Do not come to campus if you do not feel well. Remain home and monitor your symptoms and seek medical attention as needed.

Course Overview

The goal of this course is to increase awareness and understanding of the issues involved in conducting business abroad and to develop skills and understanding of international management problems and solutions through research, case analysis and applied exercises.

This course is an elective for the MBA program and a required foundational course for the MSGBD program.

Program and Course Student Learning Outcomes

MSGBD Program Learning Outcomes

- Possess analytical and communication skills related to global business environment
- Apply entrepreneurial perspective and management skills related to sales and business development in a global context
- Demonstrate cross-cultural business knowledge and competencies

MBA Program Learning Outcomes

- Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.
- Be able to analyze environments in which managers make and implement business decision.
- Be able to formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

MGT 710 contributes to these goals through its student learning outcomes. Specifically, after taking this class, students should be able to:

- Identify and discuss the formal and informal environmental factors which increase the risk and difficulty of successfully competing abroad.
• Describe the trade theories and foreign investment patterns around the world as well as regional agreements among countries which may affect a company’s ability to successfully conduct international business.
• Explain and analyze global competitive dynamics which increase both the risk and difficulty of doing business abroad.
• Analyze the competitive advantages of firms and determine the extent to which these can be leveraged in international markets.
• Identify company problems, defend different points of view and recommend specific international strategies as courses of action.

Global Learning Outcomes

This course is designated as a Global Learning Course. It features glocal engagements and includes a minimum of 15 hours engaged in global learning experiences, at least 15% of the course grade directly related to the global learning component. Through assignments and reflections, such as the icEdge Assessment tool, the "Live Case" Project, readings and discussions with international guest speakers, the students engage global learning by being able to:

• Examine the relationships between language, culture, history, and power as relevant to the world business environment
• Increase career readiness by explaining skills gained and awareness developed in analyzing risk and difficulty of doing business abroad
• Learn about and respond to the world business environment as a global issue that transcends national political borders

Prerequisites

Graduate Standing

Course Materials

<table>
<thead>
<tr>
<th>Materials</th>
<th>Required or optional</th>
<th>Where and how it can be obtained</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Tool: icEdge</td>
<td>Required.</td>
<td>Details provided in class.</td>
</tr>
</tbody>
</table>
Course Structure and Conduct

SDSU students are expected to abide by the terms of the Student Conduct Code in classrooms and other instructional settings. Violation of these standards will result in referral to appropriate campus authorities.

- No cell phones during lectures please
- All written assignments are to be returned via the Canvas Assignments feature
- There will be several guest speakers during the course of the semester. These are usually leaders from local and global business community who volunteer their time to share their insights. It is imperative that you engage with them in an active and respectful manner.
- The class will include one on-site visit with one of the consulting client companies. The visit may take place outside of class hours. Please make every effort to attend this event.

Class Participation

- The modality of this class is in-person. That means that students are required to participate actively during class sessions as scheduled. Class participation consists of active participation in class case discussions, exercises, and lectures as well as group and individual assignments.
- Mere presence in classes does not guarantee a full participation grade.
- The following scheme will be used in evaluating participation grade:
  - A = asking/answering questions, high quality comments and active participation in class discussions, breakout groups and guest speakers presentations, superbly prepared for case discussions and excellent work on all assignments
  - B = asking/answering questions, actively engaged, well-prepared for case discussions, most assignments completed
  - C = limited participation with very spare/redundant comments, not well-prepared for case discussions, missed assignments, unexcused absences
  - D = minimal engagement, clearly doesn’t read assigned text, unexcused absences, non-responsiveness
  - F = no participation

- **Note on Cases**: Made famous by the Harvard Business School, case analyses have become essential in graduate business education. However, the case method is only as effective learning tool as is the class discussion, which relies heavily on preparation. Thus, spending several hours to appropriately prepare for a case discussion is not unusual. I recommend you read each case at least twice, take notes and make connections to the material discussed in class.

Cross-Cultural Assessment Assignment

- In order to assess and reflect on the role of cultural differences in the business environment, students will be required to utilize icEdge, an instrument designed to assess inter-cultural communication skills. Developed at the Duke University, the icEdge provides a customized assessment of an individual’s
communication style. In doing so, it strengthens your effectiveness as a communicator across diverse demographics, cultures, nationalities.

Quizzes

- There will be three announced quizzes given during the course of the semester. They will be comprehensive and comprised of multiple choice, true-or-false, and/or essay questions relating to the material covered in the text as well as in class (no aids are allowed for the quizzes).
- Makeup of the quiz is only allowed for documented emergency.

Final Exam

- The final exam will consist of a case analysis. A make-up for the final exam will be given only under extreme circumstances in case of a documented emergency. The format and difficulty of the make-up will not necessarily be equivalent to the exam given on a scheduled day.
- To contest a grade on an exam, a written request describing the reasons for re-grading the exam is required within 48 hours after the exam was made available.
- Per SDSU policy, final exam cannot be given before scheduled time.

“Live Case” Project

- The key goal of the semester long group project is to apply knowledge of the material presented in class in the context of a real company seeking to initiate or deepen its international presence.
- The focus is on reflecting on and assessing the business environment (e.g. regulatory & compliance issues, political and competitive trends) related to the foreign market entry but addressing other specific client needs may be within the scope of the project.
- The project demands that, in groups, students get deeply familiar with the institutional and regulatory issues pertaining to the client company product/service and gather and analyze data from multiple sources in order to:
  - assess the institutional business environment and its implications for market entry/growth strategy given a specific country or region
  - evaluate options for a successful entry
  - make actionable recommendations on such entry
- Unlike an analysis of a written case, the “live case” provides students with access to key executive(s), internal company data and the ability to validate research approach and ask pertinent questions.
- The key deliverable related to this project is the written Final Report and oral presentation. The students will also present a Midterm Status Update and participate in a Validation of the project focus areas as indicated in the class schedule.
- The evaluation will be based on multiple criteria and include feedback from the involved executives as well as peer evaluation. More details about the project, its evaluation and guidelines are provided in a document posted in Canvas.

Note: The “Live Case” project includes an event organized by one of the client companies. The participation in the event is required unless a valid, documented reason is provided to the instructor prior to the event.
# Tentative Schedule of Topics

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Activities/Readings</th>
<th>Deliverables/Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Aug 22</td>
<td>Introduction to the Course</td>
<td>Ch 1: Globalizing Business&lt;br&gt;<strong>Harvard Case Packet:</strong> The State of Globalization in 2023</td>
<td></td>
</tr>
<tr>
<td>2: Aug 29</td>
<td>Global Trade and Integration</td>
<td>Ch 5: Trading Internationally&lt;br&gt;Ch 8: Global and Regional Integration</td>
<td>Background Survey Due Sept 3</td>
</tr>
<tr>
<td>3: Sep 5</td>
<td>Global Trade and Integration (cont’d)</td>
<td>“Live Case” Project Introduction&lt;br&gt;Live Case Projects Assigned</td>
<td></td>
</tr>
<tr>
<td>4: Sep 12</td>
<td></td>
<td>Preparation for “Live Case Validation”</td>
<td><strong>Guest Speaker</strong></td>
</tr>
<tr>
<td>5: Sep 19</td>
<td>Understanding Formal Institutions</td>
<td>“Live Case” Project: Validation of Research Approach presentations&lt;br&gt;Ch 2: Politics, Law, and Economics&lt;br&gt;Ch 7: Dealing with Foreign Exchange</td>
<td>PPT slides to instructor prior to class</td>
</tr>
<tr>
<td>6: Sep 26</td>
<td>Understanding Formal Institutions (cnt’d)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7: Oct 3</td>
<td>8 am – 1 pm</td>
<td>Visit to SEMPRA Global Headquarters</td>
<td></td>
</tr>
<tr>
<td>8: Oct 10</td>
<td>Cnt’d</td>
<td>Ch 3: Culture, Ethics and Norms</td>
<td></td>
</tr>
<tr>
<td>9: Oct 17</td>
<td>Understanding Informal Institutions</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Activities/Readings</th>
<th>Deliverables/Assessments</th>
</tr>
</thead>
</table>
| 9: Oct 17 | Understanding Informal Institutions (cont’d) | Quiz #1  
icEdge Cross-Cultural Assessment & Assignment | CASE: Corruption in Russia: IKEA’s Expansion to the East (A) and (B)  
icEdge Assignment (Group Writeup Due Oct 20, Individual Writeup Due Oct 31) |
| 10: Oct 24 | The Fit Between Country Location and Firm Resources | Ch 4: Leveraging Resources and Capabilities  
Ch 14: Competing on Marketing and Supply Chain Management | Guest Speaker |
| 11: Oct 31 | The Fit Between Country Location and Firm Resources (cont’d) | Ch 6: Investing Abroad Directly | Peer Eval #1 Due  
“Live Case” Project: Midterm Status Update |
Guest Speaker |
| 13: Nov 14  | Global Competitive Dynamics                 | Presentation Skills Training  
Ch 10: Entering Foreign Markets  
Ch 11: Managing Global Competitive Dynamics | CASE: Coffee Wars in India: Café Coffee Day Takes on the Global Brands |
| 14: Nov 21  | Making Foreign Strategies Work              | Ch 12: Making Alliances and Acquisitions Work  
Quiz #3 | CASE: Cross-Border Acquisitions: Mittal’s Fight for Arcelor |
| 15: Nov 28  | Managing Across Borders (if time permits)   | Ch 13: Strategizing, Structuring and Learning around the World  
Ch 15: Managing Human Resources Globally  
Ch 17: Managing Corporate Responsibility Globally  
“Live-Case” Project Presentations (Fieldsheer) | |
### Assessments and Grading

Course grades will be assigned in accordance with San Diego State University policy (see Graduate Bulletin, pp. 62-64). Graduate grades shall be: A (outstanding achievement, available for the highest accomplishment), B (average, awarded for satisfactory performance), C (minimally passing), D (unacceptable for graduate credit, course must be repeated), F (failing).

**Table 1. Your course grade will be based on the following components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Total Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>2. icEdge Cross-Cultural Assessment</td>
<td>5%</td>
</tr>
<tr>
<td>3. Quizzes</td>
<td>20%</td>
</tr>
<tr>
<td>4. Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>5. “Live Case” Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Scale:**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points (Percentage)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-95%</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-80%</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
</tr>
</tbody>
</table>

**Grade of Incomplete.** A grade of Incomplete (I) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is your responsibility to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to you with a copy placed on file with the department chair until the Incomplete is removed or the time limit for removal has passed.
A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete shall not be assigned when the only way you could make up the work would be to attend a major portion of the class when it is next offered. Contract forms for Incomplete grades are available at the Office of the Registrar website.

**Communication**

Students are provided with an SDSU Gmail account, and this SDSU email address will be used for all communications. University Senate policy notes that students are responsible for checking their official university email once per day during the academic term. For more information, please see Student Official Email Address Use Policy here.

**Student Accommodations**

SDSU via the Student Ability Success Center (SASC) provides accommodations for students with documented disabilities or medical conditions covered under the Americans with Disabilities Act (ADA). In keeping with current public health guidance, I cannot provide arrangements to students without an ADA-qualified disability or medical condition.

If you are a student with a disability and are in need of accommodations for this class, please contact the Student Ability Success Center at sascinfo@sdsu.edu (or go to sdsu.edu/sasc) as soon as possible. Please know accommodations are not retroactive, and I cannot provide accommodations based upon disability until I have received an accommodation letter from the Student Ability Success Center. SASC registration and accommodation approvals may take up to 10-14 business days, so please plan accordingly.

**Student Privacy (FERPA) and Intellectual Property**

The Family Educational Rights and Privacy Act (FERPA) mandates the protection of student information, including contact information, grades, and graded assignments. I will use Canvas/email to communicate with you, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work will be retained beyond the end of the semester or used as examples for future students or the wider public. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

**Religious Observances**

According to the University Policy File, students should notify the instructors of affected courses of planned absences for religious observances by the end of the second week of classes.

**Reporting Academic Honesty**

The California State University system requires instructors to report all instances of academic misconduct to the Center for Student Rights and Responsibilities. Academic dishonesty will result in disciplinary review by the University and may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.
**Academic Honesty**

The University adheres to a strict [policy regarding cheating and plagiarism](#). These activities will not be tolerated in this class. Become familiar with the policy. Any cheating or plagiarism will result in failing the course.

Examples of plagiarism academic dishonesty include but are not limited to:

- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
- Copying and pasting work from an online or offline source directly and calling it your own
- Using information you find from an online or offline source without giving the author credit
- Replacing words or phrases from another source and inserting your own words or phrases
- Submitting a piece of work you did for one class to another class
- Copying, in part or in whole, from another’s test or other examination;
- Obtaining copies of a test, an examination, or other course material without the permission of the instructor;
- Collaborating with another or others in coursework without the permission of the instructor;
- Falsifying records, laboratory work, or other course data;
- Submitting work previously presented in another course, if contrary to the policies of the course;
- Altering or interfering with grading procedures;
- Assisting another student in any of the above;
- Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work);
- Copying and pasting work from an online or offline source directly and calling it one's own;
- Using information found from an online or offline source without giving the author credit;
- Replacing words or phrases from another source and inserting one’s own words or phrases.

Use of ChatGPT or similar entities [to represent human-authored work] is considered academic dishonesty and is a violation of the Student Code of Conduct. Students who utilize this technology will be referred to the Center for Student Rights and Responsibilities and will face student conduct consequences up to, and including, suspension.

If you have questions on what is plagiarism, please consult the [policy](#) and this [helpful guide from the Library](#)

Under CSU policy, instructors must report instances of academic misconduct to the Center for Student Rights and Responsibilities for disciplinary review by the University, which may lead to probation, suspension, or expulsion. Instructors may also, at their discretion, penalize student grades on any assignment or assessment discovered to have been produced in an academically dishonest manner.

Unauthorized recording or dissemination of virtual course instruction or materials by students, especially with the intent to disrupt normal university operations or facilitate academic dishonesty, is a violation of the Student Conduct Code. This includes posting of exam problems or questions to on-line platforms. Violators may be subject to discipline.

**Turnitin**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers may be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way
that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Syllabus Updates**

Consistent with University policy, I retain the right to adjust course design, including assignments, assessments and deadlines. Major departures from the syllabus shall be made only for compelling reasons. Any major changes to the course syllabus will be announced in class, communicated to all students electronically, and incorporated into an updated and posted version of the syllabus.