**Global Business Management**

**Planning Your Class**

Before you get down to the details, it’s a good idea to think about the end of the semester and what you want students to learn as a result of this course. Then, consider the workload, for the students and yourself. This Overview provides sample syllabi (10-week and 15-week courses) along with suggestions and ideas for individual and team assignments and projects. These are resources that are designed to make it easy to adapt and adjust for your situation.

There are many ways to organize a course on global management and each instructor will choose topics that she or he believes to be the most essential. The following syllabi is suitable for courses on international or global business management that cover the fundamentals of multinational firm management and the role of the global manager at the two- and four-year undergraduate and MBA levels. This textbook and syllabi are designed to allow for flexibility of interests and emphasis.

As the author of this textbook, I find all the content important and relevant to the field of global management. I find that the best way to provide perspective is to start with the macro global factors, then move to the manager and company level. The textbook exposes students to managing in a wide range of functional areas, with a focus on the practical application of theory and key concepts.

The syllabi cover all aspects of building, leading, and managing a thriving global organization in an increasingly complex environment. Each week, the reading and assignments enable students to learn the fundamentals of each topic while integrating a discussion of the seismic real-world changes taking place.

A few key themes will help you develop your own version of a syllabi.

* Focus on core fundamentals of business, international trade, and management
* Integrate a practioner’s understanding along with strategic and entrepreneurial cornerstone themes
* Practical application for students to prepare them to launch, run, and work in any organization that is global in scope (or is wrestling with global competition or other global threats)
* Idea that management itself remains an evolving field underpins the book, reflecting the continuous disruptions of new ideas and technologies, as well as global political, economic, and social developments.
* Strong focus on presenting key international finance concepts to be readily understood by non-financial managers. Increasingly global managers need to understand basics of exchange rates and capital markets on their companies.

**Sample Course Schedule—15-week class**

The following is a suggested syllabus for a 15-week class. It assumes two class meetings per week and can be easily adjusted for a different class meeting schedule.

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| **Semester (15 weeks of instruction)** | | |  |  |  |
| **Week** | **Reading** | **Topics Covered** | **Assignments** | **Quiz/Exams** | **Notes** |
| 1 | CH 1 | Introduction to Global Management; Definitions & Forms; Stakeholders; Debate on Globalization; intro to Global Business Ethics | Experiential Exercise #2 -- debate the views on globalization |  | Global business ethics is addressed in each topic, but can be introduced in week 1 with the reading; |
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| 2 | CH 2 | Globalization: International trade theory; Political and Legal Factors impacting trade; Democracy, Polarization and Populism and the impact on global managers and businesses; How governments intervene in trade; How managers understand foreign direct investment; | Ethical Dilemmas Exercise #1 -- debate and discuss how managers should evaluate moving manufacturing offshore. |  | Provides both a review as well as an introduction to international trade theory, depending on if students have taken international business prior. Key focus is what a global manager would need to understand -- merging theory with practical understanding |
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| 3 | CH 3 | Global Manager's Perspective on World Economies; Comparative business analysis between China and India; What a global manager needs to understand on how economies are classified and why it matters to global businesses; Covers developed, developing and emerging markets (Spotlights on key countries in each category); Practical insights and tips for global managers in evaluating key markets | Ethical Dilemmas Exercise 1 and 2 - Evaluate global ethics in developing economies and how global managers choose ethical business options; as a manager, evaluate a country for global business development | Quiz on key terms | This is a key opportunity to discuss how companies assess countries. Paced to provide insight for both students who are well versed on global economies and those who are new to the concepts |
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| 4 | CH 4 | Managing Global and Regional Economic Cooperation and Integration; What's the impact for global managers operating in a changing world and why managers prefer to operate in peaceful, predictable economies; Understanding GATT, WTO, and regional economic agreements and cooperation (spotlight on major agreements by region); How do trade agreements impact global managers; Understanding how the UN can help global managers and businesses; | Experiential Exercise 2 -- As a global manager how would you manage soybean tariffs on your agricultural company? | Exam on key concepts from CH 1-4;macro perspective for global managers in understanding the international business landscape, where and how to operate | Enables students to get familiar with all of the major economic agreements by region so that they understand the core issues and factors that a manager would need to assess |
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| 5 | CH 5 | Impact of culture on global management; learning what culture is, the methods used to define and analyze culture, and the impact on management practices; impact of culture on global business ethics, management and corruption; corporate social responsibility | Experiential Exercise 1 -- self-assessment prior to class and then in class discussion; enables students to reflect on the factors that have impacted their own cultural outlook, values, and attitudes: Ethical Dilemmas Exercise 2 discuss and debate gift giving, business ethics and corruption and managerial decision making | Option to have Ethical Dilemmas Exercise 3 as a writing assignment or group project | CSR is introduced in here and in further detail in chapter 15. Goal is to help students see that key concepts affect multiple operational and managerial functions |
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| 6 | CH 6 | Managing global talent, leadership and diversity; Understanding the role of human resources management as a strategic partner for global managers; managing and leading with best practices in global HR; effective selection of global managers / expatriates; understanding compensation structures; managing your own career; | Ethical Dilemmas Exercise 1 -- developing a SHRM policy for global expansion | Option to have students assess the balanced scorecard to their own company they are currently working for or previously worked for | HR is discussed both as a department for employment as well as a strategic partner for global managers in recruiting and retaining the best human capital. |
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| 7 | CH 7 | International finance for managers; understanding the practical applications of the international monetary system; understanding digital currency and what managers need to evaluate; understanding how global managers interact with the IMF and World Bank to pursue their company's objectives in target countries; impact on global management practices; working in the international development arena with a business focus; | Experiential Exercises 2 -- Using the sidebar on General Motors, simulate being a manager for a consumer products firm or manufacturing firm and developing business recommendations for doing business in Iraq. |  | Increasingly managers in any functional area need to understand the basics of global finance and how it relates to a company's objectives as well as the manager's responsibilities. |
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| 8 | CH 8 | Foreign exchange and global capital markets for non-finance global managers; case reviewing how Walmart managers must assess foreign exchange implications; what do managers need to know about currency and foreign exchange; basics of foreign exchange; how managers interact with capital markets; venture capital for entrepreneurs and global managers; side bar discussion on Intel Capital and how it supports its business units; managing venture capitalists (practical tips) | Experiential Exercise 1- as a manager in an auto-parts company, describe how to evaluate the impact of exchange rates on management decisions |  | Increasingly managers in any functional area need to understand the basics of foreign exchange and how it relates to a company's financial objectives as well as the manager's responsibilities. Includes practical tips for students who may become entrepreneurs on managing venture capitalists |
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| 9 | CH 9 | Manager's perspective on understanding the roles of finance and accounting; focus on what managers need to understand about accounting and finance and how it impacts line managers; understanding the impact of religion on finance (Islamic finance); | Experiential exercise 1 - as a manager assigned with exploring financing options for new subsidiary in Brazil, outline and discuss options and steps | Optional - individual paper or group project - CH 9 Ethical Dilemma -- discuss and debate whether to outsource overseas back office customer service teams to save costs. Explore ethical business challenges; **Exam** -- on key concepts and terms from CH 7, 8, and 9; focus on what global managers need to understand about accounting and finance concepts and the impact on their companies. | Enables students to be exposed to ideas and managerial careers in the finance operations of global firms |
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| 10 | CH 10 | Managing international expansion; how do managers evaluate how and where to expand internationally; Managing opportunity assessment; PESTEL analysis; PESTAL and globalization issues; Managing CAGE analysis; Managing scenario planning and analysis; Managing cyber security and cyber terrorism; What do Global managers need to assess to protect their firms; | Experiential Exercise 1 -- individual or team -- select a company and develop a plan for why, where and how the company can expand to a new country/market; conduct a PESTEL, globalization and scenario analysis; what must managers focus on? |  |  |
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| 11 | CH 11 | Managing entry modes, importing, exporting and global sourcing; five most common entry modes; managing ethical issues when purchasing an existing foreign enterprise; how do managers build long term relationships and trust across cultures; managing countertrade; best practices in managing global sourcing; managing carbon costs; outsourcing vs global sourcing; managing outsourced services; managing the legal and operations of exporting and importing; practical tips for managers on doing business and negotiating across cultures; | Experiential Exercise 5 -- as a senior manager at a young company, a global buyer wants to buy your firm's products but does not have cash to buy the lot size (quantity) that your firm requires, discuss the financing options and export process that your firm would need to undertake | Optional paper or team discussion -- Ethical dilemma 2 -- you are a manager at a firm which uses global suppliers who are discovered to hire teen child workers. Discuss the issues that a manager would need to evaluate. | Students need to be aware of how companies import and export and how to manage the process, regardless of whether they are directly involved in the process. |
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| 12 | CH 12 | Managing global strategy, formulation and implementation; What is strategy and how do global managers oversee it; how does strategy impact management decision making in Asia; Manager's understanding of key strategies; Managing international strategy; Multidomestic vs Global strategies; Managing transnational strategy; Leading the development of strategy; Five elements of international strategy; | Experiential Exercises 2 -- as a manager, analyze the business, corporate, and international strategies of 4 companies | Exam - CH 10, 11, and 12 -- on key concepts of managing international expansion and strategy |  |
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| 13 | CH 13 | Managing global entrepreneurship and intrapreneurship; Case analysis on Infosys and born global; Managing the entrepreneurial process; Managing disruption strategies; Managing entrepreneurship across borders; Differing attitudes towards entrepreneurship globally; Global Entrepreneurship Monitor; Managing entrepreneurship in Africa, China; Managing entrepreneurship in factor-driven, efficiency-drive, and innovation-driven economies; Managing global start-ups and born global firms; Managing global intrapreneurship; | Experiential Exercises 2 - Analyze how the entrepreneurial management team of Red Bull assessed its initial business in Thailand and the pursued global expansion |  | Increasingly students are eager to pursue leadership roles in entrepreneurship or intrapreneurship -- and need to be familiar with basics |
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| 14 | CH 14 | Managing Global Operations; Understanding and managing through the P-O-L-C framework; Managing research and development; Managing intellectual property rights globally; Managing international innovation; Managing innovation of bottom of the pyramid customers globally; 12 principles of BOP innovation; | Ethical Dilemma 1 -- as a manager at Nike discuss and analyze if it is possible to run a profitable company but still earn lower profits in emerging markets as a way to "give" back to society. Optional teams can debate opposing perspectives |  | Exposes students to management of key areas within a company |
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| 15 | CH 15 | Managing Global Marketing, distribution and supply chains; What a manager needs to understand about marketing, pricing and the four P's; Managing international marketing ethics; Global marketing management, branding; Discussion of NPS (net promoter score) and data analytics and what managers need to know and evaluate; Standardized or customized products; Managing global sourcing and distribution; Managing global sourcing ethics; Managing global production and supply-chain management; Managing Corporate Social Responsibility and Sustainability; How do global executives integrate CSR into their business leadership decisions; | Ethical Dilemma 3 -- as a global manager for Coca-Cola, how do you manage the complex issue of water in China and India and the local environmental issues in each country. | Exam - CH 13, 14 and 15 Key terms and concepts | Exposes students to management of key areas within a company |

**Sample Course Schedule—10-week class**

The following is a suggested syllabus for a 10-week class. It assumes two class meetings per week and can be easily adjusted for a different class meeting schedule.

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| **Quarter (10 weeks of instruction)** | | |  |  |  |
| **Week** | **Reading** | **Topics Covered** | **Assignments** | **Quiz / Exams** | **Notes** |
| 1 | CH 1 and CH 2 | Introduction to Global Management; Definitions & Forms; Stakeholders; Debate on Globalization; intro to Global Business Ethics | Experiential Exercise #2 -- debate the views on globalization |  | Global business ethics is addressed in each topic, but can be introduced in week 1 with the reading; |
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|  | CH 2 | Globalization: International trade theory; Political and Legal Factors impacting trade; Democracy, Polarization and Populism and the impact on global managers and businesses; How governments intervene in trade; How managers understand foreign direct investment; | Ethical Dilemmas Exercise #1 -- debate and discuss how managers should evaluate moving manufacturing offshore. |  | Provides both a review as well as an introduction to international trade theory, depending on if students have taken international business prior. Key focus is what a global manager would need to understand -- merging theory with practical understanding |
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| 2 | CH 3 and CH 4 | Global Manager's Perspective on World Economies; Comparative business analysis between China and India; What a global manager needs to understand on how economies are classified and why it matters to global businesses; Covers developed, developing and emerging markets (Spotlights on key countries in each category); Practical insights and tips for global managers in evaluating key markets | Ethical Dilemmas Exercise 1 and 2 - Evaluate global ethics in developing economies and how global managers choose ethical business options; as a manager, evaluate a country for global business development | Quiz on key terms | This is a key opportunity to discuss how companies assess countries. Paced to provide insight for both students who are well versed on global economies and those who are new to the concepts |
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|  | CH 4 | Managing Global and Regional Economic Cooperation and Integration; What's the impact for global managers operating in a changing world and why managers prefer to operate in peaceful, predictable economies; Understanding GATT, WTO, and regional economic agreements and cooperation (spotlight on major agreements by region); How do trade agreements impact global managers; Understanding how the UN can help global managers and businesses; | Experiential Exercise 2 -- As a global manager how would you manage soybean tariffs on your agricultural company? | Exam on key concepts from CH 1-4;macro perspective for global managers in understanding the international business landscape, where and how to operate | Enables students to get familiar with all of the major economic agreements by region so that they understand the core issues and factors that a manager would need to assess |
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| 7 | CH 12 | Managing global strategy, formulation and implementation; What is strategy and how do global managers oversee it; how does strategy impact management decision making in Asia; Manager's understanding of key strategies; Managing international strategy; Multidomestic vs Global strategies; Managing transnational strategy; Leading the development of strategy; Five elements of international strategy; | Experiential Exercises 2 -- as a manager, analyze the business, corporate, and international strategies of 4 companies | Exam - CH 10, 11, and 12 -- on key concepts of managing international expansion and strategy |  |
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| 8 | CH 13 | Managing global entrepreneurship and intrapreneurship; Case analysis on Infosys and born global; Managing the entrepreneurial process; Managing disruption strategies; Managing entrepreneurship across borders; Differing attitudes towards entrepreneurship globally; Global Entrepreneurship Monitor; Managing entrepreneurship in Africa, China; Managing entrepreneurship in factor-driven, efficiency-drive, and innovation-driven economies; Managing global start-ups and born global firms; Managing global intrapreneurship; | Experiential Exercises 2 - Analyze how the entrepreneurial management team of Red Bull assessed its initial business in Thailand and the pursued global expansion |  | Increasingly students are eager to pursue leadership roles in entrepreneurship or intrapreneurship -- and need to be familiar with basics |
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| 10 | CH 15 | Managing Global Marketing, distribution and supply chains; What a manager needs to understand about marketing, pricing and the four P's; Managing international marketing ethics; Global marketing management, branding; Discussion of NPS (net promoter score) and data analytics and what managers need to know and evaluate; Standardized or customized products; Managing global sourcing and distribution; Managing global sourcing ethics; Managing global production and supply-chain management; Managing Corporate Social Responsibility and Sustainability; How do global executives integrate CSR into their business leadership decisions; | Ethical Dilemma 3 -- as a global manager for Coca-Cola, how do you manage the complex issue of water in China and India and the local environmental issues in each country. | Exam - CH 13, 14 and 15 Key terms and concepts | Exposes students to management of key areas within a company |