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Spring 2-1-2018

### BMGT 685.01: International Business

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BMGT 685 International Business (2 CR.)  
Spring 2018  
Section 01/61: Wed. 4:00pm – 5:50pm, GBB 104  
Section 60: Wednesday 6:10pm-8:00pm



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### Catalog Description

BMGT 685 – International Business – Credits: 2. Level: Graduate. Prereq., admission to the M.B.A. or M-Acct. programs. Review and analysis of international trade theories and institutions, the role of the multinational enterprise (MNE) in global trade and how the MNEs operate in a global setting.

### Program Mission Statement and Assurance of Learning

The University of Montana's School of Business Administration enhances lives and benefits society by providing a world-class business education in a supportive, collegial environment.

We accomplish this mission by acting on our shared core values of creating significant experiences, building relationships, teaching and researching relevant topics, behaving ethically, and inspiring individuals to thrive.

The University of Montana MBA Program's mission is to serve our region by educating leaders to effectively manage organizations in a global business environment.

As part of our assessment process and assurance-of-learning standards, the MBA program has adopted six learning goals for our students.

MBA graduates will demonstrate...

1. Integrated knowledge of business functions.
2. Communication skills and teamwork ability.
3. Ethical conduct, social responsibility, and professional leadership.
4. Analytical and innovative thinking in business problem solving.
5. Knowledge and application of current trends in information technology.
6. Ability to evaluate implications of operating in the global business environment.

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### **Required Course Materials**

Textbook: BMGT 685 (sections 01, 60, 61) International Business, 11<sup>th</sup> Edition. McGraw-Hill; ISBN 13: 9781307183658.

Required additional readings materials and annotated slides available on Moodle. Students are expected to use additional outside sources to contribute to weekly discussions, assignments, and the group project. These may include Fortune, BusinessWeek, Bloomberg, Commisceo Global, Lauder Institute @ Wharton's, Global Edge, Bureau of Economic Analysis, and others.

### **Course Learning Goals**

The world's economy is a global economy and the marketplace is a global market. Given the interconnectedness and interdependence of our world, future leaders must possess sufficient knowledge surrounding multiple cultures, economies, political structures, and institutions to effectively operate in the global marketplace.

The course moves along at a quick pace as there are only nine weeks due to spring break. Learning goals over the nine weeks include the following:

- Understand the scope of the global economy and recognize the drivers of globalization
- Understand the various levels of economic development of a nation and macropolitical and macroeconomic landscape
- Understand and appreciate cultural differences of societies and how they influence values in business
- Understand why nations trade and the various trade theories
- Understand policy instruments used by governments to influence trade and why they intervene.
- Understand the current trade issues.
- Understand the strategy and structure of international business
- Understand the various entry strategies for businesses and strategic alliances
- Understand Foreign Direct Investment (FDI), the benefits and costs, policy instruments governments use to influence FDI
- Understand the foreign exchange markets and the international monetary system
- Understand exporting, importing and countertrade
- Develop, write and present the core components of a global business plan

### **Instructional Methods**

The course will provide the theoretical and practical knowledge of conducting international business. This will be achieved through examining relevant global topics with lessons of experience. Students must explore each week's topic using the assigned readings and **outside sources** coupled with guidance from the instructor and guest lecturers. Weekly case studies will be analyzed and discussed to further enhance student learning.

Weekly in-class discussion will occur for students who are present in class physically or via videoconference technology. If you are NOT present during the Wednesday class, you will be required to take part in the online discussion forum.

To ensure the weekly discussion is fruitful, students are expected to read the required materials. Again, students are expected to augment the required readings with additional outside reading sources. Do not let your fellow student down by being unprepared for the class discussion. The business world is a harsh place for those who are not fully prepared and engaged; the course is an opportunity to fully engage in a safe environment.

The group project is centered around creating a global business plan. Groups of 4 to 6 will be formed by the 2<sup>nd</sup> week of the course. I suggest the teams work out a weekly meeting time in advance and hold the team members accountable. Peer evaluations are 15% of student grades.

**Course Grading and Evaluations**

Grades will be assigned using the +/- system.

A = 93% and above	B = 83% to 86%	C = 73% to 76%
A- = 90% to 92%	B- = 80% to 82%	C- = 70% to 72%
B+ = 98% to 89%	C+ = 77% to 79%	F = 70% or below

In-class Discussion OR Online Discussion (individual)	20%
Case Study Analysis (individual)	25%
Written Global Business Plan (group)	30%
Global Business Plan Presentation (group)	10%
Peer Evaluations (individual)	15%

**Course Requirements**

**In-class discussion OR online discussion (20%):** All students in section 60 and 61 are required to advise the instructor via email by 11:59pm Sunday if they will be participating in the in-class or online discussion for the week.

The subject line format: Last Name; Date; BMGT 685-section#; “in-class” or “online” discussion  
 For example, ***Stanhope; March 21; BMGT 685-60; in-class discussion***

Note, all section 01 students are required to be in class, so no email is necessary.

In-Class Discussion Requirements

Each class discussion will center around readings, the case study and/or the weekly assignment. Additional reading requirements are posted on Moodle. Students are expected to come to class to discuss key issues and insights of the case study and the current week’s assignment. Keep in mind, students should consistently use the assigned readings as reference points for posing and responding to questions, discussing, and presenting their ideas.

The *case study analysis* must be uploaded to *Moodle by 4:00pm Wednesday by each student*. The case study analysis requirements are posted on Moodle. Students are encouraged to bring a copy of the case study analysis for the in-class discussion.

The *Global Business Plan assignment* for the week must be uploaded to *Moodle by 4:00pm Wednesday*. I understand the same document will be uploaded by each team member within a group. Students are encouraged to bring a copy of the assignment for the in-class discussion.

Grading will be based on the following: 1) quality of student contribution, 2) quality of the interaction, 3) frequency and responsiveness of interactions.

Online Discussion Requirements

The online discussion will follow the in-class discussion and will center around the case study. Additional reading requirements are posted on Moodle. Students should consistently use the assigned readings as references points for posing and responding to questions, discussing, and presenting their ideas.

The case study analysis must be uploaded to the Moodle forum by 4:00pm Wednesday.

- 1) Each student is required to post a response to 5 case studies by 11:59pm on Friday. This must be a substantive and unique contribution, bringing in outside information and insights.
- 2) Each student must also post a question to at least one case study by 11:59pm Sunday.
- 3) Each student must reply to and answer at least two posed questions by 11:59pm the following Tuesday.

Grading will be based on the following: 1) quality of the posting, 2) quality of the interaction, 3) frequency and responsiveness of interactions.

The *Global Business Plan assignment* for the week must be uploaded to *Moodle by 4:00pm Wednesday*. I understand the same document will be uploaded by each team member within a group.

### **Case Study Analysis (25%);**

The case study is based on the weekly reading assignments and will help students apply the theoretical concepts in the readings to real world experience. The one-page case study analysis format is posted on Moodle. Each case study analysis to due by 4:00pm on Wednesday via Moodle.

**Global Business Plan Group Project (30%):** Every organization conducts research to plan and implement a business idea. Students will create and present a global business plan. The project is designed to provide the foundation for an international business plan. The framework may be used for planning global expansion of a product or service or may be used to research a new foreign business opportunity.

The Global Business Plan requirements are posted on Moodle. Five assignments make up the core components of the plan allowing students to build their plan throughout the course. The assignments will be discussed in class to allow students to practice applying the course material and to provide an opportunity to assist in refining the project. The final written project plan is due at 5:00pm, Monday April 23<sup>rd</sup>.

**Global Business Plan Group Presentation (10%):** Student groups will present their global business plans. The presentation will be 20 minutes with 10 minutes of Q&A. Each group will present in-class on the specified day reflected on the syllabus. If a student is an online only student, they will present via Zoom. Please ensure you are available during the specified time. If you are not available, please advise the instructor via email by week 2 of the course.

**Peer Evaluations (15%):** Each member of a team will evaluate the other team members contribution to the group project. The evaluation will be anonymous and submitted by Friday, May 4<sup>th</sup> at 5:00pm. The peer evaluation will be available on Moodle.

### **Course Expectations and Participation**

#### **Attendance**

If you are enrolled in section 01, your attendance is required and mandatory for each class. There are only nine classes in this section due to spring break and each section is critical to meet course learning goals.

If you are enrolled in section 60 or section 61, you are not required to attend class, however, it is highly encouraged. Note, there are Moodle discussion forum requirements for students unable to attend class in Missoula or via ZOOM.

### Late Submissions

Assignments are due on specified dates at specified places according to specified criteria. Late assignments submitted one day past the assigned due date, without prior approval, will be penalized by one letter grade.

### Professionalism

Students are preparing to become business professionals, and professional behavior is expected at all times. Students are expected to abide by the [COB Code of Professional Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php) (found online at <http://www.business.umt.edu/ethics/professional-conduct-code.php>). Treat class sessions like business meetings. Dress in business casual. Failure to adhere to these expectations may result in being asked to leave the classroom. In addition, students will:

- Remain in the class for the duration of class time (no in and out or leaving early)
- Bring all materials needed for class
- Class members must bring a standing name plates to each class and display them (11”L x 4”H)
- This course adopts a NO LAPTOP/TABLET policy unless otherwise noted
- Refrain from using any technology, including cell phones, not required for the class
- Being an active listener – not talking while others, including the instructor, are talking

### Email

According to University policy, faculty may only communicate with students regarding academic issues via official UM email accounts. Accordingly, students must use their UM accounts. Email from non-UM accounts will likely be flagged as spam and deleted without further response. To avoid violating the Family Educational Rights and Privacy Act, confidential information (including grades and course performance) will not be discussed via phone or email. All email communications should be professional in tone and content. A professional email includes a proper salutation, grammar, spelling, punctuation, capitalization, and signature. Please check your UM email daily so you won't miss important class and COB announcements.

### Academic Misconduct

All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University. The University of Montana Student Conduct Code specifies definitions and adjudication processes for academic misconduct and states, “Students at the University of Montana are expected to practice academic honesty at all times.” **IMPORTANT: It is the student’s responsibility to be familiar with the [Student Conduct Code](#), including definitions of academic misconduct.** (found online at [http://www.umt.edu/vpsa/policies/student\\_conduct.php](http://www.umt.edu/vpsa/policies/student_conduct.php)).

The School of Business Administration endorses academic honesty as a pillar of integrity crucial to the academic institution. Academic honesty is an important step towards developing an ethical backbone

needed in a professional career. Failure to practice academic honesty is considered academic misconduct. Academic misconduct will be penalized to the fullest extent. Students are expected to:

- Be knowledgeable of activities that are considered academic misconduct, as defined in section V.A. of the UM Student Conduct Code,
- Practice academic honesty on all exams, quizzes, homework, in-class assignments, and all other activities that are part of the academic component of a course,
- Encourage other students to do the same.

Confusion may arise in what is and is not academic misconduct. Students should ask if they are unsure if a behavior will be viewed as academic misconduct. A good rule of thumb is that any credit-earning activity in a course should represent the true skills and ability of the person receiving the credit. A partial list of situations that are considered academic misconduct is in the [COB Professional Code of Conduct](http://www.business.umt.edu/ethics/professional-conduct-code.php) (found online at <http://www.business.umt.edu/ethics/professional-conduct-code.php>). If at any point a student is unsure if working with another student is permissible, that student should contact the instructor before doing so.

### **Emergency Procedures**

In the event of a campus emergency during class, please follow instructions provided by your instructor or the UM emergency alert system. Failure to do so could hamper efforts to resolve the emergency situation in a safe, timely manner.

### **Disability Services for Students**

Students with disabilities will receive reasonable modifications in this course. The student's responsibilities are to request them from me with sufficient advance notice and to be prepared to provide official verification of disability and its impact from Disability Services for Students. Please speak with me after class or during my office hours to discuss the details. For more information, visit the website for the office of [Disability Services for Students](http://www.umt.edu/dss/) (found online at <http://www.umt.edu/dss/>).

### **Grievance Procedures**

The formal means by which course and instructor quality are evaluated is through the written evaluation procedure at the end of the semester. The instructor and department chair receive copies of the summary evaluation metrics and all written comments sometime *after* course grading is concluded. Students with concerns or complaints during the semester should first communicate these to the instructor. This step almost always resolves the issue. If the student feels that the conflict cannot be resolved after meeting with the instructor, the student should contact the department head. If, after speaking with the department head and the instructor, the student still feels that the conflict has not been resolved, contact the Associate Dean of the School of Business Administration.

### **Tentative Schedule**

Changes may be announced in class.

<b>Day</b>	<b>Topic</b>	<b>Readings Before Class</b>	<b>Assignments Due</b>
Wed Feb 28	Syllabus Globalization	Syllabus Ch 1 Case Study	Case Study #1 Analysis Due 4:00pm DQ Introduction Due 4:00pm Case Study Review
Wed Mar 7	Economic Development	Ch 3 Ch 4	Case Study #2 Analysis Due 4:00pm

	Cultural Differences	Case Study	Assignment #1 Due 4:00pm: Identify Global Business Opportunities; Product & Target Market DQ #1 – use syllabus timelines
Wed Mar 14	Intl Trade Theory Govt Policy & Intl Trade	CH 6 CH 7 Case Study	Case Study #3 Analysis Due 4:00pm Assignment #2 Due 4:00pm: Analyze Intl Competitors; Assess the Economic and Social-Cultural Environment DQ #2 – use syllabus timelines
Wed Mar 21	Intl Business Strategies Strategic Alliances	Ch 13  CH15 Case Study	Case Study #4 Analysis Due 4:00pm Assignment #3 Due 4:00pm: Assess the Political-Legal Environment DQ #3
Wed Mar 28	SPRING BREAK		
Wed Apr 4	Foreign Direct Investment	Ch 8 Case Study:	Case Study #5 Analysis Due 4:00pm Assignment #4 Due 4:00pm: Select a Global Company Structure DQ #4
Wed Apr 11	Foreign Exch Markets Intl Monetary Policy Export, Import and Countertrade	Ch 11 Ch 16 Case Study	Case Study #6 Analysis Due 4:00pm Assignment #5 Due 4:00pm: Managing International Financial & Business Risks DQ #5
Wed Apr 18	Distribution, Promotion and Pricing Strategy	Moodle Readings Case Study	Case Study #7 Analysis Due 4:00pm Assignment #6 Due Fri, April 20 <sup>th</sup> 11:59pm: Distribution, Promotion & Pricing DQ #6
Wed Apr 25	Group Presentations		Written Project Due Monday 5:00pm 4/23/18 Groups 1-4 Presentations
Wed May 2	Group Presentations		Groups 5-8 Presentations Peer Evaluations Due Friday 11:59pm 5/4/18