

ALBERS SCHOOL OF BUSINESS & ECONOMICS
INBU 3200 – GLOBAL ENVIRONMENT OF BUSINESS
SPRING QUARTER 2017

Section 01: Tuesday & Thursday – 1:30pm to 3:35pm
Room: Pigott 202

Course Instructor: Colette Hoption
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Office Room: Pigott 410
Phone number: 206 296 5717

Office Hours: Monday, Wednesday 2 – 3pm; Tuesday, Thursday 3:45 – 4:45pm
or by appointment

Course Description

This course introduces the major factors (legal, political, economic, competitive, ethical, socio-cultural, technological and natural) in the global environment and examines their individual and interrelated effects on organizational and managerial practices. Provides a framework for understanding how businesses and other organizations are adapting people, processes, and structures to a global business context.

Course Objectives

- Analyze actual and potential effects of worldwide interconnections.
- Identify sources of globalization and understand some of the complexity globalization introduces.
- Anticipate global effects on individuals and organizations.
- Examine how global businesses emphasize managing interconnections.
- Build cultural intelligence.

Required Texts

Ahlstrom, D. & Bruton, G. D. (2010). *International Management: Strategy and Culture in the Emerging World*. Mason, OH: South-Western Cengage Learning.

Meyer, E. (2014). *The Culture Map: Breaking Through the Invisible Boundaries of Global Business*. New York, NY: PublicAffairs.

Links to additional readings can be found on Canvas.

Grade Distribution

I assign percentages to assignments. I convert the percentages to letter grades at the end of the quarter using the following conversions: A = 93% – 100%; A- = 86% – 92.9%; B+ = 79% – 85.9%; B = 71% – 78.9%; B- = 64% - 70.9%; C+ = 57% - 63.9%; C = 50% – 56.9%; etc.

Course Breakdown

Course Activity	Weight
Final	30%
Midterm	20%
Leadership Movie Assignment	12%
Cultural Intelligence Portfolio	
Interviews	9%
Cultural (Intelligence) Research	9%
Introduction to My Culture	5%
Cultural Intelligence Assessment	2%
Analysis of a Globalized Country Part 1	5%
Applying Porter's Diamond Model	5%
Analysis of a Globalized Country Presentation	3%

Use of Technology in Class

I understand that some students use laptops in class to take notes. This is fine as long as the student can resist temptations to email, surf the Internet or instant message! Rarely, I will allow recording devices in class; you need to ask for permission first. Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Finally, cell phones should be switched off or on silent mode throughout the class. **If your phone does accidentally go off, please turn it off immediately, and do not answer the call.** If you absolutely need to keep your phone on, let me know at the start of class. Examples of good reasons for leaving your cell phone on would be child-care commitments, looking after a frail relative, or a close relative is in hospital.

Date	Topic	Book Readings¹	Canvas Readings	Assignments due
28	Introduction to INBU 3200			
30	The Globalization Trend	Chapter 1: p.1 – 21	<ul style="list-style-type: none"> Bremmer, I. (2014). The new rules of globalization. Harvard Business Review, 92 (1), 103 – 107. 	
April				
4	The Economic, Legal & Political Environment	Chapter 3		
6	Strategy Fundamentals and Corporate Strategy	Chapter 4		
11	Business and Functional-Level Strategy	Chapter 5: p. 129 – 150.		“Applying Porter’s Diamond Model”
13	International Market Entry	Chapter 6		

¹ Readings from the Ahlstrom/Bruton text are in plain font; Readings from Meyer’s book are *italicized*

18	Analysis of a Globalized Country Presentations		“Analysis of a Globalized Country Part 1”
20	Midterm		
25	HBR Simulation		
May			
2	Culture’s Impact	Chapter 2: p. 34 – 47; <i>Introduction</i>	
4	Analyzing Culture	Chapter 2: p. 47 – 59; <i>Chapter 1 & 2</i>	<ul style="list-style-type: none"> Eisenberg, J., Lee, H-J., Brück, F., Brenner, B., Claes, M-T., Mironski, J. & Bell, R. (2013). Can business schools make students culturally competent? Effects of cross-cultural management courses on Cultural Intelligence, <i>Academy of Management Learning & Education</i>, 12, 603 – 621. <ul style="list-style-type: none"> Donaldson, T. (1996). Values in tension: Ethics away from home. <i>Harvard Business Review</i>, 74 (5), 48 – 62. <ul style="list-style-type: none"> Cappelli, P., Singh, H., Singh, J. V., & Useem, M. (2010). Leadership lessons from India. <i>Harvard Business Review</i>, 88 (3), 90 – 97.
9	Ethics week	Chapter 1: p. 21 – 26	
11	Leadership	Chapter 8; <i>Chapter 4</i>	
16	In-class movie for leadership assignment		

18	Decision-Making	Chapter 9; <i>Chapter 5</i>	<ul style="list-style-type: none"> Alter, A. (2013), When in Chinatown, you really do think more Chinese, <i>Harvard Business Review</i>, 91 (3), 28 – 29. 	“Cultural Intelligence Research”
23	Influence	Chapter 10: 298 - 313; <i>Chapter 3</i>		
25		Independent Study - Case for Final Exam Revealed on Canvas		“Leadership Movie Assignment”
30	Negotiations	Chapter 10: 314 – 331; <i>Chapter 7</i>		“Interviews”
June				
1			Guest Speaker(s)	“Cultural Intelligence Portfolio”
9			Final Exam at 12 – 1:50pm	

Academic Dishonesty and Professional Conduct

Academic Integrity

Academic integrity is expected in this class. Academic integrity means that you approach all assignments within the letter and the spirit of the class rules. These rules exist to maximize the learning experience for all students, preserve the integrity of the class, and to help you practice the high level of integrity expected from business professionals. If you have any doubt about whether anything related to this class meets the standards of integrity, you are expected to disclose the particulars of the situation fully to me. Academic dishonesty, as defined by university policy, will not be tolerated in any form. Activities that constitute academic dishonesty in this course include (but are not limited to): (1) copying text/article passages verbatim or paraphrasing those passages in your paper without referencing the original source (including internet sources); (2) consulting those who have already taken quizzes or completed assignments for MGMT 3000 before you hand in your own work; and (3) working with non-team members on team assignments.

Seattle University is committed to the principle that academic honesty and integrity are important values in the educational process. Academic dishonesty in any form is a serious offense against the academic community. Acts of academic dishonesty will be addressed according to the Seattle University Academic Honesty Policy: <https://www.seattleu.edu/registrar/Policies.aspx?id=31514>.

Academic dishonesty includes plagiarism as well as any deliberate attempt to gain unfair advantage academically for oneself or others. Dishonest practices include (but are not limited to) fabrication of data, cheating, or the uttering of false statements relating to academic work by a student. Plagiarism means presenting work done (in whole or in part) by someone else as if it were one's own.

Plagiarism should be distinguished from co-operation and collaboration. Often, students may be permitted or expected to work on assignments collectively, and to present the results either collectively or separately. This is not a problem so long as it is clearly understood whose work is being presented, for example, by way of formal acknowledgement or by footnoting. If you quote, paraphrase, or summarize the work of others, cite that work appropriately. Anytime you report the findings or opinions of another writer (even if it is in your own words) you must cite the author, title, and date of publication. You can cite it within your narrative using parentheses to enclose the information or use footnotes. If you have any questions on what constitutes plagiarism please talk to me before you hand in your paper.

The following are some examples of academic dishonesty. As it is not possible to cover every circumstance of academic dishonesty or plagiarism, this list should be considered as a guide only.

Exams and Tests

- Impersonating someone in an examination or test.
- Copying from another student, or making information available to another student.
- Submitting a take-home examination written, in whole or in part, by someone else.
- Failing to obey or comply with exam regulations or instructions of a proctor.

Essays and Assignments

- Submitting an essay written, in whole or in part, by some else as one's own. Preparing an essay or assignment for submission by another student.

- Copying an essay or assignment, or knowingly allowing one's essay or assignment to be copied by someone else, for the purposes of plagiarism.
- Using direct quotations or large sections of paraphrased material without acknowledgement.
- Buying or selling of term papers or assignments and submitting them as one's own for the purpose of plagiarism.
- Submitting the same piece of work in more than one course without the permission of the instructor(s).
- Unauthorized removal from the library, or deliberate concealment, of library materials.

Official Documents

- Altering transcripts or other official documents relating to student records.
- Misrepresenting one's credentials.
- Creating or altering letters of reference.

Any student who commits such an offence runs the risk of a range of sanctions from receiving a grade of zero on the assignment or receiving a failing grade for the course, subject to my discretion. Additional information can also be found at <http://www.seattleu.edu/library/Inner.aspx?id=22712>.

Accommodations for Students with Disabilities

If you have, or think you may have a disability (including an 'invisible disability' such as a learning disability, chronic health problem, or a mental health condition) that interferes with your performance as a student in this class, you are encouraged to arrange support services and/or accommodations through Disabilities Services staff in the Learning Center, Loyola 100, (206) 296 5740. Disability-based adjustments to course expectations can be arranged only through this process.