International Business
BADM 455 – Fall 2006

Call #: 15418
Class Meetings: 12:00 pm – 12:50 pm, Monday, Wednesday & Friday
Credits Hrs.: 3
Room: May Hall, 312
Instructor: Rolf Butz
Office Hours: see Office schedule
Telephone: 701.483.2352
Fax: 701.483.2537
E-Mail: r.butz@dickinsonstate.edu
Web Site: http://www.dickinsonstate.com/Rolf

Prerequisite: BADM 336 – Management and Leadership

General description:
A study of the cultural, political, and economic environment of business firms operating globally; the basis for trade and trade policy; balance of payments and currency exchange rate systems; contemporary issues in international business and global economics.

This course explores the fundamentals of international business. As globalization penetrates further into national business environments, managers need to take a global perspective on business activities. This course explores national business environments, showing how ones attitudes and beliefs differs between cultures. It also explores how global financial markets and the global monetary system function and how they affect international business activities.

You are expected to participate fully in all class discussions and possible team activities. All individual team members are responsible for team activities.

Student Learning Outcome Goals:

Dickinson State University learning outcome goals:

• Students will demonstrate critical thinking in a variety of contexts for life long learning.
• Students will demonstrate proficiency in communication skills in a variety of forms including the effective use of current technologies and other information resources.
• Students will demonstrate knowledge of national and international multiculturalism and importance of global citizenship.
• Students will develop discipline specific knowledge and skills within each major.
• Students will develop work and career preparation skills.
• Students will demonstrate discipline-specific knowledge and career skills related to their field/s of study.
Business and Management department learning outcome goals:

- Demonstrate a working knowledge of the global environment of business and multicultural issues.
- Develop good written and oral communication skills.
- Find work opportunities in the local, regional, state and national labor markets.
- Learn fundamental concepts and tools of analysis in the core areas of business administration, accounting, economics, marketing and finance.
- Develop analytical and critical-thinking skills necessary to make sound business and personal decisions.

Course learning outcome goals:

- Learn fundamental concepts and tools of analysis in the core areas of business / data processing administration and management.
- Develop good written and oral communication skills.
- Develop analytical and critical-thinking skills necessary to make sound business and personal decisions.
- Demonstrate a working knowledge of the global environment of business and multi-cultural issues.

Program Student Learning Outcomes

Within each program, the following program student learning outcomes will be addressed:

*Bachelor of Science in Business Administration and Bachelor of Arts in Business Administration*

Upon successful completion of the course, students will be able:

- To explain why it is important for future managers to have a global mindset
- To describe culture and describe its impact on business negotiations around the world
- To identify ethical dilemmas that businesses face internationally
- To discuss the benefits and costs associated with regional economic integration
- To describe ways to analyze international opportunities
- To explain the impact of globalization on international marketing activities
- To discuss strategies for hiring and managing employees

Course Content Outline:

Teaching Strategies:
An overall presentation of the individual chapters is taught first. Discussions are used to enhance the chapter’s material. Important material from the text and outside sources will be covered in class. Students should plan to take careful notes as not all material can be found in the texts or readings. After each chapter assignments may be specified to expand the acquired knowledge. At the completion of several Chapters, a comprehensive test will be given with prior notification on the Web site.

Student’s performance assessment:
Tests, quizzes 50% of grade
Assignments, Papers 40% of grade
Attendance/Participation 10% of grade

Final grades will be given on the following percentage:
- A – 90% - 100%
- B – 80% - 89%
- C – 70% - 79%
- D – 60% - 69%
- F – below 60%

Exams:
The exams will consist of true-false, multiple choice and some essay questions. Questions for the exams will be based on material covered during the lectures, material contained in the textbook and any handouts provided, class discussion and special projects. All exams must be taken on the day scheduled.

Pop Quizzes:
During the course of the semester, there will be six pop quizzes. These quizzes will generally relate to a case, discussion subject, and major points of interest covered or assigned readings in a given week. If you have participated in the class discussion and developed thoughtful answers – most quizzes should be quite straightforward. The lowest quiz grade (including a zero if absent) will be dropped when averaging the overall grade of the pop quizzes.

Assignments:
All assignments will be posted on the class web page. Students will be allowed to hand in only one assignment per project. No make-up work is allowed without prior consent from the instructor.

Email account required:
All students must have an email account and must provide me with their email address by filling out the Survey. All students are expected to check their Email accounts for messages relating to this course.
Some assignments and projects may be distributed and collected electronically. The student will need to understand the concept of sending attachments to the instructor.

**Attendance Policy:**
Regular lecture attendance will be critical to the success in this course. Much of the material that will be presented will not be readily available elsewhere.

**Course Policies:**
Please adhere to all DSU regulations in the classroom including no cell phone or iPod usage during class time – all cell phones must be turned off at the beginning of class.

Offenses will reflect in your final grade.

**Class Participation**
Few methods of grading students create as much anxiety and concern as class participation. It is an essential part of active learning; however, it need not be a stressful experience.

There is often a perception that class participation rewards those students who talk the most rather than those who really add value to class discussions. This will not be the case in International Business. In grading your participation, I am looking for:

- Ability and willingness to make thought-provoking comments
- Application of core concepts to situation under discussion
- Contribution to the advancement of the day's discussion (i.e. a comment that leads to reactions from your classmates and begins a debate/discussion is highly valued)

**Most importantly,** I insist that we work hard to respect each other's opinion in this class. I promise to work very hard to make this an environment in which you will feel comfortable in making comments and I expect all students to help create such an environment. I certainly expect that students will disagree with comments, but one of the most important skills that you must learn for any career (or for your life outside of work) is to disagree with someone's point of view in a way that is reasonable and opens a civil discussion.

**Individual/Group Case Analysis:**
You will analyze two (2) cases during the semester, one as a group, consisting of three students maximum, and one case analysis as an individual student. You may choose any “Practicing International Management Case” for your individual case analysis, with the following restrictions:

- Students may choose a case on a first-come, first-serve basis. I will not allow more than 5 students to analyze any one case (if 5 students have already chosen a case that you wish to analyze, you will have to make another choice). Please e-mail me your choices as soon as possible.
- Individual cases must be done before Midterm. Group cases will be presented after Midterm.
Individual chapter case analysis (75 points) will be a minimum of 10 pages to maximum of twelve pages, double spaced, 12 point Times New Roman font.

Group case analysis: analyzing an international corporation of your choice and the associated challenges: (100 points, plus 25 points for presentation/case preparation), expected to be in-depth, consisting between a minimum of twenty pages and maximum twenty five pages and requires a formal group report as well as the MS PowerPoint presentation to be handed in one week prior to the formal oral and visual presentation before the class. PowerPoint presentations will be posted on the Internet and to be used during the class presentation.

Each group is required to meet three times in my office, twice prior to the presentation. The initial meeting will discuss the papers content and research methods; second meeting details the paper prior to presentation. The last meeting is a debriefing after the presentation, discussed are the method of presentation, analysis of contend and general challenges encountered during the entire process. Group evaluations are handed in at this point (page 8).

Knowledge of MS PowerPoint will be required for the group case presentation.

As always, bibliography, exhibits (figures and tables) do not count against the page limit.

Please just use plain white paper with a staple in the upper left hand corner. Please do not use fancy laminated report covers or bound folders – they waste resources, do not recycle well, will not help your grade, and will irritate the instructor.

The individual case write-up should include:

- Cover Page
- Table of contents
- In-depth analysis of key issues with particular attention to the stated “Thinking Globally” questions
- Executive Summary at the beginning of paper with the key facts of the case (one paragraph)
- Introduction of case
- In-depth analysis of key issues with particular attention to the stated questions
- Competitor analysis
- Industry analysis, short history, future trends, global issues
- Conclusion for each case paper stating the derived recommendations for action on the part of the corporation, tied to the analysis presented
- Methodology – how did you derive with your particular point of view, state the resources
- Bibliography

The group case write-up should include:

- Cover Page
- Table of contents
- Executive Summary at the beginning of paper with the key facts of the case (two paragraphs)
• Introduction of multinational Corporation (past, current and future, …)
• Corporate mission, domestic & international operations, international and domestic competitors; production, market, labor and trade opportunities
• International challenges due to localized laws, cultures and markets
• Domestic and international competitors with focus on major markets
• Industry analysis, short history, future trends, global issues
• Conclusion for each case paper stating the derived recommendations for action on the part of the corporation, tied to the analysis presented
• Methodology – how did the group derive with the particular point of view stated, describe the resources
• Bibliography

You will also need to analyze the company, the industry: domestically and globally, the immediate domestic and international competitors, the firms own strength and weaknesses. Please look at the Grading Criteria at page 7.

I do grade grammar, spelling, and structure for the cases, so please carefully proof-read it and run it through some sort of spell-check – any literate friend will do as a minimum. Sloppiness in writing style, spelling, grammar and presentation reflects poorly on your work and decreases your ability to effectively communicate. A paper that is poorly structured; contains numerous grammatical and spelling errors; and/or fails to articulately present the analysis and recommendations, can receive a failing grade, even if the content is fairly complete.

The cases are challenging, time-consuming, and require participation by all students during presentation. You must work alone on individual assignments. To do otherwise violates DSU and College of Business Administration policies regarding cheating. You do not have the option to work alone on a group case. You must work as a team. Future employers require teamwork, and ability to coordinate work quickly, efficiently, and effectively. Each member of a team will be required to complete a peer evaluation form (page 8). This form may be used to adjust grades for individuals participating in a case study.

There is no one right way to approach a case and there certainly is no one right answer. Base analysis on theory, assumptions, and data; and – be creative.

**Presentation:**

The group case will be presented in class – which requires a formal group report and formal oral and visual presentation. Please create a MS PowerPoint presentation to effectively illustrate your case analysis to the class – stay clear of animated effects and inappropriate backgrounds.
**GRADING CRITERIA FOR CASE ANALYSIS**

### ANALYSIS  
*(Understanding the issues the firms and individuals in the case are facing)*

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Does the paper contain analyses of the major issues? | [ ] [ ] [ ] |
| 2. Do the analyses properly incorporate the relevant tools? | [ ] [ ] [ ] |
| 3. Do the analyses show the relationships among issues? | [ ] [ ] [ ] |
| 4. Are assumptions made in the analyses stated explicitly? | [ ] [ ] [ ] |
| 5. Do the analyses isolate the underlying causes of problems? | [ ] [ ] [ ] |

### RECOMMENDATIONS  
*(Developing and evaluating alternative courses of action.)*

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Are the criteria for making recommendations stated? | [ ] [ ] [ ] |
| 2. Are the criteria for making recommendations appropriate? | [ ] [ ] [ ] |
| 3. Are a broad range of feasible options thoughtfully considered? | [ ] [ ] [ ] |
| 4. Are the recommendations clearly articulated? | [ ] [ ] [ ] |
| 5. Is the action plan integrated in a logical way to the analysis? | [ ] [ ] [ ] |
| 6. Is the action plan specific, complete, and feasible? | [ ] [ ] [ ] |
| 7. Are timing (short term, long term, phasing) issues addressed? | [ ] [ ] [ ] |
| 8. Are the expected benefits of the recommendations stated? | [ ] [ ] [ ] |

### OVERALL CRITERIA  
*(Presenting ideas in a coherent, articulate and professional manner.)*

<table>
<thead>
<tr>
<th>Poor</th>
<th>Average</th>
<th>Great</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| 1. Are the analyses in the exhibits (if any) done correctly? | [ ] [ ] [ ] |
| 2. Do the exhibits (if any) support and add to key points in the text? | [ ] [ ] [ ] |
| 3. Is the paper logically consistent and effectively structured so it sells its recommendations? | [ ] [ ] [ ] |
| 4. Is there a high likelihood that the recommendations will achieve their desired results? | [ ] [ ] [ ] |
| 5. Do the choice of words, spelling, grammar, and other elements of style contribute to the effectiveness of the analyses and recommendations? | [ ] [ ] [ ] |

### COMMENTS
PEER GROUP EVALUATION  (To be submitted to instructor)

Instructor __________________ Course ___________ Semester ___________

Your Name ___________________________________________ Section __________

I. Names of your group members. (The letter corresponds to the
student's name.)

a. Your Name: ____________________________________________

b. _______________________________________________________

c. ___________________________________________________________________

d. ___________________________________________________________________

e. ___________________________________________________________________

Performance within the team.

II. Rank each member (a,b,c,d,e) with a 4,3,2,1,0 (4=highest,0=lowest)

1. Reliable for meetings
   a._________ b.__________ c.__________ d.__________ e. ___________

2. Reliable with meeting deadlines for work in progress and final project
   a._________ b.__________ c.__________ d.__________ e. ___________

3. Contributes ideas to the group
   a._________ b.__________ c._________ d. __________ e. ___________

4. Respects each group member's opinions
   a._________ b.__________ c._________ d.__________ e. ___________

5. Contributes his/her share to discussions
   a._________ b.__________ c._________ d.__________ e. ___________

6. Knowledgeable about assignments and her/his role and fulfills that role
   a._________ b.__________ c._________ d.__________ e. ___________

7. Gives input for work-in-progress promptly and with a good faith effort
   a._________ b.__________ c._________ d.__________ e. ___________

III. If given the opportunity, would you want to work with this team member again?
   ("Yes"= 4 points; "Maybe"= 2 points; "No"= 0 points)
   a._________ b.__________ c._________ d.__________ e. ___________

IV. In one sentence, what is your overall impression of each member's performance?
   a) Your self: ___________________________________________________________________

   b) ____________________________________________________________________________

   c) ____________________________________________________________________________

   d) ____________________________________________________________________________

   e) ____________________________________________________________________________

(Don’t base your evaluations on friendship or personality conflicts. Your input can be a valuable indicator to help assess
contributions in a fair manner. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GR)