

## Course Syllabus

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### Course Information

<i>Course Number/Section</i>	IMS 4373-001
<i>Course Title</i>	<b>Global Strategy</b>
<i>Term</i>	Spring 2013
<i>Days &amp; Times</i>	Tuesdays & Thursdays 11:30-12:45, JSOM 2.103

### Professor Contact Information

<i>Professor</i>	Maria Hasenhüttl, PhD
<i>Office Phone</i>	972-883-5898 (during office hours)
<i>Email Address</i>	Please use eLearning
<i>Office Location</i>	SOM 4.411
<i>Office Hours</i>	Tuesdays 1 to 2pm, and by appointment

### Course Prerequisites, Co-requisites, and/or Other Restrictions:

Prerequisites: IMS 3310, IMS 4320, FIN 3380 and BLAW 4301.

### E-Learning and Communication

You will need to have access to eLearning. Class slides and other relevant materials will be posted on eLearning. In addition, you are advised to check your messages on eLearning frequently, and prior to each class session. This will be the main way to disseminate any messages or instructions relating to the course. A university policy to protect student privacy directs that faculty are not required to answer student e-mails unless they are from a UTD account. This means that I will not respond to e-mails unless they come from a UTD account.

### Course Description

This course focuses on the strategic challenges confronting firms that compete in the global economy. We will study the challenges that multinational firms face including managing across national borders, managing international strategic alliances, managing headquarters-subsiidiary relationships, and developing global capabilities.

A firm's strategy is its theory of how to gain competitive advantage and compete successfully in the marketplace. Strategic management is the process that managers use to develop and implement a firm's strategy. The objective is to have an enhanced understanding of the most fundamental question in global strategy: What determines the international success and failure of companies?

The emphasis is on developing a general understanding of global strategy. The course emphasizes application of academic knowledge to real world situations through the use of lectures and case studies. This class is structured in a lecture-discussion format. There is an emphasis on using case analysis as a way of practicing your business thinking skills.

Most global strategy issues are non-routine and unstructured. This is your opportunity to use what you have learned through readings and other classes to solve problems presented in the cases. The quality of the case analysis usually determines the quality of the solutions. The primary responsibility for the quality of the case analyses comes from the student participants.

## Student Learning Objectives/Outcomes

By the end of this course, students should be able to:

1. Explain and apply major theoretical scholarly approaches to gain an understanding of what determines the international success and failure of companies around the globe.
2. Demonstrate the ability to think critically about ethical and value related issues as they apply to the role of a global strategic manager.
3. Demonstrate the ability to think critically about multicultural related issues as they apply to the role of a global strategic manager.
4. Critically analyze global business issues and develop recommendations that incorporate ethical and multicultural issues.

### **This is a Communication-Enhanced Course (CEC)**

CECs are courses in which you will strengthen your writing and speaking skills while you deepen your understanding of key material in your major. Studies and employers tell us that your ability to write clearly and speak well about topics in your field will strongly increase your chances of professional success. CECs will help you to develop as a professional communicator and demonstrate your abilities both to your instructor and to potential employers. You are **STRONGLY** encouraged to seek help with your speaking and writing at the Business Communication Center (<http://bcc.utdallas.edu>).

Writing Tutors in the Business Communication Center (formerly the Writing Lab) are available and will give you feedback. You will need to make an appointment with the staff at the Center and it has to be early enough so you can use their feedback to revise your reports before you submit your final report.

You can also check out video cameras in the BCC that you can use to record presentations as a practice run. You are highly encouraged to take advantage of this opportunity.

### **Required Textbook and Materials**

1. Mike Peng. Global Strategy. 3<sup>rd</sup> edition. South-Western College Pub; 3 edition (January 1, 2013). ISBN13: 978-1-[133-96461-2](#)
2. David Livermore. Cultural Intelligence Difference: Master the One Skill You Can't Do Without in Today's Global Economy. AMACOM (May 30, 2011). ISBN-13: [978-0814417065](#)
3. Two Harvard Business School cases
  - \* Zotter – Living by Chocolate  
HBS-Case # 9-810-091
  - \* IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A):  
HBS-Case # 9-906-414
4. Additional required readings will be posted in eLearning. These articles can be retrieved for free through the library website.

- We will be using eLearning throughout the semester. eLearning allows you to receive information from instructors and monitor your grades. Be sure that your grades have been recorded correctly. Report any discrepancies within three weeks of the day the grade was posted.

### Suggested Course Materials

*Suggested Readings/Texts*

Business Periodicals

Range of journals through McDermott Library ([www.utdallas.edu/library/resources/journals.htm](http://www.utdallas.edu/library/resources/journals.htm)).

### Assignments & Academic Calendar

The following course schedule provides a checklist of topics and assignments by week. This course outline provides a general plan for the course. Readings and assignments are to be completed before class.

**I reserve the right to make periodic changes to content, requirements, and schedule.** All changes will be announced in class. All assignments are due at the beginning of the class period on Tuesday, unless otherwise noted below.

Week	Topic/Readings	Assignments Due (All assignments are due on Tuesday, unless otherwise noted)
Jan 15 Jan 17	Introduction Community Circles	Start reading David Livermore: Cultural Intelligence Difference
<i>FOUNDATIONS OF GLOBAL STRATEGY</i>		
Jan 22 Jan 24	Chapter 1: Strategizing Around the Globe	Team assignments made (Thursday)
Jan 29 Jan 31	Cultural Intelligence David Livermore: all chapters	Complete CQ Self-Assessment (access code comes with the book). Bring feedback to class David Livermore: all chapters
Feb 5 Feb 7	Chapter 2: Managing Industry Competition Case p. 57: High Fashion Fights Recession	Submit Case p. 57 High Fashion Outline for Cultural Intelligence Project (1 page)
Feb 12 Feb 14	Chapter 3: Leveraging Resources and Capabilities Case 5: Ryanair	Team 1: Case Presentation Submit Case 5: Ryanair
Feb 19 Feb 21	Chapter 4: Institutions, Cultures, and Ethics Case 2: Telia Sonera	Team 2: Case Presentation Submit Case 2 Telia Sonera Team News Presentation A (Thur)
<i>BUSINESS-LEVEL STRATEGIES</i>		
Feb 26 Feb 28	<b>Exam 1</b> Chapter 5: Entrepreneurial Firm Case 7: Snowsports Interactive	Team 3: Case Presentation Submit Case 7 Snowsports Interactive

Mar 5	HBS Case: Zotter – Living by Chocolate	Submit HBS Case Zotter (everyone required)
Mar 7	Chapter 6: Entering Foreign Markets Case 14: Baosteel Europe	Team 4: Case Presentation Submit Case 14 Baosteel Europe
Mar 11 Mar 14	NO CLASS SPRING BREAK!	
Mar 19 Mar 21	Chapter 7: Strategic Alliances Case 10: Jobek do Brasil’s Joint Venture Challenge	Team 1: Case Presentation Submit Case 10 Jobek do Brasil Team News Presentation B (Thur)
Mar 26 Mar 28	Chapter 8: Global Competitive Dynamics Case 12: Ocean Park	Team 2: Case Presentation Submit Case 12: Ocean Park Cultural Intelligence mid-semester Presentations (Thursday)
Apr 2	<b>Exam 2</b>	
<i>CORPORATE LEVEL STRATEGIES</i>		
Apr 4	Chapter 9: Diversifying, Acquiring, Restructuring	Team News Presentation C
Apr 9	Chapter 9 continued Case 3: Indian BPO Industry	Team 3: Case Presentation
Apr 11	Chapter 10: Strategizing, Structuring, Learning Case 9: Texas Instruments in South Korea	Team 4: Case Presentation Submit Case 9 Texas Instruments
Apr 16 Apr 18	Chapter 10 continued Chapter 11: Governing the Corp.	Cultural Intelligence Presentations
Apr 23 Apr 25	Chapter 12: CSR Case p. 385: Whole Foods	Team News Presentation D Submit Case p. 385 Whole Foods Cultural Intelligence Presentations (Thur)
Apr 30	Chapter 12 (continued) HBS Case: IKEA’s Global Sourcing Challenge: Indian Rugs and Child Labor (A)	Submit Case IKEA (everyone required) Cultural Intelligence Presentations
May 2	Review	Cultural Intelligence Presentations Peer Evaluations Due
May 7	<b>Exam 3 11:00 am JSOM 2.103</b>	

**These descriptions, assignments and timelines are subject to change at the discretion of the Professor**

## Grading Policy

### Individual:

1. 3 Exams, each 10% ..... 30%
2. Cultural Intelligence Project ..... 15%
3. 2 HBS case reports (7.5 % each) ..... 15%
4. Participation ..... 15%

### Team:

5. 2 Case Presentations and Paper (10% each) ..20%
6. News Report Presentation and Paper..... 5%

Total: 100%

A+: 97 and up	A: 94-96	A-: 90-93
B+: 87-89	B: 84-86	B-: 80-83
C+: 77-79	C: 74-76	C-: 70-73
D+: 67-69	D: 64-66	D-: 60-63
F: 59 and below		

## Descriptions of Course Assignments

### 1. Exams

Three non-cumulative essay exams based on materials from the assigned readings, cases, lectures, videos, and class discussions will be given to assess your mastery of the material in each section of the course.

You may substitute your highest exam score for your lowest exam score. This means that your lowest grade will be dropped and your highest grade will be doubled. There are NO make-up exams. If you miss an exam, that zero is the grade that will be dropped. If you miss more than one exam, you will receive a zero for the second one you do not take.

### 2. Cultural Intelligence Project

This is a semester long individual project involving a paper and a presentation that allows you to increase your cultural intelligence. Details will be discussed in class and posted in eLearning.

### 3. HBS Case Reports

Details will be discussed in class and posted in eLearning.

#### **4. Participation**

The success and value of this course depend on class participation. We all have experiences that will enrich the topics and direction of discussion in this course. This means that you need to be fully acquainted with the readings for a given session. It is my expectation that you will have read the assigned material and cases and be prepared to participate in class discussions and activities. I will periodically collect information on your participation in in-class activities.

Each week that a case is assigned for discussion, you should first read the textbook chapter and then the case. In preparation for discussing the case that is scheduled for a given class, you are expected to write a brief (around 1 page long) case analysis that answers to questions that I will post in eLearning. The written case analyses are to aid you during the class discussions. You need to submit 6 different case discussions for 1.5 points each. You may not submit an individual case discussion for a case that your team is assigned to present. In addition, you need to actively participate in the case discussion during class in order to get credit for it. You need to upload your case discussion under the assignment tab before class starts and hand in a hardcopy in class.

Note: You must attend class & participate in discussions for this portion of the grade.

#### **5. Team Case Presentations and Papers**

Each team is assigned two cases to present. Your team must submit a hard copy of each case paper PLUS upload it to the appropriate link under the assignment tab in eLearning. Each team paper should be at least 4 pages, not including tables, graphs, etc.

Each case analysis focuses on the application of Global Strategy concepts using the questions in the cases as *starting* points. No summaries! You are expected to include additional outside research. Each team also needs to include at least three additional questions to the class for discussion (and provide answers in the paper).

The team paper as well as power point slides are due on the day of your presentation. I strongly suggest you submit a draft of your case analysis for review at least one week before it is due.

Oral Presentation Teams are required to dress professionally and exhibit the same level of decorum and consideration that you would in a real business setting.

Creativity in your case presentations is highly encouraged! Additional details will be posted in eLearning.

#### **6. Team News Report Presentation and Paper**

Each team will present a news report related to Global Strategy at the beginning of one class period. You need to submit a 3-page (minimum) discussion on how this news report (article, video clip, etc.) relates to topics discussed in class. Include at least two discussion questions for the class in your presentation. Your news report should address a topic that is related to the particular chapter discussed in that week.

#### **Peer Evaluations**

Each student is required to complete a peer evaluation of his or her team members. The grade for all team projects (Case Presentations and Papers and the Team News Report) will be adjusted accordingly. Details are posted in eLearning.

## Course & Instructor Policies

**Honor Code Information:** No case write-ups, exams, or student's notes from current or previous business school students can be consulted in doing your case analyses. You can, however, consult your notes and reading materials as well as information from the library. Any material quoted directly or paraphrased needs to be referenced in your written and oral presentations. **Plagiarism is a serious infraction** and will be dealt with according to UTDallas scholastic dishonesty policies.

### *Assignments:*

All assignments are due at the beginning of the class period for which they are assigned. All written work is to be typewritten, double spaced, stapled, and follow expected standards of clarity, organization and grammar.

Late assignments will not be accepted.

To get the most benefit from your time in this class, read the material to be discussed before we discuss it in class. You will find classes to be much more interesting and engaging if you come prepared to discuss each day's topic.

### *Class attendance:*

Class attendance and participation are an important indication of your commitment and professionalism, and are critical to your success in this course.

This course is your course – your input will determine your outcomes. There will be a sign-in sheet at each class period. You are allowed 2 excused absences. After that, each absence results in a reduction of 2% of your total grade. Please let me know in advance if you need to miss a class.

### *Missed Classes*

It is the individual student's responsibility to acquire missed lecture notes, assignments, handouts and announcements from a class member – not the Instructor. Each student is responsible for all information given in class. This includes any changes to the syllabus, content and format of exams, and details given regarding assignments.

### *Classroom citizenship:*

Students are expected to behave professionally as college learners, and not distract others or interfere with their learning. Remember:

- Arrive on time, and don't leave early
- Take good notes
- Silence all cell phones
- Use of laptops is NOT permitted, unless instructed to conduct research related to the topic of discussion

### *Etc.*

No folders and cover pages! Keep a copy of every paper and assignment you submit for a grade.

It is your responsibility to READ THE SYLLABUS thoroughly and to keep track of all the important dates and requirements.

## **Policies and Procedures for Students**

The University of Texas at Dallas provides a number of policies and procedures designed to provide students with a safe and supportive learning environment. Brief summaries of the policies and procedures are provided for you at [http://http://provost.utdallas.edu/syllabus-policies](http://provost.utdallas.edu/syllabus-policies) and include information about technical support, field trip policies, off-campus activities, student conduct and discipline, academic integrity, copyright infringement, email use, withdrawal from class, student grievance procedures, incomplete grades, access to Disability Services, and religious holy days.

### **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations of the Board of Regents of the University of Texas System, Part I, Chapter VI, Section 3*, and in Title V, *Rules on Student Services and Activities of the Course Syllabus Page 8, University's Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SSB 4.400, 972/883- 6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

### **Academic Integrity**

The faculty and administration of the School of Management expect from our students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. We want to establish a reputation for the honorable behavior of our graduates, which extends throughout their careers. Both your individual reputation and the school's reputation matter to your success.

The Judicial Affairs website lists examples of academic dishonesty. Dishonesty includes, but is not limited to cheating, plagiarism, collusion, facilitating academic dishonesty, fabrication, failure to contribute to a collaborative project and sabotage. Some of the ways students may engage in academic dishonesty are:

- Coughing and/or using visual or auditory signals in a test;
- Concealing notes on hands, caps, shoes, in pockets or the back of beverage bottle labels;
- Writing in blue books prior to an examination;
- Writing information on blackboards, desks, or keeping notes on the floor;
- Obtaining copies of an exam in advance;

- Passing information from an earlier class to a later class;
  - Leaving information in the bathroom;
  - Exchanging exams so that neighbors have identical test forms;
  - Having a substitute take a test and providing falsified identification for the substitute;
  - Fabricating data for lab assignments;
  - Changing a graded paper and requesting that it be regraded;
  - Failing to turn in a test or assignment and later suggesting the faculty member lost the item;
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- Stealing another student's graded test and affixing one's own name on it;
  - Recording two answers, one on the test form, one on the answer sheet;
  - Marking an answer sheet to enable another to see the answer;
  - Encircling two adjacent answers and claiming to have had the correct answer;
  - Stealing an exam for someone in another section or for placement in a test file;
  - Using an electronic device to store test information, or to send or receive answers for a test;
  - Destroying or removing library materials to gain an academic advantage;
  - Consulting assignment solutions posted on websites of previous course offerings;
  - Transferring a computer file from one person's account to another;
  - Transmitting posted answers for an exam to a student in a testing area via electronic device;
  - Downloading text from the Internet or other sources without proper attribution;
  - Citing to false references or findings in research or other academic exercises;
  - Unauthorized collaborating with another person in preparing academic exercises.
  - Submitting a substantial portion of the same academic work more than once without written authorization from the instructor.

<http://www.utdallas.edu/judicialaffairs/UTDJudicialAffairs-Basicexamples.html>

Updated: August, 2011

**Plagiarism on written assignments, especially from the web, from portions of papers for other classes, and from any other source is unacceptable. On written assignments, this course will use the resources of turnitin.com, which searches the web for plagiarized content and is over 90% effective.**

**During tests and quizzes, students in this section are not allowed to have with them any food or drinks, scratch paper, course materials, textbooks, notes, invisible ink pens, or electronic devices, including iPads, iPhones, iPods, MP3 Players, earphones, radios, smart phones, cameras, calculators, multi-function timepieces, or computers. When possible, students should sit in alternating seats, face forward at all times, and remove any clothing which might conceal eye movements, reflect images of another's work, or hide course material for copying. Exam proctors will monitor any communication or signaling between students by talking, whispering, or making sounds, or by using your hands, feet, other body movements, the test paper itself or your writing implement.**

**Students in this course suspected of academic dishonesty are subject to disciplinary proceedings, and if found responsible, the following minimum sanctions will be applied:**

- 1. Homework – Zero for the Assignment**
- 2. Case Write-ups – Zero for the Assignment**
- 3. Quizzes – Zero for the Quiz**

- 4. Presentations – Zero for the Assignment**
- 5. Group Work – Zero for the Assignment for all group members**
- 6. Tests – F for the course**

These sanctions will be administered only after a student has been found officially responsible for academic dishonesty, either through waiving their right for a disciplinary hearing, or being declared responsible after a hearing administered by Judicial Affairs and the Dean of Student's Office .

In the event that the student receives a failing grade for the course for academic dishonesty, the student is not allowed to withdraw as a way of preventing the grade from being entered on their record. Where a student receives an F in a course and chooses to take the course over to improve their grade, the original grade of F remains on their transcript, but does not count towards calculation of their GPA.

The School of Management also reserves the right to review a student's disciplinary record, on file with the Dean of Students, as one of the criteria for determining a student's eligibility for a scholarship.

### **Judicial Affairs Procedures**

Under authority delegated by the Dean of Students, a faculty member who has reason to suspect that a student has engaged in academic dishonesty may conduct a conference with the student in compliance with the following procedures:

- (i) the student will be informed that he/she is believed to have committed an act or acts of academic dishonesty in violation of University rules;
- (ii) the student will be presented with any information in the knowledge or possession of the instructor which tends to support the allegation(s) of academic dishonesty;
- (iii) the student will be given an opportunity to present information on his/her behalf;
- (iv) after meeting with the student, the faculty member may choose not to refer the allegation if he/she determines that the allegations are not supported by the evidence; or
- (v) after meeting with the student, the faculty member may refer the allegations to the dean of students along with a referral form and all supporting documentation of the alleged violation. Under separate cover, the faculty member should forward the appropriate grade to be assessed if a student is found to be responsible for academic dishonesty;
- (vi) the faculty member may consult with the dean of students in determining the recommended grade;
- (vii) the faculty member must not impose any independent sanctions upon the student in lieu of a referral to Judicial Affairs;
- (viii) the faculty member may not impose a sanction of suspension or expulsion, but may make this *recommendation* in the referral documentation

If the faculty member chooses not to meet with the student and instead forwards the appropriate documentation directly to the dean of students, they should attempt to inform the student of the allegation and notify the student that the information has been forwarded to the Office of Dean of Students for investigation.

The student, pending a hearing, remains responsible for all academic exercises and syllabus requirements. The student may remain in class if the student's presence in the class does not interfere with the professor's ability to teach the class or the ability of other class members to learn. (See Section 49.07, page V-49-4 for information regarding the removal of a student from class).

Upon receipt of the referral form, class syllabus, and the supporting material/documentation from the faculty member, the dean shall proceed under the guidelines in the *Handbook of Operating Procedures*, Chapter 49, Subchapter C. If the respondent disputes the facts upon which the allegations are based, a fair and impartial disciplinary committee comprised of UTD faculty and students, shall hold a hearing and determine the responsibility of the student. If they find the student in violation of the code of conduct, the dean will then affirm the minimum sanction as provided in the syllabus, and share this information with the student. The dean will review the student's prior disciplinary record and assess additional sanctions where appropriate to the circumstances. The dean will inform the student and the faculty member of their decision.

## **Avoiding Plagiarism**

[Adapted from Duke University's guidelines for writers; added July 2010]

*Take time to make careful choices among--and learn to use--the research tools* available to you. You will probably find that your favorite web search engine is not adequate by itself for college-level research. Consult with your professor or a librarian. You may need to use specialized research tools, some of which may require learning new searching techniques.

*Expect to make trips to the library.* While you can access many of the library's resources from your home computer, you may find that you need to make several trips to use materials or research tools that are not accessible remotely. Of course, you will be seeking the best information, not settling for sources simply because they happen to be available online.

*Allow time for gathering materials* that are not available at UT Dallas. The InterLibrary Loan Office can borrow articles and books from other libraries, but this process takes additional time.

*Allow time for reading*, rereading, absorbing information, taking notes, synthesizing, and revising your research strategy or conducting additional research as new questions arise.

*Sloppy note-taking increases the risk that you will unintentionally plagiarize.* Unless you have taken note carefully, it may be hard to tell whether you copied certain passages exactly, paraphrased them, or wrote them yourself. This is especially problematic when using electronic source materials, since they can so easily be copied and pasted into your own document.

*Identify words that you copy directly* from a source by placing quotation marks around them, typing them in a different color, or highlighting them. (Do this immediately as you are making your notes. Don't expect to remember days or weeks later what phrases you copied directly.) Make sure to indicate the exact beginning and end of the quoted passage. Copy the wording, punctuation and spelling exactly as it appears in the original.

*Jot down the page number and author or title* of the source each time you make a note, even if you are not quoting directly but are only paraphrasing.

*Keep a working bibliography* of your sources so that you can go back to them easily when it's time to double-check the accuracy of your notes. If you do this faithfully during the note-taking phase, you will have no trouble completing the "works cited" section of your paper later on.

*Keep a research log.* As you search databases and consult reference books, keep track of what search terms and databases you used and the call numbers and URLs of information sources. This will help if you need to refine your research strategy, locate a source a second time, or show your professor what works you consulted in the process of completing the project.

*You must cite direct quotes.*

*You must cite paraphrases.* Paraphrasing is rewriting a passage or block of text in your own words. If you paraphrase, you must still cite the original source of the idea.

*You must cite ideas* given to you in a conversation, in correspondence, or over email.

*You must cite sayings or quotations that are not familiar, or facts that are not "common knowledge."* However, it is not necessary to cite a source if you are repeating a well known quote or familiar proverb. Common knowledge is something that is widely known. For example, it is widely known that Bill Clinton served two terms as president; it would not be necessary to cite a source for this fact.

*These types of sources should be cited as well. Printed sources:* Books, parts of books, magazine or journal articles, newspaper articles, letters, diaries, public or private documents; *Electronic sources:* Web pages, articles from e-journals, newsgroup postings, graphics, email messages, software, databases; *Images:* Works of art, illustrations, cartoons, tables, charts, graphs; *Recorded or spoken material:* Course lectures, films, videos, TV or radio broadcasts, interviews, public speeches, conversations.