

# Chiang Kai Shek College

## 菲律賓中正學院

### CKS COLLEGE INSTITUTIONAL VISION-MISSION

Education for excellence, geared towards a united Filipino-Chinese community equipped with the basic academic skills, wisdom, and the virtues of propriety, righteousness, incorruptibility and honor, committed to nation building and international concern.

### CORE VALUES

*Chiang Kai Shek College challenges stakeholders to lead their lives in accordance to the four Confucian virtues:*

- L (禮, propriety, proper rite)
- Yì (義, righteousness or justice)
- Líán (廉, incorruptibility)
- Chí (恥, honor, sense of shame)

*Concomitant to attaining these values are the cultivation and sustenance of the holistic approach to education, an all-around development in five domains:*

- Dé (德, moral)
- Zhì (智, intellectual)
- T (體, physical)
- Qún (群, team spirit)
- M i (美, aesthetic)

*Based on these Confucian moral values, CKS College simplifies its Core Values as follows:*

- Relevant Education
- Good Character
- Committed Service

### COLLEGE VISION STATEMENT

To become the preferred Filipino-Chinese college that offers high quality, learner-centered, and outcome-based education to future entrepreneurs, professionals, and managers in the fields of business, IT, and education.

### COLLEGE MISSION STATEMENT

CKS College is a preeminent Filipino-Chinese college that seeks to grow, educate, and train future entrepreneurs and leaders who will make significant contributions to society.

It endeavors to create a learning environment that balances theory with practice, so as to equip students with the necessary knowledge, skills, and values that will enable them to succeed in their respective fields.

In partnership with CKS College faculty, staff, and administration, and through stronger linkages with various organizations, CKSC alumni, businessmen, and professionals, it shall continuously make its degree programs more adaptive and relevant to changing educational, social, technological, and business environments, thereby bridging the gap between academe and industry.

It shall supply various sectors with capable, competent, and pro-active educators, accountants, managers, marketers, IT experts, and entrepreneurs who shall be known for their commitment, excellence, passion, and integrity.

### CKS COLLEGE INSTITUTIONAL OBJECTIVES

1. To train bright and capable leaders of society
2. To prepare people for the task of building a better and stronger nation
3. To harvest and share great ideas from Eastern and Western cultures
4. To enhance friendship and understanding between Filipinos and Chinese

### PROGRAM OUTCOMES (PO)

#### **1. Common to All Programs**

- 1.1 Recognize and examine the trends and developments in one's field of specialization.
- 1.2 Effectively communicate orally and in writing using English, Filipino, mother tongue language, and an appropriate Foreign Language required by the industry.
- 1.3 Work effectively and independently in multi-disciplinary and multi-cultural teams.
- 1.4 Act in recognition of professional, social, and ethical responsibilities.
- 1.5 Preserve and promote Filipino historical heritage and cultural values.
- 1.6 Engage in ongoing, voluntary, and self-motivated pursuit of knowledge (lifelong learning).
- 1.7 Demonstrate the values of propriety, righteousness, incorruptibility, and honor.

#### **2. Common to the Business and Management Discipline**

- 2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling.
- 2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results.
- 2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations.
- 2.4 Apply information and communication technology (ICT) skills as required by the business environment.
- 2.5 Work effectively with other stakeholders and manage conflict in the workplace.
- 2.6 Employ entrepreneurial skills in planning and implementing business activities.
- 2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility.

#### **3. Specific to the Business Administration Program**

- 3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas.
- 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks.
- 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability.
- 3.4 Manage and coordinate people, business processes, and business resources.
- 3.5 Demonstrate effective oral and written communication skills in various business contexts.
- 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies, decisions, and strategy.
- 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.

Chiang Kai Shek College

菲律濱中正學院

COURSE SYLLABUS

<div><div>Course Code</div>: BAINTB</div> <div><div>Course Title</div>: International Business &amp; Trade</div> <div><div>Credit</div>: 3.0 Units</div> <div><div>Instructor</div>: _____</div> <div><div>Class Day</div>: _____</div> <div><div>Class Time</div>: _____</div> <div><div>Classroom</div>: _____</div> <div><div>Consultation Schedule</div>: _____</div>	<div>Course Description:</div> <div>This course introduces students to the world of international business and management by studying cultural and economic influences, government, and business structures in the global economy. Students will also learn about trade relations, international finance, legal, labor agreements, and trade agreements.</div>
---	--

Course Outcomes	Program Outcomes Addressed by the Course Outcomes
Identify the various principles, concepts and theories best explaining international business and trade.	2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling. 2.3 Apply the basic concepts that underlie each of the functional areas of business (marketing, finance, human resources management, production and operations management, information technology, and strategic management) and employ these concepts in various business situations. 3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas.
Explain the different environments that influence the realm of international business and the implications of such to a business wishing to engage in international business and trade	3.1 Acquire, analyze, and synthesize business and industry data for strategic and operational decision-making and to devise innovative business ideas. 3.2 Engage in business research by identifying, analyzing, and solving business problems and applying appropriate quantitative and qualitative tools and frameworks.
Respond to business cases professionally and propose solutions to issues arising from international business and trade	2.2 Apply proper decision making tools to critically, analytically, and creatively solve problems and drive results. 2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility. 3.4 Manage and coordinate people, business processes, and business resources. 3.7 Recommend ethical behaviors, promote corporate social responsibility, and engage in social enterprise.
Evaluate the merits and demerits of engaging in international trade and their implications to the Philippine economy and the local business environment.	2.7 Demonstrate high personal moral and ethical standards, organizational citizenship, and corporate social responsibility. 3.6 Employ critical thinking skills to evaluate the practical implications of organizational policies,

Course Outcomes	Program Outcomes Addressed by the Course Outcomes
	decisions, and strategy.
Present and develop a prototype of a Philippine product/service for export and evaluate its feasibility.	2.1 Perform the basic management functions, such as planning, organizing, staffing, leading, and controlling. 2.4 Apply information and communication technology (ICT) skills as required by the business environment. 2.6 Employ entrepreneurial skills in planning and implementing business activities. 3.3 Define and formulate relevant corporate, business, functional-area, and operational plans and strategies for economic sustainability. 3.5 Demonstrate effective oral and written communication skills in various business contexts.

Course Requirements:

- ) Class Participation. Attendance to all lectures and required alternative activities is highly encouraged. Students are expected to actively participate in discussions and to be respectful of each other’s views, opinions, and insights. It is part of the student’s responsibility to prepare for each class session by reading the assigned materials (textbook, references, journals, websites, hand-outs, etc.), as indicated in the Course Plan.
- ) Quizzes. Pre-discussion and post-discussion quizzes shall help assess student learning on a more regular basis. Such quizzes are unannounced. Pre-discussion quizzes shall help assess how well the student prepared for the session. They shall help students develop lifelong learning skills. Post-discussion quizzes shall help assess how much students learned from lectures and classroom discussions.
- ) Long Exams. Two long exams shall be administered before midterms and another two shall be administered after midterms. The schedule for the long exams are indicated in the Course Plan.
- ) Midterm & Final Exams. The Midterm and Final Exams shall be comprehensive and shall be administered as per the schedule set by the CKS College HEI Deans’ Council.
- ) Case Analysis. Students shall be assigned to groups and each group shall be assigned a case to work on. Written case reports shall be submitted prior to midterms. Students are required to follow the format provided. The schedules for case presentations and defense are indicated in the Course Plan. Cases are selected and assigned to help students gain a deeper understanding of concepts learned as they observe, analyze, and critique how companies design, implement, and monitor strategies.
- ) Project. The end-of-term project is an important course output which will give the student an opportunity to synthesize and apply various lessons learned in the course. Proper presentation skills and proper use of presentation materials should also be exhibited during the oral presentation and defense.

Grading System:

Midterm Class Standing	=	Quizzes & Exams *70% + Recitation *30%
Midterm Grade	=	Midterm Class Standing *60% + Midterm Exam * 40%
Final Class Standing	=	Quizzes & Exams Before & After Midterms * 50% + Recitation Before & After Midterms * 20% + Project or Research Output *30%
Final Grade	=	Final Class Standing * 60% + Midterm Exam * 20% + Final Exam * 20%

Grade Score Equivalent (GSE):

Rating	GSE	Rating	GSE
98 to 100	1.00	77 to 79	2.75
95 to 97	1.25	75 to 76	3.00
92 to 94	1.50	< 75	5.00
89 to 91	1.75	No Grade	NG
86 to 88	2.00	Authorized	AW
83 to 85	2.25	Withdrawal	
80 to 82	2.50		

Textbook

- ) Daniels, J., Radebaugh, L., Sullivan, D. (2015). *International business (15th ed.)*. Pearson Education.

## References:

- ] Cheeseman, H. R. (2016). *Legal environment of business: Online commerce, ethics, and global issues (8<sup>th</sup> ed.)*. Pearson Education.
- ] Griffin, R. W. & Pustay, M. W. (2015). *International business: A managerial perspective (8<sup>th</sup> ed.)*. Pearson Education.
- ] Hill, C. W. & Hult, T. M. (2017). *International business: Competing in the global marketplace (11<sup>th</sup> ed.)*. McGraw Hill.
- ] Gupta, S. (2015). *International business*. McGraw Hill Education India.
- ] Shenkar, O., Luo, Y., & Chi, T. (2015). *International business (15<sup>th</sup> ed.)*. Taylor & Francis.
- ] Tin, A. (2017). *Doing business in china (4<sup>th</sup> ed.)*. Routledge.

## Articles and Journals:

- ] *6 tips for executing a successful international global strategy*. (2017, March 6). Velocity Global. Retrieved from <https://velocityglobal.com/blog/6-tips-executing-successful-international-growth-strategy/>
- ] *12 advantages & disadvantages of international trade*. (n.d.) Vittana. Retrieved from <https://vittana.org/12-advantages-and-disadvantages-of-international-trade>
- ] Alexander, M. (2017, September 5). *The uk's top seller is gold and it's coal briquettes for north korea: Fascinating maps reveal the biggest exports and imports for every country around the world*. Mail Online. Retrieved from [http://www.dailymail.co.uk/travel/travel\\_news/article-4853258/Maps-reveal-biggest-exports-imports-country.html#ixzz58t7cRD10](http://www.dailymail.co.uk/travel/travel_news/article-4853258/Maps-reveal-biggest-exports-imports-country.html#ixzz58t7cRD10)
- ] Funk, C. (2017, March 8). *International business: Culture and the global organization*. Bookboon. Retrieved from <http://bookboon.com/blog/2017/03/international-business-culture-and-the-global-organisation/>
- ] Ghemawat, P. (2017 July-August). *Globalization in the age of trump*. Harvard Business Review. Retrieved from <https://hbr.org/2017/07/globalization-in-the-age-of-trump>
- ] *Going global: The challenges & opportunities of international exporting*. USPS Delivers. Retrieved from <https://www.uspsdelivers.com/going-global-the-challenges-and-opportunities-of-international-exporting/>
- ] Greenberg, E., Hirt, M. & Smit, S. (2017, April). *The global forces inspiring a new narrative of progress*. McKinsey & Company. Retrieved from <https://www.mckinsey.com/business-functions/strategy-and-corporate-finance/our-insights/the-global-forces-inspiring-a-new-narrative-of-progress>
- ] Haggart, B. (2017, April 11). *Modern free trade agreements are not about free trade*. Center for International Governance Innovation. Retrieved from <https://www.cigionline.org/articles/modern-free-trade-agreements-are-not-about-free-trade>
- ] Lashinsky, A. (2017, October 1). *Jack ma's strategy to take alibaba global*. CPA Australia Ltd. Retrieved from <https://www.intheblack.com/articles/2017/10/01/jack-ma-alibaba>
- ] Martinez, B. (2017, July 31). *6 challenges of doing business in china and how to overcome them*. Kaplan University. Retrieved from <https://www.kaplanfinancial.com/resources/pdc/6-challenges-of-doing-business-in-china-and-how-to-overcome-them/>
- ] Perry, B. (2017, December 28). *Evaluating country risk for international investing*. Investopedia Academy. Retrieved from <https://www.investopedia.com/articles/stocks/08/country-risk-for-international-investing.asp>
- ] Skarmeas, D., Zeriti, A., Baltas, G. (2016). *Relationship value: Drivers and outcomes in international marketing channels*. Journal of International Marketing. Retrieved from <http://journals.ama.org/doi/abs/10.1509/jim.15.0065?code=amma-site>
- ] Tanev, S. (2017, May). *Is there a lean future for global startups?* Technology Innovation Management Review. Retrieved from <https://timreview.ca/article/1072>
- ] Trefis Team. (2017, November 9). *What under armour will focus on going forward: women's segment (part 1)*. Insight Guru Inc. Retrieved from <https://www.trefis.com/stock/ua/articles/422441/what-under-armour-will-focus-on-going-forward-womens-segment-part-1/2017-11-09>
- ] Trefis Team. (2017, November 9). *What under armour will focus on going forward: international business (part 2)*. Insight Guru Inc. Retrieved from <https://www.nasdaq.com/article/what-under-armour-will-focus-on-going-forward-international-business-part-2-cm876597>
- ] Vargas, N. (2017, April 12). *Why more and more millennials are choosing to become expats*. Culture Trip. Retrieved from <https://theculturetrip.com/north-america/usa/articles/why-more-and-more-millennials-are-choosing-to-become-expats/>
- ] Wood, V. R. (2017, December 19). *Evaluating international markets: The importance of information by industry, by country of destination, and by type of export transaction*. International Marketing Review. Retrieved from [https://www.researchgate.net/publication/235286311\\_Evaluating\\_International\\_Markets\\_The\\_Importance\\_of\\_Information\\_by\\_Industry\\_by\\_Country\\_of\\_Destination\\_and\\_by\\_Type\\_of\\_Export\\_Transaction](https://www.researchgate.net/publication/235286311_Evaluating_International_Markets_The_Importance_of_Information_by_Industry_by_Country_of_Destination_and_by_Type_of_Export_Transaction)

Yaw, D., Amankwah-Amoah, J., & Boso, N. (2015, November). *International marketing strategies of emerging market firms: Nature, boundary, conditions, antecedents and outcomes*. International Marketing Review. Retrieved from <https://aib.msu.edu/resources/cfp.asp?ID=28142>

**Course Plan:**

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
1		<ul style="list-style-type: none"> <li>Y Relate globalization and international business (IB) to each other and explain why their study is important.</li> <li>Y Examine the forces driving globalization and IB.</li> <li>Y Discuss the major criticisms of globalization.</li> <li>Y Assess the major reasons companies seek to create value by engaging in IB.</li> <li>Y Define and illustrate the different operating modes for companies to accomplish their international objectives.</li> <li>Y Recognize why national differences in companies' external environments affect how they may best improve their IB performance.</li> </ul>	Y Globalization & International Business	<ul style="list-style-type: none"> <li>Y <b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>o Daniels, Chapter 1</li> </ul> </li> <li>Y <b>Article/s:</b> <ul style="list-style-type: none"> <li>o 12 Advantages &amp; Disadvantages of International Trade</li> <li>o Globalization in the Age of Trump</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Lecture</li> <li>Y Discussion</li> <li>Y Group Dynamics</li> <li>Y Exercises</li> <li>Y <b>Case/s:</b> <ul style="list-style-type: none"> <li>o Carnival Cruise Lines</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Recitation</li> <li>Y Quiz</li> <li>Y Class Participation</li> </ul>
2		<ul style="list-style-type: none"> <li>Y Explain why culture, especially national culture, is important in IB, but tricky to assess.</li> <li>Y Grasp the major causes of national cultural formation and change.</li> <li>Y Discuss major behavioral factors influencing countries' business practices.</li> <li>Y Recognize the complexities of cross-cultural communications.</li> <li>Y Analyze guidelines for cultural adjustment.</li> </ul>	Y The Cultural Environments Facing Business	<ul style="list-style-type: none"> <li>Y <b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>o Daniels, Chapter 2</li> </ul> </li> <li>Y <b>Article/s:</b> <ul style="list-style-type: none"> <li>o International Business: Culture and the Global Organization</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Lecture</li> <li>Y Discussion</li> <li>Y Exercises</li> <li>Y <b>Case/s:</b> <ul style="list-style-type: none"> <li>o Saudi Arabia's dynamic Culture: The Java Lounge—Adjusting to Saudi Arabian Culture</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Recitation</li> <li>Y Quiz</li> <li>Y Class Participation</li> </ul>
3		<ul style="list-style-type: none"> <li>Y Explain how politics and laws influence business.</li> <li>Y Appraise the principles and practices of the political environment.</li> <li>Y Discuss the contemporary state of political freedom.</li> <li>Y Interpret political risk.</li> <li>Y Appraise the principles and practices of the legal environment.</li> <li>Y Describe key legal issues facing international companies.</li> <li>Y Relate the ideas of politics, law, and the business environment.</li> </ul>	Y The Political & Legal Environments Facing Business	<ul style="list-style-type: none"> <li>Y <b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>o Daniels, Chapter 3</li> </ul> </li> <li>Y <b>Article/s:</b> <ul style="list-style-type: none"> <li>o Going Global: The Challenges &amp; Opportunities of International Exporting</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Lecture</li> <li>Y Discussion</li> <li>Y Exercises</li> <li>Y <b>Case/s:</b> <ul style="list-style-type: none"> <li>o China: Complicated Risks, Big Opportunities</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Y Recitation</li> <li>Y Quiz</li> <li>Y Class Participation</li> </ul>
4		<ul style="list-style-type: none"> <li>Y Explain the value of economic analysis.</li> <li>Y Differentiate the types of economic environments.</li> <li>Y Explain the idea of economic freedom.</li> <li>Y Differentiate the types of economic systems.</li> </ul>	Y The Economic Environments Facing Businesses	<ul style="list-style-type: none"> <li>Y <b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>o Daniels, Chapter 4</li> </ul> </li> <li>Y <b>Article/s:</b></li> </ul>	<ul style="list-style-type: none"> <li>Y Lecture</li> <li>Y Discussion</li> <li>Y <b>Case/s:</b></li> </ul>	<ul style="list-style-type: none"> <li>Y Recitation</li> <li>Y Class Participation</li> <li>Y 1<sup>st</sup> Long Exam</li> </ul>

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>Interpret indicators of economic development, performance, and potential.</li> <li>Profile elements of economic analysis.</li> </ul>		<ul style="list-style-type: none"> <li>6 Challenges of Doing Business in China and How to Overcome Them</li> </ul>	<ul style="list-style-type: none"> <li>Economic Environments of the West: Problems, Puzzles, &amp; the 4<sup>th</sup> Industrial Revolution</li> </ul>	
5		<ul style="list-style-type: none"> <li>Describe the trade-offs among different stakeholders in MNE activities.</li> <li>Evaluate the major economic effects of MNEs on home and host countries.</li> <li>Explain the broad foundations of ethical behavior.</li> <li>Identify the cultural foundations of ethical behavior.</li> <li>Illustrate how ethical behavior is affected by different legal attitudes.</li> <li>Show how corruption and bribery affect and are affected by cultural, legal, and political forces.</li> <li>Summarize what the roles are of governments and companies in resolving environmental issues.</li> <li>Demonstrate how global labor issues need to be addressed by MNEs to their stakeholders.</li> <li>Restate how codes of conduct can help MNEs respond to concerns by stakeholders over responsible corporate behavior.</li> <li>Discuss why policymakers rely on international trade and factor mobility theories to help achieve economic objectives.</li> <li>Illustrate the historical and current rationale for interventionist and free trade theories.</li> <li>Describe theories that explain national trade patterns.</li> <li>Explain why a country's export capabilities are dynamic.</li> <li>Summarize the reasons for and major effects of international factor movements.</li> <li>Assess the relationship between foreign trade and international factor mobility.</li> </ul>	<ul style="list-style-type: none"> <li>Globalization and Society</li> <li>International Trade &amp; Factor-Mobility Theory</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapters 5 &amp; 6</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>Anglo American PLC in South Africa: What Do You Do When Costs Reach Epidemic Proportions?</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>
6		<ul style="list-style-type: none"> <li>Recognize the conflicting outcomes of trade protectionism.</li> <li>Assess governments' economic rationales and outcome uncertainties with international trade intervention.</li> <li>Assess governments' noneconomic rationales and outcome uncertainties with international trade</li> </ul>	<ul style="list-style-type: none"> <li>Governmental Influence on Trade</li> <li>Cross-National Cooperation and Agreements</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapters 7 &amp; 8</li> </ul> </li> <li><b>Article/s:</b> <ul style="list-style-type: none"> <li>Modern Free Trade Agreements are not About Free Trade</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>The US-Vietnamese Catfish Dispute</li> <li>Toyota's European</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>intervention.</li> <li>) Describe the major instruments of trade control.</li> <li>) Classify how companies deal with governmental trade influences.</li> <li>) Define the three major types of international economic integration.</li> <li>) Explain what the World Trade Organization is and how it is working to reduce trade barriers on a global basis.</li> <li>) Summarize the major benefits of regional economic integration.</li> <li>) Compare and contrast different regional trading groups.</li> <li>) Describe the forces that affect the prices of commodities and their impact on commodity agreements.</li> </ul>			<ul style="list-style-type: none"> <li>Drive</li> <li>o Walmart Goes South</li> </ul>	
7		<ul style="list-style-type: none"> <li>) Explain the idea of strategy in the MNE.</li> <li>) Profile how executives make strategy.</li> <li>) Differentiate resources, capabilities, and core competencies.</li> </ul>	) The Strategy of International Business	<ul style="list-style-type: none"> <li>) <b>Suggested Reading/s:</b></li> <li>o Daniels, Chapter 12</li> </ul>	<ul style="list-style-type: none"> <li>) Lecture</li> <li>) Discussion</li> </ul>	<ul style="list-style-type: none"> <li>) Recitation</li> <li>) Quiz</li> <li>) Class Participation</li> </ul>
8		<ul style="list-style-type: none"> <li>) Assess approaches to create value.</li> <li>) Diagram the features and functions of the value chain.</li> <li>) Compare global integration and local responsiveness.</li> <li>) Differentiate the types of strategies used by MNEs.</li> </ul>		<ul style="list-style-type: none"> <li>) <b>Article/s:</b></li> <li>o 6 Tips for Executing a Successful International Growth Strategy</li> <li>o Jack Ma's Strategy to Take Alibaba Global</li> <li>o What Under Armour Will Focus On Going Forward: Women's Segment</li> <li>o What Under Armour Will Focus On Going Forward: International Business</li> </ul>	<ul style="list-style-type: none"> <li>) <b>Case/s:</b></li> <li>o Zara's Disruptive Vision: Data-Driven Fast-Fashion</li> </ul>	
9						) Midterm Exam
10		<ul style="list-style-type: none"> <li>) Elaborate on the significance of location in IB operations.</li> <li>) Illustrate why comparing countries through scanning is important and how it connects to final location choices</li> <li>) Discern major opportunity and risk variables and how to prioritize and relate them when deciding whether and where to expand abroad</li> <li>) Summarize the sources and shortcomings of comparative country information</li> </ul>	) Country Evaluation & Selection	<ul style="list-style-type: none"> <li>) <b>Suggested Reading/s:</b></li> <li>o Daniels, Chapter 13</li> <li>) <b>Article/s:</b></li> <li>o Evaluating International Markets: The Importance of Information by Industry, by Country of Destination, and by Type of Export Transaction</li> </ul>	<ul style="list-style-type: none"> <li>) Lecture</li> <li>) Discussion</li> <li>) <b>Case/s:</b></li> <li>o Burger King</li> </ul>	<ul style="list-style-type: none"> <li>) Recitation</li> <li>) Quiz</li> <li>) Class Participation</li> </ul>

Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		<ul style="list-style-type: none"> <li>Explain alternative considerations and means for companies to allocate resources among countries</li> <li>Recognize why companies make noncomparative decisions when choosing where to operate abroad</li> </ul>				
11		<ul style="list-style-type: none"> <li>Explain the principles and practices of exporting.</li> <li>Articulate the motivations and methods of exporting.</li> <li>Understand export startup and expansion.</li> <li>Explain the principles and practices of importing.</li> <li>Articulate the motivations and methods of importing.</li> <li>Describe the problems and pitfalls that challenge international traders.</li> <li>Differentiate the resources and assistance that help international traders.</li> <li>Define the standards of an export plan.</li> <li>Distinguish the principles and practices of countertrade.</li> </ul>	<ul style="list-style-type: none"> <li>Export and Import</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapter 14</li> </ul> </li> <li><b>Article/s:</b> <ul style="list-style-type: none"> <li>The UK's Top Seller is Gold and it's Coal Briquettes for North Korea: Fascinating Maps Reveal the Biggest Exports and Imports for Every Country Around the World</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>The Borderfree Option: Going Global—Simplified</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>
12		<ul style="list-style-type: none"> <li>Comprehend why export and import may not suffice for companies' achievement of IB objectives.</li> <li>Explain why and how companies make wholly owned foreign direct investments.</li> <li>Ascertain why companies collaborate in international markets.</li> <li>Compare and contrast forms of and considerations for selecting an international collaborative arrangement.</li> <li>Grasp why IB collaborative arrangements fail or succeed.</li> </ul>	<ul style="list-style-type: none"> <li>Direct Investment &amp; Collaborative Strategies</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapter 15</li> </ul> </li> <li><b>Article/s:</b> <ul style="list-style-type: none"> <li>Evaluating Country Risk for International Investing</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>The Oneworld Airline Alliance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>
13		<ul style="list-style-type: none"> <li>Profile the evolving idea of organization in the MNE.</li> <li>Interpret classical organization structures.</li> <li>Interpret neoclassical organization structures.</li> <li>Differentiate the systems used to coordinate international activities.</li> <li>Differentiate the systems used to control international activities.</li> <li>Explain the purpose and characteristics of organizational culture.</li> </ul>	<ul style="list-style-type: none"> <li>The Organization of International Business</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapter 16</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>Building a Magical Organization at Johnson &amp; Johnson</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>
14		<ul style="list-style-type: none"> <li>Classify international marketing strategies in terms of marketing orientations, segmentation, and targeting.</li> <li>Discuss the pros and cons of adaptation versus global standardization of products.</li> <li>Describe pricing complexities when selling in foreign markets.</li> <li>Recognize the advantages and problems of using</li> </ul>	<ul style="list-style-type: none"> <li>Marketing Globally</li> </ul>	<ul style="list-style-type: none"> <li><b>Suggested Reading/s:</b> <ul style="list-style-type: none"> <li>Daniels, Chapter 17</li> </ul> </li> <li><b>Article/s:</b> <ul style="list-style-type: none"> <li>International Marketing Strategies of Emerging Market Firms: Nature,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Lecture</li> <li>Discussion</li> <li><b>Case/s:</b> <ul style="list-style-type: none"> <li>Tommy Hilfiger</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Recitation</li> <li>Quiz</li> <li>Class Participation</li> </ul>



Week	Inclusive Date/s	Learning Outcome/s	Topic/s	Reference/s	Teaching-Learning Activities	Assessment Methods
		uniform promotional marketing practices among countries. J Explain the different branding strategies companies may employ internationally. J Discern major practices and complications of international distribution. J Illustrate how gap analysis can help in managing the international marketing mix.		Boundary, Conditions, Antecedents and Outcomes		
15		J Define what is meant by global supply-chain management. J Describe the different facets of global operations strategies. J Show how global sourcing is an important aspect of global supply-chain and operations management. J Explain how information technology is used in global operations and supply-chain management. J Summarize how quality management is important in global operations and supply chain management.	J Global Operations & Supply Chain Management	J <b>Suggested Reading/s:</b> o Daniels, Chapter 18  J <b>Article/s:</b> o Relationship Value: Drivers and Outcomes in International Marketing Channels	J Lecture J Discussion  J <b>Case/s:</b> o Apple's Global Supply Chain	J Recitation J Quiz J Class Participation
16		J Profile international human resource management. J Distinguish the perspective of the expatriate. J Differentiate the staffing frameworks used by MNEs. J Describe expatriate selection. J Appraise expatriate preparation. J Summarize expatriate compensation. J Profile expatriate repatriation. J Describe expatriate failure.	J International Human Resource Management	J <b>Suggested Reading/s:</b> o Daniels, Chapter 20  J <b>Article/s:</b> o Why More & More Millennials are Choosing to Become Expats	J Lecture J Discussion	J Recitation J Quiz J Class Participation
17						J Project Presentation
18						J Final Exams

#### Course Policies:

Academic Integrity	CKSian values include propriety, righteousness, incorruptibility, and honor. Students should exercise such values both inside and outside the classroom. Students are expected to value the importance of education and should recognize that such involves hard work and sacrifice. Academic dishonesty— whether in the form of plagiarism (intentional or unintentional), cheating in exams and assignments, non-contribution to the group project, or the like— shall not be tolerated and shall strictly be subjected to the penalties indicated in the CKS College Student Handbook.
Tardiness	A student who incurs more than 12 hours of absences or twenty (20) percent of the prescribed number of class periods during the semester would be given a failing grade and given no credit for the course or subject. A student may be accepted in class even if he/she arrives late provided that it is not more than 25% of the class/session. A recorded tardiness is considered 1/3-absence, which if added to two other recorded tardiness will be equivalent to a full absence recorded against a student.
Use of Mobile Devices	Once inside the classroom, the student is expected to focus on his role as a learner. Distractions should be avoided. Students are not allowed to use mobile phones, tablets, or other gadgets in class. Mobile phones should be switched off or placed in silent mode.

Make-Up Quizzes/ Exams	No make-up quiz shall be given to a student who is absent for the class period. For pre-discussion quizzes administered at the beginning of the class period, students are not allowed to enter the classroom in the middle of the quiz. Latecomers are advised to wait outside the classroom until the students present are finished taking the quiz. No make-up quiz shall be given to latecomers. For long exams, make-up exams may be given only upon presentation of an approved Application for Excuse Absence. For students who are unable to take the Midterm or the Final Exams, an approved Application for Excuse Absence and an approved Application for Special Examination should be submitted to the instructor before the make-up exam can be scheduled and administered.
Group Contribution in Project/s	The groupings for the project/s shall be determined at the beginning of the semester. Once assigned to a group, students shall not, under any circumstance, be allowed to switch groups. Students are expected to exercise teamwork and contribute meaningfully to the group project. A duly accomplished peer evaluation form shall be submitted by each group member along with the group's written report.
Consultation	If needed, students are highly encouraged to schedule consultation with the faculty within the consultation schedule provided. Such shall be conducted at the consultation area in the CKS College Faculty Room.
Others	Both student and faculty are responsible for maximization of class contact hours to ensure satisfaction of course learning outcomes. Once the class period has started, no one is allowed to leave the classroom, unless officially requested by the Administration Office and/or allowed by the instructor. Leaving the classroom at any time within the scheduled class period, whether for short or extended periods of time, is strongly discouraged. Students should go to the toilet before or after class, or during the scheduled break within 3-hour class periods.

Prepared by:

Dr. Frederick A. Halcon  
Prof. Maribel Chan

Reviewed by:

Dr. Bella Marie Fabian

Approved by:

Prof. Maribel Chan  
Dean, School of Business, Accountancy, and HRM