



TEACHING PLAN FOR INTERNATIONAL MANAGEMENT

1. Basic description

Name of the course: International Management

Academic year: 2012-2013

Term: 1st

Code: 80121

Degree / Course: International Business Program

Contact hours: 49.5

Number of ECTS credits: 5

Total number of hours committed: 125

Teaching language: English

Lecturer: Tomislav Rimac

Classroom: Chupa Chups

Timetable: Tuesdays, 15.30 - 17.45
Thursdays, 15.30 - 17.45

Office Hours: Thursdays, 10.15 - 11.15 or by appointment

2. Presentation of the course

The International Management course focuses on opportunities and challenges created by globalization. It examines cross-cultural and management issues related to management in an international marketplace. The aim of this course is to enable students to better analyze and understand the opportunities and challenges that companies face when expanding their activities internationally and when dealing with international competitors in their home markets. Special attention is placed upon different tools and analytic competences available to the different specialized managerial roles when competing internationally.

The course is comprised of three segments. The first one is devoted to providing a better understanding of the international environment challenges. Focus is placed on the analysis of country differences in political economy and political risks as well as cultural and social heterogeneities. In this segment, the course covers the major facets of the international management environment (legal, political, economic, and cultural). The central debates surrounding the culture construct, formal and informal institutions, economic development, and regional integrations are presented in class, along with the major frameworks that have been used to describe these phenomena. Students are exposed to a diversity of ideas about cultural values in different nations, and how those values influence management and organizational practices. The readings build upon students' existing knowledge of the functioning of American and Western European

business organizations, and help them develop an understanding of how organizations function in a wide variety of cultures.

The second section of the course builds on the first section and analyses global organizational forms and international strategies. Its focus is on the strategic challenges confronting firms that compete in the global economy. It aims to develop understanding of how to gain competitive advantage and compete successfully in the international marketplace. In other words, its objective is to achieve an enhanced understanding of the most fundamental question in international strategic management: *What determines the international success and failure of companies?*

Finally, the third section deals with international management operations and covers an array of organizational issues such as human resource staffing and motivating a multi-cultural workforce, global marketing, design of global products and services, global R&D, and financing and accountability.

This is a core course in the ESCI-UPF International Business Program, a program that is designed primarily for applicants who have a major or a minor in business. Generally, students pursuing any degree in Business Administration or Economics would not need any prerequisite. Applicants pursuing degrees in other areas should make sure they have taken Business Organization or an equivalent course.

3. Competences to be achieved in the course

Own competences of the subject:

- a. An awareness of and interest in how institutions—formal and informal ones—impact business decisions
- b. An in-depth knowledge of analytical frameworks used in the screening of national markets (defining the key factors in the firm's internationalization process by evaluating the international business environment, stressing particularly the economic and cultural dimensions)
- c. An enhanced understanding of what determines the success and failure of companies around the globe
- d. An ability to invoke different management theories (e.g., resource-based view, stakeholder theory, and institutional theory) to understand what is behind different firm performances around the world
- e. An understanding of the "other side" of international business, namely, local firms that often compete and/or collaborate with foreign entrants, especially in emerging economies
- f. An ability to recognize the tensions in adopting a global standardized action as opposed to a locally responsive action in international management and relate these to the overall corporate strategy of companies
- g. A disposition to consider ethical and social responsibility issues in the development and implementation of an international management strategy

General competences:	Specific competences:
<p data-bbox="331 360 667 389">Instrumental competences</p> <p data-bbox="245 439 772 689">G.I.2. Ability to relate concepts and knowledge from different areas. G.I.3. Ability to organize and plan. G.I.5. Ability to take decisions in complex and changing situations. G.I.8. Oral and written competence in communicating in English.</p> <p data-bbox="336 734 735 763">General personal competences</p> <p data-bbox="245 813 740 954">G.P.1. Ability to adapt and work in and lead international, multicultural, interdisciplinary, competitive, changing and complex groups.</p> <p data-bbox="341 1077 740 1106">Generic systemic competences</p> <p data-bbox="245 1155 772 1368">G.S.4. Entrepreneurial ability. G.S.7. Promotion of and respect toward multicultural values: respect, equality, solidarity, commitment. G.S.8. Promotion and respect for gender, environmental and safety at work issues.</p> <p data-bbox="336 1413 711 1442">Competences for applicability</p> <p data-bbox="245 1491 780 1559">G.A.4. Ability to understand and apply the network concept.</p>	<p data-bbox="906 360 1233 389">Disciplinary competences</p> <p data-bbox="820 439 1347 580">E.D.8. Analyze the organization of businesses based on economic principles that make it possible to identify the most determining factors in results.</p> <p data-bbox="906 624 1246 654">Professional competences</p> <p data-bbox="820 703 1326 804">E.P.2. Ability to analyze economic and market indicators when taking decisions within the organization. E.P.5. Ability to take strategic business decisions that take into account economic, cultural, social, and political determinants specific to each area. E.P.7. Illustrate the reality of business by using activities such as visits and lectures given by executives or by preparing case studies. E.P.8. Be able to take functional decisions within an organization with international activity. E.P.17. Be able to express oneself and understand spoken and written communication in English at an advanced level to apply it to the international business area.</p>

4. Contents

- I. INTERNATIONAL ENVIRONMENT CHALLENGES
 - a. Globalization
 - b. International business environment
 - i. The global trade
 - ii. Foreign direct investment
 - iii. National and regional competitiveness
 - iv. Regional economic integrations
 - v. Global growth generators (emerging economies)
 - vi. The implications of economic inequality
 - vii. Bottom of the pyramid markets
 - c. Differences in national cultures
 - d. National differences in political economy
 - i. Understanding formal state institutions
 - ii. Emphasizing informal institutions
 - iii. Politics and policy making
 - iv. Commodities and natural resources
 - v. The challenges to effective business governance
 - e. The CAGE distance framework
 - f. Companies navigating through international political and business environment
 - i. Ethics in international business
 - ii. Intellectual property rights
 - iii. Managing political risk
- II. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS
 - a. Understanding global strategy
 - i. Global value creation - the ADDING value scorecard
 - ii. Strategies for global value creation
 - 1. Adaptation – adjusting to differences
 - 2. Aggregation – overcoming differences
 - 3. Arbitrage – Exploiting differences
 - 4. Playing the differences – The AAA triangle
 - b. Diagnosing industry global potential
 - c. Managing global competitive dynamics
 - d. Leveraging resources and capabilities
 - e. Entering foreign markets
 - f. Making strategic alliances and networks work
 - g. Diversifying, acquiring, and restructuring
 - h. Strategizing with corporate social responsibility
- III. INTERNATIONAL BUSINESS OPERATIONS
 - a. Designing global products and services
 - b. Global production, outsourcing, and logistics
 - c. Global marketing
 - d. Global R&D
 - e. Global human resource management
 - f. Accounting in the international business

5. Assessment

Regular Term Evaluation

During the regular term you will be evaluated as indicated in the table below.

Assessment elements	Frequency	Type of assessment		Assessment agent			Type of activity	Grouping		Weight (%)
		Obligatory	Optional	Lecturer	Self	360°		Individual	Group (#)	
Quizzes	2		x	x			Application	x		2 * 7%
Case Preparations	≥3		x				Analysis, application, and synthesis		3/group	6%
Simulation	1	x (min. 40%)		x	x	x	Analysis, application, and synthesis		3/group	30%
Negotiation Exercise	1		x	x	x	x	Analysis and application	X	6/group	4%
Group Project	1	x (min. 40%)		x	x	x	Analysis, application, and synthesis	x	6/group	16%
Final Exam	1	x (min. 40%)		x			Application and synthesis	X		30%
Participation Extra Credit	Ongoing		x	x	x	x	Analysis, application, and synthesis	X		≤ 10% bonus

- Each assessment element (the first column) is scored with a grade between 0 and 10 with one decimal point precision. Zero is the lowest grade and ten is the highest grade.
- The final grade for the course is calculated by adding grades obtained in each element multiplied by their assigned weights (the last column).
- All but the “Simulation” assessment element are graded using absolute valuation (your grade is determined independent of the performance of your classmates). The grade for the “Simulation” will be determined by ranking the student groups in the class based on their simulation results.
- The final grade of the course is reported on the 0 to 10 scale with one decimal point precision. The course will be considered as **“passed” if the final grade is equal to or greater than 5.0**. Even if the sum of your assessment element grades is greater than 10.0, your final grade cannot be greater than 10.0.
- In addition to numeric final grades, you are also given descriptive grades:
 - No presentado
 - 0.0 – 4.9 Suspens
 - 5.0 – 6.9 Aprobat
 - 7.0 – 8.9 Notable
 - 9.0 – 10.0 Excel.lent
 - Matrícula d'Honor
- You **must take the final exam**. If you do not take the final exam, your final course grade will be “No presentado” (“No show”), irrespective of your grades in other evaluation elements.
- To obtain a passing grade, **you must obtain the final exam grade that is equal or greater than 4.0**. If the final exam grade is less than 4.0, the final exam grade becomes the course final grade. Other evaluation elements do not count.

- h. There will be **no make-up exam and no extra credit work** assigned if you fail the final exam, you are unable to attend the final exam, or if you obtain a grade below your expectations.
- i. In exceptional situations, if your final grade is between 9.0 and 10.0, you may receive “Matrícula d’Honor” (Honors grade). This distinction is given at the discretion of the professor. The number of honor grades in one class cannot exceed 5% of the students enrolled in the class.
- j. Frequency column in the table indicates the number of times assessment element is evaluated during one term. For instance, during the term, I will randomly check **at least 3** of your case preparations and you will have two quizzes. While both quiz grades count, I will not count the lowest case preparation grade when calculating your average for this element.
- k. The assessment elements that have “x” in the “Obligatory” column must be completed with the grade that is equal or greater to indicated grade in order to obtain a passing course grade. Thus, you have to obtain at least 4.0 grade both in “Simulation” and “Group project.” The assessment elements that have “x” in the “Optional” column don’t have to be completed and don’t require a minimum passing grade in order to obtain a passing final grade. Nevertheless, those “Optional” assessment elements that are not completed still count towards your final course grade.
- l. All students in a group receive the same grade for the “Simulation” and “Group project” assessment elements. However, during the final exam, you will have to perform 360-degree evaluation that will be used to adjust group grades for individuals who have contributed more than their fair share of work (their grades will be higher than the grade given to the rest of the group members) and those who didn’t contribute their fair share of work (their grades will be lower than the grade given to the rest of the group members). Thus, it is possible that a group obtains a high grade while one of its members obtains a low grade, including zero. If your adjusted grade or your group grade is less than 4.0, your final course grade becomes the lowest of the three grades for obligatory assessment elements.
- m. Participation in this course is evaluated as an extra credit that can contribute up to 10% of your final grade. If you don’t say a word during the class or you have irregular attendance, your participation grade will be zero but you still may obtain a maximum final grade. This grade is based exclusively on your contribution during class discussions. My experience is that in the courses that are evaluated on the continuous basis like this one, it is hard to fail but it is also hard to obtain a very high mark. So, if you are concerned with your average grade, take this element seriously as it can compensate for losses of grades in other elements. Furthermore, do not think of this grade as an entitlement or a gift – it has to be EARNED. Some of the behaviors that contribute to effective class participation are captured in the questions that follow:
 1. Is the participant a good listener?
 2. Are the points that are made relevant to the discussion? Are they linked to the comments of others?
 3. Do the comments add to our understanding of the situation?

4. Do the comments show evidence of analysis of the case?
5. Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
6. Is there a willingness to share?
7. Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
8. Is the participant willing to interact with other class members?
9. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

The questions above deal with both the process of class participation and (of equal or greater concern) the content of what you say. **Please trust that both quality and frequency are important, but that quantity never can make up for low quality.**

Supplementary Evaluation

For those students who during the regular term evaluation have obtained a weighted final grade below 5.0, but have obtained a continuous evaluation above 4.0 (Quizzes, Case Preparations, Simulation, Negotiation Exercise and Group Project), there will be a supplementary evaluation according to ESCI-UPF calendar and academic regulations. This supplementary evaluation will imply a re-take of the final exam that will also account for 30% of the total grade. The total final grade will keep the obtained grades in the rest of continuous evaluation elements. The participation extra credit is set to zero in the supplementary evaluation.

6. Bibliography and teaching resources

- Basic bibliography:
 - Hill, C. W. L. (2011). **International Business: Competing in the Global Marketplace** (8th ed.). McGraw-Hill.
- Supplementary bibliography (alphabetical listing):
 - Bartlett, C. and Ghoshal, S. (1998). **Managing Across Borders: The Transnational Solution**. Harvard Business School Press.
 - Dunning, J. (2008). **Multinational Enterprises and the Global Economy** (2nd ed.). Addison-Wesley.
 - Ghemawat, P. (2011). World 3.0: **Global Prosperity and How to Achieve It**. Harvard Business School Publishing.
 - Ghemawat, P. (2007). **Redefining Global Strategy: Crossing Border in a World Where Differences Still Matter**. Harvard Business School Publishing.
 - Jones, G. (2005). **Multinationals and Global Capitalism**. Oxford University Press.
 - Peng, M. W. (2011). **Global Business** (2nd ed.). South Western Cengage Learning.
 - Verbeke, A. (2009). **International Business Strategy**. Cambridge University Press.

- Teaching resources:
 - Supplementary printed and video cases for teaching purposes
 - Power point slides
 - Supplementary printed articles
 - Access to “Country Manager,” simulation application by Interpretive Simulations
 - Access to ESCI Moodle platform (Intranet)
 - Discussion board at the Moodle platform (Intranet)

You are required to read all assigned cases and articles. Although the course will loosely follow Hill’s book listed in the basic bibliography section above, there is no required text book for this course. If you choose, you may also want to refer to other books listed in the supplementary bibliography section for further reading on the topics covered in the course. Nevertheless, you will not need to buy or borrow any of these books to successfully complete the course.

7. Methodology

In this class, we will take an active learning approach. This approach requires students to prepare for the class **EVERY** time. In other words, you should do the assigned readings (on average 2.5 readings per week), think about the issues discussed in the assigned readings, and be prepared to contribute to the class discussion. As instructor, my primary role is to facilitate the learning process. While you will have some formal lectures, the main learning will be achieved through case and article preparations, class discussions, and work on assignments.

The course is composed of a mixture of theory classes, case and article analyses and discussions, web based simulation, and individual and group project work. The class is offered in English thus all class material will be available in English only. Students will be provided with the cases, readings, exercises and lectures before the class via the Intranet Moodle site (commonly referred to as “Aula”).

Theory classes:

The objective of theory classes is to understand main issues related to International Management and consider all relevant elements in developing and implementing effective international strategies and organizational policies. For each topic, I will provide a set of Power Point slides. These slides will be posted on Aula ahead of the class. While we will not discuss every single slide or spend equal time on each slide, you are expected to know ALL material covered in the slides.

Cases:

The objective of case discussions and analyses is to develop the necessary abilities to apply previously acquired concepts to specific situation. The case studies put you in the shoes of a decision maker, i.e., you have to perform the appropriate analysis and then make a recommendation. Beyond the international management related content, you benefit by improving your problem-solving ability, your ability to think on your feet and move others towards your point of view.

A case-study course involves continuous student-to-student and student-to-professor discussion. Much of the learning occurs during the class, as students work through what they prepared in advance, ask questions about it, and improve on it. To get the most out of the class you must prepare conscientiously and participate actively in class discussions. Failure to participate robs others of your perspective and increases the chances that the discussion will not be relevant to your interest and abilities. So please participate actively.

So what is conscientious case preparation? Read the case thoroughly; identify the principal issues to be addressed in the case; attempt to analyze these issues using your common sense and any appropriate tools or techniques; and note any action recommendations implied by your analysis. Alternatively, if you find yourself hitting a roadblock, try to articulate what your problem is. Oftentimes, identifying roadblocks is as valuable as a complete analysis.

For each case assigned, I will provide one or more preparation questions. The questions play several roles depending on the case. Usually the questions are simply to help you get started on your analysis. You should not feel constrained by them nor should you assume that answering all of the preparation questions necessarily constitutes a complete analysis. My general advice is always to read the preparation questions, but do not feel overly constrained by them. One of the preparation questions will be indicated as a mandatory preparation question. In groups of 3 students, you will have to answer this question (no more than a single page) and post your answer to the Aula before the deadline. I will randomly select answers to be checked. In addition, each time (according to previously announced schedule) one group will have to make a short 5-minute presentation of their answer.

I tend to vacillate between asking for volunteers and calling on individuals. If you are not prepared, please notify me before the class, and we can both avoid some embarrassment. If you have spent several hours on the case, but still feel unsure of your opinions, count yourself prepared. If you have made the effort, you should never feel embarrassed by the result.

News articles and professional papers:

The objective of article discussions is to develop the ability to analyze current issues in International Management as well as to keep abreast of the recent socio-economic developments and link them to the class material. While the course outline, provided at the end of this document, lists required articles, additional articles from various relevant sources (e.g., The Economist and Financial Times) will be posted on Aula and will serve to initiate discussions either in the classroom or on the Intranet site.

Simulations:

Over a period of 6 weeks, in groups of 3, you will be required to play a web based simulation. The purpose of this exercise is to sharpen your analytical skills and apply and further your knowledge of International Management concepts in “real-life” situations. The simulation will be played outside of the classroom. Simulation is a mandatory exercise. Your team members will evaluate your contribution at the end of the course.

Individual and group project work:

During the course you will participate in an international negotiation exercise and will have to make a group presentation on a topic that is related to the content of the course. Working on these assignments should:

- Allow you to practice the concepts covered in class in order to help you learn and understand them better and prepare for the final exam at the same time
- Motivate you to learn more about specific industries and sectors
- Sharpen your analytical skills
- Help you to become better in dealing with ambiguity
- Encourage you to learn how to make recommendations and how to justify your opinions
- Improve your group working skills
- Give you an opportunity to improve your written and spoken English
- Present you with an opportunity for public speaking in front of relatively friendly audience

Activity	Hours	Credits
Directed		
Theory classes	24.5	0.98
Cases	15	0.6
News articles and papers	10	0.4
Supervised		
Simulation supervision	5	0.2
Assignment supervision	3	0.12
Autonomous		
Simulation	20	0.8
Assignments and study	44.5	1.78
Quizzes	1	0.04
Final Exam	2	0.08

8. Clarifying Expectations

MY EXPECTATIONS:

Class Preparation: I expect you to come to classes prepared. This includes reading of the assigned cases, articles, reviewing of the power point slides and exercises. Your preparation will make a significant part of your participation mark. While participation during the classes is predominantly voluntary, I also practice “cold calling”. This means that anyone can be asked to answer any question. Fear of public speaking will not be accepted as an excuse.

Punctuality and Deadlines: I expect you to be on time for classes. I understand that due to unforeseen circumstances, you may be occasionally late. If possible, please let me know in advance if you are going to be late. Being habitually late is a good way of losing goodwill (e.g., not performing well on class participation). **Deadlines will always be strictly enforced and no exceptions of any kind will be made without prior approval.**

Attendance: I expect you to attend classes regularly. I understand that due to unforeseen circumstances, you may be occasionally absent. If possible, please let me

know in advance if you are going to be absent. Being habitually absent and/or being absent without a valid reason is a good way of losing goodwill (e.g., not performing well on class participation). Being absent does not excuse you from any deadline. It is your responsibility to ensure that I receive required material by the given deadline, in the specified format, even if you are not present. As this class is scheduled for Tuesdays and Thursdays afternoon, I will not accept touristic travels as a valid absence excuse. If your attendance is below 80% (more than 5 unjustified absences), your participation extra credit will be set to zero.

Class Discipline: It is of utmost importance that you respect your classmates and the professor by allowing them to work and study in a professional environment. You are expected to exhibit the highest level of professionalism and courtesy in and out of class. Minimum behavioral expectations include:

- Turn off cell phones, beepers, and pagers while in class
- Arrive punctually to class (if you have to be late in arrival or to depart early, please find a seat closer to the door in a non-disruptive manner)
- Keep private conversations to a minimum

According to ESCI rules, the professor may ask student(s) to leave the classroom. **If you are asked to leave the classroom, your attendance sheet will be marked as 'expelled' (counts as two unjustified absences) and you will be asked to meet with the program coordinator.**

Intranet ("Aula"): It is students' responsibility to ensure timely access to the Aula (<https://aula.esci.upf.edu/login/index.php?lang=en>). You are expected and responsible for obtaining Aula access as soon as possible. All class material will be posted on Aula and no material will be printed. **Not having the access to the Aula will not be accepted as an excuse for not doing required course work.**

Academic Integrity: ESCI-UPF expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable.

YOUR EXPECTATIONS:

Responsiveness and Feedback: You should expect that questions and concerns that you raise with me would be answered, addressed and responded to. Besides formal feedback mechanisms, feel free to jot me an e-mail with any question or feedback. I will try my best to respond as speedily as I possibly can.

If you need to talk to me, you can see me during the office hour or you can send me an e-mail requesting to meet either before or after the class and I will schedule time to talk to you. Although I am usually available before and after the class for impromptu questions and consultations, unless you previously request to meet, you need to be

prepared for the possibility that I may ask you to postpone the conversation for another day due to my previously scheduled obligations.

Punctuality: You should expect me to start and finish classes on time. If we need extra time to cover materials, or need to organize an extra session, I will only do so if the majority of the class agrees.

Preparation and Rigor: You should expect the most up-to-date and rigorous materials to be covered in class.

Guidelines and Expectations: For all assignments, exams and other course materials, I will state my expectations as clearly as possible.

If either of us finds that the other party has been violating expectations, it is our duty to inform the other party as promptly, and in as fair a manner as possible.

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity
1	<p>Topics</p> <p>Sep. 18 Tuesday</p> <p>Sep. 20 Thursday</p>	<p>Course Introduction. Globalization. International Business Environment.</p> <p>Presentation I: Introduction to the course. Setting the rules and expectations. Lecture I: Globalization Article I: Ettenson, R. & Klein, J. (2000). <i>Branded by the past</i>. Harvard Business Review. Nov/Dec Issue.</p> <p>Lecture II: International business environment Article II: <i>Inequality and Globalization</i> (HBS 705-040)</p>	
2	<p>Topics</p> <p>Sep. 25 Tuesday</p> <p>Sep. 27 Thursday</p>	<p>Differences in National Cultures. National Differences in Political Economy.</p> <p>Lecture III: Differences in national cultures Lecture IVa: National differences in political economy – part 1 Article III: Javidan, M., Dorfman, P., Sully de Luque, M., House, R. J. (2006). <i>In the eye of the beholder: Cross cultural lessons in leadership from Project GLOBE</i>. Academy of Management Perspective, 20(1): 67-90. Case I: <i>Spain: Can the House Resist the Storm</i> (HBS 709-021)</p> <p>Lecture IVb: National differences in political economy – part 2 Case II: <i>The Pharmaceutical Industry and the AIDS Crisis in Developing Countries</i> (HBS 702-010)</p>	<p>THURSDAY: Project Groups Formed</p>
3	<p>Topics</p> <p>Oct. 02 Tuesday</p>	<p>Companies and International Environment.</p> <p>Presentation II: Introduction to simulation exercise Lecture V: The CAGE distance framework Article IV: Ghemawat, P. (2011). <i>The Cosmopolitan Corporation</i>. Harvard Business Review. May Issue. Article V: Kaim, J. D. & Hillman, A. J. (2008). <i>Political Environments and Business Strategy: Implications for Managers</i>. Business Horizons. 51: 47-53</p>	<p>SIMULATION WEEK 1: Admin & Preparation</p>

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity
	Oct. 04. Thursday	Lecture VI: Companies navigating through international political and business environment Case III: <i>Royal Dutch Shell in Nigeria (A)</i> (HBS 399-126)	
4	Topics Oct. 09 Tuesday Oct. 11 Thursday	Understanding Global Strategy. Quiz I Lecture VIIa: Strategies for global value creation – part 1 Article VI: Ghemawat, P. (2011). <i>Managing Differences: The Central Challenge in the Global Strategy</i> . Harvard Business Review. March Issue. Lecture VIIb: Strategies for global value creation – part 2 Case IV: <i>Tricon Restaurants International: Globalization Re-examined</i> (HBS 700-030)	TUESDAY: Quiz 1 SIMULATION WEEK 2: Practice Rounds
5	Topics Oct. 16 Tuesday Oct. 18 Thursday	Global Industries. Managing Global Competitive Dynamics. Lecture VIII: Diagnosing industry global potential Case V: <i>Note on the Global Hotel Industry</i> (Ivey 908M28) Lecture IX: Managing global competitive dynamics Case VI: <i>Global Wine War 2009: New World Versus Old</i> (HBS 910-412)	SIMULATION WEEK 3: Period 1 and 2
6	Topics Oct. 23 Tuesday Oct. 25	Resource Based View and International Business. Entering Foreign Markets. Lecture X: RBV View. Leveraging resources and capabilities. Case VII: <i>Apple Inc. 2010</i> (HBS 710-467) Lecture XI: Entering foreign markets	SIMULATION WEEK 4: Period 3 and 4

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity
	Thursday	Case VIII: <i>Virgin Mobile USA: Pricing for the First Time</i> (HBS 504-028) Article VII: MacMillan, I. C., Putten, A. B., Gunther McGrath, R. (2003). <i>Global gamesmanship</i> . Harvard Business Review. May Issue.	
7	Topics Oct. 30 Tuesday Nov. 01 Thursday	Structure of International Business. Lecture XII: Making strategic alliances and networks work HOLIDAY – NO CLASS	SIMULATION WEEK 4: Period 3 and 4
8	Topics Nov. 06 Tuesday Nov. 08 Thursday	Structure of International Business. CSR and International Business. Lecture XIII: Diversifying, acquiring, and restructuring Case IX: <i>Procter Gamble - Organization 2005 (A)</i> (HBS 707-519) Lecture XIV: Stakeholder theory. The role of activist. Strategizing with corporate social responsibility. Case X: <i>Hitting the Wall: Nike and International Labor Practices</i> (HBS 9-700-047) Article VIII: Lehrer, M. & Delaunay, C. (2009). <i>Multinational enterprises and the promotion of civil society - The challenge for 21st century capitalism</i> . <i>California Management Review</i> . 59(4): 125-147.	SIMULATION WEEK 5: Period 5 and 6
9	Topics Nov. 13 Tuesday Nov. 15	Global Production, Outsourcing, and Logistics. Accounting in the International Business. Quiz II Lecture XV: Global production, outsourcing, and logistics Case XI: <i>Zara: Fast Fashion</i> (HBS 703 497) Lecture XVI: Strategy implementation, accountability, and performance measurement	TUESDAY: Quiz 2 SIMULATION WEEK 6: Simulation ends

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity
	Thursday	Case XII: <i>Becton Dickinson - Designing the New Strategic, Operational, and Financial Planning Process</i> (HBS 197-014)	
10	Topics Nov. 20 Tuesday Nov. 22 Thursday	Designing Global Products and Services. Global R&D. Global Marketing. Lecture XVII: Global marketing – part 1 Case XIII: <i>Colgate Max Fresh: Global Brand Roll-Out</i> (HBS 508-009) Article IX: <i>Market selection and direction - Role of product portfolio planning</i> (HBS 581-107) Lecture XVIII: Global marketing – part 2 Case XIV: <i>BBC Worldwide: Global Strategy</i> (HBS 507-034) Article X: Kotler, P. 1986. <i>Megamarketing</i> . Harvard Business Review. March/April Issue.	WEEK: Negotiation Exercise
11	Topics Nov. 27 Tuesday Nov. 29 Thursday	Global Human Resource Management. Group Project Presentations. Lecture XIX: Managing human resources in the global context Case XV: <i>Colgate-Palmolive: Managing International Careers</i> (HBS 394-184) Presentations III: Group projects	THURSDAY: Group Projects Due
12	Topics Dec. 04 Tuesday	Group Project Presentations. Review. Presentations IV: Group projects Presentation V: Comments on simulation Lecture XX: Bringing it all together - concluding remarks	
13	TBD	FINAL EXAM Exam period: Monday, December 10, 2012 to Thursday, December 13, 2012	TBD: Final Exam

TENTATIVE CLASS SCHEDULE			
Week	Date	Topics and required readings	Important Activity

Last updated: May 24, 2012