

Course ID:	Course Title:	Winter 2019
BUS261	Global Business Practices	Prerequisite:
		Credits: 3

Class Information		Instructor Information		Important Dates	
Days:	Tue & Thu	Instructor:	Dr. Tim Vanderpyl, DSL, CPHR	First day of classes:	Thu, Jan 3, 2019
Time:	2.30pm – 3.45pm	Email:	Tim.Vanderpyl@ambrose.edu	Last day to add/drop, or change to audit:	Sun, Jan 13, 2019
Room:	A2131	Phone:	403.462.9364 (text preferred)	Last day to request revised exam:	Mon, Mar 11, 2019
Lab/ Tutorial:	N/A	Office:	L2052	Last day to withdraw from course:	Fri, Mar 22, 2019
Office Hours:	N/A	Office Hours:	By appointment only	Last day to apply for coursework extension:	Fri, Mar 29, 2019
Final Exam:	Thu, Apr 11 (1.00pm-4.00pm)			Last day of classes:	Thu, Apr 4, 2019

Course Description

This course provides a survey of business practices in various regions around the world, comparing and contrasting social and cultural differences that impact business interactions and cross-cultural communication.

Expected Learning Outcomes

1. Achieve a sound understanding of the basic theories, principles and concepts that encompass both local and global organizations
2. Understand how the local environment fits into, and is impacted by, the global environment
3. Gain familiarity with the vocabulary and geography of global business.
4. Practice skills for more effective communication and interaction with others

Textbook

Gaspar, J.E., Bierman, L., Kolari, J.W., Arreola-Rise, A., Hise, R.T., Smith, L.M. (2017). *Introduction to Global Business* (2nd Edition). Boston: Cengage Learning/Nelson Education. (digital version)

You are required to purchase the digital textbook and MindTap access from <https://bit.ly/2JY738R>. This access is required for the course.

You may purchase a paper textbook if you so desire. But note that you will still be required to purchase MindTap access on top of the cost of the paper textbook. The Ambrose bookstore will carry a limited number of paper textbooks.

Course Schedule

Note: The dates and order of topics outlined in this schedule may be subject to change at the instructor's discretion throughout the term. Any changes will be communicated in advance.

Please refer to MindTap for exact deadlines for each of the MindTap quizzes/assignments.

Date	Class Topic/Chapter Title	Readings (to be done before class)
Jan 3	Course Overview & Introduction	N/A
Jan 8	Rise of Globalization	Chapter 1
Jan 10	Evolution of International Business, Regional Economic Integration	Chapter 2 & 3
Jan 15	International Flow of Funds and Exchange Rates	Chapter 4
Jan 17	Cultural Environment (Part One)	Chapter 5
Jan 22	Guest Speaker – Desiree Bombenon	Chapter 5
Jan 24	No Class – Program Day	N/A
Jan 29	Cultural Environment (Part Two)	Chapter 5
Jan 31	Midterm 1	N/A
Feb 5	Legal and Political Environment of Global Business	Chapter 6
Feb 7	Corruption and Ethics in Global Business	Chapter 7
Feb 12	Entry Strategies in Global Business	Chapter 8
Feb 14	Control of Global Business Assignment #1 due at class start time	Chapter 9
Feb 19	No Class – Reading Week	N/A
Feb 21	No Class – Reading Week	N/A
Feb 26	Organization of Global Business	Chapter 10
Feb 28	Class topic tbd – left blank to account for guest speakers and schedule adjustments	tbd

Mar 5	Midterm 2	N/A
Mar 7	Global HR Management	Chapter 11
Mar 12	Global Marketing	Chapter 12
Mar 14	Global Operations and Supply Chain Management	Chapter 13
Mar 19	Global Financial Management	Chapter 14
Mar 21	Accounting and Taxation in Global Business	Chapter 15
Mar 26	Class topic tbd – left blank to account for guest speakers and schedule adjustments	tbd
Mar 28	Group Presentations (Assignment #2) Assignment #2 (written component) due for all groups at class start time	N/A
Apr 2	Group Presentations (Assignment #2)	N/A
Apr 4	Last Class Semester Review	N/A
tbd	Final Exam	

Requirements

Course grading and evaluation will be conducted according to the following:

Assignment #1 - Reflection	10.0%
Assignment #2 – Group Project: Doing Business in Country XX	25.0%
MindTap Assignments	20.0%
Midterm 1	12.5%
Midterm 2	12.5%
Final Exam	20.0%

Note: To pass the course, students must achieve an overall grade of at least 50% and receive a passing grade on the average of Assignment #1 and #2.

Assignments are due by the day/time specified. Any late assignments will be docked 10% and an additional 10% for each subsequent day the assignment is late. A day is defined as a 24-hour period from the assignment due date. Any exceptions to this rule remain my sole discretion.

Grade Summary

The available letters for course grades are as follows:

<i>% Grade</i>	<i>Letter Grade</i>	<i>Description</i>
95% to 100%	A+	Excellent
90% to 94%	A	
85% to 89%	A-	
80% to 84%	B+	Good
76% to 79%	B	
72% to 75%	B-	
68% to 71%	C+	Satisfactory
64% to 67%	C	
60% to 63%	C-	
55% to 59%	D+	Minimal Pass
50% to 54%	D	
0% to 49%	F	

Because of the nature of the Alpha 4.00 system, there can be no uniform University-wide conversion scale. The relationship between raw scores (e.g. percentages) and the resultant letter grade will depend on the nature of the course and the instructor's assessment of the level of each class, compared to similar classes taught previously.

Please note that final grades will be available on student registration system. Printed grade sheets are not mailed out.

MindTap Assignments (15%)

We will use the MindTap features for this course extensively. For each chapter, you will complete a number of mini assignments / quizzes. Some class time will be given to complete these, but you will be expected to complete other aspects on your own time. Details will be provided in MindTap and/or discussed in class.

You will be able to see your grade progress in this area directly in MindTap. I will utilize this grade at the end of your semester and count it as 20% of your final grade.

Midterm and Final Exams (50%)

This course will have three exams:

1. Midterm 1 will cover chapters 1-5. This exam is worth 12.5% of your final mark and will be Multiple Choice
2. Midterm 2 will cover chapters 6-10. This exam is worth 12.5% of your final mark and will be Multiple Choice
3. The Final Exam will cover chapters 11-15 (Multiple Choice). In addition, this exam will have a number of Short Answer / Essay questions that cover the entire semester. Additional details on this exam will be provided to you later in the semester. This exam is worth 20% of your final mark. The final exam will be scheduled by the Registrar.

See the schedule for the exact dates of these exams.

Assignment #1 – Reflection (10%)

For this assignment, you will write a reflective essay. Your deliverable will be an 800-word (minimum) to 1000-word (maximum) essay on a designated topic related to course materials.

This essay will be written in APA style, and will be formatted in APA style, including an APA title page, header, title etc. Spelling and grammar count. Please proofread your reflection. You are not required to cite any references but are expected to integrate course concepts. If you do choose to cite a reference, please use APA style when doing so.

Your topic will be on a current global event and how it affects you personally in Canada (as a Canadian citizen, international student or recent immigrant). Additional details on specific topical options will be provided in Moodle regarding this assignment.

Grading Rubric – Assignment #1 – Reflection (10.0%)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	<p>Student goes above and beyond in thinking through and analyzing the topic. Essay provides depth on the topic.</p> <p>Student is very thorough and insightful in reflecting on the specific event and how it affects him/her.</p> <p>Student seamlessly integrates course topics in the essay.</p>	<p>Student identifies the most obvious issues related to the topic.</p> <p>Student is somewhat thorough and insightful in reflecting on the specific event and how it affects him/her.</p> <p>Student integrates course topics in the essay but they are not seamlessly integrated.</p>	<p>Raises some of the key issues and Identifies limited number of arguments, not all of which are relevant. Offers limited analyses and evaluations.</p> <p>Student integrates minimal course topics in the essay.</p>	<p>Student does not address the key issues and does not provide a thorough analysis of the topic.</p> <p>There is little to no depth in the reflection.</p> <p>Student does not integrate course topics in the essay.</p>
Mechanics (25%)	<p>Reflection demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>To get 100%: Assignment is perfect mechanically</p>	<p>Reflection displays good control over mechanics, although some areas may still need sentence-level revision.</p> <p>Minor errors do not detract from readability and usability of the work.</p>	<p>Reflection shows that mechanics are an area of concern.</p> <p>Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p>	<p>Reflection lacks basic control over mechanics and contains excessive proof-reading errors.</p>

Assignment #2 – Doing Business in Country XX – Group Project (25%)

For this assignment, you will act as a consultant to a fictitious company (Ambrose Industries). The CEO of Ambrose Industries (me) is travelling to Country XX in May 2019 to scout out business opportunities. He has asked you to provide him with a briefing memo about doing business in that country. He has also asked your group to present to his Executive Team about that country, at his next Executive Team meeting. The agenda is tight, so he has given your team only 10-12 minutes present, and he expects every minute to count. Assume that the CEO and the Executive team has minimal experience dealing with this country.

You will do this assignment in groups of 4-5. You will form your own groups and inform me of who is in your group once you do.

The country you choose must be listed in Hofstede's research. You may not do this assignment on Canada, USA or UK. You may not do this assignment on a country that any group member lived in for a substantial amount of time. Any other country is available, on a first come, first serve basis. You must reserve that country by emailing me before proceeding.

Your deliverable will be the following:

1. An 1800-word (minimum) to 2000-word (maximum) memo to the Ambrose Industries CEO (Tim Vanderpyl) about doing business in that country; and,
2. A 10-12-minute presentation to the class where you will teach the class the important aspects of doing business in that country. In this presentation, you will treat the rest of the class like they are the management team of Ambrose Industries. This presentation will include a slide deck that you will upload to Moodle before your presentation.

Both the presentation and memo must be fact and research-based, and this research must be cited appropriately. You must not rely on gross generalizations or stereotypes (i.e. "the Dutch are cheap"), or your own personal experiences, without research to back up the assertions you make.

You must cite at least three applicable references in your paper, but those must be weaved into a coherent paper that outlines the evidence related to your thesis. All of those references must be from a peer-reviewed, scholarly or reputable government publications (i.e. no personal blogs, social media posts etc.). Note that you are encouraged to use and cite the textbook, but those citations will not count as part of the three required citations. You are also encouraged to use other sources in addition to the three scholarly references (government websites, travel websites, reputable news articles etc.).

Once completed, submit the memo via Moodle in .doc or .docx format and the slides in .pdf or .ppt format.

Alternative – Real-World Consulting

For this option, you will complete all of the above, but with a real-world organization (non-profit, for-profit, government etc.), not a fictitious one. This organization must be looking to expand or grow into a new country in the near future. You will be responsible for contacting this organization to request permission to do this project on a country they work in (or plan to work in). Please consult with me as you complete this. Note that the guidelines noted above and the due dates I dictate must still be followed, unless previously approved by me.

Grading Rubric – Assignment #2 Part One – Memo to CEO (17.5% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Critical Thinking (75%)	<p>Memo presents a comprehensive, succinct and well thought through analysis of the country.</p> <p>Arguments and information is well-researched and is presented in a thoughtful, challenging and detailed manner.</p> <p>Memo uses course materials.</p> <p>Memo is ready as is to present to a CEO.</p>	<p>Memo presents a mostly comprehensive, succinct and well thought through analysis of the country.</p> <p>Arguments and information is mostly well-researched, and is presented in a thoughtful, challenging and detailed manner.</p> <p>Memo uses some course materials.</p> <p>Memo is ready to present to a CEO, with minor changes.</p>	<p>Memo presents an analysis of the country, but it is not comprehensive or succinct.</p> <p>Arguments and information is not well-researched, and is not presented in a thoughtful, challenging and detailed manner. Memo uses some or minimal course materials. Memo is not ready as is to present to a CEO and would need substantial revisions before doing so.</p>	<p>Memo does not present a comprehensive, succinct and well thought through analysis of the country.</p> <p>Arguments and information is not well-researched, and not presented in a thoughtful, challenging and detailed manner. Memo uses minimal course materials.</p> <p>Memo is not ready as is to present to a CEO and likely would need to be rewritten before presentation.</p>
Mechanics (25%)	<p>Memo demonstrates mastery over the basics in sentence completeness, structure, variety, word choice, punctuation, and writing style.</p> <p>Memo reads like it was written with one voice.</p> <p>Formatting of memo is professional and mechanically perfect or close to it.</p> <p>To get 100%: Memo is perfect mechanically</p>	<p>Memo displays good control over mechanics, although some areas may still need sentence-level revision.</p> <p>Memo mostly reads like it was written with one voice.</p> <p>Minor errors do not detract from readability and usability of the work.</p> <p>Formatting of memo is good but would require some editing before it is considered mechanically perfect.</p>	<p>Memo shows that mechanics are an area of concern. Assignment contains a moderate number of grammatical, punctuation, spelling, formatting and writing style errors.</p> <p>Memo reads like it was written by multiple people.</p> <p>Formatting of memo is below average and would require significant editing before it is considered mechanically perfect.</p>	<p>Memo lacks basic control over mechanics and contains excessive proof-reading errors.</p> <p>A CEO would reject the memo as it is written.</p>

Grading Rubric – Assignment #2 Part Two: Class Presentation (7.5% of final grade)

Rubric Criteria (weight)	Excelling (85%–100%)	Accomplished (72%–84%)	Developing (60%–71%)	Beginning (0–59%)
Communication and Delivery (75%)	<p>Oral presentation delivered with clear, confident, well-paced voice so that all audience members can hear presentation.</p> <p>Awareness of audience</p>	<p>Oral presentation delivered with clear, mostly confident voice so that most audience members can hear presentation. Awareness of audience partially</p>	<p>Oral presentation delivered with subdued voice that may also be too slow or too fast.</p> <p>Audience members have some difficulty hearing.</p> <p>Sense of audience</p>	<p>Oral presentation delivered with subdued voice that may also be too slow or too fast. Audience members at back of class have difficulty</p>

	<p>demonstrated through physical presence and eye contact (rarely referring to notes or slides). Generate(s) significant enthusiasm about topic. Presenters show significant interest and enthusiasm in topic.</p> <p>Strong creative elements are shown and integrated throughout the presentation</p>	<p>demonstrated through physical presence and eye contact (occasionally referring to notes or slides). Generates some interest about topic. Presenters largely show interest in topic.</p> <p>Some creative elements are shown and integrated throughout the presentation</p>	<p>wavers (e.g. presentation largely read from notes or slides with little eye contact). Generates little interest about topic. Presenters show some interest in topic.</p> <p>Few creative elements are shown and integrated throughout the presentation</p>	<p>hearing. Unfocused sense of audience (e.g. looks only at notes or away from audience). Generates little or no interest about topic. Presenters lack interest in topic.</p> <p>No creative elements are shown and integrated throughout the presentation</p>
<p>Creativity, Graphics, Structure and Mechanics (25%)</p>	<p>Presentation is made insightfully, creatively or skillfully. Innovatively or expertly prepared graphics used throughout the entire presentation.</p> <p>Presenters explain and reinforce the text and presentation. Information presented in a very logical, interesting sequence which audience can follow. Conclusion flows from the rest of the presentation.</p> <p>Presentation has minimal spelling, grammar and/or formatting errors</p>	<p>A good attempt is made to provide insight or creativity to the presentation. Graphics largely used throughout presentation and relate to the text and presentation.</p> <p>Information presented in a mostly logical sequence which audience can mostly follow. Conclusion largely flows from the rest of the presentation.</p> <p>Presentation has few spelling, grammar and/or formatting errors</p>	<p>Little attempt to provide insight or creativity to the presentation. Graphics seldom used. Students seldom support the text and presentation.</p> <p>Structure of the presentation is not easy to follow. Conclusion is missing, or if provided, does not flow from the rest of the presentation.</p> <p>Presentation has many spelling, grammar and/or formatting errors</p>	<p>Little attempt to provide insight or creativity. Graphics not used or do support text and presentation.</p> <p>Lack of structure detracts from message of presentation. Points are disjointed and lack transition of thoughts.</p> <p>Presentation has an unacceptable number of spelling, grammar and/or formatting errors</p>

Ambrose University Academic Policies:

Communication

All students have received an Ambrose e-mail account upon registration. It is the student's responsibility to check this account regularly as the Ambrose email system will be the professor's instrument for notifying students of important matters (cancelled class sessions, extensions, requested appointments, etc.) between class sessions. If students do not wish to use their Ambrose accounts, they will need to forward all messages from the Ambrose account to another personal account.

Registration

During the **Registration Revision Period** students may enter a course without permission, change the designation of any class from credit to audit and /or voluntary withdraw from a course without financial or academic penalty or record. Courses should be added or dropped on the student portal by the deadline date; please consult the List of Important Dates. After that date, the original status remains and the student is responsible for related fees.

Students intending to withdraw from a course after the Registration Revision Period must apply to the Office of the Registrar by submitting a "Request to Withdraw from a Course" form or by sending an email to the Registrar's Office by the **Withdrawal Deadline**; please consult the List of Important Dates on the my.ambrose.edu website. Students will not receive a tuition refund for courses from which they withdraw after the Registration Revision period. A grade of "W" will appear on their transcript.

Students wishing to withdraw from a course, but who fail to do so by the applicable date, will receive the grade earned in accordance with the course syllabus. A student obliged to withdraw from a course after the Withdrawal Deadline because of health or other reasons may apply to the Registrar for special consideration.

Exam Scheduling

Students, who find a conflict in their exam schedule must submit a Revised Examination Request form to the Registrar's Office by the deadline date; please consult the List of Important Dates. Requests will be considered for the following reasons only: 1) the scheduled final examination slot conflicts with another exam; 2) the student has three final exams within three consecutive exam time blocks; 3) the scheduled final exam slot conflicts with an exam at another institution; 4) extenuating circumstances. Travel is not considered a valid excuse for re-scheduling or missing a final exam.

Electronic Etiquette

Students are expected to treat their instructor, guest speakers, and fellow students with respect. It is disruptive to the learning goals of a course or seminar and disrespectful to fellow students and the instructor to use electronics for purposes unrelated to the course during a class session. Turn off all cell phones and other electronic devices during class. Laptops should be used for class-related purposes only. Do not use iPods, MP3 players, or headphones. Do not text, read, or send personal emails, go on Facebook or other social networks, search the internet, or play computer games during class. Some professors will not allow the use of any electronic devices in class. The professor has the right to disallow the student to use a

laptop in future lectures and/or to ask a student to withdraw from the session if s/he does not comply with this policy. Repeat offenders will be directed to the Dean. If you are expecting communication due to an emergency, please speak with the professor before the class begins.

Academic Policies

It is the responsibility of all students to become familiar with and adhere to academic policies as stated in the Academic Calendar. Personal information (information about an individual that may be used to identify that individual) may be required as part of taking this class. Any information collected will only be used and disclosed for the purpose for which the collection was intended. For further information contact the Privacy Compliance Officer at privacy@ambrose.edu.

Extensions

Although extensions to coursework in the semester are at the discretion of the instructor, students may not turn in coursework for evaluation after the last day of the scheduled final examination period unless they have received permission for a course Extension from the Registrar's Office. Requests for course extensions or alternative examination time must be submitted to the Registrar's Office by the deadline date; please consult the List of Important Dates. Course extensions are only granted for serious issues that arise "due to circumstances beyond the student's control."

Appeal of Grade

An appeal for change of grade on any course work must be made to the course instructor within one week of receiving notification of the grade. An appeal for change of final grade must be submitted to the Registrar's Office in writing and providing the basis for appeal within 30 days of receiving notification of the final grade, providing the basis for appeal. A review fee of \$50.00 must accompany the appeal. If the appeal is sustained, the fee will be refunded.

Academic Integrity

We are committed to fostering personal integrity and will not overlook breaches of integrity such as plagiarism and cheating. Academic dishonesty is taken seriously at Ambrose University as it undermines our academic standards and affects the integrity of each member of our learning community. Any attempt to obtain credit for academic work through fraudulent, deceptive, or dishonest means is academic dishonesty. Plagiarism involves presenting someone else's ideas, words, or work as one's own. Plagiarism is fraud and theft, but plagiarism can also occur by accident when a student fails or forgets to acknowledge to another person's ideas or words. Plagiarism and cheating can result in a failing grade for an assignment, for the course, or immediate dismissal from the university college. Students are expected to be familiar with the policies in the current Academic Calendar that deal with plagiarism, cheating, and the penalties and procedures for dealing with these matters. All cases of academic dishonesty are reported to the Academic Dean and become part of the student's permanent record.

Note: Students are strongly advised to retain this syllabus for their records.