



BGEN 412 International Business: Section 01, Spring 2019
CRN 20115: 3 Credit Hours: Prerequisites: MGT 305 and MKT 305
Class Times: MW 1:00-2:15, Rahall 318

Part 1

Professor information: Dr. Charlotte Davis
Title: Associate Professor of Management
Office Location: Rahall 223
Office Hours: Main Campus:
MW 11:00-12:30
T 12:30-2:30
Other times by appointment
Office Phone: (304) 384-5997
Office FAX: (304) 384-6326
E-Mail: davisc@concord.edu
Department: Department of Business and RTM
Department website: <http://www.concord.edu/business/>

Course Description/Rationale: This course is an overview of the cultural, economic, financial and political forces that shape the current international business environment, as well as an introduction to theories, concepts and skills relevant to managing effectively in today's globalized world. It focuses on the challenges and opportunities associated with organizational management and business strategy in the global environment. The course will include a range of learning opportunities, including exercises, case discussions, role-plays, and other experiential exercises to foster application of concepts highlighted in assigned readings. Students will also contribute to the group's learning by participating in discussion of specific topics related to course theme(s), including discussion of cases in the text, discussion of the chapters, discussion of cases, and group presentation associated with the final project.

Course Management System: Blackboard

Hardware/Software Needed: USB drive, Dropbox, Cloud, etc. suggested to save class work; Concord MYCU email account, necessary as the official communication tool

Text requirements: Deresky, H. (2017). *International Management: Managing Across Borders and Cultures*. Ninth Edition. Hoboken, NJ. Pearson Education, Inc. 9780134376042.

Concord University Educational Goal(s): The goals of this course are consistent with the mission statement of Concord University: The mission of Concord University is to provide a quality, liberal arts based education, to foster scholarly activities, and to serve the regional community. This course addresses the development of skills, knowledge, and attitudes in the context of higher education.

Skills: Proficiency in interpreting data, integrating information, formulating ideas, thinking critically, and communicating with others, as demonstrated by the following competencies:

1. Effective inter-communication skills and literacy adapted as needed for the demands of various kinds of discourse, including listening and speaking, reading and writing, non-verbal communication, and media and technological literacy
2. An ability to employ appropriate observational, logical, analytical, computational, creative, and critical thinking skills within and across academic disciplines; and to apply these skills in problem solving.
3. An ability to employ appropriate methods and technologies for conducting empirical and scholarly research, to interpret research findings, and to use insights gained from such research as a basis for informed decision making.
4. An ability to analyze, synthesize, and integrate elements, information and ideas.
5. An ability to evaluate elements, information, and ideas on the basis of appropriate criteria.
6. An ability to apply and to transfer academic and experiential learning appropriately from one context to another.
7. An ability to learn and work effectively both independently and collaboratively.

Knowledge: Familiarity with principles underlying academic discourse in various fields:

1. An ability to discern the reciprocal influences of environments, cultural beliefs and attitudes, and societal institutions and practices.
2. An ability to interpret events and trends within historical contexts.
3. A recognition of the complex interactions between organisms, including human beings, and their environments.
4. Self-knowledge, including awareness of one's own competencies, deficiencies, and optimal individual learning-style(s).

Attitudes: Tendencies conducive to self-knowledge, personal growth and development, and responsible citizenship

1. Habitual reflection on ethical/moral implications of actions when weighing decisions and evaluating outcomes.
2. Respectful attentiveness to differing perspectives and willingness to engage in dialogue across differences in order to seek mutual understanding and equitable conflict resolution.
3. Cultivation of and support for attitudes and practices that foster physical, mental, emotional, and social well-being.
4. Motivation to pursue lifelong learning and ongoing intellectual growth.

Course Objectives:

The objectives of this course are to develop students' skills in reasoning about contemporary issues in global organizations, to develop a truly cross-cultural and strategic perspective for understanding the challenges and concerns faced by managers in multicultural organizations, and to develop interpersonal skills through experiential learning and application of course content. In

this class, students will define and describe the dimensions of culture of a global environment, and will learn to think critically about cross-cultural variables and their impact on organizations.

Module Learning Objectives: Each course module is designed to ensure that students progress toward achievement of the Course Objectives.

- Students will gain an understanding of the global business environment.
- Students will grasp the significance of a company's global stakeholders and its strategy.
- Students will examine how culture affects all aspects of international management.
- Students will identify the links between culture and communication.
- Students will explore the relationship between culture and negotiation.
- Students will examine the reasons companies engage in international business.
- Students will explore the types of strategic alliances that international businesses can engage in.
- Students will examine how to implement strategy effectively.
- Students will investigate the strategic importance of the IHRM function and its various responsibilities to the firm.
- Students will gain an understanding of the importance of international assignments and global management teams.
- Students will explore characteristics of global leaders and will examine ways to motivate across cultures.

Learning Outcomes: Based upon online discussions, instructional activities and lecture materials, successful completion of learning activities, and the use of course curriculum materials, the students will be able to:

1. describe the business environment of global organizations, including political and economic factors and risks, and explain globalization and its role in organizations. explain the political and economic factors that companies face and the legal environment for international business, and discuss the technological environment around the world and how it affects the international manager's decisions and operations.
2. discuss the social responsibility of corporations toward their various constituencies around the world, acknowledge the strategic role that ethics must play in global management, and explain the importance of managing interdependence and including sustainability in their long-term plans.
3. identify the major value dimensions which define cultural differences among societies or groups, recognize the interaction between culture and the use of the Internet, develop a working cultural profile typical of many people within a certain society, and explain different management styles around the world.
4. identify the cultural variables in the communication process, describe the cultural variables that affect communication for both the sender and the listener, explain the impact of IT on cross-border communications, and gain an understanding of how to manage cross-cultural business communications successfully.
5. explain the role of negotiation in implementing a firm's strategy, delineate the stages of the negotiation process and how to prepare for cross-cultural business negotiations, and identify the various types of negotiating styles around the world.

6. describe the steps in global strategic planning, and explain the elements of strategic planning for emerging markets.
7. explore strategic alliances and outline some of the challenges and guidelines for success in implementing alliances, understand what is involved in implementing strategies, and explain how to manage the firm's performance in international joint ventures.
8. explain the importance of appropriate organizational structures to effective strategy implementation, explore the types of organizational designs suitable for the level and scope of internationalization of the firm, understand the role of technology in the evolution of the networked structure, interpret how organizational design affects a manager's job, and explain the role of control and monitoring systems suitable for specific situations in the firm's international operations.
9. gain an understanding of about the major staffing options for global operations, emphasize the need for managing the performance of expatriates through careful selection, training, and compensation, and discuss the role of host country managers and the need for their training and appropriate compensation packages.
10. explain the need for the development of top managers with global experience and perspectives, recognize the need to design programs for the careful preparation, adaptation, and repatriation of the expatriate and any accompanying family, as well as programs for career management and retention, become familiar with the use of global management teams to coordinate host country and cross-border business, recognize the varying roles of women around the world in international management, and understand the variations in host-country labor relations systems and their impact on the manager's job and effectiveness.
11. understand the complexity and the variables involved in cross-cultural motivation and leadership, learn to use the research on cultural dimensions as tools to understand how to motivate people in different cultural contexts, become familiar with the global leader's role and environment and what makes a successful global leader, discuss the research on leadership and how leadership styles and practices vary around the world, and understand the variables that necessitate contingency leadership: culture, context, people, and situations.

Teaching Strategies and Processes

The following teaching methods will be utilized in the presentation of course materials:

1. **Class Discussions:** Lectures will be utilized to provide important material from the text and outside sources to be covered in class, and students are expected to discuss topics in class. Students should plan to take careful notes as not all material can be found in the text or readings.
2. **Case Study analysis:** Case studies may be utilized to review and discuss a variety of cases related to business ethics. Discussions in small groups as well as the whole class will be expected. Students are encouraged to engage in question/answer sessions to facilitate a more effective learning process.
3. **Learning Activities:** Students will engage in a variety of learning activities to provide hands-on applications of course content presented. A variety of activities including large

and small group discussions, peer reviews of work, internet research, research readings, and case studies analysis will be utilized.

4. **Visual Aids and Computer Applications:** Several visual aids including computer presentation media will be used as part of the learning environment. In addition, students will utilize computers to conduct research using the Internet as part of their assignments. Email will also be utilized during the course as a communication tool.
5. **Assessment Measures:** Assessment measures utilized in this course will include completion of instructional topics and examinations.

Grading Policy and Scale, Make-up Policy, Late Work

| Grading Scale | | Performance Criteria: | |
|----------------------|---|----------------------------------------|-------------------|
| 90-100 (%) | A | Exams (3 x 100 points each) | 300 points |
| 80-89 (%) | B | Homework assignments | 100 points |
| 70-79 (%) | C | Quizzes (5 x 20 points each) | 100 points |
| 60-69 (%) | D | Group Assignments (3 x 50 points each) | 150 points |
| Below 60 | F | Group Research Paper and presentation | 250 points |
| | | <u>Attendance</u> | <u>100 points</u> |
| | | Total | 1000 points |

Homework, Quizzes, Exams, and Attendance: Homework is designed to promote class readiness and learning reinforcement. Some homework assignments are listed below in the syllabus; however, you may have other assignments which are not listed below. Homework should be posted into Blackboard in the appropriate section, and all assignments are due at **11:59 pm** on the date posted in the syllabus.

- There will be three (3) exams in this course this semester, made up of a mixture of multiple choice, true-false, and essay questions.
- There are five homework assignments listed in the syllabus.
- There will be five quizzes, each one over one or two chapters in the textbook. Quizzes will be administered online, and will be open book and open notes.
- There will be three group assignments. There will also be a group research paper and a presentation of the paper at the end of the semester. More information will be provided about the group assignments during the semester.
- Do not discount attendance. I will take roll almost every class period. If you are not in class when I take roll, then I will not count you. If you arrive to class late, it is your responsibility to see me after class and remind me that you were there. If you do not do this, then you will be counted absent for the day. Do not wait until the next class period, as I will not count you present then.

Classroom Policies

The Learning Environment – An orderly classroom is essential to teaching and learning, and respect for all students and the instructor is expected. In order to maintain a productive learning environment, it is requested that each student in this course follow and maintain the classroom policies as outlined below.

1. ***Attendance and Make-up Work*** – In order for students to complete assignments and to actively and effectively learn the course content presented, consistent class attendance is essential. Roll will be taken at each class meeting.
 - If you are absent, a **valid excuse** must be presented within one week of the absence or the absence will be considered unexcused and any work missed will be graded as zero. In addition to university-excused absences and medically excused absences, I will work with each individual student to determine what is determined as an excused or unexcused absence.
 - Students who miss exams without my prior knowledge and who do not have a valid excuse, will **not** be allowed to makeup the missed exam.
 - **It is your responsibility to complete work assigned and to obtain notes and instructions missed during an absence, excused or unexcused.**

2. ***Late Submission Policy:*** For quizzes and individual assignments, any quiz or assignment not submitted via Blackboard by the deadline will be subject to a **ten percent (10%)** deduction per calendar day late. No quiz or assignment will be accepted and no points will be awarded **after five (5) calendar days** from the deadline. Do not email me at the end of the semester and ask me if you can make up any late quizzes or assignments.

3. ***General policies for maintaining a productive learning environment.***
 - Please keep all cell phones on silent during class.
 - Laptops, tablets, etc. in class are permitted, however, individuals who are using their laptops (tablets, cell phones, etc.) for other activities rather than what is directly related to class will not be allowed to bring them to future class sessions.
 - Students who disturb the learning environment by talking, whispering, laughing, making motions to fellow students, or other types of nuisances, are a distraction not only to the instructor but to their fellow students, and will be asked to leave the class. If the behavior occurs in a second class, the student(s) will be dropped from the course.
 - Department of Business and RTM – General Expectations of Students: All students seeking a Business Administration degree will have an attitude and demeanor that demonstrates a real commitment to the learning process. You will adhere to the expectations developed by the Department Faculty while in class and while representing the Department of Business and RTM and Concord University. A complete list of these expectations can be found displayed on the Department bulletin boards and the website – <http://www.concord.edu/business/>

Accessibility/Accommodations:

Concord University is committed to responding to the needs of students with disabilities as defined by the Americans with Disabilities Act. Please inform your instructor at the beginning of the class semester if you have a disability and are requesting accommodations. It is your responsibility to self-disclose that you are requesting accommodations. The University and instructor will provide you with a reasonable accommodation. You should register with CU's Disability Services Office, located in the Athens campus Jerry and Jean Beasley Student Center, Bottom Floor, across from the Campus Post Office. The Disability Services Office phone is 304-384-6086 or you can email the Director, Nancy Ellison, at nellison@concord.edu for assistance.

Academic Dishonesty

Academic dishonesty is morally unacceptable as well as destructive to the learning and teaching atmosphere. Academic dishonesty includes the giving or receiving of improper help on examinations or assignments, falsifying documents, and plagiarism (the act of stealing and using, as one's own, the ideas or the expression of the ideas of another). Such dishonesty can lead to a variety of penalties — including but not limited to failure of assignment, failure of course, loss of institutional privileges, or dismissal from the University. (See University Catalog Academic Policies and Procedures.)

Concord University Honor Code

A Concord University Honor Code was approved by students, staff, faculty, administration, and the CU Board of Governors. The Code states:

"As a member of the Concord University Community I will act with honesty and integrity in accordance with our fundamental principles and I will respect myself and others while challenging them to do the same."

The Honor Code is intended to unite the Concord community behind a culture of honesty, integrity, and civility.

Class/Online Attendance Policy

Regular class attendance is part of a student's academic obligation at Concord. Irregular attendance may affect academic performance adversely and is detrimental to the atmosphere of a class. (See University Catalog Academic Policies and Procedures.)

Emergency Alert System

In an effort to increase safety and security on our campus, Concord University encourages everyone to register for instant text message alerts. Alerts will only be used for security and safety notices. All students, faculty, and staff are eligible to receive text message alerts on their cell phones or email alerts. Please contact the IT Help Desk for further assistance (304-384-5291).

Emergency Information

Emergency/courtesy telephones are located at the main entrance of each residence hall and at various other locations on campus. Emergency telephones can be identified by the flashing blue light and will provide the user with a direct link to Public Safety at the press of a button. To report an on-campus emergency, call 304-384-5357 or 911. The Office of Public Safety is

located on the bottom floor of the Rahall Technology Center. For further emergency information go to: <http://www.concord.edu/administration/office-public-safety>.

Inclement Weather Policy

As a general policy, the University will remain in normal operations during adverse weather conditions. In the event of severe weather conditions, the following may occur:

University Closure

No students or employees are to report.

Classes Cancelled

Students do NOT report BUT employees are expected to report to work at their normal time.

Operating on an Inclement Weather Delay

Under this schedule, all 8 a.m. classes will start at 10 a.m. Students and faculty will follow the Inclement Weather Schedule. (See <http://www.concord.edu/emergency-alerts> for Athens/Beckley Inclement Weather Schedules.)

**Announcements invoking the late schedule or other options referenced above are aired on area radio and television stations and are sent as text and email messages to those enrolled for this service.*

Student Conduct

In classrooms, online, laboratories, and during any activities that are part of course requirements, students are expected to observe reasonable rules of conduct.

Sexual Harassment & Assault

Federal law, Title IX, and Concord University policy prohibits discrimination, harassment, and violence based on sex and gender (Including sexual harassment, sexual assault, domestic/dating violence, stalking, sexual exploitation, and retaliation). If you or someone you know has been harassed or assaulted, you can receive confidential counseling support through the Concord University Counseling Center (304-384- 5290). Alleged Violations can be reported non-confidentially to the Concord University Title IX Coordinator at 304-384-6327 or titleix@concord.edu. Reports to Campus Security can be made at (304- 384-5357). As an employee at Concord University, I am a mandatory reporter which means I must report any sexual misconduct I am made aware of. This includes verbal or written (such as in an assignment) disclosures of sexual harassment or sexual assault.

Technology Services

Contact the CU Help Desk at extension 5291 from campus or 304-384-5291 off campus. You may also e-mail cuhelpdesk@concord.edu.

Course Timeline (Schedule of Assignments/Assessments/Presentations):

| Tentative Schedule for BGEN 412-01 | | |
|--------------------------------------------------------|---------------------------------------------------------------------------------------|------------------------------------------------|
| Week 1 <i>January 14</i> <i>January 16</i> | Introductions and Chapter 1 Chapter 1 | |
| Week 2 <i>January 21</i> <i>January 23</i> | Martin Luther King Holiday – No classes Chapter 2 and Plagiarism discussion | No classes on Monday |
| Week 3 <i>January 28</i> <i>January 30</i> | Chapter 2 | Quiz 1 Due (Ch. 1-2) |
| Week 4 <i>February 4</i> <i>February 6</i> | Chapter 3 | Assignment 1 Due |
| Week 5 <i>February 11</i> <i>February 13</i> | Chapter 4 | Group Assignment 1 Due |
| Week 6 <i>February 18</i> <i>February 20</i> | Chapter 5 | Quiz 2 Due (Ch. 3, 4, & 5) |
| Week 7 <i>February 25</i> <i>February 27</i> | Exam 1 – Chapters 1, 2, 3, 4, and 5 Chapter 6 and Plagiarism discussion | Assignment 2 Due |
| Week 8 <i>March 4</i> <i>March 6</i> | Chapter 6 | |
| Week 9 <i>March 11</i> <i>March 13</i> | Spring Break – No Classes | |
| Week 10 <i>March 18</i> <i>March 20</i> | Chapter 7 | Group Assignment 2 Due Quiz 3 Due (Ch. 6-7) |
| Week 11 <i>March 25</i> <i>March 27</i> | Chapter 8 | Assignment 3 Due |
| Week 12 <i>April 1</i> <i>April 3</i> | Exam 2 – Chapters 6, 7, and 8 Chapter 9 and Plagiarism discussion | |
| Week 13 <i>April 8</i> <i>April 10</i> | Chapter 9 | Quiz 4 Due (Ch. 8-9) |
| Week 14 <i>April 15</i> <i>April 17</i> | Chapter 10 | Group Assignment 3 Due |
| Week 15 <i>April 22</i> <i>April 24</i> | Chapter 11 | Group Paper Due Quiz 5 Due (Ch. 10-11) |
| Week 16 <i>April 29</i> <i>May 1</i> | Group Presentations | |
| Finals Week <i>Friday, May 10</i> | Final Exam - Chapters 9, 10, and 11 | 11:30-1:45 |

Syllabus Disclaimer

"This syllabus is subject to change based on the needs of the class. Please check it regularly."

