



#1578 GBus 220 A – Introduction to Global Business
Winter 2007
10:30 to 11:20 AM Daily, Bldg 8, Room 5, 5 Credits

Dr. Jim Wiek

Office Location: Bldg 9, Office 68

Office Hours: 9:30 to 10:15 daily, and by appointment.

Phone: (253) 566-5257

Email: jwiek@tacomacc.edu

Overview Of The Course:

- A fundamental shift is occurring in the world economy. We are moving away from a world in which national economies were relatively self-contained entities, isolated from each other by barriers to cross-border trade and investment; by distance, time zones, and language; and by national differences in governmental regulation, culture, and business systems. And we are moving toward a world in which barriers to cross-border trade and investment are declining; perceived distance is shrinking due to advances in transportation and telecommunications technology; material culture is starting to look similar the world over; and national economies are merging into an interdependent integrated global economic system. The process by which this is occurring is commonly referred to as globalization.
- In this course we will focus on topics which must be understood by individuals and firms which aspire to success in international business. These include:
 - Globalization
 - National differences in political economies
 - Differences in culture
 - Ethics in international business
 - International trade theory
 - The political economy of international trade
 - Foreign direct investment
 - The foreign exchange market
 - The international monetary system
 - The strategy of international business
 - Entering foreign markets
 - Exporting, importing, and countertrade
 - Global production, outsourcing, and logistics
 - Global marketing and R&D

Textbooks and Supplemental Materials

- Global Business Today, 4th edition. 2006. Charles W. L. Hill. McGraw-Hill Irwin.
- Students are also encouraged to read the Wall Street Journal on a regular basis. (A student rate subscription form will be available in class for sign-ups.)

Supplies Students Are Required to Provide

- None.

Course Description

- This course provides an overview of the international world of business: multinational corporations, global business management, marketing, finance and production. Emphasis will be placed on international cultures, the Pacific Rim and issues of the 21st century. (Writing intensive, multicultural content.)

College-wide Student Learning Outcomes:

- Tacoma Community College has identified six college-wide learning outcomes that form the foundation of our educational emphasis: 1) communication (**COM**), 2) critical thinking (**CRT**), 3) responsibility (**RSP**), 4) information & information technology (**IIT**), 5) living and working cooperatively (**LWC**), and 6) core of knowledge (**COK**).

Course/Student Learning Outcomes:

Upon successful completion of this course, the student should be able to:

- Understand why firms engage in global business. **CRT, COK**
- Describe and understand the history behind and the importance of trade theories. **CRT, COK**
- Differentiate types of global organizations. **CRT, COK**
- Understand world geography and the importance of location, topography, and climate to global business. **CRT, COK**
- Recognize the importance of the ideology of host governments and repercussions which can come from nationalism. **CRT, COK**
- Understand how global businesses fit into different cultures around the world. **CRT, COK**
- Read and understand foreign currency exchange rates. **CRT, COK**
- Review the global monetary system and the balance of payments. **CRT, COK**
- Explore the effects of inflation on business. **CRT, COK**
- Acknowledge the worldwide competition among firms in the U. S., the E. U., and the Pacific Rim. **CRT, COK**

Assignments Kind Number Value)

- You will develop a Global Business Country Analysis that is due **Wednesday, March 7, 2007**. (More on this below.) This assignment counts toward 30% of your course grade.
- You will discuss several cases, team assignments, video situations, and current events handouts. These discussion assignments are part of the “Class Participation” component which counts toward 20% of your course grade.
- Some GlobalEDGE™ discussion exercises may be assigned. See <http://globalEDGE.msu.edu> These require students to solve realistic international business problems related to each chapter. They expose students to the types of tools and data sources international managers use to make informed business decisions. These research tasks are located at the end of each chapter following the “Critical Thinking & Discussion Questions.” See examples on pp 87-88. These discussion assignments are part of the “Class Participation” component which counts toward 20% of your course grade.

Evaluation Criteria For Exams, Quizzes, Projects, and Other Assignments

- Major emphasis will be on the exams and quizzes; class participation including your discussion of cases, videos; peer evaluations (see the attached form); and your Global Business Country Analysis.
- There will be three exams during the quarter (see Tentative Course Calendar). The format will be short answer essay. The exam questions will be selected from the learning objectives shown at the beginning of each chapter in the text (See p. 4 for examples). Each exam will be taken on a group basis. Exams will be taken on a closed-book, closed-note basis. Please turn off laptops, cell phones, ipods, and other electronic devices during exams.
- To provide additional incentive for staying current on reading and other course assignments, several pre-announced quizzes will be given, usually on the last day that we devote to each chapter. As with the exam questions, quiz questions will be selected from the Learning Objectives shown at the beginning of each chapter in the text. Quizzes will be taken on an individual, closed- book, closed- note basis. Please turn off laptops, cell phones, ipods, and other electronic devices during quizzes.

- Grades will be based on the following percentage weights:

• First exam	10%
• Second exam	10%
• Third exam	10%
• Quizzes	20%
• Attendance & class participation, including discussion of cases, videos, team assignments, and input from peer evaluations	20% %
• Your Global Business Country Analysis	<u>30%</u>
Total	100%

Grading Standards

- Attendance in this class is not optional. If you wish to complete this course with a passing grade, it is absolutely essential that you attend class regularly and be prepared to participate in class discussions.
- If you must be absent for a legitimate reason (death in family, illness with a doctor's memo, etc.) please call me at (253) 566- 5257 or email me at jwiek@tacomacc.edu prior to the class that you will miss, to explain the situation. In most cases, having to work during this class time is not a legitimate reason for not attending.
- Students with five or more unexcused absences will fail the course i.e.- earn a course grade of "E."
- Late arrivals will be treated as absences.
- Disruptive students will be removed from class.
- There will be no exam make ups following the time of the exam. If you know that you cannot attend class at the scheduled time of the exam, please make arrangements to take the exam early.
- You must read the assigned reading material before the class date shown on the Tentative Course Schedule included at the end of this syllabus.
- To pass this course, you must turn in a written Global Business Country Analysis.

- The following **grading scale** will be used:
 - A 94- 100%
 - A- 90-93%
 - B+ 87-89%
 - B 83-86%
 - B- 80-82%
 - C+ 77-79%
 - C 73-76%
 - C- 70-72%
 - D+ 67-69%
 - D 63-66%
 - D- 60-62%
 - E 0-59%

Other Course Rules, Caveats, and Policies

- Do not bring children to class.
- If you carry a cell phone, turn it off or set it to the "vibrate" mode during class. Do not receive or send cell phone calls during class. Please turn off laptops, ipods, and other electronic devices during class.
- I have a hearing loss and wear hearing aids. To help me hear our class discussions more clearly, I would like to ask that only one person speak at a time. Thanks.
- There may be changes in the course calendar or assignments. Any changes in grading will be announced.
- This syllabus and schedule are subject to change in the event of extenuating circumstances. If you are absent from class, it is your responsibility to check on

announcements made while you were absent. Please contact your team members to obtain this information.

- Written assignments must be typed and are due on the date shown on the Course Schedule. The grade for late work will be reduced by one full grade for each day it is late.
- Withdrawals- please see the TCC 2005- 2007 Catalogue, pp. 13 & 28.
- Incompletes- please see the TCC 2005-2007 Catalogue, pp. 28 & 29.

Instructional Methods Used :

- The instructor will use a variety of instructional methods including lecture, small group discussions, discussion exercises, videos, short cases, and discussion of articles on international business topics from the business press.

Academic Dishonesty:

- “As stated in the TCC catalog, ‘Students are expected to be honest and forthright in their academic endeavors. Cheating, plagiarism, fabrication or other forms of academic dishonesty corrupt the learning process and threaten the educational environment for all students.’ The complete Administrative Process for Academic Dishonesty is available on the TCC website at:
www.tacomacommunitycollege.com/stuonline/policies/start.htm
- If a student is guilty of or admits to academic dishonesty, an instructor may impose sanctions up to and including administrative withdrawal from the course and/or an “E” grade for the course. A student accused of academic dishonesty may be reported to the Associate Vice President of Student Services for initiation of disciplinary proceedings which could result in disciplinary sanctions ranging from a warning to expulsion from the College.

Accommodations for Disabilities.

- **Students with Special Needs:** Students are responsible for all requirements of the class, but the way they meet these requirements may vary. If you need specific auxiliary aids or services due to a disability, please contact the Access Services office in Building 18 (253-566-5328). They will require you to present formal, written documentation of your disability from an appropriate professional. When this step has been completed, arrangements will be made for you to receive reasonable auxiliary aids or services. The disability accommodation documentation prepared by Access Services must be given to me before the accommodation is needed so that appropriate arrangements can be made.

Chain of Command in Classroom Concerns/Disputes

- If you have questions or concerns about this class or me, please come to talk with me about your concerns. If we are unable to resolve your concerns, you may talk next with the Associate Vice President for Enterprise and Work Force Development in building 6. This person can assist you with information about additional steps, if needed.

Assignment To Permanent Groups.

- Shortly after the beginning of the quarter, you will join a permanent team of 4 to 6 students who will work together for the entire quarter.
- Permanent teams tend to enhance group dynamic skills more than getting together with different people. Many of the skill building exercises are designed for permanent teams.
- At the end of the quarter, you will complete a “Peer Evaluation of Performance” Form for each member of your team, including yourself.

OVERVIEW OF TERM PROJECT: GLOBAL BUSINESS COUNTRY ANALYSIS

Purposes

- To develop your research and analytical skills in the creation of a report in the field of global business.
- To reinforce and tie- together global business concepts conveyed in class and via the text, with practical, real world information about a particular country that you gather while doing this project.

Project Overview

- Select a product or service you are proposing to market in a non- USA country. This should be an actual product or service that is marketed in the USA by a large, well-known company.
- Select a non-USA country and conduct the necessary research and analysis to produce a report for a U. S. business that wishes to establish a foreign operation in that country (i.e.- a subsidiary, branch, or other investment in that country.)
- If you are an International Student/ student from outside the USA, please do not select your “home country” to research for this project. A key objective of the project is to learn about a country that is not already familiar to you.
- During the first few days of the class, a special session will be held with a member of the TCC library research staff to familiarize you with library resources such as the ProQuest and InfoTrac data bases, and the Internet.
- The paper should cover the research components described below.
- Do not put pages in plastic, cardboard, or other report folders. Just staple in the upper left corner.
- Use a number 12 font, double spaced, with 1 inch margins.
- The “supplemental activity” item 11 is optional, and will receive extra credit if included.
- The thoroughness and the quality of your writing will influence your project grade.
- The maximum length of your paper is 15 double- spaced pages including the executive summary but excluding the bibliography and any appended material.
- Executive summary. After completing all of the other sections, prepare a one page (maximum length) summary of major points and place it at the front of the report. The purpose of an executive summary is to give the reader a brief overview of the critical points of your report.
- Sources of information. Please footnote your sources at the bottom of each page and include a bibliography at the end of your paper.

- **The due date for your written report is Wednesday, March 7th.**
- A brief oral presentation of your report will be scheduled during the last few days of the quarter.

Project Outline

Please ignore the Global Business Country Analysis Project outline that is included on the Student CD Rom that may have been included in your text book. It contains required information that is beyond the scope of this course. The project outline that we will use is shown below.

INSTRUCTIONS FOR ALL MODULES

Using your Global Business textbook, library materials and electronic databases, Web sites, field research (interviews, observations), and other resources, prepare a written response for the information requested in the “Research Components” section of modules A- F shown below.

MODULE A: YOUR PROPOSED PRODUCT/SERVICE CONCEPT, COUNTRY MARKET, AND POTENTIAL COMPETITORS

PURPOSE

To describe the product or service you are proposing to market, the country in which it will be marketed, and the potential competitors you will face in that market.

RESEARCH COMPONENTS

Based on the country you are analyzing for your global business enterprise, research information related to the following areas:

1. PRODUCT/SERVICE CONCEPT

Describe the physical attributes, customer benefits, and competitive advantages of the product or service to be offered.

What geographic, economic, cultural, and legal factors would influence offering a standardized versus adapted product for this market?

What branding and packaging activities will be undertaken in relation to the needed cultural or legal adaptations for this market?

2. POTENTIAL COUNTRY MARKET

In which country will you market this product or service?

3. POTENTIAL COMPETITORS

In this country, which companies have business activities that are similar to yours?

For each, what are their competitive advantages?

MODULE B: ASSESSING THE ECONOMIC-GEOGRAPHIC ENVIRONMENT

PURPOSE

The natural infrastructure (such as rivers and seaports) and physical infrastructure (transportation and communication systems) of a nation provide the foundation for economic development. In this module, your goal is to gather information on various geographic and economic factors that influence business opportunities in the country you have chose to analyze.

RESEARCH COMPONENTS

4. **GEOGRAPHIC INFLUENCES.** Identify geographic (climate, terrain, waterways) factors that influence business activities in the country. (In some countries, for example, mountains make movement of raw materials and production supplies difficult and expensive.)
5. **MAJOR PRODUCTS AND INDUSTRIES.** Describe the country's (a) main natural resources and agricultural products, (b) major industries, (c) major imports, and (d) major exports. (A country's natural resources and agricultural products are the basis for foreign investment.)
6. **CURRENT ECONOMIC CONDITIONS.** Discuss the country's recent economic conditions related to GDP, inflation, interest rates, currency value, personal income, and employment. Suggest how these economic factors may attract or deter foreign investment.
7. **INFRASTRUCTURE.** Analyze the infrastructure of the country with regard to availability of transportation, communication, and utilities. (In some countries, getting a telephone installed may take many months.)

MODULE C: ASSESSING THE SOCIAL-CULTURAL ENVIRONMENT

PURPOSE

A country's business environment may be influenced by the importance of family, religious beliefs, and demographic trends. In this module, your goal is to gain cultural and social awareness about the country you are investigating.

RESEARCH COMPONENTS

8. **DEMOGRAPHIC TRENDS.** Identify demographic trends (such as birth rates, literacy rates) that might influence business activities in the country. (For example, lower birth rates result in an aging population with expanded demand for health care.)
9. **CULTURAL ANALYSIS.** Discuss language, customs, traditions, and beliefs of the country. (Religious beliefs, for instance, may make the sale of certain products inappropriate in some countries.)
10. **SOCIAL INSTITUTIONS.** Analyze the influences of social institutions (family, church, labor organizations) on the business culture. (In some countries, for example, a strong tie exists between family and business.)
11. **SUPPLEMENTAL ACTIVITY (Optional/ extra credit).** Interview a person who has lived in, worked in, or traveled to a country you are researching. Obtain information related to eating habits, shopping, leisure activities, the role of family and religion, customs, traditions, and other aspects of the business environment.

MODULE D: ASSESSING THE POLITICAL-LEGAL ENVIRONMENT

PURPOSE

Political stability is commonly related to the type of government and degree of corruption present in a country. In addition, a company may face various business regulations when conducting international business. In this module, your goal is to identify political and legal factors that could affect global business decisions.

RESEARCH COMPONENTS

12. **GOVERNMENT AND POLITICS.** Describe the type of government and recent political developments that could influence the economic and business environment of

the country. (For example, various events in recent years in the Middle East have contributed to the an uncertainty when doing business with some countries.)

13. **FORMAL TRADE BARRIERS.** Identify formal trade barriers (tariffs and other taxes, foreign exchange controls, ownership restrictions) that might require a company to adapt its business strategy.

14. **INTELLECTUAL PROPERTY.** Discuss the country's regulations to protect intellectual property, such as brand names, copyrights, patents, software, music, videos. (Some countries do not enforce these laws allowing pirating of products, resulting in lost profits for companies.)

MODULE E: MANAGING INTERNATIONAL FINANCIAL AND BUSINESS RISKS

PURPOSE

High inflation and import restrictions are just two of the many risks that a company may encounter when doing business in another country. In this module, your goal is to obtain information related to managing various elements of global business uncertainty.

RESEARCH COMPONENTS

15. **ECONOMIC AND FINANCIAL RISKS.** Identify key areas of uncertainty related to level of economic development, infrastructure, and changing economic conditions in the country being considered for business operations. (For example, a weak infrastructure or volatile currency increases the risk of doing business in a foreign market.)

16. **SOCIAL AND CULTURAL RISKS.** Discuss customs, traditions, and social values in your proposed location that could create risks for the enterprise. (Religious beliefs or the role of family, for example, can increase uncertainty when starting and implementing an international business operation.)

17. **POLITICAL AND LEGAL RISKS.** Analyze the uncertainty that might be created by political instability, potential for corruption, and business regulations. (For instance, required labeling, tariffs, or ownership restrictions may be encountered in various nations.)

18. **RISK MANAGEMENT TECHNIQUES.** Compare various risk reduction strategies available when doing business in your chosen country. (Common risk management methods include insurance, diversification of product line, strategic alliances with local partners, and employing local managers.)

MODULE F: DESIGNING A GLOBAL DISTRIBUTION STRATEGY

PURPOSE

The transportation of goods and services between the producer and consumer is a vital element of global marketing activities. Distance and documentation can make this movement expensive and time consuming. In this module, your goal is to obtain information related to a global distribution strategy appropriate to the country you have chosen.

RESEARCH COMPONENTS

19. **INFRASTRUCTURE ANALYSIS.** Describe transportation facilities in the country that might enhance or deter your organization's ability to move goods from one destination to another. (In many countries, for example, a lack of roads combined with mountainous areas make truck shipping very difficult and expensive.)

20. INTERNATIONAL INTERMEDIARIES. Analyze the advantages and disadvantages associated with using wholesalers, brokers, and agents for your global business operations.

21. DISTRIBUTION CHANNEL. Identify a recommended channel of distribution for getting a product from the production site to the customer. (A common channel of distribution may include a wholesaler and a retailer; global operations are likely to involve additional intermediaries.)

Criteria For Grading This Project

- How well you apply the concepts presented in lectures, text assignments, and other class activities.
- The quality of both your oral presentation and written report.
- The “Criteria For Grading Written Assignments” shown below.
- The thoroughness with which you cover the suggested research components.
- The degree of interpretation and personal analysis that you provide to indicate the meaning and implications of the factual information that you include.
- The degree to which you follow the instructions contained in the “Project Overview” section shown above.

CRITERIA FOR GRADING WRITTEN ASSIGNMENTS*

The “A” (superior) paper meets the following standards in all areas and excels in one or more of them:

- As a whole, the paper proposes a complex main idea (thesis), displaying considerable depth of thought.
- The pattern of organization is clear and consistent with the thesis, purpose, and intended audience of the paper.
- Paragraphs are fully developed, with relevant and effective use of detail, explanations, and transitions.
- There is sustained variety of sentence style, structure and diction.
- The grammatical and punctuation errors are few, and only in sophisticated usage.
- There are few, if any, spelling errors.

The “B” (strong) paper meets the following standards in all areas:

- As a whole, the paper proposes a thoughtful main idea, which, however, might be considered more predictable than insightful.
- The pattern of organization is clear and consistent with the thesis, purpose, and intended audience of the paper.
- With few exceptions, paragraphs are fully developed, with relevant and effective use of detail, explanations and transitions.
- Sentences are clear, concise and correct, but do not demonstrate sophistication of style, structure and diction.
- Grammar, punctuation and spelling follow accepted conventions, with a few minor errors.

The “C” paper meets the following standards, with a serious deficiency in one of the areas:

- As a whole, the paper proposes an identifiable thesis which, however, may be trivial, predictable, or too general, and thus reflect shallowness of thought on the part of the writer.
- A pattern of organization exists, but it is inconsistent or incompletely carried out.
- Some paragraphs lack supporting detail or adequate explanations, and contain sentences only loosely connected, lacking transitions.
- Most sentences are grammatically correct, but are often excessively wordy or vague; structure and style are monotonous, and diction flat or even inappropriate.
- There may be a few serious errors in grammar and punctuation, and/ or a profusion of minor errors, including occasional misspellings.

The “D” paper is seriously deficient in any one of the following areas:

- As a whole, the paper proposes a poorly focused thesis, or a thesis which clearly demonstrates any lack of thoughtfulness or insight on the part of the writer.
- The pattern of organization is confusing or thoroughly inconsistent or incomplete.
- Paragraphs are poorly developed, containing little supporting detail, transitions, or sentences clearly connected to the thesis.
- The tone is inappropriate to the audience or topic, the sentences are often incorrect in structure, wordy, vague, or distracting, and word usage is inappropriate, incorrect or inconsistent.
- Grammatical, punctuation and spelling errors are overly abundant.

The “E” paper is unacceptable in any one of these areas:

- As a whole, the paper does not propose any identifiable ideas.
- The paper does not fulfill the assignment.
- There is no discernable pattern of organization for the ideas presented in the paper.
- Paragraphs have no development which can be related to the thesis, or are not visibly related to each other. Within paragraphs there is little discernable logical connection between sentences and no transitions are used.
- Sentences are so flawed in structure and style that the essay is unreadable.
- Serious errors in grammar, punctuation, word usage and spelling indicate minimal ability to handle written conventions.

*These criteria were created by the English Department at Tacoma Community College.

BACKGROUND INFORMATION ON STUDENT LEARNING TEAMS

Why Team Skills Are Important.

- Global organizations continue to focus on teams as the major means of increasing productivity.
- Managers report spending 50 to 90 percent of their time in some form of team activity. Managers will spend less time supervising and more time facilitating teams as the trend toward self- directed teams continues.

- Managers are evaluated on the results of their departments as a whole, rather than on the results of each employee. The manager's performance is dependent on the team's performance.
- Teams are the backbone of organizations because of the systems effect in which each team/ department is affected by at least one other group and each department affects the performance of the total organization.

What Are Teams and What Do They Do?

- A team is two or more people interacting to achieve an objective.
- The characteristics of teams are:
 - Small number of persons.
 - Shared leadership and decisions.
 - Members share job responsibility by performing many interdependent tasks.
 - Members evaluate each individual and the group's performance.
 - Rewards are based on individual and group performance.
 - Objectives are imposed by the organization (the course syllabus and instructor, in this case) and by the team.
- Are used in this class to help you understand and learn about team dynamics, to help you increase your people skills, and to practice developing team objectives, priorities, and the accomplishment of team tasks.
- Generally between 3 and 6 students; would prefer teams of 4 persons.
- Should be culturally diverse. International Students should be included as a part of as many teams as possible. It will not be acceptable for International Students to be members of only one or a few teams. Teams should also be diverse in terms of gender, race, and ethnic background.
- Team members will:
 - Sit together.
 - Study and work together.
 - Analyze, write, and present written cases and other assignments.
 - Discuss and report on experiential exercises.
 - Take one or more exams together (more on this later).
 - Discuss and report on video cases.
- It is anticipated that once formed, the teams in this class will be permanent. *If however it becomes necessary to do so, team members may be "fired" by the rest of the team.* Reasons may include, but not be limited to: non- attendance, poor or disruptive behavior, or the negative roles discussed below. Persons who are fired, have the options of trying to join another team, completing exams and other assignments as an individual, or dropping or being removed from the class.
- Some class time will be allocated for teams to complete their work. (We will adjust this as necessary.)
- Each team will develop its unique team name, motto, color, song, and/ or any other defining characteristics it chooses.

Team Peer Evaluation

- The “Peer Evaluation of Performance” form will be completed more than once during the quarter. The form completed during the last week of the quarter will count toward your course grade. The interim appraisal (done after the first exam) is for your feedback and corrective action.
- Each team member will receive scores and evaluative comments from fellow team mates; these will be subject to the input and judgment of the instructor.
- Everyone will get the grade earned by the team on assignments, cases, exams, etc. which have been completed by the team.
- If a team member misses a quiz, homework, or is absent, the team will decide whether or not that team member will share the grade earned by the team for that activity.

Roles of Team Members.

- *Roles* are shared expectations of how group members will fulfill the requirements of their position.
- Shown below are two categories of ***positive roles which should be played within each team to improve its effectiveness.*** (Note: one person may play more than one of the following roles, and/or a given role may be shared by more than one person or transferred from person to person over time.)
 - *Task roles* are the things team members do and say that directly aid in the accomplishment of its objectives. Task roles can be sub-classified into:
 - *Objective clarifiers*- their role is to be sure that everyone understands the objective.
 - *Planners*- their role is to determine how the objective will be met.
 - *Organizers*- their role is to assign and coordinate the resources.
 - *Leaders*- their role is to influence members through direction as the task is achieved.
 - *Controllers*- their role is to take corrective action to ensure the objective is achieved.
 - The team’s *maintenance roles* are the things members say and do to develop and sustain group relations. Maintenance roles can be sub-classified into:
 - *Formers*- their role is to get the members involved and committed to the group.
 - *Consensus seekers*- their role is to get members’ input and agreement on group decisions.
 - *Harmonizers*- their role is to help team members resolve their conflicts so that they do not interfere with group performance.
 - *Gatekeepers*- their role is to see that appropriate norms are developed and enforced.
 - *Encouragers*- their role is to be supportive, friendly, and responsive to the needs of the members.
 - *Compromisers*- their role is to modify or to get others to modify their positions in the interest of cohesiveness.

- In addition to these positive roles, there are a number of *negative roles* which team members may be tempted to play. **For the team to be effective, these roles should be avoided, or minimized.** (Playing these roles may result in being fired from your team.) They are:
 - *Free Riders*- they benefit from the effort of others while contributing little or nothing themselves.
 - *Aggressors*- they deflate others' status through negative criticism or putting members and their ideas down.
 - *Blockers*- they resist the group's efforts and prevent it from achieving its objectives.
 - *Blockers*- they resist the group's efforts and prevent it from achieving its objectives.
 - *Recognition seekers*- they try to take credit for the group's accomplishments.
 - *Withdrawers*- they are physically or mentally involved in personal matters rather than those of the group.

SUGGESTIONS FOR BEING A GOOD TEAM PLAYER

- Share credit with team members.
- Display a helpful, cooperative attitude.
- To establish trust, keep confidential information private and give honest opinions.
- Share information and opinions with team members.
- Provide emotional support to team members.
- Follow the Golden Rule.
- Avoid actions that could sabotage or undermine the team in any way.
- Engage in shared laughter.
- Attend class every day and other team meetings
- Share the glory.
- Avoid backstabbing.

TEAM RIGHTS AND RESPONSIBILITIES

Working with a team can be a fun and effective way of achieving goals. Learning how to be an effective member of a team will better prepare you for today's workplace, where teams are prevalent and highly valued. Engaging in team activities with a clear understanding of your rights and a commitment to fulfilling your responsibilities will enable you to develop and refine your teamwork, communication, and interpersonal skills.

Rights

- You should receive assistance from teammates whenever needed and requested. A sense of cooperation should pervade.
- An understanding and appreciation of diversity at every level should be apparent in team activities.
- You should feel that your input is valued and respected.

Responsibilities

- Attend all classes and team meetings.
- You cannot participate effectively if you are not there – physically and mentally.
- Complete all assignments, including reading, on a timely basis.
- Give thought to concepts addressed by assignments.
- Assist teammates whenever possible.
- Be patient and listen to team members.
- Strive for team understanding and success, not your individual success; your success will follow.

FORMING TEAMS

Some Questions To Ask Prospective Team Members

- Do you have any background in the subject matter of this class?
- How much time do you have available to spend on this class?
- Can you meet with team members outside of class?
- When can you meet with team members outside of class?
- What grade do you intend to earn in this class?
- Other questions that you feel are appropriate.

Information To Share With Your Team Members

- Your name
- Home phone.
- Work/cell phone and best times to contact you.
- Email address.
- Time available to do team work

PEER EVALUATION OF PERFORMANCE

Date: _____ Team Name _____

A. List names (first and last names) of each member of your team, including yourself.
 (Please Print.) **Please enter your name on line one and circle your name.**

- | | |
|----------|----------|
| 1. _____ | 4. _____ |
| 2. _____ | 5. _____ |
| 3. _____ | 6. _____ |

Using a scale of 1 to 5 (5 being highest or best), rate each team member on each criterion listed below.

Member Number From Above	1	2	3	4	5	6
Showed respect for team concept						
Did fair share of work						
Showed respect for team members						
Was a motivating influence						
Was an effective team member						
Came to team meetings/ class prepared						
Fulfilled responsibilities of team role						
Provided quality preparation/ input on exam						
Total						

On the lines below, please list the members of your team, as shown above. To the right of each person's name (including yourself) place the letter grade you would assign to this person if you were the instructor. Please explain your reasons for assigning this grade.

Person	Grade	Reason for This Grade
1.		
2.		
3.		
4.		
5.		
6.		

I have neither discussed nor shared the information contained on this Peer Evaluation with anyone. Signed (please insert your name:) _____

Please provide any additional feedback you wish to on the back of the page. Thank you.

Note: Information provided on this form will be considered by the instructor as an additional input when assigning grades. Ultimate decisions on students' grades will be made by the instructor on the basis of students' overall performance in the class.

TENTATIVE COURSE CALENDAR

There may be changes in the course calendar or assignments.

Tue, Jan 2	Welcome to the course and introductions. Please read the syllabus and handout on key US economic concepts.
Wed, Jan 3	Q&A about syllabus. Form teams. Review of key US Economic concepts.
Thur, Jan 4	Ch. 1: Globalization Video: Circue du Soliel
Fri, Jan 5	Ch. 1, cont.
Mon, Jan 8	Ch. 1, cont. Case: "Who's Reading Your X-ray?"
Tue, Jan 9	Ch. 2: National Differences in Political Economy. Video: WTO Conference in Cancun.
Wed, Jan 10	Ch. 2, cont.
Thur, Jan 11	Ch. 2, cont. Case: The Changing Political Economy of India. Quiz- Ch. 2
Fri, Jan 12	Ch. 3: Differences in culture. Video: Fragile Democracy
Mon, Jan 15	Ch. 3, cont. Case: McDonald's and Hindu Culture.
Tue, Jan 16	Ch. 3 cont. Quiz- Ch. 3
Wed, Jan 17	Ch. 4: Ethics in International Business Video: Peace Corps
Thur, Jan 18	Ch. 4, cont.
Fri, Jan 19	Ch. 4, cont. Case: Etch-A-Sketch Ethics. Quiz- Ch. 4
Mon, Jan 22	Martin Luther King, Jr. Holiday. No Class.
Tue, Jan 23	Ch. 5: International Trade Theory Video: Wal-Mart: Global Giant.
Wed, Jan 24	Ch.5, cont.
Thur, Jan 25	Ch. 5, cont. Case: Logitech No Quiz- Ch. 5
Fri, Jan 26	First Exam- Chs. 1-5
Mon, Jan 29	Ch. 6: The Political Economy of International Trade Video: Russian Economics.
Tue, Jan 30	Ch. 6, cont.
Wed, Jan 31	Ch. 6, cont. Case: Agricultural Subsidies & Development. Quiz- Ch. 6

Thur, Feb 1	Ch. 7: Direct Foreign Investment Video: Jesse Ventura Visits Cuba.
Fri, Feb 2	Ch.7, cont.
Mon, Feb 5	Ch. 7, cont. Case: Ford and General Motors in Russia. Quiz- Ch. 7
Tue, Feb 6	Ch. 8: Regional Economic Integration Video: Tariffs Ended
Wed, Feb 7	Ch. 8, cont. Video: Free Trade Zone
Thur, Feb 8	Ch. 8, cont. Case: Increasing Competition In The European Automobile Market. Quiz, Ch. 8
Fri, Feb 9	Ch. 9: The Foreign Exchange Market Video: The Falling Dollar
Mon, Feb. 12	Ch. 9, cont.
Tue, Feb 13	Ch. 9, cont. Case: Hedging the Euro at Axis. Quiz- Ch. 9
Wed, Feb 14	Ch. 10: The International Monetary System. Video: Dollar Diplomacy
Thur, Feb 15	Ch. 10, cont.
Fri, Feb 16	Ch. 10, cont. Case: The Tragedy of the Congo (Zaire) No Quiz- Ch. 10
Mon, Feb 19	President's Day Holiday. No Class.
Tue, Feb. 20	Second Exam. Chs. 6-10
Wed, Feb 21	Ch. 11: The Strategy of International Business Video: Six Billion Customers and Counting- IBM
Thur, Feb 22	Ch. 11, cont.
Fri, Feb 23	Ch. 11, cont. Case: Global Strategy at MTV Networks Quiz- Ch. 11
Mon, Feb 26	Ch 12: Entering Foreign Markets. Video: Open For Business- India
Tue, Feb 27	Advising Day. No Class.
Wed, Feb 28	Ch. 12, cont.
Thur, Mar 1	Ch. 12, cont. Case: Merrill Lynch In Japan. Quiz: Ch. 12
Fri, Mar 2	Ch. 13: Exporting, Importing, and Countertrade. Video: Drug Imports.
Mon, Mar 5	Ch. 13, cont.
Tue, Mar 6	Ch. 13, cont. Case: Megahertz Communications Quiz- Ch. 13

Wed, Mar. 7	Ch. 14: Global Production, Outsourcing, and Logistics. Video: Jobs On The Move. Global Business Country Analysis Due.
Thur, Mar. 8	Ch. 14, cont. Student Presentations
Fri, Mar 9	Ch. 14, cont. Student Presentations. No Quiz- Ch 14
Mon, Mar 12	Ch. 15- Global Marketing and R&D Student Presentations
Tue, Mar 13	Ch. 15, cont. Student Presentations.
Wed, Mar 14	Ch 15, cont. Student Presentations.
Thur, Mar 15	Ch 15, cont. Student presentations No Quiz- Ch 15
Fri, Mar 16	Third Exam- Chs. 11-15.