



Vesalius College
Brussels

VESALIUS COLLEGE

Fall 2016

BUS 393 Capstone: Business Studies

Contact Details for Professor:

Instructor: Prof. Dr. Frank E. Billingsley
Office: Pleinlaan 5

Office Hours: Friday 11:30-13:30

Email: fbilling@vub.ac.be

Telephone: +324 71 91 46 71 (only in emergencies)

Course Prerequisites

Third year standing is required.

This course is an in-depth study of business principles as they relate to the local and global marketplace. Emphasis is on understanding the influence of internationalization on the world's economy, the competitive pressures on the intensifying global markets, and the development of in-depth research project tailored to the client. Topics include the political, economic, legal, regulatory, and sociocultural trends affecting international business, the dynamic environments in which global business strategies are formulated, and the challenge of implementing business programs leading to competitive advantage.

This course is designed as a final course in your Bachelors programming. A unique aspect of the Vesalius College Capstone experience is the application of classroom study to a real-world scenario. This is a rigorous team-based project to prepare students to make the transition from an academic environment to the working world.

This is a project-based course. It is not a lecture-based course, it is an interactive course, a student-led course, and you should have a working knowledge of Marketing. There are multiple presentations in this course. Attendance is required and mandatory.

Learning Objectives

After completing this course, you should be able to express and explore core international marketing concepts, approaches and arguments of Marketing Theories. Students will engage with key debates and controversies of international marketing trends; from a practical and theoretical perspective. The Learner will engage in a client-based project that will a real world component to the course, that will enhance life-long learning. Further, the course also focuses on strengthening students' research, team-work and public speaking skills through academic writing, presentations and seminar-leading

Major Learning Objectives	Course Learning objectives addressing the Major Objectives (choose the most important ones that your course actually addresses)	Methods used to Teach Course Objectives	Methods (and numbers/types of assignments) used to test these learning objectives	Type, Timing and Numbers of Feedback given to Student
The bachelor has a broad knowledge of the different functional fields of business management. He is able to apply this knowledge in the analysis of business-oriented problems and is able to propose solution to specific business problems.	Learn, discuss and engage with a wide range of fundamental issues in marketing and international marketing and how to approach them with appropriate theoretical, conceptual and argumentative tools	All activities are touch with a real world focus., hence the client based approach to knowledge acquisition. You are actively involved in different kind of exercises.	Factual knowledge is assessed through in-class exams; a practical approach to the theories will be applied in a client-based approach research project. This future can be seen through group work. Midterm and final reflection report.	Throughout the course during there will be a research based case study exam, an academic project, project defense, and final client-based presentation. Feedback will be provided.
The bachelor has an understanding of the interrelatedness of the different functional fields of business and understands the impact of this on decision-making.	The learner will be able to distinguish the similarities and differences between domestic and international marketing practices.	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	This can be evaluated in the final academic paper and client marketing proposal. This future can be seen through group work. Midterm and final reflection report.	There is an academic project, project defense, and final client-based presentation. Feedback will be provided.

exercises.

Below are the exact learning objectives, and an illustration of how they are achieved and evaluated.

The bachelor has insight into the broad societal context of businesses and is able to take it into account in the analysis of business-oriented problems.	Analyze the impact of current events on international marketing decisions that have made a societal impact. To synthesize theoretical concepts with practical applications to problems of the environment field.	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	This can be evaluated in the final academic paper and client marketing proposal. This future can be seen through group work. Midterm and final reflection report.	There is an academic project, project defense, and final client-based presentation. Feedback will be provided.
The bachelor knows and is able to apply common qualitative and quantitative research methods and is able to apply these in the field of business studies.	The learner will gain a better understanding of the use of research methodology through the utilization of research knowledge.	Students will work together to establish and deliver a research project that illustrates the foundation of research knowledge and comprehension.	Students will research their given topic to a high standard, which includes project, defense, and project presentations. This future can be seen through group work. Midterm and final reflection report.	Students receive feedback from the instructor, the defense committee, and the client. Feedback will be provided.
The bachelor has an open and academic attitude characterized by accuracy, critical reflection and academic curiosity.	Students will engage in understanding the need to critically evaluate their personal behavior. This will be reflected in critical thinking, inquiry, and reflection.	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	There is a final reflection paper due, for self reflection and evaluation. This future can be seen through group work. Midterm and final reflection report.	The reflection report on their academic career and how they will progress in their future. Feedback will be provided.
The bachelor is able to identify the international dimension in business-related problems and	Analyze the impact of current events on international marketing decisions	All concepts are revisited during course lectures to ensure comprehensive	This can be evaluated in the final academic paper and client marketing proposal. This future can be	There is an academic project, project defense, and final client-based presentation. Feedback will

knows how to handle these problems in an effective way.		knowledge base.	seen through group work. Midterm and final reflection report.	be provided. Feedback will be provided.
The bachelor is able to work in a multi-cultural team.	Project teams to complete the client-based research project.	A small team of 5 students will be compiled of multicultural members.	Students will research their given topic to a high standard, which includes project, defense, and project presentations. This future can be seen through group work. Midterm and final reflection report.	Students receive feedback from the instructor, the defense committee, and the client. Feedback will be provided.
The bachelor recognizes the importance of life-long learning.	There will be multi-disciplinary perspective in his analysis of Business.	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	There is a final reflection paper due, for self reflection and evaluation. This future can be seen through group work. Midterm and final reflection report.	The reflection report on their academic career and how they will progress in their future. Feedback will be provided.
The bachelor is able to communicate clearly, fluently and accurately; as well in a written report as in an oral presentation.	How to structure and compose an academic essay, based on alternative and off-conflicting theoretical approaches.	Preparation for their project defense, and presentation exercise.	This class assesses both oral and written expression, through a variety of written and oral assignments, which include final project defense, and client presentation. There will be three formal presentations, and weekly classroom discussion This future can be seen through group work. Midterm and final reflection report.	. Feedback will be provided.
The bachelor is able to combine ethical and business-oriented judgments in the analysis of business problems and takes these ethical considerations explicitly into account in the solutions proposed for business problems.	Analyze the impact of current events on international marketing decisions	All concepts are revisited during course lectures to ensure comprehensive knowledge base.	Factual knowledge is assessed through in-class exams; a practical approach to the theories will be applied in a client-based approach research project. This future can be seen through group work. Midterm and final reflection report.	There is an academic project, project defense, and final client-based presentation. The reflection report on their academic career and how they will progress in their future. Feedback will be provided.

Course Description

This course is an in-depth study of marketing principles as they relate to the international marketplace. Emphasis is on understanding the influence of internationalization on the world's economy, the competitive pressures on the intensifying global markets, and the development of marketing plans tailored to reach international markets. Topics include the political, economic, legal, regulatory, and sociocultural trends affecting international marketing, the dynamic environments in which global marketing strategies are formulated, and the challenge of implementing marketing programs leading to competitive advantage.

Course Materials Required/ Required Course Reading:

Textbook:

International Management Behavior: Global and Sustainable Leadership. Lane, Maznevski, DiStefano, and Dietz, 7th edition 2014, 978-0-470-71412-6.

Readings:

Beyond corporate social responsibility: A Primark case study. (2016). Retrieved from <http://businesscasestudies.co.uk/primark/beyond-corporate-social-responsibility/introduction.html#ixzz4GmpEoOJw>

Billingsley, F. (2016). Deconstructing Leadership. 10-pages.

Bloom, N., Sadun, R., & Van Reenen, J. (2012). DOES MANAGEMENT REALLY WORK? Harvard Business Cases.

Eyring, J. (2014). Talent Management Strategies for Multi-Speed Growth: Getting Your Practices in the Right Gear. *People and Strategy*, 37(3), p. 30-34.

Grossman, G. (2016). What trade deals are good for? Harvard Business Cases.

Hinds, P. (2016). Research: Why best practices don't translate across cultures. Retrieved from <https://hbr.org/2016/06/research-why-best-practices-dont-translate-across-cultures>

Making things better: A Philips case study. (2016). Retrieved from <http://businesscasestudies.co.uk/philips/making-things-better/introduction.html#axzz4Gmov59C3>

Meyer, E. (2015) When culture doesn't translate. Harvard Business Cases.

Neeley, T. (2015). Leading global teams: Managing split to bridge social distance. Harvard Business Cases.

Ringel-Bickelmaier, C., & Ringel, M. (2010). Knowledge management in international organisations, *Journal of Knowledge Management*, 14 (4), pp. 524-539.

Vision, values and business strategies: A Tesco case study. (2016). Retrieved from <http://businesscasestudies.co.uk/tesco/vision-values-and-business-strategies/introduction.html#ixzz4Gmq6o8Ht>

Quackenbos, D., Roth, M.S., Ettenson, R. & Auh, S. (2016). Does your company have what it takes to go global?

Active Learning

This is a final year course; I will not be giving traditional lectures. This course will challenge you on all aspects of your academic career. You are expected and required to work independently, to be a productive member of your group.

Learning should be an active experience. Students who passively listen to lectures, copy someone else's notes, and limit their readings to required articles are unlikely to develop their critical thinking and expand their personal knowledge.

Active learning will turn out to be enriching to the overall course and class discussions. Students are invited to deepen their understanding of both theoretical and current issues from a variety of sources.

You must come to class prepared to discuss the topic of the day!

Periodical References (Academic journals)

Journal of Marketing Research, Marketing Science, Journal of Consumer Research, International Journal of Research in Marketing, Quantitative Marketing and Economics, Journal of Consumer Psychology, Journal of International Marketing, Journal of Islamic Marketing, Journal of Consumer Marketing, Journal of Public Policy and Marketing, Consumption Markets and Culture, etc.

Current affairs (newspapers; think tanks)

For current affairs awareness, you are required to keep yourself up-to-date through *the Economist*, *Financial Times*, *The Wall Street Journal*, and *International Herald Tribune* websites.

Other Business Sources:

The Economist www.economist.com

The Wall Street Journal <http://www.wsj.com/europe>

Financial Times <http://www.ft.com/home/europe>

International Herald Tribune <http://www.huffingtonpost.com/news/international-herald-tribune/>

Harvard Business Review <https://hbr.org>

Bloomberg Business <http://www.bloomberg.com/europe>

European Council on Foreign Relations (ECFR): <http://ecfr.eu/>

Grading Scale of Vesalius College

Vesalius College grading policy, in line with the Flemish Educational norms, is now as stated follows:

Grade	Scale of 20	Scale of 100
A	17.0-20.0	85-100
A-	16.1-16.9	81-84
B+	15.3-16.0	77-80
B	14.5-15.2	73-76
B-	13.7-14.4	69-72
C+	13.1-13.6	66-68
C	12.3-13.0	62-65
C-	11.5-12.2	58-61
D+	10.7-11.4	54-57
D	10.0-10.6	50-53
F	Below 50	0-49

Letter grade	Scale of 20	Scale of 100	Rationale of grading
A	17.0-20.0	85-100	An excellent work, which demonstrates advanced knowledge of empirical background and theoretical/conceptual frameworks. The work is underpinned by an outstanding capacity for learning, mastering of relevant literature and ability to gather and independently assess relevant sources beyond required levels of reading. The proposed analysis draws on solid, critical and original analytical skills and ability to relate theoretical knowledge to empirical cases. The work is well communicated and demonstrates a pertinent and original ability to communicate complex dynamics. The bibliographic and referencing systems are correct.
A-	16.1-16.9	81-84	A refined piece of work, which demonstrates advanced knowledge of both empirical background and theoretical and conceptual frameworks. The work is underpinned by a good learning attitude; ability to master relevant theoretical literature and coherent attempt to apply this literature to empirical phenomena. Strong critical ability and successful attempt to pursue an original analysis. Adequate reading levels and ability to communicate key findings in an effective way. However, weaknesses can be identified in terms of language, referencing, depth of sources, profundity of analysis and/or organisational structure.
B+	15.3-16.0	77-80	A good piece of work, sustained by adequate analytical skills. It demonstrates good level of understanding of the relevant theoretical literature and critical ability to apply these frameworks to the topic at hand. Written and oral expression is overall correct, the referencing and bibliographic systems are overall correct. The work could be further improved (minor flaws in the structure of the argument; minor theoretical lacuna), but it remains nonetheless a good piece of work.
B	14.5-15.2	73-76	An adequate work, which overall meets the requirement of the assignment. It demonstrates a fairly good level of knowledge of both empirical background information and provides some analytical framework. The work meets the requirements of the assignment in terms of mastery of the literature and learning outcomes. Language, reference and bibliographic systems are generally correct although perhaps with some weaknesses. The work could be significantly improved (e.g. flaws in the organisational structure; limited number of sources; clarity and accuracy of language; theoretical/conceptual lacuna; sub-optimal focus/coherence of argument).
B-	13.7-14.4	69-72	The work meets the basic requirements specifically demanded for the assignment. It shows the attempt to relate with relevant theoretical

			literature and to apply theoretical frameworks to the analysis of real-life cases. The work, however, does not adequately engage with the critical assessment of either relevant theoretical frameworks or the topic at hand. The work is marked by some combination of flaws in the organisational structure of the paper; theoretical/conceptual lacuna; sub-optimal focus or coherence of the argument; clarity and accuracy of language and/or inappropriate selection of sources.
C+	13.1-13.6	66-68	The work meets the requirements of the assignment in a sufficient way, but does so in an imprecise and incomplete manner. It shows basic knowledge of both theoretical frameworks and the topic at hand. The proposed analysis is marked by some flaws (e.g. poor structure, theoretical or conceptual coherence; limited analysis; basic engagement with the literature).
C	12.3-13.0	62-65	The work engages with the assignment and meets the requirements in a somehow satisfactory, but it is marked by several pitfalls. The work lacks focus, it is poorly structured; it is not sufficiently embedded in the literature; it uncritically tackles the topic at hand. The argument is hard to follow and the referencing and bibliographic systems are overall incorrect.
C-	11.5-12.2	58-61	The work does not meet the requirements of the assignment. It engages with the question, but does so in a basic and inadequate way. The work is undermined by several pitfalls. It shows a basic understanding of the module requirements and is jeopardised by major flaws including (but not confined to) a lack of coherence, loose expression, poor coverage of the literature; poor referencing; scant ability to critically assess the topic at hand.
D+	10.7-11.4	54-57	The work does not meet the requirements of the assignment. It attempts to address the question, but it remains unfocused and loosely structured. There is an evident lack of reading and scant ability to relate to relevant literature and to engage critically with the topic at hand. Language is poor; the referencing and bibliographic system is incorrect or incomplete.
D	10.0-10.6	50-53	The work is marked by serious flaws and below an acceptable level. The rationale of the assignment is not understood nor addressed. The work demonstrates insufficient understanding of the topic at hand and learning outcomes below the required level. The answer is unfocused; expression is unclear; there are severe flaws in the coherence of the argument; engagement with the literature is minimal, referencing is often poor.
F	0-9.9	0-49	The work does not meet any of the requirements and learning objectives of the course and the Major. The argument is loose, language is poor, no knowledge of relevant theoretical and empirical dynamics. Incorrect or incomplete reference systems and/or likely instances of plagiarism.

Course Assessment

Students will be evaluated on the basis of their performance in the following areas:

Midterm Assessment.....	20%
Class Lead Presentation.....	20%
Final Group Project.....	30%
<i>-Each student will be assessed differently on their contributions to the project</i>	
Final Group Presentation and Individual Group Meetings.....	20%
<i>-Each student will be assessed differently on their contributions to the project</i>	
Individual Assessment.....	10%

Late Assignments

Late Assignments are not accepted! You need to consider this course as work. You are responsible to the client. Therefore, your name and reputation are on the line.

Grading Criteria

Midterm Assessment:

The midterm assessment will cover all the framing topics covered in class during the first six (6) sessions of the term. The exam will be in an essay form. This is a 4000-word essay. Rubrics can be found in the appendix section of this syllabus.

Class Lead Discussion:

Each group will lead a class discussion on the specific days. The group will lead the class in a 30-minute topic presentation, and then a 30-minute class lead discussion.

Group 1: Lead Discussion on Managing Change

Group 2: Lead Discussion of Ethics and Sustainability

Individual Assessment:

This is a final reflection report. This reflection is to provide you the opportunity to evaluate on your academic career, to assist you be making better choices for the future. This is a 4000-word essay.

Individual Assessment Rubrics:

	Description	Words	Points
Introduction	The reader understands what the evaluation represents; Thesis statement is present with a clear research focus.	500	/2
Depth/Reflection	There is a clear reflection of how the learner has grown academically	1500	/4
Discussion/Analysis	Extensive Analysis and Arguments of self evaluation	1500	/4
Conclusion	Stating in clear and succinct manner the result of the analysis and main answer to the research question	500	/3
Structure and citations	There are no spelling and grammatical errors, Citations are correct and free of errors.	N/A	/2

Do not send your paper in PDF form and in all email subject line, please indicate assignment and last name, ex: Case 2 Smith; and save files with project and name.

Group Project

Capstone Overview

The Capstone experience involves identifying a real-world task in a real-world setting. It can be research-oriented or design-oriented. According to Schachter and Scheartz (2009), students "experience the value of professional networks and get an early introduction to many value conflicts and ethical dilemmas similar to those they will face in their careers" (as cited in Smith, 2005; p. 446). The value-added skills that are obtained

here will assist you in your future careers. Gaumer, Cotleur, and Arnone (2012), state, "client based projects, provide a fertile learning environment in which students apply their marketing knowledge to an actual client organization. This experiential or hands-on learning enables students to hone specific skills like: problem-solving, critical and analytical thinking, oral and written communication, and team work" (p. 71). There is much research on the advantages and disadvantages of this client-based approach according to Hauge (2012), but overall there is a worldwide move to incorporate experiential learning into the classroom (Cotleur, et al 2012). The goal of the project is to offer the students with the opportunity to gain practical experience that surpasses classroom lectures or case evaluation, and to keep instructors in touch with business trends and practices as their role as coach.

Goals for the Capstone experience include:

- Define the information problem or opportunity
- Synthesize all aspects of the research
- Make a positive difference for the community
- Create a teamwork experience and expression

Team/Groups based approach are often a challenge, but offer the added value of real work experience to the classroom setting. According to Parsons (2009) students value educational groups as valuable to their future career needs, add motivation, and add to their skill development.

The Project:

Each group will consist of 4-5 students.

The term project will be an international company of choice. To conduct an in-depth evaluation of the company. This should evaluate: the organization, marketing, finances, legal and ethical, human resources, cultural, management, leadership, and sustainability.

The group project has two objectives.

- First, it will help you to gain hands-on experience in applying what you learn in class to an organization.
- Second, it will give you experience working as part of a team. Briefly, the project will consist of identifying an unfulfilled market need and designing a new product to address and fulfill that need.

Your group will then be responsible evaluating the overall international company.

Actions	Date	Total 30%
---------	------	-----------

1. Presentation Outline and Plan	October 14	3%
2. Project Defense	October 28	5%
3. Final Presentation	November 25	5%
4. Project Paper	November 25	15%
5. Peer Evaluations (Individual)	December 2	2%

Business Client Project ¹

A business client project addresses a specific business problem in a particular business. Student groups will function as either an internal or external consultant with a clearly defined task and an expected deliverable. This project parallels common assignments in organization where a group is tasked to study a problem and make recommendations to higher level decision-makers.

This task is accomplished by following these steps: 1) systematically clarify the presenting business problem, 2) determine the questions to be answered, 3) decide how to answer the questions, 3) collect and analyze data, 4) draw conclusions, and 5) make recommendations. Key to success is framing the inquiry differently than has been used in the past. This is an opportunity for students to utilize the concepts and approaches learned in their business programs.

A business project is an example of practical business writing. The writing is expected to be crisp and clear. The guidance here is to "Get to the point and back it up." Do not labor your points. Once the research is completed, the document to be produced should be considered a persuasive argument on behalf of the recommendations. Again, a clear, concise presentation of the information will work best. A thoughtfully conceived and thoroughly executed study will provide a good foundation for this argument. The logic of the recommendations should be easily observed by those receiving the report.

Project Paper (4500-5000 words) (20%):

This proposal will be structured in 5 sections, distinguishable by clear headings and subtitles (see the table below for more details). Please, note that the title of each section is your compass to navigate both your topic and your selected theories. Make sure that each section is coherent and that the argument draws on and follows the selected subtitle. You must upload it into Turnitin.com, then email me a copy of your project, finally the Business Report will be presented in a covered binder. This is for a company remember.

Considerations for the Client Organization

Consider the following when selecting the client organization:

1. Client organizations may be the student's employer, a small business seeking assistance, or a planned new venture organization.
 - Client organizations must be willing to provide students the opportunity to study

¹ Developed from the University of Oregon

- and develop a general management perspective including operational, financial and human resource management issues.
2. Client expectations regarding confidentiality and other issues should be discussed with client's organization
 3. Client organizations are responsible to assist students in the development of the project by identifying problem areas where research is needed and by providing data for analysis Consider the following responsibilities of the student or team:
 - a. The team must identify sources of information relevant to the project and be assured of access to that information and to those persons who can provide it
 - b. The student or team should have a clear understanding of what the client expects to be the outcome of the project. In what form should this outcome be delivered? This is known as the "Deliverable."

Required Content and Organization of the Project

1. Title Page
The title page is not numbered. Refer to the sample provided at the end of these project format instructions.
2. Executive Summary
The executive summary page is not numbered. The purpose of the executive summary is to provide an abstract of the information provided in the project. Clarity and conciseness are essential. Four to six brief paragraphs are usually sufficient.

Dedication and Acknowledgement Inclusion of a dedication is optional. If a dedication is included, begin numbering the page with lower case Roman numerals. These elements are rarely included and, if they are, should clearly contribute to the desired outcome. An acknowledgement of contribution by individuals may be included at the end of the project report.

3. Table of Contents
This table is also numbered with lower case Roman numerals. Refer to the example "Table of Contents" at the end of this section.
4. Introduction
The introduction section begins with a brief discussion of the area of interest and then presents the following sub-sections:
 - a. Background of the Problem Description of the background of the problem (brief historical perspective and explanation of why the problem remains unsolved at this time). Remember your audience, does not require an introduction to the company.
 - b. Statement of the Problem The problem is presented in statement form, e.g., "The problem is ...". Conclude this section with a clear statement of the question or questions that need to be answered to solve this problem.
 - c. Purpose of the Study This section explains why the study is being conducted. It may be (but not be limited to) one of the following:
 - To effect a change
 - To solve a real business problem for an existing business
 - To predict future situations
 - To compare and contrast (strategies, technologies)

- To develop a specific program (marketing, process improvement, performance evaluation)
- To determine the feasibility of (x, y, or z)
- To conduct an organizational diagnosis of (x, y, z company)
- To conduct an analysis of (emerging economic trends, the impact of leadership style on corporate culture)

5. Literature Review

The purpose of the Literature Review is to guide the inquiry. What research has been completed on similar topics in other organizations, the same industry, or other industries? This may include both academic and business literature. Questions to answer in this review are:

- How have others defined/framed similar problems?
- What approaches did they use to find solutions?
- What solutions did they discover?
- What were critical weaknesses of these approaches?
- What else have you learned from these studies that will help this study be more productive?

The Literature Review should provide the foundation for your Methodology section. You choose approaches because they produced productive results in similar situations. You may choose not to use approaches because of their unproductive results. The presentation of the Literature Review should lay a logical and complete foundation for the Methodology that follows. Warning: The Literature Review should not be a history of the organization. You do not need to tell a boss or a client the history of his/her organization.

6. Methodology

How will you proceed to answer the research question asked in the Statement of the Problem? What information do you need to gather inside and outside the organization to answer the question? What steps will you follow to systematically analyze this data? How will you know when your question is answered? In a Business Project, this should not be a lengthy section but it should provide clear guidance to you as you proceed. It also demonstrates that you were thoughtful and thorough in your approach to solving the organization's problem.

7. Conclusions

By being thorough in earlier sections, this section should be brief and to the point. The findings are the setup for the recommendations to follow. Briefly review and recap what you discovered through your research.

- a. The problem and the question this study was expected to answer. • Some of the issues/problems that were investigated
- b. Key findings of this investigation
- c. Possible solutions

8. Recommendations

The recommendations should build on your conclusions by stating actions steps that the organization can take to address those conclusions and make improvements. Consider the concept of "sufficiency." Are your recommendations sufficient to significantly solve the problem? Are they practical and affordable both in financial and other resources? If these obvious steps are not possible, what do you recommend? How do you present your recommendations in a way that gives decision-makers choices?

Recommendations may have tiers. Clearly stating the expected results of each recommendation allows decision-makers to weigh the options and make their choices.

- a. Describe your final recommendations and why it is the best solution/prediction
- b. Describe alternative recommendations and why they are more limited
- c. Describe the implications for management/businesses with respect to these choices.

9. References

This section continues with the Arabic numbering of pages. Only sources of information that have actually been cited in the project are included here. These references should comply with APA standards.

10. Appendices

The appendices continue with the Arabic numbering of pages from the previous section. The actual titling of the appendices receives letter designations, rather than numbers. Therefore, you would have Appendix A, Appendix B., not Appendix 1, or Appendix 2.

2. Presentation/Outline:

The proposal should include a thorough analysis of 1) the marketing environment around similar firms, and 2) the opportunity to expand into other markets. Your group will provide an initial outline of your groups course of action. There will be peer-review in the form of a question and answer session.

Presentation Rubrics:

	Description		Points
Style	The presenter is comfortable with the content, appears knowledgeable, and is able to stay focused with reading from slides or note cards.		/2
Content Development	There is a clear style in the message, there is clear focus, the presenter understands the material, and is clear and concise.		/5
Message Clarity	The thesis statement is clear, it is defined, there is clear research scope, and audience has gained knowledge		/5
Conclusion and Timing	The project is easily summed up and adheres to the presentation timeframe		/3

3. Project Defense:

Each group will present their draft to a panel of faculty members for content evaluation, presentation style evaluation, and overall breadth and depth of mastery of the project. This is designed ensure breadth and Depth of your subject. You need to be prepared both content wise, but also have your presentational skills honed, to ensure a successful outcome. This is not designed to have added burden, but to have add value to enhance communication skills through a cross-cultural team building manner.

Descriptor	Excellent 2.5	Satisfactory 1.5	Unsatisfactory 0.5
Presentation skills	Very well structured; focused and clear presentation Good use of visual aid	Well-structured, mostly focused presentation. Appropriate visual aid (where provided)	Disorganized and unclear presentation. Visual aid is not used or organized at best (where

	(where provided)		provided).
Leading discussion	Very good leading questions; shows authority and easiness in steering debates	Overall engaging leading questions; confidence in steering debates	Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience's interest.
Engagement with the audience	Relevant follow-up questions; ability to steer the debates and to keep the audience engaged	Overall good ability to steer discussions and to invoke some discussions	Inability to steer the debates and to engage with the audience
Depth Knowledge	There is clear evidence of knowledge comprehension, the group is able to answers difficult questions with breadth of comprehension.	There is evidence of knowledge comprehension, the group is able to answers difficult questions with limited breadth of comprehension.	There is no clear evidence of knowledge comprehension, the group is unable to answers difficult questions with breadth of comprehension.
			/10

RUBRICS – RESEARCH PAPER

Criterion	Description	Points
Introduction and Research Question / Statement / Puzzle (/8 Points)	Explain Choice of Topic and why it is academically relevant	/2
	Context of topic within the academic debate / identifying briefly the gaps in the literature that this paper is addressing/filling	/2
	Clear and Concise Research Question / Research Statement	/2
	Outline of structure of the paper and main argument	/2
Literature Review (/12 Points)	The literature review identifies the relevant (i.e. to the chosen topic) arguments and debates in the literature and places the student's own topic in the wider academic context	/3
	It compares, contrasts and synthesizes the main authors and arguments	/3
	It evaluates strengths and weaknesses of the literature and identifies the gaps the student's paper addresses	/3
	Based on the Literature Review, the student chooses a clear theoretical/conceptual frame-work to be applied in the analysis part of the paper	/3
Methods (/8 Points)	The student chooses and justifies an appropriate method to tackle the research question	/4
	The student demonstrates the ability to select and present suitable data for the analysis	/4
Analysis / Discussion (/32 Points)	Extensive Analysis and Arguments supported by facts, empirical examples and up-to-date data	/8
	Wide use and synthesis of sources and references to support key arguments directly addressing the research question	/8
	Application of conceptual and theoretical frame-works	/8
	Critical and dialectic (thesis/antithesis/synthesis) evaluation of strengths and weaknesses of core assumptions and arguments of other authors in non-prejudicial and open-minded manner	/8
Structure (/10 Points)	The paper is structured in a coherent and logical way – with clear subsections – supporting the clarity of the argument and analysis	/5
	A coherent line of argumentation, linking theories and empirical examples back to answering the main research question.	/5
Originality of Thought (/10 Points)	The paper highlights a level of deep reflection of research, leading to arguments and ideas that go “beyond the obvious”.	/10
Formal Aspects (/10 points)	Correct use of language (spelling, grammar, expression)	/3
	Correct citation and bibliography	/3
	Appropriate Number of Sources	/4
Conclusions (/10 points)	Stating in clear and succinct manner the result of the analysis and main answer to the research question	/4
	Critical, open-minded and non-defensive evaluation the validity of the student's own arguments and results to explore further avenues of research	/6
TOTAL	Final and Overall Comments:	Total

Project Presentation and Individual Group Meetings

Each group will also be required to give a formal presentation (approx. 30 minutes). After each presentation to the Board of Bridgewater Consultancy and they will ask questions or make comments, and then give an evaluation. Every member of the group is required to present. Your groups will be evaluated on presentation and ability to work together. The Team rubrics will be further utilized during the individual group meetings when each group member will be assessed on knowledge level of the report. The Individual Meeting Chart will be utilized to assess individual work and assist the faculty panel with questioning. Further, a tem rubrics will be utilized to assess individual grades.

The Actually Presentation

Descriptor	Excellent 1.5	Satisfactory 1	Unsatisfactory 0.5
Presentation skills	Very well structured; focused and clear presentation Good use of visual aid (where provided)	Well-structured, mostly focused presentation. Appropriate visual aid (where provided)	Disorganized and unclear presentation. Visual aid is not used or organized at best (where provided).
Leading discussion	Very good leading questions; shows authority and easiness in steering debates	Overall engaging leading questions; confidence in steering debates	Uncertainty and discomfort in leading debates; the leading questions fail to intercept the audience's interest.
Engagement with the audience	Relevant follow-up questions; ability to steer the debates and to keep the audience engaged	Overall good ability to steer discussions and to invoke some discussions	Inability to steer the debates and to engage with the audience
Depth Knowledge	There is clear evidence of knowledge comprehension, the group is able to answers difficult questions with breadth of comprehension.	There is evidence of knowledge comprehension, the group is able to answers difficult questions with limited breadth of comprehension.	There is no clear evidence of knowledge comprehension, the group is unable to answers difficult questions with breadth of comprehension.
			/6

Group Meeting: Assignment/Task Allocation by Group

Task/Members (Indicate Words/Contribution)	1.	2.	3.	4.	5.
Academic Paper					
Executive Summary/Introduction					
Theoretical Framework					
Methodology					
Discussion/Analysis					
Conclusion/Recommendations					
Marketing Proposal					
Executive Summary					
Introduction					
Company Overview					
Project Plan					
Research Project					

Teamwork Rubrics (9%)

Component	Sophisticated 2	Competent 1	Unsatisfactory 0
Teamwork	The team worked well together to achieve objectives. Each member contributed in a valuable way to the project. All data sources indicated a high level of mutual respect and collaboration.	The team worked well together most of the time, with only a few occurrences of communication breakdown or failure to collaborate when appropriate. Members were mostly respectful of each other.	Team did not collaborate or communicate well. Some members would work independently, without regard to objectives or priorities. A lack of respect and regard was frequently noted.
Contribution	All requirements and objectives are identified, evaluated and completed. The deliverable offered new information or approach to the topic under discussion.	All requirements are identified and evaluated but some objectives are not completed. The deliverable offered some new information or approach to the topic under discussion. The application is reasonable; further analysis of some of the alternatives or constraints may have led to a different recommendation.	Many requirements and objectives are not identified, evaluated and/or completed. The deliverable offered no new information or approach to the topic under discussion. Few application considerations are analyzed and other factors were ignored or incompletely analyzed.
Subject Knowledge	The deliverable demonstrated knowledge of the course content by integrating major and minor concepts into the response. The deliverable also demonstrated evidence of extensive research effort and a depth of thinking about the topic.	The deliverable demonstrated knowledge of the course content by integrating major concepts into the response. The deliverable also demonstrated evidence of limited research effort and/or initial of thinking about the topic.	The deliverable did not demonstrate knowledge of the course content, evidence of the research effort or depth of thinking about the topic.
Supporting Material	All relevant information was obtained and information sources were valid. Analysis and design considerations were well supported by the information.	Sufficient information was obtained and most sources were valid. Analysis and design considerations were mostly supported by the information.	Insufficient information was obtained and/or sources lack validity. Analysis and design considerations were not supported by the information collected.
Composition	The deliverable was well organized and clearly	The deliverable was organized and clearly written for the most	The deliverable lacked overall organization. The

	written. The underlying logic was clearly articulated and easy to follow. Words were chosen that precisely expressed the intended meaning and supported reader comprehension. Diagrams or analyses enhanced and clarified presentation of ideas. Sentences were grammatical and free	part. In some areas the logic and/or flow of ideas were difficult to follow. Words were well chosen with some minor expectations. Diagrams were consistent with the text. Sentences were mostly grammatical and/or only a few spelling errors were present but they did not hinder the reader.	reader hard to make considerable effort to understand the underlying logic and flow of ideas. Diagrams were absent or inconsistent with the text. Grammatical and spelling errors made it difficult for the reader to interpret the text in places.
--	--	--	---

Peer Evaluation:

Each group member will have an opportunity to give the evaluations of the participation of other group member at the end of the project. All members of the group typically receive the same grade for group project. When one member does not comply with standards a lower grade is warranted. This rubric will provide guidance for evaluation.

Peer Evaluation Rubrics:

	Description	Score
Introduction	This person helped the group work hard to meet group objectives as listed on the task analysis sheet.	
Depth/Reflection	This person completed their assigned work without a having to be re-directed by group members.	
Discussion/Analysis	This person did not spend time socializing with other groups.	
Conclusion	This person listened to the other group members ideas, and offered their own input	
	5 points-strongly agree 4 points-very much agree 3 points-agree 2 points-somewhat agree 1 point-somewhat disagree 0 points-disagree	Total

Additional Course Policies

1. Use of Electronics:

- A. The use of **computers** will not be permitted! There will be no warning given to students found with an open computer, iPad, Notebook, Smart Watches etc.-- you will be asked to leave the class **immediately** and lose all points for the day (including participation, quizzes, exams, and assignments). The only exceptions will be for in class work on designated days.
 - B. **Mobile phones** are to be turned off! If your mobile phone rings in class, please turn it off immediately. If you are caught talking on your mobile or texting during class (**and I can see you texting under your desk**)...you will be asked to leave the class **immediately** and lose all points for the day (including participation and assignments). **There are never exceptions, even when working in class.**
 - C. **In addition, ALL other electronic devices are not permitted in class.**
 - D. **This is not open for discussion or debate under any circumstances.**
2. Never use "I" in a written response, I am not asking for your opinion, I am asking for a researched response.
 3. The use of dictionaries, or any Wiki cites are not considered academic and will not be accepted as an appropriate source.
 4. Tardiness is not acceptable!
 5. If provided course time is not utilized to its fullest potential, I reserve the right to discontinue course time for project work and I will provide a lecture with associated assignment.
 6. Do not use dictionaries and Wikipedia.

Academic Honesty Statement

1. Academic dishonesty is **NOT** tolerated in this course.
2. Academic honesty is not only an ethical issue but also the foundation of scholarship. Cheating and plagiarism are therefore serious breaches of academic integrity.
3. Following the College policy, cheating and plagiarism cases will be communicated in writing to the Associate Dean for Students and submitted to the Student Conduct Committee for disciplinary action.
4. If you refer to someone else's work, appropriate references and citations must be provided. Grammar, spelling and punctuation count, so use the tools necessary to correct before handing in assignments.

Course Schedule

Week 1 August 26
 Course Introduction
 Chapter 1 The Global Manager 7

Bloom, N., Sadun, R., & Van Reenen, J. (2012). Does management really work? Harvard Business Cases.

Week 2 September 2
 Chapter 2 Understanding Culture: Through the Looking Glass 33
 Chapter 3 Interpersonal Skills for International Management 71

Hinds, P. (2016). Research: Why best practices don't translate across cultures. Retrieved from <https://hbr.org/2016/06/research-why-best-practices-dont-translate-across-cultures>

Ringel-Bickelmaier, C., & Ringel, M. (2010). Knowledge management in international organisations, *Journal of Knowledge Management*, 14 (4), pp. 524-539.

Week 3 September 9
 Chapter 4 Managing Global Teams and Networks 97
 Chapter 5 Executing Global Strategy 123

Neeley, T. (2015). Leading global teams: Managing split to bridge social distance. Harvard Business Cases.

Vision, values and business strategies: A Tesco case study. (2016). Retrieved from <http://businesscasestudies.co.uk/tesco/vision-values-and-business-strategies/introduction.html#ixzz4Gmq6o8Ht>

Meyer, E. (2015) When culture doesn't translate. Harvard Business Cases.

Week 4 September 16
No Class (EAIE Conference)
Group Meeting
-Prepare for group presentations/weeks 5 and 6

Week 5 September 23
 Chapter 6 Talent Management: Selecting and Developing Global Managers 169
 Chapter 7 Managing Change in Global Organizations 191
 Group 1: Lead Discussion on Managing Change

Making things better: A Philips case study. (2016). Retrieved from <http://businesscasestudies.co.uk/philips/making-things-better/introduction.html#axzz4Gmov59C3>

Eyring, J. (2014). Talent Management Strategies for Multi-Speed Growth: Getting Your

Practices in the Right Gear. *People and Strategy*, 37(3), p. 30-34.

Week 6 September 30
 Chapter 8 Competing with Integrity in Global Business: Personal Integrity
 217
 Chapter 9 Competing with Integrity in Global Business: Corporate
 Sustainability 255
Group 2: Lead Discussion of Ethics and Sustainability

Beyond corporate social responsibility: A Primark case study. (2016). Retrieved from
<http://businesscasestudies.co.uk/primark/beyond-corporate-social-responsibility/introduction.html#ixzz4GmpEoQJw>

Grossman, G. (2016). What trade deals are good for? *Harvard Business Cases*.

Quackenbos, D., Roth, M.S., Ettenson, R. & Auh, S. (2016). Does your company have what it takes to go global?

Week 7 October 7
 Mid-Term Assessment

Week 8 October 14
 Project Outline Presentation
 9:00-9:30 Group 1
 9:30-10:00 Feedback
 10:00-10:30 Group 2
 10:30-11:00 Feedback

Week 9 October 21
 Group Work/Research Day
No Class

Week 10 **October 25 (Tuesday 13:00-15:00 VECO 1)**
Research Defense
-The research will be defended in front of a panel of Professors.
-9:00-9:30 Group 1
-9:45-10:15 Group 2

Fall Break October 29-November 6

Week 11 November 11
No Class Holiday

Week 12 November 18
 Group Work/Research Day
No Class

Week 13 **November 25**
Research Presentation
-9:00-9:30 Group 1
-9:45-10:15 Group 2

Week 14 December 2

Individual Assessment Due by midnight
Peer Assessment Due by midnight

Reference:

Hagan, L. M. (2012). Fostering experiential learning and services through client projects in graduate business courses offered online. *American Journal of Business Education*, 5 (5), p. 623-631.

Gaumer, C. J., Cotleur, C. A., & Arnone, C. (2012). Use of client-based projects in business education: A comparison of undergraduate and graduate pedagogy. *The Coastal Business Journal*, 11 (1), p. 70-81.

Parsons, A. (2009). Group projects using clients versus not using clients. *Journal of Marketing Education*, 31 (2), p. 154-159.

Schachter, D. & Schwartz, D. (2015). The value of capstone projects to participating client agencies. *Journal of Public Affairs Education*, 15 (4), p. 445-461.

Smets, M. & Reihlen, M. (2012). *Institutional entrepreneurship: a literature review and analysis of the maturing consulting field*. Cheltenham Glos, U.K: Edward Elgar Publications.