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| **COURSE INFORMATON** | | | | | |
| **Course Title** | *Code* | *Semester* | *L+P Hour* | *Credits* | *ECTS* |
| Global Business Environment | EMBA 503 | Fall | 3 + 0 | 3 | 9 |

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| **Prerequisites** | - |

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| **Language of Instruction** | English | | |
| **Course Level** | Postgraduate | | |
| **Course Type** | Compulsory | | |
| **Course Coordinator** |  | | |
| **Instructors** |  | | |
| **Assistants** |  | | |
| **Goals** | This course is designed to provide graduate students with a sound understanding of the mechanics of doing business abroad and familiarize them with unique problems, characteristics of organizations engaging in international business and global economics. | | |
| **Content** | This course considers to develop skills and competencies in understanding the international corporation and the global political and economic environment; historical origins of the multinational corporation; the economics of trade; money and investment in the world economy; and the policies and behavior of governments and international organizations; creation of competitive advantage in a multinational firm; dynamics of global competition; types of international strategy and structure; strategic allocation of resources along the value chain and the role of strategic alliances as a crucial element of an effective global strategy. | | |
| **Learning Outcomes** | | **Teaching Methods** | **Assessment Methods** |
| 1) Develop understanding about what is involved in making marketing decisions, including  product, price, promotion, and place decisions to create a marketing mix. | | 1,2,3 | A,B,C |
| 2) Demonstrate deeper methodological knowledge necessary for gaining marketing and competitive intelligence | | 1,2,3 | A,B,C |
| 3) Develop strategic thinking in the context  of complex problems and challenges faced by the marketing executives and brand managers. | | 1,2,3 | A,B,C |
| 4) Develop ability to integrate the important societal dimensions of diversity, environmental concerns, ethics, and technological change into marketing thinking | | 1,2,3 | A,B,C |

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| **Teaching Methods:** | 1: Lecture, 2: Question-Answer, 3: Discussion |
| **Assessment Methods:** | A: Exam , B: Assignment, C: Student Presentations |

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| **COURSE CONTENT** | | |
| **Hours** | **Topics** | **Study Materials** |
| 0.5 | Introduction and course description |  |
| 2 | Globalization, International Business and Society |  |
| 2.5 | Growth: Long-Run Economic Performance |  |
| 2 | Trade |  |
| 2 | Business Cycles: Short-Term Economic Performance |  |
| 2 | Exchange Rates and International Capital Flows |  |
| 2 | The Cultural Environments Facing Business |  |
| 2 | The Political and Legal Environments Facing Business |  |
| 2 | The Economic Environments Facing Businesses |  |
| 2 | Governmental Influence on Trade |  |
| 3 | Mid Term |  |
| 2 | Cross-National Cooperation and Agreements |  |
| 3 | Modes of International Business (Global Strategy, Structure, and Implementation |  |
| 3 | Marketing Globally |  |
| 3 | Global Human Resource Management |  |
| 2 | Ethics and Social Responsibility |  |
| 3 | STUDENT PRESENTATIONS |  |
| 3 | Final Examination |  |

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| **RECOMMENDED SOURCES** | |
| **Textbook** | * William Easterly,The Elusive Quest for Growth, MIT, 2001. * Paul Krugman,The Return of Depression Economics and the Crisis of 2008, W.W. Norton, 2009. * John D. Daniels and Lee H. Radebaugh, International Business: Environments and Operations, Latest Edition, Pearson. |
| **Additional Resources** | * David Miles and Andrew Scott, Macroeconomics, Wiley 2005. |

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| **MATERIAL SHARING** | |
| **Documents** | Power point presentation related to all concepts discussed in the class. |
| **Assignments** | Case Analyses |
| **Exams** | One midterm, one final exam |

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| **ASSESSMENT** | | |
| **IN-TERM STUDIES** | **NUMBER** | **PERCENTAGE** |
| Mid-term | 1 | 30 |
| Assignment | 2 | 10 |
| Presentation | 1 | 20 |
| **Total** |  | **60** |
| **CONTRIBUTION OF FINAL EXAMINATION TO OVERALL GRADE** |  | 40 |
| **CONTRIBUTION OF IN-TERM STUDIES TO OVERALL GRADE** |  | 60 |
| **Total** |  | **100** |

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| **COURSE CATEGORY** | Expertise/Field Courses |

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| **COURSE'S CONTRIBUTION TO PROGRAM** | | | | | | | |
| No | Program Learning Outcomes | Contribution | | | | | |
| 1 | 2 | 3 | 4 | 5 |  |
| 1 | Students should possess the sufficient knowledge, discipline and responsibility to be able to conduct independent study/ project/research and a comprehensive research and/or project report. |  |  | x |  |  |  |
| 2 | Students should be able to fulfill their responsibility in teams and projects in businesses as well as being able and capable to act as a leader. |  |  | x |  |  |  |
| 3 | Students should be able to design and plan projects to achieve organizational goals and objectives and/or improve organizational performance. |  | x |  |  |  |  |
| 4 | Students should be able to critically evaluate the body of knowledge in the fast changing global business administration arena and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing), assess self-competency, and direct self-learning efforts accordingly. |  | x |  |  |  |  |
| 5 | Students should understand the importance of life-long learning and self assessment to maintain their personal and professional development. |  | x |  |  |  |  |
| 6 | Students should understand that the rapidly-evolving dynamics of national and global environments requires flexible thinking, adaptability, and the ability to formulate innovative solutions to pursue a successful career. |  |  | x |  |  |  |
| 7 | Students should be able to effectively communicate in written or oral English with people from diverse backgrounds, and should have the English proficiency to follow and interpret the global dynamics that shape the business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  |  | x |  |  |  |
| 8 | Students should be able to clearly and effectively convey their knowledge, ideas, research, and conclusions supported with relevant data, in national/international interdisciplinary academic and professional settings in Turkish or in English. |  |  | x |  |  |  |
| 9 | Students should understand the importance of respect for individual and cultural diversity, and should be able to emphatically interact with individuals from diverse cultural backgrounds in social and professional settings. |  |  |  | x |  |  |
| 10 | Students should be able to effectively utilize computer, communication and information technologies commonly used in business administration and specialization areas (management and organization, accounting and finance, information technology, operations management and marketing). |  |  |  |  |  |  |
| 11 | Students should understand the standards of personal, professional and social ethics, evaluate the ethical implications of various practices related to the area of business administration, and have awareness of the importance of ethical behavior in adding value to society. | x |  |  |  |  |  |
| 12 | Students should understand the personal, social and ecological dimensions of social responsibility and have the awareness that being socially responsible is an active citizenship duty of each and every individual. | x |  |  |  |  |  |
| 13 | Students should know that universality of social rights and social justice are the principle components of contemporary society and that scientific thinking in essential prerequisite for maintaining social advancement and global competitiveness. |  | x |  |  |  |  |
| 14 | Students should understand the importance of quality, safety and health management, corporate social responsibility, personal, professional and cross-cultural respect and professional ethics in maintaining organizational sustainability. |  | x |  |  |  |  |
| 15 | Students should possess the essential body of knowledge in the area of business administration and the specialized areas (management and organization, accounting and finance, information technology, operations management and marketing); including the state-of-the-art concepts, theories and models, historical evolution of the discipline, the scientific methodology in general, and the research tools and techniques utilized in their discipline, in particular. Students should know how to access, select and effectively utilize sources of knowledge in the business administration area for further development. | x |  |  |  |  |  |
| 16 | Students should grasp core theories and concepts in the academic disciplines closely related with business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing); such as law and economics, and understand the global dynamics that shape their discipline. |  |  |  | x |  |  |
| 17 | Students should be able to think critically, utilize conceptual and applied knowledge in the area of business administration and the specialization areas (management and organization, accounting and finance, information technology, operations management and marketing) to analyze an organizational environment, understand organizational processes, identify relationships among system components, diagnose underlying problems and make recommendations. |  |  | x |  |  |  |
| 18 | Students should be able to use the concepts, theories and methodologies of the area of business administration in order to employ the appropriate tools and techniques to collect and analyze quantitative and qualitative data, interpret results, draw inferences and propose solutions. |  | x |  |  |  |  |
| 19 | Students should understand the interdependency and interrelationship among disciplines, be able to relate and synthesize knowledge from diverse disciplines and draw novel conclusions. |  |  | x |  |  |  |

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| **ECTS ALLOCATED BASED ON STUDENT WORKLOAD BY THE COURSE DESCRIPTION** | | | |
| Activities | Quantity | Duration (Hour) | Total Workload (Hour) |
| Hours for off-the-classroom study (Including the exam week: 16x Total course hours) | 16 | 10 | 160 |
| Projects | 10 | 8 | 80 |
| **Total Work Load** |  |  | 240 |
| **Total Work Load / 25 (h)** |  |  | 9,6 |
| **ECTS Credit of the Course** |  |  | 9 |