



**KELCE**  
**COLLEGE OF BUSINESS**  
Pittsburg State University

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**Textbook (required):**



**International Management: Managing  
Across Borders and Cultures, Text and Cases**  
by **Helen Deresky**

**COURSE DESCRIPTION**

International management: managing across borders and cultures

“Importance of emerging markets in global business. Entry strategies and operational modes of multinational enterprises in emerging markets. The growth of emerging market multinationals as well as the challenges of negotiating with stakeholders in these markets. Prerequisite: IB 330 International Business or permission of instructor.”

Explores how recent developments and trends within a hypercompetitive, digitally driven social economy present managers with challenging situations. Companies seeking to operate overseas are confronted with varied and dynamic environments in which they must accurately navigate the political, legal, technological, competitive, and cultural factors that shape their strategies and operations. The fate of overseas operations depends greatly on the international manager's cultural skills and sensitivity as well as on their ability to carry out the company's strategy within the context of the host countries business practices.

This course focuses on the international dimensions of strategy and organization and also provides a framework for formulating strategies in an increasingly complex world economy, and for making those strategies work effectively. Topics include assessing the environment: political, economic, legal, technological factors; managing interdependence: social responsibility, ethics, sustainability; understanding the role of culture communicating across cultures; cross cultural negotiation and decision making. . . Topics also include the globalization of industries, the continuing role of country factors in competition, organization of multinational enterprises, building global networks, and the changing managerial tasks under conditions of globalization.



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## STUDENT LEARNING OUTCOMES

By the end of this course the student will:

- Describe the history of International Business across borders and the cause of globalization.
- Correctly describe the facets of Comparative Environmental Frameworks.
- Apply Theories and Institutional frameworks in Trade and Investment.
- Analyze World Financial Environment and determine Global Foreign-Exchange Markets and Rates.
- Solve Global Strategy, Structure, and Implementation problems in the international arena.

## **IMPORTANT ATTENDANCE POLICY**

**The course uses Activity Based System (ABS) derived from the Flipped Classroom Engagement Method (FCEM) where the onus is on the students to recite or rehearse (borrowed from MIT/Harvard) and discuss current material available to them for the said week.**

By registering for this course, you are indicating that you will be able to communicate with the instructor on a regular basis to exchange/discuss course material and complete class assignments. Rigorous and continuing attendance is required for this discussion-oriented class. It uses a current methodology for teaching by engagement -- flipped classroom approach—that means that assignments given to you the current week must be recited upon in the class for better learning outcomes (learning assimilation).

## **STATEMENT ON ACADEMIC DISHONESTY AND PLAGIARISM**

Academic Dishonesty refers to student conduct in academic assignments or situations which violates the norms of the academic community of students and scholars. In practice, it usually refers to academic cheating or plagiarism. Pittsburg State University distinguishes between Academic Dishonesty, and other violations of the Student Code of Conduct. Penalties for academic dishonesty may include expulsion or suspension from the University, failure or grade reduction in the affected course or assignments, or a lesser penalty as appropriate.

For assistance in APA or MLA or Chicago citation, contact a reference librarian in the AXE library. The following online resources are available to help you cite APA: APA Style Help <http://www.apastyle.org/electref.html> ; Purdue OWL <https://owl.english.purdue.edu/owl>

## **Catalog Course Description:** (3 hours)

Study of multi-national marketing concepts; exporting fundamentals; environmental analysis for international marketing; product, price, distribution and promotion in an international context.

**Prerequisites:** As suggested by centralized advisement system. General Prerequisites are: MGT 330 Management and Organizational Behavior and MKTG 330 Principles of Marketing.



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## Course Objectives / Learning Outcomes:

Students will learn key aspects of international culture, politics, legal, IMC, personal selling and negotiation as these areas relate to international marketing in the dominant trade regions. Ethical issues related to the practice of international marketing will also be covered. Upon successful completion of the course, students will have acquired a comprehensive understanding of the structure of—and activities and career opportunities within—the realm of contemporary international marketing.

**PLEASE READ THIS INTENTLY: ATTENDANCE POLICY FOR THE FLIPPED CLASSROOM MANAGEMENT METHOD AS 10% OF THE COURSE GRADE IS APPLIED TO EFFECTIVE CLASSROOM ACTIVITY MANAGEMENT FOR ACTIVE ENGAGEMENT. SO, 100% CLASS ATTENDANCE IS EXPECTED AND WARRANTED FOR YOUR BENEFIT.**

By registering for this course, you are indicating that you will be able to communicate with the instructor on a regular basis (once per class week) to exchange/discuss course material and complete class assignments. Rigorous and continuing attendance is required for this discussion-oriented class. It uses a flipped classroom approach—that means that assignments given to you earlier than the class meeting days must be recited upon in the class for better learning outcomes (learning assimilation)

## Course Outline:

### Tentative Course Outline by weekly activities:

<b>WEEK # OF SEMESTER</b>	<b>FLIPPED CLASS ACTIVITY/ STUDENT</b>
WEEK 1 (LECTURE, REV RET)	CHAPTER 1 *FLIPPED CLASSROOM
WEEK 2 (LECTURE, REV RET)	CHAPTER 2 FLIPPED CLASSROOM
WEEK 3 (LECTURE, REV RET)	CHAPTER 3 FLIPPED CLASSROOM
WEEK 4 (LECTURE, REV RET)	CHAPTER 4 FLIPPED CLASSROOM
<b>WEEK 5 (LECTURE, REV RET)</b>	<b>CHAPTER 1-4 EXAM1 IN CLASS W/ PW</b>

Exact date of the exam will be published in the first week of class. This is a proctored password protected exam and it will be administered in class for one hour. Information to students will be delivered via Canvas course email system.



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**ONE WEEK AFTER EXAM 1, A FORMATED CASE RESPONSE OF AN APPLICATION USING REACTION, LEARNING, BEHAVIOR RESULTS, SUMMARY, (RLBRS-QA) CASE 1 IS DUE. SEE THE EXAMPLE PUBLISHED IN CANVAS.**

WEEK 5 (LECTURE, REV RET)	CHAPTER 5 FLIPPED CLASSROOM
WEEK 6 (LECTURE, REV, RET)	CHAPTER 6 FLIPPED CLASSROOM
WEEK 7 (LECTURE, REV RET)	CHAPTER 7 FLIPPED CLASSROOM
WEEK 8 (LECTURE, REV RET)	CHAPTER 8 FLIPPED CLASSROOM
<b>WEEK 8 (LECTURE, REV RET)</b>	<b>CHAPTER 5-8 EXAM2 IN CLASS W/ PW</b>

The exact date of the exam will be published in the first week of class. This is a proctored password protected exam and it will be administered in class for one hour. Information to students will be delivered via Canvas course email system.

**ONE WEEK AFTER EXAM 2, A FORMATED CASE RESPONSE OF AN APPLICATION USING REACTION, LEARNING, BEHAVIOR RESULTS, SUMMARY, (RLBRS-QA) CASE 2 IS DUE. SEE THE EXAMPLE PUBLISHED IN CANVAS.**

WEEK 9 (LECTURE, REV RET)	CHAPTER 9 FLIPPED CLASSROOM
WEEK 10 (LECTURE, REV RET)	CHAPTER 10 FLIPPED CLASSROOM
WEEK 11 (LECTURE, REV RET)	CHAPTER 11 FLIPPED CLASSROOM
WEEK 12 (LECTURE, REV RET)	CHAPTER 12 FLIPPED CLASSROOM

The exact date of the exam will be published in the first week of class. This is a proctored password protected exam and it will be administered in class for one hour. Information to students will be delivered via Canvas course email system.

<b>WEEK 12 (LECTURE, REV RET)</b>	<b>CHAPTER 9-11 EXAM 3 IN CLASS W/ PW</b>
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**ONE WEEK AFTER EXAM 3, A FORMATED CASE RESPONSE OF AN APPLICATION USING REACTION, LEARNING, BEHAVIOR RESULTS, SUMMARY, (RLBRS-QA) CASE 3 IS DUE. SEE THE EXAMPLE PUBLISHED IN CANVAS.**



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**ONE WEEK AFTER EXAM3 RLBR5 APPLICATION CASE3 IS DUE. SEE EXAMPLE**

**\*Flipped Classroom Modality: is a teaching and recitation modality of a face-to-face class with lecture by the instructor, but with intense student engagement because have done assignments with REV RET QUIZZES for class for the purpose of vigorously engaging in class activities with motivation.**

## **Teaching Methods:**

- (a)** This class is **Face to Face**: (see above for required e-textbook and software). Students will be assessed through a variety of online reading assignments and assessments, chapter assignments, chapter quizzes, Chapter Discussion Prompt (see Discussion tab on Canvas) and a final exam.
- (b)** Online or Hybrid: (see above for required e-textbook and software). Students will be assessed through a variety of online reading assignments and assessments, chapter assignments, chapter quizzes, Chapter Discussion Prompt (see Discussion tab on Canvas) and a final exam.

## **Canvas:**

This course will utilize the Canvas system for course grades, discussion prompts, announcements, etc. The instructor will make every attempt to be timely with posting announcements and grades. Note that faculty members are NOT required to use Canvas [please note that up-to-date points earned can be found on Connect and please also note that though grades on Connect will eventually be integrated to Canvas, the process generally takes several weeks].

## **Academic Integrity**

All Pitt State students are bound by the academic integrity policies of the university as described and outlined in the current Syllabus Supplement. Please familiarize yourself with these rules and guidelines. In addition, as a course offered through the Kelce College of Business, students in this class are obligated to adhere to the college's Student Code of Ethics as outlined below.

### **IMPORTANT ATTENDANCE POLICY**

**The course uses Activity Based System (ABS) derived from the Flipped Classroom Engagement Method (FCEM) where the onus is on the students to recite or rehearse (borrowed from MIT/Harvard) and discuss current material available to them for the said week.**



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By registering for this course, you are indicating that you will be able to communicate with the instructor on a regular basis to exchange/discuss course material and complete class assignments. Rigorous and continuing attendance is required for this discussion-oriented class. It uses a current methodology for teaching by engagement -- flipped classroom approach—that means that assignments given to you the current week must be recited upon in the class for better learning outcomes (learning assimilation).

### **A STATEMENT ON STRICT ATTENDANCE POLICY FOR BETTER PERFORMANCE**

- **In this class, students' attendance and regularity are warranted. There is a section on the syllabus where attendance grade is spelled out to be applied. Attendance will be taken in the class. The intention is to specifically achieve 100% of the mandatory class attendance every time the class meets. This is warranted due to the class being based on a Flipped Classroom Technique where students' recitation or engagement is required. A 10% attendance grade is spelled out clearly on the grade summary calculation.**

#### **Code of Ethics**

The **Students** of the Gladys A. Kelce College of Business Pledge to:

- Arrive on time, remain until dismissed at all class sessions, and notify instructors in advance of anticipated absences, late arrivals, or early departures whenever possible.
- Turn off cell phones or other electronic devices while in class, unless permission to use them has been granted.
- Refrain from class disturbances.
- Refrain from use of profane or vulgar language in a threatening or disruptive manner.
- Treat fellow students, staff, faculty, administrators, and property with respect.
- Refrain from giving or receiving inappropriate assistance.
- Prepare assignment and exams honestly, refraining from such unacceptable conduct as plagiarism or unacknowledged appropriation of another's work in any academic work.
- Obey the policies, regulations, and laws of the United States of America, the State of Kansas, The Kansas Board of Regents, Pittsburg State University, and the Gladys A. Kelce College of Business.
- If a student observes someone committing dishonesty in connection with academic work, the student is encouraged to report that dishonesty to the appropriate individual (e.g., faculty member or administrator).

### **Students with Disabilities:**

Please inform the instructor if you have a learning or physical disability that interferes with course requirements. Assistance and/or appropriate accommodations may be available through the contacts listed on the current syllabus supplement.



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**Final Grade Distributions:**

**Grading Scale: 90%-100% => A, 81%-89% => B, 71%-79% => C, 61%-69% => D, F<= 60%**

**Course Evaluation Methods**

Candid Learning Experiences	Descriptions of Objective Learning	% age of course grade	Points Value of Assignment	Frequency of attainment
<b>ATTENDANCE CONTROL AND CLASSROOM MANAGEMENT</b>	In this class, students' punctual attendance and regularity are recorded and warranted.	<b>10%</b>	<b>10 points</b>	<b>100%. Absences will be negatively reinforced for effective classroom management</b>
Immersive Learning Chapter Review-quizzes <b>ILC-RET</b>	These are randomized quizzes for scoring highest grades with unlimited attempts allowed to retain for next type of quizzes—retention quizzes.  Selected ones from these quizzes will appear in the corresponding major exam.	<b>10%</b>	<b>10Points</b>	Do one Chapter per week by Sunday 11:59 pm—the computer will grade automatically by this time and post grades. <b>Due Dates for a chapter RET and REV quizzes are each Sunday at 11:59 pm</b>
Immersive Learning Chapter Retention quizzes <b>ILC-REV</b>	These are differently randomized quizzes for scoring highest	<b>10%</b>	<b>10 Points</b>	Do one Chapter per week by Sunday 11:59 pm—the computer will grade



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	<p>grades with unlimited attempts allowed to retain for next type of quizzes— retention quizzes.</p> <p>Selected ones from these quizzes will appear in the corresponding major exam.</p>			<p>automatically by this time and post grades.  <b>Due Dates for a chapter RET and REV quizzes are each Sunday at 11:59 pm</b></p>
<p><b>Pop Quiz Retention Surprise Test (PQRST)</b></p>	<p>You will be given three to five PQRST quizzes for fun</p>	<p><b>10%</b></p>	<p><b>10 Points</b></p>	<p>Do not miss 3-5 pop quizzes that will pop up uncontrolled or by surprise</p>
<p><b>Exam 1 chapters 1-4</b></p>	<p>Exam 1: These are proctored exams based on question items from 1 &amp; 2 above and must be taken in the class for 50 minutes. Bring your laptops to these exams.</p>	<p><b>15%</b></p>	<p><b>15 Points</b></p>	<p>Take the exam 1 on the sixth week consisting of chapters 1-4 applying your intuitive familiarity for the exam as explained. Read exact date and time announced in Canvas class email. <b>Due Dates for a chapter RET and REV quizzes are each Sunday at 11:59 pm</b></p>
<p><b>Exam2 chapters 5-8</b></p>	<p>Exam 2: These are proctored exams based on question items</p>	<p><b>15%</b></p>	<p><b>15 Points</b></p>	<p>Take the exam II on the 11th week consisting of chapters 5-8 applying your intuitive</p>





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	from 1 & 2 above and must be taken in the class for 50 minutes. Bring your laptops to these exams.			familiarity for the exam as explained. Read exact date and time announced in Canvas class email.
<b>Exam 3 chapters 9-12</b>	Exam 3: These are proctored exams based on question items from 1 & 2 above and must be taken in the class for 50 minutes. Bring your laptops to these exams.	<b>15%</b>	<b>15 Points</b>	Take the exam III on the sixteenth week consisting of chapters 9-12 applying your intuitive familiarity for the exam as explained Read exact date and time announced in Canvas class email.
Marketing Application Short Case <b>(MASC) 1</b> — Chapter 4 CLO's-- Critical Learning Objectives	These are unique Critical Learning Outcomes selected from chapter 5 for — application and integration	<b>5%</b>	<b>5 Points</b>	Take the Marketing Application Short Case (MASC) -1 that represents the precis of chapters 5 that applies your intuitive familiarity for an expert discussion— comprising of Reaction, Learning, Behavior and Result
Marketing Application Short Case <b>(MASC) 2</b> — Chapter 8 CLO's-- Critical	These are unique Critical Learning Outcomes selected from chapter 10 for —	<b>5%</b>	<b>5 Points</b>	Take the Marketing Application Short Case (MASC) -1 that represents the



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<p>Learning Objectives</p>	<p>COLLEGE OF BUSINESS Pittsburg State University</p>	<p>application and integration</p>		<p>precis of chapters that applies your intuitive familiarity for an expert discussion— comprising of Reaction, Learning, Behavior and Result</p>
<p>Marketing Application Short Case (MASC) 3— Chapter 12 CLO’s-- Critical Learning Objectives</p>	<p>These are unique Critical Learning Outcomes selected from chapter 11 for — application and integration</p>	<p><b>5%</b></p>	<p><b>5 Points</b></p>	<p>Take the Marketing Application Short Case (MASC) -1 that represents the precis of chapters that applies your intuitive familiarity for an expert discussion— comprising of Reaction, Learning, Behavior and Result</p>

- Described above are major assignments, projects, and testing; course grading procedures and policies -- More to be explicitly described in class.

**Note** The instructor reserves the right to amend and to reorganize this syllabus at any time.

**Coronavirus (COVID-19) Index Supplement:**

For an up-to-date index of Pitt State’s responses, policies and resources pertaining to COVID-19, please link to:

<https://www.pittstate.edu/office/health-services/coronavirus/index.html>

**Note:** The instructor reserves the right to amend exam dates as per chapter discussion and specific coverages covered in class. It is also intended to reorganize this syllabus at any time for the express benefit for class effectiveness.