



ADVANCED TOPICS IN INTERNATIONAL MANAGEMENT

Course code	<i>GRAV028</i>
Course title	<i>Advanced Topics in International Management</i>
Type of course	<i>Compulsory</i>
Level of course	<i>Graduate</i>
Department in charge	<i>Graduate school</i>
Year of study	<i>1st</i>
Semester	<i>1st</i>
Number of credits	<i>6 ECTS;</i> <i>36 hours of class work, 124 hours of self-study, 2 hours of consultations (either distant or direct form)</i>
Lecturer	<i>Prof. Dr. Hemant Merchant</i>
Email of the lecturer	<i>hemmer@faculty.ism.lt</i>
Date of the course	<i>November 8-22, 2019</i>
Prerequisites	<i>Programme requirements (pre-reading)</i>
Form of studies	<i>Consecutive (Evenings & Online)</i>
Teaching language	<i>English</i>

COURSE ANNOTATION

This course is designed to facilitate a more “practical” understanding of strategic issues facing companies who manage (or intend to manage) their operations within as well as across national boundaries. The course focuses on the real challenges companies face in a ‘international management’ context. In general, these challenges pertain to identifying, evaluating, and making tradeoffs across international, national-, industry-, firm-, and personal- level contexts. Thus, this course will discuss strategy formulation- and implementation-related issues as well as generate solutions to companies’ international management dilemmas.

COURSE LEARNING OUTCOMES

Course learning outcomes (CLO)	Learning methods	Assessment methods
CLO1. To perform strategic analysis in a variety of industries and competitive situations and, especially, to provide them with a stronger understanding of the competitive challenges of a global market environment.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
CLO2. To assess business strategy, reasoning carefully about strategic options, using what-if analysis to evaluate action alternatives, and making sound strategic decisions.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.

Course learning outcomes (CLO)	Learning methods	Assessment methods
CLO3. To simulate the managerial tasks associated with implementing and executing company strategies, drill them in the range of actions managers can take to promote competent strategy execution, and give participants some confidence in being able to function effectively as part of a company's strategy-implementing team.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
CLO4. To practice managerial judgment, help students learn how to assess business risk, and improve their ability to make sound business decisions and achieve effective outcomes.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
CLO5. To employ proficiency in using personal computers to do managerial analysis and managerial work.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.
CLO6. To acknowledge importance of exemplary ethical principles, sound personal and company values, and socially responsible management practices.	Lectures; Self-study, Group activities, Case discussions; Role plays; Mini-debates;	Class participation; Case presentation; Final exam.

QUALITY ASSURANCE MEASURES

The lecturer will employ a variety of teaching, instructional, testing and evaluation methods – in order to maintain a high level of student engagement in the course. Continuous student feedback throughout the delivery of the course is encouraged and will be accommodated to continuously improve class experience and student performance.

ETHICAL CONDUCT AND CHEATING PREVENTION

The ISM University of Management and Economics regulations on academic ethics, including cheating and plagiarism are fully applicable and will be strictly enforced in the course, during the entire course. Unethical conduct or behavior will in no way be tolerated (please refer to ISM University regulations).

COURSE CONTENT

Class	Topic	Material [R] = Reading / [C] = Case-study
1	Opening remarks & Course overview Contemporary issues in International Management	Read course syllabus [R] Note on Case Analysis
2	Developing a conceptual framework (1)	[R] Distance Still Matters... [C] Genicon: A Surgical Strike into Emerging Markets
3	Developing a conceptual framework (2)	[R] When You Shoudn't Go Global [C] Damark Packaging Inc.

Class	Topic	Material [R] = Reading / [C] = Case-study
4	Developing a conceptual framework (3)	[R] The Global Entrepreneur [C] India Gold Fish Leather
5	Managing strategic challenges (1)	[R] Dream Deferred... [C] Larson in Nigeria
6	Managing strategic challenges (2)	[R] Co-creating Business's New Social Compact [C] IKEA's Global Sourcing Challenge
7	Managing operational challenges (1)	[R] Ethical Breakdowns [C] NES China
8	Managing operational challenges (2)	[R] Cultural Intelligence [C] Omega Air Charters
9	Course summary & Concluding thoughts	Review all Cases/Readings on your own

COURSE ASSESSMENT

Type	Description	Self-study hours	Evaluation
Class participation	Individual effort	-	25% of the final grade
Case presentations	Group effort; Maximum group size = 5-7 persons	62	25% of the final grade
Final Exam	Group effort; Maximum group size = 3 persons	62	50% of the final grade
TOTAL		124	100%

a) Class participation. Class participation refers to making relevant and meaningful discussion that enhances the *quality* of our class meetings. Thus, the content (i.e., what?) as well as the process (i.e., how?) of discussion are important. Class participation should not be confused with "air time." We are interested in your arguments and, importantly, the justification you offer in their support. Since there are no right or wrong answers, you will not be graded on whether you agree or disagree with the majority. Your failure to participate penalizes all of us. For example, i) you deprive us of your insights, ii) your opinions and ideas go unevaluated and unscrutinized, and iii) you lose an opportunity to develop important business skills. Unless there are truly extenuating circumstances, there will not be any make-up assignments in lieu of class participation and/or absences.

Participation also includes your involvement in small-group exercises (e.g., mini-presentations, role play, presentation of assigned readings, and so on) as well as unannounced quizzes and assignments. We shall pursue

such diversions whenever I feel they are necessary. Given this broad definition of participation, I strongly urge you to be fully prepared for every class. Details of small-group exercises will be announced when they are undertaken. In general, group assignments will be graded on the quality of your output and defensibility of your position.

b) Case presentation. Each group must present a case study (See page 8 for Grading criteria). All presentations involve a 25-minute oral presentation plus question-answer time. You must provide me with a legible copy of your overheads prior to the presentation. If appropriate, you may distribute case-related material to our class. Each group must sign-up for cases on a first-come-first-served basis. After sign-up, each group should confer with me as early as possible to identify the case decision/issue. Since no two cases are identical, the nature of my assistance will vary. Nonetheless, all assistance shall be related to a specific case and the discussion topic that the case aims to reinforce.

You must not research the case decision in preparing for the presentation (or discussion). This is because such *ex post* information would not be available to a case protagonist when s/he was confronted with that particular case decision. Previous experience has repeatedly shown that gathering *ex post* information to reach a case decision is detrimental to the case presentation grade.

Be creative in your presentation. Refer to the 'Guide to Persuasive Presentations' reading. The use of standard analytical frameworks (e.g., SWOT) may be convenient, but contributes to a very dull and boring presentation. Keep your presentation interesting to engage the audience and retain their interest and attention. Regardless of your approach, a holistic presentation typically contains the following material. Of course, you can include other relevant slide(s) containing information you need to support/explain/articulate your analysis. Such slides should be inserted wherever appropriate.

- Slide-1: Names [Presentation case and group members],
- Slide-2: Issues [What is the case all about (e.g., Effects of globalization)?],
- Slide-3: Decision [Specific question(s) to which the decision-maker needs an answer],
- Slide-4: Cause [Fundamental reason(s) prompting the need to make the above decision],
- Slide-5: External Analysis [Detailed analysis of context-specific factors, if any],
- Slide-6: Internal Analysis [Detailed analysis of company-specific factors, if any],
- Slide-7: Managerial Preferences [Detailed analysis of management preferences, if any],
- Slide-8: Options [Detailed discussion of the pros/cons of each *feasible* option],
- Slide-9: Recommendation [Selected option and justification for its choice].

c) Final exam. The principal objective of the final exam is to promote your ability to synthesize your analysis— and our class discussion—of case studies and assigned readings. Your task is to clearly identify key takeaways that would help companies fulfill their international marketing agenda efficiently as well as effectively. Thus, these assignments require you to generate keen insights about how companies can successfully leverage market opportunities to their own advantage. **Note, the exam does not ask for a case summary or even your recommendations for solving a case. Likewise, the exam does not ask for a summary or critique of the reading.**

Another objective is to improve your written communication skills. Here, your task is to articulate your synthesis such that your intended message is communicated both concisely and coherently. Your goal should be to convince readers that the key takeaways you identified are indeed significant for 'strategic' marketing.

Given that the exam will be a "small" group effort, each group will be required to evaluate the contributions of its individual members. These contributions will be used to weigh the (group) grade for individuals in that group. Thus, depending upon his/her contribution, a individual may receive a higher or lower score than that earned on the graded assignment.

Each response to a case study or assigned reading will be graded on a 25-point scale using the following criteria. Each criteria is worth 5 points:

- 1) Editorial considerations (e.g., Grammar, spelling and punctuation, clarity of writing etc.);
- 2) Format (Maximum 250 words per response, Times font, Size 12 font);
- 3) Connection between your response and the case or the reading (Is your response tied to the case/article you are responding to? Or is your response so general that it could be developed without access to the specific case/reading?);

- 4) Lessons learned (How insightful are your takeaways? Are your thoughts expressed adequately, completely, and articulately? Does your response indicate a thorough understanding of the case issues/reading's theme?);
- 5) Significance of your responses (Why should anyone pay attention to your takeaways? What is it about them that should encourage others to read the case/assigned reading? How do these responses facilitate a sophisticated grasp of competing in EMs?).

Upon receiving a failing final cumulative grade for this course, a student can make one attempt to retake a final comprehensive examination that will equal 50% of the revised final cumulative grade. A student has no right or permission to retake the final examination, if he/she has already received a passing final cumulative grade.

COURSE TOOLS

To fulfill our course objectives, we will rely on several tools: 1) case studies, 2) readings, 3) small-group projects, 4) multi-media, and 5) mini-lectures.

COURSE MATERIAL

There is no textbook for this course. Instead, you must obtain a course packet containing cases and readings. Please contact the Program office for more information. It is your responsibility to access all course material.

COURSE FORMAT

1. The course will consist of nine 3-hour blocks (see next section) which comprise of various classroom activities such as mini-lectures, case discussion, and so on.
2. Our meetings will focus heavily on discussions based on actual cases. These meetings will be highly interactive. Consequently, attendance and participation (questions / comments / constructive feedback) in class discussions is critical.

CASE DISCUSSION QUESTIONS

Case: Genicon: A Surgical Strike into Emerging Markets

- a) Evaluate the market potential of each of the four countries using comparable metrics. Which country makes the most sense from a purely quantitative perspective? Which variables are most important in your decision?
- b) Evaluate the market potential of each of the four countries using non-numeric data such as ease of doing business, level of corruption, and level of cultural similarity. Which country makes the most sense from a purely non-numeric perspective? Which variables are most important in your decision?
- c) Combining the above-mentioned information and management preferences, rank order the four countries in terms of their economic attractiveness for Genicon?

Case: Damark Packaging Inc.

- a) Analyze the business environment in the U.S. and Mexico with respect to the opportunities that exist for shrink wrap packaging equipment.
- b) Assess Damark Inc.'s internal resources (e.g., human, physical, financial). Compare these with those required for the firm to achieve its strategic goal of growth through expansion into international markets. Can the company manage its expansion into both U.S. and Mexico?
- c) Should Damark Inc. accept the order for the shrink wrap packaging equipment from Dr. Silva? If yes, what are the implications in terms of the company strategy? If no, why not?

Case: India Gold Fish Leather

- a) Analyze the external, organizational, and managerial context(s) in which IGFL currently operates.
- b) Why is it important to assess managerial factors, particularly for companies like IGFL?
- c) Identify the source(s) of IGFL's competitive advantage. How, if at all, might these advantages change in the foreseeable future?
- d) Discuss the implications for IGFL's international competitiveness?
- e) What would you recommend to Mr. Roberts? Argue why he should "accept" your recommendations.

Case: Larson in Nigeria

- a) What are the three major issues (in order of importance) confronting David Larson?
- b) How would you recommend each issue be handled—especially Ridley's report?
- c) What are the implications of your responses for Larson Inc.'s ability to compete in other developing-country markets?
- d) What would you recommend Larson Inc. do in order to develop capabilities for expanding into Emerging markets?
- e) How should Larson go about developing these capabilities?

Case: IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A)

- a) How should Marianne Barner respond to the invitation for IKEA to have a representative appear on the upcoming broadcast of the German video program?
- b) What actions should she take regarding the IKEA supply contract with Rangan Exports?
- c) What long-term strategy would you suggest she take regarding IKEA's continuing operation in India? Should the company stay or should it exit? Be prepared to discuss the impact of such a decision and how you would manage it.
- d) For those recommending that IKEA continue to source carpets in India, would you suggest that Marianne:
 - i) continue IKEA's own monitoring and control processes or sign-up with Rugmark?, ii) continue to focus only on eliminating the use of child labor in IKEA's supply chain or engage in broader action to address the root causes of child labor as Save the Children is urging?

Case: NES China

- a) Is bribery or corruption a problem in your country? Why is it a problem? Give some examples.
- b) Chen was told by her former colleague, Zhu, to give RMB 3000 to each of the two government officials. What would be the consequences of doing so for each of the parties and other relevant stakeholders?
- c) Do you think Steinmann and Dr. Perrin should adhere to their own ethical standards or do as the Chinese do in China?
- d) As Chen, what would you recommend to Mueller? Identify the decision criteria you used to make your recommendation?
- e) How would you justify your actions to: i) yourself, ii) your boss, iii) your competitors, and iv) government regulators?

Case: Omega Air Charters: Trouble in Azerbaijan

- a) Summarize various challenges confronting Casey Evans, and identify fundamental reasons why these challenges arise.
- b) Evaluate the inter-connectedness among these challenges. What patterns does your assessment give rise to?
- c) Why are the Azer staff resistant in their conduct towards Casey and OMEGA?
- d) In your opinion, what skills/qualities would be needed to alleviate this resistance? Does Casey have any of these qualities? If yes, what approach should she take to deal with Azer staff? If not, how should Casey move forward?

NOTE ON COURSE READINGS

The assigned readings have been carefully chosen to enhance your learning as well as facilitate a more sophisticated grasp of course topics. Moreover, the readings will form a part of final exam (that is worth 50% of the final course grade). Hence, I strongly urge you to carefully/regularly study and discuss all readings.

The following guidelines should help you maximize your learning:

- a) Identify the reading's main ideas and arguments. What is the reading's core thesis?
- b) Try to establish a connection between the reading's core thesis and the case study which is paired with the reading. To do this, identify the case study's dominant theme: What *specific* decision does the case require you to make? Broadly, what is the case study *really* about?
- c) Ask yourself how the reading can help the case study's decision maker. Uncover all ideas/concepts/suggestions contained in the reading that could benefit the decision maker. Does the article contain problem-solving principles/approaches you can leverage? Can you see interrelationships? How can the article's content help you to generate a managerially usable framework? Can you link main elements of arguments to form a bigger/better picture? And so on.

- d) Play around with the above thoughts, and let them simmer for a few days so that you can better distill their essence as well as link them to the case study.
- e) Be creative. Try to develop the big picture without being too general or vague. Ask yourself whether insights generated from a reading could be derived without having read it at all! If yes, then you need to think/focus more carefully on the reading.
- f) Discuss your thoughts/ideas with your group members and peers. Rarely will a reading provide you with a straightforward guidance regarding a case study!
- g) Revisit your initial responses, and update your thinking.
- h) Leverage your brain power to generate a workable solution to a issue/problem/challenge facing a decision maker.
- i) Yes, this is a difficult exercise. Yes, it can—and has been—done!

COURSE READINGS

Note on Case Analysis

Haywood-Farmer, J.

Ivey Business School Note #9A81L002.

Distance Still Matters: The Hard Reality of Global Expansion.

Ghemawat, P.

Harvard Business Review, September 2001, pp. 137-147.

When You Shouldn't Go Global

Alexander, M. & Korine, H.

Harvard Business Review, December, 2008: 70-77.

The Global Entrepreneur

Isenberg, D.

Harvard Business Review, October 2001, pp. 72-81.

Dream Deferred: The Story of a High-Tech Entrepreneur in a Low-Tech World.

Maddy, M.

Harvard Business Review, May-June 2000, pp. 57-69.

Co-creating Business's New Social Compact

Brugmann, J. & Prahalad, C.K.

Harvard Business Review, February 2007, pp. 80-90.

Ethical Breakdowns

Bazerman, M. & Tenbrunsel, A..

Harvard Business Review, April 2011, pp. 58-65.

Cultural intelligence

Earley, P.C. & Mosakowski, E.

Harvard Business Review, October 2004, pp. 139-146