

MBA 6013 Trade and Global Business Strategy

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking **Submit Request at the bottom of the page.**

1. Proposed course prefix and number:

MBA 6013

2. Proposed credit hours:

3

3. Proposed course title:

Trade and Global Business Strategy

4. Proposed course prerequisites:

None

5. Proposed course corequisites:

None

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):

None

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):

none

8. Major and/or minor restrictions:

Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:

ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:

Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:

none

12. Level restriction:

Include

13. List the level (undergraduate, graduate) that is to be included or excluded.

GR

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?

Not Applicable

15. Is this a multi-topic course?

No

16. Proposed course title to be entered in Banner:

Trade and Global Business

17. Is this course repeatable for credit?

No

18. Is this course mandatory credit/no credit?

No

19. Select class type:

Lecture/Lab/Discussion

20. How many contact hours per week for this course?

3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:

No

B. Please choose the applicable class level:

Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.

No

D. Explain briefly and clearly the proposed improvement.

This course fits with the re-engineering of the MBA curriculum at Western Michigan University to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that maintain benefits of live relationships and interaction, but reduce the time required to be on-campus.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).

Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.

This course is designed to provide the participants with the ability to apply foundational theoretical frameworks and factual knowledge to real world business problems. In addition, a basic appreciation for the multi-dimensional global business environment. Specifically students should be able to: • To develop a greater understanding of the economic, socio-cultural, political, legal, and ethical environment of international business. • To discuss contemporary changes influencing international business operations. • To analyze how differences in the global business environment particularly intercultural diversity influence a firm's international business functional activities. • To analyze implications of salient environmental differences for conducting global business. • Provide be able to communicate the results of your research in a systematic and organized presentation using substantive and focused data with results that have managerial/policy usefulness.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.

This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in

Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.

N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.

This course allows students to meet the requirements of the new MBA.

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.

There will be no effect on students meeting the graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?

Our anticipated audience are our current Haworth College of Business graduate students as well as other graduate students at WMU. In the short-term, we do not anticipate any significant change in demand for this course.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)

There is no expected change in relation to departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.

For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.

Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses.

For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.

N/A

O. Current catalog copy:

N/A - this is a new course.

P. Proposed catalog copy:

MBA 6013 - Trade and Global Business Strategy

This course is designed to provide the participants with the ability to apply foundational theoretical frameworks and factual knowledge to real world business problems. Upon completion of this course, students will gain not only theoretical knowledge about globalization and its impact on markets and countries, but also acquire the tools of management for successfully implementing and managing global strategy for each size of business or organization. Finally, upon completion of this course, students are expected to gain a basic appreciation for the multi-dimensional global business environment. Prerequisites/Corequisites: None. Credits: 3 hours
Restrictions Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs. Notes: Open to Graduate students only. When Offered: Fall, Spring, Summer 1, Summer

Release: 8.5.3



MBA 6013 - Trade and Global Business Strategy

Example Syllabus



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Faculty & Course Information

Professor

TBD

Virtual Office Hours

For this semester, from ____ through _____, virtual office hours appointments are available on Tuesdays, between 10:00 a.m. and 12:00 noon, and Thursdays, between 12:00 noon and 2:00 p.m.

Please **make an appointment** if you want or need to talk with me. This is to make sure that I will be available and have time to meet with you. Here is a **link to Microsoft Bookings** which shows the open timeslots for virtual office hours: <https://bit.ly/3kSWINB>

Note about course content-related questions

If you have questions about course content or mechanics, I encourage you to **first post these questions to the “Problems and Headaches Solver” discussion forum** found in **Module Zero**®. In this way, everybody in our learning community benefits from answers or can add to the discussion.

Required Text, eLearning, Video Lectures, Discussion Boards, Assignments

There are a number of ways in which the materials for MBA 6013 are delivered this semester. The central hub for all reading materials, assignments, case studies, discussion boards is the eLearning system. In addition, there is a required book for this course. **All of these** are crucial for your success in this course. Please read the below information and instructions carefully!

The required text for this course is: “The New Global Roadmap, Enduring Strategies for Turbulent Times,” by Pankaj Ghemawat, 2018, Harvard Business Review Press, Boston, MA. ISBN9781633694040.

Online: Weekly Modules released each Monday on eLearning

Each Monday marks the start of a new learning module. The first module will become available on Monday, _____.



Hybrid Version: Weekly Module released each Monday on eLearning & In-Person Meetings

Each Monday marks the start of a new learning module. The first module will become available on Monday, _____.

In addition, we will have regularly scheduled synchronous online class meetings/in-person class meetings, each _____, between 18:00 hrs. and 21:00 hrs. in _____.

Note about course content-related questions

If you have questions about course content or mechanics, I encourage you to **first post these questions to the “Problems and Headaches Solver” discussion forum** found in **Module Zero®**. In this way, everybody in our learning community benefits from answers or can add to the discussion.

Welcome

International business and globalization involve all of us. As consumers we experience this with almost all products and services we purchase and use. It is important for businesspeople to understand the basic theories, concepts, and issues of global business. But it is even more important to be able to analyze and study the global environment as it affects your business, an integral part of your daily (globally orientated) job performance and success. In one form or another all businesses are involved in international business, although the extent of this involvement varies. It may take the form of sourcing materials from overseas suppliers or exporting to foreign markets and extend all the way to establishing and operating offshore facilities and factories. This course focuses on developing *and* implementing global business strategy, involving each functional area of business.

Upon completion of this course, students will gain not only theoretical knowledge about globalization and its impact on markets and countries, but also acquire the tools of management for successfully implementing and managing global strategy for each size of business or organization.

Of course, because of the COVID-19 pandemic, much of what was “global business reality” at the start of 2020, is no longer so. There is a growing discussion about how the global business world will reemerge after the pandemic. The curriculum of this course has been adapted to this “new global business reality.” The foundation of the curriculum is still the theoretical framework underlying historic trends in global economics. Most assignments will still focus on navigating the differences in cultures, business practices, and regulations between markets. But, at the same time, course discussion and many of the assignments are contextualized in this new discussion about globalization (economic and political), its pros and cons, and the resetting of the parameters of global business, i.e. global business risk mitigation and global supply chain agility.

Learning Objectives & Students Outcomes

As with any graduate level business course, students are expected, in general, to gain the ability to apply foundational theoretical frameworks and factual knowledge to real-world business problems. In addition, a basic appreciation of the multi-dimensional global business environment is the overarching learning objective of the course.

Specifically, on completion of this course, students will be able to:

1. Understand the concept and impact of economic and political globalization.
2. Understand the re-conceptualization of globalization due to the COVID-19 pandemic.
3. Be able to conduct research and report on different global business environments / markets.
4. Understand and apply the fundamentals of conducting cross-border business.
5. Explain key linkages between global markets and how they differ from national markets.
6. Understand different foreign market entry modes for businesses.
7. Understand the regulatory and financial aspects of global business.
8. Understand the fundamentals of global sourcing and supply chain management.
9. Understand how firms develop and implement global marketing strategies.
10. Understand how global business affects human resource management.
11. Analyze, research, and resolve international business case studies and professionally present the results.

Structure of MBA 6013

Online Course Structure: Weekly Modules - Weekly Study Schedule

Note: this is the short-semester version - modules can be divided into 14 also

This online course is organized by weekly learning modules. **Each Monday afternoon** the weekly module will become available on eLearning. The course follows a stepwise introduction of the materials in a shortened seven-week semester. You cannot “work ahead” for this course, therefore. You are expected to work throughout the week on the course content and assignments.

The recorded lectures (if included) [*In-person sessions*] in the weekly module are designed to introduce and discuss the topics, theories, and readings assigned for that week. Each module will include questions on the materials posted on the discussion forum for that week. These questions are discussion starters, all students are required to partake in the discussion, before the discussion forum is closed on Saturday evening 11:55 p.m. EST.

Expected workflow: **First**, watch the recorded lectures and read the assigned materials. **Second**, complete the individual assignment(s) for the module. **Third**, respond to the discussion-starter



question(s) posted and interact (via questions, answers, opinions) with me and your classmates. A suggested **weekly schedule** would be:

- Access and read, watch, listen to the assigned materials **Monday through Wednesday**.
- The weekly topic (questions) for the weekly discussion forum will be posted on Tuesday. Your graded participation in the weekly discussion forum should take place **Wednesday through Saturday** night.
 - **NOTE:** The weekly discussion forum will close 11:55 p.m. EST each Saturday. Since the discussion forum is based on back-and-forth discussion and there is a requirement for intelligent contributions, you cannot wait until Friday or Saturday to start your discussion forum participation.
- Weekly individual assignments are due each Sunday evening at 11:55 p.m. Each module has a separate drop box for uploading your weekly assignment submission.

Expectations for Online Participation, Netiquette, and Viewpoint Diversity

The success of this course and the online class format rests on the shoulders of each student. If students actively partake in the online forum discussion, virtual class meetings and office hours, and thoughtfully prepare and deliver their contributions to our learning community, the course will be beneficial and enjoyable for all involved. Without proper preparation, the course and its assignments will seem never-ending *and your grade will reflect your lack of participations and commitment*.

Research indicates that attendance is an integral factor in student learning. The shortened semester amplifies the need for participation even further. In the online course environment, this means that your **online presence is expected 5 to 7 days per week**. And, because this is a graduate-level course, you should expect to dedicate an average of **6-10 hours per week** to satisfy all of the course requirements.

Practically speaking, you should not have more than two consecutive days without presence in the eLearning course environment. If, due to unforeseen circumstances, you will be absent for an extended time, you are required to communicate with me immediately.

In online courses the discussion forums replace in-class attendance and participation requirements. Students are expected to fully participate in the discussions. The course will work best if the examination (reading and research of the assigned topics) of materials include a considerable amount of lively and questioning forum discussion, in which all students take part, rather than the same few students each week.

Your grade for attendance and participation will be based on the **quality, not the quantity**, of your posts and responses in the discussion boards/forums. If your posts and contributions show preparation and demonstrate that you have critically read and evaluated the course materials and investigated further, for instance through additional library research, you will earn full grade credit for this grade



component. Failure to participate in the discussion forums or low engagement will result in zero points for this grade component. These activities are **not eligible for make-up**.

Netiquette

Just as in a face-to-face course, students are expected to be respectful in all interactions online. Obviously, abusive interactions are not tolerated. Please note the below assumed norms, which is not an exhaustive or all-inclusive list. Common sense rules, i.e., if you would not say something in person, you should not say it online.

1. Identify yourself with your name, just to make sure.
2. Be concise.
3. Observe good grammar and spelling, in other words, take some time to compose your intellectual contributions.
4. No need to use emoticons, unless it is really, really necessary – which is basically never, but it is such a good way to end a discussion strand, like the “who hangs up first” from the golden days of landlines.
5. Do not use texting modes of communication (e.g., You=U, Are=R, By the Way=BTW).
6. Avoid ALL CAPS.

Viewpoint Diversity

In order to create a learning environment that supports respectful, critical inquiry through the free exchange of ideas, the following principles will guide all interactions among students and professor in this course.

1. Treat every member of our learning community with respect, even if you disagree with their opinion.
2. Treat every opinion as open to examination, even it comes from a person with more experience.
3. Reasonable minds can differ on any number of perspectives, opinions, and conclusions.
4. There are opinions, perspectives, and conclusions based on falsehood or selective reasoning. Such standpoints can be (*and should be*) identified as such.
5. Because constructive disagreement sharpens thinking and deepens understanding, it will factor into your participation and engagement grade, in other words; you do not have to agree with my viewpoint as I do not have to agree with yours.
6. All viewpoints are welcome.
7. No ideas are immune from scrutiny and debate.
8. You **will not** be graded on whether I, as your professor, or your peers agree with your opinions.
9. You **will** be graded on the (data) evidence and reasoning that leads to your opinion, comments, assignments, and any and all contributions to our learning community in general.

In a nutshell, quality of thought and mode of engagement matter!



Professor's Intention

It is my intention to provide feedback in a timely manner. I will play an active role on the discussion forum throughout the week and provide feedback there also. In addition, if there is enough interest, I will hold "live" discussion sessions during the Sunday virtual office hours (16:00 hrs. – 18:00 hrs. EST), a so-called "Global Business Happy Hour". Submitted assignments are assessed and returned within a week. I will make every effort to be available for personal one-on-one communication via Zoom meetings. E-mail me to make an appointment for a personal meeting outside of the virtual office hours on Sundays.

Grades

Grades for MBA 6013 will be made up of the following components:

Individual Assignments

Every week, as part of the weekly module, there will be one or two short individual assignments. These assignments relate to the topic of that week and current issues in global business. Many of the assignments require you to apply the theories of globalization, such as the CAGE framework. Your submission should be in the format of a professional business document. These are short assignments and should not exceed one or two pages in length normally. In general, the rule is that the length of your submission (including the final case study) should be commensurate with the complexity of its content.

Points Earned

There will be six individual assignments this semester. You can earn a maximum of 5 points for each assignment towards your final course grade, maximum amount of points for the assignment grade component is therefore 30.

Late Policy

Weekly individual assignments are due each Sunday evening at 11:55 p.m. EST. Each module has a separate drop box for uploading your weekly assignment submission. For every day an assignment is late, 50% of the earned grade will be deducted.

Discussion Forums: Participation & Grading

Discussion Forums require an initial response to specific **question (or topic)**, posted every Tuesday on that week's **Discussion Forum, included in the weekly module on eLearning**. The objective is to then have a collaborative conversation. The learning objective of the exchanges on the discussion forum is to assist your 'construction of knowledge' by expanding peer-to-peer learning within the course. As a graduate-level student, I expect that you will partake in this part of the course as a practitioner-scholar.



You must support your posts in the discussion forum with appropriate references to the materials and, if applicable, from additional (library) research you conducted. Unless noted otherwise, your initial discussion posts should be around 200 to 300 words in length and substantive in nature. You are required to post an initial discussion each week **as well as** provide a **minimum of two responses** (normally 100-150 words in length) in the following ways:

1. Suggest why you may see things differently.
2. Ask a probing or clarifying question.
3. Share an insight from having read the thread so far.
4. Offer *and support* an opinion.
5. Validate your ideas with your own experience and/or research.
6. Respectfully make a suggestion.
7. Respectfully ask for evidence to support an opinion.
8. Do not forget the netiquette and diversity of thought requirements from the "Expectations" section above.

Points Earned

Including the introduction forum in module 1, there will be six discussion forums this semester. You can earn a maximum of 10 points for your contribution to the introduction forum. You can earn a maximum of 6 points for each of the 5 topic-based discussion forums towards your final course grade. The assessment of your discussion contribution will be against the above-described expectations. The maximum number of points from the discussion forums is therefore 40.

Late Policy

The weekly discussion forum will close 11:55 p.m. EST each Saturday. Since the discussion forum is based on back-and-forth discussion and there is a requirement for intelligent contributions, you cannot wait until Friday or Saturday to start your discussion forum participation. There is no opportunity to make up any of the discussion forums.

Final Case Study

On _____ the final module will post on eLearning. It will contain a case study. You are expected to research the case problem and develop your individual case solution in the format of a professional business report. Please follow the guidelines for writing a professional business document, found in the "Syllabus and Supporting Documents" module on eLearning.



Points Earned

You can earn a maximum of 30 points towards your final course grade for your case solution report. Your report will be assessed following the "Case Study Rubric" posted in the "Syllabus and Supporting Documents" module on eLearning.

Late Policy

Your completed case solution report is due on _____, no later than 11:55 p.m. EST in the designated Dropbox in the final case study module on eLearning. For every day your case solution report is late, 50% of the earned grade will be deducted.

Librarian Support

To get you familiarized with the many resources available to you as a graduate business student at WMU, Module Zero© contains a link to a guided tour of the business library and an example global business research project ("disposable diaper market potential in India").

The WMU Business librarian is part of the course roster. The library Module on eLearning contains instruction and support for you using the library business collections, which are extensive and contain crucial literature and market research for your career as a graduate business student.

Grade Components

- | | |
|---|-----------|
| 1. Individual Assignments (6 @ maximum 5 points): | 30 points |
| 2. Discussion Forum Participation: | 40 points |
| 3. Final Case Study: | 30 points |

100 points maximum total score for BUS6150

Grading Scale

The grade is calculated as follows: the total point scores for all grade components are added and then divided by 100 (the maximum amount of points you can earn for the course). This will give you the percentage score you have earned for the course. The following scale will be used for letter-grading your final course grade, based on the percentage score calculated as explained.

Note: there is no "curving" for the final course grade, you earn the grade you earn.



Final Grade	% Score Range	Final Grade	% Score Range
A	94% - 100%	C	74% - 76%
BA	88% - 93%	DC	67% - 73%
B	84% - 87%	D	64% - 66%
CB	77% - 83%	E	< 64%

A warning about grades shown on eLearning

I specifically warn you **NOT** to rely on the grade standing or grade percentage you see displayed on eLearning. The **ONLY WAY** in which you can calculate your grade standing accurately using eLearning is to add all the points you have earned and divide them by 100. eLearning does not take into account the yet uncompleted grade components and will thus show you at a higher grade standing than you have actually earned up to that point in the MBA 6013 course.

Student Responsibilities

1. Each student is responsible for reading and studying the assigned materials and completing the assigned work as explained in this syllabus or as added to the course schedule by the professor during the semester.
2. Follow the suggested activities flow above or follow your own study schedule. In either case, make sure you include this course in your daily time planning.
3. Weekly discussion boards/forums close on Saturday evening of each week. But, since these are interactive discussions, you cannot wait until Friday evening or Saturday to start your contribution, because then, there is no back-and-forth possible.
4. You are encouraged to contact me at the first sign of any problem or lack of understanding of the concepts discussed in the course content. The earlier this conversation takes place, the more opportunity to make changes!
5. You are responsible for receiving messages **through your official *wmich.edu* e-mail account**. Make sure you check it regularly and it is working, specifically if you are not using it as your primary e-mail account.
6. In addition, it is your responsibility to check eLearning for announcements, assignments, grades.
7. All assignments are mandatory.



Technology Requirements

In order to participate in any WMU online course, you should have easy access to a computer less than five years old and a high-speed internet connection. You will also need speaker (build-in on most laptop computers) or headphones, and preferably a webcam (build-in on most laptop computers).

You are expected to be proficient with installing and using basic computer applications and have a basic understanding of sending and receiving email attachments, uploading and downloading files.

Here is a link that provides a laptop recommendation for students at WMU: <https://wmich.edu/laptop>

Technical Assistance

If you need technical assistance at any time during the course or need to report a problem with eLearning please contact the WMU Help Desk at: www.wmich.edu/helpdesk. In addition, many, if not all questions you have about technology, or even student life at WMU in general, can be answered by visiting WMU Help Hub, where there is even a live chat function: helphub.wmich.edu

Assistance in using eLearning can be found at: www.wmich.edu/elearning/students

Academic Honesty Statement

You are responsible for making yourself aware of and understanding the policies and procedures in the Undergraduate and Graduate Catalogs that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. [The policies can be found at <http://catalog.wmich.edu> under Academic Policies, Student Rights and Responsibilities]. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s). If you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test."

Disability Statement

If you need course adaptations or accommodations because of a documented disability, please send me the paperwork from the disabled student services office and I will gladly make the necessary accommodations. Please note the earlier discussed need to self-identify as needing accommodations and also that you will need to let me know each time that you require accommodations.



Final Note & Class Schedule

This syllabus is subject to change and updating during the semester. All topics and due dates are subject to change. Check your e-mail and eLearning for updates (see also the students' responsibilities section).

Module #	Date	Class Schedule	Readings
Module Zero©	Monday, ____	Personal Introductions Forum Intro to the Course – video lecture Global Business Concepts	Ghemawat pp. 1-38 Readings Folder
2	Monday, ____	Political Economy Government Interference CAGE Framework as a management tool	Ghemawat pp. 39-66 Readings Folder
3	Monday, ____	Culture Cultural Distance Managing Cultural Distance	Ghemawat pp. 101-132 Readings Folder
4	Monday, ____	International Business Opportunities & CAGE International Business Strategy Entry Modes	Ghemawat pp. 133-163 Readings Folder
5	Monday, ____	Global Marketing	
6	Monday, ____	Global Operations	Ghemawat 165-188 Readings Folder
7	Monday, ____	Start Final Case Study	Case Study posted
8	Wednesday, ____	Case study due @11:55 p.m.	

MBA 6013: Trade and Global Business Strategy

Example Syllabus #2

Professor:

e-mail :

Phone:

Class hours:

Office Hours:

COURSE OBJECTIVES:

This course is designed to provide the participants with the ability to apply foundational theoretical frameworks and factual knowledge to real world business problems. In addition, students are expected to gain a basic appreciation for the multi-dimensional global business environment.

Specifically students should be able to:

- To develop a greater understanding of the economic, socio-cultural, political, legal, and ethical environment of international business.
- To discuss contemporary changes influencing international business operations.
- To analyze how differences in the global business environment particularly intercultural diversity influence a firm's international business functional activities.
- To analyze implications of salient environmental differences for conducting global business.
- Provide be able to communicate the results of your research in a systematic and organized presentation using substantive and focused data with results that have managerial/policy usefulness.

Example READING MATERIAL:

Required: *International Business: The New Realities*, **5th edition, 2020**, by Cavusgil, Knight, & Riesenberger.

You **must** review the assigned chapters carefully for each of the topic areas **prior** to our discussion of that topic. That reading will provide the background for our investigation of issues related to that area.

Note that there will be a multiple choice quiz on the assigned readings for that day **at the beginning** of each session. More on this in the section on course mechanics.

Required: Powerpoint lecture slides (student versions) are available on the e-learning site. You should print these (usually 3 on a page) for each of the class lecture/discussions scheduled for that day and bring these with you to the sessions and supplement this by taking notes in class. **It is a good idea to print the slides a day before the session since I could update the student slides until that time.**

Supplemental Readings: You will also be assigned some classic and/or contemporary articles for evaluative review.

COURSE MECHANICS:

This includes five components: 1) Readings of assigned chapters and supplemental articles (and quizzes on these), 2) Examinations, 3) individual research paper, 4) group research presentation and 5) class discussions and participation (including in- class exercises and other assignments).

Readings (and quizzes on assigned readings): The Cavusgil text has been noted as being very readable and easily comprehensible even when addressing complex issues. Participants should prepare for each

session by reading the assigned chapters for that day. **There will be a short quiz at the beginning of every topic area on the assigned chapters before we begin the session on that topic.** You should come prepared by reviewing the text material, then going to the e-learning site for our course (@ GO WMU and **taking the practice multiple choice questions for the assigned chapters.**

Mid- term Examinations: The examinations will be composed of essay questions. Grading criteria will include demonstrating an understanding of the issues, critical assessment, rationalization of your views, and the clarity of the response. The latter includes systematic presentation, using headings/subheadings to “frame” your response. **The better responses will clearly demonstrate that enough thought has been given to reconciling readings and class discussions before the exam.**

Individual Research paper: You are expected to individually (not as a group) write a well-documented, carefully researched paper on a contemporary issue in International Business. A detailed guide for the research paper is provided separately. This is an **important** component of the course. I expect a well-written, well researched paper. (e.g. published papers on eLearning site)

Group research paper presentation: Individuals researching issues related to the same research topic area will collaboratively provide a **formal** Group presentation of their individual research. The latter will be assessed on the basis of the following criteria: systematic organization, substance, clarity, focus and managerial/policy usefulness. The last- managerial/policy usefulness is very important and will be weighed proportionately. In addition, for the research paper presentation, the **quality of the group outline handout**, besides the presentation will be an important factor in the assessment process.

Class Participation (including in class exercises):

Your well prepared, enthusiastic, professional participation in discussions is absolutely necessary; indeed, critical. The forum is not one in which we use it to propagate “one line of thinking” (that of the instructor). To get the most out of the class, we need to collectively make a commitment to identify, understand, respect, provide rationale for, and reconcile different perspectives regarding increasingly complex international business issues. The collective participants’ efforts to accomplish this will allow this process to be a mutually beneficial, worthwhile (and enjoyable) experience.

The instructor will provide a preliminary set of issues for each topic area. We will, as a group, discuss any possible additions to this set of issues. **Every** participant will be expected to be prepared to address these issues. As mentioned earlier you should have read the chapters and the supplementary readings, if any, for that day. The latter is important for the discussion in class that is intended to complement your reading of the text. Delinquencies in reading the assigned material will truly result in an incomplete and less than satisfying experience in this class.

Attendance is mandatory and no recordings are permitted.

GRADING:

Multiple choices quizzes on assigned chapters	10%
Examinations (two)	35%
Individual written research paper	35 %
Research Paper Presentation	10 %
Class Participation (including in class assignments)	10%
TOTAL	100%

While I will place you on a class curve at the end of the session, the following is assured: at the least, an overall score of 90%=A; 85%=BA; 80%=B.

ACADEMIC INTEGRITY

“ Students are responsible for making themselves aware of and understanding the University policies and procedures that pertain to Academic Honesty. These policies include cheating, fabrication, falsification and forgery, multiple submission, plagiarism, complicity and computer misuse. The academic policies addressing Student Rights and Responsibilities can be found in the Undergraduate Catalog at <http://catalog.wmich.edu/content.php?catoid=24&navoid=974> and the Graduate Catalog at <http://catalog.wmich.edu/content.php?catoid=25&navoid=1030>. If there is reason to believe you have been involved in academic dishonesty, you will be referred to the Office of Student Conduct. You will be given the opportunity to review the charge(s) and if you believe you are not responsible, you will have the opportunity for a hearing. You should consult with your instructor if you are uncertain about an issue of academic honesty prior to the submission of an assignment or test.

Students and instructors are responsible for making themselves aware of and abiding by the “Western Michigan University Sexual and Gender-Based Harassment and Violence, Intimate Partner Violence, and Stalking Policy and Procedures” related to prohibited sexual misconduct under Title IX, the Clery Act and the Violence Against Women Act (VAWA) and Campus Safe. Under this policy, responsible employees (including instructors) are required to report claims of sexual misconduct to the Title IX Coordinator or designee (located in the Office of Institutional Equity). Responsible employees are not confidential resources. For a complete list of resources and more information about the policy see www.wmich.edu/sexualmisconduct<<http://www.wmich.edu/sexualmisconduct>>.

In addition, students are encouraged to access the Code of Conduct, as well as resources and general academic policies on such issues as diversity, religious observance, and student disabilities:

- Office of Student Conduct
www.wmich.edu/conduct<<http://www.wmich.edu/conduct>>
 - Division of Student Affairs
www.wmich.edu/students/diversity<<http://www.wmich.edu/students/diversity>>
 - University Relations Office
<http://www.wmich.edu/policies/religious-observances-policy>
- Disability Services for Students
www.wmich.edu/disabilityservices<<http://www.wmich.edu/disabilityservices>>

TENTATIVE SCHEDULE

TOPIC	PPT Slides eLearning	TOPIC/SUBJECT AREA	Assigned Reading
1	STU-615-1	Introduction :Global Developments, Trends and Business Implications	Chapters 1,2
1	STU 615-2	Global Developments, Trends and Business Implications (Continued)	Chapters 1,2, quiz 1; Friedman article (on elearning)
2		Global Trade and Investment Environment: Theories of Trade and Investment, Classical and Contemporary Views	Chapters 5,7; quiz 2 Quraeshi article on Bldg. Nat'l compet. Capabilities (on e-learning)
3	STU-615-3	Assessing the Cultural Environment: Cultural Challenges in International Business	Chapter 3; quiz3
4	STU 615-4	Assessing the Global Economic Environment; Regional Economic Arrangements	Chapters 7,8;quiz
5 6	STU 615-5	Assessing the Global Political Environment; Assessing the Global Legal Environment	Chapter 6;quiz 5
6	STU 615-6	Assessing the Global Legal Environment (contd.)	
		Exam #1	
7		Global Ethical Environment;	Assigned case , chapter 4
8	SU 615-7	Global Modes of Participation (Entry Methods): Traditional and Emerging Forms	Chapters 13, 14,15;quiz 6
8		Global Modes of Participation (Entry Methods): Traditional and Emerging Forms (contd.)	
		Exam # 2	
9 10	STU 615-8 STU 615-9	Environmental Influence on Business Operations: Global Sourcing Dimensions Environmental Influence on Business Operations: International Marketing Dimensions	Chapter 13(pp. 377-388) Quraeshi article on outsourcing (on e-learning) Chapters 16 Quiz 7
11	STU 615-10	Environmental Influence on Business Operations: International Human Resource Management Issues Research Group Presentation by Group 1, 2, 3,	Chapter17; quiz8
12	STU-615-11	Environmental Influence on Business Operations: International Financial Dimensions Research Group Presentation by Group 4, 5, 6	Chapters 9,10; quiz 9
		Research Group Presentation by Groups 7,8,9,10 Final paper due April 13, 2020	

* Tentative schedule means exactly that. Depending upon the participants' interests, we may spend more (or less time) on certain issues which will affect the schedule. You are however expected to keep up with the readings assigned for those days. We will also have in class group exercises during some sessions.

Issues for Discussion

We will collectively add to this, prior to the date the topic is scheduled for class.

TOPIC	TOPIC/discussion focus ("Participants should be able to":	
1	Global Developments, Trends and Business Implications -Describe Trends? Short-term, long-term? ; Illustrate Implications for International Business -Create a holistic managerial framework for conducting Global Business	
2	Global Trade and Investment Environment: Theories of Trade and Investment, Classical and Contemporary Views -Describe and explain: Classical theories:of relative advantage (distinguishing between absolute and comparative advantage ; Factor proportions theory;Product Life cycle theory of trade and investment and Porter's Diamond theory/paradigm - Apply and illustrate how these theories can be applied under contemporary circumstances -Discuss National Policy Implications- using these theories -Argue with rationale the case for Freer trade vs. protectionism - Discuss the various impediments to freer trade including Tariff and non-tariff barriers	
3	Cultural Challenges in International Business - Develop a pragmatic managerial framework that includes comprehensively the major elements sand sub-elements of culture influencing business activities preparing an inventory of these AND discuss differences in these in high context vs. low context cultures . -Illustrate how differences in the elements / sub elements of culture influence functional activities of business (marketing, , management, human resources, logistics, R & D, purchasing/sourcing etc.	
4	Assessing the Global Economic Environment; Regional Economic Arrangements -Categorize the different types of cooperative arrangements (free trade areas, customs union, common market etc.) - Discuss business implications / ramifications for firms from the outside (e.g., U.S. firms in the European community)	
5	Assessing the Global Political Environment -Develop a pragmatic managerial framework to assess political risk for companies – a framework that identifies the different types of risk, assesses vulnerability to political risk conditions and recommend strategies ways to manage political risk in global operations .	
6	Assessing the Global Legal Environment - Describe differences in legal systems (common law, code law, religious law)—Discus major ramifications in conducting business functional activities -Discuss the practical implications of select major U.S. laws (Foreign corrupt practices act, Foreign Trade Zones Act, Antitrust laws, Exporting Regulations, - Discuss " international law" emphasizing adherence to bilateral and multilateral treaty obligations (such as GATT/ WTO) -Discuss maintaining intellectual property rights and resolving business disputes	
7	Global Ethical Environment - Explain Cross-cultural ethical dilemmas -Categorize ethical issues in conducting functional activities (e.g. in contract manufacturing) and recommend resolutions	
8	Global Modes of Participation (Entry Methods): Traditional and Emerging Forms -Assess / Evaluate the different methods--exporting, licensing, direct investment (joint ventures, management contracts, strategic alliances); international countertrade	
9	Environmental Influence on Business Operations: International Marketing -Adaptation vs. standardization of marketing programs - Selling to the poor globally	
10	Environmental Influence on Business Operations: Global Sourcing dimensions -Discuss dynamics of global sourcing ; develop a managerial framework for making offshore outsourcing decisions	
11	Environmental Influence on Business Operations: International Human Resource Management Issues - Rationalize the mix of international managers, contrasting host country nationals, home country nationals (expatriates) and third country nationals. -Recommend needed training processes (entry and re-entry)-	
12	Environmental Influence on Business Operations: International Financial Dimensions; -Institutional frameworks -Discuss Currency valuation and currency risks ; Strategic company managerial responses to potential depreciation/ appreciation -Explain currency exposures ; illustrate different transfer pricing practices	

RESEARCH PAPER

ASSIGNMENT:

You are expected to write a research paper on a contemporary issue in Global Business. A list of contemporary topic areas that will be investigated is attached. These are current “hot” issues. **You may not choose a topic area from the list that you have researched for another course.**

CONTENT:

The paper should: a) provide a synthesis of various approaches in addressing the issue - a "state-of-art" review using secondary information, b) assess and critically evaluate the different issues/approaches while also providing **your own** analytical viewpoints. In using secondary information, you will be using works of other authors and as you do so, you **must** (imperative!) refer explicitly to the source of that information.

All papers must have either a policy maker or managerial focus. This is not simply a “theoretical” paper. You must assume the role of a consultant providing specific managerial or policy suggestions to a group that you must clearly identify (e.g. consultant to U.S. industry, to a government department, to a trade association). In the executive summary of your research you need to clearly indicate the role you assume.

Carefully revise and edit your work before you turn it in. You should be professionally satisfied with your final paper. The quality of the paper should be such that you would be comfortable in sharing it with professionals, who are acquainted with the subject. The level of writing should approximate that of articles in professional Journals such as the California Management Review, Harvard Business Review, Sloan Management Review

If you feel your writing skills and presentation skills are rusty, you should get assistance from the Haworth College of Business Communications center. If you are an international student with limited experience in conducting secondary research and making presentations in English, you should avail of this beneficial assistance. More information is available at the center’s website.

<http://www.wmich.edu/business/academics/communication>

FORMAT:

The body of the paper should be approximately 15 pages long (250 - 300 words per page), typewritten (double-spaced). **I encourage you to develop and use figures/models/frameworks within the paper.** These help to provide a synopsis of the issues and also to systematically suggest how the issues are related to the topic and to each other. Here are some instructions, on mechanics of the paper, which you **must** follow:

1. First page is the title page (this page should not be numbered).
2. Second page is an executive summary (this page should not be numbered).
3. Table of Contents with page numbers (this page should not be numbered).
4. Body of paper (15 pages), with appropriate headings and subheadings (pages should be numbered).
5. References cited in text of paper (pages should not be numbered).
6. Appendix - no restrictions on length (pages should be numbered in roman numerals).

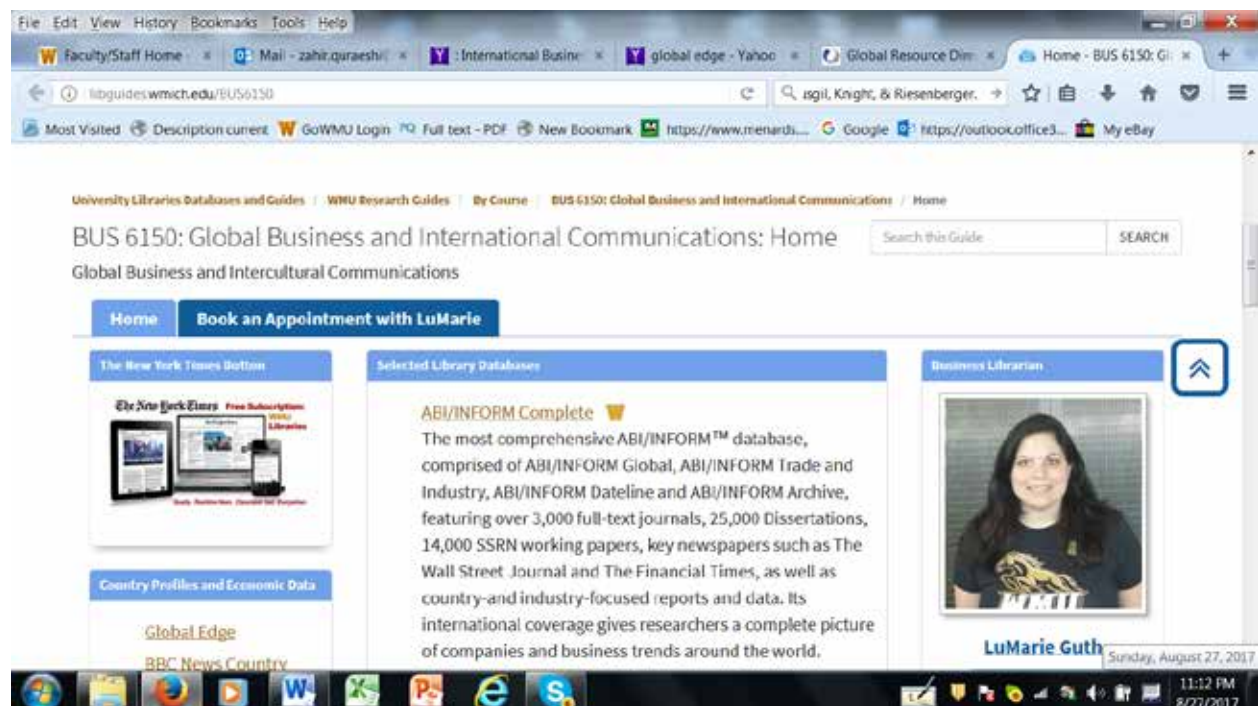
Additional points to remember:

- Systematically organize your paper: **use headings and sub-headings** to identify and delineate key discussions.
- When in doubt whether you should provide a footnote/reference, it's best to go ahead and do so.
- Use quotation marks if you are using someone else's language.
- Once again, it is acceptable to use others' works, but you **must** give due credit and provide a reference to the source in the body of the paper and in the references section. The use of someone else's work without clear attribution is plagiarism and is a violation of the University's standards of academic honesty.

SOURCES OF INFORMATION:

You are expected to use secondary sources -**published sources of information** - for this assignment. Do not spend time contemplating the use of primary sources (e.g. personal, company executives or phone interviews etc.). **This exercise is specifically designed to strengthen your skills in writing papers using secondary sources.** The most convenient method of obtaining relevant articles is to conduct a computerized search. **If you are not already, you should get familiar with using the WMU electronic databases.. Go to <http://libguides.wmich.edu/BUS6150>** .Here you will find different databases including particularly useful databases such as **ABI Inform (ProQuest), Lexis- Nexis , Business abstracts with full text , PAIS international** where by using appropriate keywords , you can get information related to your topic

<http://libguides.wmich.edu/BUS6150>



The **Google Scholar** : <http://scholar.google.com/> is a useful source with some lesser disseminated , conference papers, monographs etc. cited. Plain old Google can also be helpful but be discriminatory in the use of material. **For example to start your initial exploration of the research topic , I recommend you start by using the Wikipedia site (http://en.wikipedia.org/wiki/Main_Page)**, for your own consideration of the issues; **but you must not use Wikipedia information in the paper or cite it as a source as this information can be possibly inaccurate.**

RESEARCH PAPER SCHEDULE:

We will have to operate on a tight schedule. We need to start thinking immediately about the research topic that you would like to investigate. I will circulate an “intent-to-investigate” sign-up sheet for each of the topic areas before the course commences . We need to have each research topic area addressed by class participants.

The final individual research paper hardcopy is due on April 13, 2020; another copy should be e-mailed on the same day to me.

RESEARCH PRESENTATION:

We will schedule group presentations (25 **minutes**) followed by a Question and Answer session on the topic area. Individuals assigned to the topic area are responsible for coordinating their presentation with each other to make sure that major issues are addressed in a systematic manner. Each group is responsible for providing copies of a two to three page (typed, single-space) sentence outline to seminar participants. **It will be a formal group presentation and the group will be marked down for going above the time limit. Thus, the group should rehearse presentations carefully to make sure the group conveys substantive points within the allocated time.**

Professional Written and Oral Communication Standards Guideline

Effective communication skills are critical to Haworth College of Business students’ personal and professional success. In accordance with the College’s learning goal that students must be effective communicators, business students must practice professional standards in written and oral communications. Students’ assignments, therefore, must meet minimum standards to be acceptable. Standards for written work address errors in form including spelling, punctuation, format, and basic grammar, as well as technical English errors. Standards for oral work include professionalism in demeanor and dress, presentation delivery skills, quality of graphic support, and the above standards for written work. If these standards are not adhered to, the student’s grade may be adjusted accordingly. As noted earlier, students are encouraged to seek assistance through the Haworth College of Business Communication Center.

AREAS FOR RESEARCH PAPERS

Select an area (you will need to think of a focus for your paper within the area.)

Group 1 Area: Offshore Outsourcing

Major issues and developments

- e.g. -service sector, business process outsourcing (NOT manufacturing) (e.g. finance, accounting)
- Potential for health care outsourcing (e.g. medical tourism)

Group 2 Area: Privatization in developing/ emerging markets

e.g. - focus on regions/ countries, problems and prospects

Group 3 Area: Foreign/Free Trade Zones

- e.g. - Foreign Trade zones in the U.S- sectoral use.e.g. automobile sector
- Special economic Zones in China/

Group 4 Area: Economic Sanctions (not military or diplomatic sanctions)

- e.g. - sanction effects (pros, cons) on different stakeholders
- Sanctions on Cuba or Iran

Group 5 Area: Political Risk of Terrorism

Framing types of terrorism with adverse implications for business

- maintaining supply chain security
- cyber attacks from foreign sources on U.S. companies

Group 6 Area: Intellectual property rights protection in International Business

- e.g. - Counterfeit drugs in developing countries
- Bio-piracy in developing countries

Group 7 Area: Legal and Ethical Dimensions in International Business

- focus on controversial business practices in specific industries
 - e.g-. Curbing bribery/corruption (Initiatives such as the U.S Foreign Corrupt Practices act, OECD anti-bribery convention)
 - Aids drugs in developing countries
 - Use of Child Labor Overseas (e.g. in garment industry/ footwear industry)

Group 8 Area: Legal and Ethical Dimensions in International Business

- Product Safety issues of Imports from China
- Dumping e-waste in developing countries

Group 9 Area: Social Entrepreneurship in International Business

- - Appropriate Technology /products /services for the poor in developing countries

Group 10 Area: Financial issues in international business

- E.g. -- Microfinance loans in developing countries
- Corporate tax Inversion by U.S. companies

The following mega-site is an extremely useful website to obtain practical information related to international business:

<http://globaledge.msu.edu/ibrd/ibrd.asp>



