



GBUS 300-04 Fa20 International Business

James Drogan
7/31/20

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Required Text

1. Kling, A. S. (2016). *Specialization and Trade: a Reintroduction to Economics*. Washington DC: Cato Institute. ISBN 139: 78-1-944424-16-9

Instructor's Note

Very informative, physically small, easy-to-read (10 chapters, maybe 15-20 minutes per chapter), inexpensive (Amazon, \$9.99 pbk, \$3.03 Kindle), very well structured, a nice review of what this course is about.

Available in the Ship'

B. Recommended Text

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

Instructor's Note

This is a very good book and, if you are serious about international business, is a good investment. I call to your attention that it can be rented (see Amazon) and a copy is available in the Luce Library.

The 16th edition of this text will also work. The main change is in the resequencing of chapters; something easily managed.

This text is the bases for the design of this course.

Three chapters from Daniels are required:

- ***Governmental Influence on Trade, Chapter 6***
- ***Globalization and Society, Chapter 11***
- ***Strategy of International Business, Chapter 12***

C. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Exhibit development of teamwork, leadership, communication, and critical thinking skills.
2. Recognize the legal, economic, political and cultural environments impacting international business.
3. Identify government, direct investment, stakeholder influences on trade and international trade theory.
4. Be familiar with foreign direct investment, exchange rates and restrictions.
5. Have an understanding of multinational firms, corporate policy, export/import strategies, country selection and operational factors in respective host countries.
6. Understand economic integration (e.g., NAFTA, EU) and free trade organizations and initiatives (e.g., GATT, WTO) effect on MNEs' decision making.
7. Be familiar with international business functions, such as global marketing and international human resources sourcing and staffing needs.
8. Understand ethical issues as they apply to international business.

IV. COURSE ASSESSMENTS

A. A Personal Note

The value received in a course taught by me is often interpreted as the final grade. You, the student, need to decide the level of grade that is acceptable, and the work required to achieve that mark.

Grades derived from attendance, midterm and final exams, multiple choice and true/false questions are, in my view, crude approximations of the value you receive and may consequently deliver. Hence, I don't assess your performance in this fashion.

I had a long career in international business and assess your performance as I would that of an employee. In short, demonstration of acceptable ethics as applied to well-structured critical thinking, and clear and compelling communications of the results of that thinking whilst working collaboratively in a team environment. An understanding of and curiosity about the context of the course, say international business, is critical to success.

B. Assessments in the Class

1. Course Project (see p 12)
2. Team work

B. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

Students with a documented disability and seeking to utilize services should contact Dr. Sherill Anderson, Assistant Dean of Student Affairs at sanderson@sunymaritime.edu or by visiting Student Affairs on the first floor of Baylis Hall. All academic accommodations are assessed and provided on an individual basis and must be grounded in documentation. Accommodations will be made during the academic year for KUP's (knowledge, understanding, and proficiency) tested as part of a written exam. No accommodations will be made for practical assessments outlined in the STCW guidelines. All student disability information is confidential. Students must meet with Accommodation Services **EACH SEMESTER** in which they wish to receive accommodations. Faculty cannot provide accommodations without official notification from Accommodation Services (Student Affairs).

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

<http://www.sunymaritime.edu/sites/default/files/media/Documents/AcademicIntegrityPolicy.pdf>

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENT AFFAIRS

Instructor Information

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 3PM Tuesday – Thursday MAC 228. Appointments are recommended.

Class Meetings

None. Online course. See the schedule on p **Error! Bookmark not defined.**

Class Policies

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

Instructor's Note

The learning objectives (See A. Course Objectives, p. 2), approved by GBAT, are a mix of the general and specific and, inasmuch as they provide the basis for guidance to the student and may overcomplicate the

learning experience. They may also sow the seeds of confusion when trying to grasp international business. I'm inclined to think there are three major objectives:

1. Understand the what, why, where, how, who, and when of international business and be able to apply that understanding to the analysis of international business issues.
2. Awareness and understanding of contemporary issues in international business, especially how these affect the shipping industry.
3. Apply a comprehensive set of ethical, critical thinking, and communications skills to international business.

Grading

Grading comprises:

1. Course Project: 100 points
2. Teamwork: 10 points

No more than 110 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned, and no other extra credit is available.

Teams

The class will be broken into eight four person teams responsible for the course project to be produced during the course.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the table to the left.

The initial final grade represents the points attained divided by the total points available. This math guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class; the quality of your contributions to the discussions.

Course Outline

Overview

This course is summarized in the following graphic.

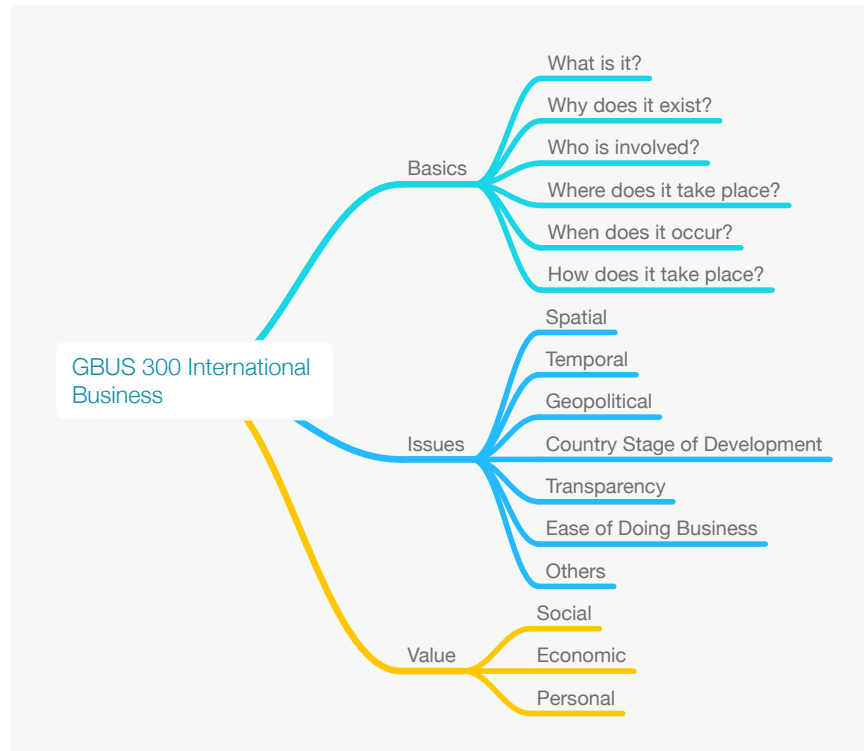


Figure 1 Major Topics in the Course

There are 16 major topics in this course corresponding with 13 of the 20 chapters in Daniels, the recommended text. A topic will be introduced in a facilitated discussion on a Wednesday. On the following Monday the topic will be reviewed in a facilitated discussion. In the interim between Wednesday and Monday you are expected to complete any reading assignments, give some thought to the matter at hand, and prepare for the ensuing Wednesday discussion.

Please note that the introduction of the topic will not be a reprise of the assigned reading. I do not base my presentations on this material, but on my own experience. The readings are important and need to be read.

Other reading will be assigned from time to time and will be found in Blackboard.

Kling is a required text and encompasses an introduction and 10 chapters. These will be assigned to the first 11 meetings.

A major component of the course is a course project details of which are found on page 12.

Detail

Note: Required reading from Kling is shown in bold.

1. Introduction to the Course
 - a. Question of the Day
 - (a) What is interesting and/or unknown about international business?¹
 - b. Presentation: *Introduction to the Course and International Business*
 - (a) Objectives
 - (b) Approach
 - (c) Grading
 - (d) Feedback
 - c. Team Time (20 minutes)
 - d. Reading Assignments
 - (a) ***Introduction (Kling, 2016)***
 - (b) *No Ordinary Disruption* (Dobbs et al., 2015, pp. 1–12)
2. Geopolitics
 - a. Question of the Day
 - (a) How does geopolitics affect international business?
 - b. Presentation: *Geopolitics*
 - c. Team Time
 - d. Reading Assignment
 - (a) ***Filling Frameworks (Kling, 2016)***
 - (b) *Organizational Pace of Change: Thriving in Our Fast Paced World* (Eisenstaedt, 2018)
3. Globalization and International Business
 - a. Question of the Day
 - (a) What are the major benefits and costs of international business?
 - b. Presentation: *Globalization and International Business*
 - c. Team Time
 - d. Reading Assignments
 - (a) ***Machine as Metaphor (Kling, 2016)***
 - (b) *Globalization and International Business* (Daniels et al., 2015, Chapter 1)

¹ Questions of the day are designed to do two things. First, to pique the curiosity of students. Second, to avoid spending time on that which they know.

4. The Cultural Environments Facing Business
 - a. Question of the Day
 - (a) How do culture and business affect one another?
 - b. Presentation: *The Cultural Environment Facing Business*
 - c. Team Time
 - d. Reading Assignment
 - (a) ***Instructions and Incentives (Kling, 2016)***
 - (b) *The Cultural Environment Facing Business* (Daniels et al., 2015, Chapter 2)
5. The Political and Legal Environments Facing Business
 - a. Wednesday
 - (a) Question of the Day
 - (i) What are the costs and benefits of country-level versus international-level political and legal environments?
 - (b) Presentation: *The Political and Legal Environments Facing Business*
 - (c) Team Time
 - (d) Reading Assignment
 - (i) ***Choices and Commands (Kling, 2016)***
 - (ii) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3)
 - (e) Writing Assignment
 - (i) State Paper
 - b. Monday
 - (a) Presentations
 - (i) *Teams*
 - (ii) *Writing Guide for the GBUS 300 Project Report*
 - (iii) *Feedback: Importance and Processing*
 - (b) Team Time
 - (c) Reading Assignment
 - (i) ***Specialization and Sustainability (Kling, 2016)***
 - (ii) *Teams* (Drogan, 2016)
 - (iii) *Feedback: Importance and Processing* (Drogan, 2018)

6. The Economic Environments Facing Business
 - a. Wednesday
 - (a) Question of the Day
 - (i) What are the alternative economic environments and how do they affect business?
 - (b) Presentation: *The Economic Environments Facing Business*
 - (c) Team Time
 - (d) Reading Assignment
 - (i) ***Trade and Trust (Kling, 2016)***
 - (ii) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4)
 - b. Monday
 - (a) Feedback on State Paper
 - (b) Team Time
 - (c) Reading Assignment
 - (i) ***Finance and Fluctuations (Kling, 2016)***
7. Global Manufacturing and Supply Chain Management
 - a. Wednesday
 - (a) Question of the Day
 - (i) How should the supply chain be designed and managed to be successful in global manufacturing?
 - (b) Presentation: *Global Manufacturing and Supply Chain Management*
 - (c) Reading
 - (i) ***Policy in Practice (Kling, 2016)***
 - (ii) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18)
 - (iii) *The Great Supply Chain War* (Khanna, 2016, Chapter 7)
 - (d) Writing Assignment
 - (i) Futures Paper
 - b. Monday, Columbus Day, no class, hold Monday class on Tuesday

Note: Modules 2-6 are intended to establish a general framework for international business. The remaining modules provide important detail within this framework. These modules are presented in an order of the key issues to be considered if the goal is to reach a decision on whether or not to enter into international business.

8. Country Evaluation and Selection
 - a. Tuesday
 - (a) Discussion of the Question of the Day
 - (i) What should be considered when evaluating a country for business potential?
 - (b) Presentation: *Country Evaluation and Selection*
 - (c) Team Time
 - (d) Reading Assignment
 - (i) ***Macroeconomic and Misgivings (Kling, 2016)***
 - (ii) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13)
 - b. Monday
 - (a) Feedback on Futures paper
9. Globalization and Society
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) How should globalization and society interact?
 - (b) Presentation: *Globalization and Society*
 - (c) Team Time
 - (d) Reading Assignment
 - (i) ***Concluding Contemplation (Kling, 2016)***
 - (ii) *Globalization and Society* (Daniels et al., 2015, Chapter 11)
 - (e) Writing Assignment
 - (i) Conclusions paper
 - b. Monday
 - (a) Discussion of a contemporary issue in international business
 - (b) Team Time
10. Governmental Influence on Trade
 - a. Wednesday
 - (a) Discussion of the Question of the Day
 - (i) What value does governmental influence bring to trade?
 - (b) Presentation: *Introduction to Governmental Influence on Trade*
 - (c) Team Time
 - (d) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6)
 - b. Monday
 - (a) Feedback on Conclusions paper

(b) Team Time

11. International Trade and Factor-Mobility Theory

a. Wednesday

(a) Discussion of the Question of the Day

(i) How does factor mobility affect international trade?

(b) Presentation: *International Trade and Factor-Mobility Theory*

(c) Team Time

(d) Reading Assignment

(i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5)

(e) Writing Assignment

(i) Recommendations Paper

1. Policy

This is perhaps the most interesting and important aspect of recommendations. Policy is what guides our actions. Examples include regimental, academic, and classroom policies. We then design, implement, operate, and change the systems necessary to enact these policies

2. Design

3. Implementation

4. Operation

5. Change

b. Monday

(a) Discussion of a contemporary issue in international business

12. Global Foreign Exchange Markets

a. Wednesday

(a) Discussion of the Question of the Day

(i) What are the costs and benefits of national currencies versus a global currency?

(b) Presentation: *Global Foreign Exchange Markets*

(c) Feedback on Recommendations paper

(d) Team Time

(e) Reading Assignment

(i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).

b. Monday

(a) Writing Assignment

(i) Complete paper

(b) Team Time

13. Global Capital Markets

a. Wednesday

(a) Discussion of the Question of the Day

(i) How should capital flow around the globe?

(b) Presentation: *Global Capital Markets*

(c) Feedback on Complete paper

(d) Team Time

(e) Reading Assignment

(i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10)

b. Monday (Thanksgiving Week)

14. Cross-National Cooperation and Agreements

a. Monday

(a) Discussion of the Question of the Day

(i) Under what conditions should nations engage in competition, cooperation, or a mixture of the two (coopetition)?

(b) Presentation: *Cross-National Cooperation and Agreements*

(c) Reading Assignment

(i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7)

b. Wednesday

(a) Discussion of a contemporary issue in international business

15. The Strategy of International Business

a. Monday

(a) Question of the Day

(i) What are the major factors to be considered when deciding on a strategy for international business?

(b) Presentation: *The Strategy of International Business*

(c) Reading Assignment

(i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).

b. Wednesday

(a) Discussion of a contemporary issue in international business

16. Security in International Business

a. Monday

(a) Discussion of the Question of the Day

(i) What are the root causes of security issues?

(b) Presentation: *Security in International Business*

(c) Reading Assignment

- (i) *The Clash of Forces* (Drogan, 2019a)
- b. Monday
 - (a) Discussion of a contemporary issue in international business.

Course Project

It is my practice to assign a course project in lieu of midterm and final exams. This note describes the project for the Fall 2020 term in terms of intent, and the deliverables and dates.

Introduction

The news has been dominated for sometime by the uncertainty surrounding the value and conduct of international trade. This news itself is uncertain with different sources describing the situation in different ways. This raises an interesting issue of how we differentiate between what's what and what's not.

I think it safe to operate on the assumption that the dynamics of international business 1.) will not subside anytime soon, and 2.) it's highly likely that these dynamics will affect us whether it is our vocations, such as shipping, or personal lives that have become dependent upon goods and services produced elsewhere.

My sense is that we need to develop a capacity to think about this phenomenon more deeply and on a more regular basis in order to assure we can safely ride these waves of change during the time we all accumulate more responsibility for others and ourselves.

The texts assigned in this course are extremely valuable to this project.

1. Kling, A. S. (2016). *Specialization and Trade: a Reintroduction to Economics*. Washington DC: Cato Institute. ISBN 13: 978-1-944424-16-9

Instructor's Note

Very informative, physically small, easy-to-read (10 chapters, maybe 15-20 minutes per chapter), inexpensive (Amazon, \$9.99 pbk, \$3.03 Kindle), very well structured, a nice review of what this course is about.

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Instructor's Note

This is a very good book and, if you are serious about international business, is a good investment. I call to your attention that it can be rented (see Amazon) and a copy is available in the Luce Library.

The 16th edition of this text will also work. The main change is in the resequencing of chapters; something easily managed.

With respects to the project, both texts should be consulted on the basis of where you are in the project and the specific issue you that occupies your mind.

I will provide information on contemporary news and issues during the course and I encourage you to do your own exploration and bring material to class for discussion.

Approach

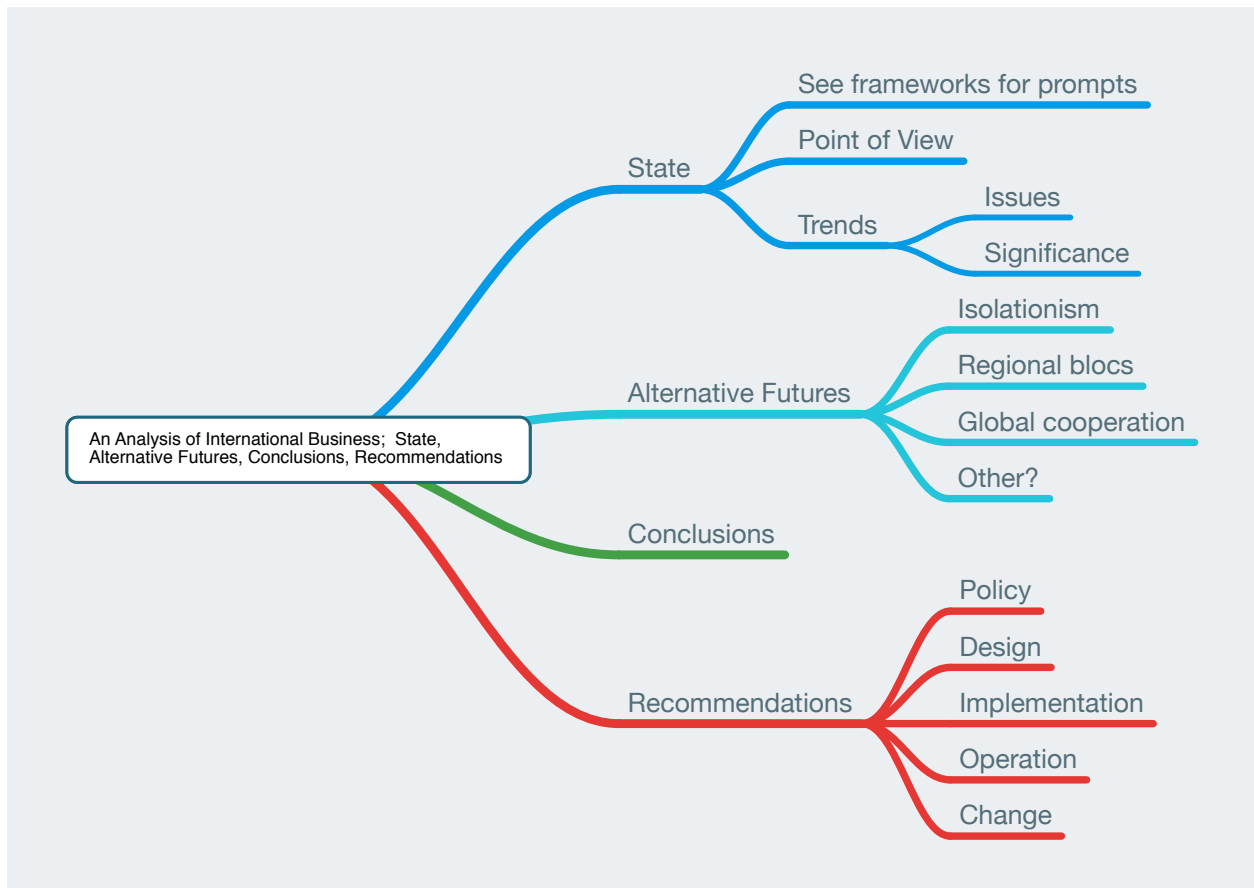


Figure 2 Approach

Here is sketch of how I would approach this project. The reference to frameworks refers to Figure 1 Major Topics in the Course. You may take another approach provided you address the four critical questions:

1. What's the current state of international business?
 - a. You must choose a point of view. For example; citizen, local businessperson, regulator. You may select any point of view you like.
 - b. What are the important trends that affect you and what is their significance?
 - c. Frameworks represent ways to think about the state. I will cover these in class, but you can get a head start by reviewing *Some Comments on Change in Strategic Management* (Drogan, 2019b).
2. What are the alternative futures for international business?
 - a. As you begin to understand the state you will begin to think of alternative ways in which international business may develop. I've suggested three and allowed for another future you may imagine that is different. Alternatives compel us to make choices, on of the more important things we do in life.

3. What conclusions do you draw at this point? For example:
 - a. Availability of good data and information.
 - b. Associated risks and uncertainties.
 - c. Associated strengths, weakness, opportunities, and threats.
 - d. Potential value.
4. What are your recommendations for proceeding?
 - a. Policy
This is perhaps the most interesting and important aspect of the project. Policy is what guides our actions. Examples include regimental, academic, and classroom policies. We then design, implement, operate, and change the systems necessary to enact these policies
 - b. Design
 - c. Implementation
 - d. Operation
 - e. Change

Deliverables

Deliverables represent items that will be graded. There is one, built in sections through the term. Sections ii-v will each be graded. Sections i, vi, and vii will then be added and qnd the complete paper graded.

1. A written report
 - a. Seven sections
 - i. Introduction
 - ii. State
 - iii. Alternative Future
 - iv. Conclusions
 - v. Recommendations
 - vi. Summary
 - vii. References
 - b. This report is produced throughout the term with the introduction, summary, and references added last.
 - c. Structure
 - i. Microsoft Word; format for letter size page; single space; space between paragraphs; numbered pages; common font such as Calibri, Cambria, or Times New Roman; 10 or 12 points.
- ii. Layout
 1. Create the complete template in the beginning.
 2. Fill in each section as require in the schedule.

3. Name the file "Team # (State, Alternative Futures, Conclusions, Recommendations, Final). according to the section completed)"

Date

Team number and members

Introduction (written last)

State

Alternative Future

Conclusions

Recommendations

Summary (written last)

References; use APA or MLA

- iii. Length

I do not mandate a minimum or maximum number of words or pages in your paper. Clear, precise, concise papers should be your goal. Twenty pages is a good target.

Your task is to persuade me that you have given sufficient consideration to the assignment to have a plausible position that is defensible. Say what you have to say, then stop.

- iv. Submit via Blackboard.

<The remainder of this page is intentionally blank>

2. Schedule

Class #	Day	Date	Topic or Deliverable	Points	%
	Monday	9/7/20	Labor Day – HOLIDAY – NO CLASSES		
1	Wednesday	9/9/20	1. Introduction to the Course and International Business		
2	Monday	9/14/20	2. Geopolitics		
3	Wednesday	9/16/20	3. Globalization and International Business		
4	Monday	9/21/20	4. Cultural Environments facing Business		
5	Wednesday	9/23/20	5. The Political and Legal Environments Facing Business		
6	Monday	9/28/20			
7	Wednesday	9/30/20	6. The Economic Environments Facing Business		
8	Monday	10/5/20	State Paper Due	20	
9	Wednesday	10/7/20	7. Global Manufacturing and Supply Chain Management		
	Monday	10/12/20	Columbus Day -HOLIDAY - NO CLASSES		
10	Tuesday	10/13/20	8. Country Evaluation and Selection		
11	Wednesday	10/14/20	Futures Paper Due	20	
12	Monday	10/19/20	9. Globalization and Society		
13	Wednesday	10/21/20			
14	Monday	10/26/20	10. Governmental Influence on Trade		
15	Wednesday	10/28/20	Conclusions Paper Due	20	
16	Monday	11/2/20	11. International Trade and Factor-Mobility Theory		
17	Wednesday	11/4/20			
18	Monday	11/9/20	12. Global Foreign Exchange Market		
19	Wednesday	11/11/20	Recommendations Paper Due	20	
20	Monday	11/16/20	13. Global Capital Markets		
21	Wednesday	11/18/20	Completed Paper Due	20	
22	Monday	11/23/20	14. Cross-National Cooperation and Agreements		
	Wednesday	11/25/20	Thanksgiving Break –No Classes		
23	Monday	11/30/20			
24	Wednesday	12/2/20	15. The Strategy of International Business		
25	Monday	12/7/20			
26	Wednesday	12/9/20	16. Security in International Business		
				Points	%
				Papers	100 91%
				Teamwork	10 9%
				Total	110 100%

Grading Rubrics

Deliverables

Here is the rubric (Drogan, 2019c) by which the deliverables will be assessed.

Assessment → Factor ↓	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Concise, Precise, Clear	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding in the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Compelling	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.
Relevant	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Credible	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility

The assessment process is the result of reading the submission and judging each of the Factors (rows) on the basis of the Assessment of the degree to which the expectation of the factor are met. For example:

	4	3	2	1	
Clear, Precise, Clear	X				
Compelling		X			
Relevant			X		
Credible				X	
	4	3	2	1	2.5

PCT	LTR	GPA	10
0	F	0.000	0.0
63%	D	1.000	6.3
64%	D	1.075	6.4
65%	D	1.150	6.5
66%	D	1.225	6.6
67%	D+	1.300	6.7
68%	D+	1.433	6.8
69%	D+	1.567	6.9
70%	C-	1.700	7.0
71%	C-	1.800	7.1
72%	C-	1.900	7.2
73%	C	2.000	7.3
74%	C	2.075	7.4
75%	C	2.150	7.5
76%	C	2.225	7.6
77%	C+	2.300	7.7
78%	C+	2.433	7.8
79%	C+	2.567	7.9
80%	B-	2.700	8.0
81%	B-	2.800	8.1
82%	B-	2.900	8.2
83%	B	3.000	8.3
84%	B	3.075	8.4
86%	B	3.225	8.6
87%	B+	3.300	8.7
88%	B+	3.433	8.8
89%	B+	3.567	8.9
90%	A-	3.700	9.0
91%	A-	3.800	9.1
92%	A-	3.900	9.2
93%	A	4.000	9.3
94%	A	4.000	9.4
95%	A	4.000	9.5
96%	A	4.000	9.6
97%	A	4.000	9.7
98%	A	4.000	9.8
99%	A	4.000	9.9
100%	A	4.000	10.0

The assessment of a submission may be as shown above. The grade points are vertically summed in the bottom row. That sum is divided by four to yield a grade of 2.5 (C+) for this submission. The grade of a 2.5 is converted to points (lookup in the GPA column; use points from the 10 column) and entered into the gradebook using the table to the left. In this case, if the points for the assignment were 10, a 2.5 would yield 7.8 points.



References

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