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ABOUT THE PROFESSOR

Dr. Pellegrini is the Associate Dean for Graduate Business Programs, Founding Director of the [Doctor of Business Administration Program](#), and Associate Professor of Global Leadership and Management at the University of Missouri- St. Louis. She has an M.S. in Management from the University of Florida and a Ph.D. in Business Administration from University of Miami. Previously, she held managerial roles at Accenture, Pfizer, and AstraZeneca Pharmaceuticals. Her research focuses on leadership in the international context. Her work has been published in elite management journals such as the *Journal of International Business Studies*, *Journal of Management*, and *Journal of Vocational Behavior*. Dr. Pellegrini is a past recipient of the Anheuser-Busch Excellence in Teaching Award and the National Society of Leadership and Success Excellence in Teaching Award.

OVERVIEW AND OBJECTIVES

Through readings, lectures, and discussions, this course provides an examination of the global business environment including culture, strategy, and behavior. We will examine the international business context (culture, economics, ethics, law, politics) and learn how businesses can effectively navigate and operate in these varied settings. The course aims to foster students' global awareness with a focus on cultural and regional diversity, political and economic influences, global market factors, and other contingencies which managers of multinational enterprises must navigate.

The five learning objectives of this course are to:

- Understand how the business environment differs across countries.
- Possess awareness of cultural differences and how these differences affect best practices and ethical responsibilities.
- Identify the economic, political, legal and cultural differences that affect international operations,
- Identify the various international business functions, including export-import, production, outsourcing, logistics, marketing, and global human resources management.
- Identify the different entry modes that a company can utilize to enter a foreign market and explain which mode is appropriate under which circumstances.

REQUIRED TEXTBOOK

GLOBAL 4e by Mike Peng (2018)
Cengage

Peng- MindTap for Peng's GLOBAL 4, 1 term Instant Access

Cengage Unlimited: The **eBook version** of the textbook is available through Canvas, as part of University of Missouri System's Cengage Unlimited program.



EVALUATION CRITERIA

Learning Assessments (10 quizzes each worth 7%)	70%	Individual
Interview Project	15%	Individual
Team Research Paper & Presentation	15%	Team

Learning Assessments: The learning assessments in the form of quizzes will contain short essay, multiple choice, and fill-in-the-blank questions covering all class material, including lectures, chapter readings, TED Talks, and articles on current global business issues. There will be ten quizzes, one for each chapter, throughout the semester (each worth 7% of your course grade).

Interview a Foreign-Born St. Louis Resident: Immigrants make up four percent of [Missouri's population](#), while an additional four percent of residents are native-born U.S. citizens with at least one immigrant parent. [In 2018](#), the top countries of origin for immigrants in Missouri were Mexico (15%), China (10%), India (8%), Phillipines (5%), and Vietnam (4%).

In this project, each student will interview a foreign-born, full-time employed St. Louis resident regarding their cultural experiences in the United States. Your interviewee must have been living in the U.S. for at least 5 years (i.e., moved to the U.S. before 2018). If you are a first generation American, a second generation American, or an international student, your interviewee should be from a **different culture than your own**. The interview must be conducted face-to-face (in person or over Zoom), not over the phone or email.

Please focus specifically on expatriate issues, such as challenges faced in the U.S. (e.g., cultural and day-to-day challenges), unexpected differences (e.g., the interviewee's opinions of the U.S. not being upheld), and specifically the methods used to facilitate adjustment to the new culture. You are also expected to conduct research on the interviewee's home country and societal culture and compare it to the U.S. business and social context when discussing the interviewee's responses in the final paper.

The interview project is due May 10 and should be about 5 pages (double-spaced, 12 point font). First, briefly give background information on the person you interviewed (e.g. their nationality, education, current job, how long the person has been in the U.S.). Then, introduce their home country culture and for the bulk of the assignment, delve into their experiences. Be sure to link your discussion to topics and discussions covered in the course.

Team Research Paper & Presentation: In your team (5 students), pick one country from the below list. The discussion paper (about 5 pages) and a recording of the team's presentation (5 minutes) introducing an iconic historical figure from this country are due April 23. The person must have lived in the past (lived between 1700 and 1960). While introducing this person, their impact, and lasting legacy, please also present the political and social context during their time in this country. Submit this paper, as well as a 5 min recorded presentation of your team's research by April 23. The last learning assessment (Quiz 10) will include questions from research presentations.

Brazil
Japan

France
Mexico

Saudi Arabia
China

Egypt
Turkey

India
Phillipines

[Team action plans](#) are due February 12th.

[Peer evaluation forms](#) are due May 1st.

Students at the University of Missouri-St. Louis are expected to exhibit the highest standards of academic integrity. An act of academic dishonesty is an offense against the university. For that reason, university rules prescribe disciplinary consequences for academic dishonesty administered by the Office of Academic Affairs, as well as academic consequences assessed by the faculty member. When in doubt about plagiarism, paraphrasing, or collaboration, please consult me or review the Student Conduct Code: [STUDENT CONDUCT CODE](#)

Dr. Pellegrini's Note. There will be differences in opinion as we discuss topics in this course. I ask that we all engage in thoughtful discussions, listen well, and treat each other with courtesy. Our different cultural backgrounds, experiences, and perspectives on these topics as well as our mutual respect for these differences will enable a more valuable learning experience. I also believe that quality education includes learning new information while challenging previous assumptions and beliefs. I'm looking forward to learning from your interviews and team research projects!

I look forward to a great semester together!

Technology Requirements

As a student in an online course, you are expected to have reliable internet access every day. Please reach out to your academic advisor or student success network if you need hardware or access to the Internet. If you have computing problems, it is your responsibility to address these through the ITS Helpdesk (helpdesk@umsl.edu) or to use campus computing labs. Problems with your computer or other technology issues are not an excuse for delays in meeting expectations and missed deadlines for the course. If you have a problem, [get help in solving it immediately](#). At a minimum, you will need the following software/hardware to participate in this course:

- Computer with an updated operating system (e.g. Windows, Mac, Linux)
- Updated Internet browsers ([Google Chrome](#) or [Mozilla Firefox](#))
- Ability to navigate Canvas (Learning Management System)
- Minimum Processor Speed of 1 GHz or higher recommended.
- Reliable and stable internet connection.
- [Adobe Reader or alternative PDF reader \(free\)](#)

Technical Support

If you have problems logging into your online course, or an issue within the course site, please contact the **Technology Support Center**:

(314) 516-6034 helpdesk@umsl.edu <http://www.umsl.edu/technology/tsc/>

Mandatory Reporting

Under Title IX, all UMSL faculty, staff, and administrators (with limited exception) are obligated to report any incidents of sexual harassment, sexual misconduct, sexual assault, or gender discrimination to the Student Affairs office and/or other University officials. This ensures that all parties are protected from further abuses and that victim(s) are supported by trained counselors and professionals.

Note: There are several offices at UMSL (e.g., [Counseling Services](#), [Health Services](#), [Community Psychological Service](#), and [Center for Trauma Recovery](#)) whose staff are exempt from Title IX mandated reporting, when the information is learned in the course of a confidential communication.

Academic Integrity/Plagiarism

We want our learning environment to be honest and fair. The assessments in our course provide you with an opportunity to showcase what you know and learn from what you may not yet have mastered. When you submit work with your name on it, this is a written statement that credit for **the work belongs to you alone**. If the work was a product of collaboration (such as a group project), each student is expected to clearly acknowledge in writing all persons who contributed to its completion.

If you have a question about an assignment, do not hesitate to contact me for clarification. You are responsible for being attentive to and observant of University policies about academic honesty as stated in the [University's Campus Policies](#) and [Code of Student Conduct](#) found in the UMSL Bulletin.

Academic dishonesty is a serious offense that may lead to probation, suspension, or dismissal from the University. All instances of academic dishonesty will be reported to the Office of Academic Affairs who will determine whether you will appear before the Student Conduct Committee for possible administrative sanctions such as dismissal from the university. The instructor will make an academic judgment about the student's grade on that work in this course.

All assignment deadlines are 11:00 PM CST

Dates	Course Topics	Modules	Learning Assessments
Jan 17- Jan 22	see the START HERE folder		PERSONAL INTRODUCTION ON THE DISCUSSION BOARD - required for confirmation of participation in the course.
Jan 23- Feb 5	GLOBALIZING BUSINESS	Module 1	Quiz 1
Feb 6- Feb 12	UNDERSTANDING POLITICS, LAWS, AND ECONOMICS	Module 2	Quiz 2
February 12	Team Research & Presentation Action Plans due		
Feb 13- Feb 19	EMPHASIZING CULTURES, ETHICS, AND NORMS	Module 3	Quiz 3
Feb 20- Feb 26	LEVERAGING RESOURCES AND CAPABILITIES	Module 4	Quiz 4
Feb 27- March 5	TRADING INTERNATIONALLY	Module 5	Quiz 5
March 6- March 12	CAPITALIZING ON GLOBAL AND REGIONAL INTEGRATION	Module 6	Quiz 6
March 13- March 25	COMPETING IN MARKETING AND SUPPLY CHAIN MANAGEMENT	Module 7	Quiz 7
Have a wonderful Spring Break!			
April 3- April 16	ENTERING FOREIGN MARKETS	Module 8	Quiz 8
April 23	Team Research Project Paper and Recorded Presentations due		
April 17- April 23	MAKING ALLIANCES AND ACQUISITIONS WORK	Module 9	Quiz 9
April 24- May 6	STRATEGIZING, STRUCTURING, AND LEARNING AROUND THE WORLD	Module 10	Quiz 10
May 1	Peer Evaluation Form for Teamwork due		
May 10	Interview Project due		

Our Team Action Plan (due February 12)

Country & Historical Figure: _____

Research & Presentation Things to do	Due date	Person in charge

CONFIDENTIAL Peer Evaluation Form for Group Work (due May 1)

Please enter the names of your team members in the first row, complete the evaluation, and email the form or a picture of it to pellegrinie@umsl.edu *after* you upload your presentation. This information is strictly confidential.

1 = Unacceptable

2 = Marginal

3 = Good

4 = Excellent

Your Initials: _____

Team Member Names →				
Team Project (Research & Presentation)				
Responded emails within 48 hours				
Attended virtual team meetings timely				
Willingly accepted responsibilities				
Completed assigned tasks on time				
Completed work in a quality manner				
Contributed significantly to the success of the project				
Demonstrated a cooperative and supportive attitude				
OVERALL PEER EVALUATION (out of 4)				

Notes: