IB8990 Policy & Strategy in the International Marketplace
Fall 2014 Syllabus
(Wed 5:30-9:45pm)

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Course Website: https://gsu2.view.usg.edu/

Course Description
This course focuses on the global context in which business is conducted, and the development and execution of strategies that would allow firms to gain and sustain competitive advantages. It will increase students’ awareness of the key economic, political and legal issues affecting business on a global scale and the interactions among firms, markets, governments and other social actors. It will expose students to different analytical perspectives for understanding the increasingly complex and uncertain global business context that managers face. It will also enhance their capacity to think critically about the global context of business, a process that provides the opportunity to integrate the previous learning in readiness for students’ future role as global managers and leaders.

The overall course objectives are:
• Enhance the understanding of a fundamental question in international business and strategic management: What determines the international success and failure of companies?
• Gain an understanding of the “other side” of international business, namely, the strategies of local firms. Many business ventures fail abroad, because foreign entrants fail to understand the local firms’ perspective. We will take a more balanced approach by studying how local firms compete.
• Explore the business strategies in transitional and emerging economies. Since many Western multinational enterprises (MNEs) are now concentrating disproportionately more resources on these markets of tomorrow, you will be better prepared if you start to pay attention to them now.

Grading Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Max. Points</th>
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<tbody>
<tr>
<td>Weekly Quizzes (Top 3 Scores out of 5)</td>
<td>15</td>
</tr>
<tr>
<td>Class Attendance/Participation</td>
<td>30</td>
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<tr>
<td>Individual Presentation</td>
<td>10</td>
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<tr>
<td>Team Presentation on a Debate</td>
<td>10</td>
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<tr>
<td>Team Project Presentation</td>
<td>15</td>
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<tr>
<td>Final Exam (Timed Written Case Analysis)</td>
<td>20</td>
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<tr>
<td>Total</td>
<td>100</td>
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Grades are assigned based on the standard Plus/Minus scale at GSU.

<table>
<thead>
<tr>
<th>Total Points</th>
<th>Letter Grade</th>
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<tr>
<td>97-100</td>
<td>A+ 4.30</td>
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<tr>
<td>93-96.9</td>
<td>A 4.00</td>
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<tr>
<td>90-92.9</td>
<td>A- 3.70</td>
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<td>87-89.9</td>
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<td>80-82.9</td>
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<td>77-79.9</td>
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<td>73-76.9</td>
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<td>70-72.9</td>
<td>C- 1.70</td>
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<td>60-69.9</td>
<td>D 1.00</td>
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<tr>
<td>Under 60</td>
<td>F 0.00</td>
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**Weekly Quizzes**
Starting from Session 2 (Oct 22nd) and ending in Session 6 (Nov 19th), there will be a quiz **every week** that covers the assigned materials of the focal week in the middle of the class. You will be allowed to drop two lowest scores, meaning that your top 3 quiz grades will be counted. If you are absent, you will be given a zero for the quiz (but remember, you can drop 1 quiz). No make-ups will be given for missed quizzes. These quizzes are designed to help students retain important information from the focal session, while acting as a grade supplement. The questions will be simple in nature and should be easily answered if you go through all assigned materials before class.

**Class Attendance/Participation**
Since the course is built almost exclusively around the case method, attendance and participation of each student are very important. As in the real world, the cases are rich in detail, yet open-ended and incomplete at the same time. Therefore, do not approach a case as you would for a book chapter or a magazine article. In order to derive maximum benefit from the case method, it is essential that you mentally "get inside" the case. At a minimum, the well-prepared student comes to class equipped with the knowledge of the readings and with a written outline on how to answer each of the discussion questions.

Class participation will be graded based on the subjective assessment of the professor for each class. Given the extensive work and the high-caliber of the students, my previous experience suggested that this is likely to be a **key** area of differentiation in your final grade.

"Dos" for Class Discussions
- Keep an open mind
- Relate outside experience
- Be provocative and constructive

"Don'ts" for Class Discussions
- Do not make sudden topic changes; recognize the flow of discussion
- Do not repeat yourself and others
• Do not "cut" others to "score points"
Remember it is the quality of your participation, not the quantity (or “air time”), that will lead to good performance in class discussion. The following criteria are employed:
• Excellent class participation: The student consistently attends class, consistently contributes to case discussions, and consistently demonstrates superior understanding and insights
• Good class participation: The student consistently attends class, consistently contributes to case discussions, and occasionally demonstrates superior understanding and insights
• Poor class participation: The student inconsistently attends class, inconsistently contributes to case discussions, and rarely demonstrates superior understanding and insights.

You will not be penalized for up to two absences, which count for two weeks of class time, regardless of the reason. Please make sure that you are present when you are a “resident expert” on a particular case. Beyond the first two absences, your grade in attendance and participation will be jeopardized. Only under extenuating circumstances, such as medically documented sickness, death in the immediate family, and participation in a University-sponsored activity, will absences be excused beyond the first two. Also, note that you will miss one quiz for each of your absence.

**Individual Presentation**
Each student has been pre-assigned with one 10-minute individual presentation (see Table “Individual Presentation on Case or Article” for weekly arrangement). Students who are assigned to present case/article summary can use the questions in the Course Schedule (below) as a guide for your presentation. Students who are assigned to present industry development may brief the class on major developments worldwide in the assigned industry, and their implications with rest of the class. Students who are assigned to present regional news may brief the class on major developments in the assigned region, and their implications with rest of the class. It is up to the student to decide on what to share with the class. The presentations will happen before we talk about the cases, as a supplement for the information in the cases.

Please note that extra credits (at a maximum of 5) will be given to any student who wishes to volunteer for a second presentation. We will talk more about this in class during our first meeting.

**Team Presentation on a Debate**
Each team will present a debate that corresponds to the topic of the week. The format for presentation is flexible. One possibility is to have team member 1 present side A, team member 2 present side B, and then team member 3 play the role of a moderator/reconciler. Alternatively, the entire team can represent side A, and engage the rest of the class as side B. Each presentation will last for around 15 minutes and PPT is preferable.

**Team Project Presentation**
The guiding question for the team project is “how to solve a problem in global business”. The first part of this presentation should identify a hard-to-solve strategic problem. Some examples of the strategic problem are (but not restricted to) “how to enter a new foreign market”, “how to divorce from an IJV partner while minimize the damage to the company’s interests and
reputation”, “how to govern a newly acquired foreign company”, “how to deal with some ethical dilemmas”, etc. The second part of this presentation should be the analysis and recommendations to the managers in terms of how to proceed. Try to follow the format of the cases that we study during the course, give enough details on the background information, and then demonstrate evidence of good investigative efforts. Each presentation will last for around 20 minutes, followed by 5 minute Q&A. PPT is required.

Final Exam
The final exam will take place on December 3 in class, and students will have 2.5 hours to complete the case analysis. The case for the final exam will be available on www.Study.net one week prior to the exam. The final exam will focus on evaluating the ability of students to understand and apply the concepts, theories and models presented in class lectures and in the assigned reading materials. This exam will consist of one case and 4 or 5 questions associated with it. The length of the case will be similar to that of the cases discussed through the semester. Students can use these questions to organize their analysis of an article, or they can develop their own approach to analysis. The exam is open book and open note. The exam is designed to be challenging and you might not feel completely satisfied with your answers. Make sure to budget your time wisely.

Case
We will have seven case “sets” (some have multiple parts/readings), one for each session covering the topics listed (see IB 8990 Course Schedule and Overview below). Cases are rich in detail yet open-ended, ambiguous, and incomplete at the same time.

A common reaction to a case is “I don’t have enough information.” While this predicament will also be true for many of your “real-world” business decisions, you must still select a course of action. This requires you to make reasonable assumptions, conduct the analysis accordingly, and act based on the available information. Restating the case facts is not enough (and often not even necessary). The readings, discussions with classmates, prior courses, work experience, overall knowledge, and a lot of thought should provide additional information, insights, and ideas for your analysis.

A typical request at the end of a discussion is “What’s the answer?” The case method does not provide the correct answer (as if there is ever a “correct” answer); rather, various participants in the discussion will have developed and supported several viable “answers”. If I know the outcome of the case I will share it with you at the end of the discussion (and you should feel free to do the same with the class!). But while it is fascinating to learn how things actually turned out, the outcome is simply one more answer which you may feel is better or worse than yours. And while it is interesting to know subsequent events, the purpose of case analysis is not to update the case.

Remember, you will learn from rigorous discussion and controversy. Each of us assumes responsibility for preparing the case and for contributing ideas to the class discussion. The rewards for these responsibilities are a series of highly-exciting, practically-oriented educational experiences that bring out a wide range of topics and viewpoints. To achieve our course objectives and for our learning to be effective, it is critical you diligently prepare for and actively participate in meaningful case discussions and debates, exchange views, and make mutual contributions. We do not engage in these to provide a definite answer but rather to be aware of the issues and the various perspectives on them. Please do not read a case as you would a
book chapter or a magazine article; rather, put yourself in the role of the decision maker. We will approach the cases as follows:

- **Assessment:** Fact-Finding – What is the primary issue in the case? How is the company doing financially? What is its existing strategy and “business model”? That is, on what competitive dimensions does it compete to add value for its customers and stockholders in its business design, operations, and delivery?

- **Analysis:** Applications – What qualitative and quantitative concepts, tools, and frameworks can you use from the text and outside readings?

- **Actions:** Decisions – State the options and alternatives. What is your final recommendation and why? How would you implement this given organizational, human, financial, and other resource requirements? What issues must be addressed to help assure success? Are there additional implications of your actions?

- **Appreciation:** Learning – What are your takeaways from this case? How would you de-brief the class? Do you have any remaining questions or issues you would like to discuss or present in class?

**Academic Honesty**

Behavior consistent with College and University policies on academic honesty and treatment of members of the University community is expected of all. Cheating, plagiarizing, submitting the same material for credit in more than one class, and other forms of deceptive conduct with respect to a student’s work output will be dealt with according to the university Policy on Academic Honesty, as set out in the Graduate Bulletin of the Robinson College of Business and on the GSU and RCB websites. Transgressions will be handled in accordance with College and University procedures.

**University Policy on Disabilities**

GSU provides accessibility and reasonable accommodations for persons with disabilities. Students with disabilities are responsible for contacting the Office of Disability Services to assess their needs. Students must identify themselves and their needs to the professor as soon as possible.

**Cold Call**

As MIB students, you are preparing yourselves to make significant contributions to your organizations and to lead others. This will require you to be always prepared to respond to pointed questions or comments of others. You will deal with situations not unlike the ones presented in the cases we will study this semester. You should be prepared to be called upon from time to time to contribute by commenting on readings, cases, or the comments of fellow class members.

At times you will be asked to lead off discussions of selected articles, chapters or cases. It is best to be prepared in order to respond to these opportunities. If it becomes evident that a student has not prepared, keep in mind that you will earn zero participation points for that day. However, we are all professionals and if you are unable to prepare for legitimate reasons, please notify me before class and I will know not call on you that day.
IB 8990 Course Schedule and Overview

Session 1 – October 15, 2014: Leveraging Resources and Capabilities

Case: Research in Motion: Managing Explosive Growth (Ivey, 908M46)
- How important is it for RIM to grow its pool of software developers?
- What are the different options for substantially increasing the number of software developers?
- Which option(s) should RIM pursue? Why?
- How would you recommend Yach begin to implement the option you recommend?

Assigned Reading:

Optional Reading:

Session 2 – October 22, 2014: Structuring and Learning Around the World

Case: Ingvar Kamprad and IKEA
- What were the sources of IKEA’s successful entry in furniture retailing business in Sweden?
- How important was internationalization to IKEA?
- What were the management processes by which IKEA coordinated and controlled its Europe-wide operations?
- What challenges lie ahead for IKEA?

Assigned Reading:

Optional Reading:

Topic for Debate: Corporate Controls versus Subsidiary Initiatives in Large Firms (Team A)
Side A: Large firm should pursue centralized management. Subsidiaries should not actively pursue their own subsidiary-level strategies and agendas.
Side B: Large firm should pursue decentralized management. Subsidiaries should actively pursue their own subsidiary-level strategies and agendas.

Session 3 – October 29, 2014: Analysis of Competitive Advantages

Case: Samsung and the Theme Park Industry in Korea
• Evaluate the theme parks industry using Porter’s Five Forces Model
• Do the particularities of the Korea environment alter your analysis?
• As the Chairman of the Samsung Group, would you approve such a master plan?

Assigned Reading:

Topic for Debate: Competition versus Antidumping (Team B)
Side A: The practice of antidumping restrictions on foreign firms is **good** for the competitiveness of local firms.
Side B: The practice of antidumping restrictions on foreign firms is **bad** for the competitiveness of local firms.

Session 4 – November 5, 2014: Managing Global Research and Development

Case: Honeywell Inc. and Global Research & Development
• What are the most important reasons for and against distributing R&D capabilities around the world?
• How quickly should HTC move to establish international locations for R&D?
• What advice would you offer to the HTC Vice President?

Assigned Reading:

Topic for Debate: Global R&D versus Stay Local/Regional (Team C)
Side A: MNEs should pursue **globalized** R&D activities.
Side B: MNEs should pursue **local or regional** R&D activities.

Session 5 – November 12, 2014: Family Business

Case 1: The Harilela Enterprises: An Indian Family Business in Hong Kong
• What are some general characteristics of family-owned businesses in Asia?
• Consider the Harilela’s funding strategy. What are the pros and cons of remaining a private company? What benefits and costs are associated with going public?
• Consider the Harilela’s HR strategy. How is it different from that of a multinational or a large nonfamily business? What are the corporate governance issues of a family-owned business?

Case 2: Family Business Succession in Asia
• In what way does the Wang Group exhibit characteristics of a typical Asian family firm? In what way does the Wang Group differ from such firms?
• What further steps should Wang take to ensure the Wang Group remains a sustainable family firm?
Assumed Reading:

**Topic for Debate: Family (Domestic) Business versus International Business (Team D)**
*Side A:* Family businesses have more advantages to compete in international business.
*Side B:* Family businesses have more disadvantages to compete in international business.

**Session 6 – November 19, 2014: Making Alliances and Acquisitions Work**

**Guest Speaker:** Warren King, Retired Global Business Manager for BP/Amoco Chemicals

**Case: Eli Lilly in India: Rethinking the Joint Venture Strategy**
- Did Eli Lilly pursue the right strategy to enter the Indian market?
- Carefully consider the evolution of the JV. Evaluate the three successive JV leaders. Identify the unique challenges faced by each.
- How would you assess the overall performance of the JV? What did the partners learn from this JV?
- From Eli Lilly’s or Ranbaxy’s perspective, what action would you recommend regarding the JV? What are the implications of your recommendation? How would you implement this?

**Assigned Reading:**

**Optional Reading:**

**Session 7 – December 3, 2014: Emerging Issues in International Business**

**CEMEX: Global Growth through Superior Information Capabilities**
- What are the key stages of CEMEX’s growth-oriented business strategy since the late 1980s? What challenges did CEMEX face in each stage?
- How has CEMEX built its information capabilities, including its e-business initiatives, to achieve its vision and implement its evolving business strategy in each stage?

**Assigned Reading:**

**Optional Reading:**
• It Keeps Growing... and Growing... 2012. *Harvard Business Review.*

**Case for Final Exam:**
Integrative Case Study Analysis – Exam will be given in the normal time and location. The case that we will be using for the Final Exam will be available on Desire2Learn exactly one week prior to the exam (Case available on November 26, 2014 in Study.net). See the Final Exam section above for more information.

**Session 8 – December 10, 2014: Integration**

**Guest Speaker:** Ed Baker, Publisher of Atlanta Business Chronicle

**Team Project Presentation**

**Case:** The case used for final exam

**Final hour:** Open discussion of suggestions and feedback