



GSBA 582: Global Context and International Business
Saturdays 8:30-12:00 p.m. (1.5 units)
Spring 2022

	Faculty	Faculty
Instructor:	Professor Selo Imrohorglu	Professor Sriram Dasu
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COURSE DESCRIPTION AND OBJECTIVES

Successful managers in today’s business world must be able to approach issues with a global mindset. This course has two broad themes. The first theme is concerned with emerging trends in globalization and the impact on the future of jobs, society, and the structure of supply chains. Second, this course aims to apply the material you learned in your core classes to analyze an international business problem. You will develop a solution for an international firm through an experiential, hands-on, remote project. This course, therefore, has two major components: a) class sessions to understand and analyze important global dynamics and b) a group project to research and analyze the real-world business challenges.

The objectives of this course are:

1. To analyze and draw conclusions about the impact of socio-political and advance technologies on globalization.
2. To integrate and apply frameworks, models, tools, and concepts from various perspectives to the study of a specific economy and to the analysis of a real-world business issue confronting a specific firm.
3. To analyze and draw conclusions around the potential of an emerging business model or technology or social trend and its impact on the broader economy, industry, and society.

The course meets on 5 Saturdays in which major themes related to international business and the business environment will be discussed. These sessions will also be used to develop your project work. Two of these sessions are on-line, and three will be in person.

Upon successful completion of this course, students will be able to:

- 1) Analyze business issues with a global mindset and identify the challenges and opportunities of doing business internationally.
- 2) Assess the business context in a country (including the economic/financial, technological/infrastructure, political/regulatory, and cultural/social/historical contexts) and describe how this context affects international business.
- 3) Articulate various ways that functions and industries are impacted by the global business environment.

COURSE EVALUATION AND GRADING

1) Participation (Individual)	10%
2) Case Analysis (Individual)	15%
3) Exam	25%
4) Group Project Memos, Report, and Final Presentation	50%

PARTICIPATION

Because this is an experiential learning course with real-world clients, high levels of engagement and participation are expected in the class sessions. Attendance and proper preparation are necessary to successfully learn the lessons in this course.

At times, there will be synchronous sessions conducted online on Zoom. Students should plan to attend every synchronous session for the classes, irrespective of whether it is conducted online or in-person. Attendance, participation, and assessment expectations apply regardless of how the class is conducted.

Participation is obviously a function of preparation, skills, attitude, a willingness to engage, and of course attendance.

With regard to quality, the dimensions that matter include:

Relevance—does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.

Causal Linkage—are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.

Responsiveness—does the comment react in an important way to what someone else has said?

Analysis—is the reasoning employed consistent and logical?

Evidence—have data from the case, from personal experience, from general knowledge been employed to support the assertions made?

Importance—does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?

Clarity—is the comment succinct and understandable? Does it stick to the subject or does it wander?

Your participation in each section will be assessed. Please ensure you follow the online etiquette to ensure that your participation is properly tracked. In particular, for online sessions, make sure you enter your first and last name when you join the class. In class, please bring a name card.

MEMOS

Individual and group memos are required for this course. Late memos will not be accepted. For each memo, your team will be provided a clear task that will either help track your progress over the length of the course or aid you in delivering a successful group project.

GROUP PROJECT

A major component of this class is a group project. The group project consists of different deliverables at different times during the course, culminating in a project presentation to an international client, as well as a final report.

Project Plan Proposal Memos

Throughout the course, your team will submit memos that will help you communicate your progress on the project. The following table contains details of the memos. You will get additional information about the structure of each memo from the faculty during the term.

Date	Document / Activity	Purpose
Saturday 2/12	Client Meetings	Meet in break-out rooms with your client for 30 minutes
Sunday 2/13	Memo#1 Project Pitch (5 PM)	Reframe the client's problem – what are the client's needs? (one page)
Sunday 2/13	a) Team Charter (One per team) & b) <i>Individual</i> learning goals (5 PM)	a) Identify roles and responsibilities of team members. b) Write about your own learning goals.
Thursday 2/24	Memo #2 Potential Deliverables (10 PM)	Sketch out the questions you will answer for your client. For each deliverable - content, format, methodology, and key roadblocks (max 2 pages).
Thursday 3/24	Memo #3 Draft of the final deliverable (10 PM) Peer evaluations #1	This is a draft of your final deliverable – complete outline with some parts done by others outlined.
Saturday 3/26	Mid-point Client Meetings	Meet in break-out rooms with your client for 30 minutes
Saturday 4/9	Preliminary presentation deck (8 AM)	This is your preliminary presentation deck that you will present in class (15 minutes presentation + 15 minutes feedback)
Saturday 4/23	Final presentation deck (8 AM) & Final presentation to clients	20 minutes presentation + 10 minutes Q&A
Sunday 5/1	Final report (10 PM) Peer evaluations #2	The final deliverable – annotated PPTX with necessary appendices – incorporating all feedback

Preliminary Project Presentations

Before the final presentation, your team is required to give a practice presentation of your research, analyses, and conclusions. You will receive feedback from the faculty and are expected to incorporate this feedback into your final client presentation. You will have 15 minutes to present and 15 minutes for Q&A. This presentation is different from your final report.

Final Project Presentation and Final Report

You will deliver a presentation of your research, analyses, and conclusions to executives from your focal firm. This presentation is expected to be 20 minutes long with 10 minutes of feedback from the clients. Additional details about your final presentation will be provided on Blackboard. Your written final report to the client will be the final deliverable. It may be an annotated PowerPoint presentation.

You will submit a final report of your research, analyses, and conclusions on Sunday 5/1.

Responsibility for Team Deliverables and Peer Evaluations

For all team deliverables, every member of a team is responsible for the entire submission of the group. Every member of a group should read, check, and provide input for all sections of the team deliverables (even sections that you may not have written).

All group members are expected to contribute fully to the group project, and presentations. Peer evaluations (see Appendix) of your team members will be submitted twice to help the instructors assess each person's contributions to the group effort. The first set of peer evaluations will be submitted with Memo #3 on Thursday, March 24, and the second set will be submitted at the end of the course on 5/1.

Group Project Team Meetings with Faculty

Group Project teams will have time during class to meet with faculty to discuss their projects. Class time has been set aside for teams to work together and interact with faculty. Each group also has the option to schedule additional time if necessary to meet with their faculty for project advising and feedback.

COURSE MATERIAL

Course announcements and materials will be posted to Blackboard. You should check Blackboard on a regular basis. Class preparation questions, including case discussion questions and assignment information, will be posted there. In addition, lecture notes and materials, additional details on assignments, and general announcements will be posted throughout the term.

Several of the readings are in a digital course reader. Instructions for downloading the reader are on BlackBoard.

Go to <https://shop.universitycustompublishing.com/my-account/>

• **Select Class:** University of Southern California

• **Log-In:**

E-mail: GSBA582@Spring2022.usc.edu (not an actual working email)

Password: gsba582DISp221

Downloading digital file:

- Click on **My Account** (right-hand side)
- Click on **Downloads**
- Click on **pdf link under Download**

Once the file downloads, click on the file and enter your website password – **gsba582DISp221**, when prompted. Please be sure to save your PDF to your computer, if not already done so.

(Keep the following in mind: When you download and each time after you access your digital file, you will be instructed to input your password.)

Please, only download the digital reader once, as this is a shared account for students enrolled in the class.

Digital Reader/file may not be shared, posted, duplicated and/or emailed in anyway.

COURSE OUTLINE AND READING LIST (INCLUDING DUE DATES)

Feb 12th Session #1 (In-person class)

8:30 to 9:30: *Class introduction, syllabus, project expectations*

9:45 to 10:45: *Two firms present to whole class via Zoom*

11:00 to 12:00: *All four firms meet their teams in 4 breakout rooms*

Feb 13th @ 5:00 PM

Deliverables 2/13/2022 by 5 PM

1) Team charter (one per team), 2) Project pitch (one per team Memo #1), & 3) Individual learning goals due by 5 PM 2/13/2022—upload to BlackBoard.

Memo #1: Reframe the client problem – what are the client’s needs? (One page)

Feb 24th @ 10:00 PM

Deliverables: 2/24/2022 by 10 PM (Memo #2)

Identify a couple of potential deliverables for your client. This entails sketching out the questions you will answer for your client. For each deliverable—content format and analysis, methodology, key roadblocks. No more than two pages—tables and bullet points are preferred.

Feb 26th @ 8:00 AM

Deliverables: One page write up on the case answering questions posted on BlackBoard. Due 8:00 AM 2/26/2022

Feb 26th: Session #2 (In-person class)

8:30 to 9:30: *Lecture/ discussion on macroeconomics of globalization*

Discussion Topics:

- Globalization and Why Nations Trade?
- China's Rise as a Trade Power
- Job and Political Polarization

Readings:

1. "The State of Globalization in 2021," Steven Altman and Philip Bastian, Harvard Business Review, March 18, 2021.
2. "Trade and Labor Markets: Lessons from China's Rise," David H. Autor, IZA World of Labor, 2018: 431.

9:45 to 10:45: *Two other firms present to whole class via Zoom*

11:00 to 12:00: *Case discussion on globalization and supply chains*

Discussion Topics:

- Firm level decisions of location and sourcing decisions based on cost considerations
- Automation and costs
- Supply risk.

Reading:

1. Fuyao Glass America Case.
2. https://www.youtube.com/watch?v=ls_6A4ivmx0 (watch the video).

March 24th @ 10 PM

Deliverable: Memo #3: Draft of your final deliverable. The final deliverable—with parts done, and others outlined. Due 3/24/2022 10 PM

March 26th: Session #3 (Virtual session)

8:30 to 9:30: *Lecture discussion on macro-economics of advance technologies*

Discussion Topics:

- Impact of automation and AI on the future of work and society

Readings:

1. "Beyond Automation," Thomas H. Davenport and Julia Kirby, Harvard Business Review, June 2015.
2. "Automation Doesn't Just Create or Destroy Jobs—It Transforms Them," Ashley Nunes, Harvard Business Review, 2021.
3. "Jobs Lost, Jobs Gained: Workforce Transitions in a Time of Automation," McKinsey Global Institute, December 2017.

9:45 to 10:45: All teams meet with clients in breakout rooms. (Each team for 30 minutes with client)

11:00 to 12:00: *Discussion on globalization. (Supply chain, Firm perspective)*

Discussion Topics:

- Supply chain risk
- MNCs and the environment.

Readings:

1. "From Risk to Resilience: Learning to Deal with Disruptions," Sloan Management Review, SMR515, 2015.

2. The decade to delivery: A call to business action. CEO study on sustainability.
https://www.accenture.com/_acnmedia/pdf-109/accenture-ungc-ceo-study.pdf

April 9th @ 8 AM

Deliverables—Preliminary Presentation deck due 4/9/2022 8:00 AM

April 9th: Session #4 (Virtual session)

Preliminary presentations—All attend

8:30 to 9:30 *Exam*9:45 to 12:00 *Preliminary presentations*Track A

9:45 to 10:45: Bombay Caravan

11:00 to 12:00: Intelligent Future

Track B

9:45 to 10:45: Musa

11:00 to 12:00: Pantaleon/ Spectrum

April 23rd @ 8 AM

Deliverables—Final Presentation deck due 4/23/2022 8:00 AM
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April 23rd: Session #5 (In-Person)8:30 to 10:45: *Final client presentation*Track A

8:30 to 9:30: Intelligent Future

9:45 to 10:45: Musa

Track B

8:30 to 9:30: Pantaleon/ Spectrum

9:45 to 10:45: Bombay Caravan

11:00 to 12:00: *Course wrap-up. Debrief.***May 1st @ 10 PM**

Deliverables – Final client report due 5/1/2022 10:00 PM
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Appendix

PROJECT PEER EVALUATION
GROUP PROJECT

Your Name: _____ Your Company: _____

Each member of the team is expected to make a contribution. This peer evaluation form will be used to assess individual member’s contributions to the project.

You should evaluate yourself and each of your teammates on a scale of 1-5, with 5 being the best efforts and highest contributions. You may want to consider the following factors in your assessment: Quality of deliverables to team, assistance to team members, quality of listening and participation in discussion, research contribution, time management.

Name	Contribution (1 -5)	Comments
Yourself		

STATEMENT ON ACADEMIC CONDUCT AND SUPPORT SYSTEMS
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Academic Conduct:

Plagiarism – presenting someone else’s ideas as your own, either verbatim or recast in your own words – is a serious academic offense with serious consequences. Please familiarize yourself with the discussion of plagiarism in SCampus in Part B, Section 11, “Behavior Violating University Standards” policy.usc.edu/scampus-part-b. Other forms of academic dishonesty are equally unacceptable. See additional information in SCampus and university policies on [Research and Scholarship Misconduct](#).

Students and Disability Accommodations:

USC welcomes students with disabilities into all of the University’s educational programs. The Office of Student Accessibility Services (OSAS) is responsible for the determination of appropriate accommodations for students who encounter disability-related barriers. Once a student has completed the OSAS process (registration, initial appointment, and submitted documentation) and accommodations are determined to be reasonable and appropriate, a Letter of Accommodation (LOA) will be available to generate for each course. The LOA must be given to each course instructor by the student and followed up with a discussion. This should be done as early in the semester as possible as accommodations are not retroactive. More information can be found at osas.usc.edu. You may contact OSAS at (213) 740-0776 or via email at osasfrontdesk@usc.edu.

Support Systems:

Counseling and Mental Health - (213) 740-9355 – 24/7 on call

studenthealth.usc.edu/counseling

Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention.

National Suicide Prevention Lifeline - 1 (800) 273-8255 – 24/7 on call

suicidepreventionlifeline.org

Free and confidential emotional support to people in suicidal crisis or emotional distress 24 hours a day, 7 days a week.

Relationship and Sexual Violence Prevention Services (RSVP) - (213) 740-9355(WELL), press “0” after hours – 24/7 on call

studenthealth.usc.edu/sexual-assault

Free and confidential therapy services, workshops, and training for situations related to gender-based harm.

Office for Equity, Equal Opportunity, and Title IX (EEO-TIX) - (213) 740-5086

eetix.usc.edu

Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants.

Reporting Incidents of Bias or Harassment - (213) 740-5086 or (213) 821-8298

usc-advocate.symlicity.com/care_report

Avenue to report incidents of bias, hate crimes, and microaggressions to the Office for Equity, Equal Opportunity, and Title for appropriate investigation, supportive measures, and response.

The Office of Student Accessibility Services (OSAS) - (213) 740-0776

osas.usc.edu

OSAS ensures equal access for students with disabilities through providing academic accommodations and auxiliary aids in accordance with federal laws and university policy.

USC Campus Support and Intervention - (213) 821-4710

campussupport.usc.edu

Assists students and families in resolving complex personal, financial, and academic issues adversely affecting their success as a student.

Diversity, Equity and Inclusion - (213) 740-2101

diversity.usc.edu

Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity Liaisons for each academic school, chronology, participation, and various resources for students.

USC Emergency - UPC: (213) 740-4321, HSC: (323) 442-1000 – 24/7 on call

dps.usc.edu, emergency.usc.edu

Emergency assistance and avenue to report a crime. Latest updates regarding safety, including ways in which instruction will be continued if an officially declared emergency makes travel to campus infeasible.

USC Department of Public Safety - UPC: (213) 740-6000, HSC: (323) 442-120 – 24/7 on call

dps.usc.edu

Non-emergency assistance or information.

Office of the Ombuds - (213) 821-9556 (UPC) / (323-442-0382 (HSC)

ombuds.usc.edu

A safe and confidential place to share your USC-related issues with a University Ombuds who will work with you to explore options or paths to manage your concern.

Occupational Therapy Faculty Practice - (323) 442-3340 or otfp@med.usc.edu

chan.usc.edu/otfp

Confidential Lifestyle Redesign services for USC students to support health promoting habits and routines that enhance quality of life and academic performance.