

GBUS 4860-01 GLOBAL BUSINESS

SYLLABUS AND SCHEDULE:

WINTER QUARTER 2021 – ZOOM Synchronous FORMAT class

Course Description

Course information

Course code: GBUS 4860-01 - 5 credits

Location: Virtual

Timings: TTH 3:45 pm – 5:50 pm

First session: January 5, 2021

Last session: March 18, 2021

Instructor information

Designer: John Lee

Phone: 425 381 3413 mobile

Email: johnlee13@seattleu.edu

Office hours: 2:30pm – 5:00 pm Weekdays

Course Objectives

Global markets are HUGE in scope and range hence our study in the context of what it may “feel like” in terms of working as an employee of a global department (project management) for a globe spanning technology phone product firm.

Your first day in class introduces you to this new environment with readings, case studies, and speakers to which this will lend itself a feeling of what it must be like to be in a global entity with its multi-faceted work!

What will be learned from the course:

- How the work of business operates at the global level?
- What are some major factors that businesses and managers need to know when going global?
- How each functional area of business feed into the success or failure of the entire business?

- How should we define stakeholders when we think from a global business perspective?
- How can global business benefit stakeholders
- The underpinnings of the global markets in terms of the various political/economic structures and the quiltwork of governmental agencies that keep the globals going!

Required Material

International Business (Competing in the Global Marketplace) by Charles W.L. Hill

13th edition (ISBN number: 978-1-260-26258-2)

Harvard Business online Course pack: <https://hbsp.harvard.edu/import/754821> Open source resources (World Bank, CIA facts, Statistica.com, SU library databases)

Course Format:

This class is centered on a high and interactive environment. It includes a combination of lecture, discussion, and outside class activities mainly research, working in teams, engaging with libraries, and online sources.

Look at the syllabus carefully, IMPORTANT NOTE: Class participation is CRITICAL... you must show up with your image and voice on and ready to go.

You must contribute extensively during the classes (EVERYONE OF THEM). IF you don't then your portion of the 20% for grades which is the participation section of your grades suffers MASSIVELY!!

Course Expectations:

This course is about general management issues that arise when firms work across national boundaries. Its focus is on the fearless managers who need to be sufficiently informed about the external environment, including global economics, global financial system, ever changing geo/political/demographic/economic situation including technological factors, social & cultural issues, legal, and political factors.

Classroom norms

During our first class session, we will jointly create classroom norms (or “agreements”) to which we will all abide so that we have the most productive and positive learning environment. We will also revisit these norms regularly during the quarter/semester. Regular examples from previous years include that we agree to:

- Start and end on time
- Come to class prepared
- Participate actively in discussion
- Show one another courtesy, including when we disagree

CLASSES MISSED

If you expect to be absent or to be late, please e-mail me beforehand (or as soon as possible). Also please pass on your apologies to your group before the start of class. Remember that a no-show will result in a zero participation score.

If for any reason you do miss a class, be sure to obtain notes from one of your peers to catch up. If, after going over those notes and checking the readings for the class, you still have questions, please arrange to meet me during office hours to discuss. Remember to bring those notes with you so that we can work on your specific, focused questions

NOTE _ REPEAT: You must contribute extensively during the classes (EVERYONE OF THEM). IF you don't then your portion of the 20% for grades which is the participation section of your grades suffers MASSIVELY!! This may not easy for people who are shy but know this the classroom is a safe environment to make mistakes, gaffes and errant comments. It is okay make mistakes – I make many of them EVERY DAY!!!!

Grading Policy:

Final grades will be determined as follows.

Component	POINTS
Mid term exam	75
Final exam	110
Participation	30
Case Studies (3)	15
MNE Presentations (2)	40
MNE Final Report	50
Total	320

Grading scale:

A+ = 97-100%

A = 94-96%

A- = 90-93%

B+ = 88-89%

B = 84-87%

B- = 80-83%

C+ = 78-79%

C = 74-77%

C- = 70-73%

D+ = 68-69%

D = 64-67%

D- = 60-63%

F = 59% and below

Exams (185 pts total):

Two exams will be given during the term. The exams will consist of a variety of question types including multiple choice, true/false, etc. Materials for the exams will be based on the textbook, lectures, podcasts, outside readings, videos, guest speakers, group presentations and anything else covered in class. You are expected to take the exams on the scheduled dates. Makeup exams will NOT be given unless the absence is excused by the instructor PRIOR to the exam date. Two exams will be given during the term. The exams will consist of a variety of question types, including multiple choice, true/false, etc. Materials for the exams will be based on the textbook, lecture, podcasts, outside readings, videos, guest speakers, group presentations, and anything else covered in class. You are expected to take the exams on the scheduled dates. Makeup exams will not be given unless the absences is excused by the instructor PRIOR to the exam date.

Case Studies (15 pts total = 3 Case Studies):

There are 3 case studies strewn amongst the readings which will test your creativity and tenacity to solve problems that exist across time zones which are not necessarily easy to fix.

These are not classic HBR case studies but they come from the much more messy school of hard reality and there is no elegant solution (keep in mind that) for every action you may do there might be 3 body hits that you may endure.

Keep in mind that you are a lieutenant grade employee in an international phone company's division!

MNE (Multinational Company Study) Presentations (40 pts total):

To acquire the actual knowledge of global management and global business, to each group of students consisting of 2 to 3 members will participate in the company study of the selected MNE. Your group can choose any kind of MNEs including, for example, the Fortune 500 or Fortune 1000 companies of USA and other excellent companies regardless big or small in the global arena. The company study guideline for you is, first, to focus on your interest area out of the research-targeted projects listed as below. Thereafter exchange views and information with the other group member's analytical perspectives and research interests. Then, discuss the total view with your all group members to understand the totality of the targeted MNE of your group's selection.

- MNE's corporate history and "corporate brand" strategy in the world market
- Global marketing strategies both in the national and the overseas market
- MNE's ownership strategies (characteristics in shareholding, M&A and other strategic alliances in global business)
- Innovation in technology and changes in organization culture while dealing with global businesses
- Global standardization strategies in the areas of products, manufacturing, financing and management
- MNE's mission statement, and its consistency in founder's philosophy
- Global HR management, HR development and maintenance in MNEs

- MNE's organizational strength, competitive power and government relations
- International business ethics, social responsibility and environment management in host countries
- Intellectual property protection strategy
- Globally manufacturing products or creating services, and quality control of MNEs
- International finance and accounting, quantitative approach, and risk management
- Globalization of information technology and communication or information management system
- Logistics, supply chain management, purchasing, warehousing and handling in MNEs
- Research and Development, new product development of MNEs
- Global strategy and executives' s philosophy in the future sustainability and growth of MNEs
- Crisis management both in the global and national operation of MNEs (cite some cases)
- Any functional or organizational or strategic research topics of MNEs which your group would like to choose after discussions or recommendations

MNE Report (50 pts total):

In addition to your class presentation on the selected MNE, prepare a written report and classroom presentation to address three issues: (1 the company's current global strategy, (2 your critical appraisal of its strategy, and (3 your recommendations for strategic change to meet the global challenges. Be sure to explain why the changes in strategy that you propose is likely to improve performance. Your report should be not much more than 30 double spaced pages of text (12 pt or higher font for Arial or Calibri font) with additional exhibits attached.

IMPORTANT NOTE: You must cite use APA citing techniques for ANY sourced information, if you do not do this then points are coming off

Participation (20 pts total):

The question you may ask is why is this pain in the a**s grading motif in here? It is to develop you as a human being. In this heavily silo'ed world we live in we still need to work with others and participate in the human gambit!!! This is a very necessary tool to make sure that I know that you are still alive and participating!!

Attendance/Research Paper Presentation/Assignments

Evaluation:

You are expected to read the textbooks as listed above before attending the class, take all exams and complete any other assignments made. Attendance and class participation are also expected. The instructor values your participation, so please be in class on time. If you need to be absent from class, please extend professional courtesy to the instructor by giving prior notice of your absence and taking personal responsibility for obtaining notes, materials, etc. covered in class during the absence. Texting and playing with smart phones in class will degrade your participation score. You are encouraged to take an active role in the course – you'll get lots more out of it!

Classroom Conduct:

Everyone is expected to participate in classroom in a professional manner. The Management Department and Albers School of Business and Economics will neither tolerate sexual or racial harassment nor discrimination based on gender, sexual orientation, disability, race, color, religion, national origin and ethnic origin in the classroom. If you have a complaint, please inform the instructor, the Management Department Chair, Albers School of Business and Economics Dean or campus EEO/AA Office.

Academic dishonesty will be dealt with according to the regulations prescribed by Seattle. University policies on dead week, drop/add, grading, incomplete grades, final exams, and other topics, as stated in the SU Schedules of Classes, will be observed in this class. The use of smartphones and texting in class is not allowed. Such use is distracting to students and instructors alike and ultimately detrimental to the learning environment. A violation of this policy will result in grade sanctions as determined by the course instructor.

Please keep in mind that the following schedule is flexible. If I need to adjust the pace of the course, I will. I want this course to be challenging, interesting, and provide you with a solid foundation. Your ideas, questions, and participation in the class are vital to making the course a success. Best wishes for a productive quarter.

MGMT 486-01 INTERNATIONAL MANAGEMENT

12WQ COURSE SCHEDULE (May be revised as deemed necessary)

DATE	Study Topics	Assignments/Presentations
1/5 Tuesday (Week1 – Class #1)	Course Introduction	Group Obligation Multinational Enterprise (MNE Study Presentation) Lecture
1/7 Thursday (#2)	Political, Legal, Technological Environment	Reading Assignment: IB Ch. 2
1/12 Tuesday (#3)	Political, Legal, Technological Environment	Group Research Presentations: MNE: Group # 9
1/14 Thursday (#4)	Guest Speaker: Patti O’Boyle International Tax Boeing Company	Topic: This isn’t H&R Block!!
1/19 Tuesday (#5)	Culture and Ethics	Reading Assignment: IB Ch 3 Group Research Presentations: MNE: Group # 8 CASE STUDY #1 – HOW TO PICK A FOREIGN AGENT

DATE	Study Topics	Assignments/Presentations
1/21 Thursday (#6)	Guest Speaker: Greg Cox Director DHL Logistics	Topic: What it takes to move anything to anywhere
1/26 Tuesday (#7)	Ethics & Social Responsibility	Reading Assignment: IB Ch 4
1/28 Thursday (#8)	International Trade Theory	Reading Assignment: IB Ch. 5 MNE GROUP PRESENTATIONS: 9,8,7
2/2 Tuesday (#9)	Political Economy of International Trade	Reading Assignment: IB Ch. 6
2/4 Thursday (#10)	Foreign Direct Investment	Reading Assignment: IB Ch. 7 MNE GROUP PRESENTATIONS # 6,5,4
2/9 Tuesday (#11)	Foreign Direct Investment	Reading Assignment: IB Ch. 8
2/11 Thursday (#12)	Guest Speaker: Carla Roncato Senior Director Cognizant	Topic: Tiger by the Tail!! CASE STUDY #2: HOW TO SOLVE PROBLEMS USING A PASSPORT
2/16 Tuesday (#13)		Midterm Examination, IB Chs 1-8
2/18 Thursday (#14)	Strategy of Global Business	Reading Assignment: IB Ch. 12 MNE GROUP PRESENTATIONS: #3,2,1
2/23 Tuesday (#15)	Strategy of Global Business	Reading Assignment: IB Ch. 12
2/25 Thursday (#16)	Guest Speaker: Mike Howard Former Chief Security Officer of Microsoft	Topic: The world is my turf!!
3/2 Tuesday (#17)	Entry strategies and alliances	Reading Assignment: IB Ch. 14

DATE	Study Topics	Assignments/Presentations
3 / 4 Thursday (#18)	Entry strategies and alliances	Reading Assignment: IB Ch. 14 ^[1] _[SEP] Final MNE Presentation Groups 7, 8, 9 CASE STUDY #3: WHEN ALL HELL BREAKS LOOSE
3/9 Tuesday (#19)	Global R&D	Reading Assignment: IB Ch. 17 ^[1] _[SEP] Final MNE Presentation Groups 4,5, 6
3/11 Thursday (#20)	Summary Session: The rise of the Transnational	Final MNE Presentation Groups 1, 2, 3 All final MNE reports due
3/16 Tuesday (#21)	Global R&D	Reading Assignment: IB Ch. 17
3/18 Thursday (#22)	FINAL EXAMINATION	

Instructional methods

Course Format:

This class will be centered on a high involvement and interactive environment. Class will include a combination of lecture, discussion, exercises, and small group activities/presentations.

This course makes use of the LMS Canvas.

Education research shows that your learning is greatest when you are actively involved in making sense of new concepts (“constructing knowledge”) and when you do this in social settings. This model is technically called “social constructivism.” We will use this model throughout the course, so you can expect to

- be engaged in plenty of classroom activities to build on the readings you have done for each class
- work in small groups during class and for those groups to change on a regular basis
- ask me for clarifications, rather than expecting lectures.

If you find that you haven’t managed to complete a reading before class, you will likely find that class frustrating, since we will build on and apply the readings each time (including trouble-shooting the issues you found most perplexing), but class will cover the main materials but not involve exhaustively regurgitating the content of the readings. I hope you find this an engaging and enjoyable approach to learning.

This is both a lecture and case-based course. The analysis and discussion of different industry and company situations is the primary class activity. Your preparation and participation in the discussions will be critical to your learning and the success of the class as a whole.

The class sessions/modules are organized into five phases. The first phase is introductory. The second phase deals with National Differences. The third considers global trade. The fourth phase focuses

strategy and structure of international business. The final phase of the course consists of your project group presentations on selected MNEs.

Learning environment

My goal is to create a learning environment in which you can be incredibly successful. I will work hard to create and improve the learning environment throughout the quarter based on my own observations of the course and your feedback on what would help you learn more. In return, I ask and encourage you to make the most of this learning opportunity. Please take advantage of the academic support services available to you at the university. Even if you have had excellent study skills in the past, it is easy to slip into suboptimal habits and these services can help you excel in your studies.

Academic Resources

Library and Learning Commons (<http://www.seattleu.edu/learningcommons/>)
(This includes: Learning Assistance Programs, Research [Library] Services, Writing Center, Math Lab)
Academic Integrity Tutorial (found on Canvas and SU Online)

Academic policies

On Registrar website (<https://www.seattleu.edu/redhawk-axis/academic-policies/>)
Academic Integrity Policy
Academic Grading Grievance Policy
Professional Conduct Policy (only for those professional programs to which it applies)

Notice for students concerning disabilities

If you have, or think you may have, a disability (including an ‘invisible disability’ such as a learning disability, a 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 located in Loyola 100, (206) 296-5740. Disability-based adjustments to course expectations can be arranged only through this process.

Notice Regarding Religious Accommodations

It is the policy of Seattle University to reasonably accommodate students who, due to the observance of religious holidays, expect to be absent or endure a significant hardship during certain days of their academic course or program. Please see, Policy on Religious Accommodations for Students (<https://www.seattleu.edu/media/policies/Policy-on-Religious-Accommodations-for-Students---FINAL.PDF>).

Office of Institutional Equity

Title IX of the Education Amendments of 1972 (Title IX) prohibits discrimination based on sex in educational programs or activities that receive Federal financial assistance. This prohibition includes sexual misconduct, which encompasses sexual harassment and sexual violence. Seattle U remains

committed to providing a safe and equitable learning, living, and working environment. Seattle U offers emergency, medical, and other support resources, as well as assistance with safety and support measures, to community members who have experienced or been impacted by sexual misconduct. Seattle U requires all faculty and staff to notify the University's Title IX Coordinator if they become aware of any incident of sexual misconduct experienced by a student.

For more information, please visit <https://www.seattleu.edu/equity/>. If you have any questions or concerns, you may also directly contact the Title IX Coordinator in the Office of Institutional Equity (email: oiie@seattleu.edu; phone: 206.296.2824) University Resources and Policies.

Cell Phones, Laptops, and Recording Devices

So that we can all stay focused and get the most from our time in class, all cell phones – including my own – must be turned off except by prior agreement. (For instance, if you're the primary caregiver for someone, a relative or close friend of someone who's critically ill in hospital, or an expectant birth partner, please let me know so that we can make a suitable arrangement.)

Good note-taking skills are vital for you in your future careers: You can't always rely on technology being available, can't expect to be given prepared summaries or notes, nor can you afford the time to write everything long-hand. It's important that when you graduate, you have some good note-taking techniques and can differentiate essential facts from background information during a discussion. Using laptops can be a distraction, both for other students and for the instructor. The temptation to attempt to "multi-task" using technology in class can also be enormous, but to do so would be extremely discourteous to the entire class, and would be a waste of your own learning opportunity. There will be opportunities during class to use your laptops. But I don't appreciate people surfing the net during class. It distracts me and worsens the learning experience. If I suspect you are doing this, your participation score will likely suffer.

Recording devices can make individuals feel less free to express themselves and can therefore constrain discussion.

Please be respectful of other students' time and commitment to their studies by not breaching this policy so that we don't end up in the embarrassing position of having to ask you to leave the class. If your phone does accidentally go off, I expect you to turn it off immediately, and not to answer the call.

IMPORTANT: Grading Procedures and Policies

Attendance and Participation Expectations

Numerous research studies have shown that when you actively ask and answer questions, you take greater interest in the material, you clarify shared misconceptions, and you retain more information. I would like to see all of you actively participating in the learning process during discussion, interactive micro-lectures, and small-group work. At a minimum, active participation requires regular and attentive class attendance.

The essence of strategy generally is seeing underlying patterns in business situations. The most skillful managers can see patterns that elude others. The ability to see just a bit more clearly is an ability that this course is designed to develop; it can make all the difference. This course uses case analyses and in-class case discussions to develop this skill. Its success depends heavily on the quality of class discussion, and so thorough preparation for these discussions is essential.

To prepare for class, please read the case materials, think about the case preparation questions, and discuss your analysis of the case with your study group before class. I will focus primarily on the quality of your input in grading class participation, however, it usually takes at least some quantity of participation to make that evaluation. I grade participation each session. A no show attracts a zero score.

To help me learn student names quickly, please pick a specific seat for the first session and remain in that seat through the early weeks of the course.

You are expected to attend all classes. You cannot make-up a class discussion that you have missed: there are no outside readings or work you can do that can provide a good substitute for being in class and participating in the discussion.

This course will make extensive use of Canvas

Some of you come to case discussions with a pre-prepared point you wish to make and wait for the opportunity to add it to the class discussion. This is not a good strategy. It is unlikely that you will be able to add such a pre-prepared point at just the right moment. Adding it at the wrong moment simply distracts and confuses the direction of discussion. The better strategy is to come to case discussion with a set of issues you have explored and are prepared to discuss in a variety of contexts.

Good case discussions take the group farther than any one individual or study group was able to go on their own. I will develop grades and scores based on the quantity and quality of your classroom contributions. The criteria are:

- Are the points made relevant to the discussion?
- Do they go beyond a mere recitation of case facts, and are implications clearly drawn?
- Is there evidence of analysis rather than just expression of opinions?
- Are comments linked to those of others?
- Did the contribution further the section's understanding of the issues?
- Is the participant a good listener?

Participation grading rubric

CRITERION:

<i>Positive attributes</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Seldom</i>	<i>Never</i>
Finds ways to connect own comments to the comments made by other students in class.	4 points	3 points	2 points	1 point
Answers questions in class posed by the professor or by other students OR offers helpful explanations when another student is confused.	4 points	3 points	2 points	1 point
Uses language that is appropriate for the classroom and is courteous towards other students and the professor.	4 points	3 points	2 points	1 point
Demonstrates that s/he is doing the reading through questions, answers and comments in class.	4 points	3 points	2 points	1 point

<i>Negative attributes</i>	<i>Never</i>	<i>Seldom</i>	<i>Occasionally</i>	<i>Frequently</i>
Misses class.	4 points	3 points	2 points	1 point
Shows up late to class.	4 points	3 points	2 points	1 point
Exhibits disruptive behavior (e.g. interrupts others, falls asleep, dominates conversation, breaches class-generated norms, etc.).	4 points	3 points	2 points	1 point

Grading Scale

A	100–94	Superior	B–	82–80	D+	69–67	
A–	93–90		C+	79–77	D	66–63	Poor
B+	89–87		C	76–73	Adequate	D–	62–60
B	86–83	Good	C–	72–70	F	59 or less	Failing

Submitting Your Assignments

All your assignments must be submitted in electronic form before the beginning of class via Canvas. If you are unable to do so (for instance, because you are sick), please email me your assignment before the beginning of class so that it is marked as being on time.

Formatting Your Assignments

It is important that your work is clearly presented and easy to read. This will enable me to return your work more quickly. Equally, your efforts should be focused on the content, as well as the layout, so you must present your work as follows.

HOW TO FORMAT?	WHY THIS FORMAT?
Word processed	When you graduate, you will be expected to have good IT skills, so it's important to practice for accuracy and speed. It's also much easier to read.
Font: 11 point Arial (for PC) or 11 point Helvetica (for Mac)	Sans serif fonts like Arial and Helvetica are easier to read than serif fonts (e.g. Times New Roman), particularly for people with visual impairment.
Left aligned	Left-aligned text is easier to read because the spaces between the words are equal. Justified text (where both margins squared) has uneven spaces that can cause problems, especially for people with visual impairment or with dyslexia.
Double spaced	This leaves room for people (including you) to add notes and make corrections.
Black ink	Colored ink is expensive and wasteful. We're also more interested in your ideas than your design flair.
Include a Word Count at the end of the assignment	So that your instructor can see how much you have written and so that you can gauge whether you are within 10% of the required word count.

Bibliography and Citation Requirements

All citations must follow the APA Publication Manual (6th edition), since it is the standard referencing system for this discipline. It may be different from other systems you have used, so follow the Manual's citation guidelines carefully. This is an opportunity to demonstrate your attention to detail and if you do this then I doesn't come across as your opinion.

Assignment Deadlines and Extensions

In this class, you are expected to conduct yourselves as professional, courteous, and well-organized individuals – this is what any organization will expect of you when you complete your degrees. Acting in this way helps give Seattle University graduates a reputation as excellent and reliable colleagues, and in turn it means that your degree is worth more in a competitive marketplace. One of the most important ways you will demonstrate these behaviors in class is by ensuring that your work is ALWAYS ON TIME. Assignments must be submitted by the set deadlines and will typically be returned within 5 business days. It is essential that you plan ahead for all eventualities to ensure that none of your work is late. Check the session-by-session schedule at the end of this syllabus to see when assignment briefings will be given and when assignments are due. This enables you to plan now. Block out time in your calendar now so that you know exactly when you will be working on assignments for this course. Make sure you give yourself extra time just in case you run into difficulty with an assignment, have a computer problem, or feel unwell.

I have blocked out times in my own schedule specifically for grading your work so that I can return it to you quickly while the work is still fresh in your minds. Late work will therefore receive a discounted whole letter grade.

If you are unable to complete course requirements because of extenuating circumstances, please notify me on or before the date the assignment is due and provide relevant supporting documentation (e.g. doctor's note, note from counselor).

An agreement to receive an Incomplete (I) grade may be negotiated if your circumstances do not allow you to finish the course on time. The Incomplete Removal Policy of the university is available on the Office of the Registrar web site: <https://www.seattleu.edu/registrar/Policies.aspx>

Student responsibilities for learning

You can expect to devote an average of two hours outside of class to the subject matter (readings and preparation, as well as substantive assignments and participation exercises) for every hour in class. You can reasonably expect an average of 4 hours of homework each week. I have tried to ensure that the workload is evenly distributed throughout the course, but if you find you have less than the normal amount of work one week, I suggest you read ahead for future classes.

Please refer to other course policies on attendance, participation, missed classes, and assignment deadlines earlier in this syllabus.