



SMO 435
MANAGING INTERNATIONAL BUSINESS
COURSE OUTLINE¹
FALL TERM 2013, LEC X01

Classroom:	Business 3-06	Class Time:	Mondays, 1830-2130
Instructor:	Qin Han	Office Hours:	By appointment.
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Materials: Cases (\$7/each or less)
Available at Ivey Publishing
<https://www.iveycases.com/>

Other Readings (Free of charge)
Other readings, such as *Harvard Business Review*, *Financial Times*, and *The Economist* articles, can be accessed through the university library's EBSCO HOST. The database title is Business Source Complete.

Prerequisites: SMO 201, 3rd Year **Web Site:** <https://ulearn.ualberta.ca>

COURSE GOALS

- To develop skills in analyzing international business situations, generating alternative courses of action, and developing recommendations for firms and individual managers.
- To gain greater insight into the skills and capabilities of successful international managers.
- To develop a richer understanding of how differing economic, socio-political, cultural, and regulatory environments affect the complex practice of managing multinational businesses.
- To improve critical thinking, communication, and learning skills important for life-long success.

COURSE OVERVIEW

We will examine some of the central strategic and organizational issues that companies face in the global economy. We put ourselves into the role of practicing managers who are facing challenges, making decisions, and taking in an international and multicultural context.

This course consists of two essential parts – learning and doing. The learning part of the course involves extending your understanding of international management via readings, short lectures, watching videos, and case discussions. The doing part of the course involves applying

¹As of 2013-09-04. This course outline is subject to change. "Policy about course outlines can be found in Section 23.4(2) of the University Calendar. (GFC 29 SEP 2003)."

your knowledge to the analysis of cases, in-class debate, and other experiential exercises. Consistent with education research, a variety of activities are planned to help you learn about international management.

Disclaimer

While we will examine many issues related to international management, we cannot possibly anticipate all the issues you will confront in the years ahead. Moreover, organizations have varied technologies, market conditions, and idiosyncratic people who work in them. Because of this complexity, in this class there are few universal answers. Instead, the answer is usually “It depends.” Given these circumstances, our primary mission is to help you better elaborate what “it depends” on. Today’s “best practices” sometimes become yesterday’s derided fads, but critical reasoning skills will remain crucial.

COURSE POLICIES

Missed Assignments

Based on the material in the University of Alberta Calendar for exams (section 23.5.6), any student who is incapacitated because of illness, is suffering from severe domestic affliction, or has another compelling reason (including religious conviction) may apply for an excused absence for a missed major assignment.

Excused absence for a missed assignment is a privilege, not a right, and is granted at the discretion of the instructor or the Faculty, depending on the circumstances. *University policy states specifically that vacation, travel, and weddings are not acceptable reasons for being absent.*

If you have a conflict please discuss it with me beforehand and I will be happy to find a good solution with you. In fairness to other students, I am far less likely to accept excuses once an assignment deadline has passed.

Here are links to additional information on illnesses and absences.

http://www.registrar.ualberta.ca/files/What_to_do_when_you_are_sick.pdf.

Revised Medical Statement Form (in the Personal Information Forms section of the Forms Cabinet page): <http://www.registrar.ualberta.ca/ro.cfm?id=213>.

Advice for Instructors on when a student is absent (second bullet in the Useful Information section of the Faculty & Staff page):

<http://www.registrar.ualberta.ca/ro.cfm?id=52>.

University Policy on Recording

Audio or video recording of lectures, labs, seminars or any other teaching environment by students is permitted ONLY with the prior written consent of the professor or if recording is part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor.

Appropriate Conduct.

My goal is to create a supportive environment for learning based on open, constructive debate. This requires all of us to be engaged with the material and with each other in a professional manner, with courtesy and respect for each other’s individuality. Discrimination, malicious criticism, and disruption of class are examples of unacceptable conduct. For others, see the Code of Student Behavior. <http://www.uofaweb.ualberta.ca/secretariat/studentappeals.cfm>].

Academic Integrity.

According to General Faculties Council: The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at www.ualberta.ca/secretariat/appeals.htm) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University. (GFC 29 SEP 2003)

Plagiarism is NOT tolerated.

Students should familiarize themselves with the University of Alberta's policy on plagiarism (<http://guides.library.ualberta.ca/content.php?pid=62200&sid=457651>).

Special Needs.

Please let me know if you have special needs that may require some modification of seating, testing or other class requirements so that appropriate arrangements can be made. Please see me before or after class. Special arrangements must be made before any assignment due dates have passed.

Course Web Site.

I will usually post notes or slides, if any, before the class but there may be some occasions where they are posted after class.

Instructor's Role.

My primary role is as a facilitator of your learning by selecting course materials, orchestrating the class discussions, and creating exercises. My role is not to lecture extensively about the readings or topics. I will offer my insights and commentary about the cases and readings, usually near the end of a discussion.

Contacting Me.

The best way to contact me outside class times is via e-mail. Please indicate your class number and your questions in the subject line of your e-mail (e.g., SMO 435: Case Analysis). For questions that are applicable to all SMO 435 students, I will raise the issue in class so that everyone has access to the same information.

GRADING²

Mark Distribution

Individual assignments

Daily Involvement	20%	<hr/>	20%
Case Analysis			
.....1 st (2-3 pages)	10%		
.....2 nd (3 pages)	15%	<hr/>	25%
In-Class Debate (2 times)	5% each	<hr/>	10%

Group assignments

Video Presentation	10%	<hr/>	10%
Group Project			
.....Written Report (10-15 pages)	25%		
.....Presentation	5%		
.....Individual contribution	5%	<hr/>	35%
	Grand Total		100%

Grading Policies

Grade distribution. UofA grading policy indicates that grades for an upper level undergraduate class should follow some rough bell distribution, ranging from high A's down to low C's (with D's or lower as failures). Furthermore, normally, according to the Undergraduate Office, about 60% of the class should receive some form of B or lower.

The official University grading system will be implemented for this section of this course using a combination of a particular distribution and absolute measures (GFC PM Section 61, 29 SEP 2003), or online at <http://www.uofaweb.ualberta.ca/gfcpolicymanual/policymanualsection61.cfm>.

Note that if the class as a whole is highly engaged, lower grades will be rare and the class will have a higher median average than presented in the policy.

We will often use % grades for assignments. The percentage grades approximately translate as follows: My general guideline in marking assignments is that numerical scores in the 90s are As, in the 80s are Bs, in the 70s are Cs, and 60s are Ds. Ds are not passing.

Grading. All grading is done by the instructor and grades will be posted on ULearn. The final grade will be determined based on each student's performance relative to the other students in the class. Once assigned, the final grade in the class will not be changed except in the case of a recording error. These represent the only marks available to students. Make-up or extra work to improve your grade is not possible. Upon e-mail request you can pick up your final paper.

² Please refer to the official University of Alberta Assessment and Grading Policy at <https://policiesonline.ualberta.ca/PoliciesProcedures/Pages/DispPol.aspx?PID=101>.

Remarking. You are welcome to discuss your individual class performance and standing in the course with me during my office hours. You have the right to have any assignment remarked, if you choose. To do so, you must submit, in writing, a memo detailing the reason why you believe your mark should be reconsidered **within 48 hours of receiving your mark**. No remarking will be done after grades have been posted for 48 hours. Also realize that I will remark the entire assignment and this may result in a raising, lowering, or no change to your mark.

General Rules for Assignment

General criteria for writing assignments. There are general criteria for evaluating all written assignments. Perhaps the most important is answering the questions clearly and concisely using the relevant material. Clear writing implies clear thinking! Do not hedge, equivocate, or recommend hiring a consultant. Arguments should be well constructed and your reasons prioritized, as opposed to arguing by list. Spelling, proofreading, and grammar are not to be neglected.

Format rules for writing assignments. Each written assignment should be Times New Roman, 12 point font, with 2.5 cm/1 inch margins. All assignments must be double spaced. Each assignment has a page limit. Format rules exist for fairness – everyone has the same amount of space for an assignment. Moreover, they allow me to write comments. I will not read beyond the page limit.

Handing in Assignments

Please submit both hard and soft copies of all assignments. Soft copies of the assignments should be submitted electronically to ULearn (in Word). Please note that ULearn records the date and time of electronic submissions.

The soft copy of each individual case analysis is due before 18:30 on the day we discuss the relevant case. A hard copy of the same assignment must be submitted at the beginning of the class on the same day.

The soft copy of the term paper is due by 23:59 on December 5th, 2013. The hard copy of the term paper can be placed in the designated drop box on the 3rd floor by 5pm on December 6th, 2013.

ASSIGNMENTS AND COURSE WORK

Individual Assignments

Daily involvement. Your active involvement in classroom activities will enhance your own and your classmates' learning experience. Because involvement marks reflect your active learning that occurs in the class, marks for a particular class can only be earned if you complete the exercises and participate in class.

I recognize that we are all balancing multiple priorities in our lives and occasionally you may have an off day or a conflicting priority and therefore be unable to prepare for or attend class. *Marks will be scaled with allowances for missing 1 of the 11 class sessions.* If you can't attend class, however, I would appreciate if you could let me know in advance because I may be planning a team exercise.

Preparation in advance is important for high quality participation. I encourage you to bring notes to class and be ready to interject your comments at the appropriate time.

While most verbal participation will be voluntary, I reserve the right to call on any student in the class. Please note, though, that it is not my intention to embarrass anyone. So, if you ever feel that you are not prepared for a given case, please let me know privately in advance. A rubric for verbal participation is attached as Appendix 1.

Case analyses. We will discuss five cases in class this term. Each of you will prepare a written case analysis for two of the five cases.

You will select cases based on your preferences and a random draw. Please review the cases and your term schedule before the first class, so you are ready to choose cases. You can trade a case analysis with another student during the term, but you must inform me first. For those who voluntarily select or are randomly assigned the 1st case, a bonus point of 0.5 will be awarded.

Page limit: The case analyses should be a maximum of 3 pages double-spaced, using the format rules above.

Written case analysis evaluation. The particular decisions you will make in your case analyses are *italicized questions* in the Daily Assignment Details below. To make these decisions and present them cogently, you will need to consider other questions for the case.

You will be evaluated based on your accurate use of case facts and most critically your *analysis*. This should include insights from other course materials and your general business knowledge. *As noted earlier, do not seek outside sources of information about the case.*

Overall, you should put yourself in the position of the manager or leader of the management team depicted in the case. You should identify and discuss the core issues and factors that the decision-maker needs to consider in making a decision. You should next identify some reasonable alternatives, approaches, or courses of action, including the advantages and disadvantages of each option. You should conclude by making recommendations to the firm/individual, including the reasons for your decisions (i.e., what to do, and why).

Your analysis should be written holistically as a paper, not in a Q&A format. A rubric for case analysis evaluation is attached as Appendix 2.

In-class debate. We will have three in-class debate exercises this term. The first one—*Does Canada need manufacturing?*—will not be graded. The last two, however, will each account for 5% of your final grade. You will find the topics and the dates for these debate exercises in the Daily Assignment Details below.

Each student must first take a position on the debate topic. Then you should specify why you take such a position. You could also specify why you do NOT take the opposite position. You should cite examples from the assigned readings or from your previous knowledge and experience to support your arguments.

The best performers of this exercise are those who not only take a clear position and justify their choices but also offer suggestions and alternatives. For example, if you support the position asked in the question, try to suggest how it can work more effectively. If you choose to decline the position asked in the question, try to offer some practical alternatives.

The rubric for marking this exercise is attached as Appendix 3.

In-class individual and group exercises. While much of the class will be a discussion format, we will also work either individually or in small groups. Individual exercises will usually involve reflective writing. Group exercises will usually involve collective analysis, decision-

making, and perhaps writing. Group exercises must be done in a group because group learning is one of the many ways that people learn.

The marking of these exercises will vary based on their intensity. Written exercises that appear to be done thoughtlessly and carelessly will receive a lower score than others. In general, grammar and spelling are unimportant on written exercises, but your work should be legible. The number of in-class exercises is hard to predict at the beginning of the term, but there will be allowances for missing 1 of the classes.

Group Assignments

We will form teams of about 5 students to examine some important issues in international management.

Video presentation. The first group assignment is to find and present a video related to IM in emerging and developing economies, such as African, Latin American, and East European countries. You can look for an inward FDI (IFDI) case, referring to a foreign company doing business in these markets. Or you can look for an outward FDI (OFDI) case about a company from any of these emerging and developing markets conducting business in a foreign country.

Your group should present the video, providing justifications about your choice. The presentation should be within 15-20 minutes, depending on the length of the video.

The criteria for video selection and the rubric for presentation are attached as Appendix 4. The first group to present its video on September 30th will be awarded a bonus point of 0.5.

Term project and presentation. The second group assignment is to prepare a critical and insightful case analysis that you could publish in a business magazine, trade journal, or other outlet. You will present and discuss your analysis in the last class, with the final report due shortly thereafter. Details on this assignment will be provided in the third class.

DAILY ASSIGNMENT DETAILS

9 September Welcome and Introduction

Readings

- Course Outline.

Main Activities

- Welcome.
- Go through the Course Outline.
- Rank cases for individual written analysis.
- Form groups for term project/video presentation.
- Competitiveness in a global economy.
- Student profile due.

16 September Foreign Direct Investment (FDI) and Study Tools

Readings

- World Investment Report, UNCTAD, 2013, pp. ix-xxviii.
- WTO/NAFTA/EU websites.

- Corey, E.R., 1998. A note on case learning. Harvard Business School Case: 1-5. ISBN-ISSN-Harvard-Ivey No.: 9-899-105.
- Porter, M.E., 2008. The five competitive forces that shape strategy. Harvard Business Review, 86(1): 78-93.

Discussion Questions:

- *What are the global and regional trends of FDI?*
- *What are the (dis)advantages of globalization?*
- *What is WTO/NAFTA/EU?*
- *How does WTO/NAFTA/EU influence companies' internationalization strategies?*
- *What can we learn from cases?*
- *How do we use Porter's Five Forces and SWOT analysis in IM?*

23 September Why Internationalize?

Readings

- Gupta, A. and Govindarajan, V., 2000. Managing global expansion: A conceptual framework. Business Horizons, pp. 45-54.
- Alexander, M. and Korine, H., 2008. When you shouldn't go global. Harvard Business Review.
- Does America need manufacturing? http://www.nytimes.com/2011/08/28/magazine/does-america-need-manufacturing.html?pagewanted=all&_r=0
- Slaughter, M. J. and D'Andrea Tyson, L., 2012. A warning sign from global companies. Harvard Business Review, 00178012, Vol. 90, Issue 3 (2 pages).
- The U.S. can't manufacture the Kindle, and that's a problem: Interaction. Harvard Business Review, 00178012, Jan/Feb2010, Vol. 88, Issue ½ (1 page).

Debate Exercise

- *Does Canada need manufacturing? Why or why not?*

Supplemental Readings

- Bhasin, P., 2011. Genpact's CEO on building an industry in India from scratch. Harvard Business Review. Vol. 89 Issue 6, p45-48. 4p.

30 September What and When to Internationalize?

1st Video presentation (Brazil/Other Latin American Countries)

Readings

- Collis, D.J., Siegel, J., Collins, D., 2006. Introduction to international strategy. Harvard Business School. Module Note.10 pages. 706481-PDF-ENG.
- Nirmalya, K. and Phanish, P., 2011. Have you restructured for global success? Harvard Business Review, 00178012, Vol. 89, Issue 10.
- Case: Jollibee Foods Corporation (A): International expansion. By Bartlett, C.A. and O'Connell, J. Product Number: 399007. Publication Date: 07/07/1998. Revised Date: 12/17/2001. Length: 23 pages. Source: Harvard Business School.

Discussion Questions:

- *How was Jollibee able to build its dominant position in fast food in the Philippines? What sources of competitive advantage was it able to develop against McDonald's in its home market?*
- *How would you evaluate Tony Kitchner's effectiveness as the first head of Jollibee's international division? Does his broad strategic thrust make sense? How effectively did he develop the organization to implement his priorities?*
- *As Noli Tingzon, how would you deal with the three options (Papua New Guinea, Hong Kong, & California) described at the end of the case? How would you implement your decision?*

Supplemental Readings

- Sandberg, K.D., 2001. Rethinking the first-mover advantage. Harvard Management Update. May2001, Vol. 6 Issue 5, p1. 4p.
- How I Did It... Amway's president on reinventing the business to succeed in China. By: DeVos, Doug, Harvard Business Review, 00178012, Apr2013, Vol. 91, Issue 4.
- Building a company without borders. By: Becht, Bart, Harvard Business Review, 00178012, Apr2010, Vol. 88, Issue 4.

7 October

Where to Invest?

2nd Video presentation (Russia/East Europe).

Readings

- Ghemawat, P., 2001. Distance still matters: The hard reality of global expansion. The Magazine, September, 2001.
- Alon, I. and Hebert, T., 2009. A stranger in a strange land: Micro-political risk and the multinational firm. Business Horizons.
- Case: Electrosteel Castings Ltd. by Robert Klassen, Nitish Bahl. Source: Richard Ivey School of Business Foundation. 18 pages. Publication Date: May 26, 2003. Prod. #: 902D16-PDF-ENG.

Discussion questions:

- *What are the key success factors for Electrosteel?*
- *Is international expansion a good idea? Why or why not?*
- *What is your evaluation of the opportunities to explain into either Vietnam or France? How do the alternatives compare (at a minimum, include operational, marketing, and financial considerations)?*
- *As Das, what is your recommendation going forward? How would you implement your plan?*

Supplemental Readings

- Bruce Kogut, "Designing global strategies: Comparative and competitive value-added chains," Sloan Management Review 26(4). Summer 1985, pp. 15-28.
- Pankaj Ghemawat, "Managing Differences: The Central Challenge of Global Strategy," Harvard Business Review, March 2007.
- Choosing the United States. By: Porter, Michael E., Rivkin, Jan W., Harvard Business

14 October **HAPPY THANKSGIVING!!**

21 October **How to Internationalize?**

3rd Video presentation (Nordic Europe).

Readings

- Dyer, J., Kale, P. and Singh, H., 2004. When to ally and when to acquire. Harvard Business Review, pp. 1-9.
- Bamford, E. and Fubini, 2004. Launching a world-class joint venture. Harvard Business Review.
- Case: Ben & Jerry's—Japan. By James M. Hagen. Source: Richard Ivey School of Business Foundation. 22 pages. Publication Date: Jan 01, 1999. Prod. #: 99A037-PDF-ENG.

Discussion questions:

- *Should Ben & Jerry's commit to entering the Japanese market the following summer? Why or why not?*
- *If Ben & Jerry's were to enter the Japanese market the following summer, should it do so with Mr. Yamada or with Seven-Eleven? Why?*

Supplemental Readings

- Pankaj Ghemawat and Fariborz Ghada, "The Dubious Logic of Global Megamergers," Harvard Business Review, July-August 2000, pp. 65-72.
- Franklin Root "Designing entry strategies for international markets," Entry Strategies for Foreign Markets, Lexington, MA: Lexington Books, 1994, pp. 22-44. (no copy online)
- HBS Note: "Managing International Alliances: Conceptual Framework".
- Case. CIBC Mellon: Managing a Cross-Border Joint Venture. By Paul W. Beamish, Michael Sartor. Source: Richard Ivey School of Business Foundation. 16 pages. Publication Date: Oct 08, 2010. Prod. #: 910M91-PDF-ENG.

28 October **Managing the Global Network: Subsidiaries and Human Resources.**

4th Video presentation [Association of Southeast Asian Nations (ASEAN) Countries].

Readings

- Bartlett, C. and Ghoshal, S., 1995. Tap your subsidiaries for global reach. Transnational Management (Homewood, IL: Irwin), pp. 566-575.
- Black, J. S. and Gregersen, H.B., 1999. The right way to manage expats. Harvard Business Review, pp. 1-9.
- Case: 3M Taiwan: Product innovation in the subsidiary. By Christopher Williams, Liaw Emily. Source: Richard Ivey School of Business Foundation. 14 pages. Publication Date: Nov 03, 2011. Prod. #: W11460-PDF-ENG.

Discussion questions

As Chung, ...

- *should you proceed with the Acne Dressing project?*
- *what resources (if any) should you seek from headquarters and/or other subsidiaries?*
- *what options do you have regarding the launch of Acne Dressing?*
- *what is your recommendation going forward? Why?*

Supplemental Readings

- Birkinshaw, J. and Fry, N., 1998. Subsidiary Initiatives to Develop New Markets. Sloan Management Review, pp. 51-61.
- Christopher A. Bartlett and Sumantra Ghoshal, "Administrative heritage: Organizational asset and constraint," Managing Across Borders, Boston: HBS Press, 1989, pp. 35-57.
- The Expat Dilemma. By: Groysberg, Boris, Nohria, Nitin, Herman, Kerry, Harvard Business Review, 00178012, Nov2011, Vol. 89, Issue 11.
- Be a Better Manager: Live Abroad. By: Maddux, William W., Galinsky, Adam D., Tadmor, Carmit T., Harvard Business Review, 00178012, Sep2010, Vol. 88, Issue 9.

4 November

Emerging Economies

5th Video presentation (Africa IFDI).

Readings

- Black, J. S. and Morrison, A. J., 2010. A cautionary tale for emerging market giants. Harvard Business Review, 00178012, Vol. 88, Issue 9.
- Chironga, M., Leke, A., Lund, S., and van Wamelen, A., 2011. Cracking the next growth market: Africa. Harvard Business Review, 00178012, Vol. 89, Issue 5.
- Stalk, G. and Michael, D., 2011. What the West doesn't get about China. Harvard Business Review, 00178012, Vol. 89, Issue 6.
- Williamson, P.J. and Raman, A.P., 2011. How China reset its global acquisition agenda. Harvard Business Review, 00178012, Vol. 89, Issue 4.
- Case: Lenovo: A Chinese dragon in a global village. By Pascal Vidal and Pierre-Xavier Meschi. 9B13M029. 03/27/2013. 16 pages.

Discussion questions:

- *How can Lenovo establish and sustain a leadership role in an industry where competitive positions are increasingly unstable?*
- *How can Lenovo build a solid competitive position within an industry characterized by continuously declining margins?*
- *Is Lenovo a global enterprise? As far as globalization is concerned, which competitor's development track is the most similar to that of Lenovo?*

Supplemental Readings

- Finding Great Ideas In Emerging Markets. By: Washburn, Nathan T., Hunsaker, B. Tom, Harvard Business Review, 00178012, Sep2011, Vol. 89, Issue 9.
- The Promise and Peril of Russia's Resurgent State. By: Abdelal, Rawi, Harvard Business Review, 00178012, Jan/Feb2010, Vol. 88, Issue 1/2.
- Play It Safe at Home, or Take A Risk Abroad? By: Chu, Michael, Danel, Carlos,

Loudermilk Jr., Robert C., Harvard Business Review, 00178012, Jan/Feb2012, Vol. 90, Issue ½.

- The CEO of Heinz on Powering Growth in Emerging Markets. By: Johnson, Bill, Harvard Business Review, 00178012, Oct2011, Vol. 89, Issue 10. The global economy:
- The emerging-market squeeze. Aug 20th 2013, 11:17 by R.A. | LONDON. <http://www.economist.com/blogs/freeexchange/2013/08/global-economy>
- Setting Up Shop In a Political Hot Spot. By: Chun, Patrick, Coleman, John, El-Hage, Nabil, Harvard Business Review, 00178012, Oct2010, Vol. 88, Issue 10
- Cracking the Next Growth Market: Africa: Interaction. By: Musgrove, Michael B., Kalu, Ikechukwu, Matambanadzo, Isabella, Laddha, Manish, Harvard Business Review, 00178012, Jul/Aug2011, Vol. 89, Issue 7/8.
- Bhasin, P., 2011. Genpact's CEO on Building an Industry in India from Scratch. Harvard Business Review. Vol. 89 Issue 6, p45-48. 4p.
- Mumbai's Models of Service Excellence. By: Thomke, Stefan, Harvard Business Review, 00178012, Nov2012, Vol. 90, Issue 11.
- Leadership Lessons from India. By: Cappelli, Peter, Singh, Harbir, Singh, Jitendra V., Useem, Michael, Harvard Business Review, 00178012, Mar2010, Vol. 88, Issue 3
- "Why Don't We Try To Be India's Most Respected Company?". Harvard Business Review, 00178012, Nov2011, Vol. 89, Issue 11.
- Why China Still Can't Build Global Brands. By: Smit, Willem, Sorell, Michael, Harvard Business Review, 00178012, Jan/Feb2010, Vol. 88, Issue ½
- Tsingtao's Chairman On Jump-Starting a Sluggish Company. By: Jin Zhiguo, Harvard Business Review, 00178012, Apr2012, Vol. 90, Issue 4.
- In China? Pick Your Brand Name Carefully. By: Fetscherin, Marc, Alon, Ilan, Littrell, Romie, Chan, Allan, Harvard Business Review, 00178012, Sep2012, Vol. 90, Issue 9.
- U.S. Competitiveness and The Chinese Challenge. By: Xiaonian, Xu, Harvard Business Review, 00178012, Mar2012, Vol. 90, Issue 3
- KFC's Radical Approach to China. By: Bell, David E., Shelman, Mary L., Harvard Business Review, 00178012, Nov2011, Vol. 89, Issue 11.
- What Panasonic Learned in China. By: Wakayama, Toshiro, Shintaku, Junjiro, Amano, Tomofumi, Harvard Business Review, 00178012, Dec2012, Vol. 90, Issue 12.

11 November **SOLEMN REMEMBRANCE DAY**

18 November **CSR, Ethics, and Sustainability Issues in IM (I)**

6th Video presentation (15-20 minutes) (Africa OFDI).

Readings

- Healy, P.M. and Ramanna, K., 2013. When the crowd fights corruption. Harvard Business Review, 00178012, Jan/Feb2013, Vol. 91, Issue 1.
- Cultural traditions do not excuse banks' rule-breaking. By Patrick Jenkins. Inside Business: August 19, 2013 7:40 pm.
- Loch, C.H., Sting, F.J., Huchzermeier, A. and Decker, C., 2012. Finding the profit in fairness. Harvard Business Review, 00178012, Sep2012, Vol. 90, Issue 9.

Debate Topic 1:

- *Is “when in Rome, do as the Romans do” the best approach for MNEs in host countries?*

Supplemental Readings

- Currell, D. and Bradley, T.D., 2012. Greased Palms, Giant Headaches. Harvard Business Review, 00178012, Sep2012, Vol. 90, Issue 9.
- Case. IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A). by Christopher A. Bartlett, Vincent Dessain, Anders Sjoman. Source: HBS Premier Case Collection. 13 pages. Publication Date: May 03, 2006. Prod. #: 906414-PDF-ENG.

25 November

CSR, Ethics, and Sustainability Issues in IM (II)

Readings

- Haanaes, K. Michael, D. Jurgens, J., and Rangan, S., 2013. Making sustainability profitable. Harvard Business Review, 00178012, Mar2013, Vol. 91, Issue 3.
- Is the bottom of the pyramid really for you? Karamchandani, A. Kubzansky, M., and Lalwani, N., 2011. Harvard Business Review, 00178012, Mar2011, Vol. 89, Issue 3.
- Carroll, C., 2012. The CEO of Anglo American on getting serious about safety. Harvard Business Review, 00178012, Jun2012, Vol. 90, Issue 6.
- Canada, America and Keystone XL: It's hard to XL. Jul 31st 2013, 18:37 by M.D. | OTTAWA <http://www.economist.com/blogs/americasview/2013/07/canada-america-and-keystone-xl>

Debate topic 2:

- *Boycott or not?*

Supplemental Readings

- Fast Retailing joins European pact on clothing factory safety. By Jonathan Soble in Tokyo. August 8, 2013 5:24 pm. <http://www.ft.com/intl/cms/s/0/78d1fd5e-0010-11e3-9c40-00144feab7de.html#axzz2cWxIF1Wj>
- China and the environment: The East is grey. China is the world's worst polluter but largest investor in green energy. Its rise will have as big an impact on the environment as on the world economy or politics. Aug 10th 2013 | BEIJING | <http://www.economist.com/news/briefing/21583245-china-worlds-worst-polluter-largest-investor-green-energy-its-rise-will-have>
- "Good" Companies Launch More New Products. By: Xueming Luo, Shuili Du, Harvard Business Review, 00178012, Apr2012, Vol. 90, Issue 4.
- Celtel's Founder on Building a Business on the World's Poorest Continent: Interaction. Harvard Business Review, 00178012, Dec2012, Vol. 90, Issue 12
- Green rules to drive innovation. By: Esty, Daniel C., Charnovitz, Steve, Harvard Business Review, 00178012, Mar2012, Vol. 90, Issue 3

2 December

Presentations

5 December

Term Paper DUE

SMO 435 FALL 2013 COURSE OVERVIEW

Date	Topic	Readings	Case	Assignments
1, Sep 9	<ul style="list-style-type: none"> Welcome; Competitiveness in a global economy. 	<ul style="list-style-type: none"> Course Outline. 	N/A	<ul style="list-style-type: none"> Sign up for cases. Form groups. Profile due.
2, Sep 16	<ul style="list-style-type: none"> Foreign direct investment (FDI). Multilateral and regional trade frameworks. Study tools. 	<ul style="list-style-type: none"> World Investment Report, UNCTAD, 2013, pp. ix-xxviii. WTO/NAFTA/EU official websites. Corey, 1998. A note on case learning. Porter, 2008. The five competitive forces that shape strategy. 	N/A	<ul style="list-style-type: none"> Discuss readings.
3, Sep 23	<ul style="list-style-type: none"> Why internationalize? Global sourcing. 	<ul style="list-style-type: none"> Gupta & Govindarajan, 2000. Managing Global Expansion: A Conceptual Framework. Alexander & Korine, 2008. When You Shouldn't Go Global. Does America need manufacturing? 	N/A	<ul style="list-style-type: none"> Discuss readings. In-class debate: Does Canada need manufacturing?
4, Sep 30	<ul style="list-style-type: none"> What/when to Internationalize? <ul style="list-style-type: none"> Scope & structure. First- vs. late-mover advantages. 	<ul style="list-style-type: none"> Collis, Siegel, and Collins, 2006. Introduction to International Strategy. Nirmalya and Phanish, 2011. Have You Restructured For Global Success? 	Jollibee Foods Corporation (A)	<ul style="list-style-type: none"> Video presentation. Discuss readings and cases. Individual case analysis due.
5, Oct 7	<ul style="list-style-type: none"> Where to invest? <ul style="list-style-type: none"> National culture. Liability of foreignness. 	<ul style="list-style-type: none"> Ghemawat, 2001. Distance Still Matters: The Hard Reality of Global Expansion. Alon and Hebert, 2009. A Stranger in a Strange Land: Micro-Political Risk and the Multinational Firm. 	Electro-steel Castings Ltd.	<ul style="list-style-type: none"> Video presentation. Discuss readings and cases. Individual case analysis due.
Oct 14	Happy Thanksgiving!			
6, Oct 21	<ul style="list-style-type: none"> How to internationalize? <ul style="list-style-type: none"> Entry mode. 	<ul style="list-style-type: none"> Dyer, Kale, and Singh, 2004. When to Ally and When to Acquire. Bamford and Fubini, 2004. Launching a World-Class Joint Venture. 	Ben & Jerry's – Japan.	<ul style="list-style-type: none"> Video presentation. Discuss readings and cases. Individual case analysis due.

Date	Topic	Readings	Case	Assignments
7, Oct 28	<ul style="list-style-type: none"> Managing the global network. <ul style="list-style-type: none"> - Subsidiaries. - Human resources. 	<ul style="list-style-type: none"> Bartlett and Ghoshal, 1995. Tap your subsidiaries for global reach. Black and Gregersen, 1999. The Right Way to Manage Expats. 	3M Taiwan	<ul style="list-style-type: none"> Video presentation. Discuss readings and cases. Individual case analysis due.
8, Nov 4	<ul style="list-style-type: none"> Emerging economies. 	<ul style="list-style-type: none"> Black and Morrison, 2010. A Cautionary Tale for Emerging Market Giants. Chironga, Leke, Lund, and van Wamelen, 2011. Cracking the Next Growth Market: Africa. Stalk and Michael, 2011. What the West Doesn't Get About China. Williamson and Raman, 2011. How China Reset Its Global Acquisition Agenda. 	Lenovo: A Chinese Dragon in a Global Village.	<ul style="list-style-type: none"> Video presentation. Discuss readings and cases. Individual case analysis due.
Nov 11	Remembrance Day			
9, Nov 18	<ul style="list-style-type: none"> Ethics, CSR, and sustainability in IM (I). 	<ul style="list-style-type: none"> Healy and Ramanna, 2013. When the Crowd Fights Corruption. Cultural traditions do not excuse banks' rule-breaking. Loch, Sting, Huchzermeier, and Decker, 2012. Finding the Profit in Fairness. 	N/A	<ul style="list-style-type: none"> Discuss readings. In-class debate: Is "when in Rome, do as the Romans do" the best approach for MNEs in host countries?
10, Nov 25	<ul style="list-style-type: none"> Ethics, CSR, and sustainability in IM (II). 	<ul style="list-style-type: none"> Haanaes, Michael, Jurgens, and Rangan, 2013. Making Sustainability Profitable. Karamchandani, Kubzansky, and Lalwani, 2011. Is the Bottom Of the Pyramid Really for You? Carroll, 2012. The CEO of Anglo American on Getting Serious About Safety. Canada, America and Keystone XL: It's hard to XL. 	N/A	<ul style="list-style-type: none"> Discuss readings. In-class debate: Boycott or not?
11, Dec 2	Presentations			
Dec 5	Deadline	N/A	N/A	Term Paper Due

APPENDICES

Appendix 1: Individual Verbal Participation Marking Rubric.

For grading, verbal participation is “earned” not “subtracted.”

Each day, I will use a basic 0-3 metric for marking participation. If you’re not there, you don’t earn any points. If you’re there but not constructively verbal, you earn 1 point. If you contribute to the flow of the ongoing discussion in a minor way, you earn 2 points. And if your participation is of particularly high quality, you can earn 3 points.

Fractional points may be given because the class is divided by a break. At the end of the term, I will total your points and map your total onto the following linear, splined scale: 0=>0, 10=>70, 30+ =>100.

Quality of participation will be valued over quantity. You can make many minor comments, but you will not earn more than 2 points on a given day.

High quality participation includes:

- Providing a detailed answer to a question raised by me or a fellow student.
- Developing the ideas of others.
- Critiquing the ideas of others.
- Redirecting discussion that is becoming unproductive to a more interesting topic.
- Posing an insightful question.
- Providing a valuable connection to prior course material or work experience.

Appendix 2a: General rules for case analysis.

The case study method has been found to be particularly useful for training professionals in the art of diagnosing complex, unstructured problems. Cases include some essential information for analysis, but, just as in the real world, not all the information you might want. You must make the best judgments and interpretations that you can with the information provided. The course outline also features readings that pertain to the week’s material.

Learning from cases and readings relies heavily on your engagement with the material. I expect you to read the material, analyze it, and develop positions and decisions. In class, I expect you to discuss your perspective in small groups and with the class as a whole and to develop or critique the points that others have made.

Several discussion questions for each day’s readings and cases are in the Daily Assignments section below. These are meant as a starting point for your inquiry, but you should go beyond the questions and develop insights based on your unique background, knowledge, and reasoning. Moreover, you are encouraged to bring your own questions about the readings to class. Together, we can bring a variety of perspectives to a case, much in the way superior decision-making teams do.

Here are some summary guidelines on *what to do* to prepare for each class. My general recommendation is to skim the readings and the discussion questions, read the materials, and then perform your analysis. You should review material about analyzing cases from a prior course.

Here are summary guidelines about *what not to do* for each class. First, do not call the company, use the web, or otherwise attempt to find out what happened to the company. What the company did is not necessarily the best (or worst) alternative. Moreover, the decision made by the company could be based on information that was not in the case.

Second, if you already know something about the industry, the company, or even the case events – because you worked in the industry, for the company, own the stock, etc. – don’t get

caught in the role of the resident expert. By sharing this knowledge, you can contaminate your classmates' learning process. Instead, please advise me of your expertise in advance. I am certain that you will have some key points to make at an appropriate time.

Third, you may know other people who studied a particular case. Do not discuss cases with people who already used a case because it can impair your learning and affect the collective learning of our class.

Appendix 2b: Individual Case Analysis Marking Rubric.

Item	Mark	Comments
<u>Issue(s)</u> : Identify and discuss core problems/issues (2% for the 1 st case analysis; 3% for the 2 nd case analysis).		
<u>Analysis</u> : Analyze underlying causes of issues and consider alternative actions, supported by concepts, frameworks and other materials from class readings & your knowledge (3%; 5%).		
<u>Recommendations</u> : Provide a set of clear recommendations, including the reasons and justification for your decisions (i.e., what to do and why) (2%; 3%).		
<u>In-class discussion of case</u> (2%; 2%).		
<u>Grammar and citations</u> (0.5%; 1%).		
<u>Formatting</u> : double spaced, 1 inch margins; written as a paper; professional layout; title and name; 2-3 pages for the 1 st case and 3 pages for the 2 nd case (0.5%; 1%).		
TOTAL		

Appendix 3: In-Class Debate Exercise Marking Rubric.

Item	Mark	Comments
<u>Justification (3%)</u> : <ul style="list-style-type: none"> • Provide reasons for taking the position. • Provide reasons for NOT taking the opposite position. • Provide examples to support your arguments. 		
<u>Recommendations (2%)</u> : <ul style="list-style-type: none"> • Recommend improvements or alternatives. 		
TOTAL		

Appendix 4a: Video Selection Marking Rubric.

Relevancy (2%)
1. Relevance to topic (or part of a topic) 2. Interesting presentation of material
Quality (1%)
1. The main language used in the video should be English and the video should be audible. 2. Easy to access.
Length (1%)
1. 5-10 minutes in length (slightly shorter or longer videos will be accepted if their content is relevant)

Appendix 4b: Video Oral Presentation Marking Rubric.

				Points earned
points available	1	2	3	
Analyzing key issues related to international management (IM)	Shows an obvious lack of understanding concerning the critical aspects of IM.	Demonstrates basic understanding of IM but misses consideration of one or two of the key issues.	Demonstrates clear, comprehensive, in-depth understanding of the key issues for IM.	
points available	0	1	2	
Communication style/ clarity of presentation/ engagement with audience/ ease of understanding	Shows inability to convey key messages, difficult to understand, audience struggles to pay attention.	Demonstrates strong ability to convey key messages at times, but inconsistent. Audience struggles at times to understand.	Displays a novel, exciting, interesting, and engaging presentation style. Audience is fully engaged.	
points available	0	0.5	1	
Presentation	Runs over time by more than 1 minute.	Runs over time by more than 30 seconds.	Finishes within allotted time.	
				Out of 6 points

