

**INTB-1202**  
**BECOMING A GLOBAL MANAGER**  
**Bachelor of Science in International Business**  
**D'Amore-McKim School of Business**

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**Spring 2022**

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**Monday, Wednesday & Thursday**  
**4:35 - 5:40 pm. Dodge Hall 173**

Instructor: Dr. Ifa Khan  
Telephone: 617-504-5444 (cell phone)  
Email: i.khan@neu.edu  
Office Hours: By appointment  
Semester Start/End: January 18<sup>th</sup> April 27th

## **COURSE OVERVIEW**

During their course of study at Northeastern, BSIB students take a set of four core International Business courses that build on each other. INTB1202 “Becoming a Global Manager” is the first course in the sequence and which emphasizes ethical reasoning and national culture as well as certain other foundational concepts necessary for effective global leadership. Student who successfully complete INTB-1202 will earn NUpath competency qualification credit for both Ethical Reasoning (ER) and Interpreting Culture (IC).

An important focus of the course is to help you develop an appreciation for how ethics and culture shape distinctive global perspectives. The course will introduce BSIB learners to the complexity of International Business, how it differs from doing business in a domestic context, and why International Business is important, and the importance of ethical reasoning in International Business context.

You will be given multiple opportunities throughout the course to enhance your ethical reasoning by learning and applying seminal frameworks with the purpose of addressing a central question or call to action – “what is the right thing to do?” – in addressing moral dilemmas across the realms of power, politics, and global economic history. Concepts will be reified through interactive classroom discussions and assignments designed to challenge your accepted conventions and provoke new ways of thinking. You will also have the opportunity to learn about and develop an understanding of the importance of interpreting culture. Readings, individual analysis, interactive discussion, and group-based assignments will challenge you to make sense of and apply an array of techniques for interpreting culture and cross-cultural communication with an end goal of helping you appreciate what it takes to become an effective and authentic global leader in the Twenty-first century.

## **COURSE OBJECTIVES**

The course is designed to be an exciting and rigorous learning environment that fosters intellectual growth to help students:

- Understand global business as an integrated whole

- Begin developing a global mindset appropriate to the challenges of a global economy
- Appreciate how ethics and culture affect the world of business by:
  - Developing ethical reasoning skills by providing concepts, frameworks, and theories to effectively analyze and assesses moral dilemmas facing modern managers
  - Learning to analyze cultural practices by providing multiple tools for interpreting, comparing, and contrasting cultures
  - Identifying individual underlying competences associated with working effectively across cultures

## **COURSE DELIVERY**

Northeastern University will be fully open this Spring for on-ground classes. No remote learning options will be offered to students enrolled in INTB-1202 this semester, and lectures will not be recorded.

For answers to frequently asked questions regarding the Corona virus and the University's reopening, please visit: <https://news.northeastern.edu/coronavirus/reopening/frequently-asked-questions/#masks>.

## **COURSE WEBSITE – *Learning Management System (LMS)***

Northeastern University utilizes the “Canvas” LMS. To login and access your courses in Canvas, please point your browser to the following link: **<https://northeastern.instructure.com/>**. You will be prompted to login in using your Northeastern username and password. Once logged in, you should be able to locate your section of “Becoming a Global Manager.” Most of the content for the course will be made available for download via the Canvas LMS. You should check this site frequently, as any course changes or assignments will be posted there first.

The Northeastern ITS Knowledgebase and the Canvas Community Guides are comprehensive online resources that are available 24/7 for all Northeastern faculty, staff, and students using Canvas and other university-supported technologies. If you experience any technical issues related to Canvas or any of the technologies used in this course, email [help@northeastern.edu](mailto:help@northeastern.edu) or call the ITS Service Desk at 617-373-4357 (xHELP) and select option #2.

## **NAVIGATING CANVAS:**

Most of the course material you will need for INTB-1202 this semester can be found on Canvas. I have organized the Canvas LMS by modules. Please make sure to review Announcement section of Canvas to review the following week's learning activities. For further details, please review Module section of the course for that week.

## **INSTRUCTOR AVAILABILITY:**

One of my most important objectives is to make sure that all of my students know that I am available and willing to help them to the greatest extent possible. I will be available thirty minutes before and after class. If these times are inconvenient for you, you are welcome to

schedule an appointment with me at a different time. In the event you are unable to meet with me in person, I am happy to schedule a Zoom call. I can also be reached by phone and by e-mail. *By far the best way to reach me outside of class is by email at [i.khan@northeastern.edu](mailto:i.khan@northeastern.edu). I make an effort to respond within 24 hours.* Please feel free to contact me to discuss how you are doing in the course, other academic issues, career strategies or any other course or education-related matter.

## **MATERIAL STRONGLY RECOMMENDED**

International Business issues are in the news daily. Please develop a habit of reading any one (or more) of these publications in order to keep up with what is going on around the world and so that you can contribute meaningfully in class: The Wall Street Journal, The Economist, The Financial Times, The London Times, Bloomberg Business Week, etc.

## **REQUIRED MATERIAL**

- 1.) **Charles W. Hill, *Global Business Today*, 12th edition**
- 2.) **Case Study (assigned cases will be announced)**

**Note:** There may also be occasional other readings, available either online (via Canvas) or in the form of handouts distributed in class. You should check Announcements (Canvas) for posted readings and other instructions daily.

## **OUTSIDE CLASS PREPARATION**

Please understand that, unlike high school, college professors seldom lecture directly from the texts. Rather, we seek to utilize the assigned readings as a “launching point” for classroom discussion. This means that the onus of doing (and understanding) the readings falls upon you, the student. In four-credit undergraduate classes, it is expected that students will spend up to nine hours per week (about three hours per class session) on outside class preparation activities, which may include reading, independent research and team meetings. Should you encounter material that is unclear or difficult to comprehend, bring your questions to class or meet with me one-on-one for guidance. I am available before or after class, during office hours, by phone, or via a scheduled Zoom call – whatever works best for you.

### **Announcements:**

Announcement messages play an important part in the ongoing course. Every Sunday afternoon, Announcement for the following week is posted. Please make sure to go through the Announcement link every Sunday, to find out the details and highlights of the following week. It will be helpful for you to prepare for the week ahead.

## **COURSE PERFORMANCE EVALUATION:**

Student evaluation will be based upon 100 points, comprising:

<b>Activity</b>	<b>Points</b>
<b>Class Engagement &amp; Participation</b> (including group work evals)	10
Discussion Question: (Canvas (Discussion forum- Every two weeks evaluation worth 5 points)	30
Exam (Midterm- Final) 10+10	20
<b>Ethical positioning</b> (Team) <i>Debate: Through The Eyes of Whistle-Blower: How Sherry Hunt Spoke Up About Citibank Mortgage Fraud (HBS Case)</i>	15
<b>Interpreting Culture (Team),</b> <i>Debate: Promoting Culture of Equity In MeToo Era The Forgotten Dimension of Diversity The Cheating Culture: A Global Phenomenon (HBP Case) An Exercise to Help Your Team Feel More Comfortable with Conflict</i> (Great teams are not afraid to disagree)	15
<b>Sustainability</b> <i>Debate: Taking Ownership of a Sustainable Future (McKinsey Quarterly)</i>  (Three CEOs Offer Lessons on Their Pursuit of Sustainability)  <i>Assignment's details have been provided under Reflection Papers, each assignment will be discussed in classroom as well</i>	10
<b>TOTAL</b>	<b>100</b>

**Note:** I will make an effort to assess your work (with feedback) and to post your grades to Canvas in a timely fashion. While it is ultimately your responsibility to keep track of how you are doing in this course, I want you to know that you are welcome to contact me at ANYTIME to discuss your performance. Students who are struggling or simply wish to do better can expect specific guidance that can help enhance their learning experience. **Your successes are my successes, and helping you excel is something I take very seriously.**

### **Class Engagement (Participation and Contribution):**

The objectives of this course will be achieved mostly through lectures, discussions, and in-class exercises. Much meaningful learning happens through class engagement, participation, and substantive contribution. Engagement has as much to do with your attitude toward the class, material, and assignments as it does your performance during our actual time together each session.

I will be applying the same standards to your class engagement that your future employers will require of you in corporate settings. You are expected to attend every class, arriving on time with assigned readings completed and any pre-class assignments completed and submitted according

to the instructions (see below “EXPECTATIONS”). Your contribution to the learning of others, through the experience and insights you have, is a key part of this learning process. To build on the contributions of others requires that you listen to and consider the timing of your participation. *Note that while one must be engaged actively in order to contribute, not all contributions are equally meaningful.* Class contribution is not simply based on the number of times you respond (voluntarily or otherwise) to a question or prompt, but rather on the quality of your responses and how each contributes to the learning of others.

I will be evaluating each student's level of engagement after every class session. The quality and frequency of your contributions will be considered according to the following criteria:

*Excellent contribution (A):* contributes consistently to class discussions; regularly indicates thorough preparation and analytic insight; frequently facilitates others in clarifying and developing their own points of view; often builds on the thinking of others; integrates that thinking into own contributions to produce a more complete understanding of the issues being discussed.

*Good contribution (B):* contributes consistently to class discussions; gives indication of substantial preparation and analysis; occasionally helps others in clarifying and developing their own points of view; occasionally builds on the contributions of others.

*Fair contribution (C):* contributes occasionally to class discussions; gives indication of adequate preparation and analysis; provides only limited constructive responses to the contributions of others.

*Poor or failing contributions (D):* never, or almost never, contributes voluntarily to class discussions; gives indication of minimal or no preparation or analysis; actively inhibits or impedes the course of group discussions.

Again, please note that engagement is *NOT* equivalent to simply attending class or making regular contributions to the daily discussions. The quality of your contributions, your listening and responsiveness to others, and your overall attitude are important components that are also taken into consideration.

Contribution can consist of:

- Analysis of course readings;
- Modification of another's analysis or comments;
- Innovative or controversial positions seriously taken;
- Questions that improve others' learning or that cause the class to re-think a position;
- Different interpretations of the same data.

**Note:** Your contribution to team assignments will be assessed via other means, including peer evaluations. Your peers' evaluations of your group work performance will be taken into account when computing your final engagement grade.

You should strive for critical, independent thinking in all your comments. This is often reflected in contributions that are clear and succinct. To this end:

- Lead with comments that move toward declarative statements and effective actions;
- Be prepared to back-up statements with evidence from the readings.

This means you must be well prepared before coming to class. Effective advanced preparation should include outlining, before class, the points you want to make or the issues you want to raise. It also includes being mentally involved in the discussion as it unfolds in class.

Meaningful class contribution is a skill that I can help you develop and one that you will find inimitably useful throughout your time in college ... and beyond. Please see me if you are experiencing difficulty contributing.

**Attendance** for the entire class period is a prerequisite but not a sufficient condition for successful engagement. If you miss class for *any* reason, you will lose engagement points, so choose your absences wisely. Habitual absence, tardiness (more than two), or leaving during the lecture without a valid excuse will negatively impact your engagement grade in this course. **Any student who misses and/or is late for class more than six times is strongly encouraged to contact me about dropping the class.**

### ***Discussion Forum:***

There will be a discussion question, one for every week. These questions are related with major highlights of the course.

The objective of these assignments is to help the students to have a new or broader perspective of their own view, consider different options, identify real-life examples, and develop in-depth analysis of strategic thinking and actions.

Minimum one posting is required, while responding to the question, 500/600 words. Students have option to show extra participation by responding to classmates' post, or adding further information on the given topic.

### **News Summaries (part of discussion forum)**

In addition to the requisite readings for class assignments, you are *required* to monitor coverage of international business. Developing an informed understanding of political, economic, social, cultural and business issues in one region of the world will help you apply the concepts you learn in this course.

You are expected to monitor developments in your region in trade, investment, business-government relations, company news, and political and social issues. Occasionally throughout the term, you may be asked to share your thoughts about the 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.*

You will be asked to submit a brief summary on a significant business/economic/political/cultural developments in your region. Your summary should consist of **three distinct paragraphs**. The first should contain a brief synopsis of the article. The second should address how and why the article is relevant in terms of what we are/had been covering in

class or in the context of significant world events. The third paragraph is your opportunity to comment on the situation; e.g., what is your opinion about what is happening? Pay special attention to issues relating to ethics and culture. Ask yourself: *Are there moral dilemmas or intercultural issues associated with the article I am analyzing in terms of the story itself or how it is being covered by press?* Please refer to Canvas for more detailed guidance about how to construct your News Summary.

You will submit a total of three News Summaries over the course of the semester. The News Summary should be approximately 250 words (equivalent of about one typed, double-spaced page). You must indicate the source of each news story and describe why it is relevant.

**Reflection papers/Assignments** and other ancillary written assignments shall be submitted electronically via Canvas on the due date. Except in *rare* instances, late submission will NOT be accepted, so please plan ahead.

## **Teamwork: Debates/Written Component & Presentation**

### ***Debate: Ethical Positioning***

#### **THROUGH THE EYES OF WHISTLE BLOWER: HOW SHERRY SPOKE UP ABOUT**

In 2011, Sherry Hunt was a vice president and chief underwriter at CitiMortgage headquarters in the United States. For years she had been witnessing fraud, as the company bought billions of dollars in mortgage loans from external lenders that did not meet Citi credit policy and sold them to government-sponsored enterprises (GSEs). This resulted in Citi selling to GSEs such as Fannie Mae and Freddie Mac pools of loans that were considerably defective and thus likely to default. Citi had also approved hundreds of millions of dollars' worth of defective mortgage files for U.S. Federal Housing Administration insurance. After reporting the mortgage defects in regular reports, notifying and working closely with her direct supervisor (who was subsequently asked to leave Citi after alerting the chairman of the board to these issues) to stop the purchase of defective loans, leaving anonymous tips on the FBI's and the Department of Housing and Urban Development's websites, and receiving threats from two of her superiors who demanded that she change the results of her quality control unit's reports, the shy and conflict-avoidant Hunt had to decide who she should tell about the fraud, and how. The case gives students the opportunity to recommend how Hunt should proceed based on their analysis of the stakeholders involved. To aid instructors, the case includes Kellogg-produced videos of Hunt-the only on-camera interviews she has ever given-explaining what happened after she reported the fraud to Citi HR and, later, the U.S. Department of Justice. Within the case, students are also briefly exposed to legislation and bodies pertinent to whistle-blowing in the United States, including the Dodd-Frank Act, the Sarbanes-Oxley Act, and the SEC Office of the Whistleblower. This case won the 2014 competition for Outstanding Case on Anti-Corruption, supported by the Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact.

### **Interpreting Culture (Team),**

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### ***Debate: Promoting Culture of Equity In MeToo Era***

### ***The Forgotten Dimension of Diversity***

### ***Debate: The Cheating Culture: A Global Phenomenon (HBP Case)***

Today's future business leaders are confronted early in their academic careers with history-making events which have a profound impact on the global economic system. These students of business are being exposed to behaviors as they unfold and, as such, are possibly living in an age of the "cheating culture" whereby everybody cheats because everyone else does it. Business students from around the world completed a cheating culture scale as part of a much larger investigation examining college students' attitudes toward capitalism and business ethics. Findings suggest that the cheating culture is not just a capitalistic phenomenon and that attitudinal differences are driven by gender, country corruption, and socioeconomic environment. Future business leaders worldwide, who are being shaped by news reports of scandal, are also being taught the fundamentals of operating in the business world. Unfortunately, they may be learning to inextricably combine the cheating culture with best business practices.

### **An Exercise to Help Your Team Feel More Comfortable with Conflict**

Great teams are not afraid to disagree

*Debate: Taking Ownership of a Sustainable Future (McKinsey Quarterly)*

Three CEOs Offer Lessons on Their Pursuit of Sustainability

The purpose of the Disputation Exercise is to build ethical reasoning and critical thinking skills by applying relevant theoretical concepts to a real moral dilemma. You will be assigned to one of three groups: Pro, Con, or Judge. Based on an assigned case reading or prompts, you will apply the ethical frameworks covered in previous readings and classroom discussions to argue – from the perspective of your designated group – the ethicality of a particular decision. Groups will present their arguments in the form of a live debate. For example: Team Pro argues in favor of the decision's ethicality, team Con argues against it, and the Judges determine which side presented the more compelling case. After the arguments from teams Pro and Con have been presented, the Judges will ask questions of each team (to clarify points), deliberate privately, and then render their decision.

On the day of any disputation, teams Pro and Con will submit a short paper clearly synthesizing how they would defend their position according to the following outline:

- 1.) What you say to support YOUR argument?
- 2.) How you anticipate the *opposing* side would argue against your case?
- 3.) What you suspect the opposing side will say in support of *its* argument?
- 4.) How would you respond to the opposing side's case?

Students assigned as Judges will submit a similar paper addressing the following points:

- 1.) What should Team PRO say in support of its argument?
- 2.) How should Team CON argue against Team PRO's case?
- 3.) What should Team CON say in support of its argument?
- 4.) How should Team PRO argue against Team CON's case?

We will talk more about the disputation exercise and point papers as we get closer to the event. In the meanwhile, [please visit Canvas for more information about this exercise.](#)

***Exams***

There will be two exams (Midterm and Final). The format of the exams shall consist of either strait essays or a combination of essays and objective questions. Exams will take place during the scheduled class period. You will be afforded 30 minutes for the essay Exam (Respondus Lockdown). Make sure, you have Respondus Lockdown downloaded, your PC Camera is working perfectly. It is recommended that you are ready at least 10 to 15 minutes prior to completing Exam to account for sign-in, etc.



## FORMAT OF WRITTEN ASSIGNMENTS

Unless stated otherwise, the format for ALL written assignment is as follows: Double-space, 12-pt., Times New Roman or Cambria font, justified to the left (ragged right), with 1” margins all around. Documents consisting of multiple pages shall be numbered in the lower right corner of the page. It goes without saying that all submitted work should include your name, title of assignment, and date in the upper left-hand corner. You can find more detailed instructions regarding all written work in Canvas.

Please note that the only acceptable file formats for uploading assignments to Canvas is **Microsoft Word, Microsoft PowerPoint, or PDF**. **Please do NOT attempt to upload a document in “Pages,” “Keynote,” or any Google doc – especially one that requires a password to access.**

## ACADEMIC HONESTY

Northeastern University is committed to the principles of intellectual honesty and integrity. All members of the Northeastern community are expected to maintain complete honesty in all academic work, presenting only that which is their own work (unless approved by the professor) on quizzes, homework and other assignments. The University integrity policy can be found at: <http://www.northeastern.edu/osccr/academic-integrity-policy/>

Plagiarism represents a special area of concern. Students must be aware that any of the following oversights (intentional or not) constitute plagiarism:

- Failure to place verbatim text in quotation marks
- Failure to cite verbatim text
- Paraphrasing without citation of the original source
- Summarizing without citation of the original source

**If a student uses any words other than those crafted by her/his own thought process, acknowledgement must be given to the original author.** All students shall be held accountable for understanding and using correct citation guidelines. Please talk to me if you have any questions about this.

## EXPECTATIONS (by way of reminder)

Students shall attend every class on time with the minimum requisite materials: written notes taken on the readings or subject due for that day (as applicable), and something on with and with which to take hand-written notes during the lectures / discussions. I have no objections to students consuming benign liquid substances during the lectures but kindly refrain from eating meals or snacks.

Unless otherwise stated by the professor, the use of electronic devices in class for notes taking, etc., during the lectures is strongly discouraged. Research shows that individuals who attempt to take notes on a computer device do not absorb as much information as those who take notes by

hand. Get in the habit (if you're not already) of taking notes by hand. Doing so will enable you to internalize the information being communicated and to focus on and engage with what is actually happening in the classroom much more effectively than taking dictation. I will provide some more information about this for you on Canvas.

Written assignments to include homework, news summaries, and other papers are due on the dates listed in the syllabus and Canvas. Except in very rare instances, late submission will NOT be accepted. In the event that you have to miss class on a day when an assignment is due, you are still expected to submit that assignment before the start of class when the assignment is due.

Again: Anything you upload to Canvas must be formatted as a proper Microsoft Word document, PowerPoint presentation, or PDF file. Assignments submitted in a "Pages," "Keynote" or Google Doc format will not be accepted and may incur a point reduction.

## LAPTOP AND CELLPHONE POLICIES

Students are expected to act professionally at all times during lectures, discussions, presentations, etc. Unless otherwise noted by the professor, **the use of electronic devices for any purpose unrelated to the class sessions is STRICTLY PROHIBITED; e.g., text messaging, outside chats, email, surfing the web, accessing social media, etc.** Please DO NOT be the unfortunate soul who gets busted for sneaking a text or surfing the web during class. Again, taking notes on lap or desktop computer devices is strongly discouraged.

## BE A GOOD DIGITAL CITIZEN!

Digital citizens embrace the opportunities provided by the digital world but do so in ways that are safe, legal, and ethical. As members of the i-Generation, digital connectivity is not something students have had to learn. The internet has existed their entire lives. I-Gens have grown up with computers, smartphones, and an explosion of social media platforms. This access to the world has influenced their whole way of thinking and communicating. As one young writer noted:

*We grew up with the idea of sharing our lives way before we learned what it meant to truly live. So, yes, we created selfies, duck-faces, repeated awkward dance moves and posted videos of ourselves planking.*

*Our generation believes we share the world with others and because of that we are all part of a crowd. And with that crowd, we share.<sup>1</sup>*

Due to this norm of sharing, there may be a casual approach to respecting the importance of intellectual property. In INTB-1202, students should be aware that all course components including, but not limited to class lectures, PowerPoint slides, assignments, and submitted work [written or oral] are considered copyrighted and may not be posted, sold, published or distributed without written permission of the parties involved. Digital footprints can be hard to erase, and

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<sup>1</sup> <https://chelseakrost.com/millennials-and-sharing/>

no student or professor wants to discover that proprietary material has been disseminated or altered without his/her prior knowledge or consent.

Further, it should be noted that the Commonwealth of Massachusetts's wiretapping law requires “two-party consent.” **It is a felony to secretly record a conversation, whether the conversation is in person or taking place by telephone or another electronic medium.** [See Mass. Gen. Laws ch. 272, § 99.]

## STUDENT SUPPORT RESOURCES

Students who have any questions regarding any aspect of this course should initially speak with their instructor. If further assistance is needed, students should contact the Course Coordinator, which (in the case of INTB-1202 this semester) is me. For other academic or administrative support issues, students should contact their academic advisor.

## DISABILITIES

Any student who feels the need for an accommodation because of a disability should feel free to contact me privately to discuss specific needs. Please note however that all accommodation requests are handled by Northeastern University’s Disability Resource Center (DRC), located in 20 Dodge Hall (617-373-2675). Please contact the DRC directly to obtain more information on services for students with disabilities, to find out which disabilities are eligible for accommodation, and to coordinate your request for accommodations – particularly if you wish to maintain privacy and do not wish to discuss your needs with me directly.

*Becoming a Global Manager* (INTB-1202) is an academically demanding and intellectually challenging course marking an important step on your journey to becoming an effective and authentic global leader in this Twenty-first Century. And while this course is purposely designed to push you academically and intellectually, you should not encounter anything that is above your ability level. Being comfortable outside of your academic “comfort zone” is good skill to develop early in your college career because it can offer unique opportunities for learning new things in new ways. However, if at any time you experience *any* difficulty of *any* kind in this course, I encourage you to reach out to me for assistance as soon as possible. I can fix almost any problem, but I can’t fix something that I don’t know is broken.

**COURSE ASSIGNMENTS & SCHEDULE OF EVENTS**

*(Subject to change at the discretion of the professor)*

**Week 1: Wednesday, Thursday (Jan 19, 20<sup>th</sup>)**

*Introduction & Course Overview*

Introduction of the course.

Syllabus details, course requirements, discussion regarding assigned text, answering questions

Manager/Leaders, difference between manager and global manager

Global business challenges

Please read **CHAPTER ONE** of Hill's book, be prepared to discuss the topic of Global Business

Case Study: Opening case: Detroit Bikes, 2. Boeing Global Production System

Short Documentary, Modern Day Global Business

**Week 2: Monday, Wednesday, Thursday (24, 26, 27)**

National differences in political, economic, and legal systems (Why it matters) Hill Ch: 2

Opening case: China's Mixed Economy

Case Study: Did Walmart Violate the Foreign Corrupt Practices Act

**Week 3: Monday, Wednesday, Thursday (Jan 31<sup>st</sup>, Feb 2, 3, )**

National Differences in Economic Development Hill Ch: 3

Positives & Negatives of Command Economy

Case Study: What Ails Argentina

India's Economic Transformation

Property Rights in China

**Week 4: Monday, Wednesday, Thursday (Feb 7<sup>th</sup>, 9, 10)**

Ethics & Sustainability - Hill Ch: 5

Please focus reading on **Ethics & International Business & Employment Practices**

**Analyze: Different Theories on Ethics**

Case Study: Opening case: Russian Culture

Determining Your Social Class By Birth

China and Its Guanxi

Closing case: Culture & Business in Saudi Arabia

**Week 5: Monday, Wednesday, Thursday (Feb 14<sup>th</sup>, 16, 17) Hill Ch: 5**

Managerial Responsibilities: **ETHICAL DECISION MAKING ON MULTINATIONAL SCALE**

Multinational Corporations: **IS SUSTAINABILITY IS BAD FOR PROFITS**

**Case Study & Group Discussions:**

Who Stitched Your Designer Jeans

Corporate Social Responsibility at Stora Enso  
*VW Emissions Scandal*

**Week 6: Monday, Wednesday, Thursday (Feb 21, 23, 24)**

International Trade Theory

Focus: Trade in Services (ch:6)

Is China Manipulating Its Currency in Pursuit of Neo-Mercantilist Policy

Trade Wars are Good and Easy to Win

**Week 7: Monday, Wednesday, Thursday (Feb 28<sup>th</sup>, March 2<sup>nd</sup>, 3<sup>rd</sup>)**

GOVERNMENT POLICY & INTERNATIONAL TRADE (ch:7)

America and Kenya Negotiate a Trade Deal

Protecting US's Magnesium

Estimating the Gains from Trade of the United States

**Week 8: Monday, Wednesday, Thursday (March 7<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>)**

**Ch: 9**

Regional Economic Integration

The world's Largest Trade Deal

The European Commission and Google

The Greek Sovereign Debt Crisis

**Week 9: Monday, Wednesday, Thursday (March 14, 16, 17)**

Chapter 11: The International Monetary System

Did The IMF Help Egypt

China's Exchange Rate Regime

IMF and Iceland's Economic Recovery

**Week 10: Monday, Wednesday, Thursday (March 21, 23, 24)**

***Debate: Ethical Positioning***

**THROUGH THE EYES OF WHISTLE BLOWER: HOW SHERRY SPOKE UP ABOUT**

In 2011, Sherry Hunt was a vice president and chief underwriter at CitiMortgage headquarters in the United States. For years she had been witnessing fraud, as the company bought billions of dollars in mortgage loans from external lenders that did not meet Citi credit policy and sold them to government-sponsored enterprises (GSEs). This resulted in Citi selling to GSEs such as Fannie Mae and Freddie Mac pools of loans that were considerably defective and thus likely to default. Citi had also approved hundreds of millions of dollars' worth of defective mortgage files for U.S. Federal Housing Administration insurance. After reporting the mortgage defects in regular reports, notifying and working closely with her direct supervisor (who was subsequently asked to leave Citi after alerting the chairman of the board to these issues) to stop the purchase of defective loans, leaving anonymous tips on the FBI's and the Department of Housing and Urban Development's websites, and receiving threats from two of her superiors who demanded that she change the results of her quality control unit's reports, the shy and conflict-avoidant Hunt had to decide who she should tell about the fraud, and how. The case gives students the opportunity to recommend how Hunt should proceed based on their analysis of the stakeholders involved. To aid instructors, the case includes Kellogg-produced videos of Hunt-the only on-camera interviews she has ever given-explaining what happened after she reported the fraud to Citi HR and, later, the U.S. Department of Justice. Within the case, students are also briefly exposed to legislation and bodies pertinent to whistle-blowing in the United States, including the Dodd-Frank Act, the Sarbanes-Oxley Act, and the SEC Office of the Whistleblower.

This case won the 2014 competition for Outstanding Case on Anti-Corruption, supported by the Principles for Responsible Management Education (PRME), an initiative of the UN Global Compact.

**A1 Fairness Isn't Just an Ethical Issue**

Eliminating algorithmic bias can unlock value for your company

**Week 11: Monday, Wednesday, Thursday (March 28, 30, 31st)**

**Interpreting Culture (Team), Re-Visiting Chapter 4 (Culture)**

*Debate: The Cheating Culture: A Global Phenomenon (HBP Case)*

Today's future business leaders are confronted early in their academic careers with history-making events which have a profound impact on the global economic system. These students of business are being exposed to behaviors as they unfold and, as such, are possibly living in an age of the "cheating culture" whereby everybody cheats because everyone else does it. Business students from around the world completed a cheating culture scale as part of a much larger investigation examining college students' attitudes toward capitalism and business ethics. Findings suggest that the cheating culture is not just a capitalistic phenomenon and that attitudinal differences are driven by gender, country corruption, and socioeconomic environment. Future business leaders worldwide, who are being shaped by news reports of scandal, are also being taught the fundamentals of operating in the business world. Unfortunately, they may be learning to inextricably combine the cheating culture with best business practices.

**An Exercise to Help Your Team Feel More Comfortable with Conflict**

Great teams are not afraid to disagree

**Week 12: Monday, Wednesday, Thursday (April 4<sup>th</sup>, 6, 7)**

**Sustainability**

*Debate: Taking Ownership of a Sustainable Future (McKinsey Quarterly)*

Three CEOs Offer Lessons on Their Pursuit of Sustainability

**Week 13: Monday, Wednesday, Thursday (April 11, 13, 14)**

**Case Study & Discussion:**

**How a year outside the EU's legal and trading arrangements has changed Britain**

**Week 14: (April 18, 20, 21)**

**"Brexit What if and Brexit the Fallout**

**Week 15<sup>th</sup> (April (25, 27)**

**The Forgotten Dimension of Diversity (HBP)**

**Power & Politics In Organizations**