Course: MGMT 491: Special Topics—International Strategy and Leadership

Time & Room: Wednesday, 7:20 – 10:00 pm
Location: Robinson Hall, Room B111

Office Hours: Tuesday and Thursday, 9:30 am-noon & by appointment

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Phone: 703.993.8657
E-mail: rgrosse@gmu.edu
Web site: http://mason.gmu.edu/~rgrosse/

Course Description:
This course focuses on the globalization of business activities. Globalization traditionally forces managers and companies to deal with: (1) challenges that are naturally more complex, diverse, and uncertain; and (2) numerous strategic decisions regarding whether and when to internationalize, which markets to pursue, where to locate key activities, how to enter markets, and how to manage and organize across borders. This course explores the theories and the practices of firms operating across borders. It will be valuable to students interested in: (1) managing and advising companies that either compete internationally or face international competitors; and (2) expanding their global mindset.

Learning Goals:
• Will be effective communicators;
• Will have an interdisciplinary perspective; and
• Will be critical thinkers.

Learning Objectives:
• To familiarize the current literature of global strategy;
• To understand the complexities and challenges confronting firms internationalizing their activities and competing against foreign rivals; and
• To understand the factors that can determine the capabilities and the performance of internationalizing firms.

Learning Methods:
This course uses a combination of class discussions, case analyses and lectures along with student presentations and in-class exercises.

Prerequisites:
C or higher in MGMT 312 and degree status.

Course Materials:
Required Readings: textbook: Mike Peng, Global Strategy (2nd ed.). A packet of cases and articles from Harvard Business School Publishing at: [This is the corrected link!]
Recommended Readings:
Any business publications such as the Harvard Business Review, Sloan Management
Business Week, Fortune, Forbes, etc.
Online materials: Please check Blackboard before each class.
Reference materials: Please check my Website.

Grading Assignments, Weights and Scale:

<table>
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<tr>
<th>Assignment</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Midterm exam, all first-half material</td>
<td>45%</td>
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<tr>
<td>Homework, case analyses 1st half</td>
<td>45%</td>
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<tr>
<td>Class participation, first half</td>
<td>10%</td>
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<tr>
<td>Final exam, all second-half material</td>
<td>45%</td>
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<tr>
<td>Homework, case analyses, 2nd half</td>
<td>45%</td>
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<tr>
<td>Class participation, second half</td>
<td>10%</td>
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FINAL GRADE = equally-weighted scores from first and second half

Exams:
The course exams will consist of short essay questions. Students will be required to apply
concepts and frameworks from assigned readings and cases and in-class discussions. More
details will be forthcoming.

Class Participation:
Since this course is a discussion/case-based course, your participation is critical to the learning
experience. Much of the learning that will take place in this class comes from the chance to
express ideas, listen to what others have to say, and discuss these ideas in order to develop your
critical-thinking skills. Please take advantage of this opportunity to gauge and hone your
communication skills. To do this you must prepare all assigned materials, work with your
teammates, and participate in the in-class discussions, exercises and assignments. Do not
underestimate the value of what you and your classmates have to say. Because your
participation is so vital to the success of the class as a whole, daily participation grades will be
recorded. Any student failing to attend at least ¾ of the course meetings will not be permitted to
pass the course. That is, you must attend and participate in a minimum of 11 of the 15 class
meetings, for the entire class session. Any excused absence that a student may need to take must
be approved before the class in question.

Grades for class participation will depend on both the quality and the frequency of your
participation. Quality is much more important than frequency but a person with frequent high
quality participation will merit a better grade than one with occasional high quality participation.
Grades will be assigned each class based on the following:
* The student shows evidence of careful analysis by using facts and evidence from the
  assigned materials to make arguments, as appropriate;
* His/her responses fit in with the flow of class discussion and demonstrate that he/she has
  been listening to and reacting to others’ points of view;
* The student influences the class to consider important avenues that may have been
  neglected;
* and he/she engages constructively in debating points with other students.
* Low or negative value is placed on participation that repeats case facts without analysis
  or that disrupts the flow of the class discussion without good reason.
Students will be called upon randomly to answer questions pertaining to the readings. If for some reason you are not fully prepared on a particular day, let me know before class so that I do not embarrass you inadvertently. I realize that work and traffic can present challenges to on-time attendance, but everyone is aware of this and should plan ahead to overcome these difficulties. Please note that you will not be successful by simply attending class and consistently being unprepared.

The GMU catalog states the following on attendance policies for graduate and undergraduate classes:

Students are expected to attend the class periods of the courses for which they register. In-class participation is important to the individual student and to the class as a whole. Because class participant may be a factor in grading, instructors may use absence, tardiness, or early departure as de facto evidence of nonparticipation. Students who miss an exam with an acceptable excuse may be penalized according to the individual instructor's grading policy, as stated in the course syllabus.

Team Selection:
I will assign you to a team of 4-6 students.

Case Briefs:
Each team will complete four case briefs—two in the first half and two in the second half of the semester. They must be submitted before the assigned class via Blackboard. These briefs must not exceed 1000 words and they must focus on the answering the key case discussion questions provided on Blackboard. The case brief may not simply be a recitation of facts. Little or no background on the company is needed. Assume I am familiar with the facts of the case. In general, support your arguments with the case facts and when data or information is missing, make reasonable assumptions, which you can articulate and defend. Please understand that the assigned cases vary, for example, in terms of information provided, circumstances, key issues, etc. Finally, although finding out what the company actually did may be helpful, it is not necessary and not the only right answer (even if it generated good results) and does not count for adequate analysis of the case.

Academic Integrity:
GMU is an Honor Code university; please see the University Catalog for a full description of the code and the honor committee process. The principle of academic integrity is taken very seriously and violations are treated gravely.

GMU E-mail Accounts:
Students must activate their GMU e-mail accounts to receive important University information, including messages related to this class.

Office of Disability Services:
If you are a student with a disability and you need academic accommodations, please see me and contact the Office of Disability Service (ODS) at 703.993.2474. All academic accommodations must be arranged through the ODS. http://ods.gmu.edu

Other Useful Campus Resources:
Writing Center: A114 Robinson Hall; 703.993.1200; http://writingcenter.gmu.edu
University Libraries “Ask a Librarian”; [http://library.gmu.edu/mudge/IM/IMRef.html](http://library.gmu.edu/mudge/IM/IMRef.html)  
Counseling and Psychological Services (CAPS); 703.993.2380; [http://caps.gmu.edu](http://caps.gmu.edu)

**University Policies:**  
The University Catalog, [http://catalog.gmu.edu](http://catalog.gmu.edu), is the central resource for university policies affecting student, faculty, and staff conduct in university affairs.

**Tentative Schedule:**  
Please check my course list on Blackboard for any changes (i.e., schedules, assignments, readings, etc.) before each class.

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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignment</th>
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| Week 1 – August 29 | • Course Introduction  
• Complexities of and motivations for internationalizing (why?) | Peng, Chapter 1  
Friedman, It’s a Flat World, After All (BB)  
Dunning’s eclectic view, (1)  
Case: Taking Tesco global (BB) |
| Week 2 – Sept 5  | • Perspectives on Global Strategy  
  o RBV at global level  
  o Transformational Mgt | Peng, Chapter 2 (Porter’s view) only for review  
Peng, Chapter 3 (Barney’s view)  
Grosse, Transformational Management (BB) |
| Week 3 – Sept 12 | • Building a Global Presence – Timing of Internationalization (when?) | Peng, Chapter 5  
Root, Matching Global Growth to Industry Structure (BB)  
Case: Standard Bank-An African Tiger (Tbird) [due in writing from teams Sept 12](http://books.google.com/books?hl=en&lr=&id=ysQOAAAQAAJ&oi=fnd&pg=PA183&dq=dunning+eclectic+theory&ots=vvL68ajnm2&sig=RbXPwpZVv7XizUJf9opsWHKE8U#v=onepage&q=dunning%20eclectic%20theory&f=false) |
| Week 4 – Sept 19 | • Building a Global Presence – Search for Markets (where?)  
• Entry Strategies | Peng, Chapter 6  
Succeeding in China – Integrative Case #12 |
| Week 5 – Sept 26 | • Diversification  
• Linking national and firm level competitive advantage  
• M&A (how?) | Peng, Chapter 9  
Cases – in Peng chapter |
| Week 6 – October 3 | • The Cultural Imperative  
• Institutions Matter  
• Ethical Issues (Week 15) | Peng, Chapter 4  
Case: identify a possible corporate strategy for General Motors to compete with Chinese rivals (see Integrative Case #6) [due in writing from teams October 3](http://books.google.com/books?hl=en&lr=&id=ysQOAAAQAAJ&oi=fnd&pg=PA183&dq=dunning+eclectic+theory&ots=vvL68ajnm2&sig=RbXPwpZVv7XizUJf9opsWHKE8U#v=onepage&q=dunning%20eclectic%20theory&f=false) |
| Week 7 – October 10 | • Mid-term Exam | All material from first half of the course |
| Week 8 – October 17 | • Exploiting Global Presence: Globalization of Industries, Strategies, and Competitive Advantages (how?) | Farrell Beyond Offshoring: Assess…  
Company’s Global Potential (HBS)  
Ghemawat Managing Differences:…  
Challenge for Global Strategy (HBS)  
Integration-responsiveness framework |
| Week 9 –       | • Exploiting Global Presence: | Peng, Chapter 7 |

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<tr>
<th>Week</th>
<th>Topic</th>
<th>Reading Material</th>
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<td>October 24</td>
<td>Operating in a Network Strategic alliances (how?)</td>
<td>Case: Corning and Strategic Alliances due in writing from teams Oct 24</td>
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<td>Week 10 –</td>
<td>Organizing and Coordinating Global Operations</td>
<td>Peng, Chapter 10</td>
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<td>October 31</td>
<td>Case: Optimal organizational structures for Exxon, Toyota, Google, and General Electric</td>
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<td>Nov 7</td>
<td>Global Strategy Formulation and Implementation</td>
<td>Peng, Chapter 8</td>
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<td>Week 12 –</td>
<td>Case: LanChile (Tbird) due in writing from teams Nov 14</td>
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<td>Nov 14</td>
<td>Global Leadership, Staffing, and Mindset</td>
<td>Ancona, Incomplete Leader Goleman, Leadership that gets Results Fortune, Top Companies for Leaders</td>
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<td>Week 13 –</td>
<td>Thanksgiving</td>
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<td>Nov 21</td>
<td>Global Strategy, Ethics and Social Responsibility</td>
<td>Peng, Chapter 12; The stakeholder view Mattel and toy recalls (Integrative Case #3)</td>
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<td>Week 14 –</td>
<td>Final Exam 7:30 pm</td>
<td>All material after midterm exam, plus compet advantage, RBV, OLI, and core competency models</td>
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<td>Nov 28</td>
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<td>Week 15</td>
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<td>Dec 5</td>
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<td>Week 16 –</td>
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<td>Dec 12</td>
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