

Global Business
Syllabus 2016-2017
James McClanahan (Room N201)

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Overview

Students implement personal and interpersonal skills to strengthen individual performance in the workplace and in society and to make a successful transition to the workforce and postsecondary education. Students apply technical skills to address global business applications of emerging technologies. Students develop a foundation in the economical, financial, technological, international, social, and ethical aspects of business to become competent consumers, employees, and entrepreneurs. Students enhance reading, writing, computing, communication, and reasoning skills and apply them to the business environment. Students will create parts of an International Business Plan for a company that is involved in international business.

Course Objectives

- The student identifies steps in implementing the background for starting an international operation. The student is expected to: define global business; describe the rise of global linkages in global business; describe the position of the United States in global trade; and list advantages and problem areas for United States firms wanting to enter global business.
- The student analyzes the theories of global trade and investments. The student is expected to: explain the advantages of specialization; identify the concept of comparative advantage; and distinguish between portfolio investment and direct investment.
- The student analyzes the role of the international monetary system in the economy. The student is expected describe the role of the International Monetary Fund; argue for and against floating exchange rates; argue for and against fixed exchange rates; explain the impact of the common European currency; calculate foreign exchange rates; and research cases dealing with global exchange using appropriate online technology.
- The student identifies the importance of international financial markets globally. The student is expected to: explain how a foreign exchange market functions; identify the economic factors that influence exchange rates and explain how these factors work; and differentiate between alternative strategies of global banking.
- The student demonstrates various levels of economic integration among foreign countries. The student is expected to: identify the different levels of economic integration; explain the various arguments surrounding economic integration; and describe the organization of the European community.
- The student identifies the importance of different trade and investment policies controlling trade. The student is expected to: understand the role of foreign aid in global trade and investment; explain the goals and function of the General Agreement on Tariffs and Trade and the North American Free Trade Agreement; identify the major ways in which imports are being restricted and give reasons for controlling exports; and research cases and issues on global trade using appropriate online technology.
- The student analyzes the implications of politics and laws that control and regulate global business. The student is expected to: describe the reasoning behind the effects of controls and the regulation of global business behavior; analyze the Foreign Corrupt Practices Act; and discuss the role of international law in the conduct of global business.
- The student researches the business elements of cultural challenges and diversity. The student is expected to: explain the role of culture in global business; identify various elements of culture; and suggest ways for managers to understand and deal with cultural diversity.
- The student demonstrates the process in implementing a global operation. The student is expected to: identify the various forms of entry strategies used by firms to initiate global business activity; give examples of indirect exporting and importing; evaluate the advantages and disadvantages of licensing; describe the functions of export management companies; research current cases on imports, exports, and balance of trade using appropriate online technology; relate effects of copyrights and trademarks and intellectual property rights on

global business; and identify advertising media used in foreign markets such as newspaper, radio, television, Internet, and magazine.

- The student analyzes the cost effect when using global logistics for a mode of transportation. The student is expected to: define global logistics; distinguish between materials management and physical distribution; list the factors that influence the selection of particular transportation modes; describe the usefulness of free trade zones; research free trade zones, both locally and statewide, using appropriate online technology; and relate the effects of geography, time zones, work days, resources, and natural harbors on global business.
- The student identifies different strategies for exporting in the global market. The student is expected to: discuss the procedure by which a foreign target market is selected; determine the pricing strategy for export items; identify various data-based analytical techniques available for estimating market potential; and evaluate the reasons behind the need to standardize or to adapt the marketing mix.
- The student identifies the functional changes in process with global human resource management. The student is expected to: explain the objectives of human resource management in a global firm; describe how the human resources function changes as a firm goes global; identify sources of recruitment for staffing positions abroad; and describe differences and similarities of training employees in different countries.
- The student analyzes employability skills to obtain successful employment with a company. The student is expected to: assess personal global marketability; identify appropriate employment opportunities abroad; evaluate global employment options such as salaries, benefits, and prerequisites; and generate an orientation manual for people preparing to live and work in a foreign country.
- The student knows how to use self-development techniques and interpersonal skills to accomplish human resources objectives. The student is expected to: identify and practice effective interpersonal and team-building skills involving situations with coworkers, supervisors, and subordinates; and participate in leadership and career development activities.

Textbooks & Slides

- ✓ Les R. Dlabay and James Calvert Scott. 2011. International Business: 4th Edition. South-Western, Cengage Learning.

Teaching Strategies

Lecture and Class Discussion
Enrichment Activities
Research
Labs
Tests
Questions of Ethics

Cooperative Learning
Critical Thinking Cases
Activities & Study Guides
In-class Projects
Commerce in Action
Global Business Examples

Enhancements

- Guest Speakers
- Internet Based Activities
- International Business Times (Articles)

Grading Breakdown

50% Daily Work
50% Major Grades (Tests and Projects)

Supplies Needed:

- Notebook
- Blue or Black Pen
- Pencils