

Sierra Nevada College  
Department of Business  
Syllabus  
INTB 320 Global Business Environment  
Semester: Fall 2017

**General Information:**

**Course Code:** 80213  
**Instructor:** Mary L. Lewellen, Associate Professor  
**Telephone:** 703-585-7454 or 775-849-3721  
**Office Hours:** Tuesday, 10 am – 3 pm  
**Office Location:** TCES, Business Department  
**E-Mail:** [mlewellen@sierranevada.edu](mailto:mlewellen@sierranevada.edu)  
**Teaching Schedule:** Monday – Wednesday, 10:00 – 11:15  
**Location:** Prim Library, Room 214  
**Credit:** 3 hours  
**Required Text:** International Business by Ball, McCulloch, Jr., Geringer, Minor, and McNett  
ISBN: 978-1-259-31722-4  
Copyright year: 2016  
**Final Exam:** Thursday, December 14, 8:00 – 11:00  
**Prerequisites:** MGMT 260 or consent of the instructor.

**Recommended Readings:**

*Practitioners Publications:*

Christian Science Monitor	Business Europe	Business Intl.
Far Eastern Business Review	The Wall Street Journal	Business Asia
The Asian Wall Street Journal	Financial Times (UK)	The Economist
Middle East Economic Digest	Tokyo Business Today	African Business

*Academic and Other Publications:*

Academy of Management Journal	Strategic Management Journal
Columbia Journal of World Business	Academy of Management Review
California Management Review	Journal of Business Ethics
Advances in Int'l. and Comparative Management	The Executive
Journal of International Management Studies	Harvard Business Review

**The Mission Statement:**

Sierra Nevada College graduates will be educated to be scholars of and contributors to a sustainable world. Sierra Nevada College combines the **liberal arts** and **professional preparedness** through an interdisciplinary curriculum that emphasizes **entrepreneurial thinking** and environmental, social, economic and educational **sustainability**. [Note: SNC's four core themes are emphasized in **bold** text.]

**Course Description:**

This course focuses on the global forces, issues, challenges, and opportunities facing business organizations today. Emphasis is placed on the impact of globalization on the business environment. Topics covered

include the challenges of globalization, global terrorism, global trade, global inequality, global environmental issues, global crime, globalization of disease, cultural clashes and conflict resolution, cross border communication, expatriate issues, international institutions, social and ethical responsibility, regional economic and political agreements, and technological developments.

### **Course Objectives:**

Through lectures, readings, problem-solving, role-playing, and case studies, students will develop an understanding of the complexity of operating and managing an organization in a global economy, including the various lens (economic, political, social, legal, etc.) through which a manager must examine his/her options.

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

1. Describe the complexities and difficulties involved in conducting global business;
2. Discuss the indicators of success for businesses operating across national borders;
3. Analyze the effect of the international forces, e.g., economic, political, socioeconomic, legal, labor, and financial forces, on the conduct of business;
4. Understand national and cultural differences related to acceptability of and impact of actions and policies on others around the world;
5. Articulate the ethical standards and socially responsible behaviors required in international business decisions and management practices;
6. Discuss careers in the international management arena;
7. Communicate effectively through both oral and written presentations; and
8. Work effectively as a team member through group projects, case studies and problem analysis.

### **Instructional Strategies:**

This class will use lectures, reading assignments, team projects, case studies, reports, class discussions, and role-playing exercises to teach course concepts and materials. *Students may be called on at random to lead and present the class reading(s) for the day. If the student is not prepared to lead the discussion and/or present the reading, he/she will receive a ZERO for the day's work.*

### **Approximate Timetable and Schedule of Class Activities:**

The order of topics, tests, assignments, etc. is presented in this syllabus. Every effort will be made to stay on schedule with the syllabus. However, the professor reserves the right to make changes in the syllabus as the semester progresses and the particular needs of the class emerge. These changes will be announced in class. It is the responsibility of the individual student to stay informed about any changes in topic order, tests dates, etc. Please note that we are covering, on average, one chapter per class period. Thus, it is critical that you stay current on all assignments.

### **Summary of Class Requirements:**

Quizzes	25 points
Country Culture Presentation	25
Exams, including final exam	400
Class Participation/Attendance	50
Op-Ed	100
Map Test	100
Group Research Paper	300 (Presentation 100 points, written paper 200 points)
Total Points Available	<u>1000</u> points

### **Grading System:**

Your grade will be determined by quizzes, homework, class participation, case studies, research paper, presentations, and exams as noted above.

<b>Grade</b>	<b>Percentage</b>	<b>Grade</b>	<b>Percentage</b>
A	94% and above	C	74% - 77%
A-	90% - 93%	C-	70% - 73%
B+	88% - 89%	D+	68% - 69%
B	84% - 87%	D	64% - 67%
B-	80% - 83%	D-	60% - 63%
C+	78% - 79%	F	59% and below

### **Quizzes:**

There are up to five quizzes worth a total of **25 points**. The quiz questions will be multiple choice, true/false, fill in the blank, short answer, problem-solving, and/or essay. If you miss a quiz, you will receive a zero on that quiz.

### **Exams:**

There are four exams, including the final exam, worth a total of **400 points**. The exam questions will be multiple choice, true/false, fill-in-the-blank, short answer, problem-solving, and/or essay. The final exam will be cumulative. If you miss an exam, you will receive a zero if you do not have an excused absence. If you have an excused absence, the professor will provide you with a make-up exam.

Exam 1 (100 points)  
Exam 2 (100 points)  
Exam 3 (100 points)  
Final Exam (100 points)

### **Attendance, Participation, and Attitude:**

**50 total points** will be based on class participation and attendance. Students are expected to attend all classes unless they request an excused absence from the professor. Attendance will be taken each class.

Attendance, participation, and positive attitude in class are required. The classroom is in essence practice for the “real world” and in the real world, punctuality is mandatory. Punctual attendance is expected of all students at all times. Frequent absences and tardiness will adversely affect a student’s class performance. If a student is absent more two or more classes, his/her grade will be affected. Three tardies and/or fifty minutes of missed class constitute one unexcused absence. Each unexcused absence will result in loss of 15% of the class attendance grade. **Unexcused absences amounting to three or more classes will result in a “W” (if the student drops the class) or an “F” as the final overall grade.**

It is the responsibility of each student to obtain approval from the professor for an absence prior to the missed class, to furnish an acceptable explanation or written evidence, and to submit work that will be missed. Absence from the class does NOT excuse any student from due assignments, quizzes, in-class exercises, projects, or exams scheduled during the missed class period. Make-ups for assignments, quizzes, presentations, and in-class exercises will not be granted for any absences. Make-ups (for examinations only) will be made/rescheduled at the discretion of the instructor, and only if the instructor receives at least a one week advance notice that the student will not take the particular exam as scheduled.

We learn by being actively involved and engaged, and you are expected to come to classes prepared. Prior to each exam, you may be assigned topics to “teachback” to your classmates as a review. This is your opportunity to demonstrate your understanding and application of the concepts, articles, and materials covered in class. Your teachback should be creative, innovative, and cover assigned materials. You and/or your team will be graded on the substance of your presentation as well as your creativity and facilitated discussion of the materials. Teachback grades (extra credit) will be provided to you the class following your teachback.

Class participation grades will be assigned based on the following criteria:

- |           |  |
|-----------|--|
| A: 90-100 | Student is actively engaged and attends 90% of the classes. Answers multiple questions each class. Excels at answering the harder questions. Always prepared. All homework completed. Teachback covers assigned materials and is creative, informative, and engages the class.   |
| B: 80-89  | Student frequently participates in class, but does not excel every class. Answers many questions; sometimes answers the harder questions. Student attends most classes. Prepared most of the time, but not always. Performance is good, but not consistently excellent. Most homework completed. Teachback is good, but not creative and does not engage the class and reflects only the basics. |
| C: 70-79  | Student attends most classes and answers some questions, but performance is not consistent. Student is engaged in some classes and disengaged in others. Student answers correctly most questions that are asked, but does little beyond that. Student participated in teachback, but did little more than ask questions or give a short lecture on assigned materials.                          |
| D: 60-69  | Student attends most classes. Only answers questions that are specifically directed to the student. Student pays attention in class, but reluctantly participates. Student seldom volunteers to answer questions. Student is present in class, but rather passive. Less than half of the homework completed. Student did not actively participate in the teachback.                              |
| F: < 60   | Student does not attend classes on a regular basis. Seldom answers questions correctly even when asked. Comes to class unprepared to answer the basic questions from the   |

assignments. Seldom volunteers for anything, very passive, sometimes disruptive behavior. Usually seems to be present only in body, but not in mind and spirit. Takes notes and hopes that he/she will not have to speak. Less than half of the homework completed. Teachback was not substantive and/or did not cover assigned topics. Teachback was not creative.

**Op-ed.** In order to develop your skill in constructing concise arguments about international topics, you will write an imaginary “op-ed” for a major media outlet on a topic of contemporary international business significance. Topics for the op-ed are “open” and may be on any international business topic. Op-eds should be 800-1,000 words, or three-to-four pages. The op-ed assignment is worth **100 points**.

**Map Test.** Americans in the 18-to-24 age group came next to last in a nine-nation survey of geographic literacy conducted by the National Geographic Society. This course aims to tackle this problem by encouraging students’ awareness of and familiarity with major world countries and geographical features. The map quiz is worth **100 points**. The instructor will select a minimum of 50 countries and geographical features from the list attached to this syllabus.

**Group Research Paper.** You are required to research a multinational company on the company’s decision to enter a “new” market. Students should do the research necessary to identify all of the factors that will affect the company’s decision to enter the new market. Instructions for the assignment are attached to this syllabus and will be discussed the second week of class (read Chapter 12 closely as it provides the basic information required for this assignment. This chapter will be discussed on September 1).

Note: The key topics that should be included in your research paper are discussed in Chapter 12 of your textbook. You should read the instructions for this assignment carefully to ensure that you complete all relevant pieces of the assignment. This assignment is worth **300 points [200 points for your written paper (group grade) and 100 points for your oral presentation (individual grade)]**. Your research paper will be presented in class and your team should be prepared to present on the assigned date. If you wish to do this assignment individually, please see the professor. Your professor is willing to review your paper in draft. However, you must provide your paper, electronically, to your professor not later than COB October 21 if you wish to receive feedback on your draft paper.

**Doing Business Abroad (Country Culture Presentation).** In order to better understand the social and cultural requirements of working in a particular country, you will present a short (5-10 minute) talk on the business and social culture of your chosen country. Presentations will be made at the beginning of each class. You should include in your presentation a discussion of business dress, communication, taboos, food, acceptable behavior, etc. Students are encouraged to “have fun” with this assignment. You should use props to reinforce your message, i.e., dress, sample business card, etc. This assignment is worth **25 points**. Creativity and engagement with the class are essential if your team wishes to earn full points. A sign-up sheet for presentations will be provided the second week of class. Teams will be called upon at the beginning of class to make their country culture presentation.

### **Class Assumptions:**

1. The student is serious about pursuit of educational goals, degree, and classes at Sierra Nevada College, and it is their top priority over any other professional and personal commitments, including interpersonal relations, skiing or snowboarding, extracurricular activities, and employment.
2. The student is knowledgeable about using the Internet, in class technology tools, and the library to research specific information required in the fulfillment of the course requirements.

3. The student has the knowledge designated as prerequisite to take this class and is competent in Microsoft Office.
4. The student is responsible for all of the material in textbooks, assignments due, and any material covered in class lectures, presentations, case-studies, and discussions. Please make sure you have read your course syllabus.

### **In-Class Distractions:**

*Students must turn-off their cell phones and computers in class, unless otherwise approved by the professor.*

During lectures or presentations, students must show respect to the lecturers and/or presenters by not talking amongst themselves, working on their computers, or texting on their cell phones. Students who do not adhere to these requirements may, at the discretion of the professor, be asked to leave the classroom, and/or receive a grade penalty, and/or receive an F as a final grade, and/or dropped from the course.

During exams and presentations, students will be requested to leave their cell phones and computers at the front door of the classroom.

### **Written Work and Presentation Requirements:**

All written requirements—assignments, projects, papers, etc.,--MUST be typed in double space. Any assignment that is NOT typed will NOT be graded. All written work submitted for grading must be **original** copy. All written work will become the property of the professor. Students wishing to retain a copy of the assignment should make a copy prior to submitting the work for grading. All work, assignments, and other requirements submitted for grading must be of professional quality and in a folder or binder. Students will be expected to use spell-check on all work submitted. All work submitted for grading will be returned to the student for a brief period in the class for the student's review and information. The written work and examinations will be returned only to the student named on the work. Papers are graded in accordance with the SNC Writing Rubric.

Papers are due at the start of class on the date listed on the syllabus. **Each twenty-four hours that a paper is late will result in a penalty of one half letter grade.** *Late papers must be submitted by e-mail and uploaded to Moodle. You must receive confirmation of receipt from the instructor to be considered "turned in." For your protection, submit your paper from an e-mail account that will keep a record of your outgoing e-mail. With this, you can demonstrate a true attempt to submit the paper that somehow disappears into the electronic ether. Do not submit papers to the instructor's faculty snail mailbox, the department secretary, or under the instructor's office door. After submitting papers electronically, students should bring a print-out of the late assignment to the next class meeting. Late assignments will not be graded on the same schedule as assignments submitted on time. Under no circumstances should students miss class to complete an assignment.*

**Reminder: All assignments are due at the beginning of the class period on the date indicated in the tentative schedule.**

Substitution or extra credit will NOT be allowed for assignments not submitted on the scheduled or due date. Assignments may be turned in early. Students are urged to jointly and collaboratively work together on case study analysis, team projects, and assignments. Details of all assignments and projects will be thoroughly explained in the syllabus or in subsequent attachments.

## **Prim Library Resources**

Using the library's resources effectively (not just Internet resources) contributes to developing each of SNC's core themes by exposing students to high quality academic resources, diverse opinions, new ideas, and a future that includes building on a liberal arts education. In this course, you will be expected to utilize the library's resources (either on-site or remotely) as you complete your assignments.

## **Sanctions for Cheating and/or Plagiarism**

### **The Honor Code**

The faculty of SNC believes students must be held to high standards of integrity in all aspects of college life in order to promote the educational mission of the College and to encourage respect for the rights of others. Each student brings to the SNC community unique skills, talents, values and experiences which, when expressed within the community, contribute to the quality of the educational environment and the growth and development of the individual. Students share with members of the faculty, administration and staff the responsibility for creating and maintaining an environment conducive to learning and personal development, where actions are guided by mutual respect, integrity, responsibility and trust. The faculty and students alike must make diligent efforts to ensure high standards are upheld by their colleagues and peers as well as themselves. Therefore faculty and students accept responsibility for maintaining these standards at Sierra Nevada College and are obligated to comply with its regulations and procedures, which they are expected to read and understand.

### **Consequences of Violating the Student Honor Code**

SNC students and faculty share the responsibility for maintaining an environment of academic honesty. Thus, all are responsible for knowing and abiding by the SNC Faculty/Student Honor Code published in the current SNC Catalog. Faculty are responsible for presenting the Honor Code and the consequences of violating it to students at the start of their classes AND for reporting all incidences of academic dishonesty to the Provost. Students are responsible for knowing what constitutes CHEATING, PLAGIARISM and FABRICATION and for refraining from these and other forms of academic dishonesty. Violations of the Honor Code become part of a student's academic record.

- 1<sup>st</sup> Offense: Student receives a zero for assignment/exam and counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 2<sup>nd</sup> Offense: Student fails course and receives counseling with faculty on the honor code, consequences for violating the honor code, and the value of academic honesty in learning.
- 3<sup>rd</sup> Offense: Student is expelled.

A written statement of the official policies, procedures, and processes related to Academic Honesty/Plagiarism can be found in the Student's Handbook/University Catalog. It is critical that students understand that many of the assignments in this class will be done as team projects. As such, EACH student on the team is responsible for ensuring that the academic honesty/plagiarism policies are adhered to on all assignments.

Students are encouraged to collaborate and work together on assignments. However, all submissions must be the original work of the individual student and should not be duplicative of another's student's work.

Students will be required to submit all written papers/presentations electronically through [www.turnitin.com](http://www.turnitin.com) using course codes provided by the instructor.

### **ADA Accommodations:**

In accordance with the American with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, students with a documented disability are eligible for support services and accommodations.

Possible accommodations for disabilities include extended testing time, test-taking in isolation, computer use for test taking, tape recorders in class, study skills counseling, and share note-taking in classes. If a student wishes to request an accommodation in one of his or her classes, the student should contact the Director of Academic Support Services, Henry Conover, at (775) 831 1314 x7475, [hconover@sierranevada.edu](mailto:hconover@sierranevada.edu) or go to the OASIS offices on the 3rd floor of Prim Library, within the first week of the semester.

### **The SNC E-Mail System:**

The SNC e-mail system is the official communication vehicle among students, faculty members and administrative staff and is designed to protect the confidentiality of student information as required by the Family Educational Rights and Privacy Act of 1974 Act (FERPA). Students should check their college e-mail accounts daily during the school year.

Students have a right to forward their SNC e-mail to another e-mail account (for example, @hotmail or @gmail). However, confidentiality of student information protected by FERPA cannot be guaranteed for SNC e-mail forwarded to an outside vendor. Having email redirected does not absolve a student from the responsibilities associated with official communication sent to his or her SNC e-mail account.



Sierra Nevada College  
Department of Business  
INTB 320 Global Business Environment  
Semester: Fall 2017  
**Syllabus – Schedule of Assignments**

<b>Date</b>	<b>Topic</b>	<b>Assignment</b>
August 21	Review of the Syllabus Course Organization	Syllabus
August 23	The Challenging Context of International Business	Chapter 1
August 28	Teams and Teamwork -- Group Activity – Tower Building	
August 30	International Markets: Assessment and Entry Modes	Chapter 12
	<i><b>Team roster, research topic and team contract due Country Culture Presentation topic due</b></i>	
September 6	Sociocultural Forces	Chapter 3
September 11	Sustainability and Natural Resources Research Project – Team Meeting/Discussion	Chapter 4
September 13	Political Forces That Affect Global Trade	Chapter 5
September 18	<b>Mid-Term 1</b>	
September 20	Intellectual Property Rights and Other Legal Forces	Chapter 6 <b>Map Quiz</b>
September 25	Dealing with Conflict Economic and Socioeconomic Forces	Chapter 7
September 27	The Int'l Monetary System and Fin'l Forces	Chapter 8
October 2	International Competitive Strategy Research Paper Teamwork Library	Chapter 9
October 4	Research Project – Team Meeting/Discussion	<b>Op-Ed Piece Due</b>
October 9	Organizational Design and Control	Chapter 10
October 13	<b>Mid-Term 2</b>	
October 16	Global Leadership Issues and Practices	Chapter 11

October 18	Marketing Internationally	Chapter 13
October 23	International Accounting and Financial Management Research Project – Team Meeting/Discussion	Chapter 15
October 25	Culture Quiz Research Project – Team Meeting/Discussion	<b>Scavenger Hunt Due</b>
October 30	<b>Group Research Paper Due</b>	
November 1	<b>Mid-Term Exam 3</b>	
November 6	Team 1 and 2 presentation	
November 8	Team 3 and 4 presentation	
November 13	Team 5 and 6 presentation	
November 15	Team 7 and 8 presentation	
November 19-26	Thanksgiving Break	
November 27	Major Field Test Practice	
November 29	Make-up Day	
December 4 – 6	Make-up Days	
December 14	<b>Final Exam – December 14, 8:00 – 11:00</b>	

**Note: All students are expected to attend class during the final exam period. Failure to attend class on this date will result in the student receiving a failing grade on their final exam.**

# **INTB 320: Global Business Environment**

## **Requirements for the Map Quiz**

**TEST DATE: September 20, 2017**

The quiz tests knowledge of politically significant countries and other landmarks. You will be given a blank map, and you will be required to place the following countries and landmarks on the map in their correct locations. For most of you, I hope this should be an easy assignment. For the geographically challenged, start researching!

- |                                  |                              |
|----------------------------------|------------------------------|
| 1. Afghanistan                   | 38. North Korea              |
| 2. Angola                        | 39. Pakistan                 |
| 3. Australia                     | 40. Poland                   |
| 4. Austria                       | 41. Portugal                 |
| 5. Belgium                       | 42. Russia                   |
| 6. Bolivia                       | 43. Rwanda                   |
| 7. Brazil                        | 44. Saudi Arabia             |
| 8. China                         | 45. Somalia                  |
| 9. Croatia                       | 46. South Africa             |
| 10. Czech Republic               | 47. Spain                    |
| 11. Denmark                      | 48. Spratley Islands         |
| 12. Democratic Republic of Congo | 49. Sweden                   |
| 13. Egypt                        | 50. Syria                    |
| 14. Estonia                      | 51. Taiwan                   |
| 15. Ethiopia                     | 52. Tajikistan               |
| 16. Finland                      | 53. Thailand                 |
| 17. France                       | 54. Tibet                    |
| 18. Georgia                      | 55. Timor Leste (East Timor) |
| 19. Germany                      | 56. Turkey                   |
| 20. Greece                       | 57. United Kingdom           |
| 21. Hungary                      | 58. United States            |
| 22. India                        | 59. Uzbekistan               |
| 23. Indonesia                    | 60. Venezuela                |
| 24. Iran                         | 61. Vietnam                  |
| 25. Iraq                         | 62. Yemen                    |
| 26. Israel                       | 63. Zimbabwe                 |
| 27. Italy                        | 64. Indian Ocean             |
| 28. Japan                        | 65. Straits of Hormuz        |
| 29. Laos                         | 66. Suez Canal               |
| 30. Latvia                       |                              |
| 31. Liberia                      |                              |
| 32. Lithuania                    |                              |
| 33. Mexico                       |                              |
| 34. Myanmar                      |                              |
| 35. Netherlands                  |                              |
| 36. New Zealand                  |                              |
| 37. Nigeria                      |                              |

# Global Business Environment

## Op-ed Assignment

Due Date: October 4, 2017

### What is an Op-ed?

Op-ed stands for “opposite the editorials.” Op-eds are opinion pieces, generally about 800-1,000 words, on important topics of local, national, or international concern. Although we describe op-eds as opinion pieces, they should be rigorously argued, your argument supported by convincing evidence. Op-eds tend to be less scholarly than academic works, though, and aimed at a general audience.

Op-eds are generally run daily in most newspapers (and via internet media, too), though some days’ op-eds are more equal than others. In *The Washington Post*, for example, the premium op-eds are generally published in Sunday’s “Outlook” section. It would probably improve your final product if you examined a number of op-eds to determine for yourself what makes a successful piece (I happen to be a sucker for catchy openings with a tight peg to a current news event). Good places to find op-eds on issues of international affairs are: *The Washington Post*, *The New York Times*, *The Los Angeles Times*, and *The Wall Street Journal*.

Op-ed pieces tend to be tied to current issues or on-going problems and often there is an “agenda” attached to them: approve this policy, disallow that one, recognize this emerging and problematic trend .

Experts usually write op-eds on topics about which they are extremely knowledgeable. Since you all are future experts well-on-your-way, you might as well start your op-ed writing career sooner rather than later! Be sure to include concrete data/evidence to support your points. Generalizations will not suffice to persuade the audience that your point of view is the correct one.

### What is this assignment—exactly?

Your assignment is to **write an op-ed on an issue relevant to contemporary international business affairs**. With your op-ed, you should also submit the name of the publication for which the piece is written (even if you don’t choose to submit it). One topic students might wish to explore is to advise one or both of the presidential candidates how to handle or think about an evolving international business-related problem. This can be done as an “open letter” op-ed.

You are free to gear your op-ed toward any publication and write on any issue you choose. Keep in mind that timeliness is an important quality of op-eds. Also, keep in mind the type of publication that might be interested in an op-ed of the type that you write (sometimes smaller or specialist publications might be more willing to accept your piece than one of the biggies!). Also, be sensitive to the audience for which you are writing. You probably need to write for a general readership, explaining people, events, theories in a way that a general reader can understand (I often pretend that I am writing for my Mom).

Op-eds do not use footnotes, so indicate your sources by making statements such as "According to the United Nations Development Program," or "As the Sierra Club stated."

You are free to run ideas past me and talk over prospective arguments.

**Good luck and try to have fun with the assignment!**

# Group Research Paper/Project

## INTB 320

### DUE DATE: October 30, 2017

**Objective:** To create a business opportunity for an American consumer product in a foreign country.

You are required to research a multinational company on the company's decision to enter a "new" market. Students should do the research necessary to identify all the factors that will affect the company's decision to enter the new market. For example, you decision would consider, at a minimum, the following factors (note, this list is not all inclusive so please think through other factors or elements that should be evaluated):

1. Size of market (demographics, socioeconomic state, urban/rural)
2. Sociocultural acceptance of the product – will adaptation be necessary? Class or caste issues? Gender? Religious issues?
3. Legal or bureaucratic environment – Import and/or export regulations? Manufacturing? Taxation? Duties? Repatriation of profits? Government?
4. Competition in market
5. Economic and political climate for foreign business – stability of national currency, central banking system, etc.
6. Methods for marketing and distribution
7. Managerial and labor climate
8. Financial viability, including profit margin, currency translation, profit repatriation

Your report will essentially cover all of the topics in your textbook (Chapter 12) and the above outline. **The audience for your report is the COO and CFO of the company as well as the Board of Directors.** Thus, your report should be prepared as though you were presenting it to the highest level of management in the company. It should include an executive summary, introduction (country and product) and your recommendations to the COO, CFO and the Board of Directors. I would expect your report to contain an appendix with, for example, maps of the country, tables, charts, etc. *You should also be dressed appropriately.* Failure to dress appropriately will result in a loss of ten points from your presentation grade.

Your report should be typed, double spaced, and of the highest professional quality. It will normally be at least 10-12 pages, depending upon the product and country you are researching.

***This assignment is more difficult than students originally think.*** Thus, I encourage you to begin your research immediately. You will have several "library days" available for group research, but your

team should begin immediately to think through the various requirements noted above and identify possible options for researching your product market.

For writing style and reports, you should follow The Little Brown Compact Handbook, Jane Aaron, 5<sup>th</sup> Edition, ISBN 0-321-10495-1. Papers will be graded in accordance with the SNC's Writing Rubric (see attachment A). Please do NOT write a report that goes through the above factors in order. The report should cover the factors, but you should determine the best way to organize your report to senior management.

Following is an *illustrative* list of products/firms and countries that can be researched. Your team is free to research another product or country mix after consultation with the professor. However, a team may not select the same country or product mix as another team—all research projects must be unique! You may select a country and/or product that has already been introduced into a country, however, you must still go through the complete country screening process. Even if you determine from a first stage analysis that your product should not be introduced into a particular country, you must complete ALL stages of the country screening process.

1. In and Out entering the Nepalese or Indian market
2. Barbie (Mattel) in Iran
3. Wells Fargo or other US bank entering the marketplace in Zimbabwe
4. Jeep in India
5. Peet's or Starbucks coffee in Vietnam, China or Pakistan
6. Starbucks in South Africa, Ethiopia or Kenya
7. California wine into South Africa
8. Maytag entering Japan
9. Costco entering India, China, or South Africa
10. Google into Tibet
11. Walmart into South Africa
12. US automaker into Myanmar
13. Disney in the UAE
14. Home Depot in China

TEAMS should be no more than 3 students!

**INTB 320: Global Business Environment**  
**Extra Credit Assignment (maximum of 15 points)**  
**DUE DATE: October 25, 2017**

**Requirements for the Scavenger Hunt**

**Each question answered accurately and completely is worth 1-2 points. No partial credit will be awarded. You may work with one other person in the class on this assignment.**

1. Identify the SNC Board member who was one of the first ten founding members of Oracle. (1 point)
2. Identify a former SNC faculty member who was formerly a VP in the telecommunications industry, worked internationally, received UNESCO's Prezi Award for developing an education website and worked his way through school as a rock drummer. (1 point)
3. Identify the SNC faculty member who received a Presidential Distinguished Service Award as well as a Presidential Meritorious Service Award and led the contra-aid task force on behalf of President Reagan. He was also held hostage (and escaped) in Ethiopia. (1 point)
4. Identify the international company who relocated its headquarters to Incline Village and is currently offering internships to SNC students. Name at least two SNC graduates who are now working for the firm. (1 point)
5. Identify a non-profit non-governmental organization based in Incline Village that provides libraries to communities overseas. Who is the founder? What major non-profit non-governmental organization is providing or has provided grants to them? (2 points)
6. What US television show was filmed in Incline Village? What are the names of the major characters? Who played those characters? (1 point)
7. What Incline Village resident started a for-profit company that provided consulting services to the U.S. government in economic development and who later transitioned his company to



provide demining services to the USG, the UN, and other foreign governments? What was the company's name? (1 point)

8. What SNC adjunct faculty member has written and published three books and has been personally involved, in the United States and overseas, in pursuing national and international measures to stop the proliferation of weapons of mass destruction? Identify the books he has written. He has also been an adjunct faculty member at Stanford University. (1 point)
9. Identify at least four international service-learning projects completed by SNC students in the last decade. What countries were the projects located? Be specific. (2 points)
10. What "international" corporation did the USG create to provide assistance to foreign governments who are meeting good governance, economic freedom and investment in their citizen standards? (1 point)
11. Identify at least one company in Incline Village that could be considered (2 points) and explain your choice(s).
  - a. International Business or Corporation
  - b. Multi-national Business or Corporation
  - c. Transnational Business or Corporation
  - d. Global Business
12. Identify the SNC faculty member who wrote a book on how to play craps. (1 point)