



Syllabus

SCHOOL OF BUSINESS AND MANAGEMENT **MBA 546: Doing Business in European Union**

3 Credits
Effective: Summer 2014

Access to the Internet is required.
All written assignments must be in Microsoft-Word-compatible formats.
See the library's APA Style Guide tutorial for a list of resources that can help you use APA style.

FACULTY

Faculty Name: FACULTY NAME

Contact Information: CONTACT INFORMATION

[INSTRUCTOR MAY INSERT PERSONAL MESSAGE IF DESIRED]

COURSE DESCRIPTION

This course is designed to provide a practical perspective on doing business in the European Union. The primary focus will be on the internal market and those policies and institutions which directly affect the economic environment within the EU. The course will examine the harmonization of policies across Europe but also address the diversity of member states and how that fragments the market and affects business and functional-area strategies. Upon completing the course, students will be able to make informed strategic decisions about how businesses can best capitalize on the opportunities that the European market provides.

COURSE RESOURCES

Required and recommended resources to complete coursework and assignments are available from the [Course Document Lookup](#).

CITYU LEARNING GOALS

This course supports the following City University learning goals:

COURSE OUTCOMES

In this course, learners:

- 1. Analyze how businesses can directly benefit from and also influence the institutions and policies of the EU.
- 4. Determine the conditions under which Europe-wide business and functional area strategies can be adopted.
- 6. Debate the EU's evolving role in the global economy.
- 5. Construct a market entry or expansion strategy for the whole or a part of Europe.
- 3. Categorize member states according to cultural, economic, political and technological criteria.
- 2. Critique the level of completeness of the four freedoms (goods, services, persons and capital) which make up the single European market.

CORE CONCEPTS, KNOWLEDGE, AND SKILLS

- Acquis Communautaire
- Competition policy
- Competitiveness
- Deepening vs. Widening debate
- EU grants

- EU institutions
- EU treaties
- Globalization and Europeanization
- Industrial policy
- Lobbying
- Marketing
- Modes of market entry
- Monetary vs. Financial policy
- PEST analysis
- Regional trade blocks
- Single European Market (four freedoms)
- The Euro
- The European Neighborhood
- Theories of integration
- Theories of national culture
- Trade barriers

OVERVIEW OF COURSE GRADING

The grades earned for the course will be derived using City University of Seattle’s decimal grading system, based on the following:

<i>Overview of Required Assignments</i>	<i>% of Final Grade</i>
Case Analysis	25%
Policy Analysis	25%
Expansion Plan	30%
Instructor Determined Activities	20%
TOTAL	100%

SPECIFICS OF COURSE ASSIGNMENTS

The instructor will provide grading rubrics that will provide more detail as to how this assignment will be graded.

Case Analysis

The instructor will assign a case on the European Union or give student guidelines to use in selecting a case for analysis. A case analysis is designed to help you sharpen your analytical skills. The strongest way to analyze a case is to apply a variation of the scientific method. You will need to identify the key problem in the case, come up with viable and realistic alternative courses of action (this may involve second guessing decisions that were made in the past if the case does not leave you at a current decision point), choose one to pursue, and justify why that option is the best one. In doing this, you will need to develop a clear thesis which should be grounded in your interpretation of the key problem. You should also be sure to employ the concepts we have used in class to enrich your analysis. The length of the assignment will be designated by the instructor. Students must use proper APA format for citations and

the reference list, if included.

<i>Components</i>	<i>% of Grade</i>
Integration of course concepts	25%
Completeness of analysis	35%
Logically supported conclusions and recommendations (including proper bibliographic support if applicable)	30%
Grammar, spelling, punctuation, and syntax	10%
TOTAL	100%

Policy Analysis

This assignment gives you an opportunity to select a specific area of EU policy which is of direct relevance to your career. The analysis is not just a summary of a policy area. It must make specific recommendations as to the ways that a particular company could and should react to the chosen policy. More details on how you are expected to write this up will be provided by your instructor.

Policies can be found by going to: http://europa.eu/pol/index_en.htm. Students should choose from among the following policy areas: Agriculture, Audiovisual and Media, Consumers, Energy, Environment, Food safety, Information technology, Public health, and Sport. Note that these are just "areas" and to get to the actual policies you must drill down further. For example: Food Safety > (click the legislation tab) Product Labelling and Packaging > GMO Labelling (this is an acceptable policy), or another example: Information Technology > (click the legislation tab) Radio Frequencies > Mobile Broadband Services (again this is acceptable). You can recognize the basic level as often these are labeled "general principles" or "specific provisions" or "specific summaries."

<i>Components</i>	<i>% of Grade</i>
Clear recommendations	20%
Style, grammar and references	20%
Clear and concise summarization	20%
Evaluation from news sources	20%
Quality of critical analysis	20%
TOTAL	100%

Expansion Plan

Students are asked to develop an expansion (or market entry) plan for Europe. Students should begin by identifying a local company that has little to no European presence outside of its home country. They can also use their ideas for a start up company, rather than choosing an already existing entity. It is suggested that students choose a subject matter expert (SME) in a country that is part of the EU or choose a firm from a non-EU country that has no EU presence but is ready to engage in international activity. Students will then analyze the European market and develop a strategy for how that company will expand into Europe. They should describe 1) briefly why the company is ready to being international activities, 2) whether the company's product(s) are suited to a Europe-wide approach or whether they will need a multi-domestic strategy, 3) which specific national market(s) would the company expand to first, 4) what would their basic marketing and personnel strategy for those markets be, and 5) briefly identify future expansion plans which would build on the first market chosen in step three. In section three it is extremely important that students' reasoning is clearly defined. Students should state what criteria they have used to make their decision and why they felt those criteria were the most important for this business. Suggestions for company selection will be provided by the instructor.

<i>Components</i>	<i>% of Grade</i>
Proper structure	15%
Appropriate choice of company	15%
Quality of analysis	30%
Logical conclusion	20%
Style, grammar and references	20%
TOTAL	100%

Instructor Determined Activities

You are expected to be active participant in class. This means three things:

- 1) you have read the materials;
- 2) you participate in discussions;
- 3) you make quality comments which are thoughtful and relevant to the topic at hand.

Grading will be based equally on these three points. Additionally, topics may arise in class that require further research outside of class; students who conduct that research and share the results in class will be rewarded in this section of their grade.

Additionally, there will be in class activities including debates and presentations which will form part of your grade in this section. More details will be provided in advance of those.

<i>Components</i>	<i>% of Grade</i>
Meets requirements of the activity in a timely manner	25%
Adds insightful or new ideas, comments, or questions relevant to the activity and/or to other students' posts	25%
Appropriately references readings, material in course sessions and other postings	25%
Writes clearly, concisely, and grammatically	25%
TOTAL	100%

COURSE POLICIES

Late Assignments

LATE ASSIGNMENT

Participation

PARTICIPATION

Professional Writing

Assignments require error-free writing that uses standard English conventions and logical flow of organization to address topics clearly, completely, and concisely. CityU requires the use of APA style.

UNIVERSITY POLICIES

You are responsible for understanding and adhering to all of City University of Seattle's academic policies. The most current versions of these policies can be found in the [University Catalog](#) that is linked from the CityU Web site.

Title IX Statement

City University of Seattle and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify CityU's Title IX coordinator and share the basic fact of your experience. The Title IX coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

To view CityU'S sexual misconduct policy and for resources, please visit the [Campus Safety and Title IX Page](#) in the my.cityu.edu portal.

Scholastic Honesty

Scholastic honesty in students requires the pursuit of scholarly activity that is free from fraud, deception and unauthorized collaboration with other individuals. You are responsible for understanding CityU's policy on scholastic honesty and adhering to its standards in meeting all course requirements. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Scholastic Honesty* under *Student Rights & Responsibilities*.

Attendance

Students taking courses in any format at the University are expected to be diligent in their studies and to attend class regularly.

Regular class attendance is important in achieving learning outcomes in the course and may be a valid consideration in determining the final grade. For classes where a physical presence is required, a student has attended if s/he is present at any time during the class session. For online classes, a student has attended if s/he has posted or submitted an assignment. A complete copy of this policy can be found in the [University Catalog](#) in the section titled *Attendance Policy for Mixed Mode, Online and Correspondence Courses*.

SUPPORT SERVICES

Disability Services Accommodations Statement

Students with a documented disability who wish to request academic accommodations are encouraged to contact Disability Support Services to discuss accommodation requests and eligibility requirements. Please contact Disability Support Services at disability@cityu.edu or 206.239.4752 or visit the [Disability Support Services](#) page in the my.cityu.edu portal. Confidentiality will be observed in all inquiries. Once approved, information about academic accommodations will be shared with course instructors.

Library Services

CityU librarians are available to help you find the resources and information you need to succeed in this course. Contact a CityU librarian through the [Ask a Librarian](#) service, or access [library resources and services online](#), 24 hours a day, seven days a week.

Smarthinking

As a CityU student, you have access to 10 free hours of online tutoring offered through Smarthinking, including writing support, from certified tutors 24 hours a day, seven days a week. Contact CityU's Student Support Center at help@cityu.edu to request your user name and password.