COURSE OBJECTIVE

There are **two objectives** of this course:

This course focuses on the “organizational” challenges facing the multinational firm. The types of questions that we address are: Why do firms go abroad? What differentiates a “global” from a “multidomestic” industry? What is the advantage in a global context? What are the associated risks and how to guard against them? What potential roles can foreign subsidiaries play in an MNC’s global operations? How do companies ensure coordination between the center and the subsidiaries and among subsidiaries? And, so forth.

COURSE MATERIAL

- Selected Cases and Articles
  - Harvard cases and articles are available for immediate purchase and use online at [http://harvardbusinessonline.hbsp.harvard.edu/](http://harvardbusinessonline.hbsp.harvard.edu/).

TEACHING METHOD

This course is organized as a seminar, rather than a traditional lecture course, in order to cultivate critical thinking with regard to international business issues. Therefore, **substantial in-class participation is expected and required**. Book chapter and case reading is your first step to prepare for in-class discussion. A thorough reading that helps you develop a general understanding of the focal topic as well as identify complicated concepts or ideas that need further clarification in class discussion. While I will occasionally lecture to highlight key content and explain challenging material, my primary role will be as a facilitator, moderator, and questioner to help guide the learning process.

One key to class discussion is **NOT to be afraid of speaking up in class**. Any question or comment related to the course material, on the basis of your thinking and analysis, is legitimate. **Class discussion is not designed to embarrass anyone, but rather to help you progress in your thinking**. Meanwhile, your question, critique, or comment should aim to add value to the class. Some students may disagree with you and you may be asked to defend your argument. As long as criticism is directed at arguments and not individuals, is relevant to the issues at hand and coherently argued, it is welcomed. I will occasionally cut in if I need to highlight some points or feel as though the discussion is getting off the
main topic. Activities such as repeating what has already been said, raising irrelevant points to mask ill-preparation, and personalized criticism are discouraged. Good examples of discussion include:

- Provoking constructive dialogue among students
- Introducing thoughtful perspectives
- Clarifying difficult concepts with facts and examples
- Demonstrating an in-depth understanding of class material

To prepare for each week, I recommend you first skim the assigned readings and cases. After that, carefully re-read the materials, taking note of important information, concepts, and ideas. For cases, (1) try to understand issues, problems, challenges of what is going on, (2) analyze the causes and consequences, and (3) push yourself (your team) to reach definitive conclusions before you come to class. The class may want to use the “case questions” for guidance on some of the key issues in the case.

COURSE OBJECTIVE 1: CHAPTERS AND CASE SUMMARIES

The first objective of this course is to understand concepts and thinking discussed in the text, and analyze international business cases. Every student is responsible for providing a brief, typed, 11-12 point font, stapled summary of each assigned reading and case. Place your name, and course number in the upper right corner of the summary. For chapters, you should briefly state the main “take away” for each chapter. One full page summary is sufficient. For cases, briefly state the main issue(s) of the case and provide specific, realistic, justified recommended courses of action for the future, again in one page. Do not go overboard in preparing the summaries. These are for your class preparation rather than grading. The purpose of these assignments is not to create busy-work, but to ensure that you have studied and thought about the assigned readings. These summaries will not be graded. Because they merely act as evidence of preparation, they will simply be checked to determine if you have read and reflected upon the readings/cases and therefore can participate meaningfully in class discussion. If your answer reveals you have merely skimmed the article in order to catch a few keywords to write down, you will receive an “Unsatisfactory.” Missing summaries will also receive an “Unsatisfactory”.

CLASS PARTICIPATION AND OTHER ASSIGNMENTS

As stated earlier, this course is organized as a seminar, and therefore has high expectations regarding class participation. It is expected that you regularly attend class, arrive punctually to class, and remain up-to-date on assigned readings. Thus, for both chapter material and case discussions, you are expected to make pertinent comments on the material, ask relevant questions, and apply what you learned to everyday work situations. Since all students are responsible for reading assigned materials and thinking about the key issues in the case, you may be cold-called to present your opinions on readings and cases. You should share your viewpoints, be provocative and constructive, question other students on their views, be prepared to explain and defend your perspective, keep an open mind, be good listeners, relate outside experiences to the class, and ask critical questions.

Your participation will reflect the degree to which you contribute to class, rather than simply whether you are physically present. Both quality and quantity of participation will be evaluated. Excellent class participation is characterized by consistently attending class and being on time, regularly contributing to class discussion, and demonstrating superior understanding and insight on the material.
COURSE OBJECTIVE 2: COUNTRY, CULTURE, AND BUSINESS PRACTICES

The second objective of this course is to prepare students to study and perform internships in a country other than their own. Doing so imposes several challenges for the students, not the least of which is to have specific knowledge about the country (geography, history, politics, religion, and economy) and having the knowledge of the culture of the host country and its influence on all aspects of business practices. By focusing on the analysis of national and organizational cultures and the impact of individual behaviors, the course gives a strong basis for students to successfully manage themselves by appropriately interacting with people in different countries. In addition to cultural insights, the students will examine country profiles, behavioral patterns and business practices in order to develop a global view of leadership.

This part of the course will revolve around group presentations. Assignments for group presentations are shown on the class schedule. Each class requires two types of presentations by the student groups: (1) Country Presentations: Geography, History, Politics, Religion and Economy of a country. The cultural roots of a country are often reflected in its geography, history, politics, religion and economy. Therefore, in your country presentations do not merely focus on geography, history, politics, religion, and economy, but attempt to analyze them in terms of how they shaped cultural beliefs, values, norms and assumptions. (2) The group also needs to research the country’s culture in all its ramifications and explore their meaning and relevance for working in that country.

For this purpose, you may use material in Martin Gannon’s Understanding Global Cultures, 4th Ed. Thousand Oaks, CA: Sage Press, 2010 or earlier editions, Video Clips (www.eclips.cornell.edu), YouTube and other internet-based resources. Be creative in your preparation and presentation. All presentations must be professionally prepared and presented through power point slides.

Email a copy of your presentation before the class to the instructor at (bkedia@memphis.edu).

TENTATIVE COURSE SCHEDULE

You are responsible for having read the chapters and cases in accordance with the dates below. Read the chapters and prepare a summary (one page) of the main “take away” from the chapters and also read the cases and provide specific, realistic, justified recommended courses of action (again in one page). Answering the case questions may also lead to this; however, instead of stopping there, push yourself (and your team) to go further and deeper. All reading of chapters and preparation for the cases should be done BEFORE coming to the class on the day it is to be discussed.

Similarly, group assignments on (a) country presentations and (b) country cultural presentation need to be prepared BEFORE coming to the class and presented on the date of assignment.
# READINGS AND ASSIGNMENTS DUE

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<th>DATE</th>
<th>READINGS AND ASSIGNMENTS DUE</th>
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| Jan. 25 | Course Overview  
Video: Charlie Rose, Interview with Tom Friedman, *The World is Flat*  
Questions:  
(1) What may the global economy look like in 2020 or 2030?  
(2) What are the implications for these emerging trends for companies from the developed and emerging economies?  
(3) What are the implications for your own career? |
| Feb. 1 | Each of the following five groups is asked to read and discuss the assigned chapters from David A. Ricks’, *Blunders in International Business* book. Select and discuss five (5) blunders from your assigned chapter(s). Each of the five groups should present the summary of each blunders, why did the blunder take place, could it have been avoided, would your group have made the blunder or any other ideas your group comes up with.  
**Group 1:** Charles Cackler, Clifford Kuntzman, and Bethany Woodall (Chapters 1 and 2)  
**Group 2:** Mark Wlodawski, Patrick Sullins, and Changjuan Li (Chapters 3 and 5)  
**Group 3:** Seema Kedia, Nathan Moore, and Kathryn Murphy (Chapter 4)  
**Group 4:** Amelia Akpotu, Yingying Song, and Carey Vitrano (Chapters 6 and 7)  
**Group 5:** Oksana Ambroziak, Ramona Popescu, and Kirill Pervun (Chapters 8 and 9) |
| Feb. 8 | Gupta et. al. Ch. 1 – Rising up to the Global Challenge  
Gupta et. al. Ch. 2 – Building Global Presence  
Case: Haier: Taking a Chinese Company Global (HBSP Product # 706401)  
(1) What is Haier’s “business strategy”? What is your assessment of this strategy?  
(2) What is the company’s “global strategy”? What is your assessment of this strategy?  
(3) What major strategic issues does Haier face now? What should be the company’s response to these issues? |
| Feb. 15 | Gupta et. al. Ch. 3 – Lessons from the Globalization of Wal-Mart  
Gupta et. al. Ch. 4 – Exploiting Global Presence  
Case: Wal-Mart Stores: “Everyday Low Prices” in China (HBSP Product #HKU590)  
(1) How effectively has Wal-Mart managed to combine its global capabilities with the unique characteristics of the market environment in China?  
(2) Why is Wal-Mart still losing money in China?  
(3) What should be Wal-Mart’s strategy in China going forward? |
| Feb. 22 | Gupta et. al. Ch. 5 – Cultivating A Global Mindset  
Gupta et. al. Ch. 6 – Building A Global Knowledge Machine  
Case: House of Tata: Acquiring a Global Foot Print (HBSP Product #9-708-446) |
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<th>March 1</th>
<th>Gupta et. al. Ch. 9 – Leveraging China and India for Global Dominance Case: Microsoft in China and India, 1993-2007 (HBSP Product #708444)</th>
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<td>(1) What lessons do you derive from Microsoft’s early stumble and then later recovery in China?</td>
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<td>(2) What are the similarities and differences between Microsoft’s strategies for China and India?</td>
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<td>(3) To what extent does Microsoft benefit from leveraging “China+India: The Power of Two?” What more could/should the company do?</td>
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**Mar. 8**

**NO CLASS – SPRING BREAK**

**March 15**

**THIS WILL BE A LONGER CLASS**

The following materials will be distributed and processed in the class

- Statement of Value
- Observations of Visitors About American Behavior
- Barnga: A Cross-cultural Simulation
- Cultural Overview

**March 22**

(1) Geography, History, Politics, Religion and Economy of Mexico (Charles Cackler, Clifford Kuntzman, and Bethany Woodall)
(2) Research on Mexican Cultural Attributes (Charles Cackler, Clifford Kuntzman, and Bethany Woodall)
(3) Working with the Mexicans (Dr. Kedia)

**March 29**

(1) Geography, History, Politics, Religion and Economy of China (Mark Wlodawski, Patrick Sullins, and Changjuan Li)
(2) Research on Chinese Cultural Attributes (Mark Wlodawski, Patrick Sullins, and Changjuan Li)
(3) Working with the Chinese (Dr. Kedia)

**April 5**

(1) Geography, History, Politics, Religion and Economy of France (Amelia Akpotu, Yingying Song, and Carey Vitrano)
(2) Research on French Cultural Attributes (Amelia Akpotu, Yingying Song, and Carey Vitrano)
(3) Working with the Chinese (Dr. Kedia)

**April 12**

BE SURE TO COMPLETE THE COURSE EVALUATION BY THIS DATE
April 12  
(1) Geography, History, Politics, Religion and Economy of India (Seema Kedia, Nathan Moore, and Kathryn Murphy)  
(2) Research on Indian Cultural Attributes (Seema Kedia, Nathan Moore, and Kathryn Murphy)  
(3) Working with the Indians (Dr. Kedia)  

April 19  
(1) Geography, History, Politics, Religion and Economy of Russia and EE (Oksana Ambroziak, Ramona Popescu, and Kirill Pervun)  
(2) Research on Russian and EE Cultural Attributes (Oksana Ambroziak, Ramona Popescu, and Kirill Pervun)  
(3) Working with the Russians (Dr. Kedia)  

April 26  
Video: Outsourced: Course Review and Wrap-up  

COURSE POLICIES  
1. Your success in this class is important both to you as well as to me. I will be available to assist you during office hours or by appointment. Please feel free to ask for an appointment or drop by my office.  
2. Expectations for academic integrity and student conduct are described in detail on the website of the Office of Student Judicial and Ethical Affairs (http://saweb.memphis.edu/judicialaffairs). Please read it carefully paying special attention to “Academic Dishonesty”, “Student Code of Conduct and Responsibilities”, and “Disruptive Behavior”. Any infringement of these guidelines may result in appropriate academic and university penalties to the extent that an “F” may be assigned for the course.  
3. All summaries and presentations should be submitted on or before the due date. Delayed summaries and presentations will not be accepted.  
4. If you have some form of disability or believe that you have been a target of discrimination by another student, faculty member or staff member, please feel free to bring it to my attention for assistance and/or suggestion.  
5. Please turn off your cell phones or pagers during the class.