

Management
Course Number: 29:620:402
Course Title: Global Management & Strategy

COURSE DESCRIPTION

As firms increasingly engage in the global environment, they confront an array of choices regarding geographic markets, locations for key activities, organizing international firm activity, and processes for managing across borders. The aim of this course is to prepare students to manage effectively in today's interconnected world by understanding this changing environment, principles of global strategy, and the relation between global strategy and organization. We structure this course into three sections.

In the first section, we illustrate the importance of exploring management from a global perspective by looking at Market Entry and Competition. This includes a critical look at the timing, scale and pace of international expansion including different internationalization strategies, entry mode choices and types of international investment.

In the second section, we explore the structure and organization of global companies, and analyze the processes and practices of global strategic management.

In the third section, we explore the way in which firms manage strategic challenges within an international context, including their Human Resource Management, culture, and CSR initiatives.

COURSE MATERIALS

Required Case Studies:

Case studies can be purchased from Harvard Business School Publishing through this link:

<https://hbsp.harvard.edu/import/659771>

Required Textbook:

Jain, Vinod K. Global Strategy: Competing in the Connected Economy. Routledge (July 27, 2016)
ISBN-13: 978-1138844247

Some materials may be available through the Rutgers Library. Supplementary materials and links to information sources will be posted on Canvas. I will also post my PowerPoint presentations on Canvas, typically after each class meeting.

LEARNING GOALS AND OBJECTIVES

STUDENTS WHO COMPLETE THIS COURSE WILL:

1. Challenge you to think critically about the management of international companies
2. Immerse you in the challenges of doing business across national boundaries
3. Demonstrate the economic, cultural, political, and historic forces influencing and shaping the management role in the global context
4. Equip you with the skills necessary to analyze, assess, design and implement business strategies that transcend national boundaries
5. Enable you to conduct an external environmental analysis, an industry analysis, and an internal firm analysis, and provide recommendations and justifications for a course of action taken by a firm expanding overseas.
6. Arm you with the informational and analytical tools necessary to meet the challenges facing the international manager.
7. Expose you to the ethical and societal issues raised in your daily life as an international manager.

STUDENTS DEVELOP THESE SKILLS AND KNOWLEDGE THROUGH THE FOLLOWING COURSE ACTIVITIES AND ASSIGNMENTS:

- Lectures and in-class discussion: Part of each class session will be in a lecture format with discussion of the concepts, theories, and frameworks introduced by the class. This also includes discussion of any articles that were part of assigned weekly readings. This will necessarily require that students come prepared to each class having read and understood all assigned material.
 - Case study discussion: This is a case-based course, allowing students to learn from the experiences of companies who have faced challenges in managing a global organization. The cases represent diverse home/host countries, industries, economic/political/social/cultural environments, and challenges/opportunities in the global economy. They offer students the opportunity to apply *global management strategy* concepts, theories, and frameworks to real-life situations. In-class discussion and role plays will challenge students to think critically about the management of multinational enterprises (MNEs) facing competitive and, sometimes, ethical challenges in foreign markets. Starting in Week 3, each group will take a turn to introduce the case study to the rest of the class, with a format that I will discuss at the beginning of the year.
 - Team Final Project: Each team of 4-5 students will work on a substantive project about a real-life decision or challenge facing a specific MNE. This will offer the team the opportunity to collect and analyze a variety of qualitative and quantitative data comparing different countries, apply the concepts and frameworks learned during the semester, present their analyses, findings, and conclusions and recommendations in a written report as well as make an in-class presentation.
 - Exams: There will be three Exams held during the semester to test students' knowledge and understanding of core global strategy concepts, theories, and frameworks as well as their application.
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CLASS POLICIES

Electronic devices are permitted to be used during class, but I ask that students restrict their usage to activities related to the class (e.g. taking notes, doing in-class exercises, etc.). All other non-class activities (including browsing the web, doing homework, etc.) are prohibited as they can be a distraction from your class participation and attention, as well as a distraction to others in the class.

If you miss a class, it is your responsibility to find out from classmates what materials were covered, what assignments are due, and what (if any) handouts were distributed in class.

Professional conduct is expected at all times:

- a. Treat all participants in the class with respect.
- b. Do not distract others.
- c. If you are unable to comply with these expectations, you will be asked to leave the classroom and will forfeit any Participation score for that class session.

For weather-related class cancellations, please check the New Brunswick "Campus Operating Status" page: <http://campusstatus.rutgers.edu> or by going to the main New Brunswick webpage at <http://nb.rutgers.edu>. Obviously, if the campus is closed due to weather conditions, then class will be canceled. If I have difficulty making it class on time (or at all), even under normal operations in New Brunswick, I will attempt to alert you either by email and Canvas the night before, or first thing in the morning of the class. So if the weather appears marginal, please make sure to check your email and Canvas prior to class.

ACADEMIC INTEGRITY

I do NOT tolerate cheating. Students are responsible for understanding the RU Academic Integrity Policy (<http://academicintegrity.rutgers.edu/>)

I will strongly enforce this Policy and pursue *all* violations. On all examinations and assignments, students must sign the RU Honor Pledge, which states, "On my honor, I have neither received nor given any unauthorized assistance on this examination or assignment." I will screen all written assignments through *SafeAssign* or *Turnitin*, plagiarism detection services that compare the work against a large database of past work. Don't let cheating destroy your hard-earned opportunity to learn. See business.rutgers.edu/ai for more details.

CLASS ADMINISTRATION

I make frequent use of the course Canvas site and will post new materials on an ongoing basis. You can access the Canvas with your NetID and password at canvas.rutgers.edu. I urge you to check the site frequently. Materials that I will post include any PowerPoint presentations that I use for lectures, additional readings, and other files or links for the discussion of current topics.

I also use Canvas to post announcements that should go to your email; I therefore expect that you check your email on a regular basis. If you are not receiving emails from me that correspond to announcements showing on the class Canvas site, please let me know and we can figure out how to resolve the issue.

EVALUATION

Attendance (5%), Class Participation (15%)	20%
Homework	25%
Exams (two, 15% each)	30%
Team Final Project/Presentation	<u>25%</u>
Total	100%

Attendance (5%): Attendance is a prerequisite to Participation, and so you should make every attempt to attend each session – especially considering that we only meet once per week. Poor attendance, poor punctuality or unnecessary disturbance in class will negatively impact your attendance grade.

Class Participation (15%): You are expected to attend and constructively participate in each class. Given the tight timeframe within which we need to cover the material of the course (14 sessions), students who miss three (3) class sessions or more for unexcused absences will fail this course.

Class participation is critical during cases, but also includes participation during lectures. For lectures, your reading of the assigned material will help you to understand the concepts and be able to discuss them in class. For sessions that cover cases, you should be prepared to share your views and ask questions at appropriate times during the class, as well as be prepared to answer if I call on you to discuss your views on a particular topic. Credit will be given for the quality and consistency of participation. At the end of each class I will make notes of who has participated and will award points accordingly. These points will be recorded on a cumulative basis on Canvas, and it is your responsibility to check that I have assigned points to you following each class. Points will be awarded on a scale from 0 to 5, according to the following:

- 4-5 points – Evidence of active and careful advance preparation by taking a major role in pointing out new issues and new points of view in case discussions with fellow students. Demonstration of an ability to link readings, cases and concepts learned in other courses.
- 2-3 points – Active engagement (e.g. in both the lecture, any Canvas forum and case study analysis), but limited connection between cases, theory and concepts in a novel way.
- 1 point – Very little or limited participation or participation only by general agreement with ongoing discussion both in-class or on the Canvas forum.
- 0 points – No participation in class, frequent late coming and/or early leaving or any other behavior that disrupts or distracts from class discussions/lectures (e.g. being absent, reiterating what is literally in the readings or what someone else has said).

Homework (25%): Each homework assignment will consist of 2-3 questions related to the case study. Upload a Word or pdf document (or just type into the Canvas textbox for the assignment) with your answers to the posted questions. Your answers should be in a single paragraph and each answer should NOT EXCEED 5-6 sentences (and I will deduct points for violating this requirement). This short length is critical practice in developing your ability to distill your answers down to the essence of the issues at stake, and be concise with your analysis and recommendations. You should substantiate your answers using facts and data presented within the case. To the extent required, you are also welcome to make use of the frameworks and tools discussed in class, the vocabulary that we have defined in the class, as well as your general knowledge of organizational theory, strategy, operations, marketing, accounting, and finance to support your arguments.

Your answers to the Homework questions should be submitted via Canvas before class on the day of the scheduled case. All homework submissions will be checked for plagiarism using SafeAssign. These are individual assignments and NOT to be worked on as a team.

IMPORTANT: NUMBER OF ASSIGNMENTS AND EXTRA CREDIT: There are 10 homeworks on Case Studies throughout the semester. While you are required to read every case study, you are required to submit only 8 (out of the 10) homework assignments. If you submit more than 8 assignments (i.e. 9 or 10), I will take the top 8 homework scores to represent your Homework grade. The remaining one(s) – ONLY if you have received a 7.0/10 or higher – will count toward your Participation score (up to 5 points each). This is the ONLY form of Extra Credit that will be available during the entire semester, no exceptions.

Exams (2 x 15% = 30%): Two in-class Exams will be administered during this course, each worth 15%. The Exams will consist of multiple choice questions, short written response questions, and/or essay questions related to the lecture concepts and cases covered. I will provide more details on each exam in advance.

Team Work: There is a considerable amount of team work in this course. Teams of 4-5 students should be formed and submitted to me by the end of the second class session. If anyone has not formed a team by this time I will assign the student to a team. All students are expected to contribute equally to the team's work. Grades are assigned to the team, not the individual. Absence from the team presentations (see below) or lack of contribution to the project will result in failing grade. A Peer Evaluation form is required to be submitted by each student at the end of the term which will confidentially evaluate the contribution of each team member. There are two components to the team assignments:

Team Final Project/Presentation (25%) Each team will work on a substantive project about a real-life decision or challenge facing a specific MNE. This will offer the team the opportunity to collect and analyze a variety of qualitative and quantitative data comparing different countries, apply the concepts and frameworks learned during the semester, and present their findings, analyses, and recommendations in a 15 minute in-class presentation. As part of this assignment, each team will submit the full set of slides – INCLUDING formatted notes to the slides that give background/supporting details, as well as references used. While there will be more guidance given toward the end of the semester, you should approach this project from the perspective of a strategy consultant to the company.

Contact Information: The best way to receive an answer to a question is to email me, although you are welcome to call if you need an answer to something quickly.

Grading: Grading for each of the items above will be conducted in the following manner: I will inform the students of the class's grade distribution and assign letter grades to the relevant ranges. Throughout the semester I will update an excel sheet on Canvas that contains these grade scales and will allow you to input your individual scores (to see their numerical/letter equivalent – see below) and see your projected final grade. Keep in mind that this projected final grade will be fairly meaningless toward the beginning of the semester, without sufficient data points to give a clear picture of the overall grade. The

graph below shows how your scaled results for each component of the grade can be compared with each other, and allows for the component weightings above to be applied appropriately.

- A 90% and above
- B 80% to below 90% (B+ for 87% to below 90%)
- C 70% to below 80% (C+ for 77% to below 80%)
- D 60% to below 70%
- F below 60%

In a typical semester, roughly 25% of students will receive an “A” in the course, and the class average is generally in the middle of the “B” range. Please note that it is very difficult to get an “A” without strong participation, in addition to all the other components of the course.

RUBRIC FOR TEAM CASE STUDY REPORTS AND FINAL TEAM PROJECT

	<i>Beginning</i>	<i>Developing</i>	<i>Accomplished</i>	<i>Exemplary</i>
<i>Analysis, Depth, Evidence</i>	<p>2 point</p> <p>No, or weak, evidence of issues provided. Limited use of strategic “tools”</p>	<p>6 points</p> <p>Some evidence of issues, with use of strategic tools/ frameworks covered in class. Evidence of limited relevance, and/or key points are overlooked.</p>	<p>8 points</p> <p>Good presentation of evidence, but with some overlooked evidence or inaccurate analysis. May not clearly describe relevant, insightful points that could be obtained by complete, effortful analysis.</p>	<p>10 points</p> <p>Accurate and thorough analysis of evidence, with identification of relevant and significant factors. Use of strategic tools and frameworks covered in class. Commentary is provided to help reader understand the key points of analysis without including extraneous details.</p>
<i>Issues Identification</i>	<p>0 point</p> <p>There is no mention of key issues</p>	<p>1 point</p> <p>Issues are mentioned but not connected to analysis and evidence OR not</p>	<p>2 points</p> <p>Issues are clearly identified, but may have a weak connection to analysis and</p>	<p>3 points</p> <p>Issues are clearly identified and described AND are logical and very directly related to</p>

		logical OR not clearly expressed	evidence OR may not be logical	analysis and evidence. A summary opinion or statement is presented that makes clear the author's point of view.
Recommendations	0 point There are no recommendations OR there are superficial recommendations	1 point Recommendations are provided but do not completely address issues. Risk analysis / alternatives not provided.	2 points Recommendations are relevant and clearly address issues. Limited risk analysis OR alternatives. Recommendations may be relatively minor or limited given the magnitude of the issues.	3 points Recommendations are connected to analysis and very clearly address issues. A brief "why" is presented. Risks and alternatives to recommendations are provided in a clear way. Recommendations focus on the most significant issues and do not constitute "minor fixes" or "band aids".
Organization, Writing Quality and Adherence to Requirements	1 point Paper is poorly presented with multiple grammatical and spelling errors. Formatting or deadline not achieved	2 point Paper is jumbled (ideas do not flow) with some grammatical and spelling errors. Formatting or deadline not achieved.	3 points Paper is good, but somewhat unstructured, with minor spelling or grammatical errors. Formatting AND deadline achieved.	4 points Paper is excellent with very clear organization and flow of ideas. Attention to detail resulting in limited grammatical and spelling errors. Formatting AND deadline achieved.

Notes: This rubric obviously emphasizes the quality and depth of analysis. Papers which are simultaneously concise and which demonstrate a compelling analysis will typically:

- Limit any description of the case, as it can be assumed the reader has read the case or is familiar with the basic facts of the case.
- Make effective use of bullet points, outline format, tables, and charts to succinctly convey key points. This type of presentation can often convey useful information more effectively than extensive narrative.

COURSE SCHEDULE

The order and content of sessions may change. Readings marked (T) are from the required textbook, Canvas/L) are either posted on Canvas or available through the Rutgers Library, while (H) refers to cases/articles that are available for download off the Harvard Publishing website link listed above.

Date	Topic	Assignments
<u>GLOBALIZATION AND THE MNE</u>		
	Class Introduction Syllabus Review Understanding Case Analysis <u>Mini-Case Study:</u> Walmart Around the World	Purchase textbook, and the case studies (using the HBR link above)
<u>GLOBAL STRATEGIC MANAGEMENT: MARKET ENTRY AND COMPETITION</u>		
	<u>Lecture:</u> Crash Course in Strategy, Part 1 <u>Case Study:</u> Apple Inc. in 2015	Homework / Case Preparation (H): Apple Inc. Due: Email members of teams
	<u>Lecture:</u> Crash Course in Strategy, Part 2; Blitzscaling <u>Case Study:</u> Netflix International Expansion	Read (Canvas/L): " <i>Blitzscaling</i> " Reid Hoffman, interview by Tim Sullivan Homework (H): Netflix
	<u>Case Study:</u> Honda (A) <u>Lecture:</u> Crash Course in IB	Homework (H): Honda (A) Read (T): Jain, V. Chapter 4: How to Enter Foreign Markets
	<u>Case Study:</u> Costco – Market Expansion and Global Strategy <u>Lecture:</u> FDI, Foreign Market Selection and Entry Exam 1 Review	Homework (H): Costco Read (T): Jain, V. Chapter 5: How to Compete in Foreign Markets

	Exam 1 <u>Lecture</u> : Compete and Grow in Foreign Markets	Prepare for Exam 1 Read (T): Jain, V. Chapter 6: How to Grow in Foreign Markets
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<u>GLOBAL STRATEGIC STRUCTURE AND ORGANIZATION</u>		
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	<u>Case Study</u> : Espresso Lane to Global Markets <u>Lecture</u> : Organization of International Business	Homework (H): Espresso Lane to Global Markets Read (T): Jain, V. Chapter 7 “Organizational Design for Global Operations” (only pgs 183-193)
	<u>Case Study</u> : Philips vs. Matsushita <u>Lecture</u> : Developing Transnational Strategies	Homework (H): Philips vs. Matsushita Read (T): Jain, V. Chapter 8 “Global learning, capability building, and the MNE”
	<u>Case Study</u> : Jollibee Foods <u>Lecture</u> : Global Value Chains	Homework (H): Jollibee Foods Read (Canvas/L): Kumar, N., Puranam, P. 2011. Have you restructured for global success? Harvard Business Review (Oct 2011)
	<u>Case Study</u> : ECCO A/S <u>Lecture</u> : International Human Resource Management	Homework (H): ECCO A/S Read (T): Jain, V. Chapter 9 “Innovation and the MNE”

<u>GLOBAL STRATEGIC MANAGEMENT</u>		
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	<u>Case Study</u> : Managing Performance at Haier (A) <u>Lecture</u> : Global CSR, Emerging Market MNCs Exam 2 Review	Homework (H): Haier Read (T): Jain, V. Chapter 10 “Leveraging Opportunities in the connected economy” Read (Canvas/L): Ghemawat, P., Hout, T. 2008. Tomorrow’s Global Giants: Not the Usual Suspects, Harvard Business Review (Nov 2008)
	<u>Case Study</u> : Google in China Exam 2	Homework (H): Google in China Prepare for Exam 2
	<u>Case Study</u> : LG Electronics Group Presentations	READ ONLY (H): LG Electronics Final Project Group Presentations: [TBD]
	Group Presentations	Final Project Groups Presentations: [TBD] Due (or in-class): Peer Evaluation Report

	Course Wrap-up	Due on () by (): Final Presentation Slides & Notes
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SUPPORT SERVICES

If you need accommodation for a *disability*, obtain a Letter of Accommodation from the Office of Disability Services. The Office of Disability Services at Rutgers, The State University of New Jersey, provides student-centered and student-inclusive programming in compliance with the Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. More information can be found at ods.rutgers.edu.

[Rutgers University-New Brunswick ODS phone (848)445-6800 or email dsoffice@echo.rutgers.edu]

[Rutgers University-Newark ODS phone (973)353-5375 or email ods@newark.rutgers.edu]

If you are *pregnant*, the Office of Title IX and ADA Compliance is available to assist with any concerns or potential accommodations related to pregnancy.

[Rutgers University-New Brunswick Title IX Coordinator phone (848)932-8200 or email jackie.moran@rutgers.edu]

[Rutgers University-Newark Office of Title IX and ADA Compliance phone (973)353-1906 or email TitleIX@newark.rutgers.edu]

If you seek *religious accommodations*, the Office of the Dean of Students is available to verify absences for religious observance, as needed.

[Rutgers University-New Brunswick Dean of Students phone (848)932-2300 or email deanofstudents@echo.rutgers.edu]

[Rutgers University-Newark Dean of Students phone (973)353-5063 or email DeanofStudents@newark.rutgers.edu]

If you have experienced any form of *gender or sex-based discrimination or harassment*, including sexual assault, sexual harassment, relationship violence, or stalking, the Office for Violence Prevention and Victim Assistance provides help and support. More information can be found at <http://vpva.rutgers.edu/>.

[Rutgers University-New Brunswick incident report link: <http://studentconduct.rutgers.edu/concern/>. You may contact the Office for Violence Prevention and Victim Assistance at (848)932-1181]

[Rutgers University-Newark incident report link:

https://cm.maxient.com/reportingform.php?RutgersUniv&layout_id=7 . You may also contact the Office of Title IX and ADA Compliance at (973)353-1906 or email at TitleIX@newark.rutgers.edu. If you wish to speak with a staff member who is confidential and does **not** have a reporting responsibility, you may contact the Office for Violence Prevention and Victim Assistance at (973)353-1918 or email run.vpva@rutgers.edu]

If students who have experienced a temporary condition or injury that is adversely affecting their ability to fully participate, you should submit a request via <https://temporaryconditions.rutgers.edu> .

If you are a military **veteran** or are on active military duty, you can obtain support through the Office of Veteran and Military Programs and Services. <http://veterans.rutgers.edu/>

If you are in need of **mental health** services, please use our readily available services.

[Rutgers University-Newark Counseling Center: <http://counseling.newark.rutgers.edu/>]

[Rutgers Counseling and Psychological Services–New Brunswick: <http://rhscaps.rutgers.edu/>]

If you are in need of **physical health** services, please use our readily available services.

[Rutgers Health Services – Newark: <http://health.newark.rutgers.edu/>]

[Rutgers Health Services – New Brunswick: <http://health.rutgers.edu/>]

If you are in need of **legal** services, please use our readily available services: <http://rusls.rutgers.edu/>

Students experiencing difficulty in courses due to **English as a second language (ESL)** should contact the Program in American Language Studies for supports.

[Rutgers–Newark: PALS@newark.rutgers.edu]

[Rutgers–New Brunswick: eslpals@english.rutgers.edu]

If you are in need of additional **academic assistance**, please use our readily available services.

[Rutgers University-Newark Learning Center: <http://www.ncas.rutgers.edu/rlc>

[Rutgers University-Newark Writing Center: <http://www.ncas.rutgers.edu/writingcenter>]

[Rutgers University-New Brunswick Learning Center: <https://rlc.rutgers.edu/>]

[Optional items that many faculty include:

- Students must sign, date, and return a statement declaring that they understand the RU Academic Integrity Policy.

- Students must sign, date, and return a statement declaring that they understand this syllabus.]