



ARIZONA STATE UNIVERSITY

GENERAL STUDIES COURSE PROPOSAL COVER FORM

Course information:

Copy and paste current course information from Class Search/Course Catalog.

Academic Unit Ira A. Fulton Schools of Engineering Department Academic and Student Affairs/Dean's Office
Subject FSE Number 294 Title Global Engineering Units: 3CR
Is this a cross-listed course? No
If yes, please identify course(s)

Is this a shared course? No If so, list all academic units offering this course
Course description:

The Global Engineering course is a design-centered engineering course which places the design process within the context of the unique needs and circumstances of an international and 'emerging' country.

Requested designation: Global Awareness-G
Note- a separate proposal is required for each designation requested

Eligibility:
Permanent numbered courses must have completed the university's review and approval process.
For the rules governing approval of omnibus courses, contact Phyllis.Lucie@asu.edu or Lauren.Leo@asu.edu.

Submission deadlines dates are as follow:
For Fall 2015 Effective Date: October 9, 2014 For Spring 2016 Effective Date: March 19, 2015

Area(s) proposed course will serve:
A single course may be proposed for more than one core or awareness area. A course may satisfy a core area requirement and more than one awareness area requirements concurrently, but may not satisfy requirements in two core areas simultaneously, even if approved for those areas.

- Checklists for general studies designations:
Complete and attach the appropriate checklist
Literacy and Critical Inquiry core courses (L)
Mathematics core courses (MA)
Computer/statistics/quantitative applications core courses (CS)
Humanities, Arts and Design core courses (HU)
Social-Behavioral Sciences core courses (SB)
Natural Sciences core courses (SO/SG)
Cultural Diversity in the United States courses (C)
Global Awareness courses (G)
Historical Awareness courses (H)

- A complete proposal should include:
Signed General Studies Program Course Proposal Cover Form
Criteria Checklist for the area
Course Catalog description
Course Syllabus
Copy of Table of Contents from the textbook and list of required readings/books

Respectfully request that proposals are submitted electronically with all files compiled into one PDF. If necessary, a hard copy of the proposal will be accepted.

Contact information:
Name David Benson Phone 517-488-2753 cell



ARIZONA STATE UNIVERSITY

Mail code 2805

E-mail: bensond@asu.edu

Department Chair/Director approval: *(Required)*

Chair/Director name (Typed): James Collofello

Date: 10/2/14

Chair/Director (Signature):

Arizona State University Criteria Checklist for

GLOBAL AWARENESS [G]

Rationale and Objectives

Human organizations and relationships have evolved from being family and village centered to modern global interdependence. The greatest challenge in the nuclear age is developing and maintaining a global perspective which fosters international cooperation. While the modern world is comprised of politically independent states, people must transcend nationalism and recognize the significant interdependence among peoples of the world. The exposure of students to different cultural systems provides the background of thought necessary to developing a global perspective.

Cultural learning is present in many disciplines. Exposure to perspectives on art, business, engineering, music, and the natural and social sciences that lead to an understanding of the contemporary world supports the view that intercultural interaction has become a daily necessity. The complexity of American society forces people to balance regional and national goals with global concerns. Many of the most serious problems are world issues and require solutions which exhibit mutuality and reciprocity. No longer are hunger, ecology, health care delivery, language planning, information exchanges, economic and social developments, law, technology transfer, philosophy, and the arts solely national concerns; they affect all the people of the world. Survival may be dependent on the ability to generate global solutions to some of the most pressing problems.

The word university, from universitas, implies that knowledge comes from many sources and is not restricted to local, regional, or national perspectives. The Global Awareness Area recognizes the need for an understanding of the values, elements, and social processes of cultures other than the culture of the United States. Learning which recognizes the nature of others cultures and the relationship of America's cultural system to generic human goals and welfare will help create the multicultural and global perspective necessary for effective interaction in the human community.

Courses which meet the requirement in global awareness are of one or more of the following types: (1) in-depth area studies which are concerned with an examination of culture-specific elements of a region of the world, country, or culture group, (2) the study of contemporary non-English language courses that have a significant cultural component, (3) comparative cultural studies with an emphasis on non-U.S. areas, and (4) in-depth studies of non-U.S. centered cultural interrelationships of global scope such as the global interdependence produced by problems of world ecology, multinational corporations, migration, and the threat of nuclear war.

Reviewed 4/2014

Proposer: Please complete the following section and attach appropriate documentation.

ASU--[G] CRITERIA			
GLOBAL AWARENESS [G]			
YES	NO		Identify Documentation Submitted
<input checked="" type="checkbox"/>	<input type="checkbox"/>	1. Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside the U.S.	
		2. The course must match at least one of the following descriptions: (check all which may apply):	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	a. In-depth area studies which are concerned with an examination of culture-specific elements of a region, country or culture group. The area or culture studied must be non-U.S. and the study must contribute to an understanding of the contemporary world.	see attached
<input type="checkbox"/>	<input checked="" type="checkbox"/>	b. The course is a language course for a contemporary non-English language, and has a significant cultural component.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	c. The course is a comparative cultural study in which most, i.e., more than half, of the material is devoted to non-U.S. areas.	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	d. The course is a study of the cultural significance of a non-U.S.-centered global issue. The course examines the role of its target issue within each culture and the interrelatedness of various global cultures on that issue. It looks at the cultural significance of its issue in various cultures outside the U.S., both examining the issue's place within each culture and the effects of that issue on world cultures."	

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Course Prefix	Number	Title	Designation
FSE	294	Global Engineering	Global Awareness (G)

Explain in detail which student activities correspond to the specific designation criteria. Please use the following organizer to explain how the criteria are being met.

Criteria (from checksheet)	How course meets spirit (contextualize specific examples in next column)	Please provide detailed evidence of how course meets criteria (i.e., where in syllabus)
<p>SAMPLE: 2d: study the cultural significance of a non-U.S. centered global issue</p>	<p>SAMPLE: The course examines the cultural significance of financial markets Japan, Korea, and the UK.</p>	<p>SAMPLE: Module 2 shows how Japanese literature has shaped how Japanese people understand world markets. Module 3 shows how Japanese popular culture has been changed by the world financial market system. Modules 4 & 5 do the same for Korea and modules 6 & 7 do the same for the UK.</p>
<p>1 Studies must be composed of subject matter that addresses or leads to an understanding of the contemporary world outside of the US</p>	<p>Students in this course will study the culture, economic and political factors which influence modern day Vietnam and place new learning in context as they work directly with engineering clients (faculty and students) in Vietnam to understand and develop engineering solutions appropriate to the emerging economy</p>	<p>Module 1 and 2a: Students review available information on the history, politics, economics and culture of Vietnam and develop a country profile using Blackboard's Group Wiki. Students will also generate country profiles on other emerging countries.</p> <p>Students will identify key characteristics of the global business environment. Students will also interview Vietnamese faculty/business leaders and review international business resources to develop a report on the historical events and cultural aspects which influence modern day engineering business and international relations within Vietnam.</p> <p>Module 2b and 5: Students interact with Vietnamese faculty and students in a client-engineer relationship. Students work to understand challenges and issues people in Vietnam face and to develop solutions which are appropriate to their circumstances as an emerging economy. Students analyze interviews with the Vietnamese clients to understand influences of characteristics identified in Module 2a.</p>

<p>2b In-depth studies concerned with an examination of a cultural specific elements of a region or group - contribute to an understanding of the contemporary world</p>	<p>Students will study the fundamentals of global business and apply this knowledge to develop profiles of an emerging economy (Vietnam) through direct and indirect methods.</p>	<p>Module 1: Background Development on Vietnam</p> <p>Students will review available information on the history, politics, economics and culture of Vietnam and develop a country profile using Blackboard's Group Wiki. Students will also generate country profiles on other emerging countries.</p>
		<p>Module 2a: Foundations of Global Business and Characteristics of the Global Business Environment</p> <p>Students will identify key characteristics of the global business environment. Students will also interview Vietnamese faculty/business leaders and review international business resources to develop a report on the historical events and cultural aspects which influence modern day engineering business and international relations within Vietnam.</p>
		<p>Module 2b: Development of Problem Statement and Project Specifications Students will interview faculty and students from Vietnam, who will be serving as 'clients' for an engineering design project, and to develop a problem statement and identify criteria/requirements for a design problem specific to conditions in Vietnam</p> <p>Module 2c: Development of Cultural Competency (Vietnam)</p> <p>Students will learn and share elements of basic cultural and language competencies with regards to Vietnam by accessing local resources and through social contact with our Vietnamese 'clients'.</p> <p>Module 6: Project Reflection</p> <p>Students will develop self-reflections on the teamwork and design process. Students will identify how elements from their country profile, cultural competencies and business environment studies influenced their design process and client interactions.</p>

FSE 294: Global Engineering

Course Description

The Global Engineering course is a design-centered engineering course which places the design process within the context of the unique needs and circumstances of an international and 'emerging' country. Students in this course will learn about and experience the historical, cultural and political factors which influence global engineering and business practices in Vietnam while also providing opportunities to learn about and use various advanced engineering tools and software to solve engineering problems. In this course, students will work in a team environment, interacting closely with engineering clients from Vietnam (faculty and students from Higher Engineering Education Alliance Program partner schools), to develop an engineering solution to Vietnam-specific engineering design problem.

FSE 294: Global Engineering

Instructor Information

Instructor: Dr. David Benson

Office: CAVC 364

Phone:

Email: bensond@asu.edu

Office Hours:

Office: TBD

Course Location and Meeting Times

Day: TBD

Time: TBD

Location: TBD

Course Description

The Global Engineering course is a design-centered engineering course which places the design process within the context of the unique needs and circumstances of an international and 'emerging' country. Students in this course will learn about and experience the historical, cultural and political factors which influence global engineering and business practices in Vietnam while also providing opportunities to learn about and use various advanced engineering tools and software to solve engineering problems. In this course, students will work in a team environment, interacting closely with engineering clients from Vietnam (faculty and students from Higher Engineering Education Alliance Program partner schools), to develop an engineering solution to Vietnam-specific engineering design problem.

Course Learning Outcomes (ABET)

1. Students will develop a country profile on the current political, cultural, economic and social state of an emerging nation. **(CONTEMPORARY ISSUES) (g, h, j)**
2. Using interviews and international business resources, students will develop a report on the historical events which influence modern day engineering business and international relations with the partner country. **(CONTEMPORARY ISSUES) (g, h, j)**
3. Students will demonstrate basic cultural and language competencies with regards to the partner country. **(CULTURAL AWARENESS/SENSITIVITY) (h)**
4. Students will develop problem statements and criteria/requirements on a global engineering project through interviews and communications with international partners/clients **(PROBLEM IDENTIFICATION) (c, g)**

5. Students will develop a portfolio which demonstrates their ability to analyze and solve problems relating to the engineering requirements of the partner project. **(ENGINEERING ANALYSIS AND PROBLEM SOLVING) (a, e)**
6. Students will, as a part of a design team, design and create a prototype using the engineering design process that addresses design constraints and requirements developed with international partners; **(PROJECT MANAGEMENT) (a, c, d, k)**
7. Students will apply basic teaming principles, reflect on team performance (using models such as Tuckman's Model) and implement team effectiveness practices (such as CATME and Role Assignment). **(TEAMING PRINCIPLES) (d)**
8. Students will construct detailed project plans using basic project management techniques (such as scheduling and budgeting) and methods (such as Gantt charts) **(PROJECT MANAGEMENT) (d)**
9. Student teams will write a project report and give project presentations following technical communication guidelines which include formatting, explaining and justifying aspects of the project. **(TECHNICAL COMMUNICATION) (g)**
10. Students will justify the decisions made in their prototype design and reflect on the team's progress throughout the design process; **(ASSESSMENT AND REFLECTION)**

Course Materials

- Gaspar, Julian, et al. Introduction to Global Business: Understanding the International Environment & Global Business Functions (2013)
- Additional required and recommended readings will be provided
- Website: Assignments, announcements, and other course materials will be posted to BlackBoard via my ASU. Make sure to check BlackBoard regularly.

Course Requirements

Attendance

Attendance is required for all lab and lecture sessions. Students who miss class are responsible for contacting the instructor for lecture/lab materials and homework/assignment information. If you miss more than one class or are late to class regularly, points may be deducted from your grade. An absence will not be counted against a student for excused absences (illness, death in the family, university sanctioned event, etc.) providing that the reason for the absence is documented in writing and the instructor is notified **prior** to the absence (if possible).

Assignments

All assignments must be turned in at the beginning of class on the date they are due. No late assignments will be accepted except for university accepted reasons (see above). Please contact the instructor if you miss an assignment due to sickness, injury or other valid reason.

Academic Integrity

ASU expects and requires all its students to act with honesty and integrity, and respect the rights of others in carrying out all academic assignments, in accordance with the ASU Academic Integrity Policy (AIP). Any form of plagiarism and cheating will not be tolerated. Plagiarism includes, but is not limited to the following: copying another student's work; copying or using words or ideas from a book, article, website, etc. without giving credit; not citing a source correctly.

You are encouraged to work with others on assignments. However, assignment denoted as **individual assignments** MUST be your own, original work. **Group/team assignments** are expected to be the original work of the group/team. All members of the team must participate in completing these assignments. The instructor reserves the right to not give credit or give partial credit to individuals within the team who do not participate in completing team assignments.

Disability Accommodations

Students with disabilities who may require special accommodations are encouraged to request for them through the Disability Research Center. All such requests will be kept confidential and every attempt will be made to provide equal access.

Policy Against Threatening Behavior

Any kind of threatening behavior against the students or the instructor will be handled per the *Student Services Manual, SSM 104-02, "Handling Disruptive, Threatening, or Violent Individuals on Campus"*

Course Grading

Teamwork and participation are critical to your success in this course. Your performance on individual and team assignments will be weighted equally in this course. The table below provides details on how your performance will be assessed for this course. Additional materials which specifically outline the expectations for each assignment will be provided for the deliverables that are required in each category.

	Percentage
Individual	40
Country Profile	(10)
Vietnam Report	(10)
Cultural Competencies	(5)
Engineering & Analysis Portfolio	(10)
Project Reflection	(5)
Team	60
Design Project (multiple deliverables)	(45)
Design Report	(15)

Your final course grade will be based on the percentage of total points you earn during the semester as follows:

A+	97 – 100
A	96 – 94
A-	90 – 93
B+	89 – 87
B	86 – 84
B-	83 – 80
C+	79 – 77
C	76 – 70
D	69 – 60
E	Less than 59

Module 1: Background Development on Vietnam

Students will review available information on the history, politics, economics and culture of Vietnam and develop a country profile using Blackboard's Group Wiki. Students will also generate country profiles on other emerging countries.

Module 2a: Foundations of Global Business and Characteristics of the Global Business Environment

Students will identify key characteristics of the global business environment. Students will also interview Vietnamese faculty/business leaders and review international business resources to develop a report on the historical events and cultural aspects which influence modern day engineering business and international relations within Vietnam.

Module 2b: Development of Problem Statement and Project Specifications

Students will interview faculty and students from Vietnam, who will be serving as 'clients' for an engineering design project, and to develop a problem statement and identify criteria/requirements for a design problem specific to conditions in Vietnam

Module 2c: Development of Cultural Competency (Vietnam)

Students will learn and share elements of basic cultural and language competencies with regards to Vietnam by accessing local resources and through social contact with our Vietnamese 'clients'.

Module 3a: Project Concept Generation and Decision Making

Students will develop design concept using ideation and decision making techniques which will address the problem statement and satisfy the stated requirements/criteria. Students will report results to the clients and interview clients to generate feedback and revise design, if necessary. Students will develop a research and testing plan as well as a mock-up/prototyping plan using Gantt Charts and other resources.

Module 3b: Orientation to TechShop and ESpace Facilities

Students will learn about the resources available to ASU students at both TechShop (Chandler) and ESpace. Students will take safety and skill development classes as needed.

Module 4: Project Research, Testing and Building

Students will implement research, testing and building plans on the client project. Students and teams will complete regular status updates on the project and revise the Gantt Charts (or other management documents) to reflect project status.

Module 5: Project Reporting

Student teams will develop a project report summarizing their efforts at each stage of the design process and presenting their final design/prototype/mock-up along with results of performance testing

and assessment. Student teams will present this report to the Vietnamese 'clients' along with video of their final prototype/mock-up. Student teams will also share and discuss their experience (as students) with the design process with the Vietnamese students.

Module 6: Project Reflection

Students will develop self-reflections on the teamwork and design process. Students will identify how elements from their country profile, cultural competencies and business environment studies influenced their design process and client interactions.

Course Schedule (Tentative*)

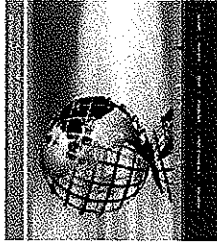
Week	Day	Date	Topic/Module	Required Reading (textbook)
1			Module 1: Background Development on Vietnam	Ch.1
2			Module 2a: Foundations of Global Business and Characteristics of the Global Business Environment	Ch 1,2 & 3
3			Module 2a: Foundations of Global Business and Characteristics of the Global Business Environment	Ch 5 & 6
			Module 2b: Development of Problem Statement and Project Specifications	
4			Module 2b: Development of Problem Statement and Project Specifications	
5			Module 2c: Development of Cultural Competencies (Vietnam)	
			Module 2b: Development of Problem Statement and Project Specifications	
6			Module 2c: Development of Cultural Competencies (Vietnam)	
			Module 3a: Project Concept Generation and Decision Making	
7			Module 3b: Orientation to TechShop and ESpace Facilities	
			Module 3a: Project Concept Generation and Decision Making	
8			Module 3b: Orientation to TechShop and ESpace Facilities	
			Module 3a: Project Concept Generation and Decision Making	
9			No Class – Spring Break	
10			Module 4: Project Research, Testing and Building	
11			Module 4: Project Research, Testing and Building	
12			Module 4: Project Research, Testing and Building	

13			Module 4: Project Research, Testing and Building	
14			Module 4: Project Research, Testing and Building	
			Module 5: Project Reporting	
15			Module 5: Project Reporting	
16			Module 5: Project Reporting	
			Module 6: Project Reflection	
17			Exam Week	

*This schedule is tentative and may be changed during the semester as needed.



introduction to
global business



Introduction to Global Business: Understanding the International Environment & Global Business Functions, 1st Edition

Julian E. Gaspar - Mays Business School, Texas A&M University
Antonio Arreola-Risa - Mays Business School, Texas A&M University
Leonard Bierman - Mays Business School, Texas A&M University
Richard T. Hise - Mays Business School, Texas A&M University
James W. Kolari - Mays Business School, Texas A&M University
L. Murphy Smith - Murray State University

ISBN-10: 0547152124 | ISBN-13: 9780547152127
 432 Pages Paperbound
 © 2014 Published

About this Product

Overview

The global business environment is rapidly changing because of shifts in geopolitical alliances, active roles of global institutions, and advances in information technology. Gaspar et al. *INTRODUCTION TO GLOBAL BUSINESS, 1E* introduces the comprehensive foundational and functional tools to better prepare students for a global business landscape. As part of the functional approach, the text flows smoothly and clearly from concept to application, asking students to implement their learning into real-world personal and professional applications. The specialized author team introduces globalization through unparalleled scholarship and a world-view presentation of the fundamental pillars of the global landscape – culture, ethics, economic, and information technology. The purpose of this book is to introduce students to these principles in an engaging, current, and relevant way in the hope that they may develop the knowledge for successful careers in a globalized business landscape.

Ensure that your students understand the procedures and concepts they need to know with *CengageNow* for *INTRODUCTION TO GLOBAL BUSINESS, CengageNOW*, an online course management and learning system, combines the best of current technology to save time in planning and managing your course and assignments. You can reinforce comprehension with customized student learning paths and efficiently test and automatically grade assignments with reports that correspond to AACSB standards. *CengageNow* for *INTRODUCTION TO GLOBAL BUSINESS* includes *LivePlan* from Palo Alto Software, a proven web-based business plan software that allows you students produce a professional-grade business plan through software used by real entrepreneurs.

Available with *InfoTrac*® Student Collections <http://go.cengage.com/infotrac>.

About The Author

Antonio Arreola-Risa

Dr. Arreola-Risa is an Associate Professor in the Information & Operations Management Department, Mays Business School, Texas A&M University. He received his B.S. in industrial and systems engineering from Monterrey Institute of Technology (ITESM) in Mexico, his M.S. in industrial engineering from Georgia Institute of Technology, and his M.S. and Ph.D. in operations management from Stanford University. Prior to joining Texas A&M University, Dr. Arreola-Risa worked as a production and inventory control analyst at a manufacturing firm, and later he taught at ITESM and at the University of Washington in Seattle. His primary research, teaching, and consulting interests are in production-inventory systems as well as in service operations, with emphasis on enterprise resource planning, supply-chain management, and health care systems management. He currently teaches undergraduate, masters, and doctoral courses. He has also lectured in executive education programs and consulted for numerous companies in the U.S. and abroad. Dr. Arreola-Risa is a member of the Decision Sciences Institute, the Institute of Industrial Engineers, and the Institute for Operations Research and the Management Sciences. Some of his research can be found in the academic journals *Decision Sciences*, *European Journal of Operational Research*, *IE Transactions*, *Management Science*, *Naval Research Logistics*, and *Production and Operations Management*. He is the co-author of the textbooks *Linear Programming: an introduction to quantitative decision making* (Thomson Learning Inc., 2003) and *Introduction to Business* (Houghton Mifflin Company, 2006).

Leonard Bierman

Professor Bierman does research and writing in the areas of strategic management and human resource management, with particular emphasis on topics related to corporate governance and professional service firms. Earlier in his career he held positions in the federal government at the EEOC, the U.S. Department of Labor and the U.S. International Trade Commission.

L. Murphy Smith

Dr. L. Murphy Smith, CPA, is the David and Ashley Dill Distinguished Professor of Accounting at Murray State University. Dr. Smith's academic record includes numerous professional journal articles, research grants, books, and professional meeting presentations in the U.S. and abroad. His work has been cited in various news media, including *Fortune*, *USA Today*, and *The Wall Street Journal*. He has received numerous teaching and research awards, including the Outstanding Researcher Award from the American Accounting Association Strategic and Emerging Technologies Section and the Outstanding Educator Award from the Texas Society of CPAs. He ranks in the top one percent of authors on Social Sciences Research Network (SSRN.com) by downloaded articles. During his career, he has held a number of leadership positions in academic and professional organizations e.g. President of the American Accounting Association Gender Issues and Work-Life Balance Section. His major research interests are ethics, international accounting, systems, and auditing. Dr. Smith serves on several journal editorial boards and his research has appeared in leading journals such as *Accounting Horizons*, *Contemporary Accounting Research*, *International Journal of Economics and Accounting*, and *Research on Professional Responsibility and Ethics in Accounting*.

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- Part I: Foundations of Global Business.
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- Part II: Global Business Environment.
5. The Cultural Environment of Global Business.
 6. The Legal, Economic and Political Environment of Global Business.
 7. Corruption and Ethics in Global Business.
- Part III: Global Business Strategy and Organization.
8. Entry Strategies in Global Business.
 9. Control of Global Business.
 10. The Organization of Global Business.
- Part IV: Managing Global Business.
11. Global Human Resource Management.
 12. Global Marketing.
 13. Global Operations and Supply-Chain Management.
 14. Global Financial Management.
 15. Global Accounting and Taxation.

Features

- Cultural Perspectives: Each chapter opens with a cultural perspective vignette highlighting a different global culture and how that culture affects the global business landscape.
- Learning Objectives: Marginal Learning Objectives emphasize key points for student comprehension.
- Reality Checks: Tied to Learning Objectives, the Reality Checks project academic concepts into a real-world context by asking students to consider the implications and benefits that specific global business fundamentals have had in their lives, in their larger community, or in the global business climate as a whole. As a marginal benefit, the Reality Checks also denote the completion of a learning objective section – creating clear concise learning modules within each chapter.
- Economic Perspectives: With the valuable interconnectedness of the global economy, the economic perspectives boxed feature delves deeper into the critical understanding of economic issues facing tomorrow's business leaders.
- Ethical Perspectives: As seen in recent years and as we broaden our global scope in business, ethical decision making can help create sustainable business practices across the globe. Because ethics varies from country to country, the ethical perspectives boxed feature helps students get a handle on the diverse business environment they are about to embark on.
- Mini-cases: Mini-cases highlight specific companies to help bring the chapter concepts alive.
- Point-Counterpoint: Honing in on the necessary critical thinking skills to make intelligent and ethical business decisions, the point-counterpoint provides insight into the varying perspectives of a controversial business issue and asks students to make a choice and support their decision.
- Interpreting Global Business News: Understanding the world around you is a critical element to success in global business. This feature guides student through the (sometimes complicated) nuances of what is happening in global business news.
- Portfolio Projects: Explore Your Own Case in Point and Develop an International Strategy for Your Own Small Business projects allow students an opportunity to research and discover more about a global organization. Through guided answers as the end of each chapter, students will essentially develop their own case surrounding one institution. This comprehensive project is meant to be developed over the course of the semester.
- Develop an International Strategy for Your Own Small Business: Focusing on an entrepreneurial spirit, this feature guides students through developing a strategic business plan to compete globally. By the end of the semester, they should have something concrete to take out into the business world.

New to this Edition

- InfoTrac® Student Collections are specialized databases expertly drawn from the Gate Academic One library. Each InfoTrac® Student Collection enhances the student learning experience in the specific course area related to the product. These specialized databases allow access to hundreds of scholarly and popular publications - all reliable sources - including journals, encyclopedias, and academic reports. Learn more and access at: <http://go.cengage.com/infotrac>.

Online Resources

CengageNOW with Live Plan: Small Business Management: Launching and Growing Entrepreneurial Ventures Instant Access ISBN-10: 1133628729 | ISBN-13: 9781133628729

Ensure that your students understand the procedures and concepts they need to know with CengageNOW. This integrated, online course management and learning system combines the best of current technology to save time in planning and managing your course and assignments. You can reinforce comprehension with customized student learning paths and efficiency test and automatically grade assignments with reports that correspond to AACSB standards. CengageNOW for INTRODUCTION TO GLOBAL BUSINESS includes LivePlan from Palo Alto Software, a proven web-based business plan software that allows your students produce a professional-grade business plan through software used by real entrepreneurs. For your convenience, CengageNOW is also compatible with WebCT® and Blackboard®. For more information, visit <http://cengage.com/cengageNOW>. Available through <http://www.cengagebrain.com>.

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