1. Instructor Information
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Course Website: courses.gmu.edu
ISP Website: www.regonline.co.uk/Register/Checkin.aspx?EventID=945230
HBSP Course Materials: http://cb.hbsp.harvard.edu/cb/access/9009614

2. Course Objectives

Primary Learning Goal: To develop a perspective on how businesses operate in a global economy.

The global residency is the hallmark of a George Mason MBA and it aims to develop and deepen a global mindset. It builds on core courses in the MBA program and gives students an opportunity to develop personal familiarity with some aspects of the global environment and some issues faced by managers in that setting. Broad course objectives include learning about issues arising from globalization of business activities, exploring the opportunities and challenges of globalization, developing effective strategic responses, and understanding differences in cultures and their impact on business practices.

This section of MBA 795 will have a focus on technology, production, manufacturing, and innovation in firms in Germany and Poland. To be successful in this course you will need to apply the knowledge gained in your MBA core classes in a global context. Those students who are specifically interested in operations, innovation, technology management, and consulting should find interest in this course.

The industry make-up of Germany and Poland are similar; both countries have strong manufacturing (e.g., automotive, electronics, machine building, and shipbuilding) and industrial materials (iron, steel, coal, and chemicals) sectors. Given the lack of manufacturing in the DC metro area, this trip will provide a unique opportunity for MBA students to observe production and operations processes in firms known for high-quality products and intermediate goods. However, the economic positions of these countries are very different. Germany is a founding member of the EU with the largest economy and population in Europe and the 4th largest economy by nominal GDP in the world. Poland recently joined the EU in 2004 and its economy has emerged from the Soviet era to become one of the fastest growing in Europe. A second goal of this residency will be to compare and contrast industry in two culturally similar, geographic neighbors with very different recent economic histories.
Through a combination of pre-residency study, in-country company visits, and post-residency analyses, this course will offer an opportunity to identify global business issues, experience first-hand the manifestation of these issues in the specific context of Germany and Poland, and understand their impact on the conduct of business in an important region of the world. It will also be an opportunity to reflect on global business on a broader scale outside the European region.

3. Scheduled Activities

<table>
<thead>
<tr>
<th>Event</th>
<th>Date &amp; Time</th>
<th>Agenda</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-residency Meeting #1</td>
<td>Fri April 15th, 2011</td>
<td>Introduction, Getting Global Strategy Right Video, The EU in the 21st Century Case Study</td>
<td>Innovation Hall Room 204 Fairfax Campus</td>
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<tr>
<td>Pre-residency Meeting #2</td>
<td>Fri May 6th, 2011</td>
<td>Trip Logistics and Expectations, AMD Case Study, Polish Telecom Case Study</td>
<td>Innovation Hall Room 204 Fairfax Campus</td>
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<tr>
<td>Residency Trip (detailed itinerary TBD)</td>
<td>May 25th, 2011</td>
<td>Site visits and cultural events</td>
<td>Germany &amp; Poland</td>
</tr>
<tr>
<td>Post-residency Meeting and Presentations</td>
<td>Sat June 25th, 2011</td>
<td>Final Project Group Presentations and Course Wrap Up</td>
<td>Robinson Hall Room B224 Fairfax Campus</td>
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4. Course Materials

Required Cases and Articles are available for purchase as downloadable PDF documents at Harvard Business School Publishing. The link for this course pack is http://cb.hbsp.harvard.edu/cb/access/9009614

- **AMD Dresden: Copy Inexacty**! HBS Case Study, Willy Shih, December 2010, HBSP Product Number 9-609-004.

The following Supplemental Readings and Resources should be useful for your pre and post residency assignments. They will be posted on Blackboard for your convenience.

5. Deliverable Descriptions and Due Dates

Your course grade will be determined based on your performance on the five deliverables listed below. On the first pre-residency meeting you will form student groups of three members each; this will serve as your group for the corresponding deliverables.

1. Doing Business Executive Summary
   
   Group assignment, 15% of grade, Due May 20th by 5:00 PM - Using the World Bank Reports, U.S. Department of Commerce Reports, and any additional resources you see fit, your group is required to prepare an executive summary the analyzes and compares the business environment in the US, Germany, and Poland. Each group will be assigned one of six topics related to doing business in these countries:
   
   - Business Startup
   - Exports & Imports
   - Investing, Investment Climate, & Investors
   - Selling Products and Services
   - Finance, Credit, & Taxes
   - Infrastructure, Technology, & Work Force

   Each executive summary should provide a comparative analysis of the assigned topic across the US, Germany, and Poland economies. Approach this assignment from a business executive’s perspective – what would you consider as essential elements of each topic and how do these elements impact the prospect of conducting business in these countries. You may use chart, graphs, and tables as necessary to convey appropriate information. These reports will be combined to create one comparative brief that will be distributed to the entire class before the trip. (Limit to 1000 words for the individual executive summaries.)

2. Site Visit Company Background Brief
Group assignment, 15% of grade, Due May 20th by 5:00 PM - We plan to visit six companies in Germany and Poland during the residency and attend several additional cultural events and business presentations. Each student group will be assigned one of these six companies and will be responsible for preparing a company background brief that will be distributed to the rest of the class prior to the trip. The background brief should provide relevant information about the company's history, products & services, financial standing, organizational and management structure, reputation, innovation and technology, and local and international presence. Briefs on global companies should focus on details about local operations in Germany and Poland. (Limited to 1000 words.)

3. Final Report & Presentation

Group assignment, 30% of grade (25% report, 5% presentation) Report due June 20th by 5:00 PM, Presentation due June 25th by 9:30 AM - This is the major deliverable for the course. Each group is to develop a strategic plan for exploiting one specific business opportunity in either Germany or Poland. Issues to be addressed in the strategic plan include (but not limited to):

- Important economic features of your chosen industry. For example, market size and growth rate, range of product/services, number and size of major competitors, availability of key resources, nature of distribution channels, rate of technological change, level and trend of industry profitability, barriers to entry, etc.

- Level of competition, sources of competitive pressures. Rivals, buyers, input suppliers, potential entrants, substitute products/services.

- Major forces operating to change competitive conditions in the industry. For example, demographics, growth in income, changing tastes, product innovation, technological change, government policy and regulation, etc.

- Critical success factors including capital requirements and sources, labor law/cultural issues, methods for marketing the product/service, and other major requirements in the functional areas – marketing, finance, operations, human resource management, etc.

- Patterns in organizational/structural arrangements. For example, configuration and coordination of activities, import/export, licensing, strategic alliances, etc.

- Specific problems requiring managerial attention. For example, foreign exchange risk, governmental regulations, immigration issues, requirements for sharing of strategic information/skills, etc.

- Significant government/cultural/institutional features that influence industry performance. For example, trade and investment policies, education systems, enforcement of property rights, legal system, social and cultural attitudes, etc. Proposed location of business opportunity; potential strengths and weaknesses of the location that justify pursuing the business opportunity

The report should be written from the standpoint of a US company seeking to exploit a business opportunity in another country. While the report will certainly need to address
issues that arise in making the business case for any opportunity, it should take care to also address and analyze the global business aspects of this specific opportunity.

Your written group report should be based upon publicly available information, and should be prepared with the understanding that readers, while having MBAs and significant experience, may not possess much industry-specific knowledge. You may also refer to the comparative analysis reports created in deliverable #1. The report should be succinct, and not exceed ten single spaced pages in 12 point font (not including references and supporting information provided separately in tables, charts, graphs, maps, etc.). The report must contain a one paragraph executive summary (not included in page count).

Each group will make a 30 minute presentation of their strategic plan. The presentations will be held on Saturday June 25th, 9:30AM-2PM in Robinson Hall Room B224. Powerpoint slides for the presentation must be posted on Blackboard before this class period. Evaluation criteria will include how effectively ideas are communicated, how engaged the presenters are with the audience, the flow of the presentation, and the quality of the presentation slides.

4. Pre and Post Trip Participation

   *Individual, 10% of grade*

Students will be evaluated on their preparation for and involvement in class discussions and exercises. The pre and post trip meetings will be heavily discussion-based, and considering the few classroom meetings scheduled absences and lack of participation take away from the learning of the entire class. Participation will be evaluated primarily on the quality of contributions. Students are expected to prep for class by reading required course materials and preparing questions for case discussions and student presentations. Guidelines for participation evaluation are provided at the end of this document.

5. Residency Trip Participation

   *Daily Log, Group 10% of grade* - There is a lot of information to absorb in a very short time during the residency. To minimize memory overload and keep the experience manageable, each group should maintain a daily log. Team members can take turns filling in the log or it can be completed as a group. There will be about 30 minutes or so set aside at the end of each workday when groups can meet, discuss their day’s experience, and finish the daily log. Given that we will be on the road, this log can be prepared in bullet form and hand written. I will collect these logs on a daily basis. If you prepare them on your laptop, you may post them daily on Blackboard. Alternatively, you may use a blog (such as wordpress.com or blogger.com) to maintain your daily log.

   *Site Visit Lead, Group 10% of grade* - Groups will be assigned to be the "lead" for each site visit, matching their assignments for deliverable 2. Although engaged participation by all students is expected, this lead group has the responsibility of (i) thanking speakers on behalf of the class and giving token gifts of appreciation (ii) being prepared with a set of possible questions that will enhance our groups’ understanding of the site visit and taking the lead in the Q&A.
Daily Participation, Individual 10% of grade - The value of the residency is greatly affected by the quality of student participation. Effective participation requires being prepared for the specific countries and companies. It also requires reflection about globalization and its business impact. The course readings and executive summaries (deliverables 1 & 2) will help you prepare. This grade will be determined based on my assessment of your participation during the residency. Mere presence at activities will earn a grade of B. The score will be adjusted up or down based on observed participation. Guidelines for participation evaluation are provided at the end of this document.

6. Grading Policy

Attendance
It is expected that all students will attend each pre and post residency meeting, as well as all company visits and on-site activities during the residency. Absence from any of these meetings/visits/activities will have a negative impact on course grade. Students are expected to be on time for transportation departures and class activities during the residency.

Grading Scale:
Grade Percentage
A greater than or equal to 93%
A- greater than or equal to 90% but less than 93%
B+ greater than or equal to 87% but less than 90%
B greater than or equal to 83% but less than 87%
B- greater than or equal to 80% but less than 83%
C+ greater than or equal to 75% but less than 80%
C greater than or equal to 70% but less than 75%
D greater than or equal to 60% but less than 70%
F less than 60%

Late Submission Policy
Late submission of pre-trip deliverables will be subject to a 10% penalty for each 24-hour period after the due date. Late post-residency reports will be subject to a 20% penalty for each 24-hour period after the due date. No submissions will be accepted after 5PM June 25th, 2011. The in-progress deliverables will be collected daily. Late submissions will be subject to a 10% penalty.

Grading Standards
Grades on the written items will be a function of the clear identification of key ideas, the quality and insight of your analysis, and the appropriateness of your conclusions. I will also take into account creativity of the ideas presented, thoroughness of the research and ideas presented, the references you present, the overall writing style and comprehension and the physical layout and appearance of the report. I will categorize reports by relative quality and lower quality reports will receive lower grades. To get a grade of A, there must be clear evidence of superior quality. As should be clear from the grading scheme, I will use the +/- letter grade scale.

7. Honor Code
Students are expected to follow the GMU honor code as presented in University publications. I consider it a violation of the honor code to (i) use someone else’s work and submit it as your own,
(ii) to use a purchased case or research project solution as a significant portion of any assignment, or (iii) to not give credit (cite) for ideas gained from other’s work.

8. Learning Disabilities

If you are a student with a documented disability and you need academic accommodations, please see me and contact the Disability Resource Center (DRC) at 703-993-2474, at the beginning of the semester. All academic accommodations must be arranged through the DRC.

9. Guidelines for Evaluating Participation

Based on Guidelines outlined by Prof. Tyler (Brown University) and Prof. Murnane (Harvard University).

- **Outstanding Contributor**: Contributions reflect exceptional preparation. Ideas offered are always substantive, provide one or more major insights as well as direction for the class. Challenges are well substantiated and persuasively presented. If this person were not a member of the class, the quality of discussion would be diminished markedly.

- **Good Contributor**: Contributions reflect thorough preparation. Ideas offered are usually substantive, provide good insights and sometimes direction for the class. Challenges are well substantiated and often persuasive. If this person were not a member of the class, the quality of discussion would be diminished.

- **Adequate Contributor**: Contributions reflect satisfactory preparation. Ideas offered are sometimes substantive, provide generally useful insights but seldom offer a new direction for the discussion. Challenges are sometimes presented, fairly well substantiated, and are sometimes persuasive. If this person were not a member of the class, the quality of discussion would be diminished somewhat.

- **Non-Participant**: This person says little or nothing in discussions. Hence, there is not an adequate basis for evaluation. If this person were not a member of the class, the quality of discussion would not be changed.

- **Unsatisfactory Contributor**: Contributions reflect inadequate preparation. Ideas offered are seldom substantive, provide few if any insights and never a constructive direction for the discussion. Integrative comments and effective challenges are absent. If this person were not a member of the class, valuable air-time would be saved.