

BA 835 – GLOBAL PERSPECTIVES

Mods 3 and 4/Spring 2022

January 12 - February 23: Wednesdays, 1:30-3:30, 126 Business Building
March 16 - April 20: Wednesdays, 10:30-12:30, 126 Business Building

Instructor: Terrence Guay, Clinical Professor of International Business
and Director, [Center for Global Business Studies](#)

324 Business Building
Smeal College of Business
Pennsylvania State University

Phone: (814) 865-8490
Email: trguay@psu.edu
Office Hours: On Zoom, by appointment,
at <https://psu.zoom.us/j/95354666049>

IMPORTANT SYLLABUS INFORMATION

This syllabus indicates the likely structure and schedule for BA835 as of January 12, 2022. Given possible changes that may impact the semester in light of COVID-19, **this syllabus is subject to change**. Changes to schedule, readings, assignments, and other aspects of this course will be communicated on Canvas. This course is designed for an in-person classroom format. If the class can no longer meet in-person due to state or university policy, or the instructor's discretion, we will meet on Zoom at normally scheduled times at this link:

<https://psu.zoom.us/j/97445318350>

HEALTH AND SAFETY

It is essential that all of us are committed to proper health and safety procedures if the delivery of this course in the “in-person” instructional mode is to be successful. Consequently, when we meet in-person:

- 1) Everybody must wear a face mask to cover the nose and mouth at all times while in this classroom - no exceptions;
- 2) No eating or drinking is allowed, except for water (straws are preferred so as to minimize movement and touching of masks);
- 3) For everyone's safety, if you are feeling ill, and especially if you are experiencing COVID-19 symptoms or have been in contact with someone who has symptoms or tests positive, please stay at home. Each class is recorded on Echo 360, and we can go over missed class material during office hours on Zoom;
- 4) Failure to follow these and other relevant [Penn State COVID-19 health and safety guidelines](#) is a conduct violation, and violations will be referred to the Office of Student Conduct.

These guidelines are meant to keep everyone on campus and in the community safe and healthy. Adhering to these policies helps everyone get back to the campus life we want to have. I also want to be clear that, while I hope that this course can be taught “in-person” through the semester, **I reserve the right to move up to three of our 12 class meetings to “remote” instruction at any time**, as per [university policy](#).

COURSE OVERVIEW

This course starts with the reality that the United States is less dominant in global trade, finance, economics, and business than it was in previous decades. Consequently, MBA students need to be aware of the business environments of other countries, the influence of these countries in the global political economy, and new competitors emanating from other parts of the world. About one-third of this course is focused on understanding and analyzing the challenges and opportunities posed by some of the most important countries and regions and the companies headquartered there. Another third of the course covers international business fundamentals, including trade, foreign investment, market entry modes, global business strategy, and risk analysis. The remainder of the course examines global themes that affect all companies, regardless of nationality. Research shows that companies that respond creatively to challenges posed by technology, sustainability, demographic change, urbanization, civil society, and related issues are more successful than those that do not.

The course uses an interdisciplinary approach to explore the dynamics of international business, globalization, and country/political risk. After reviewing important features of the international business landscape, we will examine the business environments of the world's major regions and select countries, while surveying international business terms and concepts along the way. The course concludes by examining how transnational themes may affect international business in the coming years. The course has seven learning goals:

- 1) Understand the reasons why companies go international and the entry modes and strategies for doing so.
- 2) Learn how to apply concepts related to macroeconomics, international trade, foreign direct investment, and currencies.
- 3) Obtain a basic familiarity with some of the major regions of the world (with an emphasis on Europe, China, and emerging markets), and awareness of contemporary issues related to globalization.
- 4) Develop an appreciation for how business environments differ throughout the world, and the political, historical, institutional, economic, geographic, and cultural reasons for these differences.
- 5) Understand how these differences among countries and regions affect multinational enterprises (MNEs) and the decisions their managers make.
- 6) Strengthen written and oral communication skills.
- 7) Finally, this course will provide the foundation for more focused international business studies in the Global Immersion experience (BA 836).

GRADING

Because this course is delivered over two Modules, only one final grade will be submitted (after Mod 4). Grades for the course will be determined as follows:

Participation	50 points
Individual paper on Ethiopia	40 points
Exam	50 points
Team paper: Market entry strategy	60 points
Individual paper: Global trends	<u>50 points</u>
	250 points

A	>232 points	C+	192-198 points
A-	225-232 points	C	174-191 points
B+	217-224 points	D	150-173 points
B	207-216 points	F	<150 points
B-	199-206 points		

Participation

You are encouraged to participate actively in this course. It is my intention that the course be as discussion-oriented as possible. It is your responsibility to come to class prepared so that you can ask questions about the material you have read, state your opinions on the subject matter, and engage your colleagues in discussion. Participation credit also can be earned by posting comments on the Canvas discussion boards. The emphasis should be on the quality of comments, insights, and questions, and the ability to move discussions forward, rather than quantity. Because class discussions may include topics that are controversial in nature, please be courteous to your colleagues and respect different opinions and points of view. Participation grades will be assessed as follows:

45-50 points: Attends and is prepared for all classes; arrives on time. Demonstrates commitment through thorough preparation. Frequently contributes to the discussion with comments and questions that move the lesson along. Offers relevant personal insight and examples. Consistently interacts in an enthusiastic and respectful way and avoids unnecessary laptop and/or smartphone use.

40-44 points: Regularly attends all classes and arrives on time. Contributes frequently to discussions with comments that move the lesson along. Rarely unprepared and consistently interacts in a respectful way. Student does not cause disruptions during class and is an attentive, good listener in class.

35-39 points: Frequently misses class and/or arrives late. Often is unprepared, commenting occasionally and sometimes repeating what has already been said. Sometimes sidetracks discussion or talks over others. Interacts in a respectful way most of the time. Student causes some disruptions during class. Somewhat attentive, good listener in class.

<35 points: Habitually skips class and/or arrives late. Remains mostly silent or disrupts the class. Rarely prepared; often shows general disrespect to teacher and peers during instruction and interactions. Student is not attentive, or a good listener in class, and shows disruptive behavior

Exam

One exam will be held on **February 23, 1:30-3:30**. It will be cumulative covering all readings and class discussions in Mod 3.

All Paper Assignments: General Instructions

Papers will be graded on the ability to: 1) show familiarity with course readings and class discussions, including references to assigned readings where appropriate; 2) apply course material to “real world” situations; and 3) present a persuasive writing style, including proper grammar, spelling, punctuation, etc. Please include a word count and the Smeal honor code (not part of the word count) on all papers.

Individual Paper on Ethiopia

Students will be assigned to one of three companies as described in the Ethiopia case study: CareCo (Adeola-Goli); ShoeCo (Gui-Pattarabhiran), and Medco (Pavlov-Ziller). Your task is to propose a market entry strategy for your respective company. Options include entering Ethiopia through a local importer, licensing arrangement, joint venture, or wholly-owned subsidiary, as well as not doing business there at all. The paper should be about 600 words in length (about two double-spaced pages) justifying your recommendation and noting what additional information or data not included in the case would be most helpful in making a decision. You are encouraged to include a financial analysis to support your recommendation (not part of word count). The paper is due on Canvas by **8:00 am, February 2**.

Team Paper on Market Entry Recommendation

This assignment is based on a presentation by David Jankowski, an executive at Xact Metals, in Mod 4. Using class concepts, readings, and data sources discussed to date, write a 2,000 word paper (about 7-8 double-spaced pages) recommending a country that Xact Metals should consider entering in 2022. The recommendation should reflect a good fit for Xact's products, business strategy, and risk tolerance. The paper is due on Canvas prior to our **April 6** class.

Individual Paper on Global Trends

Select an industry, possibly (but not necessarily) the one in which you plan to enter upon leaving Penn State, and write a 1,000 word paper (about 3-4 double-spaced pages) discussing the issues raised in this course that you think will have the greatest impact on that industry over the next 10-20 years. You are not required to do any additional research, but you are not prohibited from doing so. This paper is due on Canvas by **Monday, April 26 at 5 pm**.

READINGS

A collection of four Harvard Business School cases, noted by (HBSP) below, is available for purchase (\$17.00) <https://hbsp.harvard.edu/import/902386> All other readings are available on Canvas. Additional readings may be added at a later date.

COURSE SCHEDULE AND READING ASSIGNMENTS

Wednesday, Jan. 12

Introduction to International Business, Trade, and Foreign Investment

1. Liz Wolgemuth. (2010) "What the Resumes of Top CEOs Have in Common," *US News and World Report*, May 21. (Canvas)

Wednesday, Jan. 19

International Trade: Theory and Practice

2. Paul N. Gooderham, Birgitte Groggaard, and Kirsten Foss. (2019) "Ch. 2: Why and How Firms Internationalize," in *Global Strategy and Management: Theory and Practice*, (Cheltenham, UK: Edward Elgar), pp. 27-40. (Canvas)

3. Paul N. Gooderham, Birgitte Groggaard, and Kirsten Foss. (2019) "Ch. 4: Strategic Decisions: Operating Modes," in *Global Strategy and Management: Theory and Practice*, (Cheltenham, UK: Edward Elgar), pp. 108-123. (Canvas)

Wednesday, Jan. 26

Business Environment of Europe and Brexit

4. Alberto Cavallo. (2020) "Getting Brexit Done," (Harvard Business School Publishing, Cambridge). (HBSP)

Wednesday, Feb. 2

IB Strategy

5. John Quelch and Sunru Yong. (2015) *Ethiopia: An Emerging Market Opportunity?* (Cambridge, MA: Harvard Business School Press), pp. 1-15. (HBSP)

Individual Ethiopia Papers Due

Wednesday, Feb. 9

Business Environment of China

6. Richard H.K. Vietor and Haviland Sheldahl-Thomason. (2020) “China: The New ‘New Normal’,” (Cambridge, MA: Harvard Business School Press), pp. 1-37. (HBSP)

Wednesday, Feb. 16

IB Data Sources and Global Challenges: Companies and Government

7. Ian Bremmer. 2014. “The New Rules of Globalization,” *Harvard Business Review*, January-February, pp. 103-107. (Canvas)

Wednesday, Feb. 23

Exam

Wednesday, Mar.16

Emerging Markets: Opportunities, Challenges, and Misconceptions

8. José F.P. Santos and Peter J. Williamson. (2015) “The New Mission for Multinationals,” *MIT Sloan Management Review*, 56 (4), Summer, pp. 44-54. (Canvas)

Guest Speaker: Noelle Long, SEDA-COG, Director Export Development

Wednesday, Mar. 23

Pennsylvania in the Global Economy

Guest Speaker: David Jankowski, Xact Metal, Commercial Operations Leader

Wednesday, Mar. 30

Emerging Markets: Opportunities, Challenges, and Misconceptions

9. Andrew Inkpen. (2020) “General Motors’ Global Strategy,” (Thunderbird School of Global Management), pp. 1-10. (HBSP)

Wednesday, Apr. 6

Discussion of Xact Metals Strategy Papers

Wednesday, Apr. 13

Global Trends, Issues, Risks and Disruptors

10. Paul Taylor (2017) “Here’s Looking at You, 2050,” *Foreign Policy*, January/February, pp. 30-37. (Canvas)

Guest Speaker: Pierre Cohade, Senior Global Executive and Independent Director

Wednesday, Apr 20

Global Trends, Issues, Risks and Disruptors

11. Daniel Litvin. (2003) "Trappings of Power: Royal Dutch/Shell and Nigeria," in *Empires of Profit: Commerce, Conquest and Corporate Responsibility*, (New York: Texere), pp. 249-273. (Canvas)
12. World Economic Forum. (2021) *The Global Risks Report 2021*, 19 January (read through p. 14; skim remainder) (Canvas)
13. Pankaj Ghemawat and Herman Vantrappen. (2015) "How Global is Your C-Suite," *MIT Sloan Management Review*, 56 (4), Summer, pp. 72-82

Tuesday, April 26

Final Papers Due

ACADEMIC INTEGRITY

At the core of the University are the Penn State Values: <https://universityethics.psu.edu/penn-state-values>. The Values are our shared ideals about how people should act toward one another, the standards to which we hold ourselves, and those beliefs we find important. While aspirational in nature, the Penn State Values articulate our ethical principles and should guide our actions and decisions as members of the Penn State community, including in this course.

According to the Penn State Principles and University Code of Conduct:

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. According to the University's Code of Conduct, you must neither engage in nor tolerate academic dishonesty. This includes, but is not limited to cheating, plagiarism, fabrication of information or citations, facilitating acts of academic dishonesty by others, unauthorized possession of examinations, submitting work of another person, or work previously used in another course without informing the instructor, or tampering with the academic work of other students.

- Any violation of academic integrity will be investigated and, where warranted, corrective academic and/or disciplinary action will be taken. For every incident where a penalty is assessed, an Academic Integrity Incident Report form must be filed. The form can be found on the Smeal College Honor and Integrity website: <https://www.smeal.psu.edu/integrity>. This form is to be used for undergraduate courses. The report must be signed and dated by both the instructor and the student, and then submitted to Monica Snyder, 202 Business Building.
- **University Policy G-9**
"Once a student has been informed that academic misconduct is suspected, the student **may not drop the course** during the adjudication process. The Dean of the College (UP) and/or the Chancellor (campuses) or his or her representative is responsible for notifying the Office of the University Registrar when academic misconduct is suspected in a course. Any drop or withdrawal from the course during this time will be reversed. A student who has received an academic sanction as a result of a violation of academic integrity may not drop or withdraw from the course at any time. These drop actions include regular drop, late drop, withdrawal, retroactive late drop and retroactive withdrawal. **Any such drop action of the course will be reversed.** This drop policy may be superseded in exceptional circumstances (i.e. trauma drop). In these cases, the Office of Student Conduct or the Student Conduct designee will

confer with the Dean of the College (UP) or the Chancellor (campuses) or his or her representative to determine if the drop is warranted.

University Policy G-9 <http://undergrad.psu.edu/aappm/G-9-academic-integrity.html>

Smeal Honor Code:

We, the Smeal College of Business Community, aspire to the highest ethical standards and will hold each other accountable to them. We will not engage in any action that is improper or that creates the appearance of impropriety in our academic lives, and we intend to hold to this standard in our future careers.

PLAGIARISM / COPYING

All work you submit for grading or academic credit is designed to reflect your knowledge and skill related to the course subject matter. Therefore, unless otherwise indicated, all work submitted is to be done on an individual basis. This includes but is not limited to all exams, quizzes, homework, papers, written assignments, and presentations.

Plagiarism is claiming work as your own that you have copied from another person, whether that other person knows about it or not. This includes copying from web sites without proper source citation and using homework or papers prepared by current or past students whether working as an individual or working in a group / team.

AFFIRMATIVE ACTION & SEXUAL HARASSMENT

The Pennsylvania State University is committed to a policy where all persons shall have equal access to programs, facilities, admission, and employment without regard to personal characteristics not related to ability, performance, or qualifications as determined by University policy or by Commonwealth or Federal authorities. Penn State does not discriminate against any person because of age, ancestry, color, disability or handicap, national origin, race, religious creed, gender, sexual orientation, or veteran status. Related inquiries should be directed to the Affirmative Action Office, 328 Boucke Building.

Students with Disabilities

Penn State and the Smeal College of Business welcomes students with disabilities to all of its classes, programs and events. Student Disability Resources in Room 116 Boucke Building provides a vast array of services for students with disabilities according to mandates under Title II of the ADA amendments Act of 2008 and Section 504 of the Rehabilitation Act of 1973. For more information or to meet with a service provider from Student Disability Resources, contact them at (814) 863-1807 (V/TTY) or visit their website at: <http://equity.psu.edu/sdr>

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus enrolled, participate in an intake interview, and provide documentation: <http://equity.psu.edu/sdr/applying-for-services> If the documentation supports your request for reasonable accommodations, the Student Disability Resources office will provide you with an accommodation letter. Please share this letter with your instructors and discuss the accommodations with them as early in the course as possible. Adjustments will be made based on the recommendations in the accommodation letter. You must follow this process for every semester that you request accommodations.
