BAD 64275: STRATEGIC GLOBAL MANAGEMENT
Kent State University
Fall 2010
Sections 11250/18294/19711
Classroom: Vaughn Hoover electronic classroom
Time: M. 7:20-10:00 p.m.

PROFESSOR: Dr. Jaume Franquesa
Office: BSA A-407
Telephone: 67-21161
E-mail address: jfranque@kent.edu
Office hours: M: 10:00 – 10:30 p.m. & T/Th: 1:15 – 3:30 p.m.

READING MATERIALS:

Required: 1.- G. S. Yip. 2003. Total Global Strategy II, Prentice Hall.

2.- Pankaj Ghemawat. 2007. Redefining Global Strategy, Harvard Business School Press.

3.- Course pack with cases selected by the professor (available at www.shop.coursepacksetc.com).

4.- Articles placed under Library Electronic Reserves.

Other required reading materials may be distributed in class.

COURSE DESCRIPTION:

BAD 64275 introduces students to current topics and theoretical perspectives in the field of international management. Students will be exposed to the major challenges facing managers and their organizations in the global marketplace. The course takes the perspective of practitioner general managers within multinational corporations (MNCs), including top managers in charge of an entire multi-business, multi-country firm; global business managers with responsibility for worldwide operations of a given business; country managers (or regional group heads) at the helm of MNC operations within a country (or region); and subsidiary managers leading a given business' operations within a given country. The course is designed to provide a general understanding of global strategy, as well as familiarity with tools and constructs used to develop strategy in a global context.

The course is divided in three parts: The first part (first two sessions) is devoted to the study of the internationalization process. The second part (the bulk of the course) focuses on analytical tools used for international strategy formulation. The third part (last three sessions) focus on the management of the multinational enterprise and implementation challenges characteristic of the geographically diversified corporation. We will place special emphasis on the concept of the transnational organization.

The course is as much about concepts as it is about practicing your analytical ability as managers, by drawing upon those concepts and performing strategic analyses and proposing solutions. Throughout the course, participants are asked to apply the analytical tools they have read about to real-life business cases.

COURSE OBJECTIVES:

1. To give students a realistic picture of issues and challenges facing multinational enterprises and their managers today.

2. To familiarize students with the major concepts and paradigms in international management.

3. To prepare students for the assessment of benefits, costs, and risks of internationalization proposals.

4. To provide students with an understanding of the benefits and costs of globalization of a firm's activities, as well as a realistic assessment of the difficulties associated with re-configuration of a firm's global value-chain and internal integrative mechanisms.

5. To provide opportunities for students to take upon the roles of general managers in large geographically diversified firms, and to confront the specific strategic and organizational issues facing them.

6. To provide opportunities for students to practice and hone analytical and critical thinking, and presentation and communication skills.

PEDAGOGY AND CLASS FORMAT:

We will use a two-step learning process as follows: First, participants will familiarize themselves with strategic management concepts, theoretical models, and analytical techniques. This will be accomplished by means of individual self-study of assigned readings and subsequent class presentation/discussion of such materials. Second, participants will be asked to apply the concepts, models, and analytical techniques learned to real-life business cases.

To cover as many topics as possible during the next 15 weeks, the course is structured so that there is one opportunity to learn about a given topic area and set of analytical tools, and only one opportunity to apply those tools to a real-life case. After that, we move to the next topic.

For each topic you will typically be assigned one or two book chapters or articles to read, and one case to prepare. Book chapters and articles introduce concepts and managerial tools related to the topic and provide the technical background needed to analyze cases. Cases provide a real-life business situation that calls for application of the concepts and tools learned.

We will meet in class to discuss both kinds of materials. Accordingly, class time will be split between theory discussions and case analysis sessions, with the latter taking a larger share of the meeting time.

During theory presentations/discussions, we will review and extend what you have read in the assigned book chapters or articles. The purpose of these sessions is three-fold: (1) To reinforce main ideas, (2) to discover and clarify any remaining misconceptions, and (3) to provide you with an opportunity to ask further questions on each given topic.

During case discussions, the focus will be on diagnosing what is critical in a complex business situation and on finding pragmatic solutions to the strategic and/or organizational problems at hand. We intend to benefit from group thinking and to learn from each other during these exchanges. I will take on a discussion facilitator role, pointing the group toward main discussion themes, synthesizing different views expressed, and asking follow-up questions. In turn, students are expected to introduce their own ideas and points of view, and to draw, challenge, and build upon ideas expressed by others. The liveliness and pedagogical value of these sessions will largely depend on the extent to which students engage the material and take ownership for class discussions.

WORK EXPECTATIONS:

To prepare for each class, you are to read the assigned articles, and analyze the assigned case. You should produce and bring your **personal notes on the case, containing your analysis and opinions**, to class for your own benefit during the discussion. As explained below, in-class contributions are an important component of your performance evaluation in this course.

You should **plan on investing a minimum of 8 hours to prepare for each class**. Assigned articles may take two hours to read and there is normally two articles assigned. Analysis of cases is more involved and will require 4-6 hours of work or more. Case analysis consists of:

(i) A first read of the case, where you highlight important parts of the text and make notes on the margins. The objective here is to summarize the case facts.

(ii) A focused, second read, with the assigned discussion questions in mind (mostly you go over your prior marks and notes). The objective now is to gain further familiarity with the issues pertinent to the analysis at hand.

(iii) Your critical analysis. Look for previously introduced tools, ideas, and models that may be useful for evaluating this particular situation, use careful thinking, and apply practical business sense.

(iv) Preparing a set of notes with your final arguments. Normally these are for your own use during the discussion in class and, thus, you can use whatever format will serve you well (e.g., notes can be handwritten). However, from time to time I will ask you to submit your notes (or parts of your notes). When that happens, notes need to be typed and follow the instructions detailed in the "Write-up Format" section below.

EVALUATION:

Since we have a mixed section that includes both FT-MBA and P-MBA participants, I have devised two separate evaluation components for each group.

FT-MBA

Your final grade in this course will be a weighted average of the grades obtained for:

In-class contribution:	30%
Required case write-ups (2):	10%
Group presentation (theory):	10%
Group project & presentation:	25%
Final Examination:	25%

P-MBA
Your final grade in this course will be a weighted average of the grades obtained for:

In-class contribution:	30%
Required case write-ups (2):	10%
Group presentation (theory):	10%
Examinations:	
Mid-term:	25%
Final:	25%

ATTENDANCE:

We meet for class only 13 times this semester. **Attendance to all of these sessions is required. Please pan accordingly**.

Missing classes, for any reason, will detract from your (potential) participation record, because there is no make-ups for participation. Most important, **after more than two absences a student can not receive a passing grade** for the course, and will normally be assessed a grade of "incomplete".

Attendance will be recorded at the beginning of each class. If for some reason you should arrive late, be sure to see me during the break to make sure your attendance is noted.

IN-CLASS CONTRIBUTION:

Most general managers spend very little time reading and even less time writing reports. The vast majority of their interactions with others are verbal. For this reason, the development of verbal skills is given a high priority in this course. The classroom should be considered a laboratory in which you can test your ability to convince your peers of the correctness of your approach to complex problems, and of your ability to achieve the desired results through the use of that approach.

Furthermore, active participation in class enhances the pedagogical value of the session. Class discussions provide the opportunity for us to benefit from group thinking and to learn from each other. Thus, by contributing their analysis and ideas students make class sessions enjoyable and enhance learning by the group.

Therefore, as an integral part of this course, **each student is expected to be a contributor to our discussions**, by presenting his/her analysis and ideas as well as by listening and reacting to analysis and opinions expressed by others.

Also, students may be called upon at any time to provide their analysis or discussion of an issue. In particular, one or more students may be asked to start the class by answering a specific question or discussing a specific issue. Preparation of the case (including the assignment questions) and associated readings should be sufficient to handle such a lead-off assignments. After the initial analysis, we will open the discussion to the rest of the class.

Because class participation figures prominently in this course's grading scale, the University's Honor Code mandates that you not rely on notes, handouts, or cases from students who have taken this course previously. Thus, you should not work from used readings/cases since these are likely to be "marked up" according to the judgments of others.

In class-contributions are a major portion of your grade in this course. Some of the behaviors that contribute to effective class participation are captured in the following questions:

1. Do the comments show evidence of analysis of the case?
2. Do the comments add to our understanding of the situation?
3. Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
4. Is the participant a good listener?
5. Are the points that are made relevant to the present discussion? Are they linked to the comments of others?
6. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?
7. Is the participant a good communicator? Are his/her arguments clear, to the point, and persuasive.
8. Is there a willingness to test <u>new</u> ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
9. Is there a willingness to share?

Credit for participation will be earned as follows:

Prepared student = 0 points. Completing your assigned work by the date indicated in this syllabus is an absolute requirement; not a source of credit. You receive no participation points unless you go a step further and contribute your thoughts to the class discussion. I encourage you to do so.

Session contributor = 1 point. When you contribute your understanding (either voluntarily or prompted by the professor), or pose interesting questions, you get one point for the session.
To promote broad participation, students don't receive multiple points for multiple contributions during a single session. You can only gain one point per session. You should be ready and try to contribute every single class.

Session leader = 2 point. In exceptional circumstances you may receive two participation points for the session when you have made highly effective, quality contributions that push our discussion forward. (Note that this is an "exceptional" grade, and that it is based on quality as opposed to quantity of contributions).

Your final participation/write-up score at the end of the semester will be the sum of your participation points in all sessions (plus your write-up points). A student must be an active, effective, and <u>consistent</u> contributor to get a good participation grade by the end of the semester. I will assign a grade for your contributions each session. I will record information during the session itself (with the help of a seating chart), and will make final determinations right after each session has concluded.

Here is how I envision the correspondence between participation points and letter grades at the end of the term:

Participation Points	**Numerical Grade**	Letter Grade Correspondence
0	0.0	F
1	0.5	F
2	0.9	D
3	1.2	D+
4	1.5	C-
5	1.8	C
6	2.1	C+
7	2.4	B-
8	2.7	B
9	3.0	B
10	3.2	B+
11	3.4	A-
12	3.6	A
13	3.8	A
14 or above	4.0	A

REMEMBER:

- **Any and all comments/opinions emanating from your understanding of course materials are always welcome**.
- **The idea of THE "right" answer or solution is often an oxymoron in the context of this course.** Given the complexities of the real world, there is no single right answer to the issues discussed in this course, although some answers are better than others (and some answers can be wrong). To find better answers, use strategic concepts and tools to analyze a situation.
- **One doesn't need to be "right" to make a contribution**. Bold proposals or somewhat faulty arguments often make most valuable contributions: The former may open a new line of argument, while the latter gives us something to work with and may trigger a clarifying and enriching debate.
- So, just come to class prepared and share your best thinking with us!

REQUIRED WRITE-UPS:

There is no format requirements for case analysis notes that you bring regularly to case sessions, as these are intended for your own personal use during the discussion (e.g., notes need not be typed –even if they end-up being collected by the professor). The exception to this rule occurs when you are given advanced notice that a particular case analysis will be turned in. In such instances, it is expected that your write-up will be typed, and that it will conform to the format guidelines discussed below.

Two case write-ups have been scheduled for submission at this time: the Euro Disney case, due Sept. 27, and the Ice-Fili case, due Oct. 18. Additional report submissions may be announced as the semester progresses.

To receive credit, write-ups must (i) tackle and complete the assignment and (ii) follow the format requirements outlined below. Credit-receiving write-ups will be graded according to "quality". The latter refers to the level of understanding of the analytical tool(s) used, the depth and insightfulness of the analysis, and the judiciousness of conclusions and recommendations.

Feedback for these exercises will be provided immediately after submitting reports, in the form of class discussion. Two implications derive from this: First, no late write-ups can be accepted. Second, students should bring an extra-copy of their hand-in to class and use it to record feedback as the discussion progresses. You will receive a subsequent notice of evaluation for your work, but hand-ins are typically not returned.

FORMAT for WRITE-UPS:

Case reports should be written as if you were a consultant working for management. Several implications follow: First, provide only information that is directly pertinent to answering the assigned question(s); and think about the most effective way to present your ideas (may be a table?). Second, your reader is very familiar with the firm and its industry. Hence, you should refrain from wasteful repetition of the case's framing and/or unnecessary case facts. Finally, your reader is most interested in the bottom line of your arguments, conclusions, and final advice regarding the issues brought to your attention. Therefore, state your findings and recommendations clearly.

The lion's share of your time should be spent gaining a good understanding of case information and, then, analyzing the issues assigned –i.e., thinking, as opposed to writing. When you finally reach your conclusions, you summarize your analysis and recommendations in a direct, brief, and persuasive manner (e.g., use bullet points!). Your report should be focused, and your writing-style should be succinct and to the point.

Write-ups should be typed, using 1 inch margins and size 12 font. There should be a cover page with the case title and student name on it. After that, assigned discussion questions should be addressed, one at a time, and in the assigned order. Number and repeat each discussion question (as it appears in your syllabus) at the top of a new page, and submit your best arguments after that. Format is important and it affects your grade.

GROUP PRESENTATION:

Students will be organized in groups of 5 or 6 members (for a total of 8 groups) at the time of our second meeting. Each group will prepare a 30 minute Power-Point presentation of an assigned course material. All members of the group must participate in the presentation to the class. See the detailed schedule below for your group's presentation assignment.

GROUP PROJECT (FT-MBA):

Each group will select a public company facing a particular identifiable challenge with regard to its global strategy or its global organization structure for an in-depth case study. You must discuss your choice of company/challenge with me early on (by Sep. 20).

The objective of this project is to discuss and evaluate the strategy, performance, and challenges of a publicly traded multinational firm and, on the basis of this analysis, to make a recommendation for the future direction for the enterprise. You will assume the role of consultants preparing a report for the firm. Naturally, the content of the project will vary depending on the nature of the issue facing the company.

The project will produce three separate outputs:

1.- A written executive summary of your analysis, findings, and recommendations (2 page maximum).

2.- A written report with your detailed description of the situation, analysis, and recommendations. There is a 25 page limit for this report including tables, references, and appendices. It must follow the same format conventions discussed above for your case write-ups. The paper must contain a proper reference section at the end of the manuscript. All works listed in this section must be properly cross-referenced in the body of the test.

3.- An oral presentation in which you will outline the principal findings and your recommendations. All members of the group must participate in the presentation and (ideally) in the subsequent Q&A as well. Evaluation criteria include both content and style issues.

Each group member will be evaluated by the other members of the team on his/her contribution, and this may affect your individual grades. The group presentation will also be evaluated by the class at large.

EXAMINATIONS:

There will be one (FT-MBA) or two (P-MBA) in-class examinations during the semester. Test dates and exam format information are provided in the course schedule below.

GRADING SCALE:

Final course (letter) grades will be assigned using the plus/minus grading system adopted by the University. Also, numerical grades for all course components will be expressed in a 4.0 scale. The equivalence between numerical and letter grades will roughly follow the same scale used by the University to award academic honor points. Specifically, the grading scale for this course will be as follows:

3.6 – 4.0	=	A
3.4 – 3.5	=	A-
3.1 – 3.3	=	B+
2.7 – 3.0	=	B
2.4 – 2.6	=	B-
2.1 – 2.3	=	C+
1.7 – 2.0	=	C
1.4 – 1.6	=	C-
1.1 – 1.3	=	D+
0.8 – 1.0	=	D
0.0 – 0.7	=	F

COURSE POLICIES

LATE ASSIGNMENTS:

Assignments may be turned in **prior** to the due date for full credit. Late work without prior arrangements due to special circumstances will receive no credit.

MISSED TESTS:

It is your responsibility to be in class at the assigned date and time for each exam (unless arrangements were made in advance for an alternative time –see Test Make-up Policy bellow). In order to adhere to standards of professionalism and academic rigor, as well as out of fairness to students that meet course requirements, there will no make-up tests for missed exams. The only exception to this policy might be under the rare circumstance of a last minute emergency (i.e., accident, sudden illness, etc.) –see below.

TEST MAKE-UP:

Since tests are scheduled during regular class periods, there should be no time conflicts with other classes or tests. There may be conflicts with an occasional work assignment, though. In the event of an unavoidable job-related time conflict, speak to me well in advance of the scheduled test date to make arrangements for an alternate time. There will be no make-up tests provided unless arrangements are made with me at least a week in advance of the test date. The only exception to this policy might be under the rare circumstance of a last minute emergency (i.e., accident, sudden illness, etc.) that explains your (unplanned) absence. Also, no makeup test will be permitted more than one week after the regularly scheduled test date.

OTHER UNIVERSITY and COLLEGE POLICIES

The following University and/or College policies apply to all students in this course:

ACADEMIC HONESTY: Cheating means to misrepresent the source, nature, or other conditions of your academic work (e.g., tests, papers, projects, assignments) so as to get undeserved credit. In addition, it is considered to be cheating when one cooperates with someone else in any such misrepresentation. The use of the intellectual property of others without giving them appropriate credit is a serious academic offense. It is the University's policy that cheating or plagiarism result in receiving a failing grade for the work or course. Repeat offenses result in dismissal from the University.

DISABLED STUDENTS: University policy 3342-3-01.3 requires that students with disabilities be provided reasonable accommodations to ensure their equal access to course content. If you have a documented disability and require accommodations, please contact the instructor at the beginning of the semester to make arrangements for necessary classroom adjustments. Please note, you must first verify your eligibility for these through Student Accessibility Services (contact 330-672-3391 or visit www.kent.edu/sas for more information on registration procedures)

ENROLLMENT / OFFICIAL REGISTRATION: Students have responsibility to ensure they are properly enrolled in classes. You are advised to review your official class schedule (using Student Tools on FlashLine) during the first week of the semester to ensure you are properly enrolled in this class and section. If registration errors are not corrected and you continue to attend and participate in classes for which you are not officially enrolled, you are advised now that you **will not** receive a grade at the conclusion of the semester for any class in which you are not properly registered.