maslow's need theory;
- trio of needs theory;
- motivational research

Chapter 6: Personality and Consumer Behavior

The main contents of this chapter are:

- nature and development of personality;
- Freudian personality theory;
- Neo-Freudian Personality Theory and Trait Theory;
- consumer ethnocentrism;
- brand personality;
- concepts of self and self-image.

Chapter 7: Consumer Attitude Formation and Change

The main contents of this chapter are:

- definition of attitude;
- structural models of attitude;
- tricomponent Attitude Model and the multi-attribute attitude models;
- attitudes formation;
- learning theories and attitude formation;
- sources of influence on attitude formation;
- strategies for changing consumer attitudes;
- behavior can precede or follow attitude formation.

Chapter 8: Communication and Consumer Behavior

The main contents of this chapter are:

- communication process;
- credibility for a communication source;
- factors affecting the target audience;
- feedback process in communication;
- elements of a persuasive communications strategy;
- elements of a message strategy;
- central elements of message presentation and their implications for marketers;
- advertising appeals.

Chapter 9-10: Consumer Decision Making

The main contents of the chapters are:

- definition of decision;

- three levels of consumer decision making;
- model of consumer decision-making;
- three stages of consumer decision making;
- rules consumers use in decision making.
- purchase and postpurchase behavior;
- consumer gifting behavior;
- elements of the consuming and possessing process;
- importance of relationship marketing.

Chapter 11-12: Reference Groups and Family Influences

The main contents of this chapter are:

- power of reference groups on consumer behavior;
- factors that determine reference group influence;
- five types of reference groups;
- major forms of reference group appeals;
- role of the family in the consumer socialization of individuals;
- three major functions of the family;
- family decision making and consumption-related roles;
- traditional family life cycle and the nontraditional family life cycle.

Chapter 13: Subcultures and Consumer Behavior

The main contents of this chapter are:

- definition of subculture;
- methods used for defining and segmenting subculture;
- age subcultures;
- gender roles and consumer behavior.
- definition of social class;
- measures of social class;
- definition of social mobility;
- affluent consumer;
- applications of social class information to consumer behavior;
- social class in China and its application for marketing.

Chapter 14: The Influence of Culture on Consumer Behavior

The main contents of this chapter are:

- definition of culture;
- culture learning;
- culture measurement;
- American and Chinese core values;



对外经济贸易大学
University of International Business and Economics

Course Syllabus for “Services Marketing”

1st Semester, 2014-2015

Class Language: English

Course Type: Fundamental Compulsory for Marketing Students

Student Major: Juniors majoring in Business Management, Marketing, etc.

Pre-requisite: Principles of Economics I; Principles of Economics II; Principles of Management;
Principles of Marketing.

Credits: 2

Instructor: Sun Jin (孙瑾)

Office: Rm. 508, Hall of Ningyuan

Email: sunjin@uibe.edu.cn

Work phone: 64494306

Office Hours: 9:30—11:30 am, Monday-Thursday, or by appointment

Rules for Attendance: By UIBE rules, deduction from the final grade shall be made for absence.

A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons informed, for over one third of the total class hours, or absent without any notice for over 6 hours.

I. Course Objectives

This course is not only intended to introduce to students the basic services marketing concepts and principles, but also to help them grasp a framework for developing effective service marketing strategies.

Upon completion of this course, it is expected that students should:

1. Role as service marketing management of global company to think of service marketing problem, be familiar with principle of services marketing, comprehend key process about decision making in service marketing, and how marketing integrates with other functions of business;
2. Be able to read all kinds of marketing related materials in English, with better comprehension and at faster speed than before the course;
3. Be able to explain and apply most service marketing concepts to particular cases and real situations, especially in the Chinese context;
4. Be able to logically analyze service marketing problems as presented by given cases;
5. Be able to confidently communicate their views and ideas both in oral and written form concerning a broad range of services marketing issues.

II. Teaching Methods

To fulfill the set course objectives, the instructor is supposed to do the following:

- **Before class:** assign students certain reading (e.g. a text chapter, and certain mini case history), key terms, questions, and as preview tasks.
- **In class:** address the lecture points with the assigned questions. After inviting answers from students, try to interweave relevant concepts in the lecture, so as to bring home to students the focal points. Case study is the one of main teaching methods. Require students collect materials from all kinds of channel to develop their searching and analyzing ability for second hand data, encourage students practice questionnaire survey to defense their point of view in case debate. Training students utilize knowledge of international marketing to analysis problem through global marketing management perspective. Students are expected to think and provide innovative solution for marketing problem in case study. Class participation and discussion are essential and critical.
- **After class:** assign students certain analytical task of a case history, with questions to be discussed in groups, and the result of discussion is to be presented in certain scheduled session. Office hour should be fixed to allow students to have one-to-one contact with the instructor, who can help the former with difficulties in the course study.

III. Text & Supplementary Readings

1. Required text

Christopher Lovelock, Jochen Wirtz, Patricia Chew, Essentials of Services Marketing, China Renmin University Press, 2011.

2. Related literature -- Books and literature as recommended (see the list in Part VII).

IV. Requirements

1. Reading

One of the important communication skills in life and in business is reading. To be able to read and absorb knowledge from materials in English is highly necessary for business people in the 21st century. It's, therefore, high time to train yourselves to read fast and comprehend accurately in both English and Chinese.

So, you are expected to read:

- (1) the assigned chapter(s) before our class meetings and be fully prepared to contribute to class discussion.
- (2) some related literature provided in the References list in Part VII.

2. Exercises and Examinations:

- (1) **Attendance and Class Participation:** The performance of attendance and spoken in course will be evaluated and scores will come up to 10% of the term grades.
- (2) **Case Study:** Some company cases will be discussed in class. Each group, with 8 members, is supposed to be in charge of one case by writing down the answers to the given questions and present them in class to stimulate more discussion. Each group is expected to provide case study materials in word and powerpoint files to instructor after presentation. The performance of everyone will be evaluated and scores will come up to 30% of the term grades.
- (3) **Final Exam:** The final examination will largely be an objective test of your command of the principles learned during the semester. The results of the exam will account for 50% of your total term grades.

V. Distribution of Grades

<u>Assignments</u>	<u>Points</u>
Attendance and Class Participation	20
Case Study and Presentation (teamwork)	30
Final Examination	50
TOTAL	100

VI. Course Schedule

Week	Session Topic	Class Activities
1	Introduction to Services Marketing (1)	
2	Introduction to Services Marketing (2)	
3	Understanding Customer Needs, Decision Making, and Behavior in Service Encounters	
4	Positioning Services	Case 1: Service Position Strategies

5	Develop Service Concept	Case 2: McDonald KFC
6	Select Service Channels	
7	Set Service Prices	Case 3: Disneyland and Walmart
8	Promote Value Proposition	
9	Plan Service Environment	Case 4: Communication strategies of Shangri-la
10	Design Service Process	
11	Manage Service Employees	
12	Build Customer Loyalty	Case 5: Starbuck
	Final Exam	

VII. References

1. Harvard Business Review
2. Business Week
3. Marketing News
4. Advertising Age
5. Journal of Marketing
6. International Marketing Review
7. Journal of International Marketing
8. Journal of Consumer Research
9. Journal of Services Marketing
10. Journal of Services Research
11. International Journal of Hospitality Management

● Websites

1. www.msi.org
2. www.marketingpower.com
3. www.ecm.com.cn
4. http://explore.hbr.org
5. www.mckinseyquarterly.com
6. www.economist.com
7. www.businessweek.com
8. www.wsj.com
9. www.xinhua.org
10. www.cb.com.cn
11. www.cj.com.cn
12. www.eobserver.com.cn
13. www.stats.gov.cn

—End—

Marketing Channels

Prerequisite(s): Principles of Marketing , Principles of Management

Credits: 1

Class Hours: 12

Instructors: 尚晓燕 (Grace)

Offered by: Department of Marketing, School of Business, UIBE

Office: Rm. 522 , Hall of Ning yuan

Tel: 64494372

Marketing channels is an upper-level, managerially-oriented course .It focuses on how to design, develop, and manage channels for profitable and nonprofitable organizations, to achieve sustainable competitive advantage. This course could enable students to better understand how a company runs. This course will help students in future business.

Text

Louis W. Stern, Adeli.Elansary, Anne t.Coughlan, Marketing Channels, 7th edition, Prentice Hall, 1996

Grading Criteria

Assignment	Group/individual	Weight (100%)
Project	group	20%
Homework	individual	10%
Quiz	individual	10%
Final exam	individual	60%

Course Schedule

Week	Session Topic and description
1	Session 1: Introduction to marketing channels Learning Objectives: 1. Understand the importance of channel strategy to a company. 2. Understand the importance of channel to consumers. 3. Understand the definition of the marketing channel.

2,3	<p>Session 2: The Channel participants: Retailers and wholesalers</p> <p>Learning objectives</p> <ol style="list-style-type: none"> 1. Know the major participants in marketing channel. 2. Identify the major types of wholesalers 3. Identify the major types of retailers 4. Be aware of the major trends in retailing
4	<p>Session 3: Marketing Channel Design I ---Objectives Decision</p> <p>Learning objectives</p> <ol style="list-style-type: none"> 1. Understanding the end-user's service output demands 2. Understand that segmentation is the beginning of channel design. 3. Be aware of the factors that influencing a channel design.
5,6	<p>Session 4: Marketing Channel Design II---Structure &Strategy Decision</p> <p>Learning objectives</p> <ol style="list-style-type: none"> 1. Know the major types of channel structure. 2. Understand the advantage and disadvantage of every kinds of channel structure. 3. Understand the role of channel flow. 4. Know that different companies producing similar product may have different channel strategy. 5. Know the channel strategies in different stages of product life cycle.
7	<p>Session 4: Channel member management</p> <p>Learning objectives</p> <ol style="list-style-type: none"> 1. Be familiar with generalized lists of selection criteria. 2. Be aware of the factors that influence channel member choice decision. 3. Recognize the need for adapting selection criteria to the needs of particular firms. 4. Know the major means of motivating channel members.
8	<p>Session 5: Managing Marketing Channels ---Getting, Using and Keeping Channel Power</p> <p>Learning objectives</p> <ol style="list-style-type: none"> 1. Know five sources of power and how to build power. 2. Be familiar with the use of power

9,10	Session 6:Managing Marketing Channels ---Managing Channel Conflicts (II) Learning objectives 1. Be familiar with the inherent sources of channel conflict. 2. Be familiar with the effects of channel conflict. 3. Know the ways to reduce or avoid channel conflicts.
11	Session 7: Supply chain management Learning objectives 1. Understand the definition of supply chain management and state its boundaries. 2. Be aware of the role of supply chain in the firm. 3. Understand the approach of supply chain management.
12	Case study & Review
13	Examination

Cover sheet for all submitted paper work

Marketing Channels	
<i>Type of work</i>	Marketing Channels Project/ Case Analysis
<i>Title of work</i>	_____
Team Number #	_____
Student Names	_____

Lecturer	尚 晓 燕
Date	_____
Marks Obtained	<u>(to be filled by the lecturer)</u>

UNIVERSITY OF INTERNATIONAL BUSINESS & ECONOMICS
Business School
Department of Marketing
Spring 2014

Business to Business Marketing

Time: Wednesday 9:50-11:20
Instructor: Dr. AN Shenghui
Office: #523 NingYuan Building (Tel: 64494372)
E-mail: rubyuibe@126.com

Objectives

Overlooked until recently, Business Marketing has actually comprised a great part of business activities. To get students better prepared for this business world, this course is designed to assist you in learning how companies conduct their business to other organizations as well as how value can be achieved through cooperation and competition. The course will also explore business market planning and execution of the plan, including negotiation and pricing, customer relationship management, distribution and network relationship development with the following guiding principles:

1. make value the cornerstone;
2. focus on business process;
3. accentuate working relationships and business networks, and

Through various class activities, the course will also contribute to cultivating your analytical ability and creativity necessary for your career.

Textbook

Michael D. Hutt and Thomas W. Speh, Business Marketing Management: B2B South-Western, Cengage Learning, 10th ed. International ed., 2010.

You are expected to read the assigned chapter(s) and case(s) before our class meetings and be fully prepared to contribute to class discussion.

References

1. F. Robert Dwyer & John F. Tanner, *Business Marketing--Connecting Strategy, Relationships, and Learning*, McGraw Hill Higher Education; 4th Revised edition , 2008
2. Christopher, Martin, Payne, A. and Ballantyne, David, *Relationship Marketing: bringing quality, customer service and marketing together*
3. Norton Fausto Garfield, *Business Marketing*, Anim Publishing, 2012
4. Journal of Marketing
5. Harvard Business Review
6. Businessweek
7. Database: lib.uibe.edu.cn: Proquest, etc.
8. China Daily

Assessment

Attendance and Participation in class	10%
In class exercises: Quizzes and essays	15%
Case Analysis & Report in PPT format (teamwork)	25%
Final Examination	50%

Rules for Attendance

1. Every attendee must be punctual for every lesson, being sure not to be late, and not to leave before class ends.
2. By UIBE rules, deduction from the final grade shall be made for absence from class. A student is no longer entitled to the final examination if he/she has been absent, for whatever reasons given, for over one third of the total class hours, or absent without any notice for over 6 hours.
3. Students must be attentive in class hours; eating and chatting whatever irrelevant to the lesson are not allowed.
4. During class hours, everyone in class must make sure his/her mobile phone is either off or mute.

Study Group

The class is to be divided into several study groups. Each group should consist of no more than 3 students. Students are not allowed to change their groups during the semester. Each student should actively participate in all assigned teamwork.

Grading of the teamwork will be based upon the following factors:

- evidence of wide reading on and around the issue;
- ability to integrate readings and discussion with your own views;

- a critical evaluation of the topic and issues relevant to it;
- conceptual understanding demonstrated;
- originality of ideas;
- the overall organization and style;
- global orientation;
- in-class presentation.

Quizzes

There are about 4 time in class quizzes and essays exercises during the semester.

Case Analysis (Teamwork)

Choose one of the case analyses in advance with the permission of lecturer. You are required to present the discussion results in the class in 15 minutes. In addition, you should hand in the PPT report after presentation. Contents of presentation, communication skills, and logic of summary are basic considerations.

Final Examination

Final examination is an open-book examination, which score will account for 50% of the final grade. All questions will be based on the textbook, in-class topic discussion and lecturer's PPT slices. All UIBE regulation and rules on final examination apply to this course exam.

Note

Plagiarism will not be tolerated. Non-referenced or incorrectly referenced quotations will be penalised. Any assignments found to contain disproportionate amount of similar wording and contents, will result in penalties to both parties concerned.

Schedules

Date	Week	Subject	Readings	Case Analysis	Quizzes
Feb. 26	1	Introduction			
Mar. 5	2	Business marketing perspective	Ch 1		
Mar. 12	3	Perspectives on the organizational behavior	Ch 2		Quiz 1
Mar. 19	4	Organizational buying behavior	Ch 3	Case 1: p.89	
Mar. 26	5	CRM strategies for business markets	Ch 4	Case 2: p. 120	
Apr. 2	6	Segmenting business markets	Ch 5	Case 3: p. 149	Quiz 2
Apr. 9	7	Product and service strategies	Ch 8-10	Case 4: p. 280	
Apr. 16	8	Product and service strategies			Quiz 3
Apr. 23	9	Channel strategies and SCM	Ch 11-13	Case 5: p.301	
Apr. 30	10	Pricing strategies	Ch 14	Case 6: p.382	Quiz 4
May 7	11	Communications Strategies	Ch 15-16	Case 7: p.406	
May 14	12	Review			
May 21	13	Final Exam			

Please note that since the lecturer may spend more or less time on a particular topic, the actual schedule of topics may vary slightly from the above one.