COURSE NUMBER: MANA 5360.060
COURSE TITLE: Global Business Perspectives
INSTRUCTOR: Dr. Miguel Caldas, Professor of Management
OFFICE LOCATION: BUS 132
PHONE NUMBERS: (985) 869-1637 Mobile
(903) 565-5698 Office (please avoid leaving voice messages, I will respond quicker via email)
E-MAIL: mcaldas@uttyler.edu (best way to reach me)
OFFICE HOURS: (online, via email, see details below)
On campus:
1:30 - 2:30 PM Monday;
1:30 - 2:30 PM Wednesday; or
by appointment.
CLASS MEETINGS: online (see detailed schedule)

COURSE DESCRIPTION:
This course focuses on the thorough understanding of globalization mechanics and on the mastery of business strategy, operation and practices in a global perspective. This includes the exploration of the national differences in political economy, culture, ethics, and their implications in international management assumptions and practices; the impact of trade policies on companies’ international strategies and risks; the key choices managers have in internationalization strategy, organizational architecture, production, marketing and HRM, and how to integrate such choices in a global strategy they should be capable of designing. The course has immediate applications for managers in all areas of the firm, and in almost all industries, including manufacturing but also service and their interface.

NOTICE:
This course is very demanding and time intensive, and it is NOT recommended for students with a heavy term load or with peaked work/travel schedules. Please read this syllabus carefully before confirming your registration, so as to make sure you can take the course at this time.

PREREQUISITE:
BBA Core Complete Student Group & Business Field of Study Student Group
REQUIRED TEXT:


You may order this text online from the UT Tyler Bookstore or call them at (903) 566-7070.

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

Other required online readings are assigned in the course tentative schedule

COURSE LEARNING OBJECTIVES:

After completing the course, students will:

1. **Comprehend** what is globalization, its causes and forces, and **explain** its consequences: how changing international trade patterns, foreign direct investment flows, differences in economic growth rates among countries, and the rise of new multinational corporations are all changing the nature of the world economy and the lives of **all** of us;

2. **Illustrate** how countries differ in terms of political, economic, legal systems, level of socio-economic development, culture and ethical approaches; furthermore, **evaluate** how differences in such elements specifically should be used to **adapt** their organization’s design and strategies, as well as their management practices;

3. **Explain** different theories on why countries trade, why companies internationalize, why nations promote or hinder FDI (foreign direct investment). **Predict** the specific implications on firms’ strategies (where companies should compete, when and how), and on the mutual effect of companies in trade/FDI policies and of trade/FDI policy instruments on firms’ competitiveness and action.

4. **Distinguish** different theories on how currency rates are determined and the exposures they generate, on how the global monetary system affects the efficiency of currency management, and on how regulation and risk in global capital markets mutually relate. **Evaluate** and **decide** what they can do as managers to manage currency exposure, design strategies that protect their firms of longer-term exchange and economic risks, as well as of instability in cost of capital.

5. **Explain** the different strategies for competing globally, the different organizational architectures to operate internationally, as well as the different possible entry modes and decisions. Furthermore, for the businesses they work for, **compare** alternatives and **recommend** (in an **integrated** manner) an international business strategy, an organizational architecture to manage it, as well as entry mode to implement it.

6. **Explain** basic concepts in international business, such as those on exporting
and countertrade, those on global production design, those on global marketing, and those on global human resource management. **Recommend** if and how their company should conduct exporting; **choose** where their firms should produce globally and how their production systems should be integrated; **judge** if and how their companies’ strategy on product attributes, distribution and pricing, should vary among countries; and **decide** the most appropriate staffing, performance and compensation management strategies, to be used by their firms in different nations.

**COURSE CONTENTS:**

1. **Introduction and Overview of International Business**
   1.1. Globalization
   1.2. International Business

2. **Country Differences**
   2.1. In Political Economy
   2.2. In Culture
   2.3. In Ethics

3. **The Global Trade and Investment Environment**
   3.1. International Trade Theory
   3.2. The Political Economy of International Trade
   3.3. Foreign Direct Investment (FDI)
   3.4. Economic Integration

4. **The Global Monetary System**
   4.1. The Foreign Exchange Market
   4.2. The International Monetary System
   4.3. The Global Capital Market

5. **The Strategy and Structure of International Business**
   5.1. Internationalization Strategies
   5.2. International Business Organizational Architecture
   5.3. Entry Strategies and Strategic Alliances

6. **International Business Functions**
   6.1. Exporting, Importing and Countertrade
   6.2. Global Production, Outsourcing and Logistics
   6.3. Global Marketing
GRADING POLICY:

Your grade will be determined as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>% of Final Grade</th>
<th>Component Points*</th>
<th>Team or Individual Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ COURSE SET-UP</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>o Course rule consent upload</td>
<td>0 % (missing or late course rule consent, ProctorU account set up, and/or X Culture Readiness Test, will result in up to 100 negative points)</td>
<td>0 to -100 (minus)</td>
<td>Individual</td>
</tr>
<tr>
<td>o ProctorU account set-up (if choosing online exams)</td>
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<tr>
<td>o Pre-project X-Culture Readiness Test</td>
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<tr>
<td>▪ EXAMS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Midterm Exam</td>
<td>50 % (20%)</td>
<td>500</td>
<td>Individual</td>
</tr>
<tr>
<td>o Final Exam</td>
<td>50 % (30%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ Post-Reading/Practice QUIZZES</td>
<td>0 % (missing quizzes will result in up to 210 negative points)</td>
<td>0 to -210 (minus)</td>
<td>Individual</td>
</tr>
<tr>
<td>▪ Country Seminar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Uploaded country seminar video and written guide</td>
<td>20 % (15%)</td>
<td>200</td>
<td>Team</td>
</tr>
<tr>
<td>o Discussion board entries of other teams’ videos</td>
<td>20 % (5%)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>▪ X-CULTURE PROJECT AND REPORT</td>
<td>30 %</td>
<td>300</td>
<td>Individual AND Team</td>
</tr>
<tr>
<td>(Global Team Experiential Assignment)</td>
<td></td>
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<tr>
<td>(see detailed component grades below)</td>
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<tr>
<td>▪ TOTALs</td>
<td>100 %</td>
<td>1,000</td>
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* Extra credit (at the sole discretion of instructor) = 0~75 points. Total = 1,000 points (excluding extra credit)

** You must evaluate everyone on your team including yourself; any omissions will result in up to 20% of the team grade penalty, plus 5% per late day. Evaluations will be taken in consideration when assigning group grades.

*** Please note that failing some components may produce negative values: i.e., if you do not complete such assignment you do not receive a zero, you will receive the negative value of the assignment, or even negative points of zero-valued assignments.

**Grading scale:**

<table>
<thead>
<tr>
<th>Points</th>
<th>Equivalent Letter Grade</th>
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<tbody>
<tr>
<td>900 – 1,000</td>
<td>A</td>
</tr>
<tr>
<td>800 – 899</td>
<td>B</td>
</tr>
<tr>
<td>700 – 799</td>
<td>C</td>
</tr>
<tr>
<td>600 – 699</td>
<td>D</td>
</tr>
<tr>
<td>0 – 599</td>
<td>F</td>
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</tbody>
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Grade determination: **YOU MUST HAVE A GRADE D (or better) ON YOUR INDIVIDUAL GRADE COMPONENTS TO PASS THE CLASS. IF YOU GET AN “A” ON TEAM PROJECTS BUT DO NOT ACHIEVE A GRADE D (or better) AVERAGE IN YOUR EXAMS AND QUIZZES, and in each of the individual components, YOU WILL NOT PASS (PASS IS DEFINED AS ACHIEVING A GRADE OF C or better). If you do not do an ASSIGNMENT OR quiz, you may not receive a ZERO, you may receive the negative value of the assignment.**
Grades will be posted on Blackboard. Students have one week after grade posting to address any grading issues: after one week, grades are considered to be correct as posted.

**COURSE RULES AND POLICIES**

This course has several key components and rules, each comprising a set of expectations. To participate in the course and be allowed to take the exams, you MUST read, accept and upload a signed version of the Course Rules Consent Form. Failure to do so will mean exclusion from exams, and of any team work. Lateness to turn in such form may subject you to up to 100 negative points in the grade point scale. All consent forms must have been signed and uploaded (first sub-tab within the assignments tab) by January 19th, 2015, by 11:59 p.m.

**Classes and Attendance:**

This is an online class: There will be no synchronous classes or meetings, and thus no attendance keeping.

However, analogous to class attendance, you will need to download/view all lectures in the timing predicted in the schedule, do all quizzes in the designated dates, participate in discussion boards as predicted in the schedule, and turn in all assignments by their due dates. Failure to do any of that will constitute lateness, and late policies will apply.

**Class Conduct:**

I expect you to attend class and to attend to what is going on in class. I expect you to be prepared for class. I expect that you will conduct yourself in a professional manner. I expect you not to distract other students.

I expect you to participate in a constructive and positive fashion in class discussions, either face-to-face or online.

**Course internal communication and Access:**

As per University policies, all communications with students will be made via their patriot email accounts (or the one registered in Blackboard by the Registrar, if they do not have a patriot email account). No other one will be used. It is the student’s responsibility to check constantly such email account, and they may not expect their instructor to contact them using another medium. If student misses messages sent to their email, they are still responsible for all instructions and expectations such emails convey, and they must accept the grade consequences of any oversights on their part.

The syllabus, class notes, and assignments can be accessed through the internet via Blackboard. Through blackboard you can access all course materials with the exception of the readings. All documents on the blackboard site can be downloaded to your computer, and or printed to your printer.
To communicate with your instructor, use the e-mail and telephone number provided in the first page of this Syllabus. Please include “MANA 5360” at the beginning of your e-mail subject. Also please always sign your name so your instructor knows it is coming from you, even if he reads it in mobile devices. If the instructor has not replied in 24 hours (with the exception of weekends, when he may take up to 48 hours), assume he did NOT get your e-mail or it has been taken as spam by his e-mail server, and try to contact him again, either by re-sending your e-mail, or by calling him via phone.

Your instructor will be more than happy to respond to your questions, as long as they are within a reasonable expectation. In other words, you are expected to:

(a) have READ THIS SYLLABUS AND INSTRUCTIONS first, please do not contact your instructor to clarify things that are already clear in these instructions;

(b) have attended all class discussions that may have clarified or changed these instructions (i.e., if you missed classes, use your team mates, rather than the instructor, to tell you what is up with the course), and

(c) perform autonomous and independent work conducive to a regular student: for example, avoid contacting your instructor to ask him what he thinks of a interviewee you are thinking of choosing, or to pre-grade a piece of an assignment.

All written assignments are due in Blackboard, and the delivery time/date stamp in Blackboard will be the sole indicator if a class assignment has been turned in timely. So do not assume that sending an e-mail to the instructor will substitute such mechanism.

Students are responsible for all announcements made in or about class (including, but not limited to, changes to submission deadlines, assignment requirements, etc.) as well as communications made via email and Blackboard. Students that have missed announcements and instructions must make sure their local team mates help them be updated, even if it refers to individual (i.e., non-team work).

Office Hours:

In an online class, office hours are substituted by e-mail communication. Use it. However, if you are in campus, you are welcome to stop by and see me during my scheduled office hours (see top page of Syllabus). In case you can only meet outside these hours, call or e-mail me for an appointment. Please do not leave messages on my Office’s voice mail. I provide my e-mail and as last resort my cell phone for direct, easy and prompt access to me at any time, and in the past it has worked much better than counting on the University’s voice messaging system.

Academic Integrity Statement:

If I believe an exam, a quiz or any type of assignment has been compromised, I reserve the right to retest the whole class, team, or any individual in the class. Violations of the course’s honor code include, but are not limited to: possession of, or use of, unauthorized materials during quizzes and providing information to another student. Violations may result in academic penalties, including receiving an “F” in this course.
All exam questions are proprietary: it is strictly forbidden to manually or digitally copy, photograph, print, or reproduce, any question in any form. Doing so will be regarded as a serious breach of academic ethics, and will not only make you fail the course, but will subject you to the most serious consequences allowed by University regulations.

Written and Oral Requirements

A good portion of the class evaluations will take place either via written exams/assignments/quizzes, or through oral presentations. You are expected to write well and turn in written materials in a professional form. Written assignments will be graded not only on content but also on writing effectiveness, creativity, style and professionalism, in so far as these contribute to the overall quality of the written work.

You are also expected to present well orally, and defend your points of view in front of your classmates, and/or an external audience. In an online course such as this, you will need to post such presentations via blackboard for the instructor and other students to see it.

Working with a Team:

For all team assignments, you will need to be part of a team. Each student will be a part of two different teams:

(a) a global team, for the experiential learning assignment; and
(b) a local team, for all other team assignments.

Global teams vary in number of team members, please consult the specific instructions for such assignment, but they should comprise 6 to 7 members. However, most likely none of your global team members will be from your own university. And many will be from other countries.

Local teams will have UP TO FOUR members. Your team will be randomly selected. You are expected to find a good, committed, and cooperative, work arrangement and fit with your team. A good portion of your grade will depend on team grades. And remember: making your team work effectively, as it is the case in any professional relationship, is your responsibility. Do not expect your instructor to help you make your team work more effectively. As in your professional life, you must find yourself a way to make that happen.

Team Assignment:

By no later than the second week of the course (see schedule), we will assign the teams for the class projects. MAKE EVERY EFFORT TO BE CLOSELY IN SYNCH WITH THIS PROCESS THROUGHOUT THAT TIME. If you register late for the course or if you fail to be assigned to a team in the first round, contact your instructor to make sure you make the second round of team definitions. We will make changes
to accommodate students who add the class. Students may NOT choose their own teams, they will be randomly assigned to their groups.

If a student in your team drops the course, tell your instructor asap. He will make the best possible effort to assign another student to substitute the one who left, but this may or may not be possible. Your team should be prepared to do all course projects with the remaining members.

Assessing and Grading Team Work

Team research, writing, and presentation work should be divided equally among team members. Because of this, every student is expected to be prepared at all times, to present and defend his/her team’s work in both oral and written form, as his own. During the semester, all team members may be required to evaluate their teams and their members’ relative contribution in peer evaluation forms: if particular team members contribute substantially more or less than their share of work to the project, then I will adjust their grades accordingly upon this peer evaluation or upon notification by the team members. Both the global teams and the local teams will have peer evaluations. Failure to turn in your peer assessments timely and as prescribed will subject you (individually) to 20% grade penalty, plus 5% of grade reduction per day of lateness, as such fault may penalize your colleagues’ grades.

Late Work and Missed Exams

No make-up exams or quizzes will be given as a default. If you must miss an exam, you must make every effort to contact me before the exam’s date. Failure to do so may result in a zero for that exam. Make-up exams, if allowed by the instructor, must be taken within a week of the scheduled exam. The format of the make-up exam will be at my discretion (multiple-choice, short answer, or essay).

Twenty percent of the grade will be deducted from work (team and individual assignments) up to 48 hours late. 5% additional deductions will apply per extra late day of the grade until one week late. Beyond a week late, assignments will not be accepted at all.

Again, regarding these rules, I reserve the right to be flexible when reasonable cause is previously (when viable) brought to my attention.

Keeping up with schedule changes

Schedule changes or updates may occur at any time, and the schedule will need to be adjusted accordingly. This syllabus may also require changes at any time. You are expected to be attentive to syllabus and to class schedule changes or updates (which you can know of via Blackboard) that may affect your deadlines, or team presentations dates. You are expected to agree with the your team mates on adequate e-mail communications and material delivery protocols to handle the variations in class assignments: it is your responsibility to maintain yourself “reachable” through your patriot e-mail (or the one registered in Blackboard by the
Registrar, if you do not have a patriot mail account) and via Blackboard and/or agreed communication protocols.

**Course Schedule:**

See Tentative Schedule in separate document. Schedule is “tentative” because all dates are subject to change, due to last minute changes. Please check frequently for updates on Blackboard, or during classroom announcements.

**INFORMATION AND GUIDES TO GRADE COMPONENTS AND ASSIGNMENTS**

**Information on Exams (Individual)**

We will have one MIDTERM and one FINAL Exam in this course. Both may contain true vs. false, multiple choice, and/or essay questions, depending on the number of students and course dynamics, covering the assigned readings as well as additional material covered in the course which is not in the textbook (i.e., non-textbook material discussed during class, discussion boards, student presentations, etc).

Some questions will test if you understand the concepts viewed in the course. MOST of them, however, will require much more: they will require critical thinking, and that you can APPLY the concepts. I am not looking for memorization, nor does the real world out there, as you professionals well know. You must learn to reflect and apply what you've learned in order to pass this course. More on this later: I will try to explain it better, and to give you some examples of the type of critical thinking questions you will encounter. For now, remember this: if you do not really comprehend and can apply the concepts, and thus if you cannot go much further than mere memorization, you will NOT pass this course. The sooner you understand this and focus your preparation on that higher-level type of learning, the easier time you will have in this course.

All exams are individual, and all of them are traditional, closed book (NON-OPEN-BOOK) exams. If a given question demands data to be responded, the data you need will be provided to you as an add-on to the question. Relevant data will likely be included along with non-relevant data: sorting one from the other is part of the assessment.

You will have two choices to take the exams:

1. face-to-face, on campus, or
2. online remotely.

Both will happen at the same date and time (see schedule for exact dates and times).

If you choose to take the exams face-to-face, as your instructor will proctor them, you will have no extra cost with this alternative.

However, if you can only take the exam remotely online, then you must get an account with ProctorU, and arrange for two proctoring sessions, which should cost about $35 each. You will also need to comply with all of the requirements that ProctorU establishes, such as purchasing a webcam if your computer does not have
a built-in one, etc. More instructions on ProctorU can be found in the course’s Blackboard.

If you choose to take the exam remotely online using ProctorU, during the exam no other computer, smart phone or tablet use will be allowed. You will also not be allowed to consult the textbook or any class notes, nor will you have access to other applications other than the ProctorU session.

If you choose to take the exam face-to-face, on campus, they will be in paper/written form, but same format and contents. Please make sure you bring a black ink pen AND a #2 pencil. You will also be required to bring in a scantron, which can be bought at the bookstore. Do not expect your instructor to provide you with a scantron on exam days taken face-to-face.

You will need to make a choice by Week #3 about which alternative (ProctorU or to come on campus) you will prefer for both exams. Please make sure you do not miss this deadline (see schedule for exact date and time).

Each exam will cover all contents (including readings, class discussions and handouts, cases, country seminars, and experiential assignments) covered until the class preceding the exam date. In the Final Exam, the same applies, from the course beginning, until the last session.

The dates and times of the Midterm Exam and of the Final Exam are set in the course schedule. Those dates may change at the university and the instructor’s discretion, but most frequently they remain as initially scheduled. To guarantee grade comparability, all students need to take the two exams in the same 4-hour time window, regardless of what option (remote online or on campus) they choose, and regardless of where in the world and what time zone they are at. In other words, students will not be free to take the exam at the date or time they want, the exam will not be made available for several days, nor even for long hours. There will be only a pre-set 4 hour window for the student to take the exam online, and a pre-set 3 hour time if they are coming face to face. The student registered in the course must arrange their schedules so as to be available on those two pre-set dates and times. If the student is not sure if he/she can make either time, or if they believe they will not be available, given personal, professional, or travel commitments, they should not take the course at this time. Unpredicted events will be treated as described in the lateness/missed exam policy.

The instructor may provide opportunities for extra credit work to make up low grades in the midterm exam, via discussion boards and extra credit assignments. If such opportunities are given (they are not guaranteed, it is solely at the instructor’s discretion), they can only make up half of the difference between your actual grade and 100 exam points (maximum exam grade). Hence, if you had a 50 out of 100 in the Midterm exam, if make up chances are given you may make up only enough points to reach a 75. More details on this will be given, if necessary, after the Midterm exam.

Information on Post-Reading/Practice Quizzes (Individual)

We will have one post-reading/practice quiz every week in this course. The questions are very similar to most of what you will find in the exams.

The purpose of these quizzes is to get you to practice for the exams and to test the efficiency of your reading and preparation in each segment of the course. The
instructor uses your attained grades to measure how well prepared you are for the exams, and to support you if you so request it. You should use the scores to make sure you go back and re-read some parts of the text or watch again a given lecture or online content.

I suggest you take these quizzes only AFTER you have thoroughly read the assigned reading for that week, and after you have watched any online content your instructor provided. Then I would recommend you take it as you would take an exam: closed book, and giving yourself not more than 5 minutes to answer each question.

However, the reality is that people will take these quizzes in different time frames, and some may be tempted to consult their notes, text, or other sources. For that reason, I cannot assure grade comparability. Therefore, this course requirement will be a pass/fail requirement, and not a continuous grade component. It is there to help you make sure you are sufficiently prepared, but I cannot use your quizzes' grades to compose your course grade. I can and I will, however, give you negative points if you do not do these quizzes to a minimum satisfaction.

To get a pass on any given quiz, you need to (a) complete it timely (each quiz will have a due date predicted in the schedule, usually the last date of the week); and (b) attain at least a C grade or above, i.e., get at least 70% of correct answers.

If you do not get it the first time, do not worry: revise what you need, prepare better, and take it again, until you get 70% or better. You can do it as many times as you need to. Every time you complete a quiz timely, and with a 70% or better, you get a pass.

If you get all quizzes done on time and you pass them all with 70% or better, you should be as prepared as possible on those readings. You will not get ANY points for that, but you will not be penalized. Your award is to be well prepared.

Now if you miss or if you do not attain at least 70% in any given quiz, you fail it: failed quizzes will get 15 (fifteen) NEGATIVE points each. So if you miss them all you will get 210 negative points in the course.

Information on Country Seminars (Local Team Assignment)

For the purpose of this “Country Seminar” assignment, imagine your (local) team has been given a task by your employer, a multinational corporation with operations all over the world, to gather and organize information, IN A SHORT 15-MINUTE VIDEO PRESENTATION, on ONE specific country, with the ultimate objective of preparing the organization’s employees and expatriates for doing business in such place. Imagine the other teams are additional task forces that were created within the organization, and you are all competing for a prize, to be given to the best completed outcome.

Hence, for this assignment, each student must be a part of one of the up to FOUR people local teams. If needed the instructor may concede an exception of one TWO person team, as a function of the number of people in the class. Those teams will be randomly chosen.
Each team will pick and choose (first come, first serve) one of the following countries, which comprise the top 20 trade partners of the US (as of 2013 department of trade data - source: http://www.commerce.gov):

2. Mexico          9. Hong Kong        16. Taiwan
7. Brazil          14. Switzerland

The order of country presentations will be different that the list above, which is the ranking of US trade partners, and all such dates can be seen in the course’s provisional (pre-country designation) schedule.

This team choice will need to be a team consensus and responsibility, and students should make sure their schedules are compatible with the timeframe they are choosing to be assigned to. Based on each team choice, the final seminar assignment will be confirmed in a final (post-country designation) schedule to be published in Blackboard by the end of Week #2.

In order to make that choice, you should first wait to get your local team designation from your instructor. You will receive this in your patriot email (or the one registered in Blackboard by the Registrar, if you do not have a patriot mail account) from your instructor. After you have found out what your local team is, get in touch with your assigned team mates ASAP (use blackboard to initiate communication with assigned team mates, and from there use any means you agreed on). Your first task as a local team is to indicate what countries (in order of preference) you’d prefer to do the country seminar on. To formalize this choice, you must, as a team, complete the “Country Designation Assignment” (in blackboard, assignments tab), communicating that priority. Failure to do so timely will force me to randomly allocate country and date to your team, which can be as early as week #3’s country seminar.

Once the team’s choice has been confirmed by the Instructor, by early Week #2, each team should prepare their COUNTRY VIDEO SEMINAR, using the following guidelines:

The general objective of the country seminar is to provide their audience with:

1) a “snapshot” of the country’s:
   • Basic facts/figures (comparative to its immediate region AND the USA)
   • General business environment

2) a basic understanding of
   • Culture/Ethical Differences to USA and immediate region - Typical management practices in the country
   • Historical/Current:
     o Political Economy
     o National-level Trade Orientation and Policies
Inward FDI receptiveness and confidence
Financial System/Exchange Regime and Monetary System/debt behavior
Export/Import Readiness/Easiness

(all comparative to immediate region AND the USA)

- Main National-level Risks, Challenges AND Opportunities as a global opportunity source or target

Additional points will be granted to teams using creative approaches and techniques that give the audience a “flavor” of that region, and of how management is conducted there. In the past, all sorts of media, music, etc., have been used for that purpose.

The presentation prepared by the team will have to be uploaded as a URL link in the designated blackboard area by the deadline stipulated in the class schedule. The team can use whatever form of VIDEO that can be played, by the instructor and all other students, preferably with any browser following the supplied link. The maximum length is 15 minutes, but it is not required that it is that long, nor will lengthier videos be more valued due to length alone.

The presentation should not be simply a voice-over an MS Powerpoint presentation, but it should contain sound and movement, and all team members should orally present at least one portion of their team’s work. An exception to the oral component can be made upon evidence of a student’s disabilities.

Using video inserts of external visiting speakers from the selected country, or a short video from such external people (made specifically by the team for this assignment), have also been successfully used in the past. Feel free to be creative, and to have some fun while you’re at it.

The seminar should not be a formal, detailed, or itemized, country report, but rather an informal and managerial, presentation.

All other teams will watch your team’s presentation, and be expected to provide feedback and constructive suggestions, add-ons, links, etc. These discussion board entries will be graded and will constitute part of their grades. Your team will be allowed one extra week (starting after the discussion board on your country has ended) to turn in a revised version, incorporating all changes if you feel you should change it at all.

Written Classmate Country Review Guide

No formal, final or detailed written report is expected of the students from their country seminars. However, a brief (up to 4-page) written summary review guide is expected to be uploaded along with the video, as a source of reference and preparation for exams. All presenting teams are expected to upload such 4-page guide along with their video, and it is due in the same deadline as their video.

It should NOT be simply a copy of the presentation’s slides, but rather a didactic source of information and quick reference. Creativity is greatly appreciated and will be rewarded in the team’s grade.
This should be one of the most fun, and yet fulfilling, projects you will do in your graduate experience. However, it will also be one of the most demanding. It will require a great deal of commitment on your part and students who do not participate fully may be excluded from the project, and thus may get a significant direct hit on their grade.

Again: this course is very demanding and time intensive, and it is NOT recommended for students with a heavy term load or with peaked work/travel schedules.

The central argument of this entire course is that this is an increasingly globalized world, and that you all must be prepared to work and thrive in the complexities of a cross-cultural and international business context. However, as I came to Tyler, I realized that contrary to my previous experiences, most of the students entering my class had never experienced an international and cross-cultural work experience. Thus, my classes and discussions could be quite theoretical, albeit the subjects will be very real to most students down the road of their careers. We all know that most of you will probably work with international clients or co-workers from other countries, many will work for multinational companies, and some may even work abroad. Without such an experience, I felt you could be in a disadvantage in the marketplace.

The solution I came up with was to provide ALL students with a real international collaboration experience, a sort of a crash course into the international business reality of today. I was fortunate to be involved in a network that organized this type of experience before, and I brought that membership over from my previous institution.

We will be participating in the X-Culture Project (www.x-culture.org), a prestigious experiential learning experience networked project, involving more than 3,000 students from universities in 40+ countries representing 6 continents.

You will be allocated in a 6 to 7-person group (close to a random selection), with students enrolled in International Business/Management classes around the world. We attempt to maximize cultural diversity within each team. When possible, the teams are composed so that each team member represents a different country, and the countries represented on a team are as distant as possible. Be aware that changes in your team composition are very likely. Late enrollments and/or dropouts are inevitable and a lack of commitment from some team members is not uncommon. Just like a real life experience, you need to be ready for such changes and help your team adapt. It is part of the project. Moreover, we normally place Master’s and Undergraduate students on separate teams. However, due to various reasons it is not always possible to keep them separate, so we may have some mixed MBA-Undergraduate teams. If that happens in your team, remember that, as a graduate student, you are expected to be a co-mentor to more junior and less experienced students.

Please also be aware that occasionally, we have students who, for various reasons, stop actively participating in the project. Although the same problems are commonly observed in corporate global virtual teams and the very existence of free-riders and under-performing students makes X-Culture only more realistic and educational, this creates major challenges and spoils the experience for the entire team. Therefore, we carefully monitor individual student performance by the means of weekly surveys.
Teams are given an option to vote out free-riders and if a team member is voted out by the rest of the team two weeks in a row, the student will be excluded from the project. Thus, to make sure this does not happen to you, which would likely cause you to fail the course, as you will be representing all of us in UT-Tyler, please make sure you set aside the time and effort to do this properly.

All teams will be working to advise a real company on a potential global expansion. Each global team may either select one of the companies and assignments already lined up by the X-Culture Project (http://www.x-culture.org/challenges.html), or propose a company and an assignment of their own, following requirements and rules described in the instructions.

Once the global team chooses its assignment, they will have 8 weeks to interact with the real people in those real companies, and provide an analysis on real problems such as how they could enter a specific foreign market, how they should staff such operations, how they should market and price the new or existing products they would enter the new market with, etc. Think of yourself as a consultant working on a global project with a global team. You will interact with students from around the world in that global team, while working with them on a real business challenge and will be proposing your analysis and solutions via a group report.

The X-Culture project is an international interaction/collaboration exercise and not a test of knowledge. It is an experiential exercise designed so as to involve maximum cross-culture interactions and international business problem solving, so that the students can gain first-hand experience in these areas. The particulars of the exercise DO NOT perfectly match and do not include every topic on our course outline, that is not the goal. In other words, to perform the exercise the global team will be asked to deal with several elements of international business: some you will see these elements in our course, but mostly after the exercise has ended; other of such elements you should have reviewed in other courses; and other elements you will not see at all. Again, to deal with only course-related material and to measure your knowledge in the course-related subjects is NOT the goal of the exercise. The goal is to provide you with opportunities to first-hand experience real life challenges and learn the best practices of cross-cultural international collaboration. At the same time, the project allows you to gain first-hand experience in the type of issues and problems that do arise when doing business internationally, even if your course will not cover all of them.

You and your team will have both group and individual tasks to complete every week, all very time sensitive, and all graded by an international team of instructors, of which your own instructor is a member. Think about it: I will have to read and grade as many team reports, weekly, as there are students in my class! We will all be very busy in the first half of this course. But to me it is well worth it.

Since you will be collaborating with international “co-workers”, you will be using tools such as Skype, Dropbox, Google+, Facebook in addition to emails. My general recommendation is to use your patriot email accounts for email communication, Dropbox sharing, and Skype.

By having this very intense and complex experience in the first half of this course, two very positive outcomes will be enjoyed by all students: in the short term, their course will make much more sense and all concepts we will be introducing will be alive and real to them, as their global team collaboration experience will have given them that international experience they lacked before. But more importantly, this project will most likely constitute the learning experience that you will need before embarking, more internationally-competent, on your immediate and future career.
You WILL have a lot to say when someone inquires about your international experience. And you will have a certificate to show for it (sample Achievement Certificates can be viewed [www.x-culture.org/certificates.html](http://www.x-culture.org/certificates.html)).

For those of you who do not wish to work in groups for various reasons, you will be able to carry out the whole project individually. Note, however, that this is heavily discouraged because it would stray away from one of the objectives of this course and also it would be very taxing on your time.

Please note that you MUST read the Student Instructions Manual and pass a pre-project readiness test until the end of Week #1 to be considered a participant in X-Culture. If you do not timely pass that test, you cannot have this component of the grade, which will most likely cause you to fail this class. If you pass it late, you will have up to 100 negative points. So do this ASAP. It is easy. All you need to do is read the instructions both in the manual (in the x-culture site) and in the syllabus, and answer some questions in a survey that will be sent to your patriot e-mail account. The whole process should take you no more than 30-45 minutes, including reading the manual and taking the survey.

For your personal planning, from our previous experience I expect each of you to work from 20 to 32 hours in this project, depending on how well your team organizes itself and on the complexities of international communication. The additional time requirements come from the need to communicate in a foreign language, learn how to use new communication media, and the added administrative cost due to time zone differences and geographic dispersion. This time should be distributed as follows:

<table>
<thead>
<tr>
<th>Task, Students</th>
<th>Approx. Combined Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the project starts:</td>
<td></td>
</tr>
<tr>
<td>Pre-project training + test</td>
<td>1 to 2</td>
</tr>
<tr>
<td>Pre-project survey</td>
<td>0.5</td>
</tr>
<tr>
<td>During the project:</td>
<td></td>
</tr>
<tr>
<td>Correspondence &amp; interaction with teammates</td>
<td>5 to 10</td>
</tr>
<tr>
<td>Report write up</td>
<td>6 to 12</td>
</tr>
<tr>
<td>Other unexpected tasks and issues that need to be addressed</td>
<td>2 to 6</td>
</tr>
<tr>
<td>After the Project:</td>
<td></td>
</tr>
<tr>
<td>Post-Project Surveys (global and local)</td>
<td>0.5 to 1</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>20 to 32 hours</strong></td>
</tr>
</tbody>
</table>
The table below gives an indication of the requirements and deadlines for this group work, which is worth 30% of your course grade:

<table>
<thead>
<tr>
<th>Milestones</th>
<th>Deadline Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Pre-project Readiness Test (check your emails for personalized link)</td>
<td>Mo, Jan 19th</td>
</tr>
<tr>
<td>Official start of the project, students placed on teams</td>
<td></td>
</tr>
<tr>
<td>Students whose semester starts later will be added to the existing teams</td>
<td></td>
</tr>
<tr>
<td>once their semester commences.</td>
<td></td>
</tr>
<tr>
<td>2. Establish Contact and Meet your Teammates</td>
<td>Thu, Jan 22nd</td>
</tr>
<tr>
<td>3. Select Client Organization and Product</td>
<td>Mo, Jan 26th</td>
</tr>
<tr>
<td>4. Identify Market Success Factors</td>
<td>Fri, Jan 30th</td>
</tr>
<tr>
<td>5. Select a New Market</td>
<td>Fri, Feb 6th</td>
</tr>
<tr>
<td>6. Entry mode and Staffing</td>
<td>Fri, Feb 13th</td>
</tr>
<tr>
<td>7. Product and pricing</td>
<td>Fri, Feb 20th</td>
</tr>
<tr>
<td>8. Distribution and Promotion</td>
<td>Fri Feb 27th</td>
</tr>
<tr>
<td>9. Team Report DRAFT and Progress Survey</td>
<td>Fri Mar 6th</td>
</tr>
<tr>
<td>10. FINAL Team Report (Turnitin)</td>
<td>Fri Mar 13th</td>
</tr>
<tr>
<td>11. Post-project survey</td>
<td>Sun Mar 15th</td>
</tr>
</tbody>
</table>

*All X-Culture project deadlines are set for 11:59 pm (23:59), New York Time.*

**Important:** Occasionally emails with invitations to take a survey are filtered into the Junk/Spam email folder. Please check your Junk/Spam email folder (search for messages with “X-Culture” in subject line) if you don’t receive a survey invitation message around the date specified in the table above. If you do not receive any of the above-mentioned invitation emails with links to surveys by the time specified, please contact your instructor. Lost emails and other technological failures are not an excuse for missing the deadlines.

As you can see, it is a very tight and time-sensitive project, but the good news is that you’ll be done with it by March 15th.
Grading of this project, comprised of both individual and group components, will be as follows:

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>% of Total Project Grade (=30% of the course grade)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Individual:</strong></td>
<td></td>
</tr>
<tr>
<td>Completion of the pre-project training</td>
<td>0% (must timely pass to participate. If late in passing, 10% negative points will be assigned)</td>
</tr>
<tr>
<td>Weekly progress reports, submitted individually by each student (completed fully and before the deadline)</td>
<td>25%</td>
</tr>
<tr>
<td>Post-project survey (required)</td>
<td>0% (must timely pass to participate. If late in completing, 10% negative points will be assigned)</td>
</tr>
<tr>
<td>Peer evaluations (as evaluated by the other team members in terms of effort, intellectual contribution, help with writing the report, coordinating team efforts, other comments)</td>
<td>25%</td>
</tr>
<tr>
<td><strong>Team:</strong></td>
<td></td>
</tr>
<tr>
<td>Quality of the team report** (as rated by all instructors involved)</td>
<td>50%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>100%</td>
</tr>
</tbody>
</table>

** The quality of the final report will be graded in terms of: Quality of the summary report; Accuracy and thoroughness of the company description; Feasibility of the product choice, its suitability for the suggested new market; Quality of the market opportunity analysis, including the feasibility of the success criteria and product-market match; Quality of the basic analysis/description of the country (if applicable); Quality of the following contextual analyses, including relevance to the market/product choice (if applicable): (i) Economic Environment, (ii) Political and Legal Environment; and (iii) Cultural Environment; Feasibility of the suggested market entry mode; Feasibility of the suggested staffing policies; Feasibility and creativity of the marketing strategy; Clarity of presentation, formatting quality, readability, visual appeal, grammar; Quality of the arguments in support of the recommendations provided in the report (clarify, strength and feasibility of the arguments – essentially how well you explain your decisions); Proper use of external sources and references.

More details on this assignment are in the pdf files within the X-culture sub-folder (within the “assignments” tab) on Blackboard.
Information on **Sources and Standards** for Country Seminars and Experiential Learning Projects

You will need to treat these projects as true professional research projects, not as “cut-and-paste”, elementary type of projects. Although I want you to have fun, and I am providing you with enough freedom to exercise creativity and to have such fun, please treat this assignment very seriously and professionally.

In terms of the sources of research, your team should pick the country as a group, and collectively research the country for basic facts. There are many sources at the library and on the WWW, and you are REQUIRED to use several secondary **AND** primary sources, such as interviews with people familiar with that country.

Regarding secondary sources, some interesting *official sources* are:

- [http://www.principalglobalindicators.org/Pages/Default.aspx](http://www.principalglobalindicators.org/Pages/Default.aspx)
- [http://www.commerce.gov](http://www.commerce.gov)
- [http://lcweb2.loc.gov/frd/cs/cshome.html](http://lcweb2.loc.gov/frd/cs/cshome.html)
- [http://www.state.gov/www/background_notes/index.html](http://www.state.gov/www/background_notes/index.html)
- [http://censtats.census.gov/sitc/sitc.shtml](http://censtats.census.gov/sitc/sitc.shtml)

Other *unofficial sources* are:

- [http://globaledge.msu.edu/global-insights/by/country](http://globaledge.msu.edu/global-insights/by/country)
- [http://travel.state.gov/content/travel/english.html](http://travel.state.gov/content/travel/english.html)
- [http://www.embassy.org](http://www.embassy.org)

Many other sources, not listed above, can and should be used.

Each project should include academic sources to supplement the Internet sources and the interviews. This means that you will need to take advantage of the academic periodical databases that are available in the library. If you have questions about these databases, you may contact our helpful staff at the library.

You will need to differentiate between Internet sources, academic sources, interviews, etc. And you will also need to cite each source. Your final upload should provide bibliography that includes all sources for the project. *Failure to provide a bibliography page will result in an automatic failing grade for the project. Also keep in mind that plagiarism on this project or anywhere else in the class will result in a failure of the course by the student.* All written work is expected to include citations of the referenced work. For the proper format of citations, please follow the American Psychological Association Publication Manual. For electronic citations, please go to [http://www.apastyle.org/elecsources.html](http://www.apastyle.org/elecsources.html). For citing interviews and other primary data, please also follow APA. Failure to cite sources will result in an F for the project or assignment.

As mentioned before, I am also requiring that you use **primary data**. Primary data is information that you have compiled yourself. For instance, an interview with
someone who has done business in that country or is familiar with business in that
country would be considered primary data. You will need to interview somebody
from outside the project group, and also cite this interview properly within your
project. Your team may decide the most effective way that you think your research
should be conveyed through in the country seminar: be creative!

By the time “fellow employees” are finished going through your uploaded video
seminar, they should have a good understanding of the basic business environment
of the country, as well as the cultural and political economy/trade barriers and
nuances of doing international business in that country.

Guide to Case Preparation and Discussion

Cases in this course will be used as illustrations of how the concepts learned from
the readings act or occur in reality.

They are NOT designed as role-playing exercises, and they are SHOULD NOT be
approached as major team endeavors, or an endless time-consuming nuisance.
Therefore, although below you’ll find a general guideline of how to prepare a case
discussion, it is meant as a mental framework. For example, you do not need to
spend countless hours with your team in each case, discussing scenarios, running
projections, and debating about possible alternative routes. In this course, I expect
you to (prior to the class discussion date for the case) read it, prepare it, and
discuss it with your team, to the point:

(a) you have a sound, reasonable, and well thought approach to the case
   issue or problem; and

(b) your team is comfortable with the bottom line question: what are the
   key lessons – from an “International Business” standpoint – that one
   can take from this case?

THIS SYLLABUS IS SUBJECT TO CHANGE. This is our course plan and main
policies document. Nevertheless, due to unexpected events, the syllabus may be
revised upon the discretion of the professor. New versions of the Syllabus, if a
revision is made, will be published in Blackboard. It is the students’ responsibility to
stay abreast of any such modifications.
COLLEGE OF BUSINESS STATEMENT OF ETHICS:

The ethical problems facing local, national and global business communities are an ever-increasing challenge. It is essential the College of Business and Technology help students prepare for lives of personal integrity, responsible citizenship, and public service. In order to accomplish these goals, both students and faculty of the College of Business and Technology at The University of Texas at Tyler will:

• Ensure honesty in all behavior, never cheating or knowingly giving false information.
• Create an atmosphere of mutual respect for all students and faculty regardless of race, creed, gender, age or religion.
• Develop an environment conducive to learning.
• Encourage and support student organizations and activities.
• Protect property and personal information from theft, damage and misuse.
• Conduct yourself in a professional manner both on and off campus.

STATEMENTS AND POLICIES:

Students Rights and Responsibilities
To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:
http://www2.uttyler.edu/wellness/rightsresponsibilities.php

Grade Replacement/Forgiveness and Census Date Policies
Students repeating a course for grade forgiveness (grade replacement) must file a Grade Replacement Contract with the Enrollment Services Center (ADM 230) on or before the Census Date of the semester in which the course will be repeated. Grade Replacement Contracts are available in the Enrollment Services Center or at http://www.uttyler.edu/registrar. Each semester’s Census Date can be found on the Contract itself, on the Academic Calendar, or in the information pamphlets published each semester by the Office of the Registrar.

Failure to file a Grade Replacement Contract will result in both the original and repeated grade being used to calculate your overall grade point average. Undergraduates are eligible to exercise grade replacement for only three course repeats during their career at UT Tyler; graduates are eligible for two grade replacements. Full policy details are printed on each Grade Replacement Contract.

The Census Date is the deadline for many forms and enrollment actions that students need to be aware of. These include:

• Submitting Grade Replacement Contracts, Transient Forms, requests to withhold directory information, approvals for taking courses as Audit, Pass/Fail or Credit/No Credit.
• Receiving 100% refunds for partial withdrawals. (There is no refund for these after the Census Date)
• Schedule adjustments (section changes, adding a new class, dropping without a “W” grade)
• Being reinstated or re-enrolled in classes after being dropped for non-payment
Completing the process for tuition exemptions or waivers through Financial Aid

State-Mandated Course Drop Policy
Texas law prohibits a student who began college for the first time in Fall 2007 or thereafter from dropping more than six courses during their entire undergraduate career. This includes courses dropped at another 2-year or 4-year Texas public college or university. For purposes of this rule, a dropped course is any course that is dropped after the census date (See Academic Calendar for the specific date).

Exceptions to the 6-drop rule may be found in the catalog. Petitions for exemptions must be submitted to the Enrollment Services Center and must be accompanied by documentation of the extenuating circumstance. Please contact the Enrollment Services Center if you have any questions.

Disability Services
In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University offers accommodations to students with learning, physical and/or psychiatric disabilities. If you have a disability, including non-visible disabilities such as chronic diseases, learning disabilities, head injury, PTSD or ADHD, or you have a history of modifications or accommodations in a previous educational environment you are encouraged to contact the Student Accessibility and Resources office and schedule an interview with the Accessibility Case Manager/ADA Coordinator, Cynthia Lowery Staples. If you are unsure if the above criteria applies to you, but have questions or concerns please contact the SAR office. For more information or to set up an appointment please visit the SAR office located in the University Center, Room 3150 or call 903.566.7079. You may also send an email to cstaples@uttyler.edu

Student Absence due to Religious Observance
Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second class meeting of the semester.

Student Absence for University-Sponsored Events and Activities
If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement:
It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.
Emergency Exits and Evacuation:

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor’s directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

UT Tyler Honor Code:

<table>
<thead>
<tr>
<th>I embrace honor and integrity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Therefore, I choose not to lie,</td>
</tr>
<tr>
<td>cheat, or steal,</td>
</tr>
<tr>
<td>nor to accept the actions of those who do.</td>
</tr>
</tbody>
</table>

Your instructor has CHOSEN to embrace this honor code. Watch the following video, and maybe you will choose join us too:

https://www.youtube.com/watch?v=xVMEQel1Q2A