



BUSI 3344 Global Business  
Online  
Spring Semester: Jan 16 – May 11, 2018

## **INSTRUCTOR and CONTACT INFORMATION**

**Instructor:** Dr. David Geigle

**Email:** Please use the Canvas messaging system

**Office Hours:** By appointment

### **Mode of Instruction and Course Access**

This course is a 100% online course and uses the A&M-Central Texas Canvas Learning Management System [<https://tamuct.instructure.com>].

### **Student - Instructor Interaction**

Please use the Canvas email messaging system. I check emails daily during weekdays and will normally respond to your message within 24 hours.

### **911 Cellular**

Emergency Warning System for Texas A&M University – Central Texas  
911Cellular is an emergency notification service that gives Texas A&M University-Central Texas the ability to communicate health and safety emergency information quickly via email, text message, and social media. All students are automatically enrolled in 911 Cellular through their myCT email account.

Connect at [911Cellular](https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management) [<https://portal.publicsafetycloud.net/Texas-AM-Central/alert-management>] to change where you receive your alerts or to opt out. By staying enrolled in 911Cellular, university officials can quickly pass on safety-related information, regardless of your location.

## **COURSE INFORMATION**

**Course Description:** Broad coverage of key concepts and issues in the modern global business environment. Emphasis will be placed on political, financial, cultural and regulatory effects on the operations of businesses in the global environment.

**Course Objectives:** This course is designed to increase the student's understanding of the complexity and the continuously evolving nature of Global Business. The course will introduce topics, such as the role of trade, investment liberalization, economic integration, and the

multinational enterprise. The influence of cultural, social, religious, economic, political, geographic, philosophical, and environmental forces on the competitiveness of an international business will be examined.

**Student Learning Outcomes:** At the conclusion of the course the student should be able to:

1. Develop cross-cultural sensitivity to interact with individuals from different cultures in a business setting.
2. Analyze the cultural, legal, political, and economic forces of international business environment.
3. Understand specific trade and investment theories.
4. Understand the impact of government intervention and trade agreements on global business decisions.
5. Explain the reasons and methods of entering international business through foreign markets and through domestic import/export markets.
6. Select appropriate entry modes and business organization models to match strategic international business marketing and/or production objectives.
7. Apply basic marketing, management, and human resource principles to doing business in various countries.

### **Required Reading and Textbook**

International Business: The Challenges of Globalization, 8/E  
Authors: John J. Wild & Kenneth J. Wild  
Publisher: Pearson  
ISBN-10: 0133866246 • ISBN-13: 9780133866247

### **Reference Guide for Professional Writing**

American Psychological Association. (2010). Publication manual of American Psychological Association (6th ed.). Washington, D.C.  
ISBN-13: 978-1-4338-0561-5

**NOTE:** A student of this institution is not under any obligation to purchase a textbook from a university-affiliated bookstore. The same textbook may also be available from an independent retailer, including an online retailer.

## **COURSE REQUIREMENTS**

**Introduce Yourself - Meet and Greet!** Using the Canvas Discussion forum, introduce yourself to the class - who, where, what, why, etc.; include your work experience, international experience, goals for taking this course, and anything else you would like to share with the class (See Appendix A).

**Discussion Questions Participation:** You are required to participate in weekly discussion forums consisting of messages you post discussing your ideas and perspectives, follow-up responses, etc. relating to the discussion topics.

**Examinations:** There are three multiple-choice, true/false, fill-in the-blank, essay examinations during the semester. Each exam will include materials covered in prior sections of the course.

**Cultural Interview:** A cultural interview is conducted with a person who has a different nationality from yours and documented in a 2 page, 12-font report, single-spaced with double spacing between paragraphs (See Appendix B).

### **Country Project:**

For this project you may work individually or as a team of 2, 3, or 4 members - your choice.

You will select a foreign country to research including the political, economic, legal, cultural, trade, monetary, sustainability, and regional environment. In addition, you will select a product or service and describe the challenges and opportunities of introducing your product into the country and provide relevant guidelines for a successful international business venture based on your research about the country.

Each section (1- 9) of the report needs to be at least 4 pages, single spaced, with the content being at least two pages, single spaced, with 11 or 12-point font. For each section, in addition to the two pages of single spaced content, you need to include a cover page, list of references, and other pages as needed. Finally, you will combine all the sections into your final report and add a table of contents and 1 page single spaced executive summary. All references should be properly cited using the American Psychological Association (APA) format.

Canvas uses the VeriCite plagiarism checker. Be sure to review your VeriCite report and fix any problems with plagiarism before each of your submissions on their due dates.

Note that each topic within the following sections are to be the headings within that section.

### **Section 1, Cultural Analysis**

- 1. Location, Topography, Climate, Natural Resources**
- 2. Cultural Determinants** (language, non-verbal communications, business etiquette, art, music, folklore, religions, attitudes, beliefs, families, associations, technology)
- 3. Cultural Dimensions** (compare to USA on each dimension)
- 4. Values and Norms**
- 5. Trends**

### **Section 2, Political Environment**

- 1. Political System, Political Parties**
- 2. Structure**
- 3. Government Ownership of Business, Privatization**
- 4. Government Stability, Protection, Hostilities, Terrorism**
- 5. Country Risks**

## **6. Trends**

### **Section 3, Economic Environment**

- 1. Economic System**
- 2. GDP, Growth, Taxation, Fiscal Policy**
- 3. Major Market Opportunities: Products and Services**
- 4. Population, Density and Distribution, Age, Growth**
- 5. Per Capita Income, Income Distribution**
- 6. Trends**

### **Section 4, Legal Environment**

- 1. Legal System**
- 2. Intellectual Property Laws and Customs**
- 3. International Legal Issues**
- 4. Antitrust, Accounting Laws, Corruption, Legal Risks**
- 5. Trends**

### **Section 5, Trade Environment**

- 1. Exports/Imports**
- 2. Trading Partners**
- 3. Tariff and Trade Barriers**
- 4. Government Incentives**
- 5. Trends**

### **Section 6, Monetary Environment**

- 1. Currency System / Monetary Policy / Interest Rates**
- 2. Currency Risk**
- 3. Inflation**
- 4. Debt**
- 5. Trends**

### **Section 7, Regional Integration**

- 1. Trade Agreements**
- 2. Regional Markets**
- 3. Regional Economic / Monetary Policies**
- 4. Regional Political Issues**
- 5. Immigration**
- 6. Trends**

### **Section 8, Sustainability Issues**

- 1. Water**
- 2. Waste**
- 3. Food**
- 4. Land Use**
- 5. Pollution**
- 6. Trends**

### **Section 9, Proposed Product for Entry**

- 1. Proposed Product** (Describe why you selected this product. Specify what you see in this country as an opportunity and how your proposal will benefit the country).
- 2. Challenges and Opportunities** of doing business in the country (i.e. analysis and integration of information from other parts of the paper and other country data).
- 3. Entry mode**
- 4. Promotion Methods**
- 5. Trends for your proposed product**

### **Final Submission**

- 1. Cover Page**
- 2. Table of Contents**
- 3. Executive Summary - one page, single spaced**
- 4. Sections 1 - 9 above, including any needed corrections**
- 5. Appendices if needed**
- 6. List of References**

### **PowerPoint Summary**

Prepare a PowerPoint summary of your report covering key points. It is not necessary to include everything in your paper: you should focus on a sub-set of the most interesting and relevant points in each section of the paper and include major challenges and opportunities as well as recommendations for a successful business venture in the country.

**Late Assignments** will be reduced by 10% per day (weekend days are included).

### **Extra Credit Case Study.**

If you choose to do an extra credit case study, it is available on Canvas. The case study should be two pages in length, single spaced (three pages including the cover sheet). Your analysis and write-up should use the following outline:

Page 1

I. Summary of case facts

- 
- 
- 
- 

II. Statement of problem

- 
- 

Page 2

III. Alternative solutions

- 
- 
- 

IV. Recommendation

- 
- 

V. Implementation

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### **Grading Criteria**

**Grades will be calculated as follows:**

|  |              |
|--|--------------|
| Discussion Board Participation (10 @ 10 points each) | 100          |
| Cultural Interview                                   | 50           |
| Exams (3 @ 100 points each)                          | 300          |
| Country Project – Written (10 @ 50 points each)      | 500          |
| Country Project – PowerPoint Summary                 | <u>50</u>    |
|  | 1,000 Points |

An extra credit case study is available for a maximum of 75 extra credit points.

Final grades will be calculated using a traditional scale (900+ = A, 800+ = B, 700+ = C, 600+ = D, less than 600 points = F).

## COURSE OUTLINE AND CALENDAR

| Week | Activity                 | Subject  | Assignments Due  | Due Date           |
|------|--------------------------|--|--|--------------------|
| 1    | Chapter 1                | Course Syllabus<br>Globalization   | Introduce Yourself - Discussion forum                            | 22 January         |
| 2    | Chapter 2                | Cross-cultural Business  | Cultural Interview   | 29 January         |
| 3    | Chapter 3                | Political Economy and Ethics   | Country Project, Section 1<br>Discussion question 1              | 5 February         |
| 4    | Chapter 4                | Economic Development of Nations  | Country Project, Section 2<br>Discussion question 2              | 12 February        |
| 5    | <b>EXAM # 1</b>          | <b>Chapters 1-4</b>  | <b>Last day to take exam: 19 February</b>                        | <b>19 February</b> |
| 6    | Chapter 16               | Hiring and Managing Employees  | Country Project, Section 3<br>Discussion question 3              | 26 February        |
| 7    | Chapter 5<br>Chapter 6   | International Trade Theory<br>Political Economy of Trade                         | Country Project, Section 4<br>Discussion question 4              | 5 March            |
| 8    | Spring<br>Break          | Spring Break   |  | 12-16 March        |
| 9    | Chapter 9<br>Chapter 10  | International Financial Markets<br>International Monetary System                 | Country Project, Section 5<br>Discussion question 5              | 19 March           |
| 10   | <b>EXAM # 2</b>          | <b>Chapters 16,5,6,9,10</b>  | <b>Last day to take exam: 26 March</b>                           | <b>26 March</b>    |
| 11   | Chapter 11<br>Chapter 12 | International Strategy and Organization<br>Analyzing International Opportunities | Country Project, Section 6<br>Discussion question 6              | 2 April            |
| 12   | Chapter 13               | Selecting and Managing Entry Modes   | Country Project, Section 7<br>Discussion question 7              | 9 April            |
| 13   | Chapter 14               | Developing and Marketing Products  | Country Project, Section 8<br>Discussion question 8              | 16 April           |
| 14   | Chapter 15               | Managing International Operations  | Country Project, Section 9<br>Discussion question 9              | 23 April           |
| 15   | <b>EXAM # 3</b>          | <b>Chapters 11-15</b>  | <b>Last day to take exam: 30 April</b>                           | <b>30 April</b>    |
| 16   | Report                   | Country Project  | Country Project, Final Submission<br>Country Project, PowerPoint | 7 May              |

**\*\*Note** that changes to this schedule and to assignments could occur during the semester.

## TECHNOLOGY REQUIREMENTS AND SUPPORT

### **Technology Requirements**

This course will use the A&M-Central Texas Instructure Canvas learning management system. Logon to A&M-Central Texas Canvas [<https://tamuct.instructure.com>].

Username: Your MyCT username (xx123 or everything before the "@" in your MyCT e-mail address)

Password: Your MyCT password

### **Canvas Support**

Use the Canvas Help link, located at the bottom of the left-hand menu, for issues with Canvas. You can select "Chat with Canvas Support," submit a support request through "Report a Problem," or call the Canvas support line: 1-844-757-0953.

### **Other Technology Support**

For log-in problems, students should contact Help Desk Central.

24 hours a day, 7 days a week:

Email: [helpdesk@tamu.edu](mailto:helpdesk@tamu.edu)

Phone: (254) 519-5466

[Web Chat](http://hdc.tamu.edu): [<http://hdc.tamu.edu>]

*Please let the support technician know you are an A&M-Central Texas student.*

## UNIVERSITY RESOURCES, PROCEDURES, AND GUIDELINES

### **Drop Policy.**

If you discover that you need to drop this class, you must complete a [Drop Request Form](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf) [[https://www.tamuct.edu/registrar/docs/Drop\\_Request\\_Form.pdf](https://www.tamuct.edu/registrar/docs/Drop_Request_Form.pdf)].

Professors cannot drop students; this is always the responsibility of the student. The Registrar's Office will provide a deadline on the Academic Calendar for which the form must be completed, signed and returned. Once you return the signed form to the Registrar's Office, you must go into Warrior Web and confirm that you are no longer enrolled. If you still show as enrolled, FOLLOW-UP with the Registrar's Office immediately. You are to attend class until the procedure is complete to avoid penalty for absence. Should you miss the drop deadline or fail to follow the procedure, you will receive an F in the course, which may affect your financial aid and/or VA educational benefits.

### **Academic Integrity.**

Texas A&M University -Central Texas values the integrity of the academic enterprise and strives for the highest standards of academic conduct. A&M-Central Texas expects its students, faculty, and staff to support the adherence to high standards of personal and scholarly conduct to preserve the honor and integrity of the creative community. Academic integrity is defined as a commitment to honesty, trust, fairness, respect, and responsibility. Any deviation by students

from this expectation may result in a failing grade for the assignment and potentially a failing grade for the course. Academic misconduct is any act that improperly affects a true and honest evaluation of a student's academic performance and includes, but is not limited to, cheating on an examination or other academic work, plagiarism and improper citation of sources, using another student's work, collusion, and the abuse of resource materials. All academic misconduct concerns will be reported to the university's Office of Student Conduct. Ignorance of the university's standards and expectations is never an excuse to act with a lack of integrity. When in doubt on collaboration, citation, or any issue, please contact your instructor before taking a course of action.

### **Academic Accommodations.**

At Texas A&M University-Central Texas, we value an inclusive learning environment where every student has an equal chance to succeed and has the right to a barrier free education. The Department of Access and Inclusion is responsible for ensuring that students with a disability receive equal access to the University's programs, services and activities. If you believe you have a disability requiring reasonable accommodations please contact the Department of Access and Inclusion at (254) 501-5831. Any information you provide is private and confidential and will be treated as such.

For more information please visit our [Access & Inclusion](https://www.tamuct.edu/student-affairs/access-inclusion.html) webpage [https://www.tamuct.edu/student-affairs/access-inclusion.html].

Texas A&M University-Central Texas supports students who are pregnant and/or parenting. In accordance with requirements of Title IX and guidance from US Department of Education's Office of Civil Rights, the Dean of Student Affairs' Office can assist students who are pregnant and/or parenting in seeking accommodations related to pregnancy and/or parenting. For more information, please visit <https://www.tamuct.departments/index.php>. Students may also contact the institution's Title IX Coordinator. If you would like to read more about these [requirements and guidelines online](http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf), please visit the website [http://www2.ed.gov/about/offices/list/ocr/docs/pregnancy.pdf].

Title IX of the Education Amendments Act of 1972 prohibits discrimination on the basis of sex and gender – including pregnancy, parenting, and all related conditions. A&M-Central Texas is able to provide flexible and individualized reasonable accommodation to pregnant and parenting students. All pregnant and parenting students should contact the Division of Student Affairs at 254-501-5909 to seek out assistance. Students may also contact the University's Title IX Coordinator.

### **Tutoring.**

Tutoring is available to all A&M-Central Texas students, both on-campus and online. On-campus subjects tutored include Accounting, Advanced Math, Biology, Finance, Statistics, Mathematics, and Study Skills. Tutors are available at the Tutoring Center in Warrior Hall, Suite 111.

If you have a question regarding tutor schedules, need to schedule a tutoring session, are interested in becoming a tutor, or any other question, contact Academic Support Programs at

254-519-5796, or by emailing Dr. DeEadra Albert-Green at [deeadra.albertgreen@tamuct.edu](mailto:deeadra.albertgreen@tamuct.edu).

Chat live with a tutor 24/7 for almost any subject on your computer! Tutor.com is an online tutoring platform that enables A&M-Central Texas students to log-in and receive FREE online tutoring and writing support. This tool provides tutoring in over forty subject areas. Access Tutor.com through Canvas.

**University Writing Center:** Located in 416 Warrior Hall, the University Writing Center (UWC) at Texas A&M University-Central Texas is a free workspace open to all TAMUCT students from 10am-5pm Monday-Thursday with satellite hours in the University Library Monday-Thursday from 6:00-9:00pm. Students may arrange a one-on-one session with a trained and experienced writing tutor by visiting the UWC during normal operating hours (both half-hour and hour sessions are available) or by making an appointment via [WCOOnline](#) at [<https://tamuct.mywconline.com/>]. In addition, you can email Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu) to schedule an online tutoring session. Tutors are prepared to help writers of all levels and abilities at any stage of the writing process.

While tutors will not write, edit, or grade papers, they will assist students in developing more effective composing practices. By providing a practice audience for students' ideas and writing, our tutors highlight the ways in which they read and interpret students' texts, offering guidance and support throughout the various stages of the writing process. In addition, students may work independently in the UWC by checking out a laptop that runs the Microsoft Office suite and connects to WIFI, or by consulting our resources on writing, including all of the relevant style guides. Whether you need help brainstorming ideas, organizing an essay, proofreading, understanding proper citation practices, or just want a quiet place to work, the University Writing Center is here to help!

If you have any questions about the University Writing Center, please do not hesitate to contact Dr. Bruce Bowles Jr. at [bruce.bowles@tamuct.edu](mailto:bruce.bowles@tamuct.edu).

### **University Library.**

The University Library provides many services in support of research across campus and at a distance. We offer over 200 electronic databases containing approximately 250,000 eBooks and 82,000 journals, in addition to the 72,000 items in our print collection, which can be mailed to students who live more than 50 miles from campus. Research guides for each subject taught at A&M-Central Texas are available through our website to help students navigate these resources. On-campus, the library offers technology including cameras, laptops, microphones, webcams, and digital sound recorders.

Research assistance from a librarian is also available twenty-four hours a day through our online chat service, and at the reference desk when the library is open. Research sessions can be scheduled for more comprehensive assistance, and may take place on Skype or in-person at the library. Assistance may cover many topics, including how to find articles in peer-reviewed journals, how to cite resources, and how to piece together research for written assignments.

Our 27,000-square-foot facility on the A&M-Central Texas main campus includes student lounges, private study rooms, group work spaces, computer labs, family areas suitable for all ages, and many other features. Services such as interlibrary loan, TexShare, binding, and laminating are available. The library frequently offers workshops, tours, readings, and other events. For more information, please visit our [Library website](https://tamuct.libguides.com/) [https://tamuct.libguides.com/].

## **Appendix A**

### **Introduce Yourself**

Introduce yourself to the class by sharing the following information on the Discussion Board “Meet and Greet!” in our Canvas Classroom.

1. General Information
  - a. Hometown, year of undergraduate program and major
2. Work experience
  - a. Past work experience that is relevant to what you are doing now
  - b. Current employer, position, and length of employment
3. International experience
  - a. Study abroad, travel, foreign station, etc.
4. Goals for taking this course
  - a. What are your expectations about taking this course?
  - b. How is this course related to your academic goal and career goal?
5. Anything else you would like to share with the class.

## Appendix B

### Cultural Interview Assignment

A cultural interview is conducted with a person who has different nationality from yours. The main purpose of the interview is to discover and evaluate cultural similarity and differences. The interview summary is for you to reflect on your dialogue with the interviewee. The interview summary should be 2 page, single-spaced with double spacing between paragraphs, 12-font and cover all points listed below.

1. Identify your own cultural background as the basis of cultural comparison. Provide a brief introduction of how you meet the interviewee and the interviewee's demographic information, such as age, education, family, or occupation.
2. Describe BOTH similarities and differences between your own culture and his/her culture. The similarities and differences can be in diet, attire, etiquette, government, education system, family structure, etc.
3. Reference chapter 2 and describe the cultural dimensions using Hofstede's cultural framework. Reflect on your interview experience and suggest how the interviewee's culture is relatively lower or higher on Hofstede's cultural dimensions compared to your own culture. The interpretation of each dimension should incorporate supporting evidence based on what you learn from the interviewee's culture.
4. Recommendations for handling cultural differences between your own culture and the interviewee's culture.

A. Reflect on your own background and past experience to identify your own cultural identity. Some of you may have a different cultural heritage from American culture, and some of you were born and raised in a foreign country. Which culture influences your values and beliefs the most?

B. Ask your interviewees to identify his or her national culture. Then you have the reference of comparison between your own culture and your interviewee's culture.

C. Do your homework about the national cultural differences before you actually conduct the interview.

Look up the national cultural comparison on Hofstede's website at <http://geert-hofstede.com/countries.html>

Who should I interview?

You may choose any person who has different nationality from yours. The Hofstede's cultural framework will be the most meaningful when you compare two national cultures. You may have known the person from the past and can go back to him/her for an in depth interview. You can also find your interviewee through the international student association on campus or an ESL program at the community college. As the last resort, you may choose a person who has the same nationality as yours and have a different ethnic background. The person with a different nationality is going to give you a more

interesting comparison of cultural differences since nations usually uphold the culture dearly so you will be more likely to observe more cultural differences when your interviewee has a different nationality from yours.

### Sample Interview Questions

1. What should I know of your culture's recent history, governance and language?
2. What do you understand as the major values and beliefs of your culture?
3. What cultural customs might surprise me?
4. If I were to fall in love with someone from your culture, what would you advise me in terms of dating, courtship and marriage practices?
5. What do different cultural practices look like? For example, understanding of work and leisure?
6. How do you define success?
7. How important is education in your family?
8. Is punctuality important to you? Why or why not?
9. What is the most important meal of the day?
10. What are considered the indigenous foods in your culture?
11. Do you have any eating habits/rituals that are specific to your culture?
12. How is physical contact viewed in your culture?
13. What is considered most disrespectful in your culture?
14. What is considered most respectful in your culture?
15. What would you say is, from your perspective, the most commonly held misconception about people of your culture?
16. What is the best thing about living in the USA?
17. What is the worst thing about living in the USA?
18. Is there anything else you'd like to share?