



EBGN 572A

Division of Economics and Business

International Business Strategy

Spring Semester 2017

T/TH 12:30 – 1:45 PM • EBGN 211

Instructor:

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Division of Economics and Business

324 Engineering Hall

Office Hours: T/TH 10:45 – 11:45 AM and W 1:00 – 2:30 PM and by appointment

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Instructional activity: 3 hours lecture

Course designation: ETM Elective

Course Description

International business has grown rapidly in recent decades due to technological expansion, liberalization of government policies on trade and resource movements, development of institutions needed to support and facilitate international transactions, and increased global competition. Due to these factors, foreign countries increasingly are a source of both production and sales for domestic companies. This course is designed to improve students' understanding of the complexities presented by managing businesses in an international environment. It is a survey of the international manager's world

Required Readings and Materials

Hill, Charles W. L. International Business: Competing in the Global Marketplace
Tenth Edition; McGraw-Hill/Irwin

1) Cases and Readings:

Case: **Chile: The Latin American Tiger?**

Case: **Chile: A Changed Jungle for the Latin American Tiger**

Restoring American Competitiveness by Pisano and Shi

Reviving Entrepreneurship by Lerner and Sahlman

The New Rules of Globalization by Bremmer

Case: **The Globalization of the NFL**

Case: **Metalclad in Mexico**

Case: **Asea Brown Boveri**

Case: **Monitor's Opportunities in India**

Case: **Swissair's Alliances**

Case: **ECCO A/S – Global Value Chain Management**

Case: **Global product development strategy at Bosch: Selecting a development site for the new low-cost ABS platform**

Case: **Applied Research Technologies, Inc.: Global Innovation's Challenges**

Case: **Philips versus Matsushita: The Competitive Battle Continues**

I have created a set of course materials at the Harvard Business Education web site and the ETM program is covering the costs of the course pack and the course link will be available on blackboard. There are a limited number of course packs so please do not circulate the link.

Supplemental Course Material:

The Economist
The Financial Times
Business Week

Teaching Method

A variety of methods will be used to explain the concepts, theories and practices of international management. Lectures, class discussions, case studies, speakers, exams and written assignments will be used to stimulate student interest and facilitate the learning process.

The central goal of my teaching method is to provide opportunities for you to apply course concepts in the context of the cases and simulation; through constructive application of these concepts, you will best internalize these concepts and hopefully be able to use them long after the course is over.

Policy on academic integrity/misconduct: The Colorado School of Mines affirms the principle that all individuals associated with the Mines academic community have a responsibility for establishing, maintaining and fostering an understanding and appreciation for academic integrity. In broad terms, this implies protecting the environment of mutual trust within which scholarly exchange occurs, supporting the ability of the faculty to fairly and effectively evaluate every student's academic achievements, and giving credence to the university's educational mission, its scholarly objectives and the substance of the degrees it awards. The protection of academic integrity requires there to be clear and consistent standards, as well as confrontation and sanctions when individuals violate those standards. The Colorado School of Mines desires an environment free of any and all forms of academic misconduct and expects students to act with integrity at all times.

Academic misconduct is the intentional act of fraud, in which an individual seeks to claim credit for the work and efforts of another without authorization, or uses unauthorized materials or fabricated information in any academic exercise. Student Academic Misconduct arises when a student violates the principle of academic integrity. Such behavior erodes mutual trust, distorts the fair evaluation of academic achievements, violates the ethical code of behavior upon which education and scholarship rest, and undermines the credibility of the university. Because of the serious institutional and individual ramifications, student misconduct arising from violations of academic integrity is not tolerated at Mines. If a student is found to have engaged in such misconduct sanctions such as change of a grade, loss of institutional privileges, or academic suspension or dismissal may be imposed. The complete policy is available at: <http://bulletin.mines.edu/policiesandprocedures/>

Grading Criteria and Method

You will be expected to have familiarized yourself with the reading material prior to attending class as lecture time will be kept to a minimum. Concepts presented in the text will be discussed and debated in class. It is to your advantage to come fully prepared as part of your grade will be based on class participation. In addition, class discussions prove to be more beneficial if everyone comes

prepared. Students will be randomly called upon to summarize the assigned cases. Any student who, in the opinion of the instructor, has not carefully read the assigned case will have his/her final participation grade reduced by one letter grade.

I will endeavor to return all graded assignments within one week of being submitted.

More detailed course grade information is discussed below.

Course Requirements

Homework's	10%
Exam #1	25%
Exam #2	25%
Group Report and Presentation	25%
Class Participation	15%

Homework's:

- (1) Briefly summarize the new administration's (Trump) position on international trade. What do you think are the pros and cons of this position for different constituent groups in the USA? Be prepared to present the administration's position on international trade and debate the pros and cons in class on Thursday, January 26th. You will also hand in a 2 page position paper which is due at the beginning of class.
- (2) Think about an industry you are interested in (or one that you have worked in) and answer the following questions:
 - How global is it?
 - What information did you use to make your assessment?
 - Would others in the industry share your assessment? Why or why not?Due the beginning of class on Thursday, February 16th (1 page max)

Exams:

Two exams covering the material presented in class will be given on the dates outlines in the schedule.

International Business Group Report:

This project will be conducted in teams of four – which you will need to have formed by class #6 (if you have problems forming a team and deciding on a project pleas come and see me and I will assist you in the process). The primary purpose of this course long project is to provide with a strong understanding of how strategic decisions play out in different country contexts.

Your project is to conduct an analysis of three firms conducting in the same sector/industry that have made a similar internationalization decision (e.g., invested in foreign markets, outsourced production overseas, located innovation or R&D activities overseas). Identify at least one of these

firms as a high performer and one as a low performer with regard to the success of this activity. Make sure to identify how the country context and international activity fit with the firm's strategy, capabilities, and positioning. Also, be clear in terms of how you identified "success" with this activity. I encourage you to conduct primary research, such as interviews with key personal, in addition to consulting archival data. The key components of the project are:

- (i) Evaluate the economic, political, and legal environment of the country the three companies have entered. Use the Hofstede scales if they cover your country (1-2 pages).
- (ii) Prepare a case study for each firm that summarizes the internationalizing decision and identifies the elements of the decision that worked well as well as the key challenges faced (2 -3 pages each).
- (iii) Identify how country specific factors from (i) above influence the success or challenges in each case (2-3 pages).
- (iv) Integrating your findings to provide an analysis of what distinguishes the high vs. low performers and whether these differences are global, meaning they would apply in most country contexts, or local meaning they are the result of understanding or not understanding a specific country context (3-4 pages).

Deliverable:

A written report consisting of parts (i)-(iv) above, i.e., country overview (2 pages), case study overviews (3 at 2-3 pages), country level assessment (2-3 pages), and integrative analysis and conclusions (3-4 pages).

15 minute power point presentation (please submit your power point deck). I recommend no more than 12 slides.

Grading criteria:

- Quality of written report and analysis (12 points)
- Presentation (10 points)
- Peer evaluation (3 points)

Non-performance of a team member:

If one or more of your team members is not participating fully, please let me know. It is important to address any problems as soon as possible. If there is consensus that one or more team member is not doing their fair share of the workload, I will remove them from the team and require him/her to independently complete the assignment. In order to do this in a timely manner, any final decisions on inadequate team performance must be made no later than March 2nd.

Class Participation and Attendance:

The class discussion grade is based on quality, not quantity? It is particularly important that you are prepared on the days that we will be conducting a case analysis. While I will provide some questions to guide your analysis, you should be ready to discuss all aspects of the case. The analysis will be the product of our discussions in class. Remember, any student who, in the opinion of the instructor, has not carefully read the assigned case will have his/her participation grade reduced by one letter grade.

After each class period, I evaluate your classroom participation as follows:

- 3: Outstanding positive engagement in the classroom discussion as evidenced by particularly insightful comments and excellent understanding of concepts covered in the readings for the course.
- 2: Active, engaged participant in class.
- 1: Attended class and contributed a little to the class / group discussions and activities.
- 0: Missed all or a substantial part of the class session.

Attending all classes is essential to your learning in this course. If for some unavoidable reason you must miss a class, please let me know in advance so that your absence will not be unexplained. While it is not possible to “make up” an absence, a brief summary of the case to be discussed the day of your absence should be submitted (2 page maximum). This analysis will be regarded as class participation and will be graded on the same three point scale as class participation, depending on the quality of your analysis. This analysis is due within two days of the class for which you are absent. You may not submit such “analysis in lieu of presence” more than two times.

Also, since quality class participation figures prominently in this course, the Honor Code mandates that you not rely on notes, handouts, or cases from students who have previously taken this course.

Additional Course Information

The Writing Center, located in Stratton 306, is there to help all members of the Mines community with writing projects at any stage of the writing process. Writing Consultants can help you understand an assignment; brainstorm, develop and organize ideas; cite sources; narrow your focus; and/or fine-tune your writing for polish, clarity, adherence to grammatical conventions, etc. To make an appointment, please visit our online scheduling system at: <http://mines.mywconline.com>.

The Colorado School of Mines is committed to ensuring the full participation of all students in its programs, including students with disabilities. If you are registered with Disability Support Services (DSS) and I have received your letter of accommodations, please contact me at your earliest convenience so we can discuss your needs in this course. For questions or other inquiries regarding disabilities, I encourage you to visit disabilities.mines.edu for more information.