

**Global Business: Theory and Context**  
**INBM 290**  
**Fall 2023**



Schedule: Monday/Thursday 1:30-2:45  
Location: Althouse 110

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Office hours: Monday, 12:00-1:30,  
Thursday 10:00-11:30, or by appointment

### **Course Description**

This course explores the macro-contextual factors that confront managers of a business organization, the possible implications of those factors for organizational performance, and the choices managers make within that context. The macro-context for any firm consists of a combination of political, economic, social, technological, environmental, and legal factors. In the current era, awareness of context is increasingly important for students and practitioners alike. Topics in the course include climate change; the revolution in information technology; global population dynamics; regional and global economic integration; international trade and investment; exchange rate dynamics; and collaboration among businesses and other organizations. In keeping with Dickinson's evolving educational priorities, the course also includes conversation about the ethical, social, and ecological responsibilities of a global enterprise, **with an emphasis on sustainability and resilience**. The course builds on the knowledge gained in other 200-level INBM courses and provides a bridge between those courses and the INBM Senior Seminar. Prerequisites: ECON 111, 112; INBM 100; and three of the following courses: INBM 220, 230, 240 and 250.

### **Learning and Teaching Methods**

This course adopts "active learning" methods. This implies that: (1) learning is a shared responsibility between the professor and students, (2) learning is mutual – everyone engaged in this class (e.g., professor, students, guest speakers) will learn from each other. **Place-based activities throughout the semester aim to increase engagement and experiential learning.**

We share the responsibility to create an environment in which everyone engaged in the class can listen to and learn from one another. Everyone is **expected to come ready to participate and contribute to the learning experience.** Through guest speakers, lectures, **local ventures into the community, and** classroom dialogue, we will challenge each other to think creatively and strategically.

### **Objectives**

Course Specific Skills:

1. Have a detailed understanding of the PESTEL framework
2. Develop awareness for the rapidly evolving and complex context facing managers
3. Scan news media to identify opportunities and threats for global businesses
4. Complete a PESTEL analysis and present it utilizing multi-media
5. Think critically about ethical, social, and ecological responsibilities of a global enterprise
6. Articulate connections between the field of study of the course and sustainability

### Personal Skills:

1. Strengthen oral and written communication skills
2. Improve ability to work collaboratively
3. Enhance critical thinking and ability to compare competing theories
4. Develop as an informed global citizen and business person

### Course Materials

There is no textbook for the course. A variety of academic articles and online resources will be accessible on Moodle and through the library. We are fortunate at Dickinson College to have access to world-class news publications including *The Economist*, *NY Times*, *Wall Street Journal*, *Financial Times*, and *Washington Post*. From the library homepage, you can search under "[Journals & Newspapers](#)". Follow guidance for [special access](#). **There will be supplemental readings posted, including from the book *Sustainable Enterprise*.**

### Written Assignments

There will be five written assignments throughout the semester. The four highest grades will count toward this part of the grade. With a partner, students will submit a 500-600 word analysis of the macro-contextual factor for the given week as it applies to their chosen corporation. What are the risks associated with the factor that are of particular importance for the selected company and its sector? There should be at least three references to current news articles. How likely are these to impact the company? Is there evidence of the company response? What recommendations do you make and why? **More specific guidelines will be posted as appropriate for each written assignment, including consideration of the UN Sustainable Development Goals.** Use of ChatGPT and other text writing applications is prohibited unless otherwise explicitly directed and cited.

### Project

Students will work with a partner to complete a PESTEL analysis of one global corporation of their choice. Throughout the semester, students will follow the changing macro-contextual factors confronting the managers of the selected corporation. The final deliverable will be a digital story board in which students will show the changing factors, any response of the corporation, and suggested response for the company to be resilient in the face of risk. **The final project must demonstrate consideration of how the corporate strategy will impact the UN SDGs and sustainability considerations.** Students will present their story boards to their classmates at the conclusion of the semester.

### Quizzes

There will be two 45-minute quizzes. These give students the opportunity to demonstrate an understanding of the readings and in-class discussions.

### Class Discussion

Students will sign up (with a partner, depending on course enrollment) to be the discussion facilitator for one of the PESTEL classes of the semester. In preparation for leading the class session, the student(s) should gather current examples of the macro-contextual factor that will be of interest to the class.

## Attendance and Participation

In order to get the most out of this class you need to attend class and meaningfully participate. I suggest that you think of our class sessions as regularly scheduled meetings you would have at a place of employment: you show up on time and are ready to participate. **Attendance at each class session is expected.** If you will miss a class or will be late, please email me prior to missing class, and you may be granted the chance to make up the work.

**Laptop use in the classroom is by permission only.** In my experience we will maintain a more focused learning environment without laptops as a distraction.

Class participation will be evaluated according to the following categories:

- **Outstanding Contributor:** Contributions in class reflect exceptional preparation and original thinking. Ideas integrate relevant themes and are nearly always important. Comments spark deeper discussions. Attends all classes and through consistency and enthusiasm makes the class better for all.
- **Good Contributor:** Contributions in class reflect satisfactory preparation and involved thinking. Ideas are usually important, provide good insights, and sometimes offer a fruitful direction for the class. Comments are relevant. Attends almost all classes and is engaged in discussion.
- **Adequate Contributor:** Contributions in class reflect hasty preparation. Grasps the important ideas, but seldom goes beyond these. Comments are infrequent but relevant. Attends most classes and is not a distraction to other students.
- **Unsatisfactory Contributor:** Contributions in class reflect poor preparation. Ideas offered are seldom substantive and disconnected from the flow of the class. Contributions are confusing and distract from discussion. Misses many classes and/or distracts other students.
- **Non-participant:** Consistently misses class or attends and is tuned out. Hence, there is not adequate basis for evaluation.

## Grading

<b>Form of Assessment</b>	<b>% Contribution</b>	<b>Size of the assessment</b>	<b>Feedback Method</b>
Participation	25	During in-class discussions	Oral (in class) and Moodle submissions
Quizzes	25	Two 45-minute quizzes	Written (in class)
Written Assignments (with partner)	25	Five 500-600 word essays	Written
Story Board Project (with partner)	25	Multi-media story board 15-minute presentation	Oral (in class)

Final letter grades will be given according to the following scale:

	B+: 87 to 89	C+: 77 to 79	D+: 67 to 69
A: 93 to 100	B: 83 to 86	C: 73 to 76	D: 63 to 66
A-: 90 to 92	B-: 80 to 82	C-: 70 to 72	D-: 60 to 62

### **Accommodating Students with Disabilities (AY 2023-24)**

Dickinson values diverse types of learners and is committed to ensuring that each student is afforded equitable access to participate in all learning experiences. If you have (or think you may have) a learning difference or a disability – including a mental health, medical, or physical condition – that would hinder your access to learning or demonstrating knowledge in this class, please contact Access and Disability Services (ADS). They will confidentially explain the accommodation request process and the type of documentation that Dean and Executive Director Marni Jones will need to determine your eligibility for reasonable accommodations. To learn more about available supports, go to [www.dickinson.edu/ADS](http://www.dickinson.edu/ADS), email [access@dickinson.edu](mailto:access@dickinson.edu), call (717)245-1734, or go to the ADS office in Room 005 of Old West, Lower Level (aka "the OWLL").

If you've already been granted accommodations at Dickinson, please follow the guidance at [www.dickinson.edu/AccessPlan](http://www.dickinson.edu/AccessPlan) for disclosing the accommodations for which you are eligible and scheduling a meeting with me as soon as possible so that we can discuss your accommodations and finalize your Access Plan. If you will be using any test-taking accommodations in this class, be sure to enter all test dates into your Access Plan in advance of our meeting. ADS will be happy to provide any assistance you may need.

Tentative Course Schedule (Students should follow on Moodle for the most updated assignments)

Week	Date	Topic	Reading/Assignment
1	Aug 28	Introduction	
	Aug 31		Personal Introduction <a href="#">Introduction to the PESTEL Analysis</a>
2	Sept 4	Macro perspective on International Business	“Macromarketing as Agorology” Partner Selection
	Sept 7		Company Selection
3	Sept 11	<b>Political</b>	
	Sept 14	Local excursion	Assignment 1
4	Sept 18	<b>Economic</b>	
	Sept 21	Political & Economic Review	Assignment 2
5	Sept 25		Quiz 1
	Sept 28	Local excursion	
6	Oct 2	Project Preparation/Story Maps Training	
	Oct 5		
7	Oct 9	<b>Social</b>	
	Oct 12		Assignment 3
8	Oct 16	Fall Pause	No Class
	Oct 19	Guest: Mark Lehman ‘71	
9	Oct 23	<b>Technological</b>	
	Oct 26		Assignment 4
10	Oct 30	<b>Environmental</b>	<a href="#">UN SDGs</a>
	Nov 2	Local excursion	Assignment 5
11	Nov 6	<b>Legal</b>	
	Nov 9		
12	Nov 13	Systems	“Four Futures for Economic Globalization”
	Nov 16	Sustainability	<i>Sustainable Enterprise (Peterson), Chapter 1</i>
13	Nov 20		Quiz 2
	Nov 23	Thanksgiving	No class
14	Nov 27	Resilience	“A Framework for Building Organizational Resilience in an Uncertain Future”
	Nov 30	Presentations	Story Maps Due
15	Dec 4	Presentations	
	Dec 7	Course Wrap-up	