

INTERNATIONAL BUSINESS AND GLOBAL SOCIAL RESPONSIBILITY

INTB 1203

D'AMORE –MCKIM SCHOOL OF BUSINESS

Northeastern University

Spring, 2022

Monday, Wednesday and Thursday 10:30-11:35 am, section 5 (Dodge)

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International Business & Strategy Group

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Instructor availability: By appointment (zoom or in person), phone, and e-mail only. I encourage you to contact me to discuss your course work, academic issues, career path, job search, upcoming international experience or any other course or education-related matter. I also recommend to schedule a 5–10-minute introduction zoom call or in person meeting.

Course Description: This course has been designed to emphasize two separate yet related domains: international business and corporate social responsibility. From an international business perspective, we will focus on topics such as the cultural, economic, technological, and political aspects of varying national business environments and their impact on international business operations. With respect to corporate social responsibility, we will cover topics such as ethical reasoning, environmental management, and legal issues in business. A base knowledge of international business will be beneficial in the future as firms continue to trade with nontraditional trading partners. Students will be exposed to a variety of key international business concepts ranging from strategic planning in the global arena to managing behavior and interpersonal relations. Additional topics include international trade theory, national trade policies, foreign market analysis, managing technological issues, and international strategic management.

In order to develop a comprehensive worldview, we will be using four primary, active-learning, instructional methods: lectures, cases, debates and group projects. Classes will generally be run as open forums and participation is encouraged and expected.

Specific objectives are as follows:

1. To provide students with an overview of the environment of international business.
2. To become familiar with planning, organizing, and controlling in international operations.
3. To understand how organizational behavior varies across cultures and within a multicultural environment.
4. To develop analytical strategic decision-making, as well as written and verbal communication skills.
5. To comprehend the process of ethical reasoning.
6. To appreciate a range of moral issues in the global economy.

Recordings: Due to privacy concerns, I will not be recording classes. Supplemental material will be posted on Canvas, but class videos will not be posted.

Only students who have arranged for and accommodation with the Disability Resource Center (DRC) may use mechanical or electronic transcribing, recording, or communication devices in the classroom. Students with disabilities who believe they may need such an accommodation may contact the DRC.

Course Materials:

Textbook (NU bookstore or e-book)

<https://www.mheducation.com/highered/product/global-business-today-hill-hult/M9781260088373.html#buying-options>)

C. Hill, Global Business Today, 12TH EDITION, 2022, McGraw-Hill, Chapters 1, 2, 3, 4, 5, 7, 9, 12, 13, 17.

McGraw-Hill Create Casebook (NU book store INTB 1203 or e-book: For instructions see:

<https://create.mheducation.com/shop/>

http://create.mheducation.com/shopresources/pdfs/eBookstore_instructions.pdf

Choose one (two maximum):

1. Discovery in the Amazon: John F. Kennedy School of Government
2. Ransom in the High Seas: The Case of Piracy in Somalia: Richard Ivey School of Business
3. Porsche: The Cayenne Launch: Harvard Business Publishing
4. Preserve the Luxury of Extend the Brand? Harvard Business Publishing
5. Ikea in Saudi Arabia
6. Family Business Succession in Asia: Richard Ivey School of Business
7. De Beers Canada: The Attawapiskat Context. Richard Ivey School
8. Maersk Cyber Security (canvas)
9. Wirecard (canvas)

GlobeSmart®: a web tool providing global organizations with easy access to information on conducting business with people from more than 80 countries. Information on how to access GlobeSmart will be provided in class

Current events' reading is required for satisfactory participation in class and on-line discussion. Suggested sources are: *The Economist* (weekly, highly recommended), *The Wall Street Journal*, *The New York Times*, *The Financial Times*, *BusinessWeek*, *Fortune*, *BBC World News* (www.bbc.co.uk), <http://www.spiegel.de/international/>. Of course current information from key journals from your home country would make a wonderful addition to our mutual understanding of events.

Class Activities and Assessment:

What	When	% of final grade
Group work		
1. Debate (1)	In-class	10%
2. Market Entry Project & Presentation	Project paper In class presentations	15% 5 %
3. Country Update Presentation		8%
Individual work		
1. Exams (2)	(16% each)	32%
2. In-class participation	Every session	20%
3. One case brief (Best one of the two option)	Due before debrief session	10%

The Syllabus: The syllabus operates as our document of mutual understanding; it represents our agreement. Changes may be made to it as our progress dictates. Such changes will be discussed in class and class members will be responsible for all changes.

Expectations: My expectations are simple: You **attend** classes; you are **prepared** for the classes; and you are **involved** in contributing to the learning that takes place in the classes.

In-Class Participation: Class participation is very important in this course because we learn from each other; learning is a community activity. Your opinions and thoughts on the assigned material and on required reading of current press that focuses on international business events are important.

- Constructive contribution may include observations and questions about the course material and current events and answers to questions raised by classmates. Examples from your personal experience and/or your company's experience are very appropriate forms of contribution.
- Expect to be called on to give your input to discussions of assigned readings and cases.

Attendance Policies: Attendance and timely (zoom) arrival for class are very important for this course and are required, since participation is 15% of the final grade. As a professional courtesy, I would like to **know in advance, by email**, if you have to be **absent from class, participate remotely or leave early**. I also encourage you **not to come to class in case you are not feeling well**. In such a case, **please make arrangements with a class mate** to keep notes for you and let you know of any changes to the syllabus or assignments make during your absence. You are responsible for any information shared during the class and for arranging. If you have important **religious or cultural holidays** not recognized by the Northeastern University calendar, please come see me so we can make arrangements for you.

Masks and Classroom Conduct:

Very important! We are all in this together, and we all must do our part to keep everyone safe, including ourselves. In accordance with university and local health guidelines, you will be expected to **wear face coverings** and to keep social distance (**approximately six feet**) anytime you are on campus and for the entirety of each class. You should also use the **antibacterial wipes** provided to clean your area at the **beginning** and **end** of each class session. **Eating and drinking is not permitted during class.**

For any given class session, you are **expected to attend either the on-ground or simultaneous remote session**. The University has assigned you to a default schedule of on-ground and remote classes and provided instructions on how to opt out of or, if space is available, opt into an on-ground session. **In case you are attending remotely and to received class participation points, please have your zoom camera turned on. Please also let me know in case you make changes to the assigned schedule.** Any grade for attendance or participation will be unaffected by whether you are present on-ground or remotely.

You have **a right to privacy regarding your health status**. You are not required or expected to share any aspect of your health with me or your classmates. If you have particular issues you believe I should know about regarding your ability to participate in a given class session or the class as a whole, please let me know as soon as possible. If you have changes in your situation that you believe I should know about, please let me know.

Depending on circumstances, **we may need to change aspects of the course** as we progress (e.g., moving from on. I will try to let you know about any changes as much in advance as possible, but appreciate your flexibility as we all learn together.

Academic Standards and Academic Honesty: As members of a learning community, we have committed ourselves to academic honesty. This means that Northeastern University's academic honesty policy will be upheld. All members of the Northeastern community are expected to maintain complete honesty in all academic work, submitting only that work which is their own in papers and assignments. However, this does not mean that all your ideas in this course have to be your own. Collaboration in this course is encouraged. The key to academic honesty is that such collaboration requires acknowledgment. If you have questions regarding the proper attribution of the work of others, contact me prior to submitting the work for evaluation. Finally, please note that use of cell phones, laptops and other electronic communications media are permitted in class only for approved activities.

What Can You Do?

- Understand that you are responsible for the quality of all work you submit
- Communicate with your professor if you do not understand class or assignment expectations
- Give credit to (cite) all sources you use. For specific citation info, see: www.lib.neu.edu/online-research/help/citations-footnotes
- Do not share/copy your classmates' assignments
- If you are unable to adequately finish an assignment, contact your professor. It is better to ask for an extension or take an incomplete rather than "cut corners" and submit work that you did not honestly complete.

Email communication attachments protocol

- Send me all written deliverables as Word document attachments (no PDFs). Please be aware you are obligated to send in assignments on time, in a readable, error-free-format (no corrupted file).
- If you are using Vista compatible Microsoft Office version, please save your documents in an earlier version so that I can read them without any problems.
- When you send me any email attachments label them as follows: [your last name]_[Project name].doc. For example, if Ronald McDonald sends me a document on his biography, he would name the file: **McDonald_Biography.doc**. I download a lot of documents and this labeling protocol will help me keep track of your work.

Case Briefs

1. *You are responsible for reading and analyzing every case. For one of the assigned cases* of your choice (best one of two option) prepare a case brief. Each is about 1000 words and word-processed. Each:
 - a. Is due **before** the beginning of the class during which we are to discuss the case. Please submit via Blackboard "TURNITIN"
 - b. Should focus on recommendations and be clear on alternatives considered.
 - c. Must discuss and support the analysis and/or the recommendations based on theory relevant to the case that we have discussed (integration of assigned textbook reading, including the chapter assigned for that day & outside sources)
 - d. Includes a bibliography (sources cited) & cites sources consistently within the text body

I will read the briefs and return them to you with comments (via Blackboard grade mark). Questions to address for each case are going to appear on the class Blackboard site. These are to help you with the overall thrust of each case and are not necessarily inclusive of all-important topics that you can address.

ALL BRIEFS ARE TO BE UPLOADED TO CANVAS. Only uploaded cases will be graded. Make sure you receive a **digital receipt** to confirm you case has been uploaded to Blackboard. In case you have technical issues, please contact Black Board Help Desk in time. Please read the academic integrity rules before you submit your first paper

You can **access your grade** through canvas (**click on text comments to view your grade**).

International Business in the News

As noted on the syllabus, you will post on canvas, and be prepared to discuss, a current news item related to the topic of the class.

1. Select a recent news item related to the topic of the class you have been assigned. Provide the title, author, source, and date of the news item you selected.
2. Briefly state, in your own words, the main ideas discussed in the news item.
3. Discuss how the information or ideas discussed in the news item relate to the material in the textbook, cases and other readings.
4. If applicable, point out any bias, faulty reasoning, or important missing information.
5. What is your overall impression of the material presented in the news update?
6. Post you analysis on canvas (see course outline for deadlines). Each posting should be approximately 200 words. Also attach the original source material if available in electronic format.
7. Skim the postings of all other class members prior to class, including for the sessions when you were not assigned to post an assignment. Bring a hard copy of your own posting (if assigned) as well as a copy of postings by one other student.

Written Assignments Evaluation Criteria

Short written assignments & IB in the News discussions are evaluated on a "plus/check/minus" system. A "Check" indicates that your write-up was as good as most of your classmates, that you put in a reasonable effort, raised good issues and generally provided good support for your analysis or conclusions. "Plus" indicates a superior result, above that of most of your classmates, raising issues more effectively and/or arriving at more effective conclusions. ["Check Plus" is superior to a "Check"] "Minus" indicates sub-par result, raising fewer or less significant issues and/or unsubstantiated conclusions. You will receive most of your feedback from our class discussions, which will enable you to evaluate your own write-up relative to the depth and substantive conclusions reached in class. However, if you have any questions regarding your evaluation, please contact me.

Peer assessment by group members (mandatory)

Each group member should send me an assessment of the contributions of the other members to the particular team effort. This means that I would like you to send me one assessment of your team partners' contributions after the **1. Country Update presentation 2. Debate 3. Market entry project (paper & presentation/only one)**. You will find a copy of a blank peer assessment form on canvas.

Debates:

Teams will then prepare a four page (single-spaced), maximum, position paper and debate their topic against another team. Papers are due on the day of your debate and must have a minimum of 5 references. ALL position papers ARE TO BE SUBMITTED VIA THE CANVAS 'TURNITIN' FEATURE (please upload only one paper per group and **email me a copy before class**). The debate rules and topics are explained below.

Debate Rules:

1. Each debater is allowed to use one 4"x6" index card
2. All team members must participate in the debate
3. The top three debaters will receive 5 bonus points
4. The debate format is as follows:
 - a. Pro team opening remarks, 10 minutes
 - b. Con team opening remarks, 10 minutes
 - c. Pro team, rebuttal, 5 minutes
 - d. Con team rebuttal, 5 minutes
 - e. Questions from class, 5 minutes

Dividing up debate time (**all must participate at some point**)

Here is an example, assume a team with five teammates: Alex, Beth, Connie, Dave, Eduardo.

Opening remarks: Alex 4 min, Beth 3 min, Connie 3min

Rebuttal: Dave 3 min, Eduardo 2 min

Questions: Entire team

Another Alternative for the same team:

Opening remarks: Alex 5 min, Beth 5 min

Rebuttal: Dave 3 min, Eduardo 2 min

Questions: Connie

Debate Topics:

1. Religion & Spirituality in the Workplace

Pro (positive for religion in the workforce/mixing religion and economics)

Con (negative for religion in the workforce/ mixing religion and economics).

Note: Extra material will be posted on Blackboard.

2. Bribery in International Business

Pro (positive for the global economy/workforce)

Con (negative for the global economy/workforce)

3. Transatlantic Free Trade: Do we need a EU-US Free Trade Agreement?

Pro (positive for the US economy/workforce. A boost to economic growth)

Con (negative for the US economy/workforce. The US should stay away from it)

4. Globalization of the Work Force: Will 'Millennials and Generation Z' Be in Deep Trouble?

Pro: (Globalization is positive for Millennials/Gen Z)

Con: (Globalization is negative for Millennials/Gen Z)

Country Updates

Each student will be assigned a group and a world region. Student groups will then select a country from that world region. On designated "country update" dates per the class schedule each group will be expected to do a 15-20-minute-long maximum presentation on one or two key cultural, political, moral or business issue from their chosen nation. The focus of your presentation should be on your selected issue and how it impacts international business. You can start with a one-slide country overview and jpegs are also welcome. **Please email me a copy of your presentation the evening before you present.**

Grades will be based on:

1. Analysis of key issues and implications for global managers/global management.
2. Clarity/interestingness of presentation
3. Link to class material, the textbook chapter assigned for that day, and concepts learned throughout the course
4. Integration of current events
5. Quality, creativity, and organization of your slides.
6. Include a 'sources cited' slide
6. Most importantly, make your presentation enjoyable (e.g., include a quiz & involve class). If the audience is falling asleep you have earned a C.
7. Groups: please **email me one week in advance** which country of the assigned region your group plans to present on and email a copy of your presentation the evening before you present.

Country Update Groups/Regions:

- (A) Asia
- (B) Africa (except North Africa)
- (C) W. Europe
- (D) Mexico & Central America
- (E) S. Pacific, Japan, Korea, Australia/New Zealand, Philippines, Indonesia
- (F) Middle East & North Africa
- (G) South America & Caribbean
- (H) E. Europe & Russia

You are also expected to monitor **current events** in your region in trade, investment, business-government relations, company news, cultural issues, and political and social issues. Occasionally throughout the term, you will be asked to help lead the discussion of current events affecting international business and/or political/economic issues in your region. Your contributions to these discussions will be an important part of your participation grade.

Market Entry Project and Presentation

The purpose of this project is to learn about the many complexities involved with "going international." The project also allows you to employ some of the international management concepts that you have come across during the term. Specific details are provided next.

Guidelines: Groups of roughly four to five students will be formed by the professor. As a group you will need to decide on an international business proposal. The scope and nature of this proposal is up to your team. I want you to have as much freedom as possible. Nonetheless, here are a few specific guidelines:

1. The proposal must be feasible.
2. The United States and at least one additional nation must be involved.
3. Your group's non-U.S. nation may not be a nation in which any group member holds, or has held, citizenship.
4. You must select a mode of entry (export, licensing, franchise, etc.).
5. You must do an environmental analysis.
6. You may base your proposal on an existing firm or you may create a firm.
7. A foreign (non-U.S.) market must be selected as the target market.
8. Each team will do a 7-minute maximum presentation of their proposed **topic on March 21 and 23.** (Turn in an electronic version. Target country and why, product/services description, target market, other viable alternative markets).

Presentation: Each group will present their proposal to the class. Please do not bore the class by reading/restating tedious details. The goal of the presentation is **to sell the class on your idea** thus creativity will be rewarded. All members must participate in the presentation, which should last about 20-30 minutes maximum (including set-up).

A written analysis of your proposal (**12 double-spaced page maximum/minimum 8**), excluding exhibits and PowerPoint slides) **must be turned in on the day you present.** Also, please turn in an additional packet of any resources used and proposal details. Grades will be based on three factors: the feasibility of your proposal, the depth of your presentation, and the creativity and execution of your presentation.

Some informational areas that could be covered in your presentation are (these are just suggestions):

Introduction – A brief profile of the firm and product or service. Further, a justification for the choice of country and mode of entry should be discussed.

Macro environment – An analysis of the macro environment of the selected country with an emphasis on the factors relevant to the firm. The analysis of social, technological, economic, and political/legal forces.

Competitive Analysis – Assess the market conditions (such as size of market, market growth rate, consumers, sales analysis). Also, address how your firm will attain a competitive advantage.

Financial Analysis - Projections of future earnings via pro-forma financial statements or other financial analyses adds depth and credibility to your proposal.

Mode of Entry – A mode of entry into the foreign market must be selected. Pertinent factors surrounding this mode (for example import regulations, customs, payment methods, etc. for Exporting as a mode) should then be covered.

Cultural Tips – Any customs and cultural differences specific to the selected country that impact business operations.

Corporate Social Responsibility (CSR) and Sustainability

Address any issues around ethical or unethical business practices (for example, product safety, labor relations, corruption, community relations, etc.) Also consider the environmental/ecological practices and impacts of your company and the product you have selected

Exams

Any material covered in class lectures, case analyses, additional readings, videos, and text assignments will be fair game for the exams. A typical exam will consist of both short answer and essay or multiple-choice questions. Prior to the exam, the instructor in class will provide a thorough review. **There may also be an occasional unannounced quiz on the assigned case/book chapter for the day.**

Class Participation Evaluation Criteria

"A" Range: I participate regularly, contributing to the discussion in nearly every class. I make major, substantive contributions, sometimes with a unique insight. I'm ready to begin when class begins. I have no unexcused or unaccredited absences.

"B" Range: I have participated in discussion several times. Most of my contributions have been fairly brief responses to straightforward questions. I'm generally ready to begin when class begins. I have no more than one unexcused or unaccredited absence.

"C" (or Lower) Range: I speak infrequently, but I have spoken at least once. I don't raise my hand often, and when I have spoken, usually the professor has called me on. When called on, I may not have been well prepared. I have arrived late to more than two classes and/or have not submitted a case write-up for more than one missed class.

Note: The instructor reserves the right to make any adjustments or changes to this syllabus and the course schedule if necessary.

COURSE OUTLINE

Date	Class #	Topics and Assignments	Cases & Class Activities	Deliverables
01/19	01	Course Introduction	<ul style="list-style-type: none"> ➤ Course introduction ➤ Class introductions ➤ Exercise 	
01/20	02	Globalization Text: Hill Chapter 1 <ul style="list-style-type: none"> • The Drivers of Globalization 	<ul style="list-style-type: none"> ➤ Lecture & video clip: "Did you know?" ➤ Lecture and discussion on globalization 	
01/24	03	Globalization Text: Hill Chapter 1 <ul style="list-style-type: none"> • Changing demographics of the Global Economy Globalization (practice) debate	<ul style="list-style-type: none"> ➤ Closing case: iPhone ➤ Quiz (not graded): Test Your Knowledge of International Business 	p. 16 syllabus Intro sheet
01/26	04	National Differences in Political, Economic, and Legal Systems Text: Hill Chapter 2 Political, Economic, and Legal Systems	<ul style="list-style-type: none"> ➤ Lecture and discussion ➤ Video: Commanding Heights. ➤ Opening Case: China's Mixed Economy ➤ Did Walmart Violate the Foreign Corrupt Practices Act? ➤ Closing case: Kenya: An African Lion 	
01/27	05	IB in the News discussion (I)	<ul style="list-style-type: none"> ➤ Current events discussion 	
01/31	06	National Differences of Economic Development Text: Hill Chapter 2 & 3 Differences in Economic Development & Implications for Global Managers	<ul style="list-style-type: none"> ➤ Lecture & discussion ➤ Opening case: What Ails Argentina ➤ Management Focus: Property Rights in China. ➤ Closing case: Poland: Eastern Europe's Economic Miracle 	
02/02	07	National Differences of Economic Development Text: Hill Chapters 2 & 3 Differences in Economic Development & Implications for Global Managers	<ul style="list-style-type: none"> ➤ Lecture & discussion ➤ Debrief Investment exercise 	

02/03	08	Differences in Culture & National differences Hill Chapter 4 Culture & globalization, religious and ethical systems, culture and change, culture and the workplace	<ul style="list-style-type: none"> ➤ Opening case: Russian Culture ➤ Country Focus: Turkey: Its Religion & Politics. ➤ Management Focus: China and Its Guanxi ➤ Closing case: Culture & Business in Saudi Arabia 	
02/07	09	Culture In IB & GlobeSmart workshop Hill Chapter 4 Culture & globalization, religious and ethical systems, culture and change, culture and the workplace	<ul style="list-style-type: none"> ➤ Closing case: Culture & Business in Saudi Arabia ➤ In-class exercise 	
02/09	10	Ethics, Corporate Social Responsibility, Indigenous Cultures & Sustainability: Discovery in the Amazon case discussion Case and Video Discussion: CRUDE: The Real Price of Oil Read: Hill chapter 5	<ul style="list-style-type: none"> ➤ Case discussion ➤ Crude video documentary ➤ Opening case: Who Stitched your Designer Jeans? 	Case brief 1
02/10	11	Emerging Markets & Corporate Social Responsibility & Ransom on the High Sea: The Case of Piracy in Somalia discussion Text: Hill Chapter 5	<ul style="list-style-type: none"> ➤ Case discussion ➤ Video clip 	Case Brief 2
02/14	12	De Beers Canada: The Attawapiskat Context case discussion	<ul style="list-style-type: none"> ➤ Case discussion ➤ Video clip 	Case brief 3 Country Update A
02/16	13	Debate 1: Religion & Spirituality in the Workplace Read: The British Airways Cross Controversy & Tyson Foods (see Blackboard) Text: Hill Chapter 4		Group Position Paper
02/17	14	Ethics in International Business Ethical Dilemmas & Philosophical Approaches to Ethics Text: Hill Chapter 5 Debate 2: Bribery in International Business	<ul style="list-style-type: none"> ➤ Case discussion ➤ Video clip ➤ Debate & discussion ➤ Management Focus: Emissionsgate at Volkswagen 	Group Position Paper

02/21		Presidents Day (no class)		
02/23	15	Exam 1		
02/24	16	Government Policy and International Trade Hill chapter 7	<ul style="list-style-type: none"> ➤ Opening case: America & Kenya Negotiate a Trade Deal ➤ Estimating the Gains from Trade for the United States ➤ Closing case: American Steel Tariffs 	Country Update B
02/28	17	Regional Economic Integration Text: Hill chapter 9		Country Update C
03/02	18	Regional Economic Integration: European Union Debate 3: Transatlantic Free Trade: Do we need a EU-US Free Trade Agreement? Read text: Hill chapter 9	<ul style="list-style-type: none"> ➤ Debate & discussion 	
03/03	19	IB in the News II	<ul style="list-style-type: none"> ➤ Current events discussion 	Group Position Paper
03/07	20	The Strategy of International Business: Market Entry Project Day Text: Hill Chapter 12 & Strategy Exercise	<ul style="list-style-type: none"> ➤ Management Focus: Ikea's Global Strategy ➤ Management Focus: Evolution of Strategy at Procter & Gamble. 	
03/09	21	The Strategy of International Business & Porsche Cayenne case discussion Text: Hill Chapter 12	<ul style="list-style-type: none"> ➤ Opening case: Geely: China's First Global Car Company ➤ Closing case: Red Bull, A Leader in International Strategy ➤ Case discussion: Porsche the Cayenne Launch 	Case brief 4 Country Update D
03/10	22	SPECIAL SESSION: CONSULATE GENERAL OF MEXICO, BOSTON Guest speakers: Bárbara Del Castillo Niño Consul for Commercial, Academic and Innovation Affairs	<ul style="list-style-type: none"> ➤ Lecture and discussion 	

03/14		Spring break (no class)		
03/21	23	Entering Foreign Markets Text: Hill Chapter 13	<ul style="list-style-type: none"> ➤ Lecture and discussion ➤ Video 'Fast Food Goes Global' ➤ Opening case: Uber's Foreign Market Entry Strategy ➤ Management Focus: Tesco's International Growth Strategy ➤ Closing Case: IKEA entering India-Finally! 	Country Update E
03/23	24	Market Entry Proposal Presentations (7 minutes per group)	➤ Pitch- Presentations	Group Pres
03/24	25	Market Entry Proposal Presentations (7 minutes per group)	➤ Pitch- Presentations	Group Pres
03/28	26	Entering Foreign Markets & Preserve the Luxury or Extend the Brand case discussion	<ul style="list-style-type: none"> ➤ Lecture & discussion ➤ Case discussion: ➤ Preserve the Luxury or ➤ Extend the Brand ➤ Video: Red Obsession 	Country Update F Case brief 5
03/30	27	Session on cybersecurity strategy & Duty of Care Cyberattack (canvas): The Maersk Meltdown case discussion	➤ Lecture and discussion	Country Update G
03/31	28	Global Human Resource Management Text: Hill Chapter 17 Ikea in Saudi Arabia case discussion	<ul style="list-style-type: none"> ➤ Lecture and discussion ➤ Management Focus: Astra Zeneca and Global Staffing Policy ➤ Sodexo: Building a Diverse Global Workforce ➤ Closing case: Global Mobility at Shell 	Case Brief 7 Country Update H
04/04	29	Global Human Resource Management Debate 4: Globalization of the Work Force: Will 'Millennials & Generation Z' Be in Deep Trouble?	<ul style="list-style-type: none"> ➤ Debate ➤ Lecture and Discussion ➤ Gen Y & Expatriation ➤ Opening case: The Evolution of HR Strategy ➤ Global Mobility as Shell 	Group Position Paper
04/06	30	Strategy & Succession Family Business Succession in Asia case discussion Repeat Text: Hill Chapters 5, 12.13 Review exam	➤ Lecture and discussion	Case Brief 8

04/07	31	Wirecard case discussion (canvas material)	➤ Case discussion & optional presentation opportunity	Case Brief 9
04/11	32	Special session with NU-alumni	➤ Presentation & discussion	
04/13	33	Exam 2		
04/14	34	Market Entry Project team day		
04/18		Patriots Day		
04/20	35	GROUP PROJECT PRESENTATIONS	➤ Team presentation	
04/21	36	GROUP PROJECT PRESENTATIONS	➤ Team presentation	
04/25	37	GROUP PROJECT PRESENTATIONS	➤ Team presentation	
04/27	38	GROUP PROJECT PRESENTATIONS MARKET ENTRY PAPER DUE!	➤ Team presentation	

Case Brief Guideline Questions

Case 1: Discovery in the Amazon

1. What conflicts must foreign oil companies resolve in deciding whether or not to invest in Ecuador?
2. What objectives and whose interests appear to be carrying the most weight in this case? Which should dominate?
3. Is there a strategy that makes sense for a firm to continue to pursue upstream oil business in Ecuador? What would you – as an “external consultant” – recommend the protagonist of the case to do? Map out an action plan(s)

Case 2: Ransom on the High Seas: The Case of Piracy in Somalia

1. Why are there pirates in Somalia? What do they want? How do they operate?
2. Should Martin Andersen
 - a. Negotiate with the pirates?
 - b. Negotiate backed by the potential use of force?
 - c. Consent to a Navy Seal attack?
 - d. Send word to the pirates that you want to negotiate and try to capture the pirate leader to use as leverage
 - e. What can companies and global managers learn from the case discussed

Case 3: De Beers Canada

1. What is the government's role in relationships between First Nations and resource companies? Do Ontario and Canada hold any responsibility for the issues raised in the case?
2. What is De Beers' role in determining the social and economic development of Attawapiskat?
3. Who are the stakeholders, and what are their interests and respective roles/responsibilities?
4. What steps could be taken to improve the relationship between De Beers and Attawapiskat?
5. Comparing De Beers Canada with De Beers Botswana operations (watch assigned video), discuss how the differences in political development led to very different success stories.

Case 4: Porsche: The Cayenne Launch

6. How much and in what ways has the launch of the Cayenne changed the meaning of the Porsche brand?
7. What is the value of the Rennlist online brand community to Porsche? Should the CEO of Porsche listen to the Rennlist brand community? Why or why not?
8. Imagine that you are a new Cayenne owner. How does the Rennlist brand community affect your Porsche ownership experience?
9. What learning from the Cayenne launch should the CEO of Porsche bring to the Macan/Taycan launch? How does the Cayenne launch make the Macan/Taycan launch easier? How does the Cayenne launch make the Macan/Taycan launch more difficult?

Case 5: Preserve the Luxury of Extend the Brand?

1. How does the Bordeaux wine distribution system work? Who benefits and how?
2. What problems does the owner of Chateau de Vallois have? What should Gaspard do?
3. Does Chateau Vallois have other growth options beyond lower-priced wine? Describe possible growth strategies.
4. What can the firm do to enhance the marketing of brands? What role does a writer like Robert Parker play? How can innovative marketing approaches facilitate future sales growth?

Case 6: Family Business Succession in Asia

1. In what way does the Wang Group exhibit characteristics of a typical Asian family firm?
2. How did Charles Wang change the Wang Group?
3. What obstacles did he face when he hired a non-family member as the new CEO?
4. What further steps should Wang take to ensure the Wang Group remains a sustainable family firm?

Case 7: IKEA Saudi Arabia

1. Why, in your assessment, is IKEA in the situation described in the case?
2. What are IKEA's options? What will you do?
3. Are there some situations where it is legitimate for business to be a bystander?
4. Is religion one such situation? Why or why not?
5. What is the role of business in sustaining/reforming religious practices?

Case 8: Maersk cyber security

1. Why was Maersk attacked?
2. Why was the attack successful?
3. What can companies do to prevent cyber attacks?
4. Evaluate Maersk's response to the attack.

Case 9: Wirecard A & B (canvas material)

1. What are the ethical, legal, and managerial challenges facing Wirecard?
2. In what ways are financial service firms vulnerable to money laundering and fraud?
3. What roles do auditors, regulators, and journalists play as interested outside observers?
4. Describe country level differences in corruption and fraud incidents and investigations. Why has Germany been the center of so many corporate scandals in recent years?
5. Discuss lessons learned for global managers/young professionals. Implications for your careers.

Self-Assessment of In-Class Contribution (email)

Name: _____

Class/Time: _____

To ensure that we understand our mutual positions on the assessment of your class contribution, you may want to keep track of items such as the following. These are designed to indicate how you assess your frequency of contribution from Extremely Frequently (7) to Never (1).

	Extremely Frequently							Never
When a colleague offers her/his view on aspects of cases discussed in class, I facilitate her/him in clarifying and developing their own points of view.	7	6	5	4	3	2	1	
When the instructor offers his view on aspects of cases discussed in class, I expand the class discussion by elaborating on his perspective.	7	6	5	4	3	2	1	
When the instructor asks questions of the assigned reading material, I offer my opinion and enrich the discussion based on my thorough preparation and analytic insight.	7	6	5	4	3	2	1	
When the instructor asks for differing views on opinions offered by colleagues about assigned materials, I expand the class discussion by elaborating on my colleagues' thinking and by building on their perspectives.	7	6	5	4	3	2	1	
During our class sessions I demonstrate how I integrate others' thinking into my own contributions to produce a more complete understanding of the issues under discussion.	7	6	5	4	3	2	1	
When the instructor asks for volunteers to elaborate on aspects of cases discussed in class, I share my views with the class.	7	6	5	4	3	2	1	
I identify international business issues in the current press, bring these issues to class, and initiate their discussion.	7	6	5	4	3	2	1	
I share my understanding of international business issues brought to class attention by a colleague or by the instructor.	7	6	5	4	3	2	1	
I actively participate in class exercises	7	6	5	4	3	2	1	
I share my understanding of issues brought to class attention through the in-class exercises during class discussion.	7	6	5	4	3	2	1	
I contribute consistently to the class discussion	7	6	5	4	3	2	1	
I am conscious of not "hogging" the discussion ...								

Comments:

Appendix 1

GlobeSmart

The D'Amore-McKim School of Business has licensed GlobeSmart from Aperian Global <https://globesmart.aperianglobal.com> as a resource for our students.

GlobeSmart® is an online tool developed by Aperian Global for developing and leveraging one's global business knowledge. It offers instant access to detailed information and advice from real-world managers and consultants who live and work in the foreign host countries regarding how to conduct business effectively in those host countries. As of August, 2013, over ninety countries are included in the package, both advanced and emerging markets. For each country, GlobeSmart covers over 50 topics related to: (1) business skills; (2) culture and customs; (3) travel and general information; (4) names and phrases. GlobeSmart content focuses on specific business skills and business cultures as opposed to country facts and statistics, which can readily be found in an Internet search. Additionally, GlobeSmart offers a GlobeSmart Profile (GSP), which allows each user to identify and understand his or her own work style across five dimensions of culture while also comparing their profile with profiles of various countries and colleagues. The GSP is a statistically valid and reliable tool populated from data provided over the past several years from over 400,000 GSP users from more than 90 countries. To get started:

Individual Assignment

1. Navigate to <https://globesmart.aperianglobal.com>
2. Click the "Sign Up" tab
3. Submit your email address, preferred password, and your name
4. Agree to the terms of service and privacy policy
5. Click Sign Up

Team Assignment (In-class activity)

Identify the gaps: Take a piece a paper & learn about each other styles.

1. What did we learn about our team? What do we know about each other?
2. Do we each have a specific role to play on this team? Is there a leader and if so what expectations and role does that person play?
3. How are we going to work face to face & virtually?
4. How often do we and when. How do we meet? Should we take minutes? Do meetings start in time?
5. How do we handle conflict? Does silence mean agreement?
6. How can I style switch to be effective in my team
7. How do we leverage diversity of this team? How can our team's diversity become an asset?

**INBU1203: International Business and
Global Social Responsibility**

SRING 2022

Staple your photo here:
(optional)

Name _____

E-mail _____

How do you want to be addressed in class? _____

In which country (-ies) where you brought up? _____-

Have you had any international experience (living, travel, study, co-op, business away from your home country)? If so, would you briefly describe it?

What are your major/minor areas of study? _____-

What kind of work or career do you see yourself involved in after graduation?

Is there anything else that you want to tell me about yourself that will help us work well together?
