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

Time & Room: Monday, 1:30 – 4:10 pm
Location: East Building, Room 122

Office Hours: Tuesday and Thursday, 11:00 am-1:30 pm & by appointment
Professor: Robert Grosse
Office: Enterprise Hall 022
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:
https://cb.hbsp.harvard.edu/cbmp/access/18023018 [This is the corrected link!]
Recommended Readings:
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](http://ods.gmu.edu)

**Other Useful Campus Resources:**
Writing Center: A114 Robinson Hall; 703.993.1200; [http://writingcenter.gmu.edu](http://writingcenter.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 – Jan 28 | ● 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 – Feb 4 | ● Perspectives on Global Strategy  
                   ○ RBV at global level  
                   ○ Transformational Mgt | Peng, Chapter 2 (Porter’s view) only for review  
                   Peng, Chapter 3 (Barney’s view)  
                   Grosse, Transformational Management (BB) |
| Week 3 – Feb 11 | ● 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 Feb 11** |
| Week 4 – Feb 18 | ● Building a Global Presence – Search for Markets (where?)  
                   ● Entry Strategies | Peng, Chapter 6  
                   Succeeding in China – Integrative Case #1 |
| Week 5 – Feb 25 | ● Diversification  
                   ● Linking national and firm level competitive advantage  
                   ● M&A (how?) | Peng, Chapter 9  
                   Cases – in Peng chapter |
| Week 6 – March 4 | ● 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 old Integrative Case #6) **due in writing from teams March 4** |
| Week 7 – March 11 | ● Spring Break |                                                                                     |
| Week 8 – March 18 | ● Mid-term Exam | All material from first half of the course |
                   Company’s Global Potential (HBS)  
                   Ghemawat Managing Differences:…  
                   Challenge for Global Strategy (HBS) |

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(1) [http://books.google.com/books?hl=en&lr=&id=ysQOAAAQBAJ&oi=fnd&pg=PA183&dq=dunning+eclectic+theory&ots=vyL68ajmn2&sie=RbXwp2ZVv7XiUJt9opsWHKE8U#v=onepage&q=dunning%20eclectic%20theory&f=false](http://books.google.com/books?hl=en&lr=&id=ysQOAAAQBAJ&oi=fnd&pg=PA183&dq=dunning+eclectic+theory&ots=vyL68ajmn2&sie=RbXwp2ZVv7XiUJt9opsWHKE8U#v=onepage&q=dunning%20eclectic%20theory&f=false)
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<tr>
<th>Week</th>
<th>Subject</th>
<th>Reading/Case Sources</th>
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<tr>
<td>Week 10 – April 1</td>
<td>• Exploiting Global Presence: Operating in a Network&lt;br&gt;• Strategic alliances (how?)</td>
<td>Peng, Chapter 7&lt;br&gt;Case: Corning and Strategic Alliances due in writing from teams April 1</td>
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<td>Week 11 – April 8</td>
<td>• Organizing and Coordinating Global Operations</td>
<td>Peng, Chapter 10&lt;br&gt;Case: Optimal organizational structures for Exxon, Toyota, Google, and General Electric</td>
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<td>Week 12 – April 15</td>
<td>• Government-Business Relations</td>
<td>Grosse, Intl Business-Government Relations, Ch 11.</td>
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<td>Week 13 – April 22</td>
<td>• Global Strategy Formulation and Implementation</td>
<td>Peng, Chapter 8 and Integrative Case #5&lt;br&gt;Case: LanChile (Tbird) due in writing from teams April 22</td>
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<tr>
<td>Week 14 – April 29</td>
<td>• Global Leadership, Staffing, and Mindset</td>
<td>Ancona, Incomplete Leader, <em>HBR</em>&lt;br&gt;Goleman, Leadership that gets Results, <em>HBR Fortune</em>, Top Companies for Leaders</td>
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<td>Week 15 May 6</td>
<td>• Global Strategy, Ethics and Social Responsibility</td>
<td>Peng, Chapter 12; The stakeholder view&lt;br&gt;Jobek and Hatteras (Integrative Case #10)</td>
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<tr>
<td>Week 16 – May 13</td>
<td>• Final Exam 1:30 pm</td>
<td>All material after midterm exam, plus compet advantage, RBV, OLI, and core competency models</td>
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