Globally Networked Learning
The course is designed as a Globally Networked Learning (GNL) experience. Students will be teamed up with undergraduate students at one of the following institutions, and complete weekly global virtual team projects: (1) The School of Economics and Management at Wuhan University, Wuhan, China; or (2) Faculty of Economics and Administrative Sciences, Istanbul Aydin University, Istanbul, Turkey. To simulate a coherent study abroad experience, you can choose one country for global virtual team projects. However, all team project videos of highlights will be shared to the class for learning purposes.

- Founded in 1893, Wuhan University (WHU) is one of the most prestigious and selective national research universities in China, located in Wuhan, Hubei. It is ranked as the top 9th university in China in 2019 by CUAA.
- Istanbul Aydin University is a foundation university founded in 2007 in Turkey’s largest city, Istanbul. It is one of the youngest and the most dynamic universities of Turkey that proceeds in the direction of global education and international development.

Learning Objectives
Upon completion of this course, students should understand the fundamentals of international business, and gain personal experiences of working in global virtual teams.

Specifically, students should understand:
- The roles of economic, legal, technological, political, and cultural environments in business.
- Fundamental concepts and principles of international trade and investments.
- The roles and structures of international business policies.
- Strategies for international business transactions.
- Organizing international business operations in multiple functions including marketing, finance, human resource management, and leadership.

Course Description
This course is designed as an advanced undergraduate study for management professionals in the changing and diverse international business environment. It covers both macro- and micro aspects of international management and global business strategy. It describes the world’s market places, focusing on economic, legal, technological, political, and cultural
environments, discusses international business tractions such as trade and investments across these environments, as well as how to strategically manage international business operations.

The course follows the hybrid virtual learning model, combining synchronous sessions via Zoom (every Wednesday) and asynchronous sessions (anytime of the week until Sunday midnight).

- **Synchronous sessions** are hosted live via Zoom during the course regular hours, where students can interact with the professor at real time. These sessions will be recorded, and the recording will be posted on Canvas after the class.

  At each synchronous session (except the first for orientation and introduction), the first 40 minutes are featuring **five randomly selected teams** to share their experiences of the weekly virtual team project. The presenting teams will be notified a week in advance if they are randomly selected for presentation. Each presenting team will have approximately 8 minutes, including 6 minutes' presentation and 2 minutes' Q&A with the professor and the class. Throughout the semester, each team will be selected randomly twice for in-class presentations.

  The second 35 minutes are allocated to a lecture by the professor on the weekly topics.

- **Asynchronous sessions** are self-managed by the students, including watching pre-recorded course lectures, completing weekly online quizzes, and working on global virtual team projects. The materials for asynchronous session are posted on Canvas in advance.

**Global Virtual Team Project**

**Team building:** All students need to create your own public LinkedIn profiles, listing professional background information (bio photos, school, degree, major, skills, interests, school email, and any other relevant background for team works). Students are grouped into UNCC teams (2-3 members each team) in the first week, and (based on their country preferences) will be assigned foreign student members (2-3 members) by Week 9.

  - **How to build a good LinkedIn profile**

**Weekly meetings:** Each week (due Sunday midnight), teams will be assigned a collaborative task related to the lecture topics. By Sunday midnight, all teams are required to upload a short video highlighting their collaboration, summarizing what they have experienced, learned and accomplished. These videos will be shared as a common learning resource within the class.

While collaborations and communications for global virtual team projects may combine emails, web meetings, and any other media, a minimum of 30 minutes each week should be allocated for virtual face-to-face web meetings. Recommended software for web meetings includes Zoom, WebEx, and Skype:

  - Free meeting scheduling tool **Doodle**
  - Zoom **FAQs**, **Sharing screen**, **recording**
  - WebEx **FAQs**, **Sharing screen**, **recording**
  - Skype **FAQs**, **Sharing screen**, **recording**
  - If you use screen recording, **Google Chrome Extension Awesome Screenshot**

**Special considerations:** In the case of collaborating with students from China, be aware of the social media, apps, and websites that are blocked by the Chinese firewall, or social media, apps, websites that are blocked by the US executive orders.

## Course Outline and Schedule

### Week 1

<table>
<thead>
<tr>
<th>September 9</th>
<th>Asynchronous session to be completed by <strong>Sunday midnight</strong></th>
</tr>
</thead>
</table>
| Wednesday synchronous session | • Asynchronous **lecture #1**  
• Weekly online **quiz #1**  
• Virtual team **task #1: UNCC Teambuilding and Intro** |

- **An Overview of International Business**

  Learning goals:
  - Understand the course learning objectives
  - Understand the global virtual team project process
  - Be able to follow the course structure, grading policies, and schedules
  - Be able to locate course resources
  - Be able to connect with classmates and find potential international teammates

- Asynchronous session to be completed by **Sunday midnight**
  - **In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).**
  - **UNCC students will be grouped by into 20 teams (2-3 students a team).** Students will self sign-up among 10 China groups and 10 Turkey groups.
  - **Host the first virtual meeting, and talk about the following topics:**
    - **Name, major, personal interests, cool things about your hometown**
    - **Identify at least three daily habits/routines that you think would represent your own country’s culture**
    - **Identify at least three potential difficulties that your team might encounter in your global virtual teamwork when foreign partners are engaged**
    - **Discuss how you would overcome these difficulties**

- In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
- You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
- By **Sunday midnight**, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.
## Week 2

**September 16**  
Wednesday synchronous session

**Global Marketplaces and Business Centers**

**Learning goals:**
- Be aware of the basic facts about global marketplaces
- Be aware of the major country profiles in North America, Western Europe, Eastern Europe and Central Asia, Asia, African and Middle Eastern countries, and South America

**Asynchronous session to be completed by Sunday midnight**

- Asynchronous lecture #2  
- Weekly online quiz #2  
- Virtual team task #2: Global Marketplaces  
  - In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).  
  - Use facts, statistics, and examples to compare macroeconomic profiles among the US, China and Turkey, including:  
    - Economic opportunities  
    - Demographic characteristics  
    - Infrastructures  
    - Political importance  
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  - By Sunday midnight, in Canvas, upload a 60 seconds' video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week's team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
### Week 3

**September 23**  
**Wednesday synchronous session**

**The Role of Culture**

Learning goals:
- Be able to identify the key elements in national cultures
- Be able to conduct basic quantitative and qualitative analysis of cultures
- Be aware of notable cultural differences that may affect effectiveness of communications

**Asynchronous session to be completed by Sunday midnight**

- Asynchronous lecture #3
- Weekly online quiz #3
- Virtual team task #3: Teaching cultures
  - In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).
  - Discuss what cultures of your own country (US, your home country, or your parents’ home countries) you want to teach foreign partners in your first global introduction:
    - Introduce a significant historic/cultural site of your country that you would highly recommend the other(s) to visit and explain why it is your choice
    - Recommend a popular local food that can be homemade
    - Identify at least three facial expressions or body languages that are common in one nation’s culture, but not in the other nation.
    - Teach a popular slang that is often used in working meetings
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  - By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
Week 4

September 30
Wednesday synchronous session

**International Trade**

Learning goals:
- Understand the motivation of international trade
- Understand the differences among major theories of international trade

Asynchronous session to be completed by **Sunday midnight**

- Asynchronous lecture #4
- Weekly online quiz #4
- Virtual team **task #4: Trade**
  - In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).
  - Please identify a major ongoing event related to trade between the US and one of its major trading partners
    - Discuss what tensions are involved in this event
    - Discuss the actions taken by each government and the motivations behind their actions
    - Discuss what you think would happen to the consumers in each nation because of this ongoing trade event.
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  - **By Sunday midnight**, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by **Monday noon**. Please watch them, and cast votes in Canvas **by Sunday midnight** to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
<table>
<thead>
<tr>
<th>Week 5</th>
<th>Asynchronous session to be completed by <strong>Sunday midnight</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>October 7</strong></td>
<td><strong>International Investment</strong></td>
</tr>
<tr>
<td><strong>Wednesday synchronous session</strong></td>
<td><strong>Asynchronous lecture #5</strong></td>
</tr>
<tr>
<td><strong>Learning goals:</strong></td>
<td><strong>Weekly online quiz #5</strong></td>
</tr>
<tr>
<td>• Describe the different forms of international investments</td>
<td><strong>Virtual team task #5: International investment</strong></td>
</tr>
<tr>
<td>• Explain the reasons for foreign direct investments</td>
<td>o <strong>In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).</strong></td>
</tr>
<tr>
<td>• Summarize the main factors in foreign direct investments</td>
<td>o <strong>By this week, UNCC students will be assigned with foreign team members (3-5 students) from a foreign country. By Wednesday this week, all participating students should make their profiles available in the LinkedIn Group.</strong></td>
</tr>
<tr>
<td></td>
<td>o <strong>Discuss the foreign investments between the US and the country you are assigned to:</strong></td>
</tr>
<tr>
<td></td>
<td> <strong>Identify the flows and stock of outward foreign direct investment from the US into your assigned country in the last five years (if not available, give an estimate and explain your estimation)</strong></td>
</tr>
<tr>
<td></td>
<td> <strong>Identify the flows and stock of the inward foreign direct investment from your assigned country into the US in the last five years (if not available, give an estimate and explain your estimation)</strong></td>
</tr>
<tr>
<td></td>
<td> <strong>Identify the largest US-owned multinational enterprise operating in your assigned country (based on total global revenue)</strong></td>
</tr>
<tr>
<td></td>
<td> <strong>Identify the largest foreign-owned multinational enterprise operating in the US from your assigned country (based on total global revenue)</strong></td>
</tr>
<tr>
<td></td>
<td>o <strong>In the end, each team member will briefly summarize one notable thing you did not know before but you know now.</strong></td>
</tr>
<tr>
<td></td>
<td>o <strong>You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.</strong></td>
</tr>
<tr>
<td></td>
<td>o <strong>By Sunday midnight</strong>, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.</td>
</tr>
</tbody>
</table>

All uploaded videos of the last week's team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by **Monday noon**. Please watch them, and cast votes in Canvas by **Sunday midnight** to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week's task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
<table>
<thead>
<tr>
<th>Week 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 14</td>
</tr>
<tr>
<td>Wednesday synchronous session</td>
</tr>
<tr>
<td><strong>International Monetary System and the Balance of Payments</strong></td>
</tr>
<tr>
<td>Learning goals:</td>
</tr>
<tr>
<td>• Discuss the role of international monetary system in promoting international trade and investment</td>
</tr>
<tr>
<td>• Discuss the impact of the World Bank Group and the International Monetary Fund on the post-World War II international monetary system</td>
</tr>
<tr>
<td>• Describe the function and structure of the balance of payments accounting</td>
</tr>
<tr>
<td>Asynchronous session to be completed by <strong>Sunday midnight</strong></td>
</tr>
<tr>
<td>• Asynchronous lecture #6</td>
</tr>
<tr>
<td>• Weekly online quiz #6</td>
</tr>
<tr>
<td>• Virtual team task #6: International monetary system</td>
</tr>
<tr>
<td>o In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).</td>
</tr>
<tr>
<td>o Please identify at least three methods you can request or receive payment from the other country</td>
</tr>
<tr>
<td>‣ Discuss the pros and cons of each method vs. the other alternatives</td>
</tr>
<tr>
<td>‣ It’s optional, but you are encouraged to try these methods with your teammates in the other country.</td>
</tr>
<tr>
<td>o In the end, each team member will briefly summarize one notable thing you did not know before but you know now.</td>
</tr>
<tr>
<td>o You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.</td>
</tr>
<tr>
<td>o By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.</td>
</tr>
</tbody>
</table>

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas **by Sunday midnight** to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
Week 7

October 21
Wednesday synchronous session

**Foreign Exchange and International Financial Markets**

Learning goals:
- Describe how demand and supply determine the price of foreign exchange
- Discuss the role of international banks in the foreign exchange market
- Discuss the important aspects of the international capital market

Asynchronous session to be completed by **Sunday midnight**

- Asynchronous lecture #7
- Weekly online quiz #7
- Virtual team task #7: Foreign exchange
  - In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).
  - Please identify whether it is cheaper to buy the other country’s currency in the US or in the other country
    - Discuss whether this finding is consistent with the supply and demand of the currency
    - Discuss what might affect the inconsistencies of your findings
    - Identify at least three methods to purchase the other country’s currencies
    - Please discuss the pros and cons of these methods
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  - By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
Week 8

October 28
Wednesday synchronous session

National Trade Policies

Learning goals:
• Present the major arguments in favor of and against government intervention in international trade
• Describe the major tools countries use to restrict trade
• Specify the techniques countries use to promote international trade
• Explain how countries protect themselves against unfair trade practices

Guest talk: Dr. Joe Hoff, Director of Global Education and Engagement, UNCC

Asynchronous session to be completed by Sunday midnight

• Asynchronous lecture #8
• Weekly online quiz #8
• Virtual team task #8: Current trade policies
  o In Weeks 1-8, UNCC students will work with UNCC classmates (2-3 members each team).
  o Please discuss the current trade policies between the US and the country assigned to your team
    ▪ Discuss the major trade restrictions between the two nations
    ▪ Analyze the motivations of the governments who initiate these restrictions
    ▪ Discuss what kinds of companies are being affected by these restrictions
  o In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  o You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  o By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
### Week 9

**November 4**  
**Wednesday synchronous session**

**International Cooperation among Nations**

Learning goals:
- Explain the importance of the General Agreement on Tariffs and Trade (GATT) and the World Trade Organization (WTO) to international business
- Contrast the different forms of economic integration
- Analyze the opportunities for international businesses by integrated economic regions/blocs

**Asynchronous session to be completed by Sunday midnight**

- Asynchronous lecture #9
- Weekly online quiz #9
- Virtual team task #9: Global team introduction
  - This week’s teamwork is in collaboration with foreign student members from the country assigned to your team. Bear in mind that these students may not be as advanced in the course subject or spoken/written English as your team. Be patient and make sure you communicate your tasks well to them.
  - Host the first global virtual meeting, and talk about the following topics:
    - Name, major, personal interests, share contacts
    - Cool things about your city (e.g., CLT or hometown)
    - Identify at least three daily habits/routines that you think would represent your own country’s culture
  - Teach foreign students the unique cultures you team has discussed in Week 3:
    - Introduce a significant historic/cultural site of your country that you would highly recommend the other(s) to visit and explain why it is your choice
    - Recommend a popular local food that can be homemade
    - Identify at least three facial expressions or body languages that are common in one nation’s culture, but not in the other nation.
    - Teach a popular slang that is often used in working meetings
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
### Week 10

**November 11**  
**Wednesday synchronous session**

**International Strategic Management**

**Learning goals:**
- Characterize the challenges of international strategic management  
- Assess the basic strategic alternatives  
- Distinguish and analyze the components of international strategy  
- Describe the international strategic management process  
- Identify and characterize the levels of international strategies

**Asynchronous session to be completed by Sunday midnight**

- Asynchronous **lecture #10**  
- Weekly online **quiz #10**  
- Virtual team **task #10: International strategy**
  - This week’s teamwork is in collaboration with foreign student members from the country assigned to your team. Bear in mind that foreign students may not be as advanced in the course subject or spoken/written English as your team. Be patient and make sure you have a good division of labor, and communicate your tasks well to them.  
  - Now continue with the companies you have analyzed in week 5, and discuss their strategic management
    - Please discuss what major products are being sold to their host countries  
    - Please discuss whether these products are sold based on differentiation, cost leadership, or focus strategy, or a combination.  
    - Please identify at least three ways in which the products sold in the host country are different from the same products sold in the home country  
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.  
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.  
  - **By Sunday midnight**, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by **Monday noon**. Please watch them, and cast votes in Canvas by **Sunday midnight** to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
### Week 11

**November 18**

**Wednesday synchronous session**

**Strategies for Analyzing and Entering Foreign Markets**

**Learning goals:**
- Discuss how firms analyze foreign markets
- Outline the process by which firms choose their mode of entry into a foreign market

**Asynchronous session to be completed by Sunday midnight**

- Asynchronous lecture #11
- Weekly online quiz #11
- Virtual team task #11: International organization and control
  - This week’s teamwork is in collaboration with foreign student members from the country assigned to your team. Bear in mind that foreign students may not be as advanced in the course subject or spoken/written English as your team. Be patient and make sure you have a good division of labor, and communicate your tasks well to them.
  - Now continue with the companies you have analyzed in week 5, and discuss their entry strategies
    - Please identify the control mode of the subsidiary in the host country, where control mode includes wholly-owned subsidiary, a joint venture with local owners, a joint venture with another home-country owner, a joint venture with a third-country owner, or strategic alliance without ownership.
    - Please discuss the advantages of this control mode vis-à-vis the alternatives
    - Discuss what factors might have determined this control mode
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
  - By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
<table>
<thead>
<tr>
<th>Week 12</th>
<th>Thanksgiving break – No asynchronous sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>November 25</td>
<td></td>
</tr>
<tr>
<td>Wednesday synchronous</td>
<td></td>
</tr>
<tr>
<td>session</td>
<td></td>
</tr>
</tbody>
</table>

**International Marketing**

Learning goals:

- Characterize the nature of marketing management in international business
- Discuss the product, pricing, promotion, and placing policies in international business
Week 13

December 2
Wednesday synchronous session

Leadership and Employee Behavior in International Business

Learning goals:
- Identify and discuss the basic perspectives on individual differences in different cultures
- Evaluate basic views of employee motivation in international business
- Identify basic views of managerial leadership in international business

Asynchronous session to be completed by Sunday midnight

- Asynchronous lecture #12
- Weekly online quiz #12
- Virtual team task #12: Cross-cultural leadership
  - This week’s teamwork is in collaboration with foreign student members from the country assigned to your team. Bear in mind that foreign students may not be as advanced in the course subject or spoken/written English as your team. Be patient and make sure you have a good division of labor, and communicate your tasks well to them.
  - Please identify and compare the most desired leadership style in two nations
    - Please describe the most desired characteristics of a leader in your own nation
    - Discuss the shared desired characteristics between the two nations
    - Discuss the differences in desired characteristics between the two nations
    - If you were an employee, discuss what discomfort you might have if the other leadership style is applied to your own country.
    - If you were a leader working in the other country, discuss what you might do to avoid such discomfort experienced by your local employees
  - In the end, each team member will briefly summarize one notable thing you did not know before but you know now.
  - You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.

- By Sunday midnight, in Canvas, upload a 60 seconds’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 60 seconds, or allocate about 60 seconds during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.
**Week 14**

**December 9**
**Wednesday synchronous session**

**A review and synthesis**

**Asynchronous session to be completed by Sunday midnight**

**Learning goals:**
- Synthesize the environmental analysis of international business
- Synthesize the process of international entry
- Synthesize the strategic management, leadership, and marketing of international business

**Asynchronous lecture #13**

**Virtual team final project: Conclusion and farewell**
- This week’s teamwork is in collaboration with foreign student members from the country assigned to your team. Bear in mind that foreign students may not be as advanced in the course subject or spoken/written English as your team. Be patient and make sure you have a good division of labor, and communicate your tasks well to them.
- Please host a closing virtual team meeting to share with the team your thoughts about what you have learned throughout the semester, covering
  - Each member, please discuss the top three things that you did not know but know now after the global virtual team project
  - Discuss whether and how this global virtual team experience has helped you understand international business in action.
  - Discuss whether and how this global virtual team experience has prepared you to have a physical study abroad in the future
  - Discuss what new skills and knowledge you have gained in this global virtual teamwork
  - Share with the team your best moments in this global teamwork
  - Farewell to the team members, and share contacts for continued relationships
- You are encouraged to share photos, videos, or any visuals to give the team vivid impressions.
- By Sunday midnight, in Canvas, upload a 2 minutes’ video of highlights during your virtual team meeting. You can either edit/cut your original meeting recording into 2 minutes, or allocate about 2 minutes during the meeting for recording.

All uploaded videos of the last week’s team projects on time will be shared via Course Dropbox (see Canvas “Full Course Information”) by Monday noon. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.

For more information of the university’s academic calendar, see http://registrar.uncc.edu/calendar.
# Grading policies

<table>
<thead>
<tr>
<th>Section</th>
<th>Max</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>14 points</td>
</tr>
</tbody>
</table>
| Attending synchronous sessions is required. You can make up your misses through research assistant (RA) works for Dr. Chen related to this class. Making up one missed synchronous session (1.5 hours) takes 1.5 hours of RA works. Please discuss with Dr. Chen directly for eligible extra work for making-up credit.  
• 1 point per week x 14 weeks = 14 points |
| In-class presentation    | 10 points    |
| Each team will have two opportunities to present their global virtual team experiences.  
• 5 points for each presentation x 2 presentations |
| Weekly quizzes           | 26 points    |
| Each week, there will be an online quiz (1 to 3 single-choice questions) following the asynchronous lecture. In total, there are 12 online weekly quizzes, totaling 26 single-choice questions that are graded towards final grade (1 point each). You have two attempts for each graded quiz, and only the last attempt will be graded.  
• 1 point for a single-choice question x 26 questions |
| Global virtual team project | 50 points    |
| Option 1: China  
By Sunday midnight, each team is asked to upload a video of highlights of your virtual team meeting in Canvas. You can either edit/cut your original meeting recording into a short version of highlights, or allocate time during the meeting for recording.  
All uploaded videos of the last week’s videos of highlights will be shared via a Dropbox link by noon the next day. Please watch them, and cast votes in Canvas by Sunday midnight to your top three favorite videos of highlights. Please cast your votes based on: (1) whether the highlights are relevant to this week’s task; (2) whether the highlights have taught you something novel and interesting; (3) whether the presentation, formatting, and other techniques used in the video are impressive.  
• Weekly global virtual team project (except the final week):  
  o 1 point for uploading the 60 seconds’ video of highlights x 12 weeks = 12 points  
  o 1 point for global virtual team project questions x 12 weeks = 12 points  
  o 1 point for casting votes for Top three favorite videos x 12 weeks = 12 points  
  o 0.5 point for earning a top-three favorite video of the week x 12 weeks = 6 points  
• Final weekly global virtual team project:  
  o 3 points for uploading of the 2 minutes’ video of highlights  
  o 2 points for global virtual team project questions  
  o 1 point for casting votes for Top three favorite videos  
  o 2 points for earning the Top three favorite videos |

**Note:** A late submission has a penalty of 1% for each hour.

All members of the course are expected to adhere to the University Policy 407, The Code of Student Academic Integrity. Violations of this code include but are not limited to: cheating, plagiarism, falsification and fabrication, multiple submissions, abuse of academic materials, and complicity in academic dishonesty. Violators will receive a failing grade and may risk suspension from the University. Additional details on the Code of Student Academic Integrity are available at http://legal.uncc.edu/policies/up-407.

The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.