

NJIT
MARTIN TUCHMAN SCHOOL OF MANAGEMENT

MGMT 391-452 INTERNATIONAL BUSINESS

SEMESTER: SPRING 2024
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CLASS SCHEDULE: Asynchronous Online

Course Materials: Textbook: Global Business Today, 12th Edition, Charles W. L. Hill, ISBN 978-1-264-06750-3 ©2022(bound edition) plus content as indicated in this syllabus and posted on the class Canvas site.

Contact Policy: I will make all efforts to respond to your emails within 24 hours. If a student has questions and wishes to meet with me, please attend the weekly scheduled office hours WebEx meeting as posted on Canvas, open to all course students, on Wednesdays from 4:30 PM - 5:00 PM*, or e-mail me for an appointment.
(*The dates and times are subject to change when noted.)

Course Description

Welcome to International Business MGMT 391-452 for Spring 2024. This is an advanced-level undergraduate course designed primarily for juniors and seniors who have taken the basic classes in economics and business.

This course introduces students to the international aspects of various business concepts such as strategy, marketing, importing and exporting, the monetary system, and global supply chain management, all in an integrated manner.

Case studies are used as a core portion of this course. This places students in the role of business or organizational leaders who are facing challenges in an international scope and thus must evaluate different approaches to successfully address these challenges. The cases are matched with weekly course concepts and the content provided in textbook chapters and assigned materials. Students will be organized into teams, for the duration of the semester, to work together to analyze issues, conduct research, synthesize all of this, and then create integrated presentations which will be recorded and posted in the designated assignments. As in a real-world business environment, teams will be graded for the cohesiveness, logic, insights, additional research and support, persuasiveness, and clarity with which recommendations and actions are constructed.

Teamwork for case study presentations and thoughtful, original, and thorough contributions in assigned discussions are essential elements of this course. International business endeavors succeed or fail based on whether camaraderie, exchange of ideas, and meaningful relationships are established and converted to productive business outcomes. Such is the case in this course. Each student is responsible for their individual contributions in discussions as well as for the performance of their team as a whole.

We will consider and read about many types of firms and organizations around the world, including large companies in the United States, Europe, China, Japan, and India. The inclusion of current disputes, controversies, policies among these countries, affecting global markets, trade, and investment will add to the significance of this approach. We will also consider the impact of COVID-19, recent political and trade climates, including supply chain challenges and other issues, as they affect the management of international business.

In addition to what is delineated within this syllabus, I may add content periodically from current events or what I deem to be important points of view and historical perspectives. This content is meant to enhance readings in the textbook and class discussions related to the case study presentations. Students are encouraged to add references from their own reading to these discussions and presentations. The content I add is required material and will be, in all likelihood, included in quizzes and exams.

Learning Goals and Outcomes

| MGMT 391 International Business Learning Goals and Outcomes | |
|--|--|
| Learning Goal 1.0 | Express Analytical and Problem-Solving Skills |
| Learning Outcome 1.1 | Demonstrate knowledge of course international business concepts: become able to apply these concepts to solve business problems in an international context. |
| Learning Outcome 1.2 | Use quantitative and qualitative research as tools to help understand and explain business problems in a constantly changing global environment. |
| Learning Goal 2.0 | Employ Information and Communication Skills |
| Learning Outcome | Compose clear and concise case study presentations, summaries, implications, recommendations and support, comments in discussions, and answers to problems or questions posed by fellow students. |
| Learning Goal 3.0 | Develop Interpersonal Skills and Manage Discussion Dynamics |
| Learning Outcome | Show the ability to manage and work in teams and as a case presenter. Analyze colleagues' points in discussion and present constructive and unique, illustrative opinions. |
| Learning Goal 4.0 | Recognize Ethical Reasoning |
| Learning Outcome | Describe moral implications and ethical issues and be able to apply these to individual and organizational decisions and actions, globally. |
| Learning Goal 5.0 | Apply Technology Skills |
| Learning Outcome | Apply technology skills and techniques for effective communication in concise, business style in both case study presentations and discussion comments. |
| Learning Goal 6.0 | Describe and Illustrate Globalization in Practice |
| Learning Outcome | Discuss examples of the global context in which business is done, citing or referring to course content. Evaluate benefits and challenges of global business strategy or growth initiatives based on cases reviewed. |

Assignments

Case Studies

Case studies are an essential part of this course. They are used as a form of role play, reflecting a business scenario in which student teams will present recommendations and substantiation to a figurative senior-level executive, executive team, or board of directors. This format is designed to organize teams so that they collaborate creatively while illustrating their ability to apply course concepts, create convincing arguments backed by data, all in a concise form, within short timeframes.

There will be eight case studies, divided into two rounds of four. Two teams will be assigned to prepare presentations for each case study. At times the two teams will be asked to present opposing views. By the end of the semester, each team will have completed two case studies.

The class will be randomly and automatically divided (by Canvas) into eight teams. Members may not switch teams once assigned.

This format is designed to organize and assess students on their ability to work as part of a team, involve all other members, and collaborate to produce creative, accurate, factual, professional-looking, business-level, finished presentations.

To add emphasis: Teams are required to illustrate in these presentations their ability to apply course concepts within their work. In addition, teams must create convincing arguments backed by research and data, in concise form, within short timeframes.

You must also follow the format provided and reflect the requirements for each format section. These presentations must be fully integrated across each section and flow logically from beginning to end. Your grade for each case will reflect your achievement of the above criteria.

Points will be deducted if it is evident that sections have been placed together from individual contributors without regard to how the finished presentation in its entirety works as a complete document.

Additionally, each team member is equally responsible for checking for proper grammar, spelling, and source citations. Points will be deducted for spelling and grammar errors and improper citations.

Sources must be cited on each page in which they are used. In addition, include all of your sources listed at the end of your presentation. You are expected to conduct your own research well beyond the case study information provided.

Each team is also expected to respond to students' questions and participate in discussions. Please note that team responses in discussions are required – just as if you were asked a question in a live Q&A session after a presentation. Points will be deducted if you do not participate. See more on this in the discussion section, below.

Research, images, charts, graphs, and other data used without citation will be considered a breach of academic integrity standards, as described [here](#), and will be reflected in your grade, with other serious, subsequent administrative actions to be considered.

Your grade for each case study presentation will reflect your achievement of the above criteria.

The cases require students to examine diverse situations across a variety of firms by industry, size, and geography, with a variety of possible outcomes in terms of business success. Students will see that making business decisions in different cultural and national environments is challenging, and these decisions will frequently have different effects, depending on the political, economic and competitive context.

The approach for analyzing and presenting case studies will follow a prescribed business presentation format, one that is typically used to present to senior-level executive teams. **This format is mandatory.** The detailed requirements and structure for each section are included at the end of this syllabus.

The added benefit in learning this approach is to prepare you for an actual, professional, business environment.

Each Case Study Presentation team must post a recording of their case as an easily accessible presentation, BOTH in the Case Study Presentation assignment AND in your team's Discussion section, within Canvas. Your presentation must contain at minimum a recorded voiceover.

The Case Study Presentation assignment must be posted by Sunday at 11:59 PM -- the day before the case becomes available for class discussion. The presentation must ALSO be posted in the Discussion section assigned, as early as reasonably possible and no later than 10:00 AM, on that Monday morning that the discussion is opened (beginning on Monday at 12:00 AM).

You will be graded based on the mandatory format, plus the criteria listed above, the posting requirements, the relevance and specificity of your recommendations, the support you provide for them, and important, **how effectively you integrate the course concepts within your presentation.**

Class Discussion

Students are required to post in Canvas their responses to each team's case presentations, in the appropriate, assigned discussion forums. Discussion participation is mandatory. That is, each student must comment on each of the two case presentations, one by each team, for each Case Study presentation week.

Discussion for each week is worth 4 points: 2 points each for two team presentations. You will receive zero points if you do not post a comment; there is no opportunity for makeups. No comments are accepted past the due date.

You will be excused from posting discussion comments the week of your Case Study presentation (for those 2 weeks out of 8 weeks total). In other words, you are responsible for posting comments for six cases, two discussions per case.

As noted above, case study presentation teams must actively engage and respond to questions from fellow students, when asked, during the course of the discussion. Points may be deducted retroactively if the team does not engage in the discussion during the week of your case study presentation.

In summary, each Class Discussion throughout the semester is worth 4 points each (2 points each for comments on the two team presentations) for six out of the eight cases. This is a grand total of 24 points, or 24% of your grade (4 points x 6 cases=24 points).

So, clearly, it is important that you participate and provide comments of high quality. If you miss the five day period to post your comments, no makeups will be allowed and your score will be recorded as zero, forfeiting 2 points or 2 percent of your grade for each time missed.

To earn these points, your comments should be unique; they should reflect your own and other's expressed thoughts; and your comments should demonstrate your understanding of course concepts.

No points will be awarded for simply commenting on whether you liked the presentation or not, or by providing your thoughts on the presentation graphics or layout alone, without expressing your opinion on the subject matter itself and relating it to course concepts or current events. No points will be awarded if you repeat other students' already-expressed comments without adding your own unique perspective.

Students are expected to respectfully and constructively articulate points of view, comments, or critiques that, as stated above, demonstrate your understanding of the cases presented and the key concepts covered in the course.

Comments are due by the end of the week that each case is posted, i.e., on that Friday, by 11:59 PM. You have the opportunity to comment for a period of five days. As above, no comment will be counted if it is submitted after the deadline, with no exceptions. For example, Case 1 will be available for discussion by Monday, 1/31, at 12:00 AM. All comments for Case 1 must be submitted between Monday, 1/31 and Friday, 2/4, at 11:59 PM, or no points will be earned.

About the Materials, Cases and Discussion Assignments

Since this course is asynchronous online, students are expected to keep pace with the reading, videos, and all assignments. Course participation in Discussions requires not just knowledge of the material but also critical and creative thought in applying this knowledge to specific situations. It is also expected that students will stay attuned to current events and introduce such relevant topics into discussions.

****Please make certain to review the detailed descriptions of the content and format of the case study presentations, provided at the end of this syllabus****

Quizzes

There will be three quizzes:

- **Quiz 1** (Week 4: Thurs., 2/8 - Sun. 2/11):
Covers Parts 1 & 2: Globalization; National Differences, plus other assigned materials.
- **Quiz 2** (Week 7: Thurs., 2/29 - Sun., 3/3):
Covers Part 3: The Global Trade and Investment Environment, plus other assigned materials.
- **Quiz 3** (Week 12: Thurs. 4/11 - Sun., 4/14):
Covers Parts 4 & 5: The Strategy of International Business; The Global Monetary System, plus other assigned materials.

Part 6 will be covered in the Final Examination.

Quizzes will consist of 10 questions, worth 0.3 points each, for a total of 3.0 points per quiz. Quizzes will be posted on the Thursday indicated and is available for four full days until that following Sunday at 11:59 PM. You will have 20 minutes to complete each quiz.

Midterm Examination

The Midterm Examination will be a multiple-choice test covering Parts 1, 2, and 3, plus articles, other assigned materials, and cases, as posted in Canvas.

The Midterm Examination will be available during Week 8, from Thursday, March 7 at 12:00 AM, until Sunday, March 10, at 11:59 PM.

The Midterm Examination will consist of 34 questions, worth 0.5 points each, for a total of 17.0 points, or 17% of your final grade. You will have 70 minutes to complete the Midterm Exam. The exam will be open book. You will be allowed to use your own notes plus materials assigned during the course and posted on Canvas.

All NJIT examinations must be proctored. We will use Lockdown Browser, which you should prepare to use well in advance of the examination date.

Final Examination

The Final Examination will be a multiple-choice test covering content after the Midterm Examination: Parts 4, 5, and 6, plus articles, other readings, videos, and cases, as posted in Canvas.

The Final Examination will be available from Friday, May 3, at 12:00 AM, until Monday, May 6 at 11:59 PM.

The Final Examination will consist of 40 questions, worth 0.5 points each, for a total of 20 points, or 20% of your final grade. You will have 80 minutes to complete the Final Exam. The exam will be open book. You will be allowed to use your own notes plus materials assigned during the course and posted on Canvas.

As with the Midterm Examination, LockDown Browser will be used as the proctoring system for the Final Exam. **Please read about and prepare to use LockDown Browser at <https://ist.njit.edu/respondus>**

Netiquette

Throughout this course, students are expected to be courteous with classmates; you are expected to be respectful, active participants. Students should respond to discussion forum assignments in a timely manner, so classmates have adequate time to respond to that student's post. Respect others' opinions, even those that differ from your own, and avoid using profanity or offensive language.

Assigned Readings and Viewing

It is important that students remain up to date on readings and are prepared to weigh-in during discussions.

I will post, from time-to-time, a few additional articles, videos, reports or studies that are relevant to that week's topic. These materials are mandatory; students are expected to attentively read and watch those materials as part of that week's assignment. These materials will be included in quizzes and examinations.

Students are also strongly encouraged to keep current with news affecting their cases and weekly course subjects.

Exams

This is an asynchronous online course. All quizzes and exams will be taken online only.

Grading

Grades are composed of 2 team Case Study presentations (30%), Class Discussion and participation (24%), 3 quizzes (9%), a midterm examination (17%), and a final exam (20%).

Grading follows the NJIT undergraduate grading legend as available here:

<https://www5.njit.edu/registrar/policies/grading.php>

| Grades | Significance |
|--------|--------------|
| A | Superior |
| B+ | Excellent |

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|----|------------|
| B | Very Good |
| C+ | Good |
| C | Acceptable |
| D | Minimum |
| F | Inadequate |

A: 90.0 or over
 B+: 87.5-89.9
 B: 80.0 -87.4
 C+: 77.5-79.9
 C: 70.0 - 77.4
 D: 60.0 - 69.9
 F: 59.9 and under.

| Grading Categories | Points | Total/ % |
|--------------------------|---|------------------|
| Case Study Presentations | 15 points each x 2 per team | 30 points/ 30% |
| Discussions | 2 x 2 points = 4 points each presentation week, x 6 cases | 24 points/ 24% |
| Quizzes | 3 points each x 3 | 9 points/ 9% |
| Midterm | 17 points | 17 points/ 17% |
| Final | 20 points | 20 points/ 20% |
| Total | 100 | 100 points/ 100% |

Late Assignment Policy

Case Study Presentations

If a Case Study Presentation is posted past the deadline, 3 points will be deducted (out of the total available 15 points) for each subsequent day past the due date and time. If a Case Study Presentation is posted at any time past the specified deadline, it will be considered one day late, and so on.

Quizzes

Quizzes are timed and available for the designated four-day period only. Students are responsible for completing each quiz within that designated available period of time (Thursday at 12:00 AM through Sunday at 11:59 PM). There will be no opportunity to make up a quiz once it has closed. In addition, students will not be able to review quiz answers if they have not taken the quiz.

Case Study Discussions

If no comment is submitted within the specified timeframe, 0 (zero) points will be awarded, for each occurrence, up to and not exceeding 24 points or 24% of your total grade, during the full course.

Midterm and Final Examinations

As with quizzes, the Midterm and Final Examinations are timed tests, available for four full days only, during the designated period. Students are responsible for completing each examination within the designated available period of time. There will be no opportunity to make up an exam once it has closed. Students will not be able to review Midterm Examination answers if they have not taken the exam during the available time period.

Office Hours

If a student has questions and wishes to meet with me, please attend the weekly WebEx meeting, open to all course students, on Wednesdays from 4:30 - 5:00 PM, or e-mail me for an appointment.

There is no teaching assistant for the course. Case study team presenters should contact me if they have problems posting their PowerPoint presentations on Canvas within their Discussion assignment.

Course Policies

It is the student's responsibility to read and view all posted materials and to review the course Canvas site frequently in order to keep up to date with materials, quizzes, discussions, and examinations.

Email and Conversational Liability

Neither NJIT nor the instructor can be held responsible for the content of any personal messages sent from one student to another using the online email system. It is expected that all students will adhere to accepted codes of ethical, personal, and civil conduct when conversing online or using email. Failure to abide with NJIT's Code of Conduct may result in expulsion from the course with a failing grade. Consult the official university code of student conduct for further information.

Students are expected to comply with the University Honor Code

Academic Integrity is the cornerstone of higher education and is central to the ideals of this course and the university. Cheating is strictly prohibited and devalues the degree that you are working on. As a member of the NJIT community, it is your responsibility to protect your educational investment by knowing and following the academic code of integrity policy that is found at: <http://www5.njit.edu/policies/sites/policies/files/academic-integrity-code.pdf>.

*Please note that it is my professional obligation and responsibility to report any academic misconduct to the Dean of Students Office. **Any student found in violation of the code by cheating, plagiarizing or using any online software inappropriately will result in disciplinary action. This may include a failing grade of F, and/or suspension or dismissal from the university.** If you have any questions about the code of Academic Integrity, please contact the Dean of Students Office at dos@njit.edu*

Student with Disabilities Codes

NJIT adheres to section 504 of the Rehabilitation Act (ADA) of 1990. Appropriate accommodations are provided at no cost to the student. If you have any questions or would like additional information, please contact Dr. Phyllis Bolling, Center for Counseling and Psychological Services (C-CAPS), Campbell Hall, (entry level), room 205, (973) 596-3420. For further information visit the Disability Support Services website.
(<http://www.njit.edu/studentssuccess/disability-support-services-0/>)

IMPORTANT NOTE: This syllabus is subject to change. Please check the course Canvas site each week for reading and other required materials that may be added.

**MGMT 391 International Business
Spring 2024**

**Textbook:
Global Business Today
12th Edition, Charles W. L. Hill**

| Class Week # | W/O Date | Topic/Review | Quiz/Test | Case |
|------------------------------|----------------|--|-----------|--|
| Part 1: Globalization | | | | |
| 1 | 1/15 (Mon.) | <p>Reading: <u>Chapter 1: Globalization</u></p> <p>Huiyao, W., "Globalization Isn't Dead, It's Just Not American Anymore." <i>The Washington Post, Bloomberg</i>, May 7, 2022.</p> <p>Altman, S., and Bastian, C., "The State of Globalization 2022." <i>Harvard Business Review</i>, April 12, 2022.</p> <p>"How and Where iPhone is Made: A Surprising Report on How Much of Apple's Top Product is US-manufactured." <i>Financesonline.com</i>, January 2021 <u>How and Where iPhone Is Made: A Surprising Report on How Much of Apple's Top Product is US-manufactured - Financesonline.com.pdf</u></p> | | Each Case Study Team must post a recording of their case as a PowerPoint presentation, with recorded voice over, <u>by 11:59 PM of the day before the case is due.</u> |

Note: Case Study Presentation Guidelines

Each Case Team must post a recording of their case as a PowerPoint presentation, with recorded voice over or embedded presenter window, by 11:59 PM Sunday, the evening before the case available to the class for discussion.

Case teams will use the defined "Business style" format in their presentations.


*(**This format is listed following the case assignments section, at the end of this document.)*

Students are expected to engage each other constructively in discussion and exchange of ideas; this is important.

| Part 2: National Differences | | | | |
|------------------------------|------|---|---|--|
| 2 | 1/22 | <p>Reading: <u>Chapter 2: National Differences in Political, Economic, and Legal Systems</u> <u>Chapter 3: National Differences in Economic Development</u></p> <p>Dou, E. “Sanctions on China’s top cotton supplier weave a tangled web for fashion brands.” Washington Post, August 22, 2020</p> <p>White, O., Buehler, K., et al., “War in Ukraine: Twelve disruptions changing the world.” <i>McKinsey & Company</i>, May 2022.</p> | | |
| 3 | 1/29 | <p>Reading: Chapter 4: Differences in Culture</p> <p>Meyer, E. “When Culture Doesn’t Translate”, <i>HBR</i>, October 2015 (see PDF)</p> <p>Cheng, J., and Groysberg, B. “How Corporate Cultures Differ Around the World” <i>HBR</i>, https://hbr.org/2020/01/how-corporate-cultures-differ-around-the-world, January 8, 2020. (Link or PDF)</p> | | <p>[PRESENTATIONS: ROUND 1]</p> <p>Presentation Due</p> <p>Case 1: Apple’s iPhone Global Production System Teams 1,2 (Presentation due 1/29 at 11:59 PM)</p> <p>See Case Study Background in Canvas; also: https://financesonline.com/how-iphone-is-made/</p> |
| 4 | 2/5 | <p>Reading: <u>Chapter 5: Ethics, Corporate Social Responsibility, and Sustainability</u></p> <p>Sonnenfeld, J., et al. “Business Retreats and Sanctions Are Crippling the Russian Economy.” <i>Yale Chief Executive Leadership Institute</i>, August 2022</p> <p>Woetzel, J, et al. “Climate Risk and Response in Asia.” <i>McKinsey Global Institute</i>, August 2020</p> <p>Naess, Hans Erik. (April 2020) “Corporate greenfluencing: a case study of sponsorship activation in Formula E motorsports”. <i>International Journal of Sports Marketing and Sponsorship</i> (See PDF)</p> | <p>Quiz 1 (Week 4, Available: Thurs., 2/9-Sun. 2/12): Covers Parts 1 & 2: Globalization; National Differences</p> | <p>Presentation Due</p> <p>Case 2: To Stay, Retreat, or Sanction Russia?</p> <p>Teams 3,4 (Presentation due 2/5 at 11:59 PM)</p> <p>From this article: “Business Retreats and Sanctions Are Crippling the Russian Economy.”</p> |

| Part 3: The Global Trade and Investment Environment | | | | |
|---|------|--|--|---|
| 5 | 2/12 | <p>Reading: <u>Chapter 6: International Trade Theory</u></p> <p>Lynch, David J. "Falling global food and fuel costs offer poor countries little relief." <i>The Washington Post</i>, August 13, 2022</p> <p>Hancock, T., et al. (2021, January 12) "How Trump Lost His Trade War with China". <i>Bloomberg Businessweek</i></p> <p>(see PDFs)</p> | | |
| 6 | 2/19 | <p>Reading: <u>Chapter 7: Government Policy and International Trade</u></p> <p>"The great decoupling. The Trump administration wants a US-China commercial split. Wrenching Chinese and American corporate worlds apart would hurt everyone." <i>The Economist</i>, August 15, 2020 (See PDF)</p> <p>Dou, E. "Sanctions on China's top cotton supplier weave a tangled web for fashion brands." <i>Washington Post</i>, August 22, 2020 (also posted in Week 2)</p> | | <p>Presentation Due</p> <p>Case 3: <i>Sanctions on China's top cotton supplier</i></p> <p>From this article: Dou, E. "Sanctions on China's top cotton supplier weave a tangled web for fashion brands." <i>Washington Post</i>, August 22, 2020</p> <p>Teams 5,6 (Presentation due 2/19 at 11:59 PM)</p> |
| 7 | 2/26 | <p>Reading: <u>Chapter 8: Foreign Direct Investment</u> <u>Chapter 9: Regional Economic Integration</u></p> <p>Lubeniqi, C. (Jan.-Apr.2020) "Advantages, Disadvantages and the Performance of Foreign Direct Investment in the Republic of Kosovo 2008-2019". <i>Prizren Social Science Journal</i>, 4(1), 14-19. See PDF</p> <p>Thornhill, J. "Tesla cannot unsync from the politics of US-China relations." Opinion, <i>The Financial Times</i>, July 7, 2022</p> | <p>Quiz 2 (Week 7, Available: Thurs., 3/2 - Sun., 3/5): Covers Part 3: The Global Trade and Investment Environment</p> | <p>Presentation Due</p> <p>Case 4: <i>The Case for Foreign Direct Investment in the Republic of Kosovo</i></p> <p>Teams 7,8 (Presentation due 2/26 at 11:59 PM)</p> |

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| Part 4: The Strategy of International Business | | | | |
| 8 | 3/4 | <p>Reading: <u>Chapter 12: The Strategy of International Business</u></p> <p>"International Business Strategy." Business-to-you.com, January 27, 2017, https://www.business-to-you.com/international-business-strategy/ (Or see PDF)</p> <p>Ghemawat, P. and Altman, S. "The State of Globalization in 2019, and What It Means for Strategists." <i>HBR</i>, February 6, 2019 (See PDF)</p> <p>Altman, S., and Bastian, C., "The State of Globalization 2022." <i>Harvard Business Review</i>, April 12, 2022.</p> <p>Anthony, S.D., et al. "The Top 20 Business Transformations of the Last Decade" <i>HBR</i> Sept 24, 2019 (See PDF)</p> <p>Watch video: "FutureBrand lists companies that are branding themselves right..." <i>CNBC</i> August 4, 2020, https://www.cnn.com/video/2020/08/04/some-companies-are-branding-themselves-right-amid-coronavirus-futurebrand.html</p> | <p>MIDTERM EXAMINATION</p> <p>The MGMT 391 Midterm Examination will be available from Thursday, March 9 at 12:00 AM, until Sunday, March 12, at 11:59 PM.</p> <p>The Midterm Examination will be a multiple choice test covering Parts 1, 2, and 3, plus articles, other assigned materials and cases, as posted in Canvas.</p> <p>The Midterm Examination will consist of 34 questions, worth 0.5 points each, for a total of 17.0 points, or 17% of your final grade. You will have 70 minutes to complete the Midterm Exam.</p> <p>All NJIT examinations must be proctored, so we will use LockDown Browser which you should prepare to use, well in advance of the examination date.</p> <p>See this syllabus for further exam details, and check Canvas and provided links for information on using the required proctoring system.</p> | |
| | 3/10–3/16 | <p>SPRING RECESS</p> <p>Sunday, March 10 – Saturday, March 16</p> | | |

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|---|--------------------------------|--|--|--|
| 9 | 3/18 | <p>Reading: <u>Chapter 13: Entering Developed and Emerging Markets</u></p> <p>Schlesinger, J.M. "How the Coronavirus Will Reshape World Trade". <i>The Wall Street Journal</i>, June 19, 2020, 2:56 PM ET https://www.wsj.com/articles/how-the-coronavirus-will-reshape-world-trade-11592592995 (See PDF)</p> <p>Sull, D. and Turconi, S. (January 30, 2021) "Netflix Goes to Bollywood" <i>MIT Management Sloan School</i>, (21-201).</p> <p>See PDF: "Netflix Goes to Bollywood" Netflix Goes to Bollywood .pdf</p> | | <p>[PRESENTATIONS ROUND 2]</p> <p>Presentation Due</p> <p>Case 5: "Netflix Goes to Bollywood": The Case for Netflix Success in India</p> <p>Teams 1,3 (Presentation due 3/19 at 11:59 PM)</p> <p>Sull, D. and Turconi, S. (January 30, 2021) "Netflix Goes to Bollywood" <i>MIT Management Sloan School</i>, (21-201).</p> <p>See PDF: "Netflix Goes to Bollywood"</p> |
| 10 | 3/25 (Good Friday 3/29) | <p>Reading: <u>Chapter 14: Exporting, Importing, and Countertrade</u></p> <p>"COVID-19 and international trade: Issues and actions". <i>OECD.org</i>, Updated 12 June 2020, http://www.oecd.org/coronavirus/policy-responses/covid-19-and-international-trade-issues-and-actions-494da2fa/ (See PDF)</p> <p>Hill, Charles W.L., "Higher Education Exporting and International Competitiveness". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 471)</p> <p>See PDF: Higher Education Exporting.pdf </p> | | <p>Presentation Due</p> <p>Case 6: "Higher Education Exporting and International Competitiveness"</p> <p>Teams 4,5 (Presentation due 3/26 at 11:59 PM)</p> <p>Hill, Charles W.L., "Higher Education Exporting and International Competitiveness". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 471)</p> <p>See PDF: Higher Education Exporting.pdf</p> |
| Part 5: The Global Monetary System | | | | |
| 11 | 4/1 | <p>Reading: <u>Chapter 10: The Foreign Exchange Market</u> <u>Chapter 11: The International Monetary System</u></p> | | |

Part 6: International Business Functions

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| 12 | 4/8 | <p>Reading and Video (Required)</p> <p>Reading: <u>Chapter 15: Global Production and Supply Chain Management</u></p> <p>Goodman, Peter S. "How the Supply Chain Broke, and Why It Won't Be Fixed Anytime Soon", <i>The New York Times</i>, October 22, 2021</p> <p>Beattie, A. "Will coronavirus pandemic finally kill off global supply chains?" <i>The Financial Times</i>, May 28, 2020 https://www.ft.com/content/4ee0817a-809f-11ea-b0fb-13524ae1056b (See PDF)</p> <p>Yap, Chuin-Wei, Boston, William, and MacDonald, Alistair, "Global Supply-Chain Problems Escalate, Threatening Global Recovery", <i>The Wall Street Journal</i>, October 8, 2021 at 1:42 PM. PDF: Global Supply-Chain Problems Escalate, Threatening Economic Recovery - WSJ.pdf Link: https://www.wsj.com/articles/supply-chain-issues-car-chip-shortage-covid-manufacturing-global-economy-11633713877?st=1t4iho65gmjwgcp&reflink=desktopwebsites_hare_permalink</p> <p>Hill, Charles W.L., "Blockchain Technology and Global Supply Chains". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 499)</p> <p>See PDF: Case 7 Blockchain and Global Supply Chains.pdf</p> | <p>Quiz 3 (Week 12, Available: Thurs. 4/14 - Sun., 4/17): Covers Parts 4 & 5: The Strategy of International Business; The Global Monetary System</p> | <p>Presentation Due</p> <p>Case 7: "Blockchain Technology and Global Supply Chains"</p> <p>Teams 2,7 (Presentation due 4/9 at 11:59 PM)</p> <p>Hill, Charles W.L., "Blockchain Technology and Global Supply Chains". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 499)</p> <p>See PDF: Case 7 Blockchain and Global Supply Chains.pdf</p> |
| 13 | 4/15 | <p>Reading: <u>Chapter 16: Global Marketing and Business Analytics</u></p> <p>Knowles, J., et al. "Growth Opportunities for Brands During the COVID-19 Crisis." <i>MIT Sloan Management Review</i>, May 5, 2020. https://sloanreview.mit.edu/article/growth-opportunities-for-brands-during-the-covid-19-crisis/ (See PDF)</p> <p>Singhi, A., et al. "Reimagining Go-to- Market Strategies After the Pandemic". <i>Boston Consulting Group</i>, May 28, 2020. (see PDF)</p> | | <p>Presentation Due</p> <p>Case 8: "Best Buy Doing a Turnaround Again"</p> <p>Teams 6,8 (Presentation due 4/16 at 11:59 PM)</p> <p>Hill, Charles W.L., "Best Buy Doing a Turnaround Again". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 651)</p> <p>See PDF: Best Buy Doing a Turnaround Again.pdf</p> |

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| | | Hill, Charles W.L., "Best Buy Doing a Turnaround Again". International Business: Competing in the Global Marketplace, 13e. McGraw Hill, 2021. (p. 651) See PDF: Best Buy Doing a Turnaround Again.pdf | | |
| 14 | 4/22 | Reading: Global Marketing (articles) Chapter 17: Global Human Resource Management <u>Report: "Reimagining Marketing."</u> McKinsey & Company, July 2020 Two articles from this report: Boudet, J., et al. "How marketing leaders can both manage the coronavirus crisis and plan for the future." Pages 5-11 Gregg, B., et al. "Rapid Revenue Recovery: A road map for post-COVID-19 growth." Pages 43-49 (See PDF) | | |
| 15 | 4/29 | Last Day of Class Tuesday, 4/30. Finals Begin Friday, 5/3, end Monday 5/6 MGMT 391 Final Examination is available starting on Friday, 5/3, at 12:00 AM. | FINAL EXAMINATION The Final Examination is a multiple choice test covering Parts 4, 5, and 6, plus articles, other readings, videos, and cases, as posted in Canvas. The Final Examination consists of 40 questions, worth 0.5 points each, for a total of 20 points, or 20% of your final grade. You will have 80 minutes to complete the Final Exam. As with the Midterm Examination, LockDown Browser will be used as the proctoring system for the Final Exam. Please prepare to use LockDown Browser here: https://ist.njit.edu/respondus | |
| 16 | 5/6 | MGMT 391 Final Examination closes on Monday, 5/6, at 11:59 PM. Final Grades Due Saturday, May 11 | | |

Case Study Presentations: Presentation Schedule and Team Assignments

There are 8 Case Study Presentation teams. Team members have been assigned randomly to each team. Due dates and times are indicated with each case, below.

(Note: due dates are subject to change so please check the syllabus often)

Each Case Team must post a video of their case as slide presentation, with recorded voice over, by 11:59 PM of the day before the case is due.

| Case # Dates | Teams | Case Study Description |
|------------------------------|----------------------|--|
| Round 1 | | |
| Week 3 Case 1 1/29 | Team 1 Team 2 | <p>Class focus: (Chapter 1: Globalization; Chapter 2: National Differences in Political, Economic, and Legal Systems; Chapter 3: National Differences in Economic Development)</p> <p>Case 1: <i>Apple's iPhone Global Production System</i> <i>Teams 1, 2</i></p> <p>Assignment: <i>You are the global team that heads up iPhone product management at Apple. The Board of Directors at Apple has expressed apprehension about building iPhones in China, given the current political and trade climate between China and the US.</i></p> <p><i>Create a presentation to the Board of Directors that recommends keeping assembly of the iPhone in China, despite their concerns. Use the data and links to resources below, and other sources you may find, to support your specific recommendations to the board.</i></p> <p>https://financesonline.com/how-iphone-is-made/</p> <p>DUE: Sunday, 1/28 at 11:59 PM</p> |
| Week 4 Case 2 2/5 | Team 3 Team 4 | <p>(Differences in Culture; Ethics, Corporate Social Responsibility, Sustainability)</p> <p>Case 2: <i>To Stay, Retreat, or Sanction Russia?</i> (DUE: Sunday, February 5 at 11:59 PM)</p> <p>Sonnenfeld, J., et al. "Business Retreats and Sanctions Are Crippling the Russian Economy." <i>Yale Chief Executive Leadership Institute</i>, August 2022</p> <p>Assignment: <i>You are a group of senior-level executives at a global company. You have been recruited to join a task force to assess what to do about your current business dealings in Russia. You are to present your findings and recommendations to the CEO and the board of directors.</i></p> <p><i>(You must choose a company/brand, real or imagined, and create this presentation as if you are senior executives on that brand's senior executive task force.)</i></p> <p><i>Your team must develop a presentation that summarizes your findings, business impact, and recommends actions to the company's CEO, their executive team, and the board of directors, regarding the ethical and financial impact – as well as the effect on your brand's reputation and customer sentiment --that comes with doing business in Russia.</i></p> |

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| | | <p>Make sure to thoroughly read the article above.</p> <p>Address the business and ethical issues in each position:</p> <p><u>Team 3: (End Operations)</u> Make the case to end all operations in Russia. Describe the impact as outlined above, why ceasing is necessary, and how this will occur, including timing.</p> <p><u>Team 4: (Continue Operations)</u> Make the case to continue doing business with Russia, and why you are taking this position for the sake of the business and brand, despite so many companies choosing to end their operations there.</p> <p>DUE: Sunday, February 4 at 11:59 PM</p> |
| <p>Week 6</p> <p>Case 3 2/19</p> | <p>Team 5 Team 6</p> | <p>(Chapter 6: International Trade Theory; Chapter 7: Government Policy and International Trade)</p> <p>Case 3: Sanctions on China's top cotton supplier</p> <p>Dou, E. "Sanctions on China's top cotton supplier weave a tangled web for fashion brands." Washington Post, August 22, 2020</p> <p>Assignment: You work for a global fashion brand. Your team must develop a presentation that recommends actions to the company's executive team regarding the supply of cotton that you currently source from China's Xinjiang region. Describe the potential impact on your business results, and on brand reputation. Address the ethical issues in each position:</p> <p><u>Team 5:</u> Make the case for an immediate change to alternate sources of cotton, and why this is necessary.</p> <p><u>Team 6:</u> Make the case against an immediate change in sourcing cotton from Xinjiang, and why you are taking this position for the sake of the business and brand.</p> <p>DUE: Sunday, February 18 at 11:59 PM</p> |
| <p>Week 7</p> <p>Case 4 2/26</p> | <p>Team 7 Team 8</p> | <p>(Chapter 8: Foreign Direct Investment; Chapter 9: Regional Economic Integration)</p> <p>Case 4: The Case for Foreign Direct Investment in the Republic of Kosovo</p> <p>Lubeniqi, C. (Jan.-Apr.2020) "Advantages, Disadvantages and the Performance of Foreign Direct Investment in the Republic of Kosovo 2008-2019". <i>Prizren Social Science Journal</i>, 4(1), 14-19. See PDF</p> <p>Assignment: Your financial services company is considering Foreign Direct Investment in the Republic of Kosovo, for the reasons detailed in the assigned journal article, referenced above, including the facts that Kosovo has the youngest population in Western Europe and consistent GDP growth.</p> <p>Your team has been asked to study and evaluate the pros and cons of such an investment and report back to your senior executive team (using the prescribed case study presentation format!).</p> <p><u>Team 7: PRO</u> -- You have decided that FDI in Kosovo is the right choice for your company. Explain how you arrived at this decision, what your recommendations are, and how you support these recommendations.</p> |

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| | | <p>Team 8: CON -- Your team has concluded that your company <u>should not</u> go forward with FDI in Kosovo. Describe what you have uncovered, your recommendations, and the information you're using to support these recommendations.</p> <p>DUE: Sunday, February 25 at 11:59 PM</p> |
| Round 2 | | |
| <p>Week 9</p> <p>Case 5 3/18</p> | <p>Team 1 Team 3</p> | <p>(Chapter 13: Entering Developed and Emerging Markets)</p> <p>Case 5: "Netflix Goes to Bollywood": The Case for Netflix Success in India Sull, D. and Turconi, S. (January 30, 2021) "Netflix Goes to Bollywood". MIT Management Sloan School, (21-201).</p> <p>See PDF: "Netflix Goes to Bollywood"</p> <p>Assignment: You are a team within Netflix that has been given the task to decide how to successfully expand within India. You must consider Netflix's company culture and history of success as you put together your set of recommendations for India. Your recommendations will be presented to the CEO, the leadership team, and the Board of Directors. It is critically important that you choose the approach that is not only best for Netflix, but best for the audience in India that you choose to address -- and explain why. Therein lies the challenge of this case study.</p> <p>As stated in the closing paragraph of the case from the MIT Management Sloan School paper, "Netflix Goes to Bollywood" (p. 14): "Attracting 100 million subscribers in India raised fundamental strategic questions for Netflix. Which elements of its strategy should Netflix stick to and which should it be willing to change to grow in India?"</p> <p><u>For this case study, it will be up to each team, Team 1 and Team 3, to select the approach they think is best for Netflix's plans for expansion in India. These are informed choices you will make after reviewing the content of this paper and from additional research you may gather. As always, your findings and recommendations should make sense as a whole; your recommendations should support your strategy; and all of this should be delineated within your presentation.</u></p> <p>Once your team chooses its strategy for expansion in India, please consider these issues, as listed from the MIT paper, and provide within your presentation an explanation of your reasoning. Use this list from the paper as guidance:</p> <ol style="list-style-type: none"> 1. Should Netflix reconsider its premium pricing approach in the country to attract cost-conscious consumers? 2. In a market where most competitors relied on some form of advertising to drive profitability, should Netflix re-examine its pledge to stay ad-free? 3. Netflix had not broadcast live sports or user-generated content in the past, but the company could potentially revisit those choices to attract viewers in the Indian market. 4. Should Netflix continue to operate in the Indian market alone, as it had in all other countries, or work with a local partner? 5. Historically Netflix had avoided large acquisitions but buying or merging with a local player might accelerate its growth in the Indian market. Was it worth the risk? 6. Should Netflix allow leaders of the Indian business to make these choices locally, which would be in line with the company's culture of decentralized decision making? 7. Choices that make sense for the Indian market, however, might undermine the company's overall global strategy. 8. As Netflix leaders grappled with these questions, the competitive landscape continued to evolve, and one overarching question loomed large: Could Netflix become Bollywood faster than Bollywood could become Netflix? <p>DUE: Sunday, March 17 at 11:59 PM</p> |

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| <p>Week 10</p> <p>Case 6 3/25</p> | <p>Team 4 Team 5</p> | <p>(Chapter 14: Exporting, Importing, and Countertrade)</p> <p>Case 6: "Higher Education Exporting and International Competitiveness"</p> <p>Hill, Charles W.L., "Higher Education Exporting and International Competitiveness". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 471) See PDF: Higher Education Exporting.pdf</p> <p>Assignment: You are members of a group representing an American council on higher education. It is your job to state a case that conveys the importance of higher education exporting to U.S. policy makers, who either may not be aware of its importance, or, simply, may not be that interested in this area.</p> <p>Make sure you address the key issues that will make a strong case in support of higher education exporting, including higher education's impact on US jobs, global competitiveness, and the economy overall. Be sure that your recommendations:</p> <ol style="list-style-type: none"> 1. Are convincing to policy makers, and 2. Enable them to support reversing the current trends due to policy, as described in this article and in what you will find in your supplemental research, so they themselves can make the case to their peers and constituents. <p>DUE: Sunday, March 24 at 11:59 PM</p> |
| <p>Week 12</p> <p>Case 7 4/8</p> | <p>Team 2 Team 7</p> | <p>(Chapter 15: Global Production and Supply Chain Management)</p> <p>Case 7: "Blockchain Technology and Global Supply Chains"</p> <p>Hill, Charles W.L., "Blockchain Technology and Global Supply Chains". <i>International Business: Competing in the Global Marketplace</i>, 13e. McGraw Hill, 2021. (p. 499) See PDF: Case 7 Blockchain and Global Supply Chains.pdf</p> <p>Assignment: You are the SVP of Supply Chain Management. You and your team are considering adopting blockchain technology for your global company, for all of the reasons detailed in the article included for this case study, attached, as well as in what you discover in your own research: <i>"Blockchains make it possible for ecosystems of supply chain partners (or any business partners) to share and agree upon key pieces of information."</i></p> <p><i>Your presentation should be tailored for the CEO, CFO, CMO, CSO, CPO, and COO of your company, all of whom have a vested interest and a say in this matter.</i></p> <p><u>Team 2: PRO</u> You have decided to <u>recommend</u> adopting blockchain technology for your global company's supply chain. Discuss the pros and cons of this decision, especially the costs and complexities of investing in and implementing blockchain technology. As always, support your recommendations with supporting, detailed statements.</p> <p><u>Team 7: CON</u> You have decided to <u>recommend against</u> adopting blockchain technology for your global supply chain. Discuss the pros and cons of blockchain, its costs and complexities, and why you think your company is better off without using this compelling technology for your global operations and SCM. Make sure your recommendations address how your global company and SCM will continue to thrive with current solutions.</p> <p>DUE: Sunday, April 7 at 11:59 PM</p> |

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| <p>Week 13</p> <p>Case 8 4/15</p> | <p>Team 6 Team 8</p> | <p>(Chapter 16: Global Marketing and Business Analytics)</p> <p>Case 8: "Red Bull"</p> <p>Hill, Charles W.L., "Red Bull". International Business: Competing in the Global Marketplace, 14e. McGraw Hill, 2023. (p. 656. See PDF)</p> <p>Please watch this video: https://youtu.be/cBRNQMoITPw</p> <p>Red Bull has had remarkable success around the world as the best-known and best-selling energy drink. As a private company, Red Bull has adopted a unique business model and marketing strategy to grow and maintain its dominant market share.</p> <p>Red Bull has invested in building the brand to appeal to a broad but well-defined segment of the market. What's more, the company has never hesitated to invest significant amounts in extreme sports, sports teams, sponsoring athletes, and more. All of this is very interesting targeting considering the idea for Red Bull's global expansion came from one of the founders discovering the drink as an antidote for his jet lag after a long flight! Sports was not part of the positioning.</p> <p>Now, some of the major players in the food and beverage world are threatening to make a run at Red Bull again, possibly affecting Red Bull's market share and profitability. It is not known for certain, but these large companies may target a possible weakness: Red Bull's high sugar and high caffeine content are not exactly the healthiest ingredients. Should Red Bull change its strategy or its product?</p> <p>Assignment: Teams 6 and 8: You are the Chief Marketing Officer(s) and the leadership teams for global marketing for Red Bull. You are faced with the above situation. You must present to the two founders of the company your research, insights, and data-backed and well-reasoned rationale for your decisions and recommendations.</p> <p>Remember: You are presenting to the founders. They know the brand but want to hear your unique perspective on what to do next. You must bring a recommendation, as a member of the executive leadership team, so your focus must go beyond branding and marketing programs and extend to the larger context of Red Bull's business overall.</p> <p>How will you continue to win against competition, identify growth opportunities, and solidify the company's brand positioning?</p> <p>In addition to the information in this case and the video provided, investigate existing, recent articles and research to describe the most up-to-date information available about Red Bull's performance.</p> <p>Make sure your recommendations are addressed to the founders as if you were a member of the executive team. These must come across as your team's recommended actions for maintaining revenue and market share growth, and for protecting the Red Bull brand – and the entire business -- itself.</p> <p>DUE: Sunday, April 14 at 11:59 PM</p> |

Cases to be written in “Business Style” and posted in Canvas

All team cases are due on Sunday at 11:59 PM before general availability for the class on Monday, per the schedule. Case Study Presentations must be posted in TWO sections: your team’s Case Study Assignment, and in your team’s discussion section, so all students can see and comment on it. All cases should use PowerPoint or presentation slides, with a recorded voice over or presenter window. Please structure your presentation so each team member’s contribution to this presentation is clearly shown, as much as this is possible. Team collaboration and roles should also be evident within the related discussion forum.

Format

Compose concise sections and statements. Employ bullet points; telegraphic style is acceptable.

Each team must follow and use all sections of this common business presentation format:

1. Agenda – table of contents in briefest possible description
2. Executive Summary – In one page, describe the essence of the problem, findings, recommendations and next steps. Include all of these elements in this page. Imagine you are writing this for a senior-level executive who only has time to read this one page of the presentation. Everything you want them to know about what follows in the full presentation should be here, in the most concise form. Additionally, you are revealing, upfront, your recommendations. What follows in the body of the presentation show logically state your case with research, supporting evidence, recommended actions, and support for these actions. Please make certain that this Executive Summary page and the rest of the presentation are in synchronization.
3. Purpose
What is the “trigger” for this case? What problem, challenge, issue triggered the need for this presentation (in brief form)?
4. Situation Analysis
Appraise the current state and discuss the set of important facts regarding the issue you’re investigating. Select the key issues that are important for the reader/decision maker to know about as background. Cite data, research, and all sources (as provided in the case, and seek more, if you choose).
5. Findings
Describe what you have discovered based on your investigation. Express the key insights you have assembled. This requires analytical thought, synthesis of different data, and logical, concise, and persuasive statements.
6. Recommendations and Support
Centered on your findings, describe your short list of actions. Support your recommendations with research or data, and analysis, tying this back to what you have selected in your findings and what we have covered in the course.
7. Summary
Construct your recommendations into one closing thought. This must be the essence of what you want the reader to recall from your presentation: Answer this for the reader: this is what should they walk away with, so they know how and why to support your recommendations for approval and funding.
If you believe further actions are required, such as additional research and investments, specify this here.

*****IMPORTANT*****

Please read and follow the above carefully. In addition to other criteria cited in this syllabus for these presentations, the grade you receive for your Case Study Presentation will reflect how well you follow this specific set of instructions.

Good luck with your presentations!

NOTES: How to Succeed in This Course

This is to provide even more focus on what will help you earn 15 points for your presentations and 2 points for your discussion contributions.

Please make certain to revisit and pay careful attention to the criteria and requirements outlined in these sections in the syllabus:

- Case Studies (pages 3-4)
- Class Discussion (pages 4-5)
- Case Study Presentations: Presentation Schedule and Team Assignments (pages 15-19)
- Cases to be written in "Business Style" (pages 19-20)

Here are some additional pointers:

1. **Make certain to follow the direction and spirit of each assignment.** If you are asked to role play, e.g., as a company presenting to an executive team, then please make sure your presentation is written that way. Please do not risk losing points by disregarding this requirement.
2. As above, be clear about to whom you are presenting: to an executive team? The CEO?
3. **Do your own research!** What I provide for the case description is only a starting point. You must conduct your own research and build out your case with thorough, up-to-date information.
4. **Do not forget to apply course concepts.** I have aligned the cases with readings. Please apply and convey what is assigned in the textbook and in my lectures to your cases, and to your discussion comments.
5. **Please watch your spelling and grammar.** In a professional setting these errors affect your credibility, especially in a senior-level executive setting.
6. **Follow the prescribed format. Pay special attention to the requirements for each section, especially the Executive Summary and the Recommendations pages, as they are specifically defined.**
7. **Make sure your presentations work as a complete, end-to-end piece of work.** It is evident when teams have not "tested" this logical flow themselves before submitting their presentations.
8. **Use citations and sources. See point 3.**
9. **Case Study Presentation Teams: actively engage in the discussions, please!** Comment or respond to your colleagues' observations. This participation is worth points toward your final presentation grade.
10. Discussions: some discussion comments in past classes have veered toward whether a student liked the presentation or not, or their thoughts about the layout or graphics. If this is all that you comment on, you will not earn points and receive a zero (0) for the discussion (see page 4 in the syllabus).

Please keep in mind that **"your comments should be unique; they should reflect your own and other's expressed thoughts; and your comments should demonstrate your understanding of course concepts."** I will be focused and will grade your comments based on this last point.

11. **Discussion comments are not texts.** They are to be treated as if this was a business discussion within a business presentation environment. Please employ proper spelling, grammar, and complete sentences. There have been some terrific comments and observations made by previous classes and I expect the same with this class! It is great to see some excellent, additional research added! Please keep this momentum going!

I hope all of this helps. I want to make sure everyone has in mind what it takes to earn the highest grade for each assignment and for the course, overall!

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