Contents

- Webinar Slides – P. Roberto Garcia, Indiana University.................................................................Page 2
- Webinar Slides – Dina Frutos-Bencze, Saint Anselm College..........................................................Page 33
- International Business Management Course Syllabus – Dina Frutos-Bencze, Saint Anselm College...Page 44
Designing the Introductory IB Course (Part 2):

Overview of D270-The Global Business Environments at Indiana University

P. Roberto Garcia, Ph.D.
Distinguished Clinical Professor of International Business
Aug. 11, 2020
Overview

• The Context
• Origin and Main Learning Goal of this Course
• Key Topics and Deliverables
• Main Pedagogical Tools
• Suggested Textbooks
• Q&A
The Context: Kelley School of Business

- 8,100 Undergraduates
- 12 Majors
- 6 Co-Majors
  - Including International Business
- 3 Signature Curricular Components
  - Compass, Global Foundations Core, Integrative Core (I-Core)
- 63 Study Abroad Programs in 29 Countries
- Over 50% Out of State, about 19% International
- 98% Graduation Rate
- Top 5 UG Program Ranking Consistently
The Context: This Course

• A comprehensive curriculum revision for 2012
• The Sophomore Experience: Global Foundations Core
  • D270: The Global Business Environments
  • D271/D272: Global Business Analysis or Global Business Immersion
  • G202: Business, Government, and Society
• Required of all Kelley Undergraduates
• 2,500+ students per year
• Mega-Section Format (Up to 240 students)
• Launched in Spring, 2013
The Main Goal of this Course

**Global Awareness** - Graduates of the Kelley School of Business Undergraduate Program will be conversant with major social, political, economic, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities. (Kelley School of Business Undergraduate Program, “Purpose, Mission, Learning, and Development Goals Document,” 2011)
Indiana University Kelley School of Business
Global Foundations Core

BUS-D 270
Global Business Environments
8 Week Course, 1.5 Credits
Students analyze how global forces shape corporate strategy: culture (the social dimension), markets (the economic dimension), power (the political dimension), and innovation (the technology dimension).
Required of all students

BUS-X271
Global Business Analysis
8 Week Course, 1.5 Credits, P: D270
This course provides an opportunity to delve into country analysis from a business perspective and explore contemporary topics and issues. Topics vary by section and classes are taught by faculty in varying departments throughout the school.
Students must take either X271 or X272

BUS-X272
Global Business Immersion
8 Week Course, 3 Credits, P: D270
Includes 7-9 Day Study Tour
This course has academic objectives that are similar to those of BUS-X271, however it also includes a study tour where students complete relevant site visits and academic components of the course on site. These are also offered by faculty in varying departments in the school.
Students must take either X271 or X272

BUS-G 202
Business, Government and Society
16 Week course, 2 credits, P: ECON-E201
This course is intended to make students aware of the broad range of ways in which the non-market environment—especially government policy—affects business.
Required of all students

Management & Entrepreneurship Department
All Departments

All Departments

Business Economics Department
Key Topics in 8 weeks, 1.5 Credits

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Globalization Trends</td>
</tr>
<tr>
<td>2</td>
<td>The Cultural Environment</td>
</tr>
<tr>
<td>3</td>
<td>The Economic Environment</td>
</tr>
<tr>
<td>4</td>
<td>The Political and Legal Environments</td>
</tr>
<tr>
<td>5</td>
<td>Government Involvement in IB</td>
</tr>
<tr>
<td>6</td>
<td>Globalization and Society</td>
</tr>
</tbody>
</table>
# Course Schedule

Below are the topics and readings to be covered for each class in this course. The text readings will be from the Daniels, Radebaugh and Sullivan textbook (e-Text) unless otherwise indicated. Once in a while additional timely articles may be included as international business events develop.

<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 8</td>
<td>Course Overview  &lt;br&gt;Course Process, Deliverables, Expectations, etc.</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 10</td>
<td>How in the world is this course relevant?: Guest Lecture  &lt;br&gt;Tom Stroud, Senior Manager, E&amp;Y, Strategy Practice (Chicago Office)</td>
</tr>
<tr>
<td>3</td>
<td>Jan. 15</td>
<td>Globalization and International Business I: Trends in the global economy and how these impact business  &lt;br&gt;e-Text: Chapter 1</td>
</tr>
<tr>
<td>4</td>
<td>Jan. 17</td>
<td>Globalization and International Business II  &lt;br&gt;e-Text: Chapter 1</td>
</tr>
<tr>
<td>5</td>
<td>Jan. 22</td>
<td>The Cultural Environment Facing Business I: Behavioral dimensions influencing business practices  &lt;br&gt;e-Text: Chapter 2</td>
</tr>
<tr>
<td>6</td>
<td>Jan. 24</td>
<td>The Cultural Environment Facing Business II  &lt;br&gt;e-Text: Chapter 2</td>
</tr>
<tr>
<td>7</td>
<td>Jan. 29</td>
<td>The Political and Legal Environments I: Types of political and legal systems and how they impact business  &lt;br&gt;e-Text: Chapter 3</td>
</tr>
<tr>
<td>8a</td>
<td>Jan. 31</td>
<td>The Political and Legal Environments II  &lt;br&gt;e-Text: Chapter 3</td>
</tr>
<tr>
<td>8b</td>
<td>Feb. 3</td>
<td>Exam Q&amp;A session via Zoom (1:00PM)</td>
</tr>
<tr>
<td>9</td>
<td>Feb. 5</td>
<td>Midterm Exam (in regular class room, at your regular class time only  &lt;br&gt;--Arrive early to locate your assigned seat and exams are video-taped)</td>
</tr>
<tr>
<td>10</td>
<td>Feb. 7</td>
<td>The Economic Environment I: Characteristics and types of economic systems  &lt;br&gt;e-Text: Chapter 4</td>
</tr>
<tr>
<td>11</td>
<td>Feb. 12</td>
<td>The Economic Environment II  &lt;br&gt;e-Text: Chapter 4</td>
</tr>
<tr>
<td>12</td>
<td>Feb. 14</td>
<td>Government Influence on Trade I: The rationales for, and impacts of, government policies toward business  &lt;br&gt;e-Text: Chapter 7</td>
</tr>
<tr>
<td>13</td>
<td>Feb. 19</td>
<td>Government Influence on Trade II  &lt;br&gt;e-Text: Chapter 7</td>
</tr>
<tr>
<td>14</td>
<td>Feb. 21</td>
<td>Globalization and Society I: How societal views impact international managers and firms  &lt;br&gt;eText: Chapter 5</td>
</tr>
<tr>
<td>15a</td>
<td>Feb. 26</td>
<td>Globalization and Society II  &lt;br&gt;eText: Chapter 5</td>
</tr>
<tr>
<td>15b</td>
<td>Feb. 26</td>
<td>Exam Q&amp;A session via Zoom (8:00PM)</td>
</tr>
<tr>
<td>16</td>
<td>Feb. 28</td>
<td>Final Exam (in regular class room, at your regular class time only  &lt;br&gt;--Arrive early to locate your assigned seat and exams are video-taped)</td>
</tr>
</tbody>
</table>
# Deliverables

<table>
<thead>
<tr>
<th>Course Element</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Midterm Exam</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>200</td>
</tr>
<tr>
<td>ForClass® Written Exercises</td>
<td>20%</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>500</strong></td>
</tr>
<tr>
<td>(Country Analysis Report)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Pedagogical Tools

• Text reading for background and terminology
• Lecture with participation breaks
• Timely articles on relevant topics
• In-class videos for illustration/discussion
• In-class exercises by neighborhood
• ForClass© preparation assignments
• 1-2 guest speakers
• Written Country Analysis Report
• globalEDGE, GlobeSmart, IU Online Sources
Possible Textbooks
D270 - The Global Business Environments, Sections 6819, 7183, & 7184 (First 8 Weeks)

(Jan. 14-Mar. 5, 2020)

Tuesdays and Thursdays, HH 2075:
8:00-9:15, (Section 6819)
9:30-10:45, (Section 7183)
11:15-12:30, (Section 7184)

P. Roberto Garcia, Ph.D.
Management & Entrepreneurship
Kelley School of Business
"Business today is very international. Students who do not get adequate coverage of international business in their business school programs are only getting half of what they need to know." (A KSB alumnus)

Professor: **P. Roberto Garcia, Ph.D.**
Young-Jin Kim Distinguished Clinical Professor of International Business
Director, Center for International Business Education and Research
Office: HH 3125
Office Hours: Tues. & Thurs. 1:00-2:30 PM and other times by appointment. Please e-mail me in advance to set up an alternate time if regular office hours do not work for you.
Phone: (812) 855-2744
E-mail: prgarcia@indiana.edu

Course Manager:
Tammy Rader
Office: 3100
Course e-mail: D270info@indiana.edu

For Assignment and Grading Questions, contact directly:
Michal Ann Carley
E-mail: carleym@iu.edu

For Research Extra Credit Questions, contact directly:
Prof. Regan Stevenson:
E-mail: rstev@indiana.edu

Required Materials:
2. **ForClass**: This a required educational class preparation app which will greatly improve the class discussion process. Each student will be required to register but no payment is necessary in this course only.
3. **Additional Readings (E.G. The Economist & Financial Times)**: May be provided by the instructor in class or via Canvas.

Important Notice:
D270 is a course taught in multiple sections and by multiple instructors. Each instructor will use different content and deliverables. Each student is required to attend only the section for which they are registered. Attending any other section is a violation of IU Policy and will be a violation of this course policy. There will be no course credit granted for attending a section for which you are not registered.

Course Objective:
*Global Awareness* - Graduates of the Kelley School of Business Undergraduate Program will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities. *(Kelley School of Business Undergraduate Program, “Purpose, Mission, Learning, and Development Goals Document,” 2011)*
The globalization of markets by the start of the 21st century has led many citizens and business managers to believe that business firms now operate in a “global village,” or “flat world,” thus implying a greatly reduced role for the nation state and for governments. However, even in a highly interconnected economic world, country borders and country-level effects still matter a great deal. Countries differ greatly in size, geographic location, resource endowments, historical development, cultures, income levels, quality of infrastructure, economic policies, political systems, societal views, and the role of government in business. Failure to understand and appreciate these differences by managers will expose their firms to a myriad of missed opportunities and increased risks.

The objective of this course is to familiarize students with the environments facing managers and corporations who are operating in the global economy. Thus, participants should acquire awareness of, and an appreciation for, the diversity and complexity of the global environment. More specifically, the successful completion of this course should enable participants to understand and analyze how global forces shape corporate strategy. This course should be of interest to all business students; as citizens, consumers, workers, and future business leaders they must take account of domestic and global dimensions when making decisions.

These dimensions are economic, social, political, and technological in nature. Hence, this course is about culture (the social dimension), markets (the economic dimension), power (the political dimension), and innovation (the technology dimension) under conditions of global interdependence. The nature of and interrelationships among all these dimensions are crucial for effective business strategy formulation.

This course will take a country level environmental approach to understanding the global economy. The course topics will be organized to identify the key environmental effects on managers in an interconnected business world. By the end of the course, participants will be able to master the environmental approach by understand the structure of the country analysis. Country Analysis is a systematic examination of the external macro environment in which a business operates. In the normal course of business, there are often country-level factors which are beyond the control or influence of a firm’s top managers. However, these factors are important to be aware of when considering international expansion, doing product development, marketing planning, strategy planning, or preparing for firm-government negotiations. To summarize one of the many current sources on the topic, please note the following:

“Country analysis is in effect an audit of an organization's environmental influences with the purpose of using this information to guide strategic decision-making. The assumption is that if the organization is able to audit its current environment and assess potential changes, it will be better placed than its competitors to respond to changes.

To help make decisions and to plan for future events, organizations need to understand the wider macro-economic environments in which they operate. The macro-environment includes all factors that influence an organization but are out of its direct control. An organization on its own cannot affect these factors, nor can these factors directly affect the profitability of an organization. But by understanding these environments, it is possible to take the advantage to maximize the opportunities and minimize the threats to the organization. Conducting a strategic analysis entails scanning these economic environments to detect and understand the broad, long term trends.

A country analysis is a useful tool for understanding the ‘big picture’ of the environment in which an organization is operating. Specifically it is a useful tool for understanding risks associated with market (the need for a product or service) growth or decline, and as such the position, potential and direction for an individual business or organization.”

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1 For a good overview of the historical uses and variations of country analysis, please refer to: [http://www.rapidbi.com/created/the-PESTLE-analysis-tool.html](http://www.rapidbi.com/created/the-PESTLE-analysis-tool.html)
By understanding the macro environment in which the firm may operate, managers can take advantage of the opportunities and minimize the threats. The “big picture” of a specific country can usually be broken down into various sub environments as: socio-cultural, economic, financial, political, legal, technological, etc. Thus, this tool is useful for understanding risks and opportunities emanating from various contextual factors. This type of analysis should also provide insights to a country’s national development strategy and of the government’s overall policies to achieve these.

This course will be a mix of lecture, in-class exercises, and class discussion. The first part of the course will focus on understanding the nature and extent of globalization today. The bulk of the material will concentrate on providing a sharp understanding of the key environmental forces impacting managers and firms. The final section will illustrate how globalization impacts societal views and how these tend to influence government policy. Often, short video segments or case briefs will be used to augment the lecture and to stimulate class discussion. At times current global business topics cases will serve as the grounds for discussion and debate to stimulate the development of global business strategy. An exciting part of the course will be the heightened awareness of global events taking place that can be understood by using the tools and concepts covered in this class.

Learning Goals:
The learning goals for The Global Business Environments are most closely related to the following Kelley Undergraduate Program Learning Goals:

- **Cultural Awareness and Global Effectiveness:** Graduates of the Kelley School of Business Undergraduate Program will be conversant with major economic, social, political, and technological trends and conditions influencing foreign investment and development of the global economy and demonstrate an understanding of the cultural, interpersonal and analytical competencies required for engaging in global business activities.

- **An Integrative Point of View:** Graduates of the Kelley School of Business Undergraduate Program will be able to evaluate and make business decisions from an integrative point of view, one that reflects an understanding of mutually interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of a business enterprise.

- **Critical Thinking & Decision Making:** Graduates of the Kelley School of Business Undergraduate Program will be able to use a variety of research methodologies to identify and critically evaluate implications of business decisions for organizational stakeholders (e.g., customers, colleagues, employees, suppliers, foreign governments, communities, cultures, regulatory agencies) and the natural environment.

Learning Outcomes:
The learning outcomes of The Global Business Environments derive from the Learning Goals listed above. Following is a description.

Students Will Be Able to:
- Identify the major forces driving globalization and impacting firms today
- Identify the main environmental factors impacting firms and managers at the country level
- Assess the severity of the impact of these environmental forces on firms and managers across countries
- Understand how to perform a Country Analysis on a specific country by researching the relevant environmental factors to be investigated
- Provide informed managerial recommendations for adjusting the strategy of a specific firm as it attempts to engage in foreign direct investment
Student Performance Evaluation:
A major requirement in this course is that students read the assigned text in preparation for each class. Other requirements include the completion of:

- A Midterm Exam,
- A Final Exam;
- Five ForClass written Assignments provided throughout the term (out of 7 possible);
- Participation in a departmental research requirement or written paper.

Exams:
There will be one Midterm and a Final Exam. Each exam will be limited to material covered since the previous one. Material for the exams will come from the following sources: 1) the text readings, 2) class lecture, 3) class discussion, 4) in-class videos, 5) any in-class exercises, and 6) articles plus any handouts assigned. Each exam will be composed of 40 multiple choice questions and will be equally weighted. Exams will be closed book, closed notes, closed electronic devices, and will be subject to video proctoring per IU guidelines and policies. Before each exam please look on Canvas for directions on how to locate your assigned seat. Please go to Module Folder A2 for quick directions on how to complete the Exam Scantron form. This will save you valuable time during the actual exam.

ForClass Exercises: A Flipped Class Approach:
Class preparation will be a key component of the learning process and will facilitate the use of the “flipped classroom.” An important assumption is that the classroom can be a laboratory where participants demonstrate their interaction with the assigned material, share their ideas, and learn from each other. In order to prepare for each session, students will be required to read all assigned materials and respond thoughtfully to a set of preparation questions via the ForClass app integrated into Canvas. There will be a total of 7 ForClass written exercises to be completed outside of class. The 5 highest scores will count toward the final grade (20 points each). These exercises will be assigned throughout the term and will be due before the assigned topic is covered in class. Since class preparation is an important part of the learning process, this set of deliverables will be graded using a Canvas Rubric and will represent a substantial portion of the class grade. Since all class preparation materials and questions will be posted from the start of the class, participants are encouraged to work ahead of the deadlines to avoid last minute emergencies or technology glitches. Since this is a very large class, and since the answers will be covered in class, there will be no opportunity to make up any of the exercises after the deadline has passed. However, note that you are allowed to miss 2 exercises while still having the possibility of obtaining 100% of the exercise points possible.

Departmental Research Requirement (Extra Credit Opportunity):
The Kelley School’s reputation as a leading business school is based not only upon our teaching quality but also upon the innovative research that faculty are currently engaged in. As part of D270, students contribute to a department research project, either as a study participant or a study recruiter (or both; the specific research opportunity and the assigned role will be presented later in the semester). When you participate in approved research projects you can earn up to 15 extra credit points toward your final grade in this class (on top of the 500 regular points already possible). Alternatively, you can opt to fulfill the research opportunity for this class by completing a research methods essay and assignment (as assigned by the lead researcher). More details on how to participate in these extra-credit research opportunities will be provided later in the semester by the lead Kelley researcher. Please note- these research projects are independently administered by Kelley researchers and as a result your professor in this class will not be able to answer questions about research participation procedures. As well, please be aware that research participation points will not be posted to Canvas until just prior to the end of the term even if you have participated earlier in the semester. If you have questions about research participation please direct your inquiries to the lead researcher after the details of the research project have been posted. When you participate in
Kelley research you are supporting the efforts of business research and helping to advance the Kelley brand as a premier research institution.

**Attendance, Lecture Slides, and In-Class Videos:**
Students enrolled in this course will be expected to attend all classes, to participate in the class discussion, and to take notes actively during each session. A preliminary version of the lecture slides may be provided in advance of each class in order to aid in note-taking. It is up to each participant to keep track of any final changes made to the lecture slides. In any case, students should expect to take good handwritten notes as the class evolves to make sure they are capturing all content. **As part of the learning process, videos shown and discussed in class are not posted for later viewing.** Instead it will be important to stay engaged and take good notes in class. If you happen to miss a class or two due to an unforeseen event, it would help to arrange with a friend to go over their notes and to get an overview of what was covered in class.

**Missed Exams and Deadlines:**
Given the size of the class, it is impossible to accommodate any individual schedule changes for assignments or exams. The date and time for each exam and assignment are stated in the Course Schedule. Since these are known well in advance, students are expected to arrange their schedules accordingly. Students who anticipate an unavoidable exam conflict should contact me by the end of the 1st week of classes. Please be prepared to provide valid and verifiable documentation.

**Checking Grades via Canvas:**
Students are able to check their grades at any time during the course by accessing the Canvas gradebook under the "Tools" tab. Each student is expected to check their grades regularly and notify me immediately of any discrepancies.

**Grade Components:**
The final course grade will be based on a total of 500 points and weighted according to the following scheme:

<table>
<thead>
<tr>
<th>Course Element</th>
<th>% of Grade</th>
<th>Maximum Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mid-Term Exam</td>
<td>40%</td>
<td>200 points</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>200 points</td>
</tr>
<tr>
<td>ForClass Written Assignments</td>
<td>20%</td>
<td>100 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>500 points</strong></td>
</tr>
</tbody>
</table>

**Grading Scale, Rounding, and Curves:**
Final grades will be computed **only** on the basis of the total number of points earned on the exams and assignments, not on a percentage score. **Please note carefully that there will be no rounding up of a percentage score nor awarding of extra points - beyond any extra credit opportunities offered from the start - at the end of the semester.** Since your final point score may end up very close to the next letter grade, it is important to plan ahead and to take advantage of every possible point opportunity from the very beginning of the course. Furthermore, since there is no "curve" used in the grading system, a student's grade is not affected by anyone else's performance and every student can do as well as his or her performance dictates. **Do not ask for extra points or extra credit opportunities at the end of the class as this is unprofessional behavior and puts both of us in a position to violate Kelley’s Ethical Policies and Standards.** Grades will be assigned according to the following standard scale:

<table>
<thead>
<tr>
<th>Points</th>
<th>Percentage</th>
<th>Letter Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>485-500</td>
<td>97-100%</td>
<td>A+</td>
</tr>
<tr>
<td>465-484</td>
<td>93-96.9%</td>
<td>A</td>
</tr>
<tr>
<td>450-464</td>
<td>90-92.9%</td>
<td>A-</td>
</tr>
</tbody>
</table>
I. Simple but Powerful Steps for Exam Success in This Course
I often receive requests for advice on how to perform well in this course. Here are some powerful tips provided by students who received very high grades in my courses in the past:

- Lock in exam dates in your personal calendar and do not allow other events or distractions to get in the way of your preparation.
- Read the entire chapter in advance of the lecture on the topic at hand. This will help you follow and connect with “hard to grasp” concepts during the lecture. It does not work as well to read the text after the lecture.
- Read all text cases, sidebars, exhibits, maps, definitions, and text boxes to help you reinforce the key concepts.
- Attend every single class, arrive early to get situated, stay awake, focused, and alert.
- Take an active learning approach to the lecture by being prepared to participate in any discussion and by taking good running notes.
- Ask questions if anything is troubling or unclear.
- Go back at the end of each content chapter and reconcile the textbook content with the lecture content to identify the most important concepts. Highlight and make additional notes.
- Allow time to review with a partner or two before each exam. If you have followed the steps above you should not have a need to “cram” and your stress level should be absent or at a very healthy level.

I hope you try these tips from day 1 of our class. While these tips may not work perfectly for everyone, they have indeed helped huge numbers of students in my 20+ years of teaching. I realize that there are many possible tricks and shortcuts to avoid the tips above. However, I have witnessed a few spectacular failures by students who consciously decided to avoid these tips. I hope these tips work for you and lead you to a lifetime of career satisfaction, along with a high grade in the course!

II. Proper Class Decorum
We will begin class on time. As soon as the class begins, please turn off laptops, smartphones, music players, and any other devices that may disrupt other students or the instructor. All students are expected to exercise a high level of etiquette and professionalism in this class. The emphasis should be on developing positive behavioral habits which will be beneficial in the “work world.” Examples of improper class behaviors may include: keeping laptops on during class, repeatedly missing class, continuously arriving late to class, leaving class early in a noisy and disruptive manner, talking throughout lecture, sleeping, demonstrating a lack of respect for the instructor and peers, and anything else that may be disruptive to the instructor and/or to other class members. Note that, I am obligated to follow the *Guidelines for Dealing with Disruptive Students in Academic Settings*, Indiana University.
III. Proper Use of Technology in the Classroom
We will observe a **closed laptop, phone, and electronics** policy when class is in session. Laptops and other electronic devices will not be needed as part of the class work. Like talking, sleeping, or reading a newspaper during lecture, using a laptop during class has been found in many cases to be very distracting to fellow classmates, instructors, and guest speakers. Please feel free to contact me early on if there are questions about this policy.

IV. Religious Observance
In keeping with university policy, accommodations will be made for observance of religious holidays. I require that you request accommodations in advance by filling out and returning to me the form located at [http://vpfaa.indiana.edu/forms/index.shtm](http://vpfaa.indiana.edu/forms/index.shtm). Requests for accommodations must be submitted to me no later than Friday of the 1st week of classes at 5:00PM.

V. Avoiding Academic Misconduct
Students taking classes in the Kelley School of Business at Indiana University strongly believe that the ideal academic environment is one that holds both personal integrity and honesty in the highest regard. To foster such an atmosphere, an honor code, one to which all students taking business courses are expected to adhere, has been established. The following is an excerpt from the Kelley Honor Code [https://kelley.iu.edu/programs/undergrad/academics/honor-code.cshtml](https://kelley.iu.edu/programs/undergrad/academics/honor-code.cshtml)

An instructor is obligated to report in writing all suspected cases of academic misconduct to the appropriate university channels. Academic misconduct is any activity which tends to compromise the academic integrity of the institution or subvert the educational process. Examples of academic misconduct include, but are not limited to:

1. Violation of course rules as contained in the course syllabus or other information provided the student;
2. submitting plagiarized work for an academic requirement: adopting or reproducing ideas, words, or statements of another person without an appropriate acknowledgement;
3. attempting to use unauthorized assistance, materials, information, or study aids in any academic exercise;
4. using materials from a commercial term paper company, files of papers prepared by other persons, or submit documents found on the Internet.
5. using external assistance on any "in-class" or "take-home" examination, unless the instructor specifically has authorized such assistance;
6. completing an in-class assignment for someone who did not attend the class
7. using another person as a substitute ("ringer") in the taking of an examination or quiz;
8. stealing examinations or other course materials;
9. altering a grade or score in any way, or altering answers on a returned exam or assignment for credit.
10. allowing others to conduct research or to prepare any work for him or her;
11. taking credit for a team project unless the student has made a fair and substantial contribution to the group effort;
12. intentionally or knowingly helping or attempting to help another student to commit an act of academic misconduct.
13. sitting in a seat other than the one assigned for each exam.

VI. Title IX and Preventing Sexual Misconduct
As your instructor, one of my responsibilities is to help create a safe learning environment on our campus. **Title IX and our own Sexual Misconduct policy prohibit sexual misconduct.** If you have experienced sexual misconduct, or know someone who has, the University can help. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with:
The Sexual Assault Crisis Service (SACS) at 812-855-8900
Counseling and Psychological Services (CAPS) at 812-855-5711
Confidential Victim Advocates (CVA) at 812-856-2469
IU Health Center at 812-855-4011

More information about available resources can be found here:
http://stopsexualviolence.iu.edu/help/index.html

It is also important that you know that federal regulations and University policy require me to promptly convey any information about potential sexual misconduct known to me to our campus’ Deputy Title IX Coordinator or IU’s Title IX Coordinator. In that event, they will work with a small number of others on campus to ensure that appropriate measures are taken and resources are made available to the student who may have been harmed. Protecting a student’s privacy is of utmost concern, and all involved will only share information with those that need to know to ensure the University can respond and assist. I encourage you to visit stopsexualviolence.iu.edu to learn more.

VII. Mental Health and Stress Management at Kelley and IU
As a student you may experience a range of issues that can cause barriers to learning, such as increased anxiety (feeling irritable, restless, or overwhelmed) or difficulty concentrating or managing your time. Or you may find that you feel sad or “empty,” maybe even less interested in activities you once enjoyed; inadequate compared to others; or even hopeless. These mental health concerns could lead to diminished academic performance, drug/alcohol misuse, strained relationships, and/or a reduced ability to participate in daily activities. Indiana University Counseling and Psychological Services (CAPS) is available to assist you. You can learn more about the broad range of confidential mental health services available on campus via the CAPS website.

VIII. Turnitin Notice
“Students agree that by taking this course all required written assignments may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.”

IX. Course Videotaping Policy
“Portions of this course may be subject to electronic proctoring. Video cameras may be used to monitor the room during student assessment activities, including but not limited to, exams, tests, and quizzes. Video recordings may be used to investigate or support disciplinary action. All access to and use of video equipment and recordings will follow applicable IU policies.”
Below are the topics and readings to be covered for each class in this course. The text readings will be from the Daniels, Radebaugh and Sullivan textbook (e-Text) unless otherwise indicated. Once in a while additional timely articles may be included as international business events develop.

<table>
<thead>
<tr>
<th>Class</th>
<th>Day</th>
<th>Topics, Readings, Assignments</th>
</tr>
</thead>
</table>
| 1     | Jan. 14 | **Course Overview**  
Course Process, Deliverables, Expectations, etc. |
| 2     | Jan. 16 | **Globalization and International Business I**: Trends in the global  
economy and how these impact business  
e-Text: Chapter 1 |
| 3     | Jan. 21 | **How in the world is this course relevant?**: Guest Lecture  
Tom Stroud, Senior Manager, E&Y, Strategy Practice (Chicago Office) |
| 4     | Jan. 23 | **Globalization and International Business II**  
e-Text: Chapter 1 |
| 5     | Jan. 28 | **The Cultural Environment Facing Business I**: Behavioral dimensions  
influencing business practices  
e-Text: Chapter 2 |
| 6     | Jan. 30 | **The Cultural Environment Facing Business II**  
e-Text: Chapter 2 |
| 7     | Feb. 4  | **The Political and Legal Environments I**: Types of political and legal  
systems and how they impact business  
e-Text: Chapter 3 |
| 8a    | Feb. 6  | **The Political and Legal Environments II**  
e-Text: Chapter 3 |
| 8b    | Feb. 9  | **Exam Q&A session via Zoom (8:00PM)** |
| 9     | Feb. 11 | **Midterm Exam** (in regular class room, at your regular class time only)  
--Arrive early to locate your assigned seat and exams are video-taped |
| 10    | Feb. 13 | **The Economic Environment I**: Characteristics and types of economic  
systems  
e-Text: Chapter 4 |
| 11    | Feb. 18 | **The Economic Environment II**  
e-Text: Chapter 4 |
| 12    | Feb. 20 | **Government Influence on Trade I**: The rationales for, and impacts of,  
government policies toward business  
e-Text: Chapter 7 |
| 13    | Feb. 25 | **Government Influence on Trade II**  
e-Text: Chapter 7 |
| 14    | Feb. 27 | **Globalization and Society I**: How societal views impact international  
managers and firms  
e-Text: Chapter 5 |
| 15a   | Mar. 3  | **Globalization and Society II**  
e-Text: Chapter 5 |
| 15b   | Mar. 3  | **Exam Q&A session via Zoom (8:00PM)** |
| 16    | Mar. 5  | **Final Exam** (in regular class room, at your regular class time only)  
--Arrive early to locate your assigned seat and exams are video-taped |
P. ROBERTO GARCIA'S BIO-SKETCH

P. Roberto Garcia is the Young-Jin Kim Clinical Professor of International Business in the Department of Management and Entrepreneurship at Indiana University's Kelley School of Business. He also serves as Faculty Director for the Center for International Business Education and Research (CIBER). He currently teaches various International Business courses at the Undergraduate, Kelley Direct-Online, and Executive Education programs. Garcia holds a Ph.D. from the University of Michigan in International Business with a functional area minor in Organizational Behavior and an MBA from the University of Toledo, Ohio (International Business). He received his bachelor's degree from the University of Missouri-Columbia in Psychology.

Before going on to pursue a Ph.D., Dr. Garcia gained significant full-time management experience. Garcia has worked as a consultant or has delivered executive education sessions for a number of well-known organizations including, GM, Ford, Chrysler, ALCOA, Philips, AT&T, Wendy's International, Edwards Brothers Printing, Kimball International, U.S. Department of Justice, Manitowoc, Cummins Inc., Eli Lilly, etc.

Dr. Garcia has received several honors and awards for his contributions to international business teaching and service. For example, in 2018 he was awarded the Kelley Service Award. In 2015 he received the “Elvin S. Eyster Teaching Scholar Award” and was a finalist for the “Innovative Teaching Award.” In 2013 he received the Indiana University Trustees Teaching Award for overall teaching quality. In 2010 he was the recipient of the Kelley Direct “Teaching Excellence Award.” He was also recognized for the 2010 “Kelley Service Award” for contributions to international business teaching and programming. In 2008 he was awarded the “Innovative Teaching Award” by the Kelley School of Business. He was also nominated in 2009, 2010, and 2011 for the “John W. Ryan Award” for Distinguished Contributions to International Programs and Studies. He has also been recognized several times as a “Favorite Professor” by several scholar-athletes at Indiana University. Dr. Garcia is currently instrumental in the Global Foundations Core undergraduate program curriculum. Beginning in Spring of 2013, he began teaching a required Global Business Environments course to all Kelley undergraduates. Garcia also regularly teaches several Kelley Undergraduate and MBA courses involving travel abroad.

Dr. Garcia’s previous research is strongly focused on Organizational Effectiveness in a variety of industries and settings. His past international research focused on Foreign Direct Investment and the management and organizational effectiveness of Multinational Corporations. His research has been field-based and oriented toward improving organizational practice in emerging economies and international restructuring in the NAFTA environment. He is interested in the effective organizational learning that can improve a firm’s overall competitiveness. He has written and published on such topics as: Organizational Learning and Competitiveness in Mexico's Automotive Industry, the diffusion of "lean production" at Ford, Nissan, and Volkswagen in Mexico, International Labor Migration, and Human Capital Investment and Competitive Advantage. He is also involved in computer-assisted teaching methods that incorporate the World Wide Web, video conferencing, and other internet sources to enhance his students’ learning.

Dr. Garcia lives happily in Bloomington and enjoys an active lifestyle including jogging, hiking, speed boxing workouts, and international travel.
APPENDIX

Bloomington Undergraduate Program Learning Goals and Student Learning Outcomes (SLOs)

1. An Integrative Point of View

Evaluate and make business decisions taking into account the interdependent relationships among competitive and environmental conditions, organizational resources, and the major functional areas of business.

- **SLO 1.1**: Identify the relationships between two or more business functions; explain how actions in one functional area affect other functional areas.
- **SLO 1.2**: Describe how the relationships among the functional areas relate to the goals of the organization.
- **SLO 1.3**: Use integrative techniques, structures, or frameworks to make business decisions.

2. Ethical Reasoning

Recognize ethical issues, describe various frameworks for ethical reasoning, and discern the tradeoffs and implications of applying various ethical frameworks when making business decisions.

- **SLO 2.1**: Identify the ethical dimension(s) of a business decision.
- **SLO 2.2**: Recognize the tradeoffs created by application of competing ethical theories and perspectives.
- **SLO 2.3**: Formulate and defend a well-supported recommendation for the resolution of an ethical issue.

3. Critical Thinking and Decision Making in Business

Identify and critically evaluate implications of business decisions for organizational stakeholders and the natural environment.

- **SLO 3.1**: Recognize the implications of a proposed decision from a variety of diverse stakeholder perspectives.
- **SLO 3.2**: Evaluate the integrity of the supporting evidence and data for a given decision.
- **SLO 3.3**: Analyze a given decision using critical techniques, structures, or frameworks.

Goal 4: Communication and Leadership

Communicate effectively in a wide variety of business settings employing multiple media of communications.

- **SLO 4.1**: Deliver clear, concise, and audience-centered individual and team presentations.
- **SLO 4.2**: Write clear, concise, and audience-centered business documents.
- **SLO 4.3**: Effectively participate in informational and employment interviews.
- **SLO 4.4**: Articulate one’s unique value proposition to a given audience.
Goal 5: Quantitative Analysis and Modeling

*Systematically apply tools of quantitative analysis and modeling to make recommendations and business decisions.*

- **SLO 5.1**: Use appropriate technology to solve a given business problem.
- **SLO 5.2**: Analyze business problems using appropriate mathematical theories and techniques.
- **SLO 5.3**: Explain the role of technologies in business decision making analysis, or modeling.
- **SLO 5.4**: Structure logic and frame quantitative analysis to solve business problems.

Goal 6: Team Membership & Inclusiveness

*Collaborate productively with others, functioning effectively as both members and leaders of teams.*

- **SLO 6.1**: Facilitate team meetings and collaborate effectively in both face-to-face and virtual interactions.
- **SLO 6.2**: Identify and employ best team practices.
- **SLO 6.3**: Assess and offer feedback on one’s own effectiveness as well as one’s team members’ effectiveness with respect to productivity and relationship-building in both oral and written formats.
- **SLO 6.4**: Articulate and analyze the value of inclusivity in a variety of business settings.

Goal 7: Cultural awareness and global effectiveness

*Become conversant with major economic, social, political, and technological trends and conditions that influence the development of the global economy and demonstrate competence in the cultural, interpersonal and analytical dimensions of international business.*

- **SLO 7.1**: Identify the risks and opportunities associated with determining and implementing optimal global business strategies.
- **SLO 7.2**: Integrate international, regional, and local non-market forces into strategic decisions of multinational corporations.
- **SLO 7.3**: Analyze obstacles resulting from cultural differences and recommend leadership approaches that leverage diversity to enhance business performance.
- **SLO 7.4**: Identify the personal and contrasting attitudes, values, and beliefs that shape business relationships.
This Packet Contains:

- A. Country Analysis Framework Description
- B. Country Analysis Reference Sources

Instructor Note:

As described in the D270 course syllabus, Country Analysis is a powerful international business research tool to help managers explore international expansion opportunities, detect ongoing risks, and adjust ongoing operations. In fact, D270 is structured to present the key macro global environments in which international firms operate. Every business student today should know how to conduct a Country Analysis.

While D270 does not require the research and write-up of a Country Analysis, X271, X272, and other international content courses may require performing a Country Analysis as a deliverable. This packet should help you understand how to conduct a general Country Analysis while allowing for customization by each individual instructor in a specific course.

If I can help further do not hesitate to contact me at prgarcia@indiana.edu
A. Country Analysis Framework Description

General Overview of Country Analysis:

Originally designed as a business environmental scan, the Country Analysis is a systematic examination of the external macro environment in which a business operates. In the normal course of business, there are often country-level factors which are beyond the control or influence of a firm’s top managers. However, these factors are important to be aware of when considering international expansion, doing product development, marketing planning, strategy planning, or preparing for firm-government negotiations. To summarize one of the many current sources on the topic, please note the following:

“Country analysis is in effect an audit of an organization's environmental influences with the purpose of using this information to guide strategic decision-making. The assumption is that if the organization is able to audit its current environment and assess potential changes, it will be better placed than its competitors to respond to changes.

To help make decisions and to plan for future events, organizations need to understand the wider macro-economic environments in which they operate. The macro-environment includes all factors that influence an organization but are out of its direct control. An organization on its own cannot affect these factors, nor can these factors directly affect the profitability of an organization. But by understanding these environments, it is possible to take the advantage to maximize the opportunities and minimize the threats to the organization. Conducting a strategic analysis entails scanning these economic environments to detect and understand the broad, long term trends.

A country analysis is a useful tool for understanding the ‘big picture’ of the environment in which an organization is operating. Specifically it is a useful tool for understanding risks associated with market (the need for a product or service) growth or decline, and as such the position, potential and direction for an individual business or organization.”

By understanding the macro environment in which the firm may operate, managers can take advantage of the opportunities and minimize the threats. The “big picture” of a specific country can usually be broken down into various sub environments as: socio-cultural, political, legal, economic/financial, technological, etc. Thus, this tool is useful for understanding risks and opportunities emanating from various contextual factors. This type of analysis should also provide insights to a country’s national developments strategy and of the government’s overall policies to achieve these.

Of late, this type of useful analysis has become very popular in domestic and international business settings. Variations on Country Analysis may be known by several acronyms as: PEST, STEP, PESTEL, PESTLIED, STEEPLE, SLEPT, STEEP, STEPE, ETPS, etc.¹

¹ For a good overview of the historical variations of this analysis, please refer to: http://www.rapidbi.com/created/the-PESTLE-analysis-tool.html
Call it what you like and use whatever factors you feel are most appropriate for your country of interest. However, notice the commonality in many of the variations:

- **PEST analysis (STEP analysis)** - Political, Economic, Sociological, Technological
- **PESTLE/PESTEL analysis** - Political, Economic, Sociological, Technological, Legal, Environmental; PESTEL analysis
- **PESTLIED analysis** - Political, Economic, Social, Technological, Legal, International, Environmental, Demographic
- **STEEPLE analysis** - Social/Demographic, Technological, Economic, Environmental, Political, Legal, Ethical
- **SLEPT analysis** - Social, Legal, Economic, Political, Technological
- **STEPE analysis** - Social, Technical, Economic, Political, and Ecological
- **ETPS analysis** - Economic, Technical, Political and Social - Scanning the business environment

Also, please note that a Country Analysis may often be followed with a strategic **SWOT** analysis (Strengths, Weaknesses, Opportunities and Threats).


**Structure to Guide the Analysis:**

The general rationale and approach for this type of analysis can be created from the order of the chapters covered in D270 and by researching the topics addressed in each chapter. If working as a team, all team members should agree on the general objectives of this tool and on the type of information to find on your target country. However, you should feel free to work with your team and instructor to structure the research and presentation in a way which provides the most value for your team while following the directions and meeting the grading criteria provided.

Before starting your analysis it is important to think through the process that is going to be followed. Steps include:

- Decide how the information is to be collected and by whom. A team approach may be more powerful than one person’s view. However, this will require more careful planning, coordination, and cooperation by all team members.
- Identify appropriate sources of information.
- Gather the information - it is useful to use a template as the basis for exploring the factors and recording the information. A simplified conceptual template is provided later in this packet.
- Analyze the findings.
- Identify the most important issues for a general orientation to the target country.
- Identify the most important issues for the client firm and for the industry assigned.
- Develop your recommendations based on your findings.
- Write and submit or present the analysis following all the directions provided by your instructor.
Possible Environmental Factors of Interest

The best way to develop a template of environmental factors to research is by following the chapters and topics covered in D270. However, following are some general environmental factors to consider for any type of Country Analysis research. Note that this is not a comprehensive list. At the same time, your analysis does not have to address each and every one of these factors. The specific mix of relevant factors tends to vary by country of interest. These factors are organized using the P.E.S.T. structure.

<table>
<thead>
<tr>
<th>Political/Legal/Government Policy:</th>
<th>Economic and Financial Factors:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Basic political ideology</td>
<td>• Economic system classification</td>
</tr>
<tr>
<td>• Current governmental structure</td>
<td>• Extent of industrialization</td>
</tr>
<tr>
<td>• Degree of government involvement in business</td>
<td>• Economic freedom rankings</td>
</tr>
<tr>
<td>• Basic rights and freedoms</td>
<td>• Per capita income and growth pattern</td>
</tr>
<tr>
<td>• Political freedom rankings</td>
<td>• Purchasing power adjustments</td>
</tr>
<tr>
<td>• Major political parties</td>
<td>• Quality of life</td>
</tr>
<tr>
<td>• History of political change</td>
<td>• Distribution of wealth in society</td>
</tr>
<tr>
<td>• Major home country lobbying groups</td>
<td>• Unemployment/Underemployment</td>
</tr>
<tr>
<td>• Alignment with other countries</td>
<td>• Rate of economic growth</td>
</tr>
<tr>
<td>• Government relationship toward your home country</td>
<td>• Inflation rate and history</td>
</tr>
<tr>
<td>• Degree of political stability</td>
<td>• External debt</td>
</tr>
<tr>
<td>• Military structure</td>
<td>• Degree of economic stability</td>
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<tr>
<td>• Type of legal system</td>
<td>• Efficiency and effectiveness of fiscal policies</td>
</tr>
<tr>
<td>• Membership in cross-national organizations</td>
<td>• Quality of banking and capital markets</td>
</tr>
<tr>
<td>• Major trading partners</td>
<td>• Foreign investment policies and climate</td>
</tr>
<tr>
<td>• Regional trading relationships</td>
<td>• Balance of payments situation</td>
</tr>
<tr>
<td>• Political attitudes toward your home country</td>
<td>• Monetary currency</td>
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<tr>
<td>• Political attitude toward foreign firms</td>
<td>• Exchange rate arrangement</td>
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<td>• Current exchange rate</td>
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<td>• Exchange rate behavior history</td>
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<thead>
<tr>
<th>Sociological and Cultural Factors:</th>
<th>Technology/Infrastructure Factors:</th>
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<tbody>
<tr>
<td>• Key historical events</td>
<td>• General Infrastructure quality</td>
</tr>
<tr>
<td>• Colonialism and Independence influences</td>
<td>• Quality of transportation infrastructure</td>
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<tr>
<td>• Population</td>
<td>• Quality of communication infrastructure</td>
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<tr>
<td>• Languages</td>
<td>• Access to key waterways and ports</td>
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<tr>
<td>• Climate</td>
<td>• Geographic location advantages</td>
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<tr>
<td>• Urban/rural concentration</td>
<td>• Country size and natural resources</td>
</tr>
<tr>
<td>• Ethnic mixture and demographics</td>
<td>• Climate and weather advantages</td>
</tr>
<tr>
<td>• Education levels</td>
<td>• Key industries/sectors</td>
</tr>
<tr>
<td>• Religions and current impact</td>
<td>• Rate of Industrialization</td>
</tr>
<tr>
<td>• Class structure</td>
<td>• National comparative advantages</td>
</tr>
<tr>
<td>• Group affiliations</td>
<td>• Labor union involvement</td>
</tr>
<tr>
<td>• Attitude toward foreign firms</td>
<td>• Size and skill of labor force</td>
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<tr>
<td>• Attitudes toward work/occupations</td>
<td>• Labor cost and productivity</td>
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<tr>
<td>• Directness of communication</td>
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<tr>
<td>• Collectivism v. Individualism</td>
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<tr>
<td>• Key cultural dimensions</td>
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<tr>
<td>• Views toward globalization</td>
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</tbody>
</table>
Simplified Research Report Template:

The following may be used as a P.E.S.T template to guide the data collection and analysis process.

Country Analysis Simplified Research Report Template

Part I - Introduction and Setting the Context
What is the country and the business situation? What is the industry of focus and what are the business drivers? How does the situation relate to our class?

Part II – The Country Analysis
What are the key characteristics of each of these environments in the target country? How do these environmental factors impact our client firm or industry? How do these environments in the target country create opportunities and/or risks for the client firm or industry?

- Political/Legal/Governmental
- Economic/Financial
- Sociological/Cultural
- Technological/Infrastructure

Client Firm or Industry

Part III – Overall Analysis and Recommendations
What has been learned? Overall summary of the findings. Should a firm in this industry enter the target country or not? Other useful recommendations?
B. Country Analysis Reference Sources

The ongoing explosion of information on the Web has made available much Country Analysis information at your fingertips. Try these sources first but feel free to use sources you may already be familiar with or to scan for possible new sources. If you cannot access these directly from the Web, try entering them from the IU Libraries Online Website: [http://www.libraries.iub.edu/index.php](http://www.libraries.iub.edu/index.php)

Some Focused Suggestions to Help You Get Started:

<table>
<thead>
<tr>
<th>Very General &amp; Comprehensive Country Level Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Global Edge</td>
</tr>
<tr>
<td>CIA World Factbook</td>
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<tr>
<td>MarketLine</td>
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<tr>
<td>Business Source Complete</td>
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<tr>
<td>Statistical Abstracts of the World</td>
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<tr>
<td>OneSource</td>
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<tr>
<td>International Resources</td>
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<td>International Studies</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>More Focused and Specific Country Level Sources</th>
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<tbody>
<tr>
<td>GlobeSmart</td>
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<tr>
<td>Source</td>
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<td>---------------------------------------------</td>
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<tr>
<td><strong>Doing Business</strong></td>
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<tr>
<td><strong>World Bank</strong></td>
</tr>
<tr>
<td><strong>GMID: Global Market Information Database</strong></td>
</tr>
<tr>
<td><strong>Organisation for Economic Co-operation and Development</strong></td>
</tr>
<tr>
<td><strong>Lexis Nexis Academic</strong></td>
</tr>
<tr>
<td><strong>Most Specific Country Level Sources</strong></td>
</tr>
<tr>
<td><strong>The Heritage Foundation</strong></td>
</tr>
<tr>
<td><strong>Freedom House</strong></td>
</tr>
<tr>
<td><strong>International Finance Corporation</strong></td>
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<tr>
<td><strong>Mintel Reports</strong></td>
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<tr>
<td><strong>World Economic Forum</strong></td>
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<td><strong>Transparency International</strong></td>
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<tr>
<td><strong>Legatum Prosperity Index</strong></td>
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Designing the Introductory IB Course (Part 2)

Dina Frutos-Bencze
Associate Professor
dfrutosbencze@Anselm.edu

Saint Anselm College

August 11, 2020
Saint Anselm College

- Founded in 1889/Order of Saint Benedict
- Top 100 best **National Liberal Arts Colleges** in the *U.S. News & World Report*’s 2019 ranking

**Student Demographics**
- 2,050 total head count (96% residential)
- 79% of students from the New England area
- 91% retention rate (81% graduate in 4 years)

**Faculty**
- Student/Faculty Ratio: 11:1
- Class size min 18 max 35
128 credits required to graduate

**College-Wide outcomes**
- Critical & Imaginative Thinking
- Written & Oral Communication
- Information Literacy
- Moral Inquiry

**The core curriculum**
- Humanities (2 courses)
- College Writing (3-4 courses)
- Core Learning Outcomes (~52 credits)

• **Major** (~40 to 44 credits)
Comprehensive Curriculum Revision (2014)

Change from 3 credit courses to 4 credit courses

10 Core learning outcomes
3. Global Engagement

- BU-272 International Business Management
- HI-108 Asian Civilization
- SO-300 Epidemics & Society
- PO-104 Comparative Politics
- NU-499 Community Health Nursing
The Context

- No pre-requisites
- Sophomores, Junior and Seniors can take the course
### Key Course Topics (15 weeks – 4 Credits)

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<table>
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<tbody>
<tr>
<td>1</td>
<td>Globalization</td>
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<td>2</td>
<td>The Global Economic Environment</td>
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<td>3</td>
<td>Trade Theories and the Role of Governments in Trade</td>
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<td>4</td>
<td>Global Financial System and Risk</td>
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<tr>
<td>5</td>
<td>Political and Legal Environments</td>
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<td>6</td>
<td>Cultural and Social Environments</td>
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<td>7</td>
<td>Cross-Cultural Management</td>
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<tr>
<td>8</td>
<td>The Internationalization Process of the Firm</td>
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<td>9</td>
<td>International Business Strategy</td>
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<td>10</td>
<td>Entry Into a Foreign Market</td>
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<tr>
<td>11</td>
<td>Business Ethics and Corporate Social Responsibility</td>
</tr>
<tr>
<td>12</td>
<td>Sustainability, Social Enterprise and Impact Investment</td>
</tr>
</tbody>
</table>

- **Syllabus provided separately**
Pedagogy

- Theory & Application
- Experiential or Project Based Learning
- Edutainment/Expectation of Success

Design Thinking Mindsets
- Creative Confidence
- Empathy
- Embracing Ambiguity
- Learning from Failure
- Iteration
## Deliverables/Grade Allocation

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Grade percentage/points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Events (presentation &amp; analysis)</td>
<td>4%</td>
</tr>
<tr>
<td>Case Discussions (group presentation &amp; analysis)</td>
<td>6%</td>
</tr>
<tr>
<td>X-Culture Project (participation &amp; report)</td>
<td>30%</td>
</tr>
<tr>
<td>Midterm (multiple choice &amp; short answers)</td>
<td>25%</td>
</tr>
<tr>
<td>Final Exam (multiple choice &amp; short answers)</td>
<td>35%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

➢ Assignment Guidelines and Rubrics provided separately
## 75 min class structure example

Arrive early—play music/share international food (packaged!)

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q&amp;A previous class, assignments, etc.</td>
<td>~5 minutes</td>
</tr>
<tr>
<td>Lecture (Power Point)</td>
<td>~30-40 minutes</td>
</tr>
<tr>
<td>• Not too wordy. Use images, embed links</td>
<td></td>
</tr>
<tr>
<td>• Use Notes to expand/explain concepts</td>
<td></td>
</tr>
<tr>
<td>Physical activity (lines, red ball, drawing, etc.)</td>
<td>~5 minutes</td>
</tr>
<tr>
<td>Group work (pre-assigned case study discussion, X-Culture, brainstorming)</td>
<td>~15-20 minutes</td>
</tr>
<tr>
<td>Current Events (pre-assigned from The Economist)</td>
<td>~5 minutes</td>
</tr>
</tbody>
</table>
Resources

- X-Culture
- WDI Publishing-Case Studies
- McKinsey & Co
- The Economist (college subscription)
- Euromonitor (college subscription)
- GlobalEDGE
- World Development Indicators (World Bank)
- APA Style-Purdue Owl
- Statista
- Visual Capitalist
- Map Chart tool
- Cross Cultural Awareness Quizzes
- Guest Speakers/Centre for Ethics in Business and Governance events
- Textbook: Global Business: An Economic, Social, and Environmental Perspective
Additional Tools/Virtual Teamwork
Course Syllabus
BU-272-B: International Business Management-GLOB
Department of Economics and Business

Spring 2019, Alumni Hall, LL7
T-TH: 11:30-12:45 p.m.

Instructor: Dina Frutos-Bencze, PhD
Office: Joseph Hall 210
Ext. 6177   P.O. Box 1692
Email: dfrutosbencze@anselm.edu

Office Hours: W: 1pm to 5pm
T-Th: 2:30-4:00pm
Other times by appointment

Course Description
The objective of the course is to familiarize students with the issues and the environment that impact the international management of multinational firms. In addition, basic concepts that are important in understanding how international business works such as modes and strategies of international expansion, cultural and social environment considerations, and other related topics are explored. The managerial viewpoint of global operations is emphasized.

Course Outcomes/Objectives
Upon completion of the course, students will be able to:
• Describe the globalization process as well as the positive and negative impacts of globalization.
• Discuss the impact of differences in economic systems, national cultures, legal systems, political structures, infrastructures, and regulatory frameworks in encouraging and constraining international business activity.
• Comprehend how firms formulate and implement strategies to compete profitably within and across these diverse operating environments.
• Appreciate the ethical issues and the corporate social responsibility challenges confronting international business practitioners.
• Examine the major functional areas of management as they are practiced in a multinational corporation.
• Practice critical thinking by keeping current with global events and discussing their implications.

Global Engagement (revised March 2017)
This course also meets the Global Engagement core requirement

Goals and Objectives
Global engagement means active interest in a world where all peoples, being rooted locally, share the responsibilities of belonging to a common humanity. As members of the human family, students should respect the inherent dignity of all peoples and their universal human rights. Courses should provide students with an understanding of global structures, processes, and conditions. Students should be able to identify commonalities and diversity in an interconnected world; they should have the capacity to be responsible and effective participants in global society; and they should appreciate their relationship with the greater world.

Student Learning Outcomes
Students who have completed their Global Engagement requirement should be able to:
• Understand the world as an interrelated and interdependent whole
• Recognize global systems, institutions, processes or other sources of global unity and fragmentation
• Demonstrate knowledge of major global issues such as human migration, trade, global poverty and inequality, environmental degradation, and human rights
• Recognize and comprehend the diversity of societies, peoples, and cultures
• Interpret aspects of other societies, countries, and cultures with empathy and sophistication

**Required Texts:**

| Textbook: **Global Business: An Economic, Social, and Environmental Perspective** |
| Authors: N. H. Asgary, D. Frutos-Bencze, M. V. Samii, and H. Varamini |
| Publisher: Information Age Publishing |
| **ISBNS:** Paperback: 978-1-64113-803-1 |
| Hardcover: 978-1-64113-804-8 |
| E-Book: 978-1-64113-805-5 |

Supplemental material will be provided in class or posted on Canvas

**Grade Calculation:**

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Grade percentage/points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Events</td>
<td>4% (40 pts)</td>
</tr>
<tr>
<td>Case Discussions (at least 3)</td>
<td>6% (60 pts)</td>
</tr>
<tr>
<td>Midterm</td>
<td>25% (250 pts)</td>
</tr>
<tr>
<td>X-Culture Project</td>
<td>30% (300 pts)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>35% (350 pts)</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100% (1000 pts)</td>
</tr>
</tbody>
</table>
### Grading Criteria:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Criteria</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A, A-</td>
<td>• consistent mastery of course material</td>
<td>100% to 93%</td>
</tr>
<tr>
<td></td>
<td>• ability to interpret, integrate and apply material beyond the context of the course through application of critical and creative skills</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• work for assignments consistently exceeds requirements and interprets and applies objectives in new or creative ways</td>
<td>&lt;93% to 90%</td>
</tr>
<tr>
<td></td>
<td>• consistent leadership in class participation activities</td>
<td></td>
</tr>
<tr>
<td>B+, B</td>
<td>• high level of competence of course material</td>
<td>&lt;90% to 87%</td>
</tr>
<tr>
<td>High</td>
<td>• ability to interpret integrate, and apply material within the context of the course through application of critical and creative skills</td>
<td>&lt;87% to 83%</td>
</tr>
<tr>
<td></td>
<td>• work for assignments consistently meets most requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• consistent contribution to class participation activities</td>
<td></td>
</tr>
<tr>
<td>B-, C+, C</td>
<td>• satisfactory level of competence of course material</td>
<td>&lt;83% to 80%</td>
</tr>
<tr>
<td>Satisfactory achievement</td>
<td>• competent ability to interpret, integrate and apply material within the context of the course</td>
<td>&lt;80% to 77%</td>
</tr>
<tr>
<td></td>
<td>• work for assignments satisfies minimum requirements for the course</td>
<td>&lt;77% to 73%</td>
</tr>
<tr>
<td></td>
<td>• contribution to class participation activities that satisfies minimum requirements</td>
<td></td>
</tr>
<tr>
<td>C-, D+, D, D-</td>
<td>• minimum competence of course material</td>
<td>&lt;73% to 70%</td>
</tr>
<tr>
<td>Poor work</td>
<td>• work for assignments sometimes meets minimum requirements</td>
<td>&lt;70% to 67%</td>
</tr>
<tr>
<td></td>
<td>• inconsistent or infrequent contribution to class participation activities</td>
<td>&lt;67% to 63%</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&lt;63% to 60%</td>
</tr>
<tr>
<td>F/WF</td>
<td>• no competence of course material</td>
<td>&lt;60% to 0%</td>
</tr>
<tr>
<td>Failed performance</td>
<td>• work for assignments frequently does not meet minimum requirements</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• little to no participation in class participation activities</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** This course outline is subject to change. Any changes will be announced in class and posted on Canvas. Not all assigned readings can (will) be covered in detail during class time. Nevertheless students are responsible for all assigned readings and any additional materials provided.
<table>
<thead>
<tr>
<th>Week</th>
<th>Reading Assignments/Assessments (tentative deadlines)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td><strong>Introduction and Overview</strong></td>
</tr>
<tr>
<td>1/14</td>
<td>Textbook: Chapter 1 - Globalization</td>
</tr>
<tr>
<td>Week 2</td>
<td>Textbook: Chapter 2 - The Global Economic Environment</td>
</tr>
<tr>
<td>1/21</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Textbook: Chapter 3 - Trade Theories and the Role of Governments in Trade</td>
</tr>
<tr>
<td>1/28</td>
<td></td>
</tr>
<tr>
<td>Week 4</td>
<td>Textbook: Chapter 4 - Global Financial System and Risk</td>
</tr>
<tr>
<td>2/4</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Textbook: Chapter 5 - Political and Legal Environments</td>
</tr>
<tr>
<td>2/11</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Textbook: Chapter 5 - Political and Legal Environments</td>
</tr>
<tr>
<td>2/18</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Textbook: Chapter 6 - Cultural and Social Environments</td>
</tr>
<tr>
<td>2/25</td>
<td><strong>SPRING BREAK (3/2 to 3/8)</strong></td>
</tr>
<tr>
<td></td>
<td>X-Culture begins</td>
</tr>
<tr>
<td>Week 8</td>
<td>Textbook: Chapter 7 - Business Ethics and Corporate Social Responsibility</td>
</tr>
<tr>
<td>3/10</td>
<td><strong>Midterm (Thursday, March 12th)</strong></td>
</tr>
<tr>
<td></td>
<td>X-Culture</td>
</tr>
<tr>
<td>Week 9</td>
<td>Textbook: Chapter 8 - The Internationalization Process of the Firm</td>
</tr>
<tr>
<td>3/17</td>
<td>X-Culture</td>
</tr>
<tr>
<td>Week 10</td>
<td>Textbook: Chapter 9 - International Business Strategy</td>
</tr>
<tr>
<td>3/24</td>
<td>X-Culture</td>
</tr>
<tr>
<td>Week 11</td>
<td>Textbook: Chapter 9 - International Business Strategy</td>
</tr>
<tr>
<td>3/31</td>
<td>X-Culture/ Report 1</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 10 - Entry Into a Foreign Market</td>
</tr>
<tr>
<td>4/7</td>
<td><strong>EASTER RECESS- No class on Thursday 9th</strong></td>
</tr>
<tr>
<td></td>
<td>X-Culture/ Report 2</td>
</tr>
<tr>
<td>Week 13</td>
<td>Textbook: Chapter 11- Cross-Cultural Management Textbook</td>
</tr>
<tr>
<td>4/14</td>
<td>X-Culture/Report 3</td>
</tr>
<tr>
<td>Week 14</td>
<td>Textbook: Chapter 14 - Sustainability, Social Enterprise and Impact Investment</td>
</tr>
<tr>
<td>4/21</td>
<td>X-Culture/Final Draft</td>
</tr>
<tr>
<td>Week 15</td>
<td><strong>LAST DAY OF CLASS –Tuesday, April 28</strong></td>
</tr>
<tr>
<td>4/28</td>
<td>X-Culture/Final Report</td>
</tr>
<tr>
<td><strong>FINAL EXAM</strong></td>
<td><strong>MONDAY, MAY 4 at 1:00pm</strong></td>
</tr>
</tbody>
</table>

**“The Economist” Current Events**

- In the first part of this assignment you present a summary, of a current event of your choice (published in a recent edition of The Economist) to the class on the assigned day. The purpose of researching current events is to go beyond the headlines and to connect the events to class concepts. The second part of the assignments requires a short written evaluation of the article of choice (not a summary of the article). The guidelines for evaluating the current event presentation and evaluation article are provided in Canvas. The assignment has to be submitted through Canvas. Email attachments are not accepted.
Textbook “Opening and Closing Cases” Discussions
- Guidelines and a rubric are provided separately. The instructor will assign at least 3 cases to each student to lead a group discussion. Discussion slides has to be submitted through Canvas. Email attachments are not accepted.

X-Culture
- X-Culture is a project designed to offer you an opportunity to complete a project in a global virtual team and, in the process, experience the challenges and learn the best-practices of global virtual collaboration and business consulting. Guidelines and a rubric are provided separately. Some portions of the project are submitted through Canvas. Email attachments are not accepted.

Midterm and Final Exam
- The Midterm and Final Exam are a combination of multiple-choice, true/false and short-essay questions. The Final Exam is cumulative. No makeup Midterm exam or Final Exam will be given (unless the exams is missed for reasons of illness or a serious personal matter that is verified by the Dean’s office and/or medical professionals). The weight from the missed midterms will be incorporated on the final exam. The final exam has to be taken on the officially assigned date/time and cannot be taken earlier or later unless an appropriate justification from the Dean’s office or Health Services is provided.

Attendance
Attendance is required. In accordance with the college policy (please review your student manual) more than 2 absences will be reflected in your grade. Although no grade is allocated to attendance, all absences are recorded, even if you notify the instructor in advance. After your second absence your final grade will be reduced by 0.5% per absence. If the absence is related to a previously scheduled game in your official sport, you must notify in advance and provide the relevant documentation. Absences due to illness may be justified with proper documentation from Health Services, Dean’s offices and/or other health professionals. Each student is responsible for all assignments and class work regardless of attendance requirements. Faculty office hours have been established to provide extra class assistance for students. These faculty office hours are not intended to make up missed class time. Class participation and attendance are part of the class expectations.

Missed Exams/Late Work
As stated above, in the event a student misses a midterm or final exam, a make-up exam will not be given unless proper documentation/justification is provided. Late assignments are accepted. All late submissions carry a late penalty to be determined by the instructor. Work submitted after 11:59pm (EST) of the last class is NOT accepted.

Academic Integrity/Plagiarism
Saint Anselm College places a very high value on academic integrity. This means that work assigned to you, and turned in under your name, should be done by you. This also applies to group work, in that students’ names on a paper indicate that those students participated in discussing and writing the paper, and have not used unattributed sources for material in the paper. If plagiarism/academic dishonesty is determined, the grade for the assignment will be zero. Plagiarism or academic dishonesty incidents will be reported to the Dean’s office.
The College’s policies on plagiarism are outlined in the Student Handbook, pp. 11-12, which is accessible on the website
http://catalog.anselm.edu/content.php?catoid=5&navoid=160&hl=%22academic+integrity%22&returnt o=search#Statement_on_Academic_Honesty

ADA/504 COMPLIANCE STATEMENT
Saint Anselm College is committed to meeting the needs of students with documented physical, sensory, psychiatric, and learning disabilities. To disclose a disability and request accommodations, please see Kenneth Walker in the Academic Resource Center (ARC), who will assist you in making contact with faculty members and arranging support services and accommodations available within the ARC and elsewhere. To ensure that accommodations are arranged in a timely manner, you are encouraged to make your request at the beginning of each semester. For questions concerning support services, documentation guidelines, or disability:

    Academic Resource Center (ARC)
    Kenneth J. Walker, Director
    Jean Student Center Complex, Top Floor
    Tel. (603) 641-7193
    kwalker@anselm.edu

For additional information on documentation guidelines:
https://www.anselm.edu/academics/academic-resources/disability-services

Policy on the Use of Electronic Devices:
As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Dean prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. Text messaging or accessing information on these devices is likewise forbidden. All such devices must be put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the College’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a college emergency exists. If that is not the case, the devices should be immediately put away.
Outcomes
Information literacy is a college-wide outcome in Saint Anselm College’s core curriculum. This is because it is key to a liberal arts education as well as to the ability to think critically and independently. The purpose of this assignment is to provide you an opportunity to sharpen your information literacy skills in international business.

Assignment Elements
This assignment has two portions:

Part 1: Present a summary of the article (from The Economist-print or online edition) of choice to the class on the assigned date. The article can be from the previous two months of the assigned date, but not older. For example, if your assigned current event presentation is in March 2020, you can present articles/news from January or February 2020. Articles from 2019 are not accepted. Be open to questions and lead the discussion if necessary. Provide the title of the article and the publication date. You also need to connect the article of choice to class material.

Part 2: A brief written evaluation/analysis (not a summary) of the article of choice. You need to answer in a complete manner the questions listed below. You can include the questions in your evaluation. This part does not need to be in essay format. You can simply answer the questions as thoroughly as possible. This portion is submitted through Canvas. No email attachments are accepted.

As you Evaluate/Analyze the article of your choice, provide the title of the article and the publication date, and use the following questions to guide your evaluation:

1. What kind of article are you looking at? Is it a news story, an editorial, or an opinion piece?
   - A news story is a factual, prose story for print or broadcast media about a person, place or event answering these five questions: who, what, when, where, why and how. A news story is written in the inverted-pyramid style, giving the most important information first and additional details later.
   - An editorial is a brief article written by an editor that expresses a newspaper's or publishing house's own views and policies on a current issue. If written by an outsider it normally carries a disclaimer saying the article does not necessarily reflects the publisher's official views.
   - An opinion piece is an article in which the writer expresses their personal opinion, typically one which is controversial or provocative, about a particular issue or item of news.
   - An advertisement is a paid, public communication about causes, goods, services, ideas, organizations, people, or places designed to inform or motivate.

2. What is the main point of the story? Does the headline and the lead support the main point of the story?
   ○ What is unknown, unanswered, or unclear should be acknowledged.
   ○ Other sides should be given a chance to present their argument.
   ○ Many breaking stories are incomplete or inaccurate due to deadlines and the 24hr news cycle. If more information is made available, the story should be updated accordingly.

4. What evidence supports the main point of the story? What evidence has been verified? How was it verified? What evidence has not been verified? Is the evidence direct or indirect?
   ○ Evidence is not the same as a source. Evidence is the proof a source offers. Evidence that is verified has been checked and corroborated via a stated method of verification.
   ○ What kind of sources are cited in the article? Are they reliable? How do you know?
   ○ A source is the person, report, or data being quoted in an article.
   ○ Sources can be named or unnamed. Multiple or single. Credentialed or not. Close to the event/issue or not. Named, multiple, credentialed, close sources are preferred, though in some cases an anonymous source may not be named due to potential backlash or harm to the source for speaking out.
   ○ When looking at reports or data as a source, be sure to look at the producer of the information. Do they have a stake in the event or issue that could make the report or data biased?

5. Does the journalist/reporter/news source make their work transparent? How does the editorial board, the publisher, and the advertising department work together?
   Does the paper have a code of ethics?
   ○ Finding out what influence different departments have or don't have on each other should be easy if it is a reputable source.
   ○ A code of ethics, standards, or guidebook should be associated with the news source and easy to find.
   ○ Potential conflicts of interest or known associations should be stated up front in an article.
   ○ Funding and ownership of the media production should be publicly available.

Overview
This is a group project that gives students a chance to work together on a research project and present their findings to the rest of the class. Each group evaluates the investment potential for a firm in a designated country. Each project requires a company evaluation from a strategic perspective, a country evaluation from a political, economic and socio-cultural perspective, as well as an industry evaluation from a strategic competitiveness perspective. The company evaluation should focus on the competitive advantages and value chain of the firm. The country evaluation should focus on the potential risks and benefits of operating in the country selected. The industry evaluation would look at the regulatory structure as well as the competition in the target country. Based on the company, country and industry evaluation, each team proposes several viable market entry strategies. The analysis of the advantages and disadvantages of each entry mode will be the basis of the recommendation(s) for implementing the investing in the selected country.

Outcomes
The main objective of this project is to provide students the opportunity to integrate learned concepts and apply them in the context of the selected country/industry.

Main Project Elements

Project Outline
The premise of the project is that the team is a “research consulting” team. Thus, the team is hired to research and evaluate the possibility of international expansion for the company. You will need to pick a company and a country. The company should not be a major multinational and should not already operate in the country of choice. The goal of the project is to evaluate the prospects and propose viable entry modes for potentially expanding the selected company into the foreign country of choice. The group will submit the company/country selection with a brief rationale of the selection (to Canvas) in the form of a one page Word document. The company/country requires instructor approval.

Also include in the outline:
- Group work distribution (how do you plan to distribute the work, etc.)
- List of preliminary sources of information

This milestone is not graded separately.

Progress Report 1
Only one market evaluation report should be submitted per group. The format of the report should follow APA style guidelines. References should also follow the APA format. Formatting requirements include double-spacing and 12 pt. Time New Roman font. Pages should be numbered. Please list the group members (first and last names) on the cover sheet or first page. The report section should clearly indicate who (student name) did what part. Correct grammar and spelling are essential. Progress Report 1 should include the following topics (which will be part of the final report). The progress report has to be submitted through Canvas. Email attachments are not accepted. This milestone is graded using the Report Rubric.

1. **Introduction**
   Describe the basics of the selected company.
   - Company background (competitive advantages, value chain analysis, SWOT analysis, etc.-some of these items will be completed later).
   - Purpose and rationale for expansion to another country (market/resource seeking, location advantages, etc.)

2. **Country Evaluation**
   Overall assessment of the country as a potential investment location (i.e. PESTLE analysis). Include the following items as they relate to the company you selected:
   - Political structure (benefits/risks. Use raw data to create charts, diagrams, figures, tables).
   - Economic structure (Relevant economic indicators, benefits and risk factors. Use raw data to create charts, diagrams, figures, tables).
   - Socio-cultural aspects relevant to the company.
   - Technological aspects such internet access, development level, etc.
   - Legal structure/system.
   - Environmental restrictions, laws, regulations, etc. (if relevant).
   - Financial Structure (financial indicators, benefits and risk factors, possibilities of local financing if applicable. Use raw data to create charts, diagrams, figures, tables).
   - Recent history which impacts current conditions and risks (if applicable).
   - Geography, natural resources and existing industries that impacts current conditions and risks (if relevant).

**Interim Presentation**
The interim presentation should no more than a **15 minutes** group presentation. It should include the following (based on Progress Report 1):
Preliminary findings/results (5 to 7 slides)
   - Introduction/Company Background (competitive advantages of the firm, value chain analysis, SWOT analysis, etc.)
   - Country Evaluation (PESTLE analysis, and other relevant issues).
Please think about the audience when you are putting your slides together (colors & readability). The presentation is not a sales pitch. It is an informative presentation for the decision makers (executive team) of the company that hired you to do the market evaluation. Your team is NOT the decision maker. The presentation has to be submitted through Canvas. Email attachments are not accepted. This milestone is graded using the Presentation Rubric.

**Progress Report 2**

Only one report should be submitted per group. This report should include the revised Progress Report 1. The format of the report should follow APA style guidelines (same as for Progress Report 1). The report has to be submitted through Canvas. Email attachments are not accepted. Progress Report 2, in addition to the revised Progress Report 1, should include the following:

3. **Industry Evaluation in target country**
   Evaluate the industry your selected company is in in the target country (not in the country of origin). Include the following:
   - Regulatory structure in target country (how does it affect your company?)
   - Competition – Major and minor competitors in the target country (Porter Five Forces, SWOT, or any other industry evaluation technique)
   - Market characteristics of target country, e.g. demand, consumer profile, etc.
   - Potential strategic approach (i.e. Multidomestic Transnational, etc.)

This milestone is graded using the Report Rubric.

**Final Report**

When writing the report keep in mind the audience. The report is to be given to the decision makers (executive team) of the company who hired you to research a target country. Your research should help them decide whether or not to enter the selected country with the entry strategy you proposed. Your team is NOT the decision maker. The final report should be anywhere between 15-20 pages (excluding reference list and any tables or graphs). The final report has to be submitted through Canvas. Email attachments are not accepted. This milestone is graded using the Report Rubric.

The Final report includes the revised items from Progress Report 1 and Progress Report 2, in addition to the following:

4. **Proposed Modes of Entry**
   Propose and evaluate at least three entry modes based on your company/country/industry research in the previous sections. Provide a sound rationale (pros/cons, benefits/disadvantages) for your strategic choices. Be as specific as possible.
5. **Recommendation and Potential Implementation**

   Summarize the findings and provide the recommendation of the one mode of entry the team recommends. Provide the rationale for the choice. In addition, describe how the recommended mode of entry would be implemented and provide a plausible timeline for implementing the proposed mode of entry. How should the company begin the process? Again provide a rationale for the activities in the selected country and be a specific as possible.

In sum, the final report should be structured as follows:

   1. Cover Page
   2. Executive Summary (done at the end of the project and included only in the Final Report)
   3. Introduction
      a. Company Analysis
      b. .......... 
   4. Country Evaluation
      a. Political Structure
      b. Economic Structure
      c. .......... 
      d. etc.......... 
   5. Industry Evaluation
      a. Regulatory Structure
      b. Competition (in target country)
      c. etc.......... 
   6. Proposed Modes of Entry
      a. ..... 
      b. ..... 
   7. Recommendation and Potential Implementation

**Final Presentation**

Your final presentation will be an executive slide show summarizing your final investment report. However, the focus of the presentation should be on the industry evaluation, proposed modes of entry, recommendation and potential implantation of the recommended mode of entry. The presentation will be a maximum 15 minute group presentation. The presentation has to be submitted through Canvas. **Email attachments are not accepted. This milestone is graded using the Presentation Rubric.**
GUIDELINES FOR CASE ANALYSIS DISCUSSION

Case analysis provides a fruitful learning opportunity because it helps students apply the content material they learn in class in an engaging and fun manner. Actively engaging students in learning through (1) applying analytical thinking to a problem situation; (2) using supporting information and resources to develop actionable, results-oriented insights; and (3) learning to weave concepts and theory (explored in class) into practice (a real business problem situation) produces enhanced learning outcomes.

A case analysis requires you to further investigate the issue(s) presented in the assigned case. As you analyze the case for class discussion you have to consult other sources to strengthen your understanding of the issue(s).

Preparing the Case
Before you begin analyzing the case, follow these guidelines to help you prepare and understand the case study:

1. Read and examine the case thoroughly
   • Take notes, highlight relevant facts, underline key problems.
2. Focus your analysis
   • Identify the key problems or issues of the case. Why do they exist?
   • How do they impact the organization/business/society/etc.?
   • Who is responsible for them?
3. Uncover possible solutions
   • Review course readings, discussions, outside research, your experience. Is there a solution? Consider strong supporting evidence, pros, and cons: is this solution realistic?
4. Connect the case to class material
   • Consider class concepts and connect the case to those concepts.
5. Prepare questions or prompts to lead a group discussion
   • Ensure that you are prepared to ask questions from your group

Presenting the Case and Leading a Group Discussion
Your challenge is to convey your analysis is one slide! Make your presentation to the group engaging and interesting (no more than 5 minutes). It’s very important to demonstrate that you know what you’re talking about. Submit your slide to Canvas. Email attachments are not accepted. Use the Case Analysis Discussion Rubric to guide this assignment.

Once you have gathered the necessary information, your analysis presentation should include the following:

• Set the scene: background information, relevant facts, and the most important issues.
• Demonstrate that you have researched the problems in this case study.
• What are the main issues/concerns? Why?
• What can be done about the issues/concerns? Elaborate
• What is the connection to the concepts/theory covered in class? Elaborate
• Engage your group to further discuss the case.
# Market Evaluation Report Rubric (Group Project)

**Requirements of submission:** Written components of projects must follow APA formatting guidelines when applicable: double spacing, 12-point Times New Roman font, one-inch margins, and APA style citations.

<table>
<thead>
<tr>
<th>Critical Elements</th>
<th>Excellent (A, A-)</th>
<th>High Achievement (B+, B)</th>
<th>Satisfactory Achievement (B-, C+, C)</th>
<th>Poor Work (C-, D+, D, D-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Elements</strong></td>
<td>Includes almost all of the main elements and requirements and cites multiple examples to illustrate each element</td>
<td>Includes most of the main elements and requirements and cites many examples to illustrate each element</td>
<td>Includes some of the main elements and requirements and cites many examples to illustrate each element</td>
<td>Include few of the main elements and requirements and cites many examples to illustrate each element</td>
</tr>
<tr>
<td><strong>Inquiry and Analysis</strong></td>
<td>Explores multiple issues through extensive collection and in-depth analysis. Creates graphs, charts, tables, and/or diagrams of evidence to make informed conclusions</td>
<td>Explores most of the issues through collection and in-depth analysis of evidence to make informed conclusions</td>
<td>Explores some issues through collection and analysis of evidence to make informed conclusions</td>
<td>Minimally explores issues through collection and analysis of evidence and does not make informed conclusions</td>
</tr>
<tr>
<td><strong>Integration and Application</strong></td>
<td>All of the course concepts are correctly applied and integrated</td>
<td>Most of the course concepts are correctly applied</td>
<td>Some of the course concepts are correctly applied</td>
<td>Minimal application of the course concepts</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
<td>Demonstrates comprehensive exploration of issues and ideas before accepting or forming an opinion or conclusion</td>
<td>Demonstrates moderate exploration of issues and ideas before accepting or forming an opinion or conclusion</td>
<td>Demonstrates some exploration of issues and ideas before accepting or forming an opinion or conclusion</td>
<td>Demonstrates minimal exploration of issues and ideas before accepting or forming an opinion or conclusion</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>Incorporates many reputable resources effectively that reflect depth and breadth of research</td>
<td>Incorporates some reputable resources effectively that reflect depth and breadth of research</td>
<td>Incorporates a few reputable resources that reflect depth and breadth of research</td>
<td>Incorporates very few reputable resources that reflect depth and breadth of research</td>
</tr>
<tr>
<td><strong>Writing (Mechanics/Citations)</strong></td>
<td>No errors related to organization, grammar and style, and citations</td>
<td>Minor errors related to organization, grammar and style, and citations</td>
<td>Some errors related to organization, grammar and style, and citation</td>
<td>Many errors related to organization, grammar and style, and citation</td>
</tr>
</tbody>
</table>

**Comments**
Current Event Evaluation Rubric

**Requirements of submission:** Written components of projects must follow APA formatting guidelines when applicable: double spacing, 12-point Times New Roman font, one-inch margins, and APA style citations if applicable.

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<tr>
<th>Critical Elements</th>
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<th>Satisfactory Achievement (B-, C+, C)</th>
<th>Poor Work (C-, D+, D, D-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Main Elements</strong></td>
<td>All the evaluation guiding questions are answered in a thorough manner. Supporting evidence is a plus, but not required.</td>
<td>Most of the evaluation guiding questions are answered in a thorough manner.</td>
<td>Some of the evaluation guiding questions are answered.</td>
<td>Include few of the main elements and requirements</td>
</tr>
<tr>
<td><strong>Inquiry and Analysis</strong></td>
<td>Explores multiple issues through extensive collection and in-depth analysis to make informed conclusions.</td>
<td>Explores most of the issues through collection and in-depth analysis of evidence to make informed conclusions</td>
<td>Explores some issues through collection and analysis of evidence to make informed conclusions</td>
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**Comments**
### Presentation Rubric

<table>
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<th>Satisfactory Achievement (B-, C+, C)</th>
<th>Poor Work (C-, D+, D, D-)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content:</strong> <strong>Inquiry and Analysis</strong></td>
<td>Includes all the main elements and requirements. Incorporates multiple examples and properly cited reputable resources.</td>
<td>Includes most of the main elements and requirements. Incorporates examples and some properly cited reputable resources.</td>
<td>Includes some of the main elements and requirements. Incorporates a few examples and properly cited reputable resources.</td>
<td>Includes a few of the main elements and requirements. Incorporates very few examples properly cited reputable resources.</td>
</tr>
<tr>
<td>Organization</td>
<td>Presentation is organized in a logical way that complements the central theme; transitions are well-paced to create a natural and engaging flow.</td>
<td>Presentation is organized in a logical way and transitions are paced so that the material is easily accessible.</td>
<td>Presentation is organized mostly in a logical way and transitions are paced so that the material can be understood with focus and effort.</td>
<td>Presentation is organized in a way that is not logical OR transitions are not paced so that the material cannot be understood.</td>
</tr>
<tr>
<td>Visual Appeal</td>
<td>There is a consistent visual theme that helps enhance understanding of the ideas; includes multiple types of media, pictures, etc.</td>
<td>Original images are created using proper size and resolution that enhance the content; includes more than one type of media, pictures, etc.</td>
<td>Design visually depicts topic and assist audience; images are proper size and resolution.</td>
<td>Graphics are unrelated to content and cross over each other. Distracting, busy, and detract from presentation.</td>
</tr>
<tr>
<td>Mechanics/ Grammar</td>
<td>Presentation has no misspellings or grammatical errors.</td>
<td>Presentation has a few misspellings and/or grammatical errors.</td>
<td>Presentation has several misspellings and/or grammatical errors.</td>
<td>Presentation has several spelling and/or grammatical errors.</td>
</tr>
<tr>
<td>Non-Verbal Skills</td>
<td><strong>Presentation Delivery</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Contact</td>
<td>Holds attention of entire audience with the use of direct eye contact, does not rely on notes.</td>
<td>Fairly Consistent use of direct eye contact with audience, but still returns to notes.</td>
<td>Displayed minimal eye contact with audience, frequent use of note reading.</td>
<td>No effort to make eye contact, as most of the presentation is read from notes.</td>
</tr>
<tr>
<td>Body Language</td>
<td>Movements are fluid and help the audience visualize.</td>
<td>Movements and/or gestures enhance articulation.</td>
<td>Little movement or descriptive gestures.</td>
<td>Very little movement or descriptive gestures.</td>
</tr>
<tr>
<td>Poise</td>
<td>Display of relaxation, self-confidence with no mistakes</td>
<td>Display of little or no tension. Minor mistakes, but quickly recovers.</td>
<td>Display of mild tension; some trouble recovering from mistakes.</td>
<td>Tension and nervousness is evident; has trouble recovering from mistakes.</td>
</tr>
<tr>
<td>Attire</td>
<td>Business casual attire (i.e. no shorts, sweatpants, flip-flops, hats, etc.).</td>
<td>Possibly inappropriately dressed for purpose or audience.</td>
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<td>Possibly inappropriately dressed for purpose or audience.</td>
</tr>
<tr>
<td>Verbal Skills</td>
<td><strong>Enthusiasm and Voice</strong></td>
<td>Occasional display of positive feelings about the topic. Satisfactory variation of volume and inflection.</td>
<td>Display of some negativity toward topic presented. Uneven volume with little or no inflection.</td>
<td>No interest in topic presented. Low volume and/or monotonous tone cause audience to disengage.</td>
</tr>
<tr>
<td>Elocution</td>
<td>Clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation (not chewing gum while presenting).</td>
<td>Voice is clear and most words pronounced correctly. Most audience members can hear presentation.</td>
<td>Voice is low. Some mispronunciation. Audience members have difficulty hearing the presentation.</td>
<td>Mumbling and very low voice. Incorrect pronunciation. Majority of audience does not hear.</td>
</tr>
<tr>
<td>Subject Knowledge</td>
<td>Student demonstrates full knowledge by answering all class questions with explanations and elaborations.</td>
<td>Student is at ease with expected answers to all questions, without elaboration.</td>
<td>Student is uncomfortable with information and is able to answer only rudimentary questions.</td>
<td>Student does not have a good grasp of information and cannot answer questions asked.</td>
</tr>
</tbody>
</table>