



# **MET MG520 D1 International Business Management**

## **SYLLABUS**

**Fall 2011**

**Jung Wan Lee, Ph.D.**

**Boston Charles River Campus – Classroom**

**Administrative Sciences Department  
Metropolitan College  
Boston University**

### **1. Course Overview**

#### **1.1 Description from Course Catalog**

##### **MET MG520 D1 International Business Management**

This course focuses on the international dimensions of business and management, and provides the understandings of global business environment, the cultural context of global management, formulating and implementing strategy for global operations, and global functional management. (4 credits).

#### **1.2 Introduction**

This course provides you an integrated introduction to international business management. By “integrated” is meant that you will learn all of the fundamental aspects of modern international business management, both theoretical and practical. Finally, in discussions you will learn about and how to apply the skills required of an international business manager.

#### **1.3 Prerequisites**

##### **a) Courses:**

**None**

##### **b) Student Competencies:**

**Independent Research (APA Paper Format)**

## 2. Basic Information

### 2.1 Schedule

**Classroom:** CAS 322  
**Dates and Times:** Thursdays 6 pm – 9 pm

The course will be taught as a 3 hour class each week, divided by two 10 minute breaks into 3 roughly equal sessions.

### 2.2 Delivery Mode

**Classroom face-to-face mode**

### 2.3 Instructor:



#### **JUNG WAN LEE, Ph.D.**

Dr. Lee has extensive international teaching experience in global business, marketing, and electronic commerce at Kazakh British Technical University in Kazakhstan, as well as Soongsil University in Korea. He has published over fifty research papers and four books on entrepreneurship, small business, and venture business management, and served as an associate editor for the *World Review of Entrepreneurship, Management and Sustainable Development (WREMSD)*. He was awarded the Distinguished Research Award by Allied Academies in the spring of 2008 and 2009. In addition, he has published in selected journals such as the *Journal of Transnational Management*, the *World Review of Entrepreneurship, Management and Sustainable Development*, the *International Journal of Entrepreneurship*, the *International Journal of Trade and Global Markets*, the *International Journal of Management in Education*, and the *International Journal of Emerging Markets*. For a complete resume with publications see: <http://www.supermanlee.com>

**Contact:** Tel: 617-358-5627 e-mail: [jwlee119@bu.edu](mailto:jwlee119@bu.edu)  
**Office:** Room 225, 808 Commonwealth Ave.

**Hours:** Tuesdays 3:00 - 5:00 pm  
Wednesdays 3:00 - 5:00 pm  
Thursdays 3:00 - 5:00 pm  
and by appointment.

### 2.4 Other Information

#### a) Getting Started, or What Should I Do First?

You are nervous and experiencing sensory overload. Welcome to the club.

You are not alone—almost everyone is in the same boat. For most of you, it may be your first undergraduate course and your first BU course. That takes quite a bit of getting used to.

**The job of an undergraduate student is to move forward human knowledge.**

I know this is intimidating, but my job is to challenge you. I want you to improve—there wouldn't be much point in taking this course if you didn't. Taking this course is not about learning project management—you could do that by reading a book. This course is about becoming a critical thinker, learning to evaluate what you read, getting some data, evaluating the source of the data, and developing your own conclusions.

If that sounds ambitious, it is. I am here to help you through that process. This is hard! Don't expect to master it in the first week. It will be difficult and unfamiliar. I only know of one way to succeed at this: try, try, and try again.

Reading the literature should be your starting point. You have access to the library—use it. When facing an assignment, think it through and write down some key concepts and terms. Don't just start writing. Using the topics and vocabulary you have written down, try to find and read some scholarly articles. Learn to cite and reference correctly. Finally, write your own paper with your own thoughts, weaving in the research you have done.

Ask yourself the following question: What have I written that is original? Then focus your paper on your work.

**b) General Guidance**

**There are no dumb questions.**

I really believe and practice this in the classroom. If you have a question, ask!

**Challenge everything!**

The internet has made data accessible to everyone. In fact, there is really way too much of it. The problem is that you don't know how to evaluate it. Where does it come from? Who wrote it and why? What is their agenda?

I encourage you to challenge anything and everything. Don't just read the textbook, read with a view to challenging what is being said. If you challenge something, be sure to be able to back up your claim with research and correct references.

**c) Academic Research**

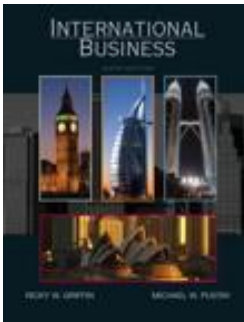
What constitutes “academic research?” Academic articles have a proven provenance. (Look up “provenance.”) Articles are submitted to journals and evaluated anonymously by referees who are subject matter experts. The author typically revises a manuscript based on the referees' questions and comments. Publication of the refereed article disseminates the information. Mistakes are corrected, excellent and useful work becomes accepted, and progress is made. Over time, a body of work emerges that is validated and accepted.

Academic journal articles are what you are aiming for in your research. It is tough going early on to read this stuff. Read the abstract. If it looks interesting and you understand it, read the

article. After a while, you get better at skipping over the stuff that is not relevant to your assignment. In other words, for the purposes of this course, a “Google” search returns junk. (Actually, of course, a google search gets you going and we all do it. It is just not polite to mention it.)

### 3. Text & Materials

#### 3.1 Required Text



**International Business, 6/E**  
**Ricky Griffin**  
**Michael Pustay**

ISBN-13: 9780137153732  
Publisher: Prentice Hall  
Copyright: 2010

Required textbooks for this course can be purchased from Barnes & Noble at Boston University at <http://bu.bncollege.com>.

#### 3.2 Other Required Materials

##### a) Additional reading materials

Read international business and management related news and articles from The Wall Street Journal <http://online.wsj.com/home-page>; Financial Times <http://www.ft.com/>; World Trade organization <http://www.wto.org/>; UNCTAD <http://www.unctad.org/>; OECD <http://www.oecd.org/>; in order to better understand to current international business and management practices.

##### b) Boston University Library Link

As Boston University students you have full access to the BU libraries. You can gain access to anything at the libraries that is electronically formatted—or better said, available online. That includes vast holdings, among them subscriptions to periodicals, books, audio and video recordings, etc. Boston University’s Office of Information Technology and the Libraries offer an option for remote access to Boston University’s online library resources.

#### 3.3 Blackboard/Course Info

This course will use a Blackboard site. Students are required to have a BU ID and password to log in. If you do not have a BU ID yet, note that this takes some time so be sure to start this process well before class starts. The site is: <http://blackboard.bu.edu/>

## 4. Course Learning Objectives

### 4.1 Course Goals and Objectives

This course provides you an integrated introduction to international business management. By “integrated” is meant that you will learn all of the fundamental aspects of modern international business management, both theoretical and practical. Finally, in discussions you will learn about and how to apply the skills required of an international business manager.

### 4.2 Course Learning Objectives

After you have completed this course, you should be able to:

- Understand the unique challenges involved in international business and management.
- Perform a comprehensive analysis of international business and management environment and make operational recommendations for managerial action that will improve business performance.
- Analyze and apply the various components of international business and management to enhance its effectiveness.
- Understand and discuss key issues required in international business and management.

### 4.3 Course Expectations and Delivery Mode

The course will be conducted by means of a sequence of lectures and some classroom discussions. There will be one lecture each week. In each week will cover one or more core international business, economics and cultures concepts.

Each week students will be assigned a research topic, which will be the focus of an in class discussion. Every student will be expected to contribute every week. There is a major Final Project. Students will be required to demonstrate their understanding of the key features of the course, as well as the practical application of skills.

### 4.4 Schedule

#### a) Class Schedule

#### MET MG520 D1 Schedule

<b>MET MG520 D1 International Business Management (4 credits)</b>			
<b>Class week</b>	<b>Topics</b>	<b>Text Book</b>	<b>Case Study</b>
Week 1 9/8/11	<b>1. An Overview of International Business.</b> <ul style="list-style-type: none"><li>• Discuss the meaning of international business</li><li>• Explain the importance of understanding international</li></ul>	Chapter 1	Wal-Mart Stores

	<p>business</p> <ul style="list-style-type: none"> <li>Identify and describe the basic forms of international business activities</li> <li>Discuss the causes of globalization</li> <li>Comprehend the growing role of emerging markets in the global economy</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>		Carrefour
Week 2 9/15/11	<p><b>2. Global Marketplaces and Business Centers.</b></p> <ul style="list-style-type: none"> <li>Evaluate the impact of the political and economic characteristics of the world's various marketplaces on business</li> <li>Appreciate the uses of national income data in making business decisions</li> <li>Discuss North America as a major marketplace and business center in the world economy</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	Chapter 2	Nestlé Procter & Gamble
Week 3 9/22/11	<p><b>3. Legal, Technological, and Political Forces.</b></p> <ul style="list-style-type: none"> <li>Describe the major types of legal systems confronting international businesses</li> <li>Explain how domestic laws affect the ability of firms to conduct international business</li> <li>List the ways firms can resolve international business disputes</li> <li>Describe the impact of the host country's technological environment on international business</li> <li>Identify the factors that influence national accounting systems</li> <li>Explain how firms can protect themselves from political risk</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b></p>	Chapter 3	Siemens Samsung Electronics

	<p>C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>		
<p>Week 4  9/29/11</p>	<p><b>4. The Role of Culture.</b></p> <ul style="list-style-type: none"> <li>• Discuss the primary characteristics of culture</li> <li>• Describe the various elements of culture and provide examples of how they influence international business</li> <li>• Identify the means by which members of a culture communicate with each other</li> <li>• Discuss how religious and other values affect the domestic environments in which international businesses operate</li> <li>• Describe the major cultural clusters and their usefulness for international managers</li> <li>• Explain Hofstede’s primary findings about differences in cultural values</li> <li>• Explain how cultural conflicts may arise</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	<p>Chapter  4</p>	<p>Hewlett-Packard   IBM</p>
<p>Week 5  10/6/11</p>	<p><b>5. Ethics and Social Responsibility in International Business.</b></p> <ul style="list-style-type: none"> <li>• Describe the nature of ethics</li> <li>• Discuss ethics in cross-cultural and international contexts</li> <li>• Identify the key elements in managing ethical behavior across borders</li> <li>• Discuss social responsibility in cross-cultural and international contexts</li> <li>• Identify and summarize the basic areas of social responsibility</li> <li>• Discuss how organizations manage social responsibility across borders</li> <li>• Identify and summarize the key regulations governing international ethics and social responsibility</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b></p>	<p>Chapter  5</p>	<p>LG  Sony</p>

	<p><b>C3: Developing an overview of globalization issues: <b>Some</b></b></p> <p><b>C4: Performing an analysis of globalization: <b>None</b></b></p>		
<p>Week 6 10/13/11</p>	<p><b>6. International Trade and Investment Theory.</b></p> <ul style="list-style-type: none"> <li>• Understand the motivation for international trade</li> <li>• Summarize and discuss the differences among the classical country-based theories of international trade</li> <li>• Use the modern firm-based theories of international trade to describe global strategies adopted by businesses</li> <li>• Describe and categorize the different forms of international investment</li> <li>• Explain the reasons for foreign direct investment</li> <li>• Summarize how supply, demand, and political factors influence foreign direct investment</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: <b>Substantial</b></b>  <b>C2: Perspectives on globalization: <b>Substantial</b></b>  <b>C3: Developing an overview of globalization issues: <b>Some</b></b>  <b>C4: Performing an analysis of globalization: <b>None</b></b></p>	<p>Chapter 6</p>	<p>Vodafone Nokia</p>
<p>Week 7 10/20/11</p>	<p><b>7. International Monetary System and the Balance of Payments.</b></p> <ul style="list-style-type: none"> <li>• Discuss the role of the international monetary system in promoting international trade and investment</li> <li>• Explain the evolution and functioning of the gold standard</li> <li>• Summarize the role of the World Bank Group and the International Monetary Fund in the post-World War II international monetary system established at Bretton Woods</li> <li>• Explain the evolution of the flexible exchange rate system</li> <li>• Describe the function and structure of the balance of payments accounting system</li> <li>• Differentiate among the various definitions of a balance of payments surplus and deficit</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: <b>Substantial</b></b>  <b>C2: Perspectives on globalization: <b>Substantial</b></b>  <b>C3: Developing an overview of globalization issues: <b>Some</b></b></p>	<p>Chapter 7</p>	<p>ING Group Fortis</p>

	C4: Performing an analysis of globalization: <b>None</b>		
Week 8 10/27/11	<p><b>Chapters review</b></p> <p>We will have case analysis and discussions on two cases selected from the textbook on Week 8. Please read through the textbook and prepare answers for the following questions.</p> <p><b>Toyota Motor Corporation</b>  <b>Textbook Page 11, 24, 34, 50, 58, 100, 130, 162, 172, 174-175, 177, 211, 217, 248-250, 252, 263, 277, 308, 334, 338, 372, 373, 375, 403, 413, 418, 447-447, 465, 470, 473, 476, 479, 488, 492-493, 496, 497, 529, 538, 539, 549-550.</b></p> <p><b>Discussion Questions</b></p> <ol style="list-style-type: none"> <li>1. What are strengths and weaknesses of Toyota in doing international business (Internal resources)?</li> <li>2. What are opportunities and threats facing Toyota in doing international business (external environment)?</li> <li>3. What are Toyota’s most critical competitive advantages for doing international business? How did Toyota develop their advantages?</li> <li>4. How sustainable are Toyota’s advantages? What is your assessment of Toyota’s competitors and their ability to imitate Toyota’s advantages?</li> <li>5. What are Toyota’s strategic options? To what extent do these options exploit Toyota’s competitive advantages in international markets?</li> </ol> <p><b>Caterpillar Inc.</b>  <b>Textbook page 23, 92, 149-150, 151, 162, 167-168, 171, 194, 243, 319, 461, 466, 541</b></p> <p><b>Discussion Questions</b></p> <ol style="list-style-type: none"> <li>1. What is Caterpillar’s competitive position in international markets?</li> <li>2. What are opportunities and threats facing Caterpillar in doing international business (external environment)?</li> <li>3. What are Caterpillar’s most critical competitive advantages for doing international business? How did Caterpillar develop their advantages? Particularly, what are the underlying sources of its advantages?</li> <li>4. Should Caterpillar introduce their products in Korea the summer of 2010? If they should, then how: partner with Samsung Heavy Industries, Hyundai Heavy Industries, Daewoo Heavy Industries, or “go it alone”? If they shouldn’t, then why not?</li> </ol> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: <b>Substantial</b></b></p>		

	<p><b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Substantial</b>  <b>C4: Performing an analysis of globalization: Substantial</b></p>		
<p>Week 9 11/3/11</p>	<p><b>8. Foreign Exchange and International Financial Markets.</b></p> <ul style="list-style-type: none"> <li>• Describe how demand and supply determine the price of foreign exchange</li> <li>• Discuss the role of international banks in the foreign-exchange market</li> <li>• Assess the different ways firms can use the spot and forward markets to settle international transactions</li> <li>• Summarize the role of arbitrage in the foreign-exchange market</li> <li>• Discuss the important aspects of the international capital market</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	<p>Chapter 8</p>	<p>Citigroup  HSBC Holdings</p>
<p>Week 10 11/10/11</p>	<p><b>9. Formulation of National Trade Policies.</b>  <b>10. International Cooperation among Nations.</b></p> <ul style="list-style-type: none"> <li>• Present the major arguments in favor of and against governmental intervention in international trade</li> <li>• Identify the advantages and disadvantages of adopting an industrial policy</li> <li>• Analyze the role of domestic politics in formulating a country's international trade policies</li> <li>• Explain the importance of the GATT and the WTO to international business</li> <li>• Contrast the different forms of economic integration among cooperating countries</li> <li>• Analyze the opportunities for international businesses created by completion of the EU's internal market</li> <li>• Describe the other major trading blocs in today's world economy</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b></p>	<p>Chapter 9 &amp; 10</p>	<p>Allianz  Barclays</p>

	<p>C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>		
<p>Week 11  11/17/11</p>	<p><b>11. International Strategic Management.</b></p> <ul style="list-style-type: none"> <li>• Characterize the challenges of international strategic management</li> <li>• Assess the basic strategic alternatives available to firms</li> <li>• Distinguish and analyze the components of international strategy</li> <li>• Describe the international strategic management process</li> <li>• Identify and characterize the levels of international strategies</li> </ul> <p><u><b>AACSB Department Learning Goal: Globalization</b></u>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	<p>Chapter  11</p>	<p>Exxon  Mobil  Royal Dutch  Shell</p>
<p>Week 11  11/17/11</p>	<p><b>12. Strategies for Analyzing and Entering Foreign Markets.</b></p> <p><b>13. International Strategic Alliances.</b></p> <ul style="list-style-type: none"> <li>• Discuss how firms analyze foreign markets</li> <li>• Outline the process by which firms choose their mode of entry into a foreign market</li> <li>• Describe forms of exporting and the types of intermediaries available to assist firms in exporting their goods</li> <li>• Compare joint ventures and other forms of strategic alliances</li> <li>• Characterize the benefits of strategic alliances</li> <li>• Describe the scope of strategic alliances</li> <li>• Discuss the forms of management used for strategic alliances</li> <li>• Identify the limitations of strategic alliances</li> </ul> <p><u><b>AACSB Department Learning Goal: Globalization</b></u>  C1: Concept of globalization: <b>Substantial</b>  C2: Perspectives on globalization: <b>Substantial</b>  C3: Developing an overview of globalization issues: <b>Some</b>  C4: Performing an analysis of globalization: <b>None</b></p>	<p>Chapter  12 &amp;  13</p>	<p>Toyota  Motor  Daimler</p>

Week 12 11/24/11	No Class (Thanksgiving holiday)		
Week 13 12/1/11	<p><b>14. International Organization Design and Control.</b></p> <ul style="list-style-type: none"> <li>• Define and discuss the nature of international organization design and identify and describe the initial impacts of international business activity on organization design</li> <li>• Identify and describe five advanced forms of international organization design and discuss hybrid global designs</li> <li>• Identify and describe related issues in global organization design</li> <li>• Explain the general purpose of control and the levels of control in international business</li> <li>• Describe how international firms manage the control function</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	Chapter 14	Ford Motor  Volkswagen
Week 13 12/1/11	<p><b>15. Leadership and Employee Behavior in International Business.</b></p> <ul style="list-style-type: none"> <li>• Identify and discuss the basic perspectives on individual differences in different cultures</li> <li>• Evaluate basic views of employee motivation in international business</li> <li>• Identify basic views of managerial leadership in international business</li> <li>• Discuss the nature of managerial decision making in international business</li> <li>• Describe group dynamics and discuss how teams are managed across cultures</li> </ul> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Some</b>  <b>C4: Performing an analysis of globalization: None</b></p>	Chapter 15	Boeing  General Electric
Week 14 12/8/11	<p><b>Chapters review: Term paper presentation</b></p> <p><b><i>Guidelines for presentation:</i></b> Groups should prepare a 10 to 12 slide PowerPoint</p>		

	<p>presentation for abstracting their term papers. The PowerPoint slides should be developed and organized in a professional manner. Groups should demonstrate their presentation in class.</p> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Substantial</b>  <b>C4: Performing an analysis of globalization: Substantial</b></p>
12/17/11	<p><b>Final-exam at CAS 322 from 6 pm to 8 pm</b></p> <p><b><u>AACSB Department Learning Goal: Globalization</u></b>  <b>C1: Concept of globalization: Substantial</b>  <b>C2: Perspectives on globalization: Substantial</b>  <b>C3: Developing an overview of globalization issues: Substantial</b>  <b>C4: Performing an analysis of globalization: Substantial</b></p>

#### 4.5 Assignments

### MET MG520 D1 Homework Assignment Schedule

№	Assignments	Class week															
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1.	<i>Class attendance and participation</i>	*	*	*	*	*	*	*	*	*	*	*		*	*	*	
2.	<i>Quiz</i>				*												
3.	<i>Article review and essay(assignment 1)</i>							*									
4.	<i>Case analysis report (assignment 2)</i>										*						
5.	<i>Term paper (assignment 3)</i>													*			
6.	<i>Term paper presentation</i>														*		
7.	<i>Final Exam</i>															*	
																	12/17

## 4.6 Course Grading

### a) Assessment Policy

Your final grade for this course will be derived from four types of assessment:

- Weekly attendance and participation
- Quiz: 1 quiz per semester
- Three assignments: take-home
- Final examination: during the final examination period

### b) Assessment Percentage

The value of each of these assessment measures, expressed as a percentage, is tabulated below.

1 <sup>st</sup> Attestation 30%	Quiz	10 %
	Article review and essay (assignment 1: Individual)	10 %
	Case analysis (assignment 2: Individual)	10 %
2 <sup>nd</sup> Attestation 30%	Term paper writing (assignment 3: Team)	20 %
	Term paper presentation (Team)	10 %
Final Attestation 40%	Final-exam (multiple choice, open-ended, essay writing)	30 %
	Class attendance and participation	10 %
<b>Total 100%</b>		<b>100%</b>

### c) Grading Metrics:

Grade	Grade Point	%	Traditional grade
A	4.0	96-100	EXCELLENT
A-	3.67	91-95	
B+	3.33	86-90	GOOD
B	3.0	81-85	
B-	2.67	76-80	
C+	2.33	71-75	SATISFACTORY
C	2.0	66-70	
C-	1.67	61-65	
D+	1.33	56-60	
D	1.0	51-55	UNSATISFACTORY
F	0	=< 50	

While there is no fixed absolute number of grades in any one level, it is important to note that high grades reflect an excellence in the understanding of class materials and organization of thoughts as well as the complete works of course assignments. In addition, an important aspect of my class is the complete attendance at each class and active participation at each discussion; grades will also reflect an individual's contributions to the class.

As such, a maximum 5 percent of the class, ONLY who has/have achieved completely every learning goal of the course, would earn an A grade and approximately 15 percent would earn an A- grade. As grades are earned and not awarded, the College does give grades C+/C/C-/D+/D or F for work that is below average/standards.

Since achieving every learning goal of the course and at the same time making the complete attendance at each class and participation at each discussion is a challenging task for part-time students, an A- grade may be deemed as a highest evaluation for them.

**Grading, attendance and examination policies and procedures will be applied to the course in accordance with Boston University rules of “Code of Academic Conduct.”**

#### **4.7 Homework, Exams and Discussions**

##### **a) Quiz:**

Quiz will cover conceptual material from chapters; questions relating to lecture / discussion material from class; and readings. No make-up exam will be given.

##### **AACSB Department Learning Goal: Globalization**

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

C3: Developing an overview of globalization issues: **Substantial**

C4: Performing an analysis of globalization: **Substantial**

##### **b) Assignment 1:**

**Article review and essay writing –individual: 10%**

##### **AACSB Department Learning Goal: Globalization**

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

C3: Developing an overview of globalization issues: **Substantial**

C4: Performing an analysis of globalization: **Substantial**

### *Guidelines for essay writing*

1. The student should select an essay topic they are interested in from the following list, or they may explore/develop any topic they are interested in. Students should get approval from the instructor if they choose a topic outside of the list:

<ol style="list-style-type: none"><li>1. Agency Theory</li><li>2. Comparative Advantage</li><li>3. Competitive Structure</li><li>4. Exploration vs. Exploitation</li><li>5. Game Theory</li><li>6. Human Ecology Theory</li><li>7. Institutional Theory</li><li>8. International Trade Theory</li><li>9. Internationalization Theories</li><li>10. Foreign Market Entry</li><li>11. Leadership Theories</li><li>12. Neoinstitutional Theory</li></ol>	<ol style="list-style-type: none"><li>13. Organizational Ecology</li><li>14. Organizational Learning</li><li>15. Portfolio Theory</li><li>16. Relational Contracting Theory</li><li>17. Resource-Based Theory</li><li>18. Signaling Theory</li><li>19. Strategic Choice Theory</li><li>20. Systems Theory</li><li>21. Technological Advantage Theory</li><li>22. Technological Innovation Theory</li><li>23. Theory of FDI and MNE</li><li>24. Transaction Cost Theory</li><li>25. Upper Echelon Theory</li></ol>
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2. **Each essay will be 8 pages** in length, including a title page and references. It should be typed in 12-point font, Times New Roman, and double-spaced.
3. Avoid verbosity and do not plagiarize the work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for the bibliography.
4. The essay will have at least five references from peer-reviewed academic journals **ONLY**. You can find a good source from the BU Library's electronic resources. Use the link <http://www.bu.edu/library/index.shtml>.
5. Students should analyze and synthesize the information from the articles to form a cohesive essay (1300 ~ 1500 words). The paper should be short and concise.
6. **Submission: 1) Two sets of printed copies** of an essay should be submitted, **and 2) a written essay as an MS Word document by an email attachment** should be sent **not later than the class day of week 7 (October 20, 2011)**.

### **Grading Criteria (in total 10 points)**

1. Timeliness: Submitted by the due date – maximum 2 points
2. Content and context –Context is well organized according to the guidelines: maximum 4 points
3. Citation and reference – Appropriately cited in the body text and bibliography, according to the citation guidelines: maximum 4 points

c) Assignment 2:

Case analysis report–individual: 10%

**AACSB Department Learning Goal: Globalization**

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

C3: Developing an overview of globalization issues: **Substantial**

C4: Performing an analysis of globalization: **Substantial**

*Guidelines for a case writing:*

1. Students should select a case topic they are interested in from the following list, or they may explore/develop any case topic they are interested in. Students should get approval from the instructor if they choose a case topic outside of the list:

<ul style="list-style-type: none"><li>• Wal-Mart Stores</li><li>• Carrefour</li><li>• Nestlé</li><li>• Procter &amp; Gamble</li><li>• Siemens</li><li>• Samsung Electronics</li><li>• Hewlett-Packard</li><li>• IBM</li><li>• Sony</li><li>• Vodafone</li><li>• Nokia</li><li>• Boeing</li></ul>	<ul style="list-style-type: none"><li>• ING Group</li><li>• Fortis</li><li>• Citigroup</li><li>• HSBC Holdings</li><li>• Allianz</li><li>• Barclays</li><li>• Exxon Mobil</li><li>• Royal Dutch Shell</li><li>• Toyota Motor</li><li>• Daimler</li><li>• Ford Motor</li><li>• Volkswagen</li></ul>
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2. Each case report will be **15 pages** in length, including a title page, tables, figures, appendixes, and references. It should be typed in **12 point font, Times New Roman, and double-spaced.**
3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for bibliography.
4. You may use **any article** from websites, newspapers, company reports, and other forms of information.
5. **Students should analyze and synthesize the information from the reading materials to form a cohesive report (2000~2500 words). The report should be concise.**
6. Do not simply summarize materials of a company. Use the information from the materials to support your evaluations, conclusions, and recommendations.
7. **Submission: 1) Two sets of printed copies** of a case analysis should be submitted, **and 2) a written case report as an MS Word document by an email attachment** should be sent **not later than the class day of week 10 (November 10, 2011).**

### Case Analysis Grading Criteria (10 points)

1. **Timeliness:** Whether it is completed on time: Maximum 3 points
2. **Content and context:** Whether its content has flourished by extended research, relating to a case: maximum 3 points
3. **Analytical Skills:** Whether the work focus on key points to managerial and marketing issues: Maximum 4 points

#### d) Assignment 3:

**Term-Paper writing and Presentation: Team project 30%**

#### AACSB Department Learning Goal: Globalization

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

C3: Developing an overview of globalization issues: **Substantial**

C4: Performing an analysis of globalization: **Substantial**

**Instructions for a term paper:** A term paper on *international business management* will be written by a group of students (**a team consists of normally three (3) students. Students may volunteer themselves to form/choose their team members**). As the semester progresses, various components of the paper should be worked. At the end of the semester, all sections will be integrated into one final paper.

1. Students should select a term paper topic they are interested in from the following list, or students may explore/develop any topic they are interested in. Students should get approval from the instructor if they choose a topic outside of the list:

<ol style="list-style-type: none"><li>1. Doing international business environment</li><li>2. Globalization issue</li><li>3. Legal, Technological, and Political Forces</li><li>4. The Role of Culture in international business</li><li>5. Ethics and Social Responsibility in International Business</li><li>6. International Trade and Investment Theory</li><li>7. International Monetary System and the Balance of Payments</li><li>8. Foreign Exchange and International Financial Markets</li><li>9. Formulation of National Trade Policies</li><li>10. International Cooperation among Nations</li></ol>	<ol style="list-style-type: none"><li>11. International Strategic Management</li><li>12. Strategies for Analyzing and Entering Foreign Markets</li><li>13. International Strategic Alliances</li><li>14. International Organization Design and Control</li><li>15. Leadership and Employee Behavior in International Business</li><li>16. International Marketing</li><li>17. International Operations Management</li><li>18. International Financial Management</li><li>19. International Human Resource Management and Labor Relations</li></ol>
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2. Each term paper will be **about 25 pages** in length, including a title page and references. It should be typed in **12 point font, Times New Roman, and double-spaced.**

3. Avoid verbosity and do not plagiarize work of others. You must cite your sources. Provide adequate citations and use the **APA style** ([see APA style guide here](#)) for bibliography.
4. You may use **any article** from websites, newspapers, company reports, and other forms of information.
5. **Students should analyze and synthesize the information from the reading materials to form a cohesive paper (3000~3500 words). The paper should be concise.**
6. Do not simply summarize materials of companies and/or cases. The written paper should focus on analyzing the material, evaluating the strategy employed by companies, and making appropriate recommendations. Use the information from the materials to support your conclusions and recommendations.
7. The written paper should focus on analyzing the materials in cases, evaluating the strategy employed by companies/products/brands, and making appropriate recommendations.
8. **Submission: 1) Two sets of printed copies** of a term paper should be submitted, **and 2) a written term paper as an MS Word document by an email attachment** should be sent **not later than the class day of week 13 (December 1, 2011).**

#### **Grading Criteria (maximum 30 points)**

**The project will count for 30% (written report 20%, presentation 10%) of the total grade. Each member of a project team will receive the same grade for their project submission.**

1. **Timeliness:** Whether it is completed on time - Maximum 4 points
2. **Content and context** (conceptual skills): Whether its content has flourished by extended research, relating to the case - maximum 8 points
3. **Analytical Skills:** Whether the work focus on key points to marketing decision-making issues - Maximum 8 points
4. **Presentation:** Maximum 10 points\*

#### ***\*Guidelines for presentation:***

Groups should prepare a 10 to 12 slide PowerPoint presentation for abstracting their term papers. The presentation of PowerPoint slides should be developed and organized in a professional manner like a seminar (“Your use of hyperlinks, layouts, and contents are the elements of your own creativity. Audio narration can definitely add to your presentation, but is not required. If you choose to narrate your presentation, please limit the audio length to no more than 10 minutes (i.e. 1 minute per slide).

**e) Final Exam: Individual (30% of total grade)**

**AACSB Department Learning Goal: Globalization**

C1: Concept of globalization: **Substantial**

C2: Perspectives on globalization: **Substantial**

C3: Developing an overview of globalization issues: **Substantial**

C4: Performing an analysis of globalization: **Substantial**

There is a final exam in this course during a final exam period. The final exam is proctored and requires the use of an approved proctor for a student who is unable to get to the test site. The exam will cover information from textbook, lectures, cases, and readings. The exam is closed book/closed notes/closed materials. The final exam will be structured to promote and reward learning, thinking, and understanding of the course materials. This will require some memorization, as well as the ability to understand concepts of international business, economics and cultures. **The test will contain four types of questioning methods: true/false, multiple choice, fill-in-the-blank, and open-end questions. The duration of the exam is 100 minutes for 45 questions.**

**Attention!**

- **20% of absence without valid reasons leads to «F (Fail)»**
- **“0” will be marked, if students are late on the final examination;**
- **“F” will be marked, if students use a crib (on a paper or electronic base) during the final examination.**

## 5. Requirements, Policies and Standards

### 5.1 Attendance

Attendance at all classes is mandatory. Attendance will be taken early on in the class. In accordance with the department policy, any student missing more than 2 classes will be considered to have withdrawn. Students arriving late will be considered to have missed the class.

### 5.2 Homework

Homework will be assigned each week. Assignments will be graded. Proper attribution is required for sources.

#### 5.2.1 Timely Presentation of Materials Due

All assignments (papers, homework, etc.) have due dates. These are the LAST DATES that stated material is due. I maintain the right to refuse, or downgrade, any materials presented after due dates. This is not a subject for discussion.

Student should organize their time and work so as to turn in the assignment before the due date. To be absolutely clear, this means that the work will be accepted anytime up to that date but not after. Students should develop a schedule so that the work is built around their personal needs and obligations. Students should allow for contingencies and plan to hand in their work well before the last minute. That way, should some unforeseen problem arise, the timely presentation of work is not in jeopardy.

#### 5.2.2 Discussion Expectations

Please remember that online discussion topics are an ongoing process. You should not consider yourself having participated in the discussions by merely posting one comment. You should be reading all of the postings and responding appropriately, much like a face-to-face discussion. While assignments are due on specific dates, you should plan to contribute to discussions early and continue to monitor them.

Each student should be prepared to discuss the assigned topic in class.

#### 5.2.3 Student Preparation

**Minimal preparation** is reading the material, and being able to summarize what it is about, what the major issues are, and some recommendations.

**Superior preparation** involves being able to (i) summarize the situation or problem presented by the case; (ii) recommend a solution to the discussed problem; (iii) support your recommendation with data, relevant details, and analyses; and (iv) discuss innovative solutions, or why obvious solutions might be discounted.

### 5.2.4 Paper Requirements

You are to complete any research papers using the APA writing style and in particular, for citations and references. You can download the student style guide from the American Psychological Association web site or you can purchase the APA style guide from the book store.

Several guides are provided in the CourseInfo site under the Course Documents. As most referencing information is available either on the APA web site or on the CourseInfo site, the purchase of the guide is not essential. However, in all of your papers and assignments you need to understand how to lay out a paper, as well as how to cite and reference correctly *This is essential*.

Papers are to be **RESEARCH PAPERS**. Remember that work that you use from other authors **MUST** be referenced. Since it is assumed that you know little about the topic that you are writing on, it is expected that your papers contain information from many different sources. These must be attributed to the author using the American Psychological Association citation and reference format. This is *your* paper and not the cut and paste of someone else's work.

The internet has led to a false sense of what research is all about. Those new to research tend to think that it means spending an afternoon surfing the internet and then cutting and pasting from material available. Keep in mind the internet is:

1. Not quality oriented.
2. The internet has both good stuff and bad stuff, but does not know the difference.
3. I expect to see materials from a wide variety of sources, and particularly academic sources.

### 5.3 Grading Policy

Grade inflation is not in the best interests of BU students or the reputation of the institution. I have a responsibility to differentiate the performance of my students, and to reward with high grades only those who do exceptionally well. A Grade of 'A' or 'A minus' will be limited only to those students truly distinguishing themselves in the course.

The Academic Policy Committee of Metropolitan College recommends the following guidelines for distinguishing grades.

A, A-	20%
B+, B, B-	80%
Other	As merited

Excellent, research quality work will be rewarded with an 'A'. An 'A' grade requires research quality excellence in all aspects of the course: homework, discussions, project, and exams. Grades do not follow a prescribed curve.

This is a Boston University course; that means something. One thing it means is that we recognize and reward excellence. Excellence is uncommon, even rare. Your grade, then, will

reflect the standards of excellence set by Boston University, in which only truly distinguished work will receive the highest grade.

### **5.3.1 Requests For Extensions**

The General position is that make up extensions are not given. There is no guarantee that a make up will be permitted, and any request needs to be in writing and a written verification of the incident will be expected. Sometimes, unfortunate situations occur that make fulfilling requirements impossible and, as such, requests for extensions will be evaluated on a case-by-case basis.

This is not to penalize any individual student but to attempt to assure that there is a level playing field and the total class feels confident that no one has a unique advantage.

If, for any reason, you are unable to meet any assignment deadline, a student should contact the instructor immediately, and preferably in advance. All assignments must be completed.

### **5.3.2 Off-Syllabus Work**

Students will not be allowed to submit work for consideration that is beyond that defined in the syllabus.

## 6. Academic Conduct Policy

The academic conduct policy is summarized below. For the full text of the academic conduct code, please go to:

[http://www.bu.edu/met/metropolitan\\_college\\_people/student/resources/conduct/code.html](http://www.bu.edu/met/metropolitan_college_people/student/resources/conduct/code.html)

**Any Plagiarism will be reported to the Dean and dealt with according to the Academic Conduct Code of Metropolitan College.**

Boston University makes available to all faculty the plagiarism tool “Turn It In.com.” The site contains millions of papers from around the world. When a paper is submitted to TurnItIn.com, it is analyzed and compared to other work. TurnItIn.com reports if any parts of the paper are copied from other sources without proper attribution. Specifically, TurnItIn.com will detect plagiarism.

### 6.1 A Definition of Plagiarism

“The academic counterpart of the bank embezzler and of the manufacturer who mislabels products is the plagiarist: the student or scholar who leads readers to believe that what they are reading is the original work of the writer when it is not. If it could be assumed that the distinction between plagiarism and honest use of sources is perfectly clear in everyone's mind, there would be no need for the explanation that follows; merely the warning with which this definition concludes would be enough. But it is apparent that sometimes people of goodwill draw the suspicion of guilt upon themselves (and, indeed, are guilty) simply because they are not aware of the illegitimacy of certain kinds of "borrowing" and of the procedures for correct identification of materials other than those gained through independent research and reflection.”

“The spectrum is a wide one. At one end there is a word-for-word copying of another's writing without enclosing the copied passage in quotation marks and identifying it in a footnote, both of which are necessary. (This includes, of course, the copying of all or any part of another student's paper.) It hardly seems possible that anyone of college age or more could do that without clear intent to deceive. At the other end there is the almost casual slipping in of a particularly apt term which one has come across in reading and which so aptly expresses one's opinion that one is tempted to make it personal property.”

“Between these poles there are degrees and degrees, but they may be roughly placed in two groups. Close to outright and blatant deceit-but more the result, perhaps, of laziness than of bad intent-is the patching together of random jottings made in the course of reading, generally without careful identification of their source, and then woven into the text, so that the result is a mosaic of other people's ideas and words, the writer's sole contribution being the cement to hold the pieces together. Indicative of more effort and, for that reason, somewhat closer to honest, though still dishonest, is the paraphrase, and abbreviated (and often skillfully prepared) restatement of someone else's analysis or conclusion, without acknowledgment that another person's text has been the basis for the recapitulation.”

The above paragraphs are from H. Martin and R. Ohmann, *The Logic and Rhetoric of Exposition*, Revised Edition. Copyright 1963, Holt, Rinehart & Winston.

## **6.2 Academic Conduct Code**

### **I. Philosophy of Discipline**

The objective of Metropolitan College in enforcing academic rules is to promote the kind of community atmosphere in which learning can best take place. This atmosphere can be maintained only so long as every student believes that his or her academic competence is being judged fairly and that he or she will not be put at a disadvantage because of the dishonesty of someone else. Penalties imposed should be carefully determined so as to be no more or no less than required to maintain the desired atmosphere. In defining violation of this code the intent is to protect the integrity of the educational process.

### **II. Academic Misconduct**

Academic misconduct is conduct by which a student misrepresents his or her academic accomplishments or impedes other students' chances of being judged fairly for their academic work. Knowingly allowing others to represent your work as theirs is as serious an offense as submitting another's work as your own.

### **III. Violations of this Code**

Violations of this code are acts that constitute an attempt to be dishonest or deceptive in the performance of academic work in or out of the classroom. To alter academic records, or to collaborate with another student or students in an act of academic misconduct. Violations include but are not limited to:

- A. Cheating on examinations. Any attempt by a student to alter his or her performance on an examination in violation of that examination's stated or commonly understood ground rules.
- B. Plagiarism. Any attempt by a student to represent the work of another as his or her own. Plagiarism includes each of the following: copying the answers of another student on an examination, copying or substantially restating the work of another person or persons in any oral or written work without citing the appropriate source, and collaboration with someone else in an academic endeavor without acknowledging his or her contribution (see below for a more detailed definition of plagiarism).
- C. Misrepresentation or falsification of data presented for surveys, experiments, etc.
- D. Theft of an examination. Stealing or otherwise discovering and/or making known to others the contents of an examination that has not yet been administered.
- E. Unauthorized conversation is not allowed during examinations. Any unauthorized conversation may be considered prima facie evidence of cheating.
- F. Knowingly allowing another student to represent your work as his or her own.
- G. Forgery, alteration, or knowing misuse of graded examinations, grade lists, or official University records or documents, including but not limited to transcripts, letters of recommendation, degree certificates, alteration of examinations or other work after submission.

- H. Theft or destruction of examinations or papers after submission including purposefully altering possible poor performance.
- I. Submitting the same work in more than one course without the consent of the instructors involved.
- J. Altering or destroying another student's work or records, altering records of any kind, removing materials from libraries or offices without consent, or in any way interfering with the work of others so as to impede their academic performance.
- K. Failure to comply with the sanctions imposed under the authority of this code.

## **AACSB Information**

### **Compliance with Department Academic Goals**

#### **Department Goals**

The Department of Administrative Sciences maintains data to support accreditation under the rules of the AACSB. All courses must document that they include some of the academic goals which are described in the Department of Administrative Sciences Mission Statement. These goals are summarized below:

#### **a) General Goals**

- We recognize that both technology and globalization are driving forces in modern commerce. As a result, we seek out ways to include international perspectives throughout the curriculum.
- Undergraduate education requires a focused area of study, continuous updating of skills and abilities, and an appreciation of the complexity of today's global environment. These beliefs are reflected in the student body, degree curriculum, individual course content as well as in cross departmental study

#### **b) Teaching**

- We recognize that providing the working adult with academically challenging, high quality and practically focused instruction requires a blend of theory and application.
- We recognize the value of learning that occurs in the workplace, and design our classes to meet needs of our students, and educate them in the concepts and technical skills required to perform in contemporary and future work settings.

#### **c) Course Content**

- Our courses combine the traditional values of liberal arts, are interdisciplinary and focus on strengths in specialized professional subject areas.
- We incorporate international perspectives and cases into our courses.

## Mapping to Syllabus

<b>Course Number</b>	<b>MET MG520 D1</b>	
<b>Course Name</b>	<b>International Business Management</b>	
<b>Department Goal</b>	<b>Category</b> How much this course fulfills the goals. (Substantial, Some, None)	<b>Compliance</b> Examples of compliance of the course with the mission statement's goals (e.g. modules, chapter numbers, case studies)
Critical and Innovative Thinking	Substantial	The course is taught not just with lectures but with a give and take between the lecturer and the students and among the students themselves. The lecturer encourages each student to question what they hear and read in the course. In addition the papers and presentations contribute to this (see below)
Global Perspective – 1.	Substantial	1. The examples used in class cover cultural tourism assets and products in 6 continents and over 30 countries  2. Text book – the text book is written by authors based in Asia and Australia and the examples in the book are from Asia, Europe, Australia, North America and South America  3. Case studies – Seven case studies are used in this course of which five are country specific and three are general.
Communication Skills	Some	This course requires three written papers of which one is also presented as a 20-25 minute power point oral presentation in class
Decision Making	Substantial	The decision making in this course is integrated in the three papers. Two are critiques are existing cultural products that require the students decide what to critique, to think and incorporate about the product in

		respect to the material being taught in the course and to decide what is good and bad about the product and how can it be improved. The third paper requires to student to create their own cultural product anywhere in the world and to determine how it should be developed.
Technical Tools & Techniques	Some	The main tools used in this course are how to do research and Power Point.
Professional Ethics and Standards	Substantial	The course is based on the principle that unlike the hospitality industry the tourism industry has three clients: (a) the tourist who must have great memories from a vacation; (b) the local population that must economically, socially and culturally benefit from tourism; and (c) the future, that is the environment and the local culture and heritage must not be destroyed but improved for future generations. This principle is fundamental in all teaching and examples used in the course.
Research Skills and Scholarship	Substantial	The first assignment requires the students analyze a case based on concepts presented in the first lecture and to conduct research using materials beyond the text. A video on research methods is presented in week #2, and a n assignment given for the students to use these skills. The students write a research paper at the end of the course, incorporating the concepts of the course.

## COURSE ACTIVITIES COMPLYING WITH LEARNING GOALS

Course: MG520 D1 International Business Management

### Learning Goal #\_2\_: Globalization

**Globalization:** *Worldwide movement toward economic, financial, trade, and communications integration. Globalization implies opening out beyond local and nationalistic perspectives to a broader outlook of an interconnected and inter-dependent world with free transfer of capital, goods, and services across national frontiers.*

**Evaluation Criteria:** **C1:** Conception of Globalization; **C2:** Perspectives on Globalization; **C3:** Developing an overview of Globalization issues; **C4:** Performing an analysis of Globalization

(Substantial= O; Some = Δ; None = X)

Course Activities\Criteria	C1	C2	C3	C4
1. Week 1 Lecture	O	O	Δ	X
2. Week 2 Lecture	O	O	Δ	X
3. Week 3 Lecture	O	O	Δ	X
4. Week 4 Lecture	O	O	Δ	X
5. Week 5 Lecture	O	O	Δ	X
6. Week 6 Lecture	O	O	Δ	X
7. Week 7 Lecture	O	O	Δ	X
8. Week 8 Lecture	O	O	Δ	X
9. Week 9 Lecture	O	O	Δ	X
10. Week 10 Lecture	O	O	Δ	X
11. Week 11 Lecture	O	O	Δ	X
12. Week 12 (No lecture)				
13. Week 13 Lecture	O	O	Δ	X
14. Week 14 Lecture	O	O	Δ	X
15. Quiz	O	O	Δ	X
16. Group Discussions	O	O	O	O
17. Assignment 1 (Essay writing)	O	O	O	O
18. Assignment 2 (Case analysis report)	O	O	O	O
19. Assignment 3-1 (Term paper writing)	O	O	O	O
20. Assignment 3-2 (Presentation)	O	O	O	O
21. Final Exam	O	O	O	O

## Department's Learning Goal # 2: Globalization

**Globalization:** *Worldwide movement toward economic, financial, trade, and communications integration. Globalization implies opening out beyond local and nationalistic perspectives to a broader outlook of an interconnected and inter-dependent world with free transfer of capital, goods, and services across national frontiers.*

Criteria	Exceeds Expectations	Meets Expectations	Falls to Meet Expectations	Score
<b>Conception of Globalization</b>	Excellent knowledge and understanding of the definition and key issues of globalization including socio-cultural globalization, economic globalization, trade, and technology globalization.	General understanding of the definition and key issues of globalization including socio-cultural globalization, economic globalization, trade, technology globalization.	Limited to a minimal understanding of the definition and key issues of globalization.	
<b>Perspectives on Globalization</b>	Excellent facilitation in multi-cultural discussions in class setting to draw conclusions and develop ideas about learning, meeting and living with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations.	Effective assistance in developing a clear overview of the issues presented toward learning, meeting, and living with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations.	Unable to identify key arguments which are presented toward learning, meeting, and living with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations.	
<b>Developing an overview of Globalization issues</b>	Excellent ideas in developing a clear overview of the issues for globalization have been shown toward learning, meeting, and living with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations	Good ideas in developing an overview of the issues for globalization presented toward learning, meeting, and living with others with very different cultural backgrounds, habits, perspectives, customs, religious beliefs, and aspirations.	Unable to identify key arguments which are presented.	
<b>Performing an analysis of Globalization</b>	Excellent performance to draw conclusions and develop ideas toward analyzing resource allocations such as natural resources, human resources, capital resources, technology resources.	Good performance to draw conclusions and develop ideas toward analyzing resource allocations such as natural resources, human resources, capital resources, technology resources.	Greater effort is required to identify key arguments which are presented.	

## EVALUATION FORM OF LEARNING GOALS

**Course: MG520 D1 International Business Management**

**Learning Goal #\_2\_: Globalization**

Student Name: \_\_\_\_\_

**Globalization:** *Worldwide movement toward economic, financial, trade, and communications integration. Globalization implies opening out beyond local and nationalistic perspectives to a broader outlook of an interconnected and inter-dependent world with free transfer of capital, goods, and services across national frontiers.*

**Evaluation Criteria:** **C1:** Conception of Globalization; **C2:** Perspectives on Globalization; **C3:** Developing an overview of Globalization issues; **C4:** Performing an analysis of Globalization

**(Exceed Expectations = O; Meet Expectations = Δ; Fail to meet Expectations = X)**

Course Activities\Criteria	C1	C2	C3	C4	Overall
1. Week 1 Lecture					
2. Week 2 Lecture					
3. Week 3 Lecture					
4. Week 4 Lecture					
5. Week 5 Lecture					
6. Week 6 Lecture					
7. Week 7 Lecture					
8. Week 8 Lecture					
9. Week 9 Lecture					
10. Week 10 Lecture					
11. Week 11 Lecture					
12. Week 12 Lecture					
13. Week 13 Lecture					
14. Week 14 Lecture					
15. Quiz					
16. Group Discussions					
17. Assignment 1 (Essay writing)					
18. Assignment 2 (Case analysis report)					
19. Assignment 3-1 (Term paper writing)					
20. Assignment 3-2 (Presentation)					
21. Final Exam					
Total					