Point University Mission Statement

POINT UNIVERSITY MISSION STATEMENT

The mission of Point University is to educate students for Christ-centered service and leadership throughout the world.

Course Description

COURSE DESCRIPTION

Students explore the international operations of businesses, international competition in domestic markets, and related economic, political, legal and cultural issues. Prerequisites: Principles of Macroeconomics, and BUSI 347 Principles of Marketing.

Online Learning

ONLINE LEARNING

Point University's College of Graduate & Professional Studies (CGPS) specializes in "distance education" for working adults and others who need a flexible learning schedule. It offers university courses and degree programs in both fully-online and hybrid formats (partly online and partly face-to-face).

CGPS delivers coursework via Sakai, a leading online Learning Management System (LMS) and Collaborative Learning Environment designed specifically for higher education. Each course has its own website through which students interact with their professor and classmates, access course materials, explore digital library resources, engage in a variety of learning activities, submit assignments, and receive grades. The latest technology enables participants to do virtually everything online that they could do in an on-ground classroom setting.

A hybrid course typically includes one face-to-face session per week using video conference technology along with online follow-up activities. Fully-online courses are primarily designed for "asynchronous" learning, which enables students to log-in and complete their studies at whatever time of the day or night they wish. Occasionally, online courses include "synchronous" sessions where students may interact with one another in real time.

Each "course week" begins on a Monday and ends on Sunday. Students should log in several times throughout the week to participate in online discussions and other activities. CGPS recommends that students complete the various readings and assignments in the order in which they are presented, but the format does allow some flexibility for students to modify their approach or even to work ahead.

Active participation in every assignment and every online discussion is expected. Students should be careful of any assignments that have specific "opening" or "closing" times, and they should regularly consult the Course Schedule to ensure they complete all work in a timely manner.

Students access all course materials via Point University's Sakai site, which includes minimum system requirements and orientation tutorials designed to equip class members for online study.

Disability Services

Point University offers disability services in compliance with the Americans with Disabilities Act (ADA) of 1990 and Section 504 of the Rehabilitation Act of 1973. The Director of Disability Services determines reasonable accommodations for students with documented disabilities. She then communicates the approved accommodation to the student and the student's instructors. The Educational Resource Center provides appropriate assistance with accommodations. For more information, see the Point University website (https://point.edu/disability) or contact Ms. Jessica Mazaheri, the Director of Disability Services, by telephone (1-706-385-1480) or email (Jessica.Mazaheri@point.edu). The website includes the application process for disability services, frequently asked questions, and the
grievance policy and procedure.

Faculty Information

FACULTY INFORMATION

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The preferred method of contact for this course is email. Please allow 24 hours for responses to email and phone messages. Keep in mind that the online discussion forums are reserved for shared classroom posts and you should email the instructor directly if there is a question, concern, or emergency.

Required Texts & Resources

REQUIRED TEXTS & RESOURCES


ISBN# 978-1-259-31722-4

NOTE: The Point University Bookstore may offer the textbook(s) for this course in other formats. Information can found at www.pointuniversityshop.com

Course Technology

COURSE TECHNOLOGY

Sakai is the current learning management system of Point University. For the best user results, we recommend checking your computer for the following checklist prior to logging into your course.

System Requirements

• Windows PC or Mac with the most recent version of these browsers - Google Chrome (https://www.google.com/intl/en/chrome/) or Mozilla Firefox (https://www.mozilla.org/en-US/firefox/new/)
• Windows PC or Mac with audio and video capabilities (sound card with speakers or headphones/ear buds). Typically found in most computers by clicking on the Start icon, then Control Panel, and/or Sound.
• High speed internet access. Typically found in most computers by clicking on the Start icon, then Control Panel, and Network or Internet.
• Adobe Reader (https://get.adobe.com/reader/)
• Adobe Flash Player (https://get.adobe.com/flashplayer/)
• Access to a printer or scanner (depending on the course activities)

Technical Assistance

Keep in mind that Sakai technical assistance options are available by selecting the "Sakai Help" button located on the homepage of your course.

Course Learning Goals & Objectives

COURSE LEARNING GOALS & OBJECTIVES

<table>
<thead>
<tr>
<th>Goal 1: The student will explore the nature of international business in regards to globalization, international trade, foreign investments, and the European Union.</th>
<th>Program Objective(s)</th>
</tr>
</thead>
</table>

https://sakai.point.edu/portal/tool/4be8dde4-f01f-4329-8bbe-33f539713bb1/printFriendly
Objective 1.1: Analyze the definition of international business and the five kinds of drivers that are leading firms to internationalize their operations.

Objective 1.2: Explain the theories that attempt to explain why certain goods are traded internationally, and the size, growth, and direction of foreign direct investments.

Objective 1.3: Discuss the purpose of the World Trade Organization and its impact on international business.

Objective 2.1: Describe Hall’s concept of high and low context.

Objective 2.2: Outline the nonrenewable and renewable energy options available and their broad business implications.

Objective 2.3: Evaluate the importance to business of government stability and policy continuity.

Objective 2.4: Recognize the need and methods to protect intellectual property.

Objective 2.5: Summarize the influences of differences in taxation and inflation rates on international business.

Objective 2.6: Identify the forces that affect the quantity and quality of labor in a nation.

Objective 3.1: Explain international strategy, competencies, and competitive advantages.

Objective 3.2: Discuss how an international company can maintain control of a joint venture or of a company in which the IC owns less than 50 percent of the voting stock.

Objective 3.3: Describe some statistical techniques for estimating market demand and grouping similar markets.

Objective 3.4: Evaluate two forms of piracy, and discuss how they both help and harm firms doing international business.

Objective 3.5: Compare and contrast domestic and international marketing.

Objective 3.6: Recognize the relationship between design and supply chain management.

Objective 3.7: Compare home country, host country, and third country nationals as international company executives.

Objective 3.8: Identify the major international accounting issues that international forms face.

Course Schedule

COURSE SCHEDULE

CGPS courses begin on a Monday. Accordingly, a CGPS course week extends from Monday through Sunday. Unless stated otherwise, graded assignments are due on the last day of the course week (Sunday). [http://point.edu/course-schedules/](http://point.edu/course-schedules/)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Learning Activities</th>
<th>Graded Assignments</th>
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</thead>
<tbody>
<tr>
<td>Read Chapters 1-3</td>
<td></td>
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<tr>
<td>Discussion Board #1</td>
<td></td>
<td>Week 1, Day 5</td>
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<td>Week</td>
<td>Activity</td>
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<tr>
<td><strong>Week 1</strong></td>
<td><strong>Welcome to BUSI 426 – Review of requirements and syllabus</strong></td>
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<tr>
<td></td>
<td>Interactive lecture on Chapter 1-3</td>
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<td></td>
<td>Quiz #1 Week 1, Day 7</td>
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<tr>
<td></td>
<td>Module 2 pages 39 - 40 Written Assignment Case Study Week 1, Day 7</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>Read Chapters 4-6</td>
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<td></td>
<td>Discussion Board #2 Week 2, Day 5</td>
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<tr>
<td></td>
<td>Interactive Lecture Chapter 4-6</td>
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<td>Quiz #2 Week 2, Day 7</td>
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<td></td>
<td>Module 8 pages 146 - 147 Written Assignment Case Study Week 2, Day 7</td>
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<tr>
<td><strong>Week 3</strong></td>
<td>Read Chapters 7-8</td>
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<td>Discussion Board #3 Week 3, Day 5</td>
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<td>Interactive Lecture Chapter 7-8</td>
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<td>Quiz #3 Week 3, Day 7</td>
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<td>Module 8 page 221 Written Assignment Case Study Week 3, Day 7</td>
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<td><strong>Week 4</strong></td>
<td>Read Chapter 9-10</td>
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<td>Discussion Board #4 Week 4, Day 5</td>
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<td></td>
<td>Interactive Lecture Chapter 9-10</td>
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<td>Quiz #4 Week 4, Day 7</td>
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<td>Module 9 pages 239 - 240 Written Assignment Case Study Week 4, Day 7</td>
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<td><strong>Week 5</strong></td>
<td>Read Chapters 11-12</td>
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<td>Discussion Board #5 Week 5, Day 5</td>
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<td></td>
<td>Interactive Lecture Chapter 11-12</td>
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<td>Quiz #5 Week 5, Day 7</td>
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<td></td>
<td>Module 11 pages 290 - 291 Written Assignment Case Study Week 5, Day 7</td>
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<td><strong>Week 6</strong></td>
<td>Read Chapters 13-14</td>
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<td>Discussion Board #6 Week 6, Day 5</td>
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<td></td>
<td>Interactive Lecture Chapter 13-14</td>
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<td>Quiz #6 Week 6, Day 7</td>
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<td></td>
<td>Module 14 pages 374 - 375 Written Assignment Case Study Week 6, Day 7</td>
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<td><strong>Week 7</strong></td>
<td>Read Chapter 15</td>
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<td>Discussion Board #7 Week 7, Day 5</td>
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<td></td>
<td>Interactive Lecture Chapter 15</td>
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<td>Quiz #7 Week 7, Day 7</td>
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<td></td>
<td>Regional Analysis Project and PowerPoint Presentation. (GROUP/TEAM PROJECT) Week 7, Day 7</td>
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Written Case Study Analysis Format

Written Assignment Case Study - Analysis Format – 2-3 pages of content

The purpose of the Case Study Analysis learning tool is to provide an opportunity for the student(s) to demonstrate the application of knowledge to a management/organizational scenario. Since most management problems are inherently multidimensional, the use of the Case Study Analysis tool is a 'hands-on' process that helps students experience organizational complexities within a thoughtful forum. Therefore, the quality of your responses is more important than the quantity. Keep in mind the student-learning model: Absorb, Synthesize, Analyze, Apply, Conclude and Demonstrate. Your report will be (2-3 pages in length, APA format).

Defining the central problem (Introduction) - 3 pts.

Provide a summary statement to demonstrate an understanding of the problem being presented. Summary statements are, typically, 3 – 5 sentences. This introduction supports your thesis or proposition statement.

Case Summary - 3 pts.

The summary should be brief and highlight the key factors or events relevant to your analysis or position.

Identify the relevant factor(s) and explain why they are important to the case. - 10 pts.

It is not unusual for a case to have several relevant factors that are crucial to identifying a course of action. However, it is critical to the analysis that the relevant factors number no more than 3 and that it represents the graduate student's choice (not the instructor) and it is important to state 'Why' you think the factor(s) you have chosen are important.

Analysis - 10 pts.

The analysis section must be organized in a logical fashion, be written in a manner that advances your thesis; be supported by supplemental research, and demonstrate the ability to apply key course concepts to the actual case.

Recommendations - 10 pts.

The recommendations section must include your solutions to the problems you have identified in the analytical section. It is important that your recommendations, if implemented, adequately address all of the problems that you indicate are in existence. Additionally, each recommendation needs to meet the test of feasibility. In other words, are these actions cost-effective, could they realistically be implemented, and are they in compliance with regulations?

Conclusions - 5 pts.

Identify a course of action you would take to resolve the case problem and what do you think needs to happen once the action has been taken. Feel free to support your course of action through personal, vicarious and/or classroom experiences.

References - 4 pts.

All sources cited within your work are to be included in your references section in APA form.

APA Format, Grammar and Style - 5 pts.

Paper must be written in the appropriate APA format and style 6th ed.

Regional Analysis Project and PowerPoint Presentation. (GROUP/TEAM PROJECT)

Regional Analysis Project and PowerPoint Presentation. (GROUP PROJECT)

For this project you will work in groups and gather the results of your analysis. Here are the details:

1. Once your groups are established during the first week, your group will need to first select a region of the world (one region per group). Within your region, select three or four countries. For each country, select a target city to use in your analysis. The following is a list of the seven regions you can choose from:
1. Middle East (for example, cities in Egypt, Israel, Saudi Arabia)
2. Asia I (for example, cities in India, Thailand, Singapore, Malaysia, Indonesia)
3. Asia II (for example, cities in Japan, Korea, China)
4. West Europe (for example, cities in France, Germany, Sweden, UK)
5. Eastern Europe (for example, cities in Poland, Bulgaria, Russia)
6. Africa (for example, cities in Kenya, Nigeria, South Africa)
7. Central and South America (for example, cities in Brazil, Chile, Cuba)

2. Now, imagine that your Superior (Boss(es) have asked you to compare and contrast a few city locations within a given geographic region. You will need to gather this information and present it to the executive committee of your company regarding the pros and cons of each location from the perspective of this course. That is, you will be doing a comparative HR/International Management analysis for each city. Ultimately, your group will want to put forth its recommendation for a “recommended city” within the region.

3. Select one of the following scenarios as a point of reference to do this comparative analysis.

**Scenario A:** Your company is interested in opening a regional headquarters in this geographic region. This regional HQ will need to contain the regional management/administrative functions, regional sales and marketing, and other staff functions. There will likely be some expatriates from HG, third country nationals, and local nationals working from the same location. Your group should fill in some details about your hypothetical organization to make the presentation more interesting and more relevant.

**Scenario B:** Your company is looking for a location for a new production facility in your geographic region. This production facility will hire many local workers for all aspects of the facility (e.g., production, supervision, shipping, and other line functions). There may be a few (but not too many) traditional expatriates. Your group should fill in some details about your hypothetical organization to make the presentation more interesting and more relevant.

4. Make sure that you state clearly the scenario that you have chosen and any relevant details, such as the type of company and the type of products or services the company sells. The focus of the assignment is how the management of your human talent will affect the ability to be successful in that region.

The following is a list of possible issues you will need to discuss for a thorough analysis. These are only suggestions. You probably will not be able to cover everything. It is your prerogative to present the issues you believe are most relevant for the given region. Basically, you are asked to give you Senior Management Team a well-justified decision regarding the location you have selected from an HR/International Management perspective.

a. Analysis of need/availability of talent (host-country, parent-country, or third country nationals)
b. Legal obligations and concerns affecting HR and Labor Relations
c. Flexibility of the wage bill (ability to adjust hours and ability to adjust headcount)
d. Labor and management relations
e. Competence of workforce (education/training)
f. Turnover rates
g. Medical and health systems
h. Technological infrastructure, telecommunications
i. Cultural dimensions – how do they affect the functioning of the location
j. The way organizations are structured in the country
k. Nepotism
l. Ethical concerns regarding hiring, child labor, bribery, etc.
m. Salary levels expected by host-country nationals
n. Compensation and reward system
o. Availability of housing, schools, etc. for expatriates language
p. Religion and level of orthodoxy
q. Other norms of the business community (e.g., greetings, meetings)
r. Women in business

5. Grading of Assignment: Be creative, thorough, and convincing with regard to your facts and findings. Your grade will be based on the content, organization, and the written APA delivery of your work.

6. Prepare a 10-15 page report of your analysis. The report has to include:
   --- an introduction that states clearly the scenario of your project, and relevant details, and a rationale for your choice of cities.
   --- the main body of your report should compare and contrast the cities that you have chosen to analyze.
   --- your report should conclude with a convincing recommendation for one of the cities.
   --- the report should be well written and clearly organized.
   --- please use appropriate headings to structure your report in a meaningful way.
   --- the report must be double-spaced with 1-inch margin on all sides.

7. I will grade the report based on how well you address the requirements for the report as described in the previous paragraph.

8. Grading for the RAP:
   a. Written report length  20 %
   b. APA format, style, grammar, appropriate headings, references  20%
   c. Introduction, details, analysis and rationale  30%
   d. Recommendation  20%
   e. Individual team members contribution to the project10%

9. Here is a tip for effective groups. Maximize the creativity of your group by having a broad variety of skills and experiences represented in the group. To make the groups work smoothly, establish procedures and roles that everyone agrees on.

10. Group Involvement: Each group member has a role and responsibility. If your team feels you are not contributing, the team can request you off the team by a consensus and in writing. You will then have to complete the project on your own. It is to your best interest to work cohesively.

Part 2
Prepare a 10-12 slide presentation. Presentations should be approximately 15 minutes in length so you will need to practice to ensure that you convey essential information effectively.

**Mechanics.**

- Use 10-12 PowerPoint slides to highlight the main points of your presentation
  - Your slides should be readable from someone seated in the back of the room. An easy and practical test is to print a slide on an 8.5 x 11 sheet of paper, stand up and put the sheet of paper at your feet. If the copy is legible from that distance the slide will probably be acceptable to those people sitting at the back of the room.

- Use graphics and charts where appropriate
  - You will want slides that have good contrast between the background and the copy or artwork. In a well lighted room a dark ground with bright colored letters is more appropriate where as in a darker room you might want a light background with darker letters.

- Use no more that 6 words per line, 6 lines per slide
  - The suggestion of six lines of copy and six words per line is a good ballpark standard. You want to avoid full sentences unless it is a definition or a quote. Obviously, most of your slides will not make much sense without the narration that will accompany them; and that is appropriate.

- Use the notes feature to provide more detailed information and justification for your decisions.
  - Let's say that you were scheduled to give your presentation to a group of 25 participants and on the day of the presentation all the participants were on hand but you are sick in bed and cannot make the presentation. One of your teammates must be selected to make the presentation for you but is not aware of what you wanted to say for each slide. Here is where the notes on PowerPoint are important. The notes will have much of the content of the normal project paper and perhaps written in a more conversational style. The notes serve as a reminder to you about what you want to present with each slide. When you are absent, the notes will tell the substitute presenter what you had to say about each slide.

- Follow directions related to content and information sources.
- Please use college level English appropriate to the course material.
- Use APA format for citation and references.
- Check for errors of spelling and grammar.

**Useful resources**

- [http://globaledge.msu.edu](http://globaledge.msu.edu)

**Grading Policies**

**GRADING POLICIES**

**Course Evaluation Plan**

An assessment instrument (checklist, rubric, quiz, etc.) will accompany each major graded assignment. See the instructions for specific assignment criteria and accompanying grading instruments.

**Points Distribution**
Graded assignments will be distributed as follows:

<table>
<thead>
<tr>
<th>Graded Assignments</th>
<th>Points Possible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (1 x 30 pts.)</td>
<td>30</td>
</tr>
<tr>
<td>Discussion Boards (7 x 30 pts.)</td>
<td>210</td>
</tr>
<tr>
<td>Quizzes (7 x 30 pts.)</td>
<td>210</td>
</tr>
<tr>
<td>Written Assignment Case Study (6 x 50 pts.)</td>
<td>300</td>
</tr>
<tr>
<td>Regional Analysis Paper Project and PowerPoint Presentation. (GROUP/TEAM PROJECT) - See A &amp; B Below</td>
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</tr>
<tr>
<td>A. Regional Analysis Paper Project</td>
<td>125</td>
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<tr>
<td>B. Regional Analysis PowerPoint Presentation</td>
<td>125</td>
</tr>
<tr>
<td>Total Points:</td>
<td>1000</td>
</tr>
</tbody>
</table>

**Final Grades**

The following scale will be used when calculating final grades:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>90-100%</td>
</tr>
<tr>
<td>B</td>
<td>80-89%</td>
</tr>
<tr>
<td>C</td>
<td>70-79%</td>
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<tr>
<td>D</td>
<td>60-69%</td>
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<tr>
<td>F</td>
<td>0-59%</td>
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</tbody>
</table>

Final grades will be posted according to the Academic Calendar. [http://point.edu/academic-calendar/](http://point.edu/academic-calendar/)

Please consult with your program of study or advisor ([http://point.edu/academic-advising/](http://point.edu/academic-advising/)) if you are required to maintain a specific GPA to successfully complete this course.

**Checking Grades**

Be sure to check your grades often via the Sakai online Gradebook.

For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly ([https://point.edu/catalogs/](https://point.edu/catalogs/))

**Course Expectations**

**EXPECTATIONS**

**Class Participation and Performance**

1. Reading Requirement: Educational research shows that if you read and try the material before class, you can perform better in class, and gain a much more solid understanding about the material.

2. Attendance Requirement: Regular attendance is required and expected. You are responsible for obtaining information conveyed in missed classes from the textbook, class notes, etc.

**Grading Requirements:**

Not all students can expect an “A” grade for this course! Being awarded an A indicates that the student has an excellent grasp of the various topics and has demonstrated an ability to apply them accurately, precisely, and with a clear understanding of their implications on the situation. Being awarded a “B” indicates proficiency in applying the topics, but not as clear an appreciation of the subtleties of the topics. Being awarded a “C” indicates that the student has a limited understanding of the topics, but has failed to apply them accurately or properly interpret their meaning. A “D” in the course indicates very limited understanding of the topics and failure to accurately or properly interpret meaning of the topics. An “F” indicates that the student has not grasped the topics and has not demonstrated an ability to apply them to solving problems.

**Turnitin Requirement**

It is especially important that students write their papers with the utmost integrity. Point University and the Access program have high expectations regarding academic dishonesty and plagiarism. It is vital that students demonstrate that they are citing sources correctly and that they are avoiding the different types of plagiarism.
Therefore, CGPS classes will rely on Turnitin to check for originality and plagiarism of written papers. Turnitin will check student papers for originality and will highlight places where text is identical to other sources. The instructor can then determine whether the highlighted text has been used and cited properly.

Papers will be submitted using the regular assignment submission process. If Turnitin is turned on you will be able to see a percentage indicating similarity to other sources after Turnitin has processed the paper.

POLICIES
For academic policies governing attendance, late assignments and student support, please refer to the Academic Catalog directly (https://point.edu/catalogs/).

Suggested Resources for Further Study
SUGGESTED RESOURCES FOR FURTHER STUDY


Copyright Statement
Copyright and Further Dissemination
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