
Division of Economics and Business**International Business Strategy
EBGN 572 Section A****Fall Semester 2018**

Adjunct Professor:

John Armstrong
Office: EH Adjunct Office
Phone: (303) 589-2625
Email: jarmstrong@mines.edu

Office Hours

Mondays & Wednesday
5:15 - 6:00 PM
And by appointment

Class Meetings

Mon / Wed
EH 211
4:00 - 5:15 PM

Instructional activity: 3 hours lecture**Course designation:** ETM Elective**Course Description**

International business has grown rapidly in recent decades due to technological expansion, liberalization of government policies on trade and resource movements, development of institutions needed to support and facilitate international transactions, and increased global competition. Due to these factors, foreign countries increasingly are a source of both production and sales for domestic companies. This course is designed to improve students' understanding of the complexities presented by managing businesses in an international environment. It is a survey of the international manager's world.

Course Materials**1) Course Main Textbook:**

Hill, Charles W. L. International Business: Competing in the Global Marketplace
Twelfth Edition; McGraw-Hill/Irwin

2) Additional books:

Covey, Stephen, and Rebecca Merrill. The Speed of Trust: The One Thing That Changes Everything.

Lencioni, Patrick, and Kensuke Okabayashi. The Five Dysfunctions of a Team: An Illustrated Leadership Fable.

Markus, Hazel R., and Alan Conner. Clash! How to Thrive in a Multicultural World.

3) Canvas:

Canvas will be the principal platform used to distribute readings, cases, and other materials, for the course which may be updated or modified from time to time. Some materials included in this course site are subject to copyright protection under U.S. Copyright Law and can only be used for learning purposes by individuals enrolled in this course. Further copying, dissemination and other actions in violation of copyright law or Mines' policies on the use of copyrighted materials are prohibited.

Teaching Method

A variety of pedagogies will be employed, including: lecture and discussion, case analyses and student led discussions, debates, videos and hands-on learning activities. As a result, this class will form a learning community of its own with each person responsible for others as well as to oneself. It is expected that everyone will share the responsibility to maximize the learning experience for all class members by contributing in a meaningful way to class discussions.

The nature of this approach requires extensive discussion and the give-and-take of ideas. While there will be some lecture and presentation of material by the professor, session time will often be devoted to large and small group discussion. Moreover, the class will be designed to have students often take the lead in presenting background material, analyzing cases and generating discussion. Thus session attendance and participation are considered critical to the success of the course. Students must assume responsibility for reading material and preparing cases prior to class. If students are unable to attend class, they should inform the professor before class by email (preferable) or voicemail.

Policy on academic integrity/misconduct: The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed. The complete policy is available at: <https://catalog.mines.edu/policiesandprocedures/>

Course Assessment and Grading

The following assignments and activities will serve as the basis for evaluating your performance during the course. Your final grade will be based on a percentage. Grades may range from "A" (outstanding achievement) to "F" (failure), as indicated in Graduate Grading System on the Mines web site. As in the Business world, grading is contribution based, - where all assignments start with zero (0%), and potentially build up to 100% - "Consistently Far Exceeds Expectations". Basic completion of the assignments as outlined below will earn a B+/A-. Showing synthesis and evaluation of class materials as defined by Bloom's Taxonomy may consistently earn higher grades.

Each assignment has specific evaluation and grading criteria associated with it. Please carefully review the following description for specific assignment deliverables. If at any point you are unsure

of what is required for any assignment you are encouraged to immediately ask your professor for clarification.

Grading Assignments & Points

Individual	
Quizzes	25%
RACE	18%
Cases	24%
Team	
Presentations	15%
IBS Project	18%
	<hr/>
	100%
	<hr/>

Important note: A student may not earn a higher grade than their individual performance. As an example, Sally Sue has an individual grade of B+ with a team grade of A-. Sally Sue would receive a final grade of B+.

1. Self-Mastery Quizzes (250 Pts)

Individual learning and mastery of fundamental terms and concepts is essential for meaningful participation and contribution. Each quiz will be true/ false, multiple choice, and/or short essay requiring demonstration of concept acquisition of prior material. Quiz content may be altered to include session prep content in the event student(s) do not demonstrate adequate preparedness. *Missed quizzes cannot be made up.*

2. RACE (180 Pts)

“RACE” stands for **R**elevant and **A**pplicable **C**urrent **E**vents with the intent of expanding your worldview and to apply the course content to a larger context. Your assignment is to post a 1-2 paragraph statement that relates readings/content of the upcoming week and course overall to a significant event from the headlines. Your RACE will drive the first few minutes discussion of the assigned session.

Post your paragraph on the appropriate Canvas discussion thread by the noon prior to class #1 of each week. The format of this assignment is a link to the article, a brief synopsis of the article and linkage of the article to course content. You should cite and footnote sources principally from the readings assigned for the upcoming week.

Each RACE discussion will be graded on a scale of 0-2. For each assignment, you will get a 2 ~ (15 pts) if you complete the assignment per the instructions. You will receive a 1 ~ (10 pts) if you hand-in the assignment, but do not meet the above guidelines. You will receive a 0 if you do not turn in the assignment.

3. Cases (240 Pts)

Throughout this course opening, close, and integrative cases will be used for session discussions as practice to apply textbook “knowledge” into real-world scenarios. Separately and individually, Students will provide comprehensive responses to a slate of questions related to *five* separate cases in preparation for a session discussion. Grading will be weighted 75% written and 25% participation for each case.

4. IBS Project (180 Pts)

Business planning is vital to every “successful” enterprise and is used beyond merely a tool to for fund raising. Organizations use a business plan to conduct research, communicate, plan, and ultimately implement its business ideas. The IBS project is designed to provide teams (4 - 5 members each) the opportunity to collaborate together as well as develop skills for building a business plan. These activities offer flexibility for many settings related to global business enterprises with the framework may be used for planning global expansion of an existing product or service, or may be used to research a new foreign business opportunity. The final product will be a written plan submitted by each team with associated tables and visuals. The IBS Project including teams, plan format, content, and grading rubric will be discussed in more detail at session #3 on August 27th.

5. Presentations (150 Pts)

Presentations to management, board, or other stakeholders are essential communication tool which generally result in three outcomes or responses: *Yes, No, or additional information required*. Using the IBS Project, each team will have the opportunity to present the “Why” (25 Pts), the “Teaser” (25 Pts), and conclude with the “Pitch” (50 Pts) of their teams business plan idea. Details regarding the content of each type of presentation will be discussed at session #3 on August 27th.

Administrative

Grievances:

As a rule, makeups are not an option in this course. If you feel you have been graded unfairly on an assignment, you may follow this process:

1. Within seven days of receiving the grade, provide me with a written appeal. After seven days, grades are final.
2. In your appeal, you must provide a written statement as to why the grade is unfair. Be sure to state your argument as to why the grade is not in alignment with grading standards, or the work was misinterpreted.

Arguing that you need or deserve a higher grade because you worked hard is insufficient for an appeal.

3. Submit your appeal to me via email and I will consider it and let you know my decision within seven days.

Syllabus Revisions:

I reserve the right to revise this syllabus and course schedule, if necessary, in order to accomplish more effectively the course learning objectives and to accommodate potential guest speakers.

Disability Support Statement:

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities, I encourage you to visit disabilities.mines.edu for more information

EBGN 572 - International Business Strategy

General Course Schedule^(Note 1) Fall 2018

Engineering Hall 211
Mon & Wed 4:00 - 5:15 PM

Session	Date	Topic	Quiz #	Race #
W1	1	Mon 8-20	IBS Course Intro & Review	
	2	Wed 8-22	National Differences	
W2	3	Mon 8-27	IBS Project Review	1
	4	Wed 8-29	Team Development	1
W3		Mon 9-3	Labor Day - No Class	
	5	Wed 9-5	International Trade	2
W4	6	Mon 9-10	Free Trade vs Fair Trade - Case 1	2
	7	Wed 9-12	Making Decisions	3
W5	8	Mon 9-17	FDI & Regional Economic Integration	3
	9	Wed 9-19	Foreign Exchange Market & Int'l Monetary System	4
W6	10	Mon 9-24	Exploring Value Conflicts	4
	11	Wed 9-26	IBS Project "The Why" Team Presentation	5
W7	12	Mon 10-1	The Global Capital Market	5
	13	Wed 10-3	The Global Monetary System - Case 2	6
W8	14	Mon 10-8	Exploring Conflict & Negotiation	6
	15	Wed 10-10	Guest Speaker I ^(Note 2)	7
W9		Mon 10-15	Fall Break	
	16	Wed 10-17	International Business Strategy	8

W10	17	Mon 10-22	Global Capitalism - Case 3	7	
	18	Wed 10-24	IBS Project "The Teaser" Team Presentation		9
W11	19	Mon 10-29	The Organization of International Business	8	
	20	Wed 10-31	Gaining Alignment		10
W12	21	Mon 11-5	Entry & Alliance Strategy Exporting, Importing, and Countertrade	9	
	22	Wed 11-7	TBD - Case 4		11
W13	23	Mon 11-12	Global Prod & Supply Chain Mgmt Global Marketing and R&D	10	
	24	Wed 11-14	Engaging Community		12
W14	25	Mon 11-19	Global HR Mgmt Int'l Acct & Finance	11	
		Wed 11-21	Thanksgiving Break		
W15	26	Mon 11-26	Guest Speaker II ^(Note 2)		
	27	Wed 11-28	TBD - Case 5	12	
W16	28	Mon 12-3	IBS Project "The Pitch" Team Presentation		
	29	Wed 12-5	IBS Project "The Pitch" Team Presentation		

Note 1 Schedule is subject to change

Note 2 Session date may vary depending on guest speaker availability