San José State University: School of Global Innovation and Leadership
BUS5 187-08 (27768) Global Dimensions of Business
Jan 26, 2017-May 16, 2017

Instructor:	Asbjorn Osland
Office Location:	BT 453
Telephone:	408-924-3574 (please leave messages on email)
Email:	asbjorn.osland@sjsu.edu
Office Hours:	Monday: 1/26-3/13: 4:00-5:30
	Tuesday: 3/20-5/16: 4-5:30
	(changes with my MBA course change)
Class Days/Time:	Online
Classroom:	Online

Catalog Description

An integrative interdisciplinary foundation for more specialized courses and self-directed learning. Provides an overview of economic, social, cultural and political/legal forces and factors influencing cross-border business and an introduction to international dimensions of business functions and operations. (Prerequisite: Upper division standing.)

Course Goals and Student Learning Objectives

The goal of the course is to provide students with an introductory knowledge of international business. Students will achieve the following learning outcomes as a result of participation in the Bus 187 course:

LO1 - Become familiar with key concepts, theoretical frameworks, main driving forces, and basic operational processes of international business.

LO2 - Develop the ability to present a balanced view of international business that takes into account the viewpoints of all stakeholders: governments, corporations, employees and consumers as well as international organizations and forums (NGOs, think tanks, intergovernmental) and professional organizations in both the home and host countries.

LO3 - Develop the capacity to apply subject knowledge to case studies, and current issues and events in the global economy.

LO4 – Obtain a broad foundation for further study of international business, and compare business environments across borders to assess opportunities and risks for potential investors and entrepreneurs.

LO5 - Develop research, analytical, and writing skills appropriate to international business.

Required Texts/Readings

Textbook

Gaspar, J. E.; Arreola-Risa, A.; Bierman, L.; Hise, R. T.; Kolari, J. W.; & Smith, L. M. 2014. Introduction to Global Business: Understanding the International Environment & Global Business Functions. Second Edition. Cengage Learning. ISBN 978-1-305-50118-8. Paperback.

Available in the bookstore or online (e.g., Amazon) to rent or to buy, new or used.

Other Readings

Any other readings will be posted to Canvas or as links to external sources.

Library Liaison

Yuhfen Diana Wu, Email: Diana.Wu@sjsu.edu, Voice: 408-808-2087. Ms. Wu can be very helpful to you when researching papers.

Classroom Protocol

Discussions with other students or the professor should be free and open as promised in the First Amendment to the Constitution.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drops, academic renewal, etc. Information on add/drops are available at
http://www.sjsu.edu/advising/faq/index.htm#add
Information about late drop is available at
http://www.sjsu.edu/aars/policies/latedrops/. Students should be aware of the current deadlines and penalties for adding and dropping classes.

Assignments and Grading Policy

Component	Points
Country analysis (2,000+ words). The project is done *__individually__* but you can collaborate with others in determining the best sources for information. For example, a small group might decide that Cuba is an interesting country and they could share sources. Another group might find a particular company of common interest such as Uber or Airbnb but focus on different countries; again, they could share sources about the company. Or, a student can choose to do the CBT project explained below.	20
Exams – 3 @ 20 points each or students can write papers to replace one or more of the three exams. Some students are poor test takers but can write well. If you are dissatisfied with your performance on one, two or all three exams, or if you simply prefer to write papers you can write a 2,000 word paper for each exam. You must	60

have at least 10 citations on a topic somehow relevant to the chapters covered for the exam in question (i.e., chapters 1-5 for exam 1, 6-10 for exam 2, or 11-15 for exam 3, the final) and I have to approve the topic. The papers would be due within five days of the exam. Every semester, students plagiarize and I give them zeros and report them to the Academic Integrity office. The score for the exam or paper is the better of the two; the paper is not extra credit to bump up the exam score. The first step in grading is to look for plagiarism. If it's not too severe and reflects sloppy writing, I deduct points commensurate to the degree of plagiarism. Then I look for the word count; I deduct points commensurate to the words lacking (e.g., 200 words lacking would result in an automatic deduction of 2 points, i.e., 10%). Next I look for references: are there at least 10? Did you say anything interesting or counter-intuitive? A simply summary is not good enough.	
Discussions: There will be 10 online discussions where you will be asked to post a comment and then comment on another student's comment for a total of 200 words. Each discussion is worth 2 points for a total of 20	20
Total	100

Grading Scale (100 points total): Your grade is a simple addition of the points earned. In the end, the points earned out of 100 equal the percentage or grade. I round to the nearest whole number using Excel, so 89.5=90 but 89.49999=89. I never adjust points or grades unless there is an error. Here is the scale:

94% and above	A	76%-74%	C
93%-90%	A-	73%-70%	C-
89%-87%	B+	69%-67%	D+
86%-84%	B	66%-64%	D
83%-80%	B-	63%-60%	D-
79%-77%	C+	Below 60%	F

There is no extra credit.

CBT

The guide for CBT is based on Mendenhall, Arnardottir, Oddou, & Burke (2013) The article was written for cross-cultural competencies. The following instructions were paraphrased or copied from the above cited article. I've listed a few examples. Since it's an international course the problem should be cross-cultural or relate to diversity.

For international students: Perhaps you have found it difficult as a foreign student to understand Americans in some way. Maybe dating Americans has been perplexing. Perhaps you've found it difficult to relate to Americans outside of school. Maybe you are involved in relationship with an American yet find it hard to understand her or his family.

For Americans struggling to understand another culture: You find that you know too little about a given religion like Islam, Sikhism, Hinduism, Buddhism, Zoroastrianism or some other religion from abroad; the CBT could be a chance to get to know practitioners as well as better understand their faith. Maybe you have started dating someone from a foreign culture and find it perplexing. Perhaps your colleagues at work tend to be from somewhere else and speak their language on the job and you feel at a loss.

For anyone challenged by diversity: Maybe you have just come out as gay and you don't yet understand the group you will join. Perhaps you are from a homogeneous enclave in the US and know little of some group that interests you.

The project will be done in phases with a 400 word essay written for each phase. These will then be strung together at the end with an integrative abstract and conclusion for a grand total of 2,000 words.

Phase 1: Conceptualize the Problem
Conceptualization of the problem is vital to competency development. One must perceive and reconceptualize the dynamics of one's challenge. One can use interviews with the person and significant others, questionnaires, tests, and homework assignments as means of data collection. Consequently, students can collect information that will help them redefine the problem in terms that yield a sense of control and responsibility and feelings of hope that will lead to specific behavioral interventions; thus, the conceptualization phase provides the basis for behavior change.

Students' conceptualization of the degree to which they currently possess a given competency is paramount. The ability to conceptualize the reality of their own competencies provides the foundation for students' willingness to pursue further development efforts. Perhaps the most pragmatic and straight-forward way to accomplish this first phase is through the use of inventories and direct feedback of those results to the students. Through the use of such inventories students' competencies can be measured, and students can receive feedback that informs them of their levels of expertise. Feedback reports associated with these inventories may contain discrete results for each competency so that students can easily discover how they scored and what those scores mean for them.

If this is not feasible, or if any cost is impractical, students could do a "self-assessment" of their own competency levels. While such self-assessments will likely lack the accuracy that would be associated with assessments from validated inventories, this approach nevertheless provides students with a starting point of self-awareness. It is critical to spend adequate time debriefing the students on the meaning of their inventory scores to ensure that they have a good understanding of the competencies and how their habitual cognitive processes may inhibit or enhance their ability to de- ploy the competencies. To appropriately explore relevant cognitive processes, homework and clear in-class instruction about the CBT framework and its basic tenets is important. More specifically, to integrate CBT with students' developmental needs, CBT training can be done directly after the instructor debriefs students on their feedback reports. When teaching the CBT framework, it is important to get "buy in" from students that CBT is relevant and of personal benefit to them. The key in this phase is to ensure that students

understand basic CBT tenets and know that it is a practical tool they can and should apply when faced with challenges associated with personal change (e.g., improving their cross-cultural competencies). In the real world, when students work in managerial capacities, they will have to take on the responsibility to develop themselves, and CBT is designed for just such self-development. In sum, attention to pedagogical techniques that help students "conceptualize the problem" is the foundation for developing students' competencies.

Phase 2: Move From "Knowing" To "Doing" Via Personal Development Planning
In the next phase, students will move from knowing to doing by creating their own personal development plan. Utilizing a personal development plan based on CBT principles can address this concern in a pragmatic fashion, and from a foundation of well-established theory and practice. These plans are based on the concept of "homework" in CBT methods and are viewed as being critical to personal development processes in CBT. 7). Homework develops the skills taught, provides an opportunity for practical application of skills in real-life situations, and affords a basis for evaluation of how useful the skills are to the individual.

Again, CBT assumes that changing the behavior of an individual is often a powerful way of changing the individual's cognitions, emotions, and physical reactions and vice versa. Consistent with CBT methods, we propose that a personal development plan assignment be designed to (1) focus on incremental behavioral change associated with a particular competency and, (2) use the student's behavior changes to encourage self- reflection regarding the core beliefs or schema, assumptions, and automatic thoughts pervading the competency. In other words, while students are practicing new behaviors, they simultaneously are also reflecting on how their cognitions influence their ability to progress, and this mutual interplay between behavior and cognition allows for progress to occur in both realms, further spurring progress in competency development. Personal development plans thus should be an integral and foundational aspect of a course, and should be worked on by students throughout the entire semester so that they proactively strive to strengthen a specific cross-cultural competency on a weekly basis.

As we have applied this principle in our courses we have found that concentrating on more than one competency, although possible, is difficult for most students. We thus now limit the personal development plan assignment to focus on only one competency per semester. The specific competency chosen by students could be one that they are fairly proficient in and desire to learn how to deploy more effectively, one that they are personally motivated to build upon, or think they have a reasonable chance to alter, or one that is relevant for an anticipated or desired future global work assignment. The personal development plan should be concrete and measurable in nature, and focused on incremental progress rather than on vague, grandiose, or overly optimistic goals. We allow students to create their own plans with minimal interference from us as instructors; that is, as long as the plan is concrete and incremental, we allow students to deploy it.

The student's plan must be seen as flexible and adjustable throughout the semester because as students undertake to "work their plan" unforeseen obstacles and learning opportunities usually occur. Thus, if students desire to adjust their plan accordingly, we encourage and support them in doing this, providing input and direction to them if needed.

Phase 3: Strengthen Commitment by Enhancing Accountability

We base the third step of our 4-phase approach for developing students' cross-cultural competencies on the construct of commitment.

After perceiving the desirability of change, the student must make a commitment to continue engaging in the self-control process to accomplish such a change. Commitment may be made easier by discomfort, by fear of social disapproval over inaction, by the presence of others making similar commitments, or by the encouragement and support of relevant others.

Put simply, commitment must be built into the personal development plan; otherwise, students may stop trying to develop their competency. There are a variety of ways to ensure commitment; for example, one of the authors requires students to send brief e-mails every Monday reporting what they did the previous week to enact their personal development plan, describing the outcomes of their efforts and how they will proceed in the up- coming week, and reflecting upon what they experienced. These weekly e-mails act as "accountability reports" and are part of course requirements—if students fail to submit them, they are penalized.

Whichever commitment approach an instructor decides to utilize, it is vitally important to stress to students that failures and setbacks are normal, and to reiterate that their personal progress will not necessarily be smooth, or predictable. We also emphasize to the students that we are their "accountability person," not their therapist. As such, we do not give individualized weekly feed-back to students, although other instructors may choose to do so, perhaps in an executive coaching fashion. Rather, we emphasize that the responsibility for applying CBT principles lies in their hands, again a self-learning stance that is congruent with CBT assumptions and practices.

One of the primary attributes of the development of cross-cultural competencies is that of confrontation with events in a novel context, which has the effect of triggering the need to learn, think, and behave in new ways in order to adapt and thrive in the new context. One way to simulate this condition in a classroom setting is to require students to execute their weekly personal development plan at least once or twice in the semester in a context that is unusual for them. This requirement can usually be met by allowing the student to authentically engage in a service-learning, volunteer, or participant-observer event or experience of some kind. For example, the students could volunteer for a day at an AIDS clinic, meet with senior citizens, or attend the services of a religion that is outside the domain of their personal belief systems. One of the authors requires his students to identify such groups and then to identify the cultural gap between themselves and the group using a cultural framework learned in class. The students then are assigned to enter that group and directly interact with its members. Using their competency feedback reports from a cross-cultural inventory, they then are assigned to reflect on how they deployed the various competencies that enabled them to manage the challenging aspects of their cross-cultural experience. The importance of this aspect of Phase 3 is that at times it forces students to deploy their plan in a context that is novel to them, thus enhancing the potentiality for significant competency enhancement to take place.

Phase 4: Celebrate and Cement Gains Via Self-Reflection
At the end of the semester students are required to submit a self-reflection of the overall outcome of their personal development plan. In this self- analysis document, students consider issues such as how effective they were in implementing their plan, what they learned about "how to learn on

my own," what their next steps will be in their future personal development after the course is over, and any other important personal learning insights they gained from the semester-long assignment. Obviously, there are many ways instructors can craft this assignment in terms of students' analyses of their learning outcomes, but the important principle is that students be required to reflect upon their progress and their learning in order to solidify lessons learned.

Another option to help students in their reflection process is to use the original cross-cultural inventory that assessed their competencies at the beginning of the course and give it to the students at the end of the semester as a posttest to chart progress made since the beginning of the term. In addition to its value for individual student feed- back, this can also be used for AACSB assurance- of-learning purposes. The overarching goal of Phase 4 is for students to end the semester with the ability to see CBT as a competency development tool that they can use beyond the course, indeed for the rest of their lives—the entire classroom experience thus becomes a model for how they can go about self-development after graduation.

The assumptions undergirding CBT approaches—that is, a focus on helping students find their own solutions to personal challenges, an orientation toward tools and techniques that fit individual students' distinct personalities versus a "one-size- fits-all" personal development plan, and a strong emphasis on individual accountability for personal competency development—fits well within the approach we have proposed. Notably, of interest to business school administrators, our frame- work can be employed without undue financial burdens on students or on college or departmental budgets.

Reference: Mendenhall, M., Arnardottir, A. A., Oddou, G. R. & Burke, L. A. 2013. Developing cross-cultural competencies in management education via cognitive-behavior therapy. Academy of Management Learning & Education, 12, 436-451.

The culminating paper consists of the previous four assignments strung together with editing to enhance flow. The length must be at least 2,000 words so you might have to add to the document. You should cite at least five articles or sources pertaining to your topic. The document should begin with a short abstract and end with a conclusion, each of which could be 100 words or so.

The CBT should be focused on something that concerns cross-cultural relations or diversity and not be general or abstract. Cully and Teten wrote a guide to CBT (http://www.mirecc.va.gov/visn16/docs/therapists_guide_to_brief_cbtmanual.pdf) that you might find useful.

University Policies

Academic integrity

Students should know the University's Academic Integrity Policy that is available at
http://www.sa.sjsu.edu/download/judicial_affairs/Academic_Integrity_Policy_S07-2.pdf
Your own commitment to learning, as evidenced by your enrollment at San Jose State University and the University's integrity policy, require you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and

Ethical Development. The website for Student Conduct and Ethical Development is available at http://www.sa.sjsu.edu/judicial_affairs/index.html

Cheating on exams or plagiarism (presenting the work of another as your own, or the use of another person's ideas without giving proper credit) could result in a failing grade for that assignment and sanctions by the University. For this class, all assignments are to be completed by the individual student unless otherwise specified. If you would like to include in your assignment any material you have submitted, or plan to submit for another class, please note that SJSU's Academic Policy F06-1 requires approval of instructors.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities requesting accommodations must register with the DRC (Disability Resource Center) to establish a record of their disability.

Student Technology Resources

Computer labs for student use are available in the Academic Success Center located on the 1st floor of Clark Hall and on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library.

A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include digital and VHS camcorders, VHS and Beta video players, 16 mm, slide, overhead, DVD, CD, and audiotape players, sound systems, wireless microphones, projection screens and monitors.

Learning Assistance Resource Center

The Learning Assistance Resource Center (LARC) is located in Room 600 in the Student Services Center. It is designed to assist students in the development of their full academic potential and to motivate them to become self-directed learners. The center provides support services, such as skills assessment, individual or group tutorials, subject advising, learning assistance, summer academic preparation and basic skills development. The LARC website is located at http:/www.sjsu.edu/larc/

SJSU Writing Center

The SJSU Writing Center is located in Room 126 in Clark Hall. It is staffed by professional instructors and upper-division or graduate-level writing specialists from each of the seven SJSU colleges. Our writing specialists have met a rigorous GPA requirement, and they are well trained to assist all students at all levels within all disciplines to become better writers. The Writing Center website is located at http://www.sjsu.edu/writingcenter/

Peer Mentor Center

The Peer Mentor Center is located on the 1st floor of Clark Hall in the Academic Success Center. The Peer Mentor Center is staffed with Peer Mentors who excel in helping students manage university life, tackling problems that range from academic challenges to interpersonal struggles. On the road to graduation, Peer Mentors are navigators, offering "roadside assistance" to peers who feel a bit lost or simply need help mapping out the locations of campus resources. Peer Mentor services are free and available on a drop –in basis, no reservation required. The Peer Mentor Center website is located at http://www.sjsu.edu/muse/peermentor/ .

Lucas College and Graduate School of Business Program Goals
(Not All Program Learning Goals are Covered in Every Course)

BSBA Goals:
Goal One: Business Knowledge
Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Goal Two: Communication
Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.

Goal Three: Ethical Awareness
Recognize, analyze, and articulate solutions to ethical issues that arise in business.

Goal Four: Leadership, Teams and Diversity
Comprehend the challenges and opportunities of leading and working in diverse teams and environments.

Goal Five: Critical Thinking
Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.

Goal Six: Innovation
Recognize, analyze, and articulate strategies for promoting creativity and innovation.

Application of College of Business Program Goals to 187:
1. Business Knowledge
- Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.

Alignment of Learning Objectives with Course Goals

Category	Topics Covered
Introduction	- Globalization
Country Differences	- National Differences in Political Economy

	• Differences in Culture • Ethics in International Business
Global Trade and Investment Environment	• International Trade Theory • Political Economy of International Trade • Foreign Direct Investment • Regional Economic Integration
Global Monetary System	• The Foreign Exchange Market • International Monetary System
Strategy and Structure of International Business	• The Strategy of International Business • The Organization of International Business • Entry Strategy and Strategic Alliances
International Business Operations	• Global Production, Outsourcing and Logistics/ Global Supply Chain • Global Marketing and R&D • International Finance • Global Human Resource Management

Input Knowledge and Skills

Students are expected to enter the course with the following knowledge and skills:

General knowledge: Students are expected to have some understanding of the fundamental principles of essential business functions.
Writing Skills: It is recommended but not required that students take 100W prior to Bus 187. Students are expected to be able to write coherently and express their arguments in a clear, logical manner.
Computer Knowledge/Skills: Students should be able to be proficient with Microsoft Office or equivalent to complete assignments and create presentations. Students should understand online course management system (i.e., Canvas) and the SJSU library.
Verbal Communication Skills: Students should be able to express their ideas clearly, logically, and in a professional manner.
Other skills: Reading comprehension, note-taking ability, time management skills, and study skills are important.

Output Knowledge and Skills:

General knowledge of all areas of international business: Students will learn theoretical frameworks and basic operational processes of international business by surveying the main topics of IB, including economic, political, legal and cultural forces, globalization,

international trade, foreign exchange, global supply chain, international marketing and finance, and strategy and structure of MNCs.
Critical thinking ability: Students will learn how to comprehend and critically evaluate information presented in written and numeric form. Students will gain the ability to analyze business documents and draw pertinent, well-argued conclusions from business reporting and business briefings. Students will also learn how to compare business environments across borders.
Case analysis and writing: Students will learn how to analyze complex case studies and communicate their arguments in a clear and logical manner.
Ethics: Students will learn ethical issues and responsibilities in international business and how to evaluate and manage ethical dilemmas.
Diversity/ Global knowledge: Students will gain global knowledge, and comprehend the challenges and opportunities of working in a diverse global environment.
Research Tools: Students will evaluate databases and learn business research tools appropriate for international business. Students will gain the ability to search quickly and effectively for business information, including familiarity with governmental and non-governmental sources of information, major business databases and Google scholar.
Country Studies: Integrate and apply the learning to country studies to prepare for real life application. (or the CBT cross-cultural adaptation described above)

Assessments:

   Basic Business:

- Bus187 – Final exam items on global business knowledge

   Discipline-specific:

- Bus187 –Exams assessing global business knowledge

Academic Honesty:
Faculty will make every reasonable effort to foster honest academic conduct in their courses. They will secure examinations and their answers so that students cannot have prior access to them and proctor examinations to prevent students from copying or exchanging information. They will be on the alert for plagiarism. Faculty will provide additional information, ideally on the green sheet, about other unacceptable procedures in class work and examinations. Students who are caught cheating will be reported to the Judicial Affairs Officer of the University, as prescribed by Academic Senate Policy S04-12.

Academic Calendar

- Thursday, January 26, First Day of Instruction – Classes Begin
- Tuesday, February 7, Last Day to Drop Courses without an Entry on Student's Permanent Record
- Tuesday, February 14, Last Day to Add Courses & Register Late
- Monday – Friday, March 27-31, Spring Recess

- Friday, March 31, Cesar Chavez Day (Observed) - Campus Closed
- Tuesday, May 16, Last Day of Instruction – Last Day of Classes
- Thursday – Friday, May 18-19, Final Examinations
- Monday – Wednesday, May 22-24, Final Examinations
- Monday, May 29, Memorial Day - Campus Closed
- Tuesday, May 30, Grades Due From Faculty & End of Academic Year - End of Spring Semester

187 Course Schedule

The schedule is subject to change with fair notice and how the notice will be made available.

Week	Date	Topics, Readings, Assignments, Deadlines
1	1/26	Ch. 1
2	1/30	Ch. 2
3	2/6	Ch. 3
4	2/13	Ch. 4, Discussion 1
5	2/20	Ch. 5, Discussion 2, CBT 1
6	2/27-3/5	Exam 1 chapters 1-5
	3/6	Exam 1 replacement paper due by midnight 3/12. Students lose 20% for each day the paper is late unless previously approved by the professor. Discussion 3
7	3/13	Ch. 6, Discussion 4, , CBT 2
8	3/20	Ch. 7-8, Discussion 5
9	3/27	Spring Break
10	4/3	Ch. 9-10, Discussion 6, , CBT 3
11	4/10-4/16	Exam 2 chapters 6-10
	4/17	Exam 2 replacement paper due by midnight 4/23. Students lose 20% for each day the paper is late unless previously approved by the professor., Discussion 7
12	4/24	Ch. 11, Discussion 8, CBT 4
13	5/1	Ch. 12, Discussion 9
	5/8	Ch. 13 Turn in country notebook project or CBT final paper by 5/8. Students lose 20% for each day the paper is late unless previously approved by the professor.
14	5/15	Ch. 14-15, Discussion 10
15	5/18-5/24	Final chapters 11-15. Final exam replacement paper due by midnight, 5/25. Students lose 20% for each day the paper is late unless previously approved by the professor because I must have it by 5/28 midnight due to grading deadlines.