



**Point Loma Nazarene University
Fermanian School of Business**

BUS4080 -2

International Business

3 Credit Units

SPRING 2024

Meeting days: Tuesday / Thursday	Instructor: Dr. Randal P. Schober
Meeting times: 1.30pm – 2.45pm	Phone: Office: (619) 849-2697 Mobile: (858) 336-2728
Meeting location: FSB	E-mail: RSchober@pointloma.edu
Final Exam: April 30 th @ 1.30pm	Office location: Fermanian School of Business Rm. 126 Office hours: By appointment

PLNU Mission

To Teach ~ To Shape ~ To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

FSB Mission

Character – Professionalism – Excellence – Relationships – Commitment - Innovation

As members of a vital Christian community, we strive to provide high quality business programs that equip students to make a positive impact in their workplace and community by connecting purpose to practice.

COURSE DESCRIPTION

This course provides an overview of business strategies, challenges and opportunities that exist in a global business environment. Students will explore the various economic, political, legal, social, and cultural contexts in which international businesses operate. In addition, students will develop a global business strategy, participate in a cross-cultural experience, and complete an in-depth research project on a specific country. Emphasis will be given to cross-cultural issues in management, marketing, and business ethics in an international setting.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to:

1. Explain the main drivers of globalization and the changing nature of the global economy (PLO 1, E3 & F4).
2. Recognize the economic, ethical, and business implications of cultural change (PLO 1, 4 & F4).
3. Evaluate the policy instruments used by governments to influence international trade flows (PLO 1, F1 & F2).
4. Investigate and present on differences among countries and how differences can affect the ability to conduct business in an international arena (PLO 1, 3, E3, F1, F2 & F4).
5. Collaborate effectively in a team to formulate strategies and structures of decision-making in international business which reflect ethics and integrity (PLO 2, 4 & 5).

In order to achieve these objectives, the professor's goals are to assist you in: (1) using the information, concepts, and principles from this course to plan, prepare, and make informed decisions, (2) communicating your knowledge clearly in concise reports and presentations, and (3) building skills in international business problem solving, interpersonal communications, research, and fact-finding.

COURSE CREDIT HOUR INFORMATION

In the interest of providing sufficient time to accomplish the stated Course Learning Outcomes, this class meets the PLNU credit hour policy for a 3 unit class delivered over 16 weeks. Specific details about how the class meets the credit hour requirement can be provided upon request.

REQUIRED TEXTS AND RECOMMENDED STUDY RESOURCES

- Hill, Charles, ***Global Business Today***, 11th edition, 2020, McGraw-Hill Irwin (ISBN: 9781260088373)
- Additional real-time articles, will be assigned during the course

Additional Resources

- <http://globaledge.msu.edu>

COURSE SCHEDULE AND ASSIGNMENTS

DATE	CLASS CONTENT OR ASSIGNMENT	Discussion Or Assignment	Global Business Strategy
WEEK 1 Jan 8	Tuesday: <input type="checkbox"/> Welcome/Overview/Syllabus Review <input type="checkbox"/> Opening Exercise Thursday: <input type="checkbox"/> Global Case Study Discussion	Opening Exercise	
WEEK 2 Jan 15	Tuesday <input type="checkbox"/> Chapter #1: Globalization <input type="checkbox"/> Quiz #1 Thursday: <input type="checkbox"/> Closing Case Study <input type="checkbox"/> Group Assignment preparation	Case Study Question	
WEEK 3 Jan 22	Tuesday: <input type="checkbox"/> Chapter #2: National Differences in Political Economy National Differences <input type="checkbox"/> Quiz #2 Thursday: <input type="checkbox"/> Closing Case Study <input type="checkbox"/> Australia Country Presentation: Schober <input type="checkbox"/> Global Business Strategy (Step 1)	Case Study Question	Step #1
WEEK 4 Jan 29	Tuesday: <input type="checkbox"/> Chapter #3: National Differences in Economic Development <input type="checkbox"/> Quiz #3 Thursday: <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 1 st Country presentations & Review	Case Study Question	
WEEK 5 Feb 5	Tuesday: <input type="checkbox"/> Chapter #4: National Differences in Culture <input type="checkbox"/> Quiz #4 Thursday: <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 2 nd Country presentations & Review <input type="checkbox"/> Global Business Strategy (Step 2)	Case Study Question Country Peer Review	Step #2
WEEK 6 Feb 12	Tuesday: <input type="checkbox"/> Chapter #5: Ethics, Corporate Social Responsibility, and Sustainability <input type="checkbox"/> Quiz #5 Thursday: <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 3 rd Country presentations & Review <input type="checkbox"/> Global Business Strategy (Step 3)	Case Study Question Country Peer Review	Step #3

WEEK 7 Feb 19	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #6: International Trade Theory <input type="checkbox"/> Quiz #6 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 4th Country presentations & Review <input type="checkbox"/> Global Business Strategy (Step 3) 	Case Study Question Country Peer Review	Step #3
WEEK 8 Feb 26	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #7: Gov't Policy and Int'l Trade <input type="checkbox"/> Quiz #7 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 5th Country presentations & Review <input type="checkbox"/> Global Business Strategy (Step 3) 	Case Study Question Country Peer Review	Step #3
SPRING BREAK			
WEEK 9 Mar 11	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #8: Foreign Direct Investment (FDI) <input type="checkbox"/> Quiz #8 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 6th Country presentations & Review <input type="checkbox"/> Global Business Strategy Update 	Case Study Question Country Peer Review	
WEEK 10 Mar 18	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #9: Regional Economic Integration <input type="checkbox"/> Quiz #9 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Closing Case Study <input type="checkbox"/> 7th Country presentations & Review 	Case Study Question Country Peer Review	
WEEK 11 Mar 25	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #10: The Foreign Exchange Market <input type="checkbox"/> Quiz #10 <input type="checkbox"/> Closing Case Study <input type="checkbox"/> Cultural Interview Due 	Case Study Question Cross-Cultural Interview	Step #4
EASTER BREAK			
WEEK 12 Apr 1	<p>Tuesday</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #11: The Foreign Exchange Market <input type="checkbox"/> Quiz #11 <p>Thursday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Final Global Business Review (Step 5) <input type="checkbox"/> 8th Country presentations & Review 		
WEEK 13 Apr 8	<p>Tuesday:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Chapter #12: The Strategy of International Business <input type="checkbox"/> Quiz #12 	Country Peer Review	

	Thursday: <input type="checkbox"/> Chapter #13: Entering Foreign Markets <input type="checkbox"/> 9 th Country presentations Overflow		
WEEK 14 Apr 15	Tuesday: <input type="checkbox"/> Final Global Business Preparation <input type="checkbox"/> Final Global Business Preparation (Step 5) Thursday: <input type="checkbox"/> Final Global Business Preparation		Step #5
WEEK 15 Apr 22	Tuesday: <input type="checkbox"/> Final Global Business Presentation Thursday: <input type="checkbox"/> Final Global Business Presentation	Global Business Presentation	FINAL Step #6
WEEK 16	FINAL Exam: April 30th @ 1.30pm		

The information in this syllabus is subject to change. I will announce changes in class early enough to give you time to meet assignments, etc. It is your responsibility to maintain your schedule, making the changes as necessary. I will not consider absence an excuse for not keeping your schedule updated. Check your PLNU e-mail and Canvas regularly.

ASSESSMENT AND GRADING

Students are expected to attend all class sessions, participate in class activities, complete exams as scheduled, and turn in assignments on time, or risk the loss of points. Approximate points available are as follow:

<u>Assignment distribution by points:</u>		<u>Grade scale:</u>	
<input type="checkbox"/> Opening Assignment	20	A = 93-100	C = 73-76
<input type="checkbox"/> 12 Chapter Quizzes (top 10 count)	200	A- = 92-90	C- = 70-72
<input type="checkbox"/> Individual Country Presentation	100	B+ = 87-89	D+ = 67-69
<input type="checkbox"/> Country Presentation Peer Review (8 x 10pts)	80	B = 83-86	D = 63-66
<input type="checkbox"/> Case Study Assignment (10 x 20pts)	200	B- = 80-82	D- = 60-62
<input type="checkbox"/> Global Business / Cross-Culture Interview	100	C+ = 77-79	F = 0-59
<input type="checkbox"/> Global Business - Steps (5 x 10pts)	50		
- Presentation	100		
- Group Evaluation	25		
<input type="checkbox"/> Final Exam	100		
<input type="checkbox"/> Participation, Attendance, Survey	25		
Total Points Available	1000		

Extra credit assignments, if/when offered, will be no greater than 5% (50 points) total for the course.

COURSE COMPONENTS

A. Chapter Quizzes (200pts)

A total of twelve (12) chapter quizzes will be given. Students will have 15 minutes to complete 20 true / false and multiple-choice questions equaling a total of 20% of the grade. Students highest ten (10) quizzes will be used (10 x 20pts = 200pts).

B. Team Country Presentations (100 pts.)

You will be paired up randomly with a peer to present an 8-10 min presentation of a specific country covering bullet points below. Upload PowerPoint on your assigned week. Each team of two will present a different country allocated on a first come, first serve basis on a google doc.

The presentation points:

- Country overview: location, population, currency, language, religion, GDP etc.
- Political, economic and legal systems
- Economic status: Import / Exports etc.
- Cultural values / norms
- Recent News

C. Country Peer Review (80pts)

For 8 consecutive weeks, each student will provide a reflection on your fellow classmate's country presentation. Feedback will cover: What unique piece of country knowledge did you learn? Reflect upon a specific data point given and provide pertinent feedback AND what question do you have for the presenter? (Minimum 100 words)

D. Global Business Strategy (150 pts.)

This assignment is designed to utilize knowledge, skills and values learnt throughout the semester. It will require a comprehensive understanding of global business and how this knowledge can be applied to a real-world organization. Eight (8) teams will be established to present a business strategy on 'how to take a local company to a global scale' (no companies that involve alcohol or coffee are permitted). It will require an in-depth understanding of both the individual business and the international opportunities / challenges to ensure a successful globalization of its product or service. More details can be found in **Appendix A**.

E. Interview (100pts)

Students will be given two (2) options to either personally interview an immigrant / refugee who has built a business in the US **OR** a C-level executive/director whose primary responsibility is in international business.

The interview will focus on either the challenges of carrying out business internationally or on the cross-cultural challenges from an immigrant's perspective. This interview is specifically designed for you to grapple with cross-cultural considerations and differences between operating a business in another cultural context and the US.

F. Case Studies (200 pts)

Each student will answer specific questions as it relates to the closing case study for the first 10 chapters. (10 x 20pts)

G. Final Exam (100 pts)

A cumulative final exam will be given at the assigned day / time as per final examination schedule. This will test for comprehensive understanding of the textbook content and group project materials.

H. Group & Class Participation and Attendance: (50pts)

Be prepared to answer questions, and participate in group activities, discussions and other assignments. CLASS attendance will be recorded You could be dropped from the course if you are absent for more than 10% of the classes. Be on time to class. Punctuality is an important attribute in any successful business endeavor. Please contact me if you know you are going to be absent or late.

INCOMPLETES AND LATE ASSIGNMENTS

All assignments are to be submitted/turned in by the beginning of the class session when they are due—including assignments posted in Canvas. Incompletes will only be assigned in extremely unusual circumstances.

Assignments will be considered late if posted after the specific time stated on the day, they are due (Pacific Standard Time). *Late assignments* will be graded on the following basis:

up to 1 day late - 10% reduction
up to 2 days late - 20% reduction
up to 3 days late - 30% reduction
up to 4 days late - 40% reduction
up to 5 days late - 50% reduction
over 5 days late - not accepted*

*Only in exceptional circumstances will late work more than 5 days late be accepted. Please communicate with me if you experience exceptional circumstances during the semester as this will be assessed on an individual basis.

ARTIFICIAL INTELLIGENCE (AI) POLICY

You are allowed to use Artificial Intelligence (AI) tools (e.g, ChatGPT, iA Writer, Marmot, Botowski, etc.) in this course. Any work that utilizes AI-based tools must be clearly identified as such, including the specific tool(s) used. For example, if you use ChatGPT, you must cite ChatGPT including the version number, year, month and day of the query and the statement "Generated using OpenAI. <https://chat.openai.com/>"

CONTENT WARNING

I acknowledge that each of you comes to PLNU with your own unique life experiences. This contributes to the way you perceive various types of information. In [class name], all of the class content, including that which may be intellectually or emotionally challenging, has been intentionally curated to achieve the learning goals for this course. The decision to include such material is not taken lightly. These topics include [list topics]. If you encounter a topic that is intellectually challenging for you, it can manifest in feelings of discomfort and upset. In response, I encourage you to come talk to me or your friends or family about it. Class topics are discussed for the sole purpose of expanding your intellectual engagement in the area of [subject/major], and I will support you throughout your learning in this course.

LOMA WRITING CENTER

The Loma Writing Center exists to help all members of the PLNU community cultivate transferable writing skills to engage their academic, professional, personal, and spiritual communities. We work toward this goal by conducting one-on-one consultation sessions, supporting writing education across the PLNU community, and participating in ongoing writing center research.

Getting feedback from the Loma Writing Center while you're in the process of working on an assignment is a great way to improve the quality of your writing and develop as a writer. You are encouraged to talk with a trained writing consultant about getting started on an assignment, organizing your ideas, finding and citing sources, revising, editing for grammar and polishing final drafts, and more. For information about how to make in-person or online appointments, see [Loma Writing Center webpage](#) or visit the Loma Writer Center on the first floor of the Ryan Library, room 221.

SEXUAL MISCONDUCT AND DISCRIMINATION

In support of a safe learning environment, if you (or someone you know) have experienced any form of sexual discrimination or misconduct, including sexual assault, dating or domestic violence, or stalking, know that accommodations and resources are available through the Title IX Office at pointloma.edu/Title-IX. Please be aware that under Title IX of the Education Amendments of 1972, faculty and staff are required to disclose information about such misconduct to the Title IX Office.

If you wish to speak to a confidential employee who does not have this reporting responsibility, you can contact Counseling Services at counselingservices@pointloma.edu or find a list of campus pastors at pointloma.edu/title-ix.

SPIRITUAL CARE

Please be aware PLNU strives to be a place where you grow as whole persons. To this end, we provide resources for our students to encounter God and grow in their Christian faith.

If students have questions, a desire to meet with the chaplain or have prayer requests you can contact your professor or the [Office of Spiritual Life and Formation](#).

PLNU COPYRIGHT POLICY

Point Loma Nazarene University, as a non-profit educational institution, is entitled by law to use materials protected by the US Copyright Act for classroom education. Any use of those materials outside the class may violate the law.

PLNU ACADEMIC HONESTY POLICY

Students should demonstrate academic honesty by doing original work and by giving appropriate credit to the ideas of others. Academic dishonesty is the act of presenting information, ideas, and/or concepts as one's own when in reality they are the results of another person's creativity and effort. A faculty member who believes a situation involving academic dishonesty has been detected may assign a failing grade for that assignment or examination, or, depending on the seriousness of the offense, for the course. Faculty should follow and students may appeal using the procedure in the university Catalog.

See [Academic Policies](#) for definitions of kinds of academic dishonesty and for further policy information.

PLNU ACADEMIC ACCOMMODATIONS POLICY

PLNU is committed to providing equal opportunity for participation in all its programs, services, and activities. Students with disabilities may request course-related accommodations by contacting the Educational Access Center (EAC), located in the Bond Academic Center (EAC@pointloma.edu or 619-849-2486). Once a student's eligibility for an accommodation has been determined, the EAC will issue an academic accommodation plan ("AP") to all faculty who teach courses in which the student is enrolled each semester.

PLNU highly recommends that students speak with their professors during the first two weeks of each semester/term about the implementation of their AP in that particular course and/or if they do not wish to utilize some or all of the elements of their AP in that course.

Students who need accommodations for a disability should contact the EAC as early as possible (i.e., ideally before the beginning of the semester) to assure appropriate accommodations can be provided. It is the student's responsibility to make the first contact with the EAC.

COURSE MODALITY DEFINITIONS

- 1. In-Person:** Course meetings are face-to-face with no more than 25% online delivery.
- 2. Online:** Coursework is completed 100% online and asynchronously.
- 3. Online Synchronous:** Coursework is completed 100% online with required weekly online class meetings.
- 4. Hybrid:** Courses that meet face-to-face with required online components.

PLNU ATTENDANCE AND PARTICIPATION POLICY

Regular and punctual attendance at all class sessions is considered essential to optimum academic achievement. If the student is absent for more than 10 percent of class sessions, the faculty member will issue a written warning of de-enrollment. If the absences exceed 20 percent, the student may be de-enrolled without notice until the university drop date or, after that date, receive an “F” grade.

Refer to [Academic Policies](#) for additional detail.

FINAL EXAMINATION POLICY

Successful completion of this class requires taking the final examination on its scheduled day. The final examination schedule is posted on the [Class Schedules](#) site. If you find yourself scheduled for three (3) or more final examinations on the same day, you are authorized to contact each professor to arrange a different time for one of those exams. However, unless you have three (3) or more exams on the same day, no requests for alternative final examinations will be granted.

COURSE SCHEDULE AND ASSIGNMENTS

Note: For each assignment, provide the following things:

- Description: Clear explanation of the assignment
- Requirements: Clearly identify all evaluation requirements for each assignment, including rubrics, if any, for assignments.
- Style standard: APA, Chicago, etc, if applicable.

FAITH INTEGRATION IN THE CLASSROOM / ONLINE

I am a Christian who believes that successful businesses can be run with integrity, compassion, and ethics, as well as with sound business principles, and that in fact, they go hand in hand. Your business life can and should be used as a platform to bring others to Christ by your actions. I will teach the course from the point of view that one can lead a life of faith that is founded in God’s Word. Often, this path is a more difficult one to follow, but in the end, is the far more rewarding one. With all of the on-going corporate scandals, the world is in great need of forward-thinking, ethical Christian business leaders.

ABOUT PROFESSOR SCHOBER

Randal Schober graduated from the University of South Australia and obtained my Doctorate in Education specializing in Exercise Physiology in 1996 from West Virginia University. As an addicted ‘entrepreneur’, Schober has spent his professional career seeking innovation, avoiding corporate ceilings and developing business solutions. In that journey, he has worked in both the for-profit and not-for-profit sector in the pursuit of taking a business idea to a sustainable reality. Prior to joining the Fermanian School of Business, Schober was the Executive Director of a non-profit humanitarian organization, SurfAid (www.surfaid.org) and continues to serve as the Vice Chair of The Cause (www.thecause.org)

Appendix A

Global Business Strategy

Students will select a local company whose owner/founder is actively involved in the business's day-to-day operations. Students will complete an organizational summary (background) and develop plan for global expansion.

Checkpoints in the form of assignments will help guide the progress of the project. Students are encouraged to challenge conventional wisdom or assumption about the current business strategy and invent a radically different way of entering into the global market.

Steps:

1. Selection

Students will research and find a local organization whose objective is to engage in a potential international expansion (develop an international strategy).

Areas that may be covered:

- Manufacturing in another country
- Distribution in another country
- International Outsource/Insource of services
- Other (specified and approved)

Students will upload the following information to the assigned discussion board on Canvas:

1. Name of Business:
2. Contact Person Name and Position:
3. Contact Information (Phone/email):

2. Client Meeting #1

Meet with your contact from the organization and conduct an informational interview to collect information for your research. This can be done in person or via ZOOM.

Sample interview questions:

- How could this company expand internationally?
- What is the organization's major revenue source?
- What type of distribution channels does the organization use?
- What kinds of marketing strategies are used?
- Who is your consumer base?

Students will upload the following information to the assigned discussion board on Canvas:

1. Organization mission:
2. Organization structure:
3. Financial information (revenue, supply, and demand, etc.):
4. Organization's international objectives/opportunities:
5. Three possible international strategic opportunities:

6. The one international strategic opportunity you plan to focus on:

3. In-person or ZOOM with Professor

Set up a 15min meeting with me to discuss your chosen business and results of the first meeting. All group members must be able to attend and confirm their individual roles and responsibilities of the project moving forward.

4. Research & Class Update

Conduct in-depth research about the organization's international strategy. Create a detailed analysis of the selected countries (of international strategy):

Students will upload the following information to the group assignment on Canvas:

1. What are the political, economic, legal, and cultural variables that will directly affect the international business strategy?
2. How will the organizational objectives best be met?
3. What is estimated project budget?
4. What challenges will the organization face using this strategy?
5. How will the strategy affect the organization's bottom line?
6. ***Create an estimated timeline for achieving the objectives, and assess risks and resources.***
 - Timeline:
 - Estimated launch date:
 - Project risk assessment:
 - Required resources:
7. What is the estimated project budget (excluding direct student assistance)?
8. What are the potential risks of the project?
9. How will risks be managed?
10. What are the required resources needed to complete the project?

5. Client Meeting #2 (This can be done in person or via ZOOM)

1. Meet with your contact a final time, and give a mock presentation of your findings in order to receive feedback on your work.
2. Submit a brief reflection below of your most recent communication with your contact and the impact on your strategy moving forward

6. In-person Presentation

Presentation: Students will present their experience and findings to their classmates. The presentation should be a clear and concise summary of the company in which value was added, the opportunity that was identified, the implementation of the plan, how value was added, and the results/feedback received. The presentation should touch on all of the points covered in the previous discussions as well as the written paper. Students will present their findings the class through a 10-minute digital live ZOOM presentation (PowerPoint, Google slides, Prezi, Canva, etc.).