

Management
Course Number: 33:620:369
Course Title: International Business

COURSE DESCRIPTION

The trend towards the globalization of an integrated, interdependent world economy has been accelerating at an increased pace over the past 40 years. Declining trade and investment barriers, rapid advancements in information and communication, and transparent technologies have contributed to this change. Organizations are consistently seeking opportunities to expand their revenues, yet the path to globalization is rarely linear.

To be relevant and deliver success in the international marketplace, one must evaluate the risks and benefits across a range of factors (scale, scope, resources, investment) to deliver against objectives, including but not limited to:

- Diversity - political, economic and legal systems, economic development, culture, ethics and corporate social responsibility.
- Global trade and investment environment - international trade theory, government policy, foreign direct investment, regional economic integration
- Global monetary systems - foreign exchange market, monetary systems and the global capital market
- Strategy and Structure - organizations, entry approach and alliances

Through robust discussion, case studies, and group projects, this course exposes students to these challenges in an effort to equip them with tools and analytical skills to evaluate strategies for international expansion to deliver corporate growth. The focus of this course will be translating theory to practice.

COURSE MATERIALS

Required Textbook: International Business: Competing in the Global Marketplace, 12th edition. Charles W. L. Hill and G. Tomas M. Hult. Publisher: McGraw-Hill

Cases: In addition to the opening and closing cases of the chapters in the textbook, we will be using the following cases from Harvard Business Publishing. You will need to buy these cases. I have created a course pack which can be downloaded from HBR for ease of purchase, cases are non-refundable once purchased. <https://hbsp.harvard.edu/import/699393>

- 1) NAFTA and the Prospects of Free Trade in the Americas
- 2) Singapore Inc
- 3) IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A)

- 4) LEGO Group: An Outsourcing Journey
- 5) PS2 – The China Question
- 6) Nora Sakari

Canvas Access: Check Canvas (canvas.rutgers.edu) and your official Rutgers email account regularly. Lecture slides, assignments and additional details will be posted accordingly.

LEARNING GOALS AND OBJECTIVES

This course is designed to help students develop skills and knowledge necessary to succeed in a global and diverse business environment. Students who successfully complete this course will demonstrate:

1. An understanding of the diversity of economic, legal, political, and social structures.
2. An understanding of the impact of cultural and demographic diversity on business interactions.
3. An understanding of the skills and practices used by leaders/managers to effectively lead and manage in a global business environment.
4. An ability to construct clear, concise, and convincing written business communication.
5. An ability to construct and deliver clear, concise, and convincing oral communication.

Through robust discussion, case studies, and group projects, this course exposes students to these challenges in an effort to equip them with tools and analytical skills to evaluate strategies for international expansion of organizations for corporate growth. Students develop these skills and knowledge through the following activities and assignments:

- The course textbook and lectures facilitate an understanding of the business implications and differences in the diversity of economic, legal, political, cultural differences and social systems around the globe.
 - Case studies and the final project enable students to develop an understanding of the problems that managers face in a global business environment.
 - Assignments allow students to apply the concepts learned through the course to solve problems facing firms in a global environment by developing an ability to construct clear, concise, and convincing written business communication and oral communications through opening and closing case presentations as well as the final project presentation and class discussion.
 - The instructor will provide detailed feedback on assignments to facilitate the process.
-

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, “On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment.” I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large

database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

ATTENDANCE AND PREPARATION POLICY

- Expect me to attend all class sessions. I expect the same of you.
 - Expect me to be prepared for each session and participate fully. I expect the same of you. Complete all background reading and assignments prior to each class as outlined on the schedule. The minimum expectation is that for each class session you have prepared by studying for at least twice as many hours. This will allow you to be better prepared for class discussion and exams.
 - If I am to be absent, my department chair or I will send you a notice via email and Canvas as far in advance as possible. If you are to be absent, report your absence in advance at <https://sims.rutgers.edu/ssra/>. If your absence is due to religious observance, a Rutgers-approved activity, illness, or family emergency/death and you seek makeup work, send me an email with full details and supporting certified documentation within 2 days of your first absence. Interviews, Job fairs, conflicting course scheduling, and extra-curricular activities are not excused absences.
 - Expect me to arrive on time for each class session. I expect the same of you. If you arrive more than 10 minutes late, you will be noted as absent. Approved deviations from this expectation must be communicated a minimum of 24 hours before each class.
 - Expect me to remain for the entirety of each class session. I expect the same of you. If you leave early, you will be noted as absent. Approved deviations from this expectation must be communicated a minimum of 24 hours before each class.
 - Missing class, removing yourself from class for extended periods of time, or stepping out for multiple instances in smaller time periods will negatively impact your class participation grade.
 - Non-legitimate absences will result in a significant negative impact to your class participation grade. - For weather emergencies, consult the campus home page. If the campus is open, class will be held.
-

CLASSROOM CONDUCT

1. **No form of disruptive behavior will be tolerated.** No side conversations or note passing is allowed. No use of cell phones in class. If your actions are disruptive to me or distracts other students, you will be asked to leave the classroom and your class participation grade will be negatively impacted.
2. **Use of cell phones for texting, calling, or browsing the web or for any other search activity is strictly prohibited in class.**
3. **Laptops or other hand-held devices (i.e. iPad, tablet), can be used only for taking notes related to the lecture.** You will risk losing attendance credit for the course if you are observed emailing, chatting, surfing the web, using social mediate websites, or performing actions other than taking notes related to the lecture.
4. **Come prepared to class.** I request that you come prepared by completing the assigned reading for each class as provided in the schedule to enable you to participate in robust discussion. Interaction and collaboration is key to learning success.

5. **Display your name cards on your desk in each class.** I will provide tent cards for this purpose in the first class. Please write your name in **BOLDED UPPERCASE LETTERS**. Cards will be collected at the end of each class, and distributed at the beginning of the next session as a means of tracking attendance.
6. **Exits/Entries.** Please use the restroom prior the the class start time to avoid disrupting the class. Coming in and out of the class during the lecture or class discussion or test is disruptive to other students and the instructor. If you need to leave the class, please do so in a manner which is respectful to others.

EXAM DATES AND POLICIES

There are two (2) exams in this course. The duration of each test is 80 minutes. Both will be administered closed book, will consist of a combination of multiple choice and short essay formats. Dates could change in the event of university campus closure due to extreme weather or unforeseen events. *Non-legitimate absence at a test will result in a failing grade for the test.*

- Midterm Exam:
- Final Exam:., comprehensive review of all materials

During exams, the following rules apply:

- If you have a disability that influences testing procedures, provide me an official letter from the Office of Disability Services at the start of the semester.
- No cell phones or other electronics are allowed in the testing room.
- You must show a valid Rutgers photo ID to enter the room and to turn in the exam.
- Alternate seating; do not sit next to another student or in your usual seat.
- Use the bathroom prior to the exam start; bathroom breaks, if essential, will be escorted.
- Your exam will not be accepted unless you sign the Honor Pledge.

GRADING POLICY

Grades for this class will be based on the following point system:

Class Participation	25 points
Case Analysis (Group)	25 points
Exam #1	25 points
Exam #2	<u>25 points</u>
Total	100 points

- There is no grading curve in this class. There is no pre-determined grade distribution.

- Assignments are due for submission on the stated date to obtain full credit.
- There are no opportunities for extra credit.
- Grades will be posted on Canvas.
- Graded items will be returned within 1 week of submission.
- Pregrading and regrading are not offered for this course.
- Your final grade is not subject to negotiation. If you feel I have made an error, submit your written argument to me within one week of receiving your final grade. Clarify the precise error made and provide all supporting documentation. If I have made an error, I will gladly correct it. Grades will only be adjusted if I have made an error. I cannot and will not adjust grades based on consequences, such as hurt pride, lost scholarships, lost tuition reimbursement, lost job opportunities, or dismissals. Do not ask me to do so. It is dishonest to attempt to influence faculty in an effort to obtain a grade that you did not earn based upon the course requirements.
- Warning grades will be posted for this course in the first eight weeks of class to indicate to students that an improvement in performance is required. The final grade for each student will be calculated on a point-based average, which will be then be translated into a letter based grade (as per the grading scale below). Most assignments are graded on a 0-100 scale which is roughly translated to the Rutgers's 4.0 scale.

A = 90 – 100 points

B+ = 87 – 89.99

B = 80 – 86.99

C+ = 77 – 79.99

C = 70 – 76.99

D = 60 – 69.99

F <= 59.99

Class Participation = 25 points

- Attendance is taken in each class. You are expected to attend and constructively participate in all class sessions. Poor attendance, poor punctuality or unnecessary disturbance in class will negatively impact participation grades.
- If you arrive 10 minutes (or more) late or leave 10 minutes (or more) early, you will lose your class participation points for that day.
- Students who miss four (4) class sessions or more will not earn credit for this course.
- Within-class engagement including questions, answers, thoughtful insights and relevant discussion will be considered as participation grade.
- The quality of this contribution is highly important, and students are asked to link the comment/suggestion/question to the topic being discussed, with current events, or with relevant topics from other courses. Credit will be given for quality and consistency of participation.
- Class participation, which is scored in each meeting, will be graded according to the following scale:
 - +3 points – Evidence of active and careful advance preparation by taking a major role in pointing out new issues and new points of view in case discussions in-class.
Demonstration of an ability to link readings, cases and concepts learned in other courses.

- +2 points – Active engagement (e.g. in both the lecture, and case study analysis), but limited connection between cases, theory and concepts in a novel way.
- +1 point – Very little or limited participation or participation only by general agreement with ongoing discussion in-class.
- +0 points – No participation in class, late coming and/or early leaving, any other behavior that disrupts or distracts from class discussions/lectures (e.g. being absent, reiterating what is literally in the readings or what someone else has said).
- If you arrive 10 minutes (or more) late or leave 10 minutes (or more) early, you will lose your class participation points for that day.
- Students will be asked to self-evaluate their participation during the semester, where an honest and reflective representation of your participation is sought.

Case Analysis (Group) = 25 points (Presentation & Written Report)

- In this group project, your team will assume the perspective of a U.S. investor/based firm looking to expand into a new country. You will select the country and industry, and write a comprehensive report on the your learnings of the business environment, culture, anticipated challenges and solutions of doing business in the target geography, leveraging content learned throughout the course. This project is not designed to be a term paper in which views are summarized. Instead, I expect you to assume the role of business analysts, integrating research, information, and industry knowledge to form a customized strategic plan. This assignment will require you to analyze data, and translate your findings into relevant insights. Content should read between 3000-4000 words (data and analysis are included in appendices, and are not included in the word count).

To provide a comprehensive analysis of the business environment in your country, the following factors must be included (focusing on the last 3-5 years) as constrained by data limitations.

1. Important Events and Country Background (General Background \leq 2 pages)
 - Location, size, population, resources etc.
 - Timeline of historical events
 - Basic economic and financial market: monetary policy, exchange rates, sovereign debt or defaults, or other import market background.
2. Political Structure and Stability (\leq 3 pages)
 - Your country's political structure and its stability.
 - Recent political events and risk ranking indicators.
 - Do these recent events represent a structural change?
3. Business Environment Analysis - trading across borders and international financial transactions
 - Macro issues: legal framework, ease of entry, rules, regulations for foreign owned firms including ownership rules and repatriation of profits from the foreign country.
 - Micro issues: ease of starting a business, registering property, construction/manufacturing, energy usage/consumption, employment, tax structure

- Estimated time and cost for start up and ongoing investment to to shape the local business environment. Legal framework, investment construct, credit, contracts, resolutions, protecting investors, and dispute resolution
 - Consider the ease of trading across borders and international financial transactions.
4. Cultural Analysis - overview of the business culture,
 - Anticipated challenges
 5. Competitiveness and Innovation Potential
 - Existence of related and supporting industries, demand, structure, competition.
 - Competitive advantages as well as where the country lags significantly behind.
 - Innovation potential
 6. Future Outlook and Investment Opportunities
 - Integrate country level factors into the business environment to develop a future outlook.
 - Financial analysis - equity & debt markets, foreign exchange, financial, and political risks.
 - Recommendation on how your firm should approach, enter and operate in the market.
 - Considerations:
 - What are the short and long term performance prospects?
 - Which sectors or companies provide significant investment opportunities?
 - Investment recommendations?
 - How should a firm do business in the country?
 - Business climate, political, economic, financial, innovation and competitiveness conditions of the country under study.

Timeline:

- (): Select the industry and country, and submit a preliminary outline (one page)
- (): Submit the material that you have collected. Provide more details on the outline. Resolve any issues with the group members
- (): Presentation in class
- (): Submit the final report to Canvas by (). Identify (using different colored fonts) who has done what, in case work was clearly divided.

Exam #1 = 25 points, Exam #2= 25 points

- Both exams will be comprised of a blend of multiple choice and short answer questions.

COURSE SCHEDULE

Date	Topic	Readings	Assignments
INTERNATIONAL BUSINESS ENVIRONMENT			

Week 1	Introductions Syllabus Review Globalization	Chapter 1	Discussion: Global Medical Tourism discussion
	National Differences in Political Economy	Chapter 2	Discussion: WalMart and the FCPA, Venezuela under Hugo Chavez
Week 2	Political Economy and Economic Development	Chapter 3	Discussion: Political & Economic Reform in Myanmar
	Differences in Culture	Chapter 4	Discussion: Will China continue to be a growth marketplace?
INTERNATIONAL TRADE AND INVESTMENT			
Week 3	Ethics in International Business	Chapter 5	CASE: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A) Discussion: Lead in Toys and Drinking Water Discussion: Ford's Global Platform Strategy
Week 4	The Global Trade and Investment Environment	Chapter 6	Discussion: Creating the world's biggest Free Trade Zone Discussion: NAFTA Tomato Wars
Week 5	The Political Economy of International Trade Foreign Direct Investment	Chapter 7	Discussion: Sugar subsidies drive candy makers abroad
		Chapter 8	Discussion: VW in Russia Discussion: Apple: The Best Supply Chain in the World?
Week 6	Exam #1 review Exam #1		

THE INTERNATIONAL FINANCIAL SYSTEM			
Week 7	Regional Economic Integration The Foreign Exchange Market	Chapter 9 Chapter 10	CASE: NAFTA and the Prospects of Free Trade in the Americas Discussion: Will China continue to be a growth marketplace?
Week 8	The International Monetary System The Global Capital Market	Chapter 11 Chapter 12	Discussion: IMF and Ukraine's economic crisis Global financial crisis and its aftermath
Week 9 - (no classes)			
INTERNATIONAL BUSINESS STRATEGY			

Week 10	The Strategy of International Business	Chapter 13	Discussion: Philips' Global Restructuring CASE: Singapore Inc
Week 11	The Organization of International Business Entry Strategy and Strategic Alliances	Chapter 14 Chapter 15	CASE: Lego Group - An Outsourcing Journey Discussion: GM and Chinese JV
Week 12	Entry Strategy and Strategic Alliances	Chapter 15	CASE: PS2 – The China Question Discussion: Exporting desserts by a Hispanic Entrepreneur
Week 13	Exam #2 Review Exam #2		
Week 14	Planning for the Future In Class Group Work & Consultation		CASE: Nora Sakari
Week 15	Team Presentations Conclusion		Group Case study to be submitted in Canvas by ()

APPENDIX A: PREPARING FOR A CASE DISCUSSION

Case analysis: There is no one way to prepare a case for discussion. Study questions are provided for each case. Refer to these questions before, during and after you read the case. In addition, you should try to understand the psychology and theory of the case – who and why the firm and/or the manager has or has not prospered, the nature of the external environment and its expected impact on the firm, and critical issues facing management.

Suggestions which have been helpful to students in the past:

1. Skim the case quickly, preferably several days in advance, just to get the feel of it. Set it aside and let questions about it begin to form in your mind.
2. Read the case slowly, carefully noting key issues, critical facts and assumptions. Pay attention to who the players in the case are. Place pointer-notes on the case so you can find things in it. Don't assume that the manager is asking the right questions or focusing on the right issues.
3. Think about how the case relates to past readings or in-class discussions. Does the case illustrate concepts we have discussed? Is it a good example or a bad example of something? Do you have frameworks that you could use to sort through options facing the protagonists in the case?
4. Select a framework for analysis (pros and cons, alternative A vs. B, etc.) and extract notes for the framework. Look for ways to apply different global business frameworks to the case.
5. Before you finalize your analysis or recommendations, consider them from several angles. What resources will be required to implement your recommendation (does the firm have them or can they get them?) What changes to business processes will be required? What are the financial implications?

What reactions will the changes you are recommending provoke in competitors, customers, suppliers, employees or other stakeholders?

6. Make sure you answered all case questions properly, explicitly, and avoided vagueness while doing so. Given these suggestions, it will come as no surprise to you that students who have prepared cases in a study group have benefited greatly from the time investment.
7. Discuss your perspective with others to gain insights into gaps you may have missed, and help you think critically about your analysis.

SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention

and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link: https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu>.

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional *academic assistance*, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]