



Program Review Self-Study Template

Academic unit: Management

College: Business

Date of last review _____

Date of last accreditation report (if relevant) _____

List all degrees described in this report (add lines as necessary)

Degree: Bachelor – International Business CIP code: 52.1101

*To look up, go to: Classification of Instructional Programs Website, <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>

Faculty of the academic unit (add lines as necessary)

Name _____ Signature _____

Masud Chand Masud Chand _____

Dharma deSilva Dharma deSilva _____

Kate Kung-McIntyre Kate Kung-McIntyre _____

Brian Rawson Brian Rawson _____

Clyde Stoltenberg Clyde Stoltenberg _____

Submitted by: Steven Farmer, Chairperson, Dept. of Management _ Date 4/1/2013 _____

(name and title)

Steven Farmer

1. Departmental purpose and relationship to the University mission (refer to instructions in the WSU Program Review document for more information on completing this section).

a. University Mission:

Wichita State University is committed to providing comprehensive educational opportunities in an urban setting. Through teaching, scholarship and public service the University seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national and global community.

b. Program Mission (if more than one program, list each mission):

The objective of the International Business program is to prepare students with the knowledge and skills to be managers able comprehend international influences on the American economy, business and society, to compete and lead domestic and global business in the 21st century. The learning process involves training students using an interdisciplinary approach to study the intricacies, competitiveness and interconnections between the world's markets and cultures and accomplishing organizational objectives through the coordination of human, material, information technology, financial and global supply chain resources across national boundaries. .

c. The role of the program (s) and relationship to the University mission: Explain in 1-2 concise paragraphs.

In support of both the Barton School and the University's mission statements to provide quality undergraduate and graduate programs, the international business program is the only such program in the Kansas Board of Regents system. It has the goal of providing graduates with the knowledge base and skills necessary to meet the growing demand for managers who can function at the international level as well as in domestic firms facing global competition. International Business majors also gain management and leadership skills through involvement in International Business Student Association (IBSA) /AIESEC and participation in the World Trade Council of Wichita country/company trade seminars where students network with International Business executives and visiting country diplomats and trade specialists. The CIBA-WTCouncil linkage is a strategic alliance, and a model of unique public-private partnership advocated by AACSB and meets the Barton School of Business and WSU urban mission which won two US Presidential prestigious awards – the "E" and "EStar" awards for professional export education /service excellence and national recognition..

The International Business major seeks to equip students with the necessary knowledge and skill base to enable them to become highly skilled and qualified managers in an environment of increasing global competitiveness. Furthermore, the major equips students with the resources and motivation necessary to continue lifelong learning and professional development. For instance, students are expected to gain knowledge of a foreign language, and of various cultures and areas. Thus, the International Business major contributes directly to (1) the University mission of "seeks to equip both students and the larger community with the educational and cultural tools they need to thrive in a complex world, and to achieve both individual responsibility in their own lives and effective citizenship in the local, national, and global community."

d. Has the mission of the Program (s) changed since last review? Yes No

i. If yes, describe in 1-2 concise paragraphs. If no, is there a need to change?

Mission has not changed, and no current need to change is foreseen.

e. Provide an overall description of your program (s) including a list of the measurable goals and objectives of the program (s) (both programmatic and learner centered). Have they changed since the last review?

Yes No

If yes, describe the changes in a concise manner.

The IB major curriculum is listed below.

The International Business major is suited for both domestic students AND for international students who have come to the United States to study business. While rigorous in the breadth of the courses, the program has flexibility to enhance the individual student's goals.

The International Business program requires a core of 36 hours of business courses covering the functions of Management, Marketing, Economics, Finance, International Business, Decision Science, Management Information Systems, Entrepreneurship, Business Law, and Accounting.

Students majoring in international business must make three choices early in their programs:

1. Regional emphasis: Latin America, Europe, or Asia Pacific. This choice dictates language and cultural/area studies choices.

2. Language. Depending on regional emphasis, there may be two or more language options.

3. Minor. International business majors must choose a functional area of business as a minor.

Students majoring in international business are also required to have an international experience: either spend a semester abroad at a university in their chosen region, or participate in an academic summer study tour to their region.

<i>Required Courses</i>	12.hrs.
IB 561 International Economics and Business.....	3
IB 600 International Management.....	3
IB 601 International Marketing.....	3
IB 625 International Financial Management.....	3

Directed electives from the following.....9

IB 400 International Purchasing (The syllabus of this course is currently being reviewed by the International Business faculty and may be updated).

IB 481 Cooperative Education

IB 491 Independent Study/Project

IB 602 Legal Environment of Int'l. Bus.

IB 690 Special Topics in Int'l. Business

DS 665 Supply Chain Management

POLS 220 Intro to International Relations

POLS 226 Comparative Politics

POLS 320 Developing World

POLS 336 International Organizations

POLS 370 European Politics

POLS 390 Special Topics in POLS

POLS 395 U.S. Foreign Policy

POLS 524 Politics of Modern China

ANTH 303 World Cultures *or*

ANTH 515 China *or*

ANTH 516 Japan: People and Culture

MKT 403 Marketing Research *or*

MKT 405 Consumer Behavior

History: History courses approved by an adviser

Language courses: 200-level and above

International experience: Students may count up to 6 credit hours of international experience toward their directed electives.

The programmatic goals are:

Understanding the impact of globalization and international influences on our economy, business, customers, society and public policy as well as strategies for competing in a global market. Using an interdisciplinary approach, we provide each student with a comprehensive knowledge of international business by integrating the functional areas of business into a framework promoting an understanding, awareness and appreciation for the global marketplace that is 95% outside the US in a new world order forcing new paradigms brought about by changes in economic, business and competitive power of big emerging market countries..

Learning goals are:

- 1) Knowledge of the dynamics of globalization, forces reshaping the new global economy, international influences on US business, consumers, economy society & public policy; and resulting issues for international business
- 2) Demonstrate an understanding of how elements of culture, political economy and ethical issues impact international business
- 3) Knowledge of international trade theories and practices
- 4) Knowledge of international monetary systems and the foreign exchange process
- 5) Analysis of different modes of entry into foreign markets beyond exporting including FDI
- 6) Comprehend regional economic integration and growth of free trade agreements amidst GATT/WTO trade liberalization efforts.
- 7) Knowledge of corporate governance, ethics and social responsibility in the conduct of international business
- 8) Integrate knowledge and learning of IB concepts and library information to demonstrate an ability to apply business specific tools of research, analysis, decision making and evaluation to a wide range of scenarios, cases, simulation, and problems in the international context by engaging in a semester long research project to design a comprehensive business plan to enter a foreign market

Desired Educational Outcomes

In successfully completing the International Business Major, students must demonstrate knowledge and skills and outcomes flow directly from our mission, include competency in:

- Written Communication – professionally communicate ideas, research, and analysis in written form
- Oral Communication – professionally communicate ideas, research, and analysis in oral form
- Quantitative Reasoning – interpret and analyze quantitative information, and present quantitative information in various formats
- Technological Competency – prepare and present work in acceptable technological formats, specifically Word, Excel, and PowerPoint
- Information Literacy – research, interpret, and synthesize both traditional and on-line resources, and know the limits thereof
- Critical Thinking/Problem Solving – develop an understanding of exactly what a problem or situation requires; develop and communicate the logical conclusion thereto
- Ethics – understand and develop an appreciation for the fact that businesses must operate within an ethical framework that extends beyond societal laws
- Cross-cultural communications and negotiations
- Leadership – develop an understanding of the qualities of leadership; distinguish between management and leadership; understand and identify the vision thing
- Global Perspective – recognize that the business world is global; develop an understanding and appreciation for cultural differences; implement those differences into business planning

2a. Describe the quality of the program as assessed by the strengths, productivity, and qualifications of the faculty in terms of SCH, majors, and graduates (refer to instructions in the WSU Program Review document for more information on completing this section). Complete a separate table for each program if appropriate.

MANAGEMENT DEPARTMENT

Last 3 Years	Tenure/Tenure Track Faculty (Number)	Tenure/Tenure Track Faculty with Terminal Degree (Number)	Instructional FTE (#):			Total SCH - Total SCH by FY from Su, Fl, Sp	Total Majors - From fall semester	Total Grads - by FY	
			TTF= Tenure/Tenure Track	GTA=Grad teaching assist	O=Other instructional FTE				
			TTF	GTA	O				
Fall 08	13	11	13	0	5.5	11532	87	35	
Fall 09	12	10	12	0	5.9	11246	79	30	
Fall 10	12	12	12	0	5.5	10203	88	23	
Fall 11	13	13	13	0	5.3	10566	76	21	
Total Number Instructional (FTE) – TTF+GTA+O						SCH/ FTE	Majors/ FTE	Grads/ FTE	
						↓			
Fall 08						18.5	62.3	4.7	1.9
Fall 09						17.9	628	4.4	1.7
Fall 10						17.5	583	5.0	1.3
Fall 11						18.3	577	4.2	1.1

KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.

NOTE: NUMBERS IN TABLE ABOVE ARE FOR MANAGEMENT DEPARTMENT AS A WHOLE

Faculty Strengths

Data from Table 2a show a relatively large number of majors and degrees conferred. The table below shows SCH for the major for the time period covered.

	Data below from Office of Planning and Analysis					
	AY2008	AY2009	AY2010	AY2011		
SCH (fall + spring + summer)	2,662	2,376	2,210	2,498		

The Management Department encompasses faculty who teach in the areas of Management, Human Resource Management, International Business and Entrepreneurship. Many faculty teach in multiple areas. The faculty teaching in the International Business major have terminal degrees from very good universities including:

1. Columbia University School of International and Public Affairs (and Harvard Law)
2. Indiana University
3. Simon Fraser University

International Business shares one full-time Instructor level faculty who has extensive international business experience along with a graduate degrees in business from an AACSB accredited school, and utilizes another faculty member part-time whose primary role is an administrative assignment for the Barton School. The International Business faculty oversee

the content and teaching of International Business courses offered by instructors and adjuncts to ensure the highest level of coordination and program quality. Faculty areas of expertise correspond closely to the mission of the school in preparing students for successful business careers.

The current International Business tenured/tenure-track faculty are extremely well-trained and particularly active in the areas of the behavioral sciences, particularly international business.

Dr Dharma Silva Professor of International Business, Marketing & Management and Rudd Foundation Distinguished Fellow at the Barton School of Business, Wichita State University, where he has established and directed the International Business Program with multi disciplinary units on campus and business community via the World Trade Council of Wichita [WTCouncil] strategic alliance. The model enabled him to win a series of competitive U.S. Department of Education/BIE research grant cycles and national recognition. He has directed USED/BIE grants to enhance institutional linkages and International Business education, housed in the Center for International Business Advancement [CIBA]. Dr. deSilva is the founding Director of CIBA and WTCouncil. Dr. deSilva was the first University Professor and Founding Dean, Faculty of Management Studies at USJP [Vidyodya University of Sri Lanka] and pioneered the management education model with Stanford, Indiana and other agency collaboration to introduce the first integrated 4-year undergraduate Bachelor's, and two-year postgraduate MBA & MPA, MEcon, professional programs in 1966/68. Dr. deSilva had his education in Sri Lanka, England and USA receiving his Bachelor's, Master's and PhD degrees. He has been a Fulbright Scholar at Harvard & Indiana; a Ford Fellow at Ohio State and Stanford; and a Visiting Professor at Indiana, Stanford, CSU Sacramento, and several European and Asian universities. Recently he served as a Fulbright Senior Specialist at NCCU Taiwan to introduce the senior IB Seminar and MBA/EMBA international business courses, and assist in AACSB accreditation process, and visiting FHW Berlin, University of Canberra, and University of Malaysia Pahang assisting in establishing management education university-industry collaboration models

Dr. Clyde Stoltenberg is a graduate of Harvard Law and the Columbia University School of International Affairs. He holds the W. Frank Barton Distinguished Chair in International Business. Dr. Stoltenberg has extensive experience in the International Business area at California State University – Long Beach, University of Texas at San Antonio, and at the University of Kansas. His area of emphasis is in International Law and International Management. His most recent publications have appeared in the American Journal of Comparative Law, Berkeley Journal of International Law, and International Journal of Emerging Markets (best paper: 2012 Harvard China Goes Global Conference). He is Advisory Editor (and past Editor in Chief) of the American Business Law Journal and on the Editorial Board of the Journal of Asian Business.

Dr. Masud Chand earned his Ph.D. at Simon Fraser University. He has published his work in the form of book chapters, monographs, and articles in scholarly journals such as the Journal of Business Ethics, International Business Review, Asia Pacific Business Review, Advances in International Management, Journal of Trust Research, Journal of African Business, Journal of Enterprising Communities and Thunderbird International Business Review. He is the Associate Editor for International Management at the South Asian Journal of Global Business Research, and serves as a reviewer at a number of academic journals including International Business Review, Journal of World Business, Journal of International Management, British Journal of Management, Journal of Small Business and Entrepreneurship, Small Business and Economics, and Journal of Enterprising Communities.

The program has also shared faculty members with the Management major, ensuring that both management and international business issues are emphasized throughout the curriculum. Management faculty qualified to teach in the IB program, include Dr. Tim Pett and Dr. James Wolff (please see Management Program Review document for their details). Faculty from the Economics Department (Dr. William Miles, Dr. J. C. Cheng) and from other areas on campus (LAS, Anthropology, Political Science/International Relations, and Languages) also teach International Business electives.

As members of an urban institution, the faculty are able to utilize international business professionals to enrich the classroom experiences of our students. Guest lecturers, panel discussions, and debates on current management topics are used as appropriate as an enhancement to normal classroom activities. Many of these activities are organized and delivered through meetings of IBSA/AIESEC and the WTC. Also because of our urban setting in proximity to a strong cluster of firms actively engaged in export and international trade, our students have numerous opportunities to network with international executives and gain practical experience through cooperative education placements and internships.

Of the faculty that are currently teaching in or have recently taught in the IB program, one has received the W. Frank Barton School of Business Instructor of the Year Award and the WSU Fairmount Chapter or Mortar Board Educator Appreciation Award, and one has been nominated several years in a row for the WSU Board of Trustees Excellence in Teaching Award and the Academy for Effective Teaching Awards.

2b. Describe the quality of the program as assessed by the scholarly productivity (refer to instructions in the WSU Program Review document for more information on completing this section).

Scholarly Productivity	Number Journal Articles		Number Presentations		Number Conference Proceedings		Performances			Number of Exhibits		Creative Work		No. Books	No. Book Chaps.	No. Grants Awarded or Submitted	\$ Grant Value
	Ref	Non-Ref	Ref	Non-Ref	Ref	Non-Ref	*	**	***	Juried	****	Juried	Non-Juried				
2010-2012																	
Faculty teaching in IB major	15	4	16	1	3	7									4		

* Winning by competitive audition. **Professional attainment (e.g., commercial recording). ***Principal role in a performance. ****Commissioned or included in a collection.

- a. Provide a brief assessment of the quality of the faculty/staff using the data from the tables in section 2 as well as any additional relevant data. Programs should comment on details in regard to productivity of the faculty (i.e., some departments may have a few faculty producing the majority of the scholarship), efforts to recruit/retain faculty, departmental succession plans, course evaluation data, etc.

As evidenced by the table above, faculty teaching International Business major courses are highly research-productive. The intellectual activities of the faculty are two-fold. The primary focus is applied and theoretical research published in academic outlets at the national and regional level. A secondary focus is on the dissemination of research results to the practitioner community through publication in widely disseminated outlets and through participation in relevant professional organizations. Faculty are expected to contribute to both aspects of this mission by communicating their findings to appropriate academic and professional associations. The faculty are frequently able to bring their research into the classroom to enhance the learning experience of the students.

The faculty have areas of research specialization and / or interest in: strategic management and planning, business competitiveness, new product creation, commercialization, entrepreneurial orientation, innovation, creativity, opportunity identification, entrepreneurial teams, strategic leadership, family business, franchising, customer relations, growing the firm, small business performance and growth, corporate entrepreneurship, international entrepreneurship, financial analysis, and business valuation.

The faculty have published in many of the influential journals in their respective areas of expertise. During the last three years, faculty have published in

Asia Pacific Business Review
 Advances in International Management
 Berkeley Journal of International Law
 Business Management Research
 International Business Review
 International Journal of Emerging Markets
 International Journal of Management Development
 Journal of African Business

Journal of Business Ethics
 Journal of Enterprising Communities
 Journal of Trust Research
 Sri Lankan Journal of Management
 Thunderbird International Business Review
 The Business Review, Cambridge
 World Hospital and Health Services Journal

Additionally, International Business faculty are active reviewers for the following journals: International Business Review, Journal of World Business, Journal of International Management, British Journal of Management, Journal of Small Business and Entrepreneurship, Small Business and Economics, Journal of Enterprising Communities, International Journal of Human Resource Management, as well as reviewers for regional, national, and international conferences, such as the Academy of Management, Academy of International Business, Administrative Sciences Association of Canada, Southern Academy of Management, Midwest Academy of Management

3. Academic Program: Analyze the quality of the program as assessed by its curriculum and impact on students. Complete this section for each program (if more than one). Attach updated program assessment plan (s) as an appendix (refer to instructions in the WSU Program Review document for more information).

a. For undergraduate programs, compare ACT scores of the majors with the University as a whole.

Last 3 Years	Total Majors - From fall semester				ACT – Fall Semester (mean for those reporting)				
	EN	HR	IB	MGT	EN	HR	IB	MGT	All University Students - FT
Fall 09	152	69	97	145	23	20.4	23.2	21.8	22.96
Fall 10	158	68	96	119	22.5	19.8	22.9	23.0	23.06
Fall 11	156	70	94	136	23.5	20.5	22.7	21.9	23.11

KBOR data minima for UG programs: ACT_≤20 will trigger program.

b. For graduate programs, compare graduate GPAs of the majors with University graduate GPAs.*

The Management Department has no graduate programs..

c. Identify the principal learning outcomes (i.e., what skills does your Program expect students to graduate with). Provide aggregate data on how students are meeting those outcomes. Data should relate to the goals and objectives of the program as listed in 1e. Provide an analysis and evaluation of the data by learner outcome with proposed actions based on the results.

In the following table provide program level information. You may add an appendix to provide more explanation/details. Definitions:

Learning Outcomes: Learning outcomes are statements that describe what students are expected to know and be able to do by the time of graduation. These relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program (e.g., graduates will demonstrate advanced writing ability).

Assessment Tool: One or more tools to identify, collect, and prepare data to evaluate the achievement of learning outcomes (e.g., a writing project evaluated by a rubric).

Criterion/Target: Percentage of program students expected to achieve the desired outcome for demonstrating program effectiveness (e.g., 90% of the students will demonstrate satisfactory performance on a writing project).

Result: Actual achievement on each learning outcome measurement (e.g., 95%).

Analysis: Determines the extent to which learning outcomes are being achieved and leads to decisions and actions to improve the program. The analysis and evaluation should align with specific learning outcome and consider whether the measurement and/or criteria/target remain a valid indicator of the learning outcome as well as whether the learning outcomes need to be revised.

Learning Outcomes (most programs will have multiple outcomes)	Assessment Tool (e.g., portfolios, rubrics, exams)	Target/Criteria (desired program level achievement)	Results	Analysis
Knowledge of the dynamics of globalization, forces reshaping the new global economy, international influences on US business, consumers, economy society & public policy;	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA

and resulting issues for international business				
Demonstrate an understanding of how elements of culture, political economy and ethical issues impact international business	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA
Knowledge of international trade theories and practices	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA
Knowledge of international monetary systems and the foreign exchange process	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA
Analysis of different modes of entry into foreign markets beyond exporting including FDI	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA
Comprehend regional economic integration and growth of free trade agreements amidst GATT/WTO trade liberalization efforts.	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good'	TBA	TBA
Knowledge of corporate governance, ethics and social responsibility in the conduct of international business	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is	At least 70% of students will score 'satisfactory' and at least 20% will score 'good'	TBA	TBA

	offered			
Integrate knowledge and learning of IB concepts and library information to demonstrate an ability to apply business specific tools of research, analysis, decision making and evaluation to a wide range of scenarios, cases, simulation, and problems in the international context by engaging in a semester long research project to design a comprehensive business plan to enter a foreign market	A comprehensive market entry project group will take place in IB 600 that all majors are required to take. It will be administered every semester that IB 600 is offered	At least 70% of students will score 'satisfactory' and at least 20% will score 'good' (scores are excellent, good, satisfactory, poor)	TBA	TBA

Provide aggregate data on student majors satisfaction (e.g., exit surveys), capstone results, licensing or certification examination results, employer surveys or other such data that indicate student satisfaction with the program and whether students are learning the curriculum (for learner outcomes, data should relate to the goals and objectives of the program as listed in 1e).

Student Satisfaction (e.g., exit survey data on overall program satisfaction). Percent satisfied or higher						Learner Outcomes (e.g., capstone, licensing/certification exam pass-rates) by year, for the last three years				
Year	Result (e.g., 4.5 on scale of 1-5, where 5 highest)					Year	N	Name of Exam	Program Result	National Comparison±
				N	IB					
1										
2										
3	21	90.5								

*only 2012 year results available per OPA

Students are required when submitting a degree to complete an exit survey that asks questions connected to their degree program. WSU 2012 exit survey results show International Business major satisfaction high at over 90%. This ranks the major 12th out of 55 total WSU majors in satisfaction for 2012. From both absolute and relative perspectives, this is a high satisfaction level.

- d. Provide aggregate data on how the goals of the *WSU General Education Program* and *KBOR 2020 Foundation Skills* are assessed in undergraduate programs (optional for graduate programs).

Goals/Skills Measurements of: Oral/written communication, Numerical literacy, Critical thinking and problem solving, Collaboration and teamwork, Library research skills, Diversity and globalization	Results	
	Majors	Non-Majors

Note: Not all programs evaluate every goal/skill. Programs may choose to use assessment rubrics for this purpose. Sample forms available at: <http://www.aacu.org/value/rubrics/>

KBOR goals are not assessed at the major level. However, these goals are assessed at the degree level in the Barton School for AACSB International (Association to Advance Collegiate Schools of Business) accreditation.

- e. For programs/departments with concurrent enrollment courses (per KBOR policy), provide the assessment of such courses over the last three years (disaggregated by each year) that assures grading standards (e.g., papers, portfolios, quizzes, labs, etc.) course management, instructional delivery, and content meet or exceed those in regular on-campus sections.

International Business has no concurrent enrollment courses..

- f. Indicate whether the program is accredited by a specialty accrediting body including the next review date and concerns from the last review.

The International Business major has no specialty accrediting body.

- g. Provide the process the department uses to assure assignment of credit hours (per WSU policy 2.18) to all courses has been reviewed over the last three years. Attach a few examples of course syllabi that communicates this policy to students (provide as an appendix).

This information is assessed by a review of faculty syllabi and discussed during the annual performance review process. Sample syllabi are attached at the end of this report.

- h. Provide a brief assessment of the overall quality of the academic program using the data from 3a – 3f and other information you may collect, including outstanding student work (e.g., outstanding scholarship, inductions into honor organizations, publications, special awards, academic scholarships, student recruitment and retention).

Provide assessment here:

The international business program at Wichita State is a multidisciplinary program designed to provide students with the knowledge and skills needed to effectively manage human and nonhuman resources in an environment of increasing global competitiveness, with special focus on multinational trade and global skill building. The curriculum for the IB major is designed around the international of the common body of knowledge emphasized in the standards of the major business school accrediting body, the Association to Advance Collegiate Schools of Business. The program is bracketed in the accreditation provided by AACSB International. This accreditation is under regular review for 2013. Accordingly, as a multidisciplinary program the IB curriculum focuses on international applications linkages between different areas of business such as accounting, behavioral science, economics, and mathematics and statistics, as well as with cross-cultural and language areas. As judged by this outside stakeholder criterion, quality of the IB program per its curricular content is high.

4. Analyze the student need and employer demand for the program. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

a. Utilize the table below to provide data that demonstrates student need and demand for the program.

5. IB

Majors				Employment of Majors* ****									No. pursuing graduate or professional education	Projected growth from BLS**						
Last 3 YRs - Begins in fall and ends following summer	No. who enter or are admitted in the major	% enrolled one year later	1 Year Attrition %	Average Salary	Employment % In state	Employment % in the field	Employment: % related to the field	Employment: % outside the field												
Fall 09	37	48.7	51.3										Current year only ↓							
Fall 10	19	47.4	52.6																	
Fall 11	25	36.0	64.0	37333	0	66.7	33.3	0												
Race/Ethnicity by Major***											Race/Ethnicity by Graduate***									
	NRA	H	AI/An	A	B	NH/PI	C	M	R	UNK	NRA	H	AI/An	A	B	NH/PI	C	M	R	UNK
FY 10	7	5	0	5	2	0	28	0	4	4	1	1	0	0	0	11	0	0	2	
FY 11	11	9	1	5	3	0	26	0	7	7	3	0	1	1	0	11	0	0	1	
FY 12	7	5	1	6	3	0	28	1	7	4	4	0	2	0	0	8	0	0	2	

* May not be collected every year
 ** Go to the U.S. Bureau of Labor Statistics Website: <http://www.bls.gov/oco/> and view job outlook data and salary information (if the Program has information available from professional associations or alumni surveys, enter that data)
 *** NRA=Non-resident alien; H=Hispanic; AI/AN=American Indian/ Alaskan Native; A=Asian; B=Black; NH/PI=Native Hawaiian/Pacific Islander; C=Caucasian; MR=Multi-race; UNK=Unknown
 KBOR data minima for UG programs: Majors=25; Graduates=10; Faculty=3; KBOR data minima for master programs: Majors=20; Graduates=5; Faculty=3 additional; KBOR data minima for doctoral programs: Majors=5; Graduates=2; Faculty=2 additional.
 ****Employment data from 2011-2012 WSU Degree Candidate Exit Survey; **FIGURES ARE UNRELIABLE TO POOR RESPONSE RATE**

Provide a brief assessment of student need and demand using the data from the table above. Include the most common types of positions, in terms of employment, graduates can expect to find.

The International Business program is responsive to the needs of its majors in terms of scheduling the required courses in the major. The faculty have developed a schedule by which courses are offered and have followed this schedule over a number of years. The program schedules high-volume courses such as International Business 333 during a number of different time periods and on several different days, to ensure that all our students have the opportunity to take the courses they need. It is also offered both during the day and in the evening, both on-campus at WSU's off-campus instructional sites. The 600-level courses are normally offered in the evening, as we do not have the faculty necessary to offer these courses both day and night and have chosen to offer these courses only during the evening. Additionally, during each term the IB faculty supervise several student co-ops and internships, allowing students to gain credit hours and advance their work careers concurrently.

Data from Table 2a show a relatively large number of majors and degrees conferred. These numbers reflect the need that students perceive for the major.

Additionally, the 2011-2012 WSU exit survey indicate that 100% of graduating International Business majors hold a full time job that is either directly or indirectly related to their degree program; 14.3% report that they have recently applied for or accepted a position. Per the most recent WSU exit survey results, the average annual salary for graduates obtaining a new job is \$37,333, and common positions include junior consultant, sales associate and market development specialist

6. Analyze the cost of the program and service the Program provides to the discipline, other programs at the University, and beyond. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

Percentage of SCH Taken By (last 3 years)			
Fall Semester	Year 1 - 2009	Year 2 - 2010	Year 3 - 2011
UG Majors	23.9	27.5	32.8
Gr Majors	0	0	0
Non-Majors	76.1	72.5	67.2

- a. Provide a brief assessment of the cost and service the Program provides. Comment on percentage of SCH taken by majors and non-majors, nature of Program in terms of the service it provides to other University programs, faculty service to the institution, and beyond.

The International Business program provides service to the discipline by creating new globally-skilled managers for the international, national, regional, and local labor markets. Program faculty provide service to the management discipline by active participation in numerous professional organizations, such as the Academy of Management, the Academy of International Business, the Southern Management Association, the Midwest management Association, and the Pan Pacific Management Association. .

The International Business program provides support to all other programs within the Barton School. First, many students get double majors in International Business and Accounting, Economics, or Marketing. A concurrent major is recommended for IB majors so that graduates become better prepared to function effectively as employees of smaller companies developing international operations or function in larger companies with extensive global operations. Second, International Business 333, International Business, is a required part of the curriculum for all undergraduate business students. This course fulfills the Issue & Perspectives requirement in general education and provides a global perspective.

The International Business program continues to assist the internationalization of the Barton School by strengthening the linkages with multidisciplinary units across campus. The following are examples of programs and linkages to the IB major: Liberal Arts and Science (LAS), International Studies Field Major (IS), Asian Study Group, Department of Anthropology (Culture) and Department of Modern Languages. The IB program supports the LAS International Studies Field major with courses for the Option B - International Business. The LAS students taking the IB courses also have to complete the prerequisite Business core. Many other students in Engineering, Communications, Languages and Liberal Arts take selected IB Courses. In addition to students enrolled in the IB Program, there are students within the LAS-IS major (Option B) who are served by the IB Program.

The service mission of the program includes providing state-of-the-art assistance and technical support to local and regional firms involved in international business and trade. Faculty are encouraged to provide organizations with relevant expertise, especially when such activities can enhance their teaching and research activities. The newly created Faculty in Residence program has also helped in this regard by placing one IB faculty member in residence with Spirit AeroSystems for a period of 8 weeks in the summer of 2012. Strong linkages between the Center for International Business Advancement (CIBA) and the World Trade Council of Wichita (WTC) support the program's mission in these areas. Additionally, faculty are encouraged to provide service (e.g., chair committees, review papers, etc.) to local, regional, and national chapters of both academic and professional organizations. The IB program has also functioned as a bridge to the World Trade Council of Wichita in joint venture exploration of international trade educational and export research activities. In the last three years, many country/agency trade programs and company global supply chain events were offered in collaboration with the WTC and other co-sponsors, for the benefit of both local/regional business and IB students.

The program's cost effectiveness. The faculty in the department of Management collectively teach four required courses for the Barton School of Business and provide the instruction for four majors within the college (Management,

Entrepreneurship, International Business, and Human Resource Management). In addition, the courses offered by the department are electives in a number of majors in the college and in other majors across the university.

Cost per credit hour data is no longer provided by the university for program review so cost efficiency cannot be directly addressed.

Faculty Productivity: Student Credit Hours per Full Time Equivalent Faculty (SCH per FTE). SCH per FTE is one of the most widely used measures of faculty teaching productivity, since the university is funded on the basis of credit hours generated. Therefore, the most productive and efficient faculty will generate more student credit hours per faculty member. The average SCH per FTE of the Management Department over the last five years was 281.6. (These data are not easily disaggregated to the major program level given shared overhead of faculty and other resources).

7. Report on the Program’s goal (s) from the last review. List the goal (s), data that may have been collected to support the goal, and the outcome. Complete for each program if appropriate (refer to instructions in the WSU Program Review document for more information on completing this section).

(For Last 3 FYs)	Goal (s)	Assessment Data Analyzed	Outcome

The last review conducted (2008) did not ask for program goals.

7. Summary and Recommendations

- a. Set forth a summary of the report including an overview evaluating the strengths and concerns. List recommendations for improvement of each Program (for departments with multiple programs) that have resulted from this report (relate recommendations back to information provided in any of the categories and to the goals and objectives of the program as listed in 1e). Identify three year goal (s) for the Program to be accomplished in time for the next review.

The International Business major is an interdisciplinary major which directly supports the Barton School's mission, "The Barton School of Business advances the knowledge and practice of business, reaches out to constituents, and prepares students to successfully compete in the global entrepreneurial marketplace" The Global Entrepreneurial Marketplace is the focus of the International Business major.

Strengths of the International Business major include a very highly qualified faculty who regularly score very highly on SPTE teaching evaluations, are highly research productive, and provide strong levels of service to the university, profession, and community. Another strength is offering a curriculum and student service that satisfies students at a high level (over 90%). The IB faculty have used the data gathered from assessment activities in the last three years to continuously update their course syllabi and address some of the weaknesses that were previously identified. Current weaknesses include reliance on numerous outside faculty to offer courses in the IB track.

The objective of the International Business program is to prepare students with the knowledge and skills to be managers able comprehend international influences on American economy, business and society, to compete and lead domestic and global business in the 21st century. The learning process involves training students using an interdisciplinary approach to study the intricacies, competitiveness and interconnections between the world's markets and cultures and accomplishing organizational objectives through the coordination of human, material, information technology, financial and global supply resources across national

The next 3 year goal for the IB major is to ensure that at least 70 % of IB majors score 'satisfactory' and at least 20% score 'good' on the newly designed IB major assessment rubric.

As noted earlier, deployment of learning goal assessment was delayed due to administrative error. Learning goals, assessment tools, and target criteria were reported earlier. Results and analysis/changes in response to results will be reported in the next program review.

Wichita state university

Faculty of Business Administration

IB 333: International Business

SPRING 2013

TUESDAYS AND THURSDAYS 4:35 PM TO 7:15 PM

ROOM: WEST CAMPUS 109

Instructor: Dr. Masud Chand

Office: CH 309

Phone: 316 978 7115

Email: masud.chand@wichita.edu

Office Hours

Tuesdays and Thursdays 4:00 to 4:30 PM, or by appointment. Please do not hesitate to contact me with ANY questions, comments or concerns you may have about the course or any assignment.

Catalog Description

General Education issues and perspectives course. A comprehensive overview of the multifaceted issues in international business and globalization that impact all functional areas of business. Examines contemporary issues, perspectives and influences on American business, economy, government, labor, society, technology, public policy and competitiveness. Reviews international trade theories, foreign exchange, monetary systems, balance of payments, trade policies, trade agreements, global trading systems and foreign investment, including cultural diversity, human rights, ethics and social responsibility issues. Examines implications for small and large businesses. Prerequisite: junior standing recommended.

Course Goals and Objectives

This is a survey course intended to introduce the student to the internationalization of business. Each student should come away from the course with a broad understanding of the general concepts of international business. Specifically, there are 6 learning objectives for the course:

- 9) Knowledge of the dynamics of globalization, forces reshaping the new global economy, international influences on US business, consumers, economy society & public policy; and resulting issues for international business.
- 10) Understanding basic elements of culture, political economy and ethical issues as they impact international business.
- 11) Knowledge of international trade theories and practices.
- 12) Knowledge of international monetary systems and the foreign exchange process.
- 13) Analysis of different modes of entry into foreign markets

- 14) Knowledge of corporate governance, ethics and social responsibility in the conduct of international business

Required Materials

Textbook: Fundamentals of International Business by Michael R. Czinkota, Ilkka A. Ronkainen, and Michael H. Moffett, WESSEX, 2nd Edition, 2009, ISBN-978-0-97973-442-7

Course pack from Harvard Business School website: (This will cost about \$ 4)

<https://cb.hbsp.harvard.edu/cbmp/access/16807429>

Evaluation

Graded exercises will include: (A) three exams (comprehensive final) (B) 14 quizzes (C) a country analysis report

Exams

There will be 3 exams. Each exam will have a mixture of multiple choice and short answer questions. Exams 1 and 2 will consist of 15 multiple choice (you have to answer all) and 6 short answer questions (of which you will have to answer 3). Exam 3 will be comprehensive, and consist of 20 multiple choice (you have to answer all) and 8 short answer questions (of which you have to answer 4). A week before the exams, you will be given some specific guidelines as to what areas you need to focus on for the short answer questions.

Quizzes

There will be a quiz in most classes (Please check detailed course schedule for exact dates). Each quiz will be on the chapter that we are supposed to discuss that day, and will consist of 5 multiple choice questions.

Country Analysis (Due March 7)

You will prepare a short analysis of the impact of globalization on a country. You should include specific attention to some of the main forces associated with globalization (for e.g., technology, foreign trade and investments, regional integration, off shoring and outsourcing, immigration, environmental pollution) and the impact of these forces on different stakeholders (such as domestic companies, workers, farmers, indigenous cultures, and different demographic groups) within that country. You will probably not be able to analyze all of these issues - pick 2 or 3 main issues for your analysis. You should then draw implications of the issues and their impact on international business. This analysis should be in the form of a 3 - 4 page double-spaced paper with references both from the text and at least 5 outside sources. You can do this exercise either individually or in groups of two.

Class participation

Class preparation, attendance, and participation are expected. Students are expected to read the chapter indicated on the course schedule before the class period. Attending class and participating is a major part of the learning experience for this course. All material covered in the lectures is subject to examination, whether or not it is also mentioned in the textbook. Conversely, all assigned reading in the textbook is subject to examination, whether or not mentioned during the lectures. If you are absent at the time any graded exercise is

required to be handed in or presented and have not made other arrangements with me beforehand, you will not be allowed to make it up except in cases where the reason for absence was truly unforeseeable.

You can earn up to 5 points for your participation in class. Presence in class by itself does not constitute participation. You are expected to regularly provide practical examples, challenge your instructor and your classmates, explain your point of view with supporting evidence, as well as demonstrate your cognizance of current happenings in the world of international business and economics.

Grading

Exam 1: 30 points

Exam 2: 30 points

Exam 3 (Final): 40 points

Quizzes (14 * 5): 65 points (I drop your lowest quiz)

Country Analysis: 30 points

Participation: 5 points

Total: 200 points

Grade cutoffs (inclusive):

A: 180-200, A-: 176-179, B+: 170-175, B: 160-169, B-: 156-159, C+: 150-155, C: 140-154, C-: 136-139, D: 120-135, F: below 120.

Note: If you end the course with a fractional point, anything equal to or above 0.5 will be rounded up to the next whole number, while anything less than 0.5 will be rounded down.

Bonus Points

You may earn extra credit up to *4 points* (2 point per meeting) by attending meetings of the Wichita World Trade Council (WTC) and writing a one-page summary analyzing what you learned that relates to international business. The WTC has monthly evening meetings at which the program explores a country or company trade or investment perspective. Student discount rates are extended, and attendance serves as a useful networking opportunity with businesspeople and officials in the community involved with international business issues.

<http://www.wtcouncil.wichita.edu/>

You will also have other opportunities for bonus points through write-ups about cases and videos shown in class.

DETAILED COURSE SCHEDULE AND TOPICS

January 22 Introduction and overview of syllabus and class expectations;
Recent trends in Global business.

January 24 Ch. 1: Globalization. Quiz 1 *Case Discussion: Denmark Welfare State* (2 point bonus for a 2-page case analysis turn in)

January 29 Ch. 2: Cultural Environment. Quiz 2. *Hiring Exercise Simulation (I will assign this in class)*

January 31 Ch. 3: Global Trade Environment. Quiz 3.

February 5 Ch. 4: Politics and Laws. Common indices used in International Business Quiz 4

February 7 Ch. 5: Economic Integration. Quiz 5 EU vs. NAFTA discussion (*Please bring to class a recent article from either The Economist, The Wall Street Journal, The New York Times or Business Week that talks about problems facing the EU or NAFTA, and discuss what it says about the benefits/drawbacks of NAFTA or the EU*)

February 12 **Exam 1.**

February 14 Ch.6: Trade and Investment Theory Quiz 6

February 19 Ch. 7: The International Economic Activity of the Nation. Ch.8: Foreign Exchange and Global Financial Markets. Quiz 7 & Quiz 8

February 21 Ch. 9: Global Financial Management Quiz 9

February 26 Ch. 10: Exporting and Global Expansion Quiz 10

February 28 **Exam 2**

March 5 Ch. 11: Global Marketing Quiz 11 Ch 12: Global Supply Chain Quiz 12.

March 7 Ch 13: Managing Globally and Ch 14: The Future Quiz 13 and Quiz 14.

March 12 **Exam 3 Final**

Academic Integrity Statement

The following statement on Academic Honesty is taken from the WSU Policies and Procedures Manual. The complete statement may be found at the following URL:

http://webs.wichita.edu/inaudit/ch2_17.htm

“2. A standard of academic honesty, fairly applied to all students, is essential to a learning environment.

Students who compromise the integrity of the classroom are subject to disciplinary action by their instructor, their department, their college and/or the University. Violations of classroom standards of academic honesty include, but are not limited to:

- a. Cheating in any form, whether in formal examinations or elsewhere.
- b. Using or submitting the work of others as one's own original work without assigning proper credit to the source.
- c. Misrepresentation of any work done in or out of the classroom or in preparation for class.

- d. Falsification, forgery or alteration of any documents pertaining to academic records.
- e. Colluding with others in an effort to obtain a grade or credit not truly reflective of what the student knows or has learned.

Students violating such standards must accept the consequences and appropriately assessed penalties, which may include reprimand, a failing grade, or suspension or dismissal from an academic program or the University.

Students accused of abridging a standard of academic honesty will be provided with mechanisms for review and appeal of decisions regarding allegations of academic misconduct.”

In addition, students should be familiar with the Student Code of Conduct found at the following URL:

http://webs.wichita.edu/inaudit/ch8_05.htm

At a minimum, a student caught behaving in a dishonest manner on an examination will be given an F in the course.

I take instances of plagiarism very seriously. Please be sure you understand what plagiarism is and how to avoid it. One useful resource is <http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

Another useful resource can be found below: <http://library.wichita.edu/empower/>

If you believe you have been wrongly accused of academic dishonesty, there is an established appeal process. You can get information from the Dean's Office, room 100 Clinton Hall.

ADA Notice:

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Email Expectations:

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your @wichita.edu email address.

You need to make sure you:

- Check your email every day.
- If you normally use a different email address than your @wichita.edu address, set up your WSU email account to automatically forward emails to your other address - details are below. **WARNING:** Hotmail, Gmail, etc. sometimes decide WSU emails are spam. **MAKE SURE** you tell your email account that email from @wichita.edu is not spam.
- If you use email forwarding, keep your forwarding address up to date.

Setting up email forwarding:

1. Log in to myWSU.
2. On the Student Resources tab, click Log into Student Webmail and log in.

3. Click Options near the top center in the border area.
4. Select Settings along the left column.
5. Near the bottom of the page that opens click Enable forwarding. Type the email address you wish to forward to in the rectangle that is provided.

Finally, click Save Changes. Please call the Help Desk at 978-3655 if you need further assistance.

Course Workload Statement:

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for class) for instruction and preparation/studying or course related activities for a total of 135 hours.

Wichita state university

Faculty of Business Administration

IB 600: International Management

SPRING 2013

WEDNESDAYS 7:05 PM TO 9:45 PM

ROOM: CLINTON HALL 126

Instructor: Dr. Masud Chand

Office: CH 309

Phone: 316 978 7115

Email: masud.chand@wichita.edu

Office Hours

Wednesdays, 6 PM to 7 PM, or by appointment. Please do not hesitate to contact me with ANY questions, comments or concerns you may have about the course or any assignment.

Catalog Description

Overview of international business including strategy and organizational behavior. Equips students to manage effectively in an increasingly diverse global marketplace. Covers culture and communication in global management, international strategy formulation, cross-border alliances, control and coordination systems in multinational organizations, social responsibility and ethics, international negotiations, and management of global human resources.

Prerequisites: MGMT 360, IB 333, advanced standing, junior standing

Course Overview and Objectives

This is a case-oriented course intended to introduce you to the international aspects of business and the impact of globalization on strategic management. It will expose you to numerous micro and macro aspects of the business environment in different countries and regions which make management of international businesses distinct from domestic businesses. The goal is to contribute to your general management perspective and to

strengthen your problem solving skills for dealing realistically with real life situations that you can expect to confront when doing business internationally. There are 6 specific learning objectives from this course:

- Examine the dynamics of globalization and the resulting issues for international business
- Analyze the different facets of culture and how they impact management across international borders
- Explain how competition unfolds in developed and emerging economies
- Analyze what determines the success and failures of companies around the globe
- Plan and design a realistic market entry strategy
- Describe methods used to analyze and assess political risk and evaluate how MNCs apply those methods as they attempt to manage the level of political risk in developed and developing countries

Attendance

You are expected to attend class regularly and come prepared for each class by reading and thinking about the assigned material ahead of time. If you are absent at the time any graded exercise is required to be handed in or presented and have not made other arrangements with me, you will not be allowed to make it up except in cases where the reason for absence was truly unforeseeable.

Required Text

International Management: Culture, Strategy and Behavior, Eighth Edition, Fred Luthans and Jonathan Doh, McGraw-Hill Irwin, 2012

Final Course Grades

A= 90-100 %, A- = 88-89 %, B+ = 85-87 %, B = 80-84 %, B- = 78-79 %, C + = 75-77 %, C =70-74 %, C - = 68-69 %, D = 60-67%, F= below 60 %

Evaluation

Your final grade will consist of the following components:

Class Participation: 25 %

Mid Term: 15%

Final: 15 %

Individual Case Analysis: 10%

Individual Country Analysis: 10%

Market Entry Analysis: 25% (Groups of 4-5)

Detailed Course Schedule

Date	Topic	Reading Assignment	In Class Activity
January 23	Introduction, Course Outline, History and trends in global business		Course Outline
January 30	<ul style="list-style-type: none"> Globalization and International Linkages The Political, Legal and Technological Environment 	Chapter 1 Chapter 2	Some helpful indices
February 6	<ul style="list-style-type: none"> Ethics and Social Responsibility Case Analysis (Global AIDS Epidemic) 	Chapter 3 Integrative Case 1 (p.94)	Case Discussion: Global AIDS Epidemic
February 13	<ul style="list-style-type: none"> The Meanings and Dimensions of Culture Managing across Cultures 	Chapter 4 Chapter 5	Discussion on cross cultural issues
February 20	<ul style="list-style-type: none"> Case Analysis: Wal-Mart's Global Strategies Organizational Culture and Diversity 	Case Wal-Mart (p.258) Chapter 6	Case Discussion: Wal-Mart
February 27	<ul style="list-style-type: none"> Cross Cultural Communication and Negotiation Case Analysis (Euro Disneyland) 	Chapter 7 Integrative Case 1a and 1b (p.244-257)	<i>Country Analysis Due</i> Case Discussion: Euro Disneyland
March 6	EXAM 1		
March 13	<ul style="list-style-type: none"> Strategy Formulation and Implementation 	Chapter 8	Group Project Discussion
March 27	<ul style="list-style-type: none"> Entry Strategies and Organizational Structures Case Analysis: Microsoft in 	Chapter 9 Brief	Case Discussion

	China	Integrative Case 3.1 (p.388)	
April 3	<ul style="list-style-type: none"> Managing Political Risk 	Chapter 10	Political risk indices
April 10	<ul style="list-style-type: none"> Management Decision and Control Case Analysis: Tata Nano 	Chapter 11 Integrative Case 3.1 (p.399)	Case Discussion Individual Case Analysis assigned
April 17	<ul style="list-style-type: none"> Case Discussion 	Individual case discussion	<i>Individual case analysis due.</i> Case Discussion of individual case assignment
April 24	<ul style="list-style-type: none"> Motivation and Leadership Across Cultures 	Chapters 12 and 13	
May 1	<ul style="list-style-type: none"> Human Resource Selection Across Cultures Hiring Decision simulation 	Chapter 14 Simulation Who to Hire? (p. 584)	<i>In class simulation</i>
May 8	Project presentations		<i>Group Project Due</i>
May 15	Final Exam		

Class Participation: (25%)

- Complete *all* readings and cases before to coming to class. I will call on individual students to reflect on the assigned readings.
- The same applies to cases we will discuss in class. These should be analyzed by all of you individually *prior to* class meetings. You will be expected to participate actively in class discussions. Some of these would require work to be handed in. Your advance preparation, along with your contribution to the discussion will account for a substantial percentage of your grade in this class.
- Please note that important aspects of “active participation” involve our focused attention at all times as well as our sensitivity to the needs of all others present in the classroom.

- **Current Issues discussion:** Before beginning every class, I will call on you to talk about any international issues and how they relate to the topic under discussion, or international business in general.

Individual Country Analysis: (February 27) (10%)

Globalization Impact: You will prepare a short analysis of the impact of globalization on a country. You should include specific attention to some of the main forces associated with globalization (technology, trade and integration, off shoring and outsourcing, migration, environmental pollution) and the impact of these forces on different stakeholders (such as domestic companies, workers, farmers, indigenous cultures, and different demographic groups) within that country. You will probably not be able to analyze all of these issues-pick 2 or 3 main issues for your analysis. You should then draw implications of the issues and their impact on international management practice. This analysis should be in the form of a 4- 5 page double-spaced paper with references both from the text and at least 4 outside sources.

Exam 1: (March 6) (15%)

The mid-term exam will be administered to test your knowledge of the concepts and principles covered in Chapters. 1-7. The exam will consist of a mixture of short answer and essay questions.

Individual Case Analysis: (April 17) (10%)

You will be required to analyze a case that I will assign about a week before the due date. The analysis will be based on the questions at the end of the case. I will give more details when I assign the case. The total write up should not exceed four double spaced pages.

Group Project: (May 8) (25%)

You will be divided in teams of 4-5 for this project and will be assigned two cities from two different countries from a specific region of the world.

Now imagine that you are a small consulting company working with a fairly large manufacturing or service company. (Your team will need to fill in some details about your hypothetical client organization to make the presentation more interesting and more relevant.) The Board of Directors of this company has just contacted you and has asked you to investigate the possibilities of expanding the company's business to a particular geographic region (the one you have been assigned).

Your client company has asked you to prepare a presentation to the executive committee and the Board regarding the pros and cons of each location. That is, you will be doing a comparative analysis for each city. Ultimately, your team will want to put forth its recommendation for "the best city" within the region.

Your group will have to produce two outputs:

- (1) Your team will write a **paper** that will describe the main findings from your research, as well as the recommendation and your arguments in support of that recommendation. This paper should be no longer than **15 double spaced pages** (typed, double-spaced, **Times New Roman, 12 pt**, with **1-inch margins** on all sides), excluding references. References should be submitted as well, but they do not count towards your page limit.
- (2) Your team will prepare a **12 minute presentation** comparing and contrasting the cities you have selected from the region. Be sure to time your presentation. The class and I (your executive committee) will then have 5-10 minutes to ask you questions regarding your location and the recommendation you make. Your grade will be based on both content and professionalism in presenting. The presentations are expected to be formal, as if you are presenting your work to the executives of the company.

The focus of your presentation and your paper should be on the various environmental influences that will affect the company's ability to be successful in that region. You will need to discuss a variety of issues in order to conduct a thorough, substantiated comparative analysis. The following is a list of *possible* issues. These are only suggestions. You may not be able to cover everything. It is your prerogative to present the issues you believe are the most relevant for the given location. When in doubt as to whether to include something in your discussion or not, remember that your main objective is to provide a well-justified recommendation regarding the location you have selected.

Suggested issues to be covered:

- Country and city overview
- Cultural environment
- Political and legal environment
- Economic environment
- Analysis of the financial market indicators
- Other foreign investment in the target city
- Market potential analysis
- Strategy analysis and selection of entry modes

Exam 2: (May 15) (15%)

A written exercise/exam will be administered in the last class. This exercise will constitute a cumulative assessment of your understanding of the concepts and principles developed during the course. The precise content and format of the exam will be discussed, and your input received, prior to its preparation.

Note: You may earn extra credit up to 3% extra points (1% for each meeting attended) by attending meetings of the Wichita World Trade Council (WTC) and writing a one-page summary analyzing what you learned that relates to International Management. The WTC has monthly evening meetings (usually on the 3rd Thursday of the month) at which the program explores a country or company trade or investment perspective. Student discount rates are extended, and attendance also serves as a useful networking opportunity with businesspeople and officials in the community involved with international business issues. <http://www.wtcouncil.wichita.edu/>

The total amount of cumulative bonus points in this class is 3%.

Academic Honesty

A standard of honesty, fairly applied to all students, is essential to a learning environment. Students violating such standards must accept the consequences; penalties are assessed by appropriate classroom instructors or other designated people. Serious cases may result in discipline at the college or University level and may result in suspension or dismissal.

“Dismissal from a college for academic dishonesty constitutes dismissal from the University.” This is an excerpt from the Student Code of Conduct. The complete Code may be found on-line at the WSU Policies and Procedures Manual

at: http://webs.wichita.edu/inaudit/ch8_05.htm

Students are responsible for learning the content of the course of study as outlined by the instructor and for demonstrating their attainment in an honest manner. Students who compromise the integrity of the classroom are subject to disciplinary action on the part of the instructor and the University, including receiving a grade of F for the class.

Violations of classroom integrity include:

1. Cheating in any form, whether in formal examinations or elsewhere.
2. Plagiarism
3. Misrepresentation of any work done in class or in preparation for class. This includes putting your name on homework or a team project where you haven't done the work.
4. Falsification, forgery, or alteration of any documents.
5. Disruptive behavior or abusiveness toward faculty or fellow students.

At a minimum, a student caught behaving in a dishonest manner on an examination will be given an F in the course. I take instances of plagiarism very seriously. Please be sure you understand what plagiarism is and how to avoid it. One useful resource is

<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>

If you believe you have been wrongly accused of academic dishonesty, there is an established appeal process. You can get information from the Dean's Office, room 100 Clinton Hall.

Students with Disabilities

If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

Email Expectations:

The Barton School, and WSU in general, use email for most communications with students. These emails automatically go to your @wichita.edu email address.

You need to make sure you:

- Check your email every day.
- If you normally use a different email address than your @wichita.edu address, set up your WSU email account to automatically forward emails to your other address - details are below. **WARNING:** Hotmail, Gmail, etc. sometimes decide WSU emails are spam. **MAKE SURE** you tell your email account that email from @wichita.edu is not spam.
- If you use email forwarding, keep your forwarding address up to date.

Setting up email forwarding:

6. Log in to myWSU.
 7. On the Student Resources tab, click Log into Student Webmail and log in.
 8. Click Options near the top center in the border area.
 9. Select Settings along the left column.
 10. Near the bottom of the page that opens click Enable forwarding. Type the email address you wish to forward to in the rectangle that is provided.
- Finally, click Save Changes. Please call the Help Desk at 978-3655 if you need further assistance.

Course Workload Statement:

Success in this 3 credit hour course is based on the expectation that students will spend, for each unit of credit, a minimum of 45 hours over the length of the course (normally 3 hours per unit per week with 1 of the hours used for class) for instruction and preparation/studying or course related activities for a total of 135 hours.

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If you have a physical, psychiatric/emotional, medical, or learning disability that may impact on your ability to carry out assigned course work, you are encouraged to contact the Office of Disability Services (DS). The office is located in Grace Wilkie Annex Room 173 (phone # is 978-3309). DS will review your concerns and determine, with you, what accommodations are necessary and appropriate for you. All information and documentation of your disability is confidential and will not be released by DS without your written permission.

