

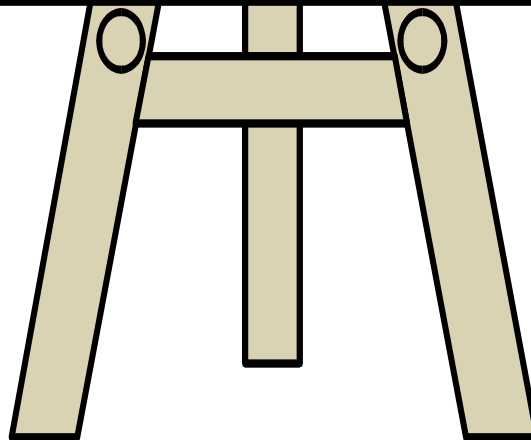
MGMT 365-01
GLOBAL BUSINESS,
GOVERNMENT AND SOCIETY –
a Management major requirement,
an International Business elective

SPRING TERM 2018
Mondays, Wednesdays & Fridays, 2:00-2:50 p.m.
Rockwell Hall #506

Dr. James Weber

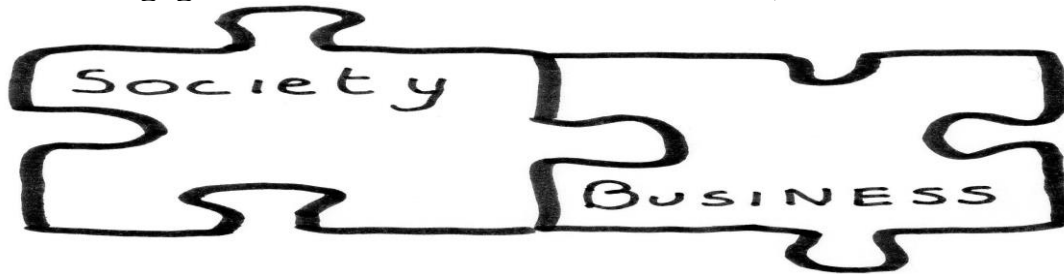
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Office hours:
MWF, 1:30-1:45am; MW, 3:00-4:00;
“Virtual office hours:” Most TR & MWF non-class time.



MGMT 365 – GLOBAL BUSINESS, GOVERNMENT & SOCIETY

This course seeks to present an integrated overview of the social, ethical, legal, regulatory, political, technological, environmental and international constraints, opportunities, and responsibilities facing business organizations and business managers. In particular, the focus is on corporate manager and business decision-making in the context of a domestic and international business environment. Organizational stakeholders, individuals or groups that affect or are affected by the business organization, are targeted in an understanding of their interests, power, and coalitions – that is, their salience – and how business managers may better manage these stakeholders in cooperative engagement for the betterment of business, and the civil society.



COURSE OBJECTIVES

The specific objectives of the course include:

1. Constructing a system's overview depicting business and its multiple environments,
2. Providing a general understanding of the major relationships between the business organization and its stakeholders,
3. Dissecting the business – stakeholder relations through an identification of the interests, power and networks (stakeholder salience) among stakeholders,
4. Understanding business's social responsibilities and how to balance them against its economic and legal responsibilities,
5. Developing key concepts and principles that can be used by managers as they cope with the firm's various stakeholders and challenges, such as corporate social responsibility, corporate citizenship, governmental regulation, political action tactics, strategic philanthropy and crisis management, and,
6. Offering students practice in using these analytical tools by applying them to select current problems and issues confronting global businesses.

COURSE STRATEGY

To achieve the mission and objectives indicated earlier, three strategies are employed during the course:



1. Basic foundation and knowledge - *What do you know?*

The required textbook and supplementary readings have been selected to provide each student with a common foundation for knowledge, regarding the global business, government and society environments and their interface. This material is meant to facilitate for the student the procurement of a broad-based awareness of the field and to supply the student with a common grounding for subsequent learning in the course.

2. Case study, discussion, and interactive simulation - *What do you understand?*

Educational research generally reports success when using the case study method, illuminated through in-class group discussions, and an interactive group simulation exercise. Drawing upon the instructor's experiences and possibly those of his students, the case studies and simulation exercise are intended to provide a "window of opportunity" to apply theoretical concepts to real world events. Cases should not restrict student discussion, rather they should encourage students to contribute related experiences encountered in the workplace or discovered through their readings of assigned course material. The students' simulation exercise provides an additional opportunity to engage in the complex decision-making challenges facing real-world managers as they seek to strategic control and contribute to the global business, government and society system while operating in a group decision-making mode.

3. Personal Contribution to Others and the Field - *What can you contribute?*

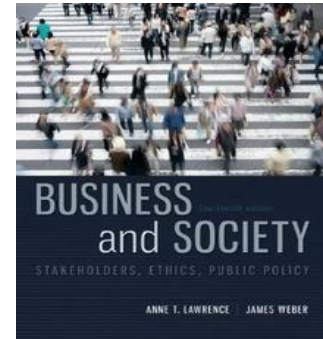
The final progression from a general, conceptual foundation of information (what do you know?) to an applied form of education (what can you contribute?) is achieved through the application of your own knowledge to benefit the lives of others in class or those you may encounter during your professional business career. Your personal contribution may enable you to view a workplace issue with a new social, ethical or others perspective. You are challenged to create a new, business-government-society partnership to address one or more of the multi-dimensional problems plaguing our world. You may present a new insight that will advance the current thinking in the field.



COURSE ADMINISTRATION

REQUIRED READINGS

Business and Society: Stakeholders, Ethics, Public Policy, by Anne T. Lawrence and James Weber, McGraw-Hill/Irwin, 2017, 15th edition - **ONLY** available in e-book form through McGraw-Hill's CONNECT service. Corporate Policy Simulation Manual, available (free) on the courses' Blackboard website. Additional readings prepared by your instructor, available (free) on the course's Blackboard website.



CLASS ATTENDANCE

Due to the nature of the course, with its heavy emphasis on class interaction and discussion, class attendance is EXPECTED. **Excessive absences (more than 3 absences [1 week] over the semester) typically reduces your ability to adequately complete the course assignments and will directly affect your course discussion grade.** If you should experience attendance problems, you should discuss the matter with the instructor. Please know if a student is absent, **it is the student's responsibility to obtain information about the course session from classmates or Blackboard.**

COURSE REQUIREMENTS

Each course requirement is intended to act as a catalyst for student learning, as well as meet the course objectives. The specific assignments and expectations for each assignment will be thoroughly presented and discussed in class. The contribution of each assignment toward the final course grade is noted below:



<i>Course Requirement</i>	<i>Max. Number of Points</i>
Examination #1 (Chps, 1-3)	225
Examination #2 (Chps. 7-10, 14, 15, 17, 18, CPS)	230
Examination #3 (Chps. 4, 13, 19 & all prior info)	450
Class session prep quizzes	120
Corporate Policy Simulation	
Quiz	60
Weekly performance (5 weeks total)	300
Individual Final Report	240
Current Issue Research papers (3 total)	75
In-class discussion	300
TOTAL :	2000

Each of these requirements is explained later in this syllabus and elaborated upon in class.

GRADING CRITERIA

Your grade in the course is based upon the quality of your work for each assignment, using a 2000-point scale. The instructor does not use a curve system of grading. Your individual academic performance is judged in relation to the material to be learned, not against the performance of others in the class (except for the weekly simulation grade). You may ask the instructor to review any grade you do not understand or believe to be unfair.



GRADING ESSAY ASSIGNMENTS

I will be using these guidelines in grading your essay-type assignments – CPS Final Report and Current Issue Research papers, as developed by Dr. Michael Cahall, History Department, Duquesne University:

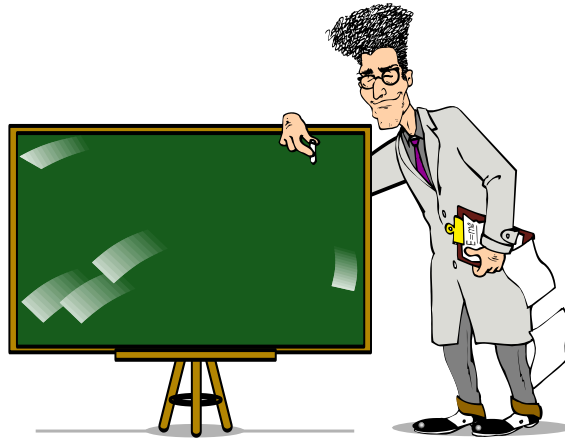
A – Answers all parts of the assigned question completely and **incorporates significant amounts of specific material and examples from readings and class discussions**. Assignment is organized clearly and logically.

B – Answers all parts of the assigned question completely but **incorporates only a modest amount of specific material and examples from readings and class discussions**. Assignment is organized clearly and logically.

C – Answers most but not all parts of the assigned question and **incorporate no or little specific material and examples from the course readings**. Some difficulties are found in the clarity and logic of organization.

D – Significant parts of the assigned question are not answered and it **fails to incorporate specific material and examples from the course readings**. Serious difficulties are found in the clarity and logic of organization.

F – Does not answer the assigned question and demonstrates **no understanding of the topic under consideration**.



GRADING SCALE

Note: Points, not percentages, are the factor determining your final course grade. Scale is in accordance with the University grading policy.

1860 - 2000	= A	(93 - 100%)
1800 - 1859	= A-	(90 - 93%)
1740 - 1799	= B+	(87 - 89%)
1660 - 1739	= B	(83 - 87%)
1600 - 1659	= B-	(80 - 83%)
1540 - 1599	= C+	(77 - 79%)
1400 - 1539	= C	(70 - 77%)
1200 - 1399	= D	(60 - 69%)
below 1200	= F	(0 - 59%)

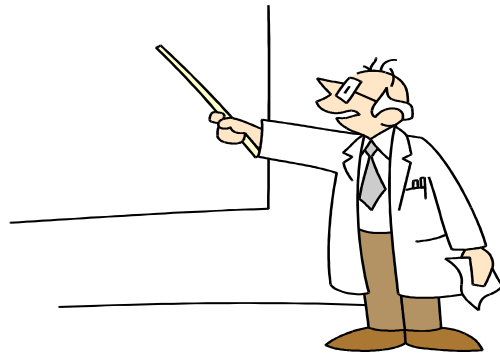
ASK THE PROFESSOR

Dear Professor: Do I need to attend every class, or can I only come on days where an assignment is due or a test given? Signed, Sporting Event Junkie

Dear Sporting Event Junkie, Unlike a nil-nil futbol game, there is a lot going on in this class. In most of the class meetings you will be given a grade for class discussion. In addition, information

explaining your assignments and tests is presented in class. So, program the DVR, you do need to attend every class. You should also be aware that your discussion grade may be affected if you miss more than three classes this term.

Signed, The Professor.



Dear Professor: Can I turn my written assignments in a little late? I have lots of other work and obligations. Signed, Better-Late-Than-Never, Right?

Dear NOT-Better-Late-Than-Never, I have an ethical problem with some people turning in work late, while others turn it in on time. Everyone has additional obligations. I will not accept late work this semester unless you receive prior permission BEFORE it is due. Late work, with permission, will be assessed a one grade-step penalty for each day it is late. If work comes in late without prior approval, it will not be graded.

Signed, The Professor.

Dear Professor: I LOVE my new Smartphone and am addicted to texting my friends all day long. If I am really quiet can I use class time to text, tweet, surf the Web, or watch videos? Signed, Technology Is My Life

Dear Remember Teck-Junkie That You Also Are a Student, Being connected is great but not during class time, when you need to be connected to me and the class content. You can use your beloved Smartphone on certain class days, so when assigned use it for educational purposes only.

Signed, The Professor.

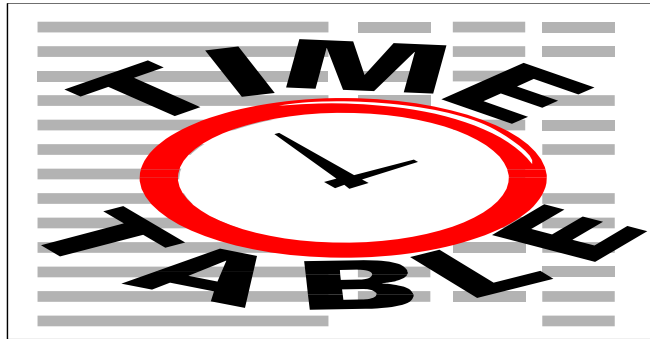
Dear Professor: I plan to complete all my work three minutes before it is due. Can I disregard typos and grammatical errors and, in general, turn in work that you would expect from a six-year-old?

Signed, I'll-be-hired-based-on-my-good-looks.

Dear "Good Looks" but Poor Judgment, in a professional business school, I expect professional quality work. Like the "real world" you are preparing for, professionalism is expected. Read further in the course's Blackboard site. I have detailed at great length what a professional quality assignment should include. Turn in something your mother would be proud to read.

Signed, The Professor.

SCHEDULE OF COURSE TOPICS AND READING ASSIGNMENTS



INTRODUCTION OF COURSE, SOCIAL ENVIRONMENT FOUNDATION

Note: Students with special needs, who require accommodations in fulfilling the course requirements, should notify the instructor during the first week of class.

<u>Session/Date</u>	<u>Course Topic & Reading Assignment</u>
# 1] W, Jan 10	Course overview, presentation of syllabus (see Blackboard)
# 2] F, Jan 12	Chp. 1: Stakeholder Theory
***** January 15 – Martin Luther King, Jr. Holiday – NO CLASS *****	
# 3] W, Jan 17	Chp. 2: Managing Stakeholders; “Cellphones on Airplanes” Case (see Blackboard: reading for session #3)
# 4] F, Jan 19	Chp. 3: Corporate Social Responsibility; discuss C.I.R. #1 ***** Current Issue Research paper #1 due – January 19, 1:00 PM *****
# 5] M, Jan 22	Chp. 3: Global Corporate Citizenship; discuss C.I.R. #2; ***** Current Issue Research paper #2 due – January 22, 1:00 PM *****
# 6] W, Jan 24	Wrap-up of course material; preparation for Exam #1
# 7] F, Jan 26	EXAMINATION #1 (Chapters 1-3)

CORPORATE POLICY SIMULATION EXERCISE AND CORPORATE STAKEHOLDERS

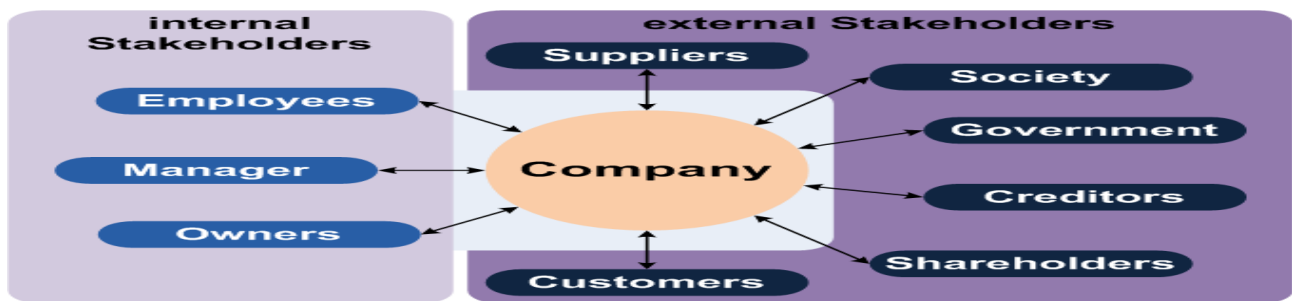


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| # 8] M, Jan 29 | Corporate Policy Simulation (CPS) set-up; form groups; review Exam #1 performance. |
| #9] W, Jan 31 | CPS Quiz (review CPS Manual – see Blackboard)
***** Post CPS Quiz to Blackboard by 1:00 PM on January 31 ***** |
| #10] F, Feb 2 | Chp. 15: Employees – Automobile Workers v. Johnson Controls Case (Blackboard: readings for session #10) and Chapter Discussion Case |
| #11] M, Feb 5 | Chp. 14: Consumers; Lumber Liquidators’ Discussion Case |
| #12] W, Feb 7 | Chp. 8: Politics; Political Action exercise (Blackboard) |
| #13] F, Feb 9 | Meet with the Professor; CPS Year 0 decisions due: 5:00 PM |
| #14] M, Feb 12 | CPS Year 0 de-briefing: results discussed |
| #15] W, Feb 14 | Chp. 7: Regulation; Distracted Driver Case (Elements of Public Policy section in text) |
| #16] F, Feb 16 | Meet with the Professor; CPS Year 1 decisions due: 5:00 PM |
| #17] M, Feb 19 | CPS Year 1 de-briefing |
| #18] W, Feb 21 | Chp. 17 – Suppliers; Chapter Discussion Case |
| #19] F, Feb 23 | Meet with the Professor; CPS Year 2 decisions due: 5:00 PM |
| #20] M, Feb 26 | CPS Year 2 de-briefing: results discussed; in-class exercise |
| #21] W, Feb 28 | Chp. 18: Community – B Corporation, video case discussion and discussion of donations (Blackboard readings) |
| #22] F, Mar 2 | Meet with the Professor; CPS Year 3 decisions due: 5:00 PM |

******* March 5 through March 9 - SPRING BREAK *******

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| #23] M, Mar 12 | Chp. 9: Natural Environment and introduce DU sustainability audit |
| #24] W, Mar 14 | Chp. 10: Natural Environment – video case discussion and Chapter Discussion Case on Hydraulic Fracking |
| #25] F, Mar 16 | Meet with the Professor; CPS Year 4 decisions due: 5:00 PM |
| #26] M, Mar 19 | DU sustainability audit reports given in class and discussed |



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| #27] W, Mar 21 | Guest speaker |
| #28] F, Mar 23 | Meet with the Professor; CPS Year 5 decisions due: 5:00 PM |
| #29] M, Mar 26 | CPS year 5 de-briefing; CPS Final Report discussed |
| #30] W, Mar 28 | CPS final de-briefing; Preparation for Exam #2 |

***** **March 29 thru April 2 – EASTER BREAK** *****

- #31] W, Apr 4 **EXAMINATION #2**
(Chapters 7-10, 14, 15, 17, 18, CPS)
- #32] F, Apr 6 Chp. 13: Stockholders – socially screened funds exercise
**** Class meets in Investment Lab–RH 605 ****
- #33] M, Apr 9 Chp. 13: Corporate Governance; Blackboard readings (2).
- #34] W, Apr 11 Chp. 13: Corporate Governance & Executive Compensation
******* Current Issue Research paper #3 due – April 11, 1:00 PM *******



CRISIS MANAGEMENT / PUBLIC RELATIONS AND GLOBAL BUSINESS-GOVERNMENT-SOCIETY

- #35] F, Apr 13 Chp. 19: Public Relations
- #36] M, Apr 16 Guest Speaker
- #37] W, Apr 18 Chp. 19 : Crisis Management - in-class exercise
- #38] F, Apr 20 Chp. 4: Business Enterprise Trust and
the Merck "River Blindness" videocase

***** **C.P.S. Final Report due by April 20, 1:00 PM** *****
- #39] M, Apr 23 Chp. 4: After Rana Plaza Case (end of book)
- #40] W, Apr 25 The Upper Big Branch Mine Disaster Case (end of book)
- #41] F, Apr 27 Finish The Upper Big Branch Mine Disaster Case
- #42] M, Apr 30 Course wrap-up and exam #3 preparation



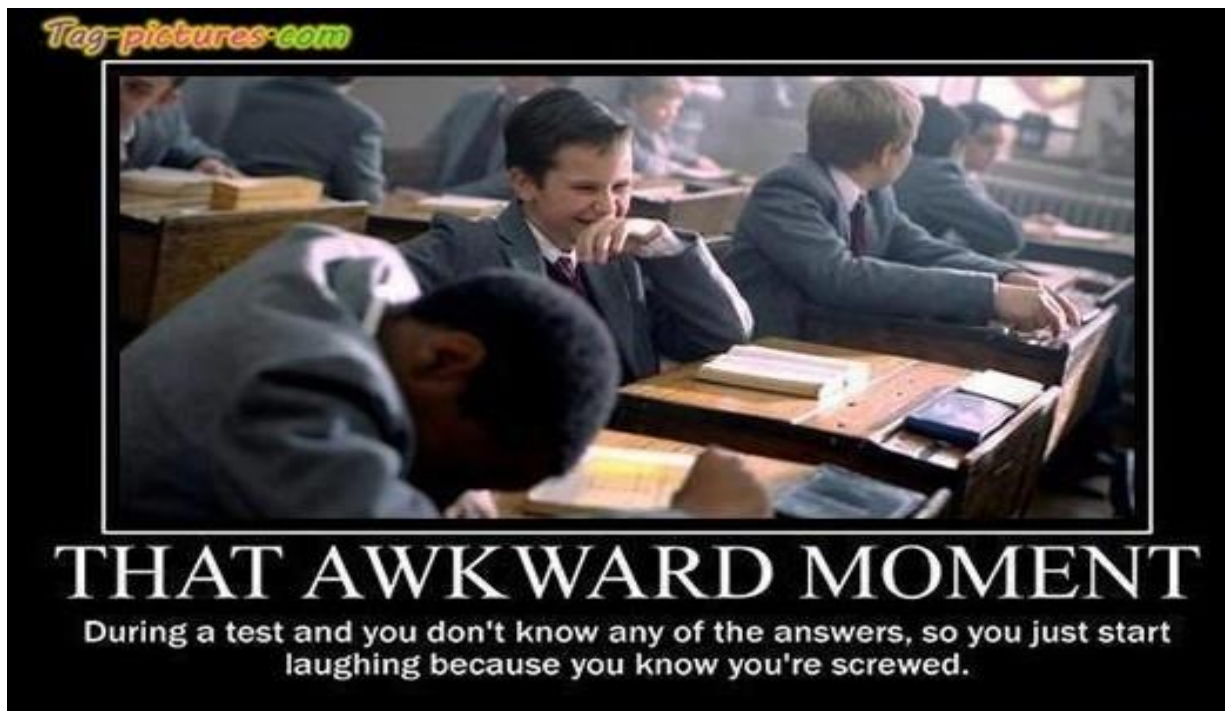
EXAMINATION #3 – Thursday, May 3rd; 11:00 AM to 1:00 PM – RH 506
 (Chapters 4, 13, 19 & all prior material = comprehensive exam)

COURSE REQUIREMENTS

Examinations (3) – 225, 230, 450 points maximum

To achieve the first level of knowledge – *what do you know?* – a series of examinations are scheduled throughout the semester. Each examination will be held **in the classroom** and **during class time** or **during the scheduled final exam time**. Since one measure of student learning is to measure the speed at which a student recalls and provides course information, the **examinations will be timed and no additional time is provided**.

The first and second examinations cover specific chapters and class sessions, as specified earlier in the syllabus. The third examination covers all new chapters and all prior material, thus it is a comprehensive final. The examinations will be a **combination of multiple-choice questions and short-answer analytical questions**. A review session is held in class before each examination to help prepare the students.



CORPORATE POLICY SIMULATION

Quiz: 60 points maximum

Weekly (group) performance – 300 points maximum

Individual Final Report - 240 points maximum

The Corporate Policy Simulation (C.P.S.) is a major, semester-long project for this course, accounting for **30 percent of your overall course grade**. As explained in detail in the C.P.S. Manual, this simulation seeks to take abstract concepts discussed in class and have them come alive in a complex, uncertain decision-making world of business and its stakeholders.

The **C.P.S. Quiz** is a take-home quiz that seeks to familiarize students with the specific rules and processes of the simulation. It is essential that each student understands the simulation in depth before launching into the weekly C.P.S. activities.

Also explained in more detail in the C.P.S. Manual, how each group's **weekly performance** will be evaluated and graded. However, there can be inequities across the groups and the level of contribution by each student regarding the group's resulting performance. Therefore, an **individually prepared final C.P.S. report** is required. The specific elements of this report are explained in detail in the C.P.S. Manual.

Current Issue Research Papers (3)

75 points maximum; 25 points each paper

All CIR Papers are DUE BY 1:00 PM

The current issue research papers are intended to be brief, well-focused papers that illuminates specific course concepts as a demonstration of student learning. The three current issue research papers are:

1. Global Microfinancing – due January 19
2. Global Corporate Citizenship Film Fest – due January 22
3. Social Investment – due April 9

The specific focus and requirements for each current issue research paper are available in Blackboard and will be discussed in class.

How a student communicates is critical to success, as managers in the business world can attest. Since style affects content, your overall paper **grade will be reduced by four points for every three style errors detected**. Students should closely adhere to the Writing Guidelines included in course Blackboard website.

When submitting your Current Issue Research written assignments, all work must be posted to the “Assignment” dropbox in blackboard and must meet these requirements:

1. Include your work as a **Word** (.doc or .docx) attachment
(convert your Mac documents to .docx before sending)
2. Include your **name** in the Word filename
3. Include your **name** on the first page of the paper
4. **Number** all pages of your work
5. Include the **NO PLAGIARISM** statement (below)

“In accordance with the business school’s Code of Ethical Behavior, I attest that I have not engaged in any acts of plagiarism in completing the assignments.” Insert Your Name

For the full text of the School’s Code of Ethical Behavior see:

<http://www.duq.edu/Documents/business/beard-institute/code-of-ethics.pdf>

NOTE: Failure to adhere to these guidelines will results in point deductions.

In-class discussion - 300 points maximum

An important element in any professional business career is the development of good communication skills. In addition, it is expected that you will spend significant hours preparing for and contributing in class.



With approximately 25 to 30 class sessions devoted to class discussion, your overall grade should reflect this course emphasis. Your discussion grade is based upon an assessment of the quality (not quantity) of your contribution to the class discussions. Therefore, 15 percent of your overall course grade is based on this demonstration of your course learning.

It is important to note that “class discussion” is not to be confused with “class attendance.” Attendance is necessary but insufficient, to earn a high evaluation for participation. Here are the expectations for your in-class discussion:

- You will earn an A or A- (300 to 270 points) for consistent contribution in about 75% or more of the class sessions;
- You will earn a B+/B/B- (269 to 240 points) for contributing in at least 60% but less than 75% of the sessions;
- You will earn a C+/C (239 to 219 points) for contributing in at least 50% but less than 60% of the sessions;
- You will earn a D (218 to 210 points) for contributing in at least 33% but less than 50% of the sessions; and,
- You will earn an F (less than 210 points) for contributing in less than 33% of the sessions.

As a mature business student, possibly with work experience, you are expected to participate intelligently in the classroom discussions. Intelligent participation presumes:

- (a) you have read the assigned material carefully,
- (b) you have prepared written notes about the assigned material,
- (c) you are ready to relate the assigned material to the major concepts and themes being developed in the course, and
- (d) you are prepared to listen to the views of other discussants concerning the assigned material and its significance.

Periodically throughout the semester students are provided with their in-progress discussion grades and may receive additional feedback upon request.

