

Institutional Syllabus – GBUS 300-04 International Business Fall 2016

I. COURSE DESCRIPTION

An introduction to international business examining the environment in which multinational firms operate and the distinctive ways in which global enterprises perform business functions. Topics include the impact of cultural and political-legal differences, trade theory, regional and global economic integration, foreign exchange, country selection, exporting and importing, supply chain management, marketing globally, and international human resource management.

3.000 Credit hours

3.000 Lecture hours

Prerequisite(s): GBMG 341 Organizational Management

Corequisite(s): None

Follow-On Courses: Seminar courses

Role in Curriculum: Major course

II. TEXT(S)

A. Required Text(s):

1. Daniels, J. D., Radebaugh, L. H., & Sullivan, D. P. (2015). *International Business. Environments and Operations* (15th ed.). Upper Saddle River, NJ: Prentice Hall (Pearson). ISBN 10: 0-13-345723-0; ISBN 13: 978-0-13-345723-0.

B. Additional Material:

1. Distributed in class or via Blackboard

III. STUDENT LEARNING OBJECTIVES

A. Course Objectives

1. Exhibit development of teamwork, leadership, communication, and critical thinking skills.
2. Recognize the legal, economic, political and cultural environments impacting international business.
3. Identify government, direct investment, stakeholder influences on trade and international trade theory.
4. Be familiar with foreign direct investment, exchange rates and restrictions.
5. Have an understanding of multinational firms, corporate policy, export/import strategies, country selection and operational factors in respective host countries.
6. Understand economic integration (e.g., NAFTA, EU) and free trade organizations and initiatives (e.g., GATT, WTO) effect on MNEs' decision making.
7. Be familiar with international business functions, such as global marketing and international human resources sourcing and staffing needs.

8. Understand ethical issues as they apply to international business.

IV. COURSE ASSESSMENTS

A. Assessments in the Class

1. Attendance (mandatory; three or more unexcused absences will lead to failure in the course)
2. Written Assignments (late assignments will be graded as zero)
3. Final Examination

B. External Assessments

1. None.

V. ACCOMMODATIONS FOR STUDENTS WITH LEARNING DISABILITIES

If you believe that you need accommodations for a disability (also referred to as IEPs and 504 plans), please notify me within the first week of class and contact the Office of Accessibility Services at (718) 409-7348 or email Associate Dean William Imbriale at wimbriale@sunymaritime.edu for an appointment to discuss your needs and the process for requesting accommodations. Since accommodations may require early planning and generally are not provided retroactively, please contact Accessibility Services as soon as possible!

VI. ACADEMIC INTEGRITY POLICY

Absolute integrity is expected of every Maritime student in all academic undertakings.

A Maritime student's submission of work for academic credit indicates that the work is the student's own. All outside assistance should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Maritime students have a right to expect academic integrity from each of their peers.

Students are expected to do their own work in class, on assignments, laboratory experiments, and examinations or tests in accordance with the directions given by the instructor. It is the responsibility of all students to read and understand this statement of College policy on academic integrity. Maritime College considers the violation of academic integrity a serious matter, and one that will be treated as such.

A student who violates academic integrity may, depending on the nature of the offense, be subject to one or more of the following measures: failure of the assignment or examination, failure of the course, dismissal from the Regiment of Cadets, or dismissal from the College. Violations of academic integrity, also known as academic dishonesty, are subject to review by the Judicial Board. For details, go to:

http://www.thezonelive.com/zone/02_SchoolStructure/NY_SUNYMaritimeCollege/handbook.pdf

ALL ACADEMIC INTEGRITY VIOLATIONS WILL BE REPORTED TO THE DEAN OF STUDENTS

GBUS 300-04 International Business

Fall 2016

INSTRUCTOR INFORMATION

Prof. James Drogan, jdrogan@sunymaritime.edu, 718-409-7289

Office hours: 9AM – 2PM Monday – Thursday MAC 228. Appointments are recommended.

CLASS MEETINGS

130PM – 245PM, Mondays and Wednesdays

MAC 313

CLASS POLICIES

Attendance is mandatory. Please notify me by any available means if you expect to be absent.

Cellphones, laptops, and tablets are welcome, but need to be used within the context of the course. This is a privilege will, if necessary, be rescinded.

Respect is paramount, for others, and of self. I encourage and seek to provoke lively debate on relevant issues. The aim here is to pay attention, to listen and hear, to understand, to practice tolerance, to accept and, ultimately, to work in a more positive way for the common good. Derision and snarky comments have no place in the classroom.

GRADING

Grading comprises:

1. Attendance: 28 meetings x 2 points each = 56 points
2. Written Assignments: 11 papers x 10 points each = 110 + 20 + (30 x 2) = 190 points
3. Final Exam: 40 points
4. Team Assessment: 29 points
5. No more than 315 points can be earned. That is, there is no such grade as an A+.

No makeup work will be assigned and no other extra credit is available.

Final Grade Assignments

%	GPA	Grade
100.0%	4	A
93.0%	4	A
90.0%	3.7	A-
87.1%	3.3	B+
83.0%	3	B
80.0%	2.7	B-
77.1%	2.3	C+
73.0%	2	C
70.0%	1.7	C-
67.1%	1.3	D+
63.0%	1	D
0.0%	0	F

The initial final grade is assigned according to the following table.

The initial final grade represents the points attained divided by the total points available. This math guides me in the assignment of the final grade. What this means is that the final grade I assign may be different from the mathematical grade. In assigning the final grade I take into account your consideration, respect, and encouragement of others; your desire for learning and discipline in completing the assignments; your ability to bring relevant issues to the attention of the class.

Table 1 Grading Table

COURSE OUTLINE
Overview

This course is summarized in the following graphic.

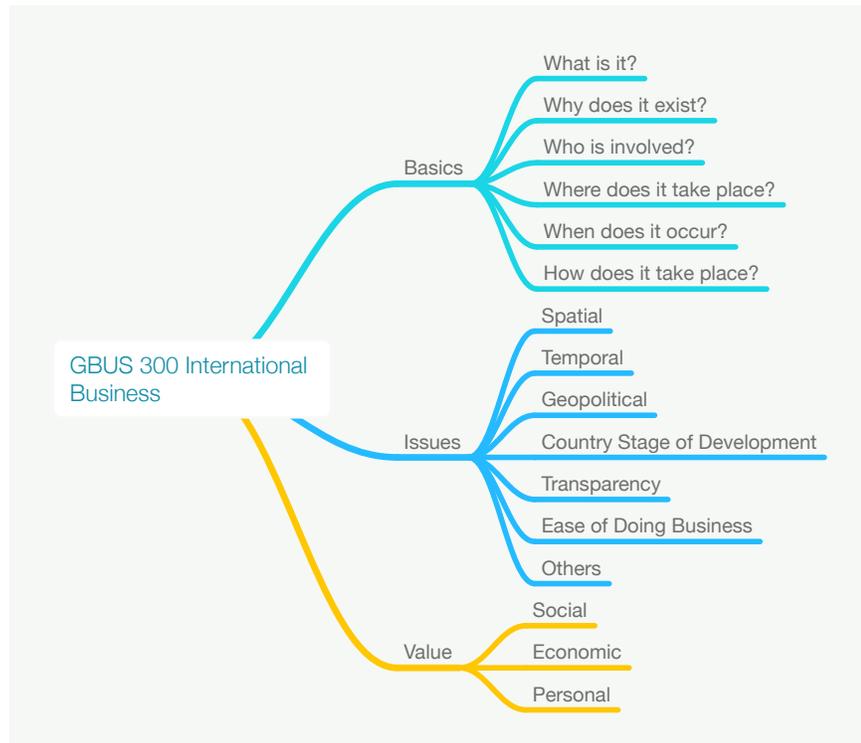


Figure 1 Major Topics in the Course

The items to the right (e.g., Issues/Temporal) are the topics to be covered in this course. These topics are covered on a Monday. Related topics are covered on a Wednesday.

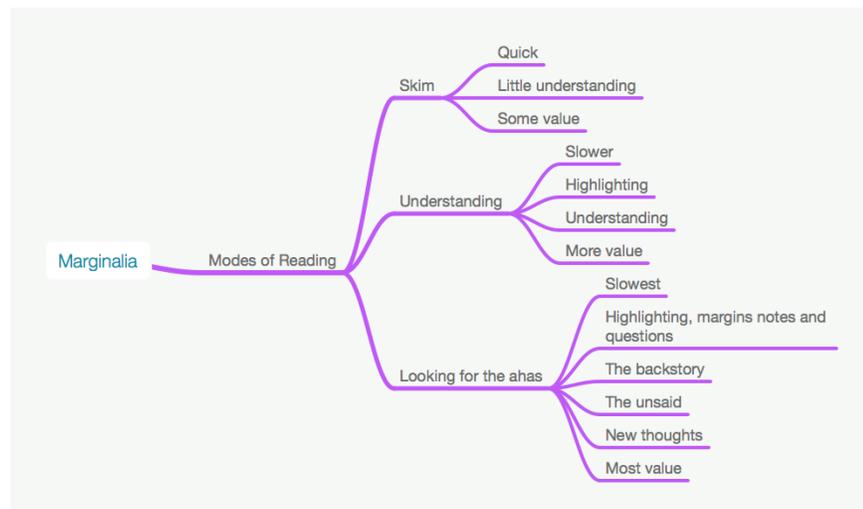
Mondays	
Minutes	Focus
10	Feedback on Writing Assignments
20	
30	Marginalia
40	
50	Introduction of New Topic
60	
70	
Wednesdays	
10	Getting Things Done
20	
30	
40	Team Meetings
50	
60	Current Topics in International Business
70	

Figure 2 Components of a Module

Feedback on Writing Assignments: Every class meeting, except the first, will begin with me providing you feedback on your written assignment.

Marginalia: Marginalia (or apostils) are marks made in the margins of a book or other document. They may be scribbles, comments, glosses (annotations), critiques, doodles, or illuminations (“Marginalia,” 2016).

I have read and marked up the assigned text. This portion of the class is to acquaint you with what some might suggest is a primitive art form that is, nonetheless important for extracting maximum value from your learning experience.



More about this notion of marginalia and its value will be provided in class.

Introduction of New Topic: Every class meeting except the last I will introduce the topic of the next writing assignment.

Getting Things Done: This will be a series of discussions regarding how to get done what needs to get done (e.g., critical thinking) in this course.

Team Meetings: You will be assigned to a team and time will be set aside in each class for teams to meet to assure an understanding of the feedback, what needs to be done, who needs to do it, and to resolve any other issues that may emerge.

Current Topics in International Business: Time will be set aside in each class to discuss contemporary topics in international business. I will always have a topic in mind, but students are encouraged to preempt me by bringing in a topic of their own.

The Economist is a great source for relevant topics. Print copies are available in the Luce Library and online access is available at <http://luce.sunymaritime.edu:2074/ps/i.do?issn=0013-0613&v=2.1&u=sunymaritime&it=Jlourl&p=AONE&sw=w&authCount=1>.

The Term Project

The hallmark of this course is a project that lasts the entire term and is worked on a weekly basis.

This project calls for you and your teammates (teams of three) to select an existing international business, define its characteristics, then each week describe how that week's readings and discussions change your understanding of that business.

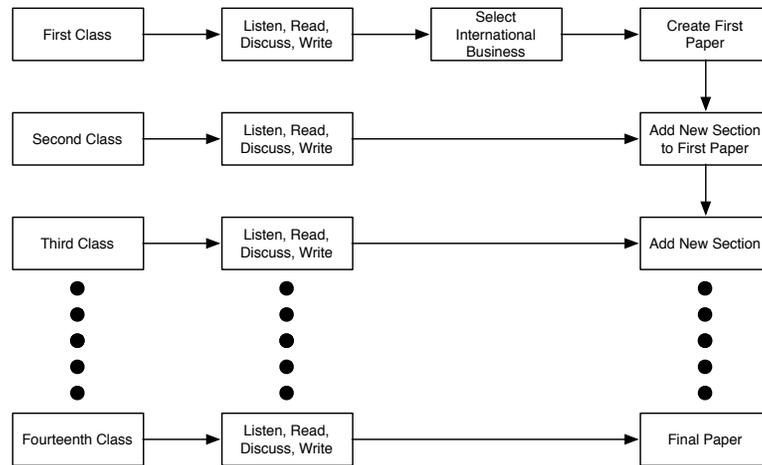


Figure 3 Processes for Term Project <redo; see Mac>

The first class meeting will introduce the course and discuss the first chapter of the assigned text (Daniels, Radebaugh, & Sullivan, 2015, Chapter 1). You are asked to produce an initial analysis of a chosen international business on the basis of the in-class discussion in the course, and your subsequent reading, thinking, and discussion prior to the second class.

Detail

1. Introduction to the Course and to International Business
 - a. Purpose
 - (a) To understand the intent, structure, expectations, and mechanics of the course.
 - (b) To learn the workings of the Maritime learning management system (LMS) Blackboard, the principle method for distributing material to students, for student submission of assignments, and for checking grades.
 - (c) Review *Globalization and International Business* (Daniels et al., 2015, Chapter 1).
 - (d) Introduce *The Cultural Environments Facing Business* (Daniels et al., 2015, Chapter 2).
 - b. Agenda
 - (a) Course review.
 - (b) Blackboard review.
 - (c) Discussion of *Globalization and International Business* and *The Cultural Environment Facing Business*.
 - (d) Reading Assignment
 - (i) *A Splendid Exchange* (Bernstein, 2008, Introduction)
 - (ii) *No Ordinary Disruption* (Dobbs, Manyika, & Woetzel, 2015, pp. 1–12)
 - (iii) *The Second Machine Age* (Brynjolfsson, 2014, Chapter 1)
 - (iv) *The Cultural Environments Facing Business* (Daniels et al., 2015, Chapter 2).
 - (e) Written Assignment

- (i) *Initial Analysis of International Business* (20 points). Due 2400 the Friday before the next Monday class. Submit in Blackboard.

Your task is to write this description for an international business. Consider the following questions:

How does the business make money?

What makes it an international business?

Where is headquarters and in what countries does it operate?

How long has it been in business and what is its overall performance during that period?

What are its major asset groups and how large are they?

There is no set length for this. Write as much, or as little, as you think is required to describe the business. You should operate on the assumption that the reader does not know the business which you are describing.

The business needs to exist for we are going to need real analysis emerging from real facts.

The paper should be titled *Team n Analysis of business name*. Substitute your team number for *n*. Substitute the name of your business for *business name*.

The paper must follow the APA style (see ASSESSMENT OF CRITICAL THINKING AND WRITING on p 15) and should have the following organization:

- a. Title page
- b. Abstract (to be written last)
- c. Description of International Business (Level 1 Head)
- d. The Cultural Environments Facing Business (Level 1 Head)

The major question to be addressed here is the manner in which what has been introduced, read, discussed, and thought about regarding this topic affects the understanding of the international business you have picked and provisionally described. Two outcomes are possible.

You conclude your existing paper is modified and/or extended by the new information. Modifications should be made to the previously written portion(s) of the paper; extensions should be under this heading.

You conclude your existing paper is not modified and/or extended by the new information. You must provide the rationale for this under this heading.

- e. Summary (to be written last)
- f. References

2. The Cultural Environments Facing Business

a. Purpose

- (a) From this point forward in this outline the purpose of every class will be to 1.) provide feedback on the assignment from the prior class, and 2.) introduce the next topic. I will not, therefore, repeat the purpose in each of these numbered sections.

b. Agenda

- (a) Discussion on *Initial Analysis of International Business* inclusive of *The Cultural Environments Facing Business*.
- (b) Introduce *The Political and Legal Environments Facing Business*.
- (c) Reading Assignment
- (i) *The Political and Legal Environments Facing Business* (Daniels et al., 2015, Chapter 3).
- (ii) *The Affect of Cross Cultural Management Factors on the Design of Global Business Systems* (Drogan, 2010).
- (iii) *Cultural Acumen for the Global Manager: Lessons from Project GLOBE* (Javidan & House, 2001).
- (d) Written Assignment
- (i) How do *The Political and Legal Environments Facing Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Political and Legal Environments Facing Business*.

(e) Getting Things Done: Building the Paper

- (i) Read
1. *Writing the Project Paper for GBUS 300 International Business* (Drogan, 2015)
- (ii) Meet
1. Discuss the feedback on your initial paper. What action will you take?

3. The Political and Legal Environments Facing Business

a. Agenda

- (a) Discussion of *The Political and Legal Environments Facing Business*.
- (b) Introduce *The Economic Environments Facing Business*.
- (c) Reading Assignment
- (i) *The Economic Environments Facing Business* (Daniels et al., 2015, Chapter 4).
- (d) Written Assignment
- (i) How do *The Economic Environments Facing Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Economic Environments Facing Business*.

4. The Economic Environments Facing Business
 - a. Agenda
 - (a) Discussion of *The Economic Environments Facing Business*.
 - (b) Introduce *International Trade and Factor-Mobility Theory*.
 - (c) Reading Assignment
 - (i) *International Trade and Factor-Mobility Theory* (Daniels et al., 2015, Chapter 5).
 - (d) Written Assignment
 - (i) How does *International Trade and Factor-Mobility Theory* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *International Trade and Factor-Mobility Theory*.
5. International Trade and Factor-Mobility Theory
 - a. Agenda
 - (a) Discussion of *International Trade and Factor-Mobility Theory*.
 - (b) Introduce *Governmental Influence on Trade*.
 - (c) Reading Assignment
 - (i) *Governmental Influence on Trade* (Daniels et al., 2015, Chapter 6).
 - (d) Written Assignment
 - (i) How does *Governmental Influence on Trade* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Governmental Influence on Trade*.
6. Governmental Influence on Trade
 - a. Agenda
 - (a) Discussion of *Governmental Influence on Trade*.
 - (b) Introduce *Cross-National Cooperation and Agreements*.
 - (c) Reading Assignment
 - (i) *Cross-National Cooperation and Agreements* (Daniels et al., 2015, Chapter 7).
 - (d) Written Assignment
 - (i) How does *Cross-National Cooperation and Agreements* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Cross-National Cooperation and Agreements*.
7. Cross-National Cooperation and Agreements
 - a. Agenda
 - (a) Discussion of *Cross-National Cooperation and Agreements*.

- (b) Introduce *Global Foreign Exchange Markets*.
- (c) Reading Assignment
 - (i) *Global Foreign Exchange Markets* (Daniels et al., 2015, Chapter 8).
- (d) Written Assignment
 - (i) How does *Global Foreign Exchange Markets* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Foreign Exchange Markets*.

8. Global Foreign Exchange Markets

a. Agenda

- (a) Discussion of *Global Foreign Exchange Markets*.
- (b) Introduce *Global Capital Markets*.
- (c) Reading Assignment
 - (i) *Global Capital Markets* (Daniels et al., 2015, Chapter 10).
- (d) Written Assignment
 - (i) How does *Global Capital Markets* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Capital Markets*

9. Global Capital Markets

a. Agenda

- (a) Discussion of *Global Capital Markets*.
- (b) Introduce *Globalization and Society*.
- (c) Reading Assignment
 - (i) *Globalization and Society* (Daniels et al., 2015, Chapter 11).
- (d) Written Assignment
 - (i) How does *Globalization and Society* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Globalization and Society*

10. Globalization and Society

a. Agenda

- (a) Discussion of *Globalization and Society*.
- (b) Introduce *The Strategy of International Business*.
- (c) Reading Assignment
 - (i) *The Strategy of International Business* (Daniels et al., 2015, Chapter 12).

(d) Written Assignment

- (i) How does *The Strategy of International Business* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *The Strategy of International Business*.

11. The Strategy of International Business

a. Agenda

(a) Discussion of *The Strategy of International Business*.

(b) Introduce *Country Evaluation and Selection*.

(c) Reading Assignment

- (i) *Country Evaluation and Selection* (Daniels et al., 2015, Chapter 13).

(d) Written Assignment

- (i) How does *Country Evaluation and Selection* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Country Evaluation and Selection*.

12. Country Evaluation and Selection

a. Agenda

(a) Discussion of *Country Evaluation and Selection*.

(b) Introduce *Global Manufacturing and Supply Chain Management*.

(c) Reading Assignment

- (i) *Global Manufacturing and Supply Chain Management* (Daniels et al., 2015, Chapter 18).

(d) Written Assignment

- (i) How does *Global Manufacturing and Supply Chain Management* affect the understanding of the international business you have picked, provisionally described, and subsequently modified by previous assignments?

Add a new Level 1 Head: *Global Manufacturing and Supply Chain Management*.

13. Global Manufacturing and Supply Chain Management

a. Agenda

(a) Discussion of *Global Manufacturing and Supply Chain Management*.

(b) Introduce *Marketing Globally*.

(c) Reading Assignment

- (i) *Marketing Globally* (Daniels et al., 2015, Chapter 17).

(d) Written Assignment

- (i) How does *Marketing Globally* affect the understanding of the international business you have picked, provisionally described, and subsequently modified

by previous assignments?

Add a new Level 1 Head: *Marketing Globally*.

- (ii) This is the final paper. As such, to be complete you need to add the abstract and a summary (this is not called for in the APA style, but is nevertheless required). Update the references.

Regarding the summary: This should be no more than a page or two. You have completed a significant piece of work of which you should be proud. The summary should be a brief recapitulation of what you accomplished followed by commentary on what you learned. Then end your summary with any suggestions you may have for me as to how this project might be improved.

Think of the summary as your answer to Mom and Dad when they ask what did you do and what did you learn?

14. Marketing Globally

a. Agenda

- (a) Discussion of *Marketing Globally*.
- (b) Feedback on your last paper and suggestions for your final paper.

SCHEDULE

Class #	Day	Date	Topic or Deliverable	Attendance	Written Assignments	
1	Monday	8/22/16	Globalization and International Business	2		
	Wednesday	8/24/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	8/26/16	Paper 1 (Initial Description of an International Business; The Cultural Environment Facing Business)		20	
2	Monday	8/29/16	The Cultural Environment Facing Business	2		
	Wednesday	8/31/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	9/2/16	Paper 2 (The Political and Legal Environments Facing Business)		10	
	Monday	9/5/16	Labor Day - HOLIDAY - NO CLASSES			
3	Wednesday	9/7/16	The Political and Legal Environments Facing Business	2		
	Friday	9/9/16	Paper 3 (The Economic Environments Facing Business)		10	
4	Monday	9/12/16	The Economic Environments Facing Business	2		
	Wednesday	9/14/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	9/16/16	Paper 4 (International Trade and Factor-Mobility Theory)		10	
5	Monday	9/19/16	International Trade and Factor-Mobility Theory	2		
	Wednesday	9/21/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	9/23/16	Paper 5 (Governmental Influence on Trade)		10	
6	Monday	9/26/16	Governmental Influence on Trade	2		
	Wednesday	9/28/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	9/30/16	Paper 6 (Cross National Cooperation and Agreements)		10	
7	Monday	10/3/16	Cross-National Cooperation and Agreements	2		
	Wednesday	10/5/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	10/7/16	Paper 7 (Global Foreign Exchange Markets)		10	
	Monday	10/10/16	Columbus Day - HOLIDAY - NO CLASSES			
8	Tuesday	10/11/16	Global Foreign Exchange Markets	2		
	Wednesday	10/12/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	10/14/16	Paper 8 (Global Capital Markets)		10	
9	Monday	10/17/16	Global Capital Markets	2		
	Wednesday	10/19/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	10/21/16	Paper 9 (Globalization and Society)		10	
10	Monday	10/24/16	Globalization and Society	2		
	Wednesday	10/26/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	10/28/16	Paper 10 (The Strategy of International Business)		10	
11	Monday	10/31/16	The Strategy of International Business	2		
	Wednesday	11/2/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	11/4/16	Paper 11 (Country Evaluation and Selection)		10	
12	Monday	11/7/16	Country Evaluation and Selection	2		
	Wednesday	11/9/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	11/11/16	Paper 12 (Global Manufacturing and Supply Chain Management)		10	
13	Monday	11/14/16	Global Manufacturing and Supply Chain Management	2		
	Wednesday	11/16/16	Getting Things Done/Team Meetings /Current Topics in International Business	2		
	Friday	11/18/16	Paper 13 (Marketing Globally)		30	
14	Monday	11/21/16	Marketing Globally	2		
	Monday	11/28/16	Review I	2		
	Wednesday	11/30/16	Review II	2		
	Friday	12/2/16	Final Paper		30	
			12/5/16 Finals Week 12/10/16		40	
				56	230	286
						29
						315
				18%	73%	

Table 2 Schedule

Assessment of Ethics, Critical Thinking And Writing

In Brief

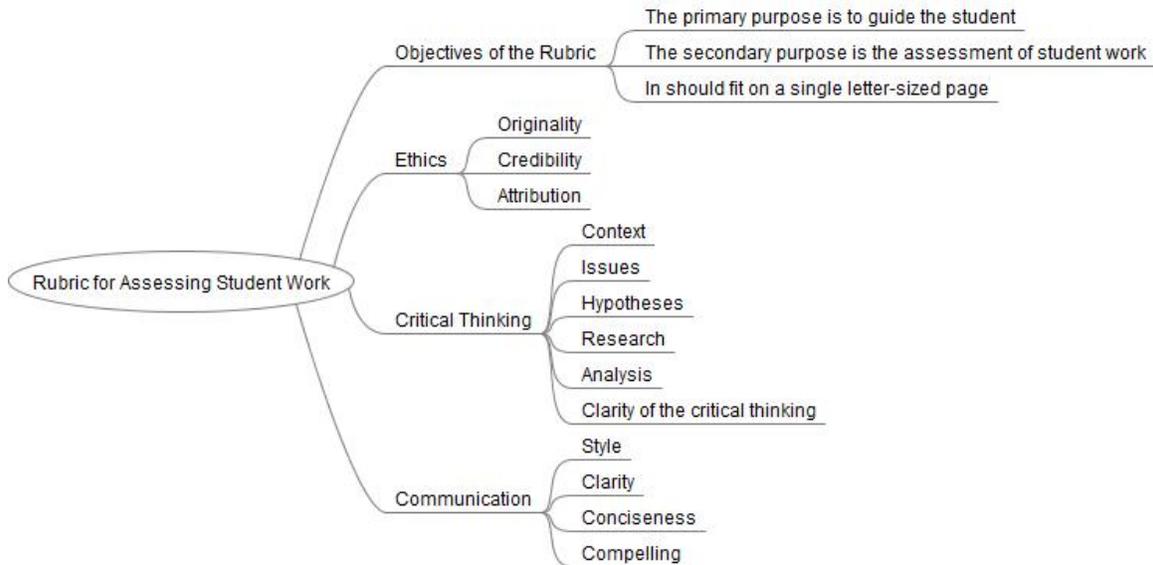


Figure 4 An Overview of the Rubrics

Ethics, Critical Thinking, and Communications

“Be sure you're right, then go ahead.” Davy Crockett

Think about what you need to know in order to complete an assignment. Your responsibility is to understand the requirements of the assignment. If in doubt, ask for clarification. Willful ignorance is no excuse. Keep these requirements in front of you during the completion of the assignment.

Also keep [Figure 4](#) close at hand during this course. Refer to it often to assure delivery to expectations. That is, ask yourself for example, “Are my communications compelling?”

Another recommendation for assuring you stay on track is the early development a Table of Contents for your final report (more about this and my expectations is to come below). For example, at this moment we can say that an initial table of contents might look like this:

- I. Abstract (written last)
- II. Introduction
- III. Significant Trends
 - A. Deciding Significance (this may be one of the most difficult and important tasks that you have in this project and in your professional life)
 - B. Trend 1
 - C. Trend 2
 - D. Trend n
- IV. Impact
- V. Recommendations
- VI. Conclusion (written last)
- VII. References

One cannot write a quality paper without first engaging in quality thinking. So, first things first.

Ethics is the underpinning of all that follows. Lack of a strong ethical framework cheapens other qualities you may have.

Originality: Your value lies in the insights and information you provide that are not easily obtainable elsewhere. It is reasonable to expect that the thoughts and words of others will underlie and, from time to time, appear in your work.

"If I have seen further, it is by standing on the shoulders of giants." Issac Newton

However, in general, those thoughts and words should not comprise the bulk of your insights and information unless there is a clear expectation that this will be the case. This is particularly true in this project.

The general guideline is the original content should roughly two-third of your assignment.

Credibility: Trust and believability are the pillars upon which ethical behavior is built.

I believe that we're about to witness what may turn out to be the last competitive frontier business will see. It's going to be a war over the one priceless resource. Time. And when it comes, trust may turn out to be the best investment anyone's made. Jim Kelly, former CEO of UPS.

Attribution: When the thoughts and words of others are used you should attribute those to the original authors (see the example immediately above from Jim Kelly). There are two reasons for this. The first is that it is the correct thing to do. You would certainly want your thoughts and words, if used by others, to be attributed to you. The second is oft times the thoughts and words of others that you brought into the discussion generate interest on the part of the reader. Without proper attribution that reader cannot easily find out more.

Critical thinking features:

Focus: The assignment ought to be clear. If not, you have a responsibility to ask clarifying questions. Make as few assumptions as possible. Assumptions tend to lead one astray. Insure that you meet the requirements of the assignment.

Process: Have an approach in mind for critical thinking. Hope is not likely to produce satisfaction. There are a number of proven approaches to process. Find a process if you are not skilled in this area. *Ethics, Critical Thinking, and Communications* (Drogan, 2009a) may prove helpful here.

Have a plan in place for producing the deliverables required of you. The following diagram of just such a process should prove useful to you.

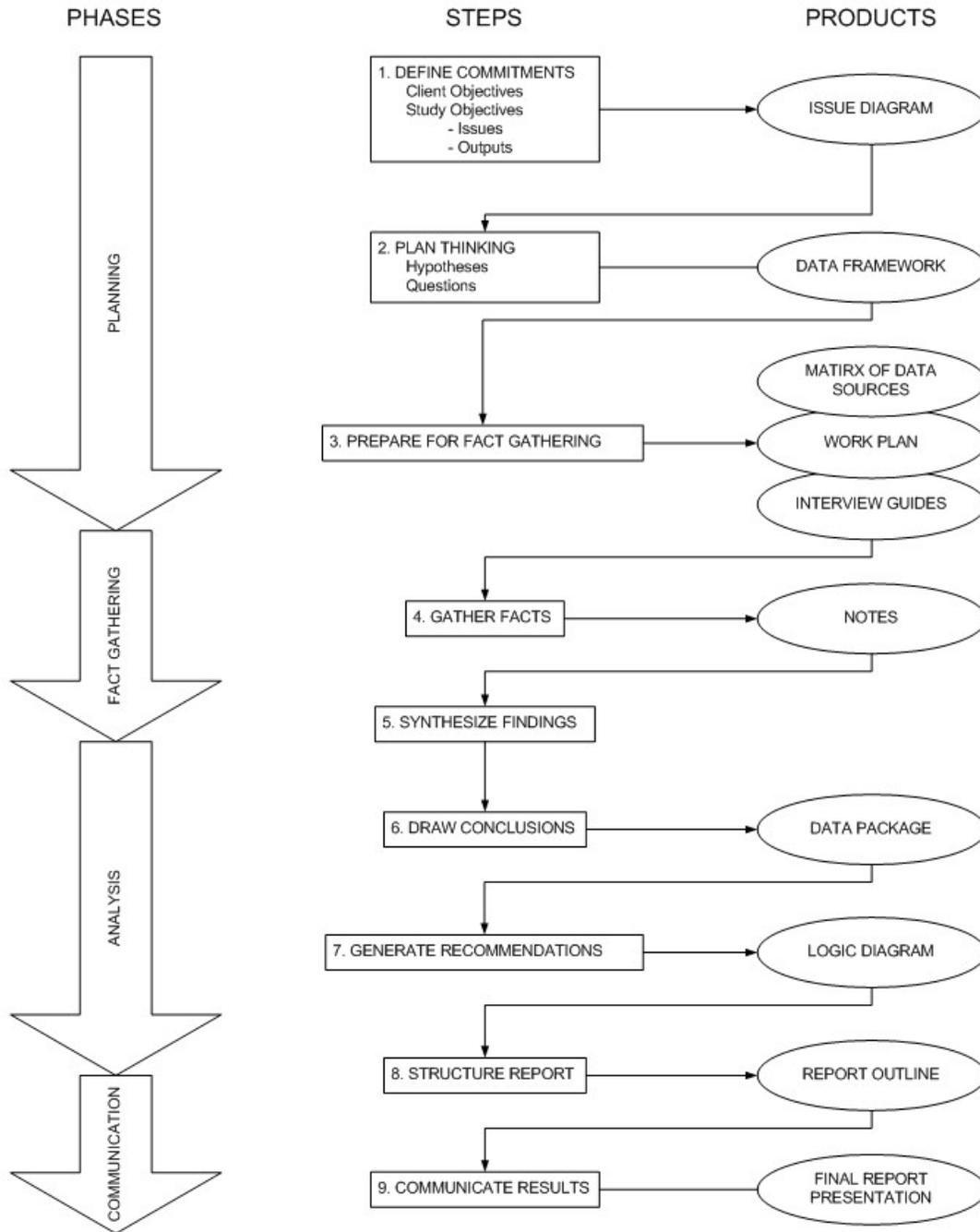


Figure 5 The Consulting Process (Reeder & Russell, 1990)

Keep [Figure 5](#) close at hand during this course. Refer to it often to assure delivery to expectations.

Testing: Test, test, test, and test again. Your hypotheses, research, conclusions, and recommendations ought to be critically examined. If there is a flaw, especially a fatal flaw, you want to find it before someone else (e.g., your boss, the instructor). Develop the valuable skill of introspection (Drogan, 2009b).

Curiosity: The Fifth Law states “If you continue to think what you have always thought you will get less and less of what you always got” (Drogan, n.d.). Be unafraid to examine matters from other points of view or use ideas from other disciplines. This is not to suggest you ignore the assignment, but rather that you add value to your work. Bosses and instructors like new insights, but only after you have done what they have asked you to do. Our task is to develop graduates esteemed by the maritime and related industries for the value they bring. By “our” I mean you and me.

Communications must be:

Clear: Your meaning must be evident. The likelihood of clarity will be greater if you use simple, common words. Use words you know. Write like you speak. The pursuit of eruditeness for its own sake is usually a bad idea.

“It’s better to keep your mouth shut and appear stupid than open it and remove all doubt.” Mark Twain.

Twain’s advice also applies to writing.

Concise: Write what you have to write in as few words as are necessary. Don’t pad for it wastes your time and mine.

Compelling: Your writing aims at producing a desirable outcome. These outcomes may include to be polite, to attract attention, to inform, and to prompt or forestall action (Drogan, 2007). Whether you are writing for your instructor, your boss, your children, your significant other, keep in mind the reaction you wish to achieve. Write to compel that reaction.

Relevant: Your reader doesn’t want to get to the end of your clear, concise, compelling discourse to find that what you have written is not relevant. Keep in front of you at all times the reasons for doing what you are doing. In the case of your studies it’s because the instructor has assigned specific issues to be addressed in a specific fashion. Your boss is likely to do the same thing. I know from experience that your children and your significant may not be so clear in their expectations.

Style: Style is important. Principals such as your boss or your instructor are looking for your writing to be in a certain style. The reason for this is that what you produce ought to fit easily within the principal’s decision making system. Trying to put a round peg in a square hole is not likely to enhance your conditions for success. The style required my courses is APA (American Psychological Association) unless otherwise specified. See the OWL (Neyhart & Karper, 2009).

Quality research and analysis (i.e., critical thinking) is critical to successful communications. Clear and concise communication of the results of sloppy critical thinking (i.e. research and analysis) will expose your shortcomings very quickly (recall Twain’s quote).

The Rubrics

Ethics

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Originality ¹ (p 16)	Greater than 90 percent of the content is original	Greater than 80 percent of the content is original	Greater than or equal to 67 percent of the content is original	Less than 67 percent of the context is original
Credibility (p 16)	Little to no evidence of concern	Occasional, minor evidence that generates concern	Occasional, major evidence that generates concern	Major question of credibility
Attribution (p 16)	No errors in the attribution of material sourced from elsewhere	Occasional, minor errors in attributing material sourced from elsewhere	Occasional, major errors in attributing material sourced from elsewhere	Little to no attribution of material sourced from elsewhere.

¹ Originality is judged by the Turnitin Originality Report

Critical Thinking

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Focus (p 16)	The focus is obvious and maintained from the beginning	The focus is occasionally lost, but then quickly reacquired	The focus is lost multiple times and only on occasion is it reacquired	Little to no focus
Process (p 16)	There is a clear process that is described and is being consistently followed	There is a process that has been described but is inconsistently followed from time to time	There is evidence of a process, but it has not been described.	No evidence of any process.
Testing (p 17)	Introspective skills are highly developed and applied	There is an occasional lapse in testing of hypotheses, research, conclusions, and recommendations	There are frequent lapses in testing of hypotheses, research, conclusions, and recommendations	No evidence of testing of hypotheses, research, conclusions, and recommendations
Curiosity (p 18)	There is an optimum balance between analysis of the facts of the matter at hand, and engaging in non-obvious questions and comments that may have value	Analysis of the facts of the matter at hand tends to dominate the thinking	Minor evidence of curiosity	No evidence of curiosity

Communication

	Consistently Exceeds Requirements 4	Occasionally Exceeds Requirements 3	Meets Requirements 2	Fails to Meet Requirements 1
Clear (p 18)	Words and structure match the context and clearly convey the intent of the communications. Graphics are appropriate in support of the narrative.	The words and structure match the context, but occasionally interfere with clearly understanding in the intent of the communications. Graphics are occasionally inappropriate.	The words and structure do not match the context to a noticeable degree and consistently interfere with understanding the intent of the communications.	The words and structure do not match the context nor do they permit an understanding of the intent of the communications.
Concise (p 18)	The words and structure are in balance with the assignment. It is very difficult to suggest any meaningful improvement.	There are occasionally too few words and the structure is in balance with the assignment.	There are occasionally too many words and the structure is somewhat more complex than is required by the assignment.	The words and structure are substantially out of balance with the assignment.
Compelling (p 18)	Compels one to read and accept the assessments, conclusions, and recommendations included therein.	Compels one to read, but occasionally causes one to question the assessments, conclusions, and recommendations included therein.	Occasionally impedes the reading and accepting the assessments, conclusions, and recommendations included therein.	Substantial difficulty in reading and accepting the assessments, conclusions, and recommendations included therein.
Relevant (p 18)	All aspects are relevant to the requirements of the assignment.	There are a few, minor examples of inattention to the requirements of the assignment.	There are a few, major examples of inattention to the requirements of the assignment.	Examples of inattention to the requirements of the assignment abound.
Style (p 18)	No errors in complying with the requirements of the assigned style.	A few, minor deviations from the requirements of the assigned style.	A few, major deviations from the requirements of the assigned style.	Few examples of adherence to the requirements of the assigned style.

Notes

1. The numbers in the columns correspond to the GPA for A, B, C, and D level work.

2. In the graduate program the third column represents meeting requirements. The fourth column represents meeting requirements in the undergraduate program.
3. The grade for ethics, critical thinking, and communications subsections of the rubric is determined by adding the points given and dividing by the maximum points available. Consider Ethics as an example.
 - a. Suppose a 3 for Originality, a 4 for Credibility, and a 3 for Attribution. The total points achieved are thus 10.
 - b. The total points possible are $3 \times 4 = 12$.
 - c. The grade assigned would be $10/12 = 83\%$. Per the following table the letter grade would be a B.

%	GPA	Grade
1.000	4	A
0.930	4	A
0.900	3.7	A-
0.871	3.3	B+
0.830	3	B
0.800	2.7	B-
0.771	2.3	C+
0.730	2	C
0.700	1.7	C-
0.000	0	F

4. Turnitin ("Turnitin," 2016).

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