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E-mail: v_taras@uncg.edu

Updates to this syllabus are possible.  
The latest version can be downloaded directly here.

COMMUNICATION

- Email is the preferred mode of communication.  
- Please add “BUS-730” in the subject header of your emails.  
  My email traffic tends to be heavy. Emails with “BUS-730” in the subject are my priority.

COURSE SCOPE

- Survey of theories and research principles used in IB research

International Business (IB) is a multi-disciplinary field of studies that spans multiple disciplines, including business strategy, HR/OB, psychology, sociology, political science, economics, and more.  
The primary objective of this Ph.D. seminar is to introduce and survey the major theoretical paradigms and perspectives used in IB research.

COURSE GOALS

- You can develop and write a good Theory section for a paper that deals with IB  
- Ideally, you finish this course with a fully-written theory paper/theory section for a publishable paper  
- OK if you have a fully figured-out theory section for a publishable paper, but it still needs some work

This course is designed to provide academic insights into major areas of IB. The course covers the micro (people), meso (firms), and macro (countries) levels of IB research. It also reviews unique challenges and best practices of doing research in the IB context and publishing in IB journals.

The ultimate goal is to help students generate research ideas that can be developed and published in top IB journals. Students are encouraged to develop these ideas with their dissertation research in mind. Therefore, students are to submit a workable research proposal at the end of the semester and think about new research ideas emerging from the readings assigned.

CANVAS

Canvas is used to post course materials and grades.  
We are using only three sections: Files (syllabus, readings, slides), assignments, and grades.  
The announcements will be sent to you via email. No requirements to engage in discussions or use any other tools on Canvas.
COURSE FORMAT

This is an online course. Hence, this is how the course will be delivered, and communication between the professor and students will go:

Instructor → Students
- All materials are posted on Canvas
- All correspondence will go via email
- To match your personal learning style, all course content will be available in multiple formats and media:
  - Readings
  - Weekly live sessions, if you prefer live interaction with the professor and peers
  - Recordings of the live sessions, if you cannot attend the live meeting or prefer to watch it at your own pace
  - I will also see if I can prepare text-based summaries of the key discussion points during our sessions
  - Slides will be deliberately made wordy so that they can be used as “class notes”

Students → Instructor
- Interaction during live sessions
- Email
- Assignments (short and term papers) to be submitted via Canvas
- Call me if a more detailed discussion is needed

READINGS

- The course is organized around a series of readings, all of which are either scholarly journal articles or edited volume chapters.
- The reading list is very extensive and deliberately so. The students are NOT expected to read all papers on the reading list, but usually, only 2-4 papers pertaining to each theory (see the schedule at the end of the syllabus for details).
- The purpose of the reading list is to serve as a quick reference on any IB theory or topic. You will likely have to look up various IB theories throughout your academic career. Finding seminal papers or good reviews on a particular theory can take a lot of time, and it is hard to identify the more relevant papers quickly. This reading list is your secret weapon: it took dozens of my IB colleagues and me many years to compile a list of good readings on each topic. I am sharing it with you so that it may serve you well throughout your career. My hope is that you will continue expanding and refining this list and one day will pass it on to your junior colleagues and students.
- The current version of the reading list can be downloaded here and off Canvas. The file is deliberately provided in MS Word so you can edit and expand it as needed throughout your career.
- The full-text readings are downloadable here

ALSO, the BUS-730 Ph.D. seminar assumes you have an understanding of the basic IB terminology, definitions, concepts, and practices, and the goal of the course is to give you an in-depth review of the IB theories. However, if you never took an IB course, you probably are not familiar with this content.

If you need an intro, here is a link to my MGT-301 Introduction to IB course syllabus. It contains a link to a video lecture on each of the main topics of IB. It should give you the necessary IB foundation so you are prepared to dive into the advanced theories of IB.
**LIVE SESSIONS**

We will have weekly live meetings. I understand that most students have full-time jobs and family obligations and may not be able to attend the live meetings. This is not a problem – recordings will be available.

The goal of the live sessions is to review the course materials, provide the "big picture," point out the key elements of the theories and concepts covered by the course, answer students' questions, as well as help students with their course assignments and dissertation research.

The live sessions are not one-way lectures. They will be steered towards a two-way discussion.

We also expect several guest speakers who will share their experience with developing/using IB theories, as well as their tips and insights into writing an award-winning dissertation publishing in top IB journals.

Based on Doodle, we could not find one time that works for everyone. Therefore, we will use a combination of workdays and weekends, depending on the week. See the Schedule section for details.

**COURSE GRADE COMPOSITION**

<table>
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<tr>
<th>Component</th>
<th>Points</th>
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<tr>
<td>Research paper draft</td>
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<td>• Week 1. 3 viable paper ideas</td>
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<td>• Week 2. Rate paper ideas presented by students</td>
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<td>• Week 3. Initial description of the paper</td>
<td>5</td>
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<td>• Week 4. Detailed description of the paper</td>
<td>10</td>
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<td>• Week 5. Full paper outline</td>
<td>10</td>
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<td>• Week 6. Full study proposal</td>
<td>40</td>
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<td>1-page theory summary papers</td>
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<td>6 short summaries, 5 points each</td>
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<td>• Week 2: Culture, Globalization, Convergence, Divergence, Crossvergence – 1</td>
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<td>• Week 3: Micro IB – at least 1</td>
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<td>• Week 4: Meso IB – at least 1</td>
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<td>• Week 5: Macro IB – at least 1</td>
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<td>• Week 6: IB Methodology – 1</td>
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<td><strong>TOTAL</strong></td>
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**LETTER GRADE SCALE**

- 96-100 A
- 92-95.99 A-
- 88-91.99 B+
- 81-87.99 B
- 77-80.99 B-
- 70-76.99 C
- < 70 F
RESEARCH PAPER PROPOSAL

The ideal outcome of a Ph.D. theory seminar is a fully-written Theory section of the dissertation or a publishable research paper. This outcome is achievable. My first several publications were all term papers turned into journal publications.

However, this particular course is a 6-week summer course, and it is unrealistic to have a full draft of a paper written in such a short time.

Therefore, our goal is to fully develop a paper idea, which can later be turned into a journal article and/or part of your doctoral dissertation.

The development of the paper proposal will follow these steps:

- Week 1: After we review what is included in IB, submit 3 paper ideas.

Each idea must include:
  - A possible paper title
  - The main research question (1 line)
  - The main testable hypothesis (1-3 lines)
  - 3-5 lines of the paper idea description

Up to 0.5 pages per paper idea, 1-page max for the 3 ideas

Evaluation:
  - Full credit (100):
    - Each of the three paper ideas appear viable
    - The research question is clearly stated, and it falls in the IB domain
    - The main hypothesis is clearly stated, and it is a testable hypothesis of one of the kinds presented in the lecture
    - The paper idea description is relevant and clear
  
  - -20 points for each of the following:
    - The paper ideas do not appear viable or do not fall within the IB domain
    - The research questions are not clearly stated or are research questions
    - The main hypothesis is not clearly stated or is not a testable hypothesis
    - Hypotheses stated like research questions or research questions stated like hypotheses, or research questions and hypotheses do not look like research questions and hypotheses
    - The paper idea summaries are unclear, irrelevant, not on point

Note: These initial paper ideas will be shared with the entire class, and all students will be asked to rate the viability of each paper idea. These ratings will also be shared with the class and, hopefully, will help you choose the most promising idea that is most likely to lead to a good publication.

IMPORTANT: It is not only acceptable but expected that your research idea will evolve and change throughout the course. You can change the topic, or the related research questions and hypotheses at any time to match your research interests and thinking. Ideally, you will stick with the same idea. But as we are moving from one theory to another, if you choose to change anything in your research paper proposal, you can. However, you will still have to abide by the schedule. No extensions if you choose to change your idea.
• Week 2: Review and rate how “interesting” and “publishable” are the three ideas presented by each student. Not graded. The consolidated ratings will be shared to help you select the most promising idea.

• Week 3: Initial description of the paper

The submission includes:
  o The title of one paper idea you chose to work on
  o One or two research clearly stated questions
  o One, two, or three testable hypotheses
  o The relationships or differences hypothesized in the study are presented in the form of a diagram that shows all variables/constructs
  o 5-8 lines of the paper idea description
  o 1-page

  o Evaluation:
    ▪ Full credit (100):
      • The paper idea appears viable
      • The research question(s) is(are) clearly stated and fall(s) within the IB domain
      • The hypothesis(es) is/are clearly stated and is/are a testable hypothesis
      • There is a diagram that illustrates the relationship among the variables/constructs
      • The paper description is to the point, concise, clear and informative

    ▪ -20 points for each of the following:
      • The paper idea appears unviable or does not fall within the IB domain
      • The research questions or hypotheses are not clearly stated
      • Hypotheses stated like research questions or research questions stated like hypotheses, or research questions and hypotheses do not look like research questions and hypotheses
      • The diagram that illustrates the relationship among the variables/constructs does not directly and fully correspond to the stated hypotheses, or some of the variables/contracts are missing.
      • The paper description is vague, off-the-point, or uninformative

• Week 4: Detailed description of the paper

The submission includes:
  o Same as last week, but in more detail
  o In addition to refining the paper focus and model specification (if needed), devote more attention specifically to the theory part (more details on why you expect to see the hypothesized relationships)
  o Add definitions of all of your constructs and indicate how they could be operationalized for analysis (expressed in numbers)
  o 2-pages

  o Evaluation:
    ▪ Full credit (100):
      • The paper idea appears viable
      • The research question(s) is(are) clearly stated and fall(s) within the IB domain
      • The hypothesis(es) is/are clearly stated and is/are a testable hypothesis
      • There is a diagram that illustrates the relationship among the variables/constructs
      • The paper description is more detailed and explains all key aspects of the study

    ▪ -20 points for each of the following:
      • The paper idea appears unviable or does not fall within the IB domain
      • The research questions or hypotheses are not clearly stated
• Hypotheses stated like research questions, or research questions stated like hypotheses, or research questions and hypotheses do not look like research questions and hypotheses
• The diagram that illustrates the relationship among the variables/constructs does not directly and fully correspond to the stated hypotheses, or some of the variables/contracts are missing
• The paper description is vague, off-the-point, or uninformative

• Week 5: Full paper outline

The submission includes:
  o A paper outline with a list of points (bullet list or plain text) that will be included in each section, including:
    ▪ Intro: A brief statement of the context of the study, why this is important
    ▪ Lit review (could be part of the Theory section) that provides a review of the relevant literature, shows how the proposed study fits with/builds upon/fills gaps in the prior literature
    ▪ Theory: A clearly stated research questions, a list of testable hypotheses, and rationale for each hypothesis (reasoning presented as 3-5 bullet points or logical chain, or plain text up to 1 paragraph per hypothesis)
      A diagram illustrating the theoretical model and the relationships among the variables/constructs
    ▪ Method: a very brief description of how the hypotheses might be tested, i.e., what kind of data could be used and other details if/as needed
    ▪ Discussion: a very brief description of the key points to be included in the Discussion section:
      • 2-3 points that summarize expected findings
      • 2-3 points of what these findings would mean for practice
      • 2-3 points of what these findings would mean for future research and future research directions
      • 2-4 points related to the Limitations of the study and Directions for Future Research (as part of Limitations or as a separate section)
  ▪ 3-5 pages

  o Evaluation:
    ▪ Full credit (100):
      • The paper idea appears viable
      • The research question(s) is(are) clearly stated and fall(s) within the IB domain
      • The hypothesis(es) is/are clearly stated and is/are a testable hypothesis
      • There is a diagram that illustrates the relationship among the variables/constructs
      • The paper outline covers all key points to be included in the study, including:
        ▪ Intro includes 1-3 compelling points for why the study is important
        ▪ The theory is reasonably well explained either in the form of an outline that lists all arguments or plain text, the rationale behind each hypothesis is explained with 3-5 bullet points
        ▪ Method: a very brief description of how the hypotheses might be tested, i.e.,
          o What kind of data could be used, how the data will be collected,
          o How the hypotheses will be tested,
          o Other details if/as needed
        ▪ Discussion
          o 2-3 points that summarize expected findings
          o 2-3 points of what these findings would mean for practice
          o 2-3 points of what these findings would mean for future research and future research directions
          o 2-4 points related to the Limitations of the study and Directions for Future Research (as part of Limitations or as a separate section)
-10 points for each of the following:
- The paper idea appears unviable or does not fall within the IB domain
- The research questions or hypotheses are not clearly stated or are not stated as hypotheses stated like research questions or research questions stated like hypotheses, or research questions and hypotheses do not look like research questions and hypotheses
- The diagram that illustrates the relationship among the variables/constructs does not directly and fully correspond to the stated hypotheses, or some of the variables/contracts are missing.
- The paper outline is missing or does not adequately cover any of the following:
  - Intro includes 1-3 compelling points for why the study is important
  - The theory is reasonably well explained either in the form of an outline that lists all arguments or plain text, the rationale behind each hypothesis is explained with 3-5 bullet points
  - Method: a very brief description of how the hypotheses might be tested, i.e.,
    - What kind of data could be used, how the data will be collected,
    - How the hypotheses will be tested,
    - Other details if/as needed
- Discussion
  - 2-3 points that summarize expected findings
  - 2-3 points of what these findings would mean for practice
  - 2-3 points of what these findings would mean for future research and future research directions
  - 2-4 points related to the Limitations of the study and Directions for Future Research (as part of Limitations or as a separate section)

Week 6: Full study proposal
The submission includes:
- Same as last week, but now the Introduction, Lit Review and Theory are written in the form of a properly written, publishable paper
- The Method section can be very short and only contain the basic info on the data and method you plan to use to test your hypotheses
- The Discussion section should be written for the expected set of results (assuming all your hypotheses are confirmed).
- 10-20 single-spaced pages, but focus on details, not length.

Evaluation:
- Full credit (100):
  - The paper’s Introduction, Lit Review, Theory, and Discussion sections are written as they would be written for major IB journals (e.g., JIBS, JWB) (Lit. Review and Theory could be one or separate sections) and meet all criteria in terms of writing style, formatting, relevance, and clarity
  - The Methods section is only a summary of how the data will be obtained and how the hypotheses will be tested
  - The Discussion section is written for the expected set of results (assuming all your hypotheses are confirmed)
- -10 points for each of the following:
  - Any problems with the topic, research questions, hypotheses, or model diagram
  - The paper is missing or does not adequately cover any of the following:
    - Intro includes 1-3 compelling points for why the study is important
    - The theory is reasonably well explained either in the form of an outline that lists all arguments or plain text, the rationale behind each hypothesis is explained with 3-5 bullet points
    - Method: a very brief description of how the hypotheses might be tested, i.e.,
      - What kind of data could be used, how the data will be collected,
      - How the hypotheses will be tested,
      - Other details if/as needed
• Discussion
  o 2-3 points that summarize expected findings
  o 2-3 points of what these findings would mean for practice
  o 2-3 points of what these findings would mean for future research and future research directions
  o 2-4 points related to the Limitations of the study and Directions for Future Research (as part of Limitations or as a separate section)
• The paper is not properly formatted or does not use proper referencing style

THE COLLECTION OF IB THEORY SUMMARIES

As a way to test your familiarity with the course material, but also to aid the learning, students are required to select six concepts or theories presented in the course and write up a short (no more than 1 page) summary of each of them. The more concise, the better, as long as the idea is clearly presented. The course covers dozens of IB concepts and theories, and it would be unreasonable to expect that the students can master all of them in five weeks. The goal here is to give you a map of the IB field so that you know where to look and know what you can expect to find when the time comes for you to look for a suitable theory for your study.

Most importantly, the one-page theory summaries will be compiled and shared with the class. In combination with the extensive reading list provided on each theory, the collection of one-page summaries will become a valuable source of quick review and reference for IB theories.

An example of what a theory summary should look like is provided on Canvas.

Evaluation of one-page theory summaries:

• Full credit (100):
  o A concise, accurate, and informative summary of the key postulates, premises, conclusions/predictions of the theory
• - 20 points for each of the following:
  o For each inaccuracy in the review of the theory
  o For each missing key elements of the theory
  o Vague or poorly formatted/written

PARTICIPATION IN DISCUSSION, EXAMS, TEAMWORK, AND PRESENTATIONS

There is much value in in-class discussions, exams, teamwork, and presentations. However, they may not be the best fit for a 5-week online Ph.D. course.

Forced participation in discussion often leads to meaningless talking. Traditional exams are better suited for undergraduate courses. Team-based projects are a great tool to teach teamwork, but this is not the objective of our course. With about a dozen people, even at 15 min per presentation, we will require several hours to watch all submissions, which we cannot afford in a 5-week course.

Therefore, none of these are a required part of the course.

HOWEVER, I strongly encourage the students to actively participate in discussions during our live sessions and cooperate with their classmates on all assignments (as long as it is productive cooperation, not academic dishonesty). Students will also be given ample opportunities to share their work during our live sessions if they choose to do so.

DEFERRING ASSIGNMENTS

Deferring assignments may be allowed in cases of illness, domestic affliction, religious conviction, or emergencies. Proper documentation must be submitted.
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<th>Dates</th>
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<td>1</td>
<td>6/20-26</td>
<td>Foundations of IB, Survey of the Field</td>
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<td>• Course overview</td>
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<td>• What is IB, and what it is not</td>
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<td>• Review of assignments, examples of good and poor work</td>
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<td>• List of topics to be covered in the course: think which one is the</td>
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<td>best fit for your paper</td>
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<td>• The specifics of the publishing game in the context of IB research</td>
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<td><em>Assignments</em></td>
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<td>• 3 viable paper ideas</td>
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<td><em>Live session</em></td>
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<td>Thu, June 23, 8 pm*</td>
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<td>2</td>
<td>6/27-7/3</td>
<td>Culture, Globalization, convergence, divergence, and crossvergence</td>
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<td>*Perspectives</td>
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<td><em>Covering only things that are not covered in BUS-731 Cross-Cultural</em></td>
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<td>• What is culture, and how is it measured in IB research</td>
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<td>• Cultural change and its impact on IB: Divergence/Convergence/Crossvergence</td>
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<td>• Cultural distance and its use in IB theories</td>
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<td>• Acculturation and its use in IB theories</td>
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<td>• Cultural intelligence (CQ)</td>
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<td>Additional Topics:</td>
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<td>o What is AIB, and how it works</td>
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<td>o Why you should become an AIB member</td>
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<td>o How to write an award-winning dissertation</td>
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<td><em>Assignments</em></td>
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<td>• Rate every paper idea from your peers (the link to the full list/</td>
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<td>rating form to be provided by email on Monday of this week)</td>
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<td>• One 1-page summary of any of the concepts/theories from this week's</td>
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<td>reading list</td>
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<td>Tue, June 28, 8 pm*</td>
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<td>3</td>
<td>7/4-10</td>
<td>Micro IB: International HR/OB Theories</td>
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<td>(People in the IB context)</td>
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<td><em>Covering only things that are not covered in BUS-731 Cross-Cultural</em></td>
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<td>• Expatriation, repatriation</td>
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<td>• Basics of cross-cultural HR/OB</td>
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<td>• Global Virtual Teams</td>
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<td>• Diversity and cultural faultlines</td>
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<td>• Negotiation and conflict resolution across cultures</td>
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<td>• Global leadership</td>
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<td>• Initial description of the paper</td>
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<td>• One or two 1-page summaries of any of the concepts/theories from</td>
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<td>this week’s reading list</td>
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<td><em>Live session</em></td>
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<td>Tue, July 5, 8 pm*</td>
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<td>Week</td>
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| 4    | 7/11-17 | Meso IB: Internationalization of the firm (Companies in the IB Context) | • FDI  
• Theories of MNE  
• Internalizations of SMEs  
• MNCs in emerging/developing economies  
• International market entry modes (New Market Entry Strategies of Firms and International Strategies)  
• International joint ventures and strategic alliances | • Reading list, Week 4  
• Detailed description of the paper  
• One or two 1-page summaries of any of the concepts/theories from this week’s reading list | Tue, July 12, 8 pm* |
|      |      |       | Guest speaker Dr. Vladislav Maksimov | A crash course on each of the major IB strategy theories, covering only things that are not covered in Strategy courses  
• Institutional theory  
• Transaction cost theory and agency theory  
• Resource-based view  
• Dynamic capabilities  
• Knowledge-based view | |
| 5    | 7/18-24 | Macro IB: Countries in IB context (International Trade, Global Issues) | • Globalization and Internationalization theories  
• International Trade  
• ‘Legal, Political, and Cultural Environments  
• ‘Regional Economic Integration  
• ‘Theories of National Competitiveness  
• Role of Governments in IB  
• ‘Distance and Liability of Foreigners | • Reading list, Week 5  
• Full paper outline  
• One or two 1-page summaries of any of the concepts/theories from this week’s reading list | Tue, July 19, 8 pm* |
| 6    | 7/25-31 | Future of IB Theories and Research, IB Methodology Issues | • Collecting data in multiple countries  
• Generalizing findings across countries  
• Challenges of measuring IB constructs | • Reading list, Week 6  
• Full study proposal  
• One 1-page summary of any of the concepts/theories from this week’s reading list | Tue, July 26, 8 pm* |

* All assignments are due Sunday, 11:59 pm of the corresponding week

* One Zoom registration/access link for all live sessions:  
  https://us02web.zoom.us/meeting/register/tZ0od-2pqzouGdRBpg07Hj3IqU3B4DqRRhEP  
  Passcode: 578898