

INBA 3810
International Business Environments and Practices
Prof.: TBD

3 Credits

Course Syllabus

Introduction

The follow quote by Ian Mitroff gives proper emphasis upon our study of business from a global perspective: *For all practical purposes, all business today is global. Those individual businesses, firms, industries, and whole societies that clearly understand the new rules of doing business in a world economy will prosper; those that do not will parish ... It is no longer business as usual. Global competition has forced ... (executives) to recognize that if they and their organizations are to survive, let alone prosper, they will have to learn to manage and to think very differently.* This advanced elective course provides you with basic concepts and tools to assist in your future understanding, planning, and successful managing of businesses with a global market perspective. This course also provides a focus on a major economic bloc, the EU, which will enrich your study of global business from your direct experiences in Germany and Europe.

Learning objectives

To help students understand the complexity of the global economy and their influence on global business and management strategies. Learning objectives of this advanced course are:

- to understand the history and describe the current trends in Global Trade & Investment, students will be able to name and formulate the leading international theories,
- experience the market diversity in Europe and the EU to understand and discuss the role of political and cultural differences that affect international businesses,
- to develop the ability to comprehend international economic and financial issues, and show the role of the Global Monetary System and international Financial Markets,
- to understand cultural diversity, and describe approaches in Intercultural Theories, with reflecting success factors in Intercultural Communication,
- to understand methods of country analysis systems, and examine and describe MNC Strategies and behaviours in their international Market Entry, and international Corporate Organisation,
- differentiate these general strategies in corporate functions to formulate e. g. international strategies in Manufacturing, Marketing, Human Resources, and Leadership, and
- to understand and discuss the role and the challenges of NGOs in these global developments.

Course Content

1. Globalisation & International Trade
 - 1.1 Global Trade & International Trade Theories
 - 1.2 Europe, the EU & International Markets
 - 1.3 International Institutions & International Finance System
 - 1.4 The role of Non Governmental Organisations (NGOs)

2. International Corporate Business Strategies

2.1 Country Analysis and Foreign Market Entry (going international)

2.2 International Corporate Organisation (being international)

2.3 International Management Concepts

2.4 Management Culture and International Communication

2.5 International Projects

Course Management

Early in course you will be assigned to a small group. Your group will be largely self-managing, requiring significant responsibility, cooperation, and maturity on your part to make your learning experience successful. In order to facilitate the work, you will select for each group a speaker. Course material will be:

- Wild, J.J. et al.: International Business: The Challenges of Globalization. 4th ed. Prentice Hall.
- Deans, P.C.: International Business, future trends (pp 232-241), Kogut, B. et al. Globalization (pp 200-214). In: Tung, R.L. (ed.): IEBM Handbook of International Management, Thomson Learning.

- Class script, and additional course material (handouts), exercises, and cases.

The mid-term and the final exam cover the assigned readings and the subjects treated in the class meetings (see: *Grading*).

Speakers/Site visits and reaction papers

During the semester, the students will receive an assortment of site visits and/or guest speakers. This current real-world aspect of field learning is intended to add greatly to the student's valuable study abroad experience. Literally, the world around them will be the classroom, textbooks and handout material. AIB will help facilitate in preparation for these speaker and site visit experiences, as well as the students are required to prepare them self with individual research about these organisations, to help examine and discuss pertinent questions and areas for further exploration during the subsequent site visit or speaker session.

After these speakers/site visits students are required to prepare two 8-page reaction papers (of the in class announces site visits/guest speakers). Both papers should include 1–2 pages on general information about the company/organization and branch (which is helpful to prepare before the visit, e.g. due internet research like general development of the whole branch, company locations worldwide, products/services, number of employees, organization, etc.). The papers should focus on what the students learned about ideas, problems, issues, opportunities, challenges, etc. for competing in a global business marketplace, particularly in Germany and Europe. Helpful questions would be e.g. about:

- international activities and strategies of the company/organization,
- major foreign markets served by them,
- their main international competitors, and “what’s going on” in the market,
- challenges in the management function working in an intercultural environment,

like e.g. their international strategy, corporate organization, market entry, etc.,

- and/or typical problems in international leadership behaviour (e.g. intercultural leadership, international projects, intercultural team building process, ...).

If students cannot get answers on such questions they may do their own research on the internet (company web side, google keywords of the market, etc.), and ask the speakers/representatives of the company when they're on the site visit.

On the last half page, there should be a summarization of the learning outcome by simply listing what felt are the most important four or five learning points, in the form of specific statements formatted in bullets, from this speaker/site visit. At the very end, there should be list of the used at minimum two sources. All site visits incl. the two reaction papers are (beside class attendance, the mid term, project work and presentation, and the final exam) part of the credits. The site visits are scheduled at the beginning of the class, and all dates are to be confirmed. Students will receive dates and times in class/from AIB staff.

Grading

Students are expected to attend all visits and class meetings and to hand in all group reaction papers. The individual course grade will be determined from pts. that can be earned as follows:

- Attendance site visits *	30 pts.
- Two individual site visit reaction papers *	30
- Full class participation and contribution *	60
- Mid-term exam	30
- Case study work and presentation	30
- Final exam	120
Total pts.	300

The points you earn will yield **letter grades** as follow:

A	100–93%	C +	79–77%
A -	92–90%	C	76–73%
B +	89–87%	C -	72–70%
B	86–83%	D	69–60%
B -	82–80%	F	59–0 %

Students are required to attend all classes/site visits. Unexcused absence leads to point deduction.

Special accommodations: Students who seek special accommodation due physical or psychological disabilities will need to provide the AIB with relevant documentation from the respective home university within the first two weeks of classes. Once AIB receives this information and documentation it will discuss the proposed arrangements with the students.

Academic honesty: Academic dishonesty will be treated as an extremely serious matter, with serious consequences that can range from receiving no credit for assignments/tests to expulsion.

It is never permissible to turn in any work that has been copied from another student or copied from a source without properly acknowledging the source. It is your responsibility to make sure that your work meets the standard of academic honesty.

Important notice: If necessary, this syllabus and its contents are subject to revision, students are responsible for being aware of any changes or modifications announced to the syllabus in class or via email.

Electronic devices in the classroom: Please turn off and put out of sight all electronic devices (other than those and when allowed) during class-time. The interruptions and/or distractions they cause disrupt class and interfere with the learning process.