

THE UNIVERSITY OF TEXAS AT EL PASO
MGMT 5335: INTERNATIONAL STRATEGIC MANAGEMENT
CRN 19165
FALL 2020

Professor: Dr. Miguel A. Ramos

Department: Marketing and Management

Office: 225 Business Administration Building

Email: maramosgonzalez@utep.edu

Virtual office hours: Mondays from 3:30 p.m. to 5:00 p.m., Fridays from 10:30 a.m. to 12:30 p.m., and by appointment. Please let me know in advance.

COURSE DESCRIPTION

Welcome to Management 5335! This course focuses on the understanding of why some companies perform better than others both domestically and internationally. As MBA students you already know that companies are complex entities that require many types of specialized knowledge such as accounting, finance, operations management, marketing and human resources management. In this class we will build on some of your knowledge in these different areas while focusing on the behavior and performance of the entire organization.

More specifically, the course is designed to primarily provide you with empirically tested theory, useful frameworks and case analyses to help you understand how companies develop competitive advantage through the development of firm resources and capabilities and their redeployment within industries, across industries and across countries. The course can be described in the following words: research-based, pragmatic and interactive. It is research-based because it is grounded on rigorous strategy research. It is pragmatic because we will apply key strategy concepts and frameworks to the analysis of real companies. It is interactive because it heavily relies on your active participation for your learning.

LEARNING OBJECTIVES

To overarching goal of the course is to understand the key elements of international strategic management of a company: analysis of the firm and its competitive environment, analysis of strategic alternatives, and development of strategic recommendations. This will be achieved through the following learning objectives and corresponding activities and assessments:

LEARNING OBJECTIVE	ACTIVITIES	ASSESSMENT
Define strategic management and understand its importance	Readings: Textbook chapter 1	Quiz Discussion Board Group Assignment Final Project
Understand the concept of competitive advantage	Reading: Textbook chapter 2. Case: Ducati.	Quiz Discussion Board Group Assignment Final Project

LEARNING OBJECTIVE	ACTIVITIES	ASSESSMENT
Understand the impact of industry forces on profitability	Reading: Textbook chapter 3, Case: Intel Corporation: 1968-2003.	Quiz Discussion Board Group Assignment Final Project
Understand the different stages of industry evolution and their impact on competition	Reading: Textbook chapter 4. Case analyses: AccorHotels’ Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb.	Quiz Discussion Board Group Assignment Final Project
Understand the development and redeployment resources and capabilities as the source of competitive advantage	Reading: Textbook chapter 5. Case: Ingvar Kamprad and IKEA	Quiz Discussion Board Group Assignments Final Project
Understand vertical integration decisions and their impact on competitive advantage	Reading: Textbook chapter 7. Case analysis: Zara: Fast Fashion.	Quiz Discussion Board Group Assignment
Understand horizontal diversification decisions and their impact on competitive advantage	Reading: Textbook chapter 10. Case analysis: Danaher Corporation	Quiz Group Assignment Final Project
Understand partnering decisions and their impact on competitive advantage	Reading: Textbook chapter 8. Case: Volkswagen and Tata Motors: A Strategic Alliance in India	Quiz Group Assignment
Understand international expansion decisions and their impact on competitive advantage	Readings: Textbook chapter 9, Ghemawat (2007) Case: Walmart around the World	Quiz Group Assignment Final Project

LEARNING METHOD

The course is built around two related goals: (a) the understanding of key concepts and frameworks; and (b) their application to the analysis of companies. To achieve the first goal you are expected watch all videos and read all materials. This learning will be assessed with quizzes and discussion boards. To achieve the second goal you are expected to engage with your group on case assignments and a final project.

The cases provide a vehicle for real-world learning. They represent real organizations, but the information is incomplete. Nevertheless, as in real life, managerial decisions have to be made with incomplete information relying on reasonable assumptions.

COMMUNICATION

I will use Blackboard to communicate with you regularly. For synchronous communication with individual students or teams I will rely on Zoom or Blackboard Collaborate.

TEXTBOOK

Modern Competitive Strategy (4th Edition)
Gordon Walker & Tammy L. Madsen
ISBN-13: 978-1259181207/ISBN-10: 1259181200

COURSE PACKET

The course packet of copyrighted materials must be purchased at:
<https://hbsp.harvard.edu/import/760167>

EVALUATION

The assessment components of the course are the following:

(1) Participation in Discussion Boards	25%
(2) Quizzes	20%
(3) Group Assignments	30%
(4) Peer Evaluation in Group Assignments	5%
(5) Final Group Project	12.5%
(6) Peer Evaluation in Final Group Project	2.5%
(7) ETS MBA Major Field Test	5%

Refer to Appendix D for a summary of the course.

(1) Participation in Discussion Boards

You will be required to participate in each discussion board typically by:

- Writing at least 150 words in your post in response to the provided question(s).
- Reply, with at least 75 words, to the entry of one of your classmates for each assigned discussion.

Grading: each discussion board assignment will be graded as complete/incomplete. To earn a “complete” grade, you must:

- comply with the length requirements.
- be original when the type of question or issue allows it.
- make posts that are on topic and within the scope of the course material.
- take your posts seriously and review and edit your posts before submitting them.
- always be respectful of others’ opinions even when they differ from your own.
- not make personal or insulting remarks.

See additional information on student conduct and Texas Senate Bill 212 on student conduct section.

- Dates (all closing at 11:59 p.m. MT):
 - September 28 - October 5: Discussion Boards 1-3
 - October 5 - 12: Discussion Boards 4-5
 - October 12 - 19: Discussion Board 6-7
 - October 19 - 26: Discussion Boards 8-9
 - October 26 - November 2 : Discussion Board 10

(2) Quizzes

Quizzes are open-book. Each quiz will be open for two days for your convenience. Most quizzes will be based on a specific textbook chapter. The quizzes are short, usually consisting of ten to fifteen multiple-choice questions (including true or false) with about twenty minutes granted in total. The questions can be randomly selected from question sets, but the quizzes are designed to have a similar degree of difficulty across students. Moreover, variation in any given quiz is likely to be offset across quizzes. *You will have two attempts to take each quiz.* The questions can vary between attempts. *The grade for each quiz will be the average grade of your attempts.* The grade for each quiz will be transformed to a 100 point scale.

- Dates and topics (all closing at 11:59 p.m. MT):
 - September 30 - October 1: Quiz 1 (syllabus and textbook chapter 1) and Quiz 2 (textbook chapter 2)
 - October 7 - 8: Quiz 3 (textbook chapter 3) and Quiz 4 (textbook chapter 4)
 - October 14 - 15: Quiz 5 (textbook chapter 5) and Quiz 6 (textbook chapter 7)
 - October 21 - 22: Quiz 7 (textbook chapter 10) and Quiz 8 (textbook chapter 8)
 - October 28 - 29: Quiz 9 (textbook chapter 9) and Quiz 10 (Ghemawat (2007))

Note that the textbook chapters do not follow a sequential ordering after chapter 5.

(3) Group Assignments

The following are important tips on how to approach the cases:

- Although the submission windows overlap each week to allow some flexibility, working on them sequentially will enhance your learning.
- Your answers should incorporate the associated the relevant concepts and frameworks from the course.
- Assume that the cases ended recently. In other words, searching for developments after the cases ended and trying to use that information retroactively to justify your answers will not enhance your learning.
- All assignments will be checked through SafeAssign. Please review the information on academic integrity below.

Grading: Refer to the grading rubric in Appendix A. The grade for each assignment will be transformed to a 100 point scale. *Late assignments will not be accepted without a significant grade penalty.*

Format: unless otherwise noted, each submission should have at least three full pages and no more than four pages of analysis (double-spaced, Times New Roman 12-point font, one-inch margins). *Any cover page(s) or additional pages for references are not considered analysis.*

- Dates (all closing at 11:59 p.m. MT):
 - September 28 - October 5: Assignment 1 (Ducati)
 - October 5 - 12: Assignment 2 (Intel) and Assignment 3 (AccorHotels)
 - October 12 - 19: Assignment 4 (IKEA) and Assignment 5 (Zara)
 - October 19 - 26: Assignment 6 (Danaher) and Assignment 7 (VW and Tata Motors)
 - October 26 - November 2 : Assignment 8 (Walmart)

(4) Peer Evaluation in Group Assignments

This component will be based on your peers' confidential evaluation of your contribution to all group assignments. Note the following:

- You should not assess yourself in the form.
- Forms using a scale different from the one listed in it will not be considered.
- *Such forms and those not submitted will be considered equivalent to granting the maximum grade to your team members.*

Grading: Refer to form on Appendix B.

Submission window: November 1-2 (closing at 11:59 p.m. MT)

(5) Final Group Project

The project is described in detail in Appendix C.

Originality:

- It will be checked through SafeAssign.
- Note that no portion of the paper should be copied from any source without properly citing it.
- If you literally copy a fragment from a source make sure to use quotation marks. However, this may take space away from analysis.
- For basic guidance regarding plagiarism go to:
 - <https://www.plagiarism.org/article/what-is-plagiarism>
 - <https://www.plagiarism.org/blog/2018/07/24/is-it-plagiarism-if-i-borrow-someones>
 - <https://www.plagiarism.org/blog/2018/07/24/how-can-i-properly-cite-my-sources-if-i>
- Let me know if you have any questions regarding plagiarism.
- Please review the information on academic integrity below.

- *If plagiarism is suspected, the case will be forwarded to the Office of the Dean of Students.*

Format: your report should have at least ten full pages and no more than twelve full pages of *analysis* (double-spaced, Times New Roman 12-point font, one-inch margins). You may add an appendix of maximum three pages support your analysis. The appendix can contain tables and charts with summarized information discussed in the analysis.

Grading: Refer to grading rubric in Appendix A. The grade for the final project will be transformed to a 100 point scale.

Due: November 2 at 11:59 p.m. MT. *Late assignments will not be accepted without a significant penalty.*

(6) Peer Evaluation in Final Group Project

This component will be based on your peers' confidential evaluation of your contribution to the final group project. Note the following:

- You should not assess yourself in the form.
- Forms using a scale different from the one listed in it will not be considered.
- *Such forms and those not submitted will be considered equivalent to granting the maximum grade to your team members.*

Grading: Refer to group evaluation form on Appendix B.

Submission window: November 1-2 (closing at 11:59 p.m. MT)

(7) ETS MBA Major Field Test

The MBA Major Field Test, an exam developed by Educational Testing Service (ETS), is required by the College of Business Administration for institutional assessment. This exam requires equipment checks by ETS and Proctor U.

Review: Pending confirmation, the MBA Program will coordinate the offering of one or two review sessions.

Grading: the grade will be curved based on the highest percentile obtained in the class.

Date: You will receive an email from Proctor U to schedule your three-hour exam at your convenience between October 26 and November 2. *You will need to schedule it at least three days in advance from your intended date. My recommendation is to schedule soon after receiving the scheduling email.* See corresponding folder on Blackboard for additional information.

Course Grading Policy:

A: Represents achievement that is outstanding relative to the level necessary to meet course requirements.

B: Represents achievement that is significantly above the level necessary to meet course requirements.

C: Represents achievement that meets the course requirements in every respect.

D: Represents achievement that is worthy of credit even though it fails to meet fully the course requirements.

F: Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I (see also I).

I: (Incomplete) Assigned at the discretion of the instructor only under *extraordinary* circumstances, (e.g. hospitalization). It requires a written agreement between instructor and student.

Scale: 100≥A≥90
 90>B≥80
 80>C≥70
 70>D≥60
 60>F

Note: the temporary S/U grading policy adopted by the University for the spring semester was not extended.

Re-grading Policy:

- All requests must be submitted in writing to me. You must identify:
 - The question or point you believe was incorrectly graded
 - The amount of credit you request
 - The reasons why
- *All requests must be handed to me within three days of receiving your grade.*

Make-up Work:

I will provide make-up coursework to students under unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, documented illness, serious family emergencies, subpoenas, jury duty, military service, and religious observances.

Student Conduct:

Professional and respectful conduct is expected of students. Therefore, I reserve the right to give zero credit for anything I perceive to be offensive, demeaning to others, stalking, or inconsistent with the maturity that I should expect from a graduate student. Recognize that there will often be records of these statements. In addition, note that given the nature of the delivery of this course, the meaning of comments can be misconstrued. We should all be extra careful for this reason. Finally, [Texas Senate Bill 212](https://www.utep.edu/titleix/sb-212.html) requires all employees of Texas universities to “report incidents of sexual harassment, sexual assault, dating violence, or stalking allegedly committed by or against a student or employee, to a Title IX Coordinator or Deputy Title IX Coordinator. Under this new law, an employee who fails to report or falsely reports such an incident will also be subject to criminal liability (misdemeanor) and termination of employment.” (source: <https://www.utep.edu/titleix/sb-212.html>)

Academic Integrity:

“Any student who commits an act of scholastic dishonesty is subject to discipline. Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.” (UTEP’s Handbook of Operating Procedures).

Additional information on academic integrity and scholastic dishonesty is available at: <https://www.utep.edu/student-affairs/osccr/student-conduct/academic-integrity.html>

Suspected cases of academic misconduct will be reported to the Office of Student Conduct and Conflict Resolution.

ADDITIONAL POLICIES AND INFORMATION

Special Accommodations for Students:

If you have a disability and need classroom accommodations, please contact The Center for Accommodations and Support Services (CASS) at 747-5148, or by email to cass@utep.edu, or visit their office located in UTEP Union East, Room 106. For additional information, please visit the CASS website at <https://www.utep.edu/student-affairs/cass/>

Other Student Services:

Counseling and Psychological services: <https://www.utep.edu/student-affairs/counsel/>

Phone: (915) 747-5302

Email: caps@utep.edu

Address: 202 Union West; walk-ins are encouraged.

Student Health Center: <http://chs.utep.edu/health>

Phone: (915) 747-5624

Email: studenthealth@utep.edu

Address:

Union Building East

351 W. University Ave. Ste 100

Many services are free to students paid for through student health fee.

ABOUT ME

I am Associate Professor of Management (with Tenure) at The University of Texas at El Paso (UTEP). I have a Ph.D. in Business Administration with a focus on Strategy and International Management from the University of Minnesota (Carlson School of Management). I also have a M.Sc. in International Economics and Business with a concentration on Business and Economics of South East Asia from the Stockholm School of Economics in Sweden, and a B.Sc. in Industrial and Systems Engineering from ITESM (Monterrey Tech) Querétaro Campus in Mexico. I have primarily taught in the areas of strategic management and international business at upper

undergraduate and graduate levels (MBA and Ph.D.). Before joining UTEP I was Assistant Professor of Management at the University of Massachusetts Dartmouth. I was also Full-Time Lecturer at ITESM Campus Guadalajara before pursuing my doctoral degree. Prior to my academic career I worked for Coca-Cola bottling groups in Mexico in marketing and distribution.

My research interests revolve around corporate strategy, international expansion, institutions, and economic geography. My work has been published in *Strategic Management Journal*, *Strategic Organization*, *Journal of International Management*, *European Journal of Political Economy*, *Advances in Strategic Management*, *Multinational Business Review* and *Innovating Strategy Process* (a Strategic Management Society Series book). I have presented my research at major international conferences organized by the Academy of International Business, the Academy of Management, the European International Business Academy, and the Strategic Management Society. I am also a member of the Editorial Review Board at *Global Strategy Journal*.

IMPORTANT NOTICE: THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE

APPENDIX A
GRADING RUBRIC FOR GROUP ASSIGNMENTS AND FINAL PROJECT

Group	Points	Score 5 = Excellent 4 = Needs Some Improvement 3 = Needs Significant Improvement 2 = Generally Below Expectations 1 = Unacceptable				
Issue Recognition						
(a) The analysis recognizes the critical issues of the assignment.		5	4	3	2	1
(b) The analysis identifies the relevant information. When information is not available, reasonable assumptions are made based on the context.		5	4	3	2	1
Analysis						
(a) The analysis deals with the relevant problems or critical issues.		5	4	3	2	1
(b) The analysis uses the relevant theoretical background from the textbook and additional materials in the course.		5	4	3	2	1
(c) The analysis is coherent. The logical reasoning of the arguments is sound.		5	4	3	2	1
(d) The analysis is cohesive. Answers are well connected.		5	4	3	2	1
Presentation						
(a) The paper is well written. It has minimal misspellings and grammatical errors.		5	4	3	2	1
(b) The paper complies with the format guidelines.		5	4	3	2	1
Total Score:		Out of 40				

Note: Adapted from Prof. Steven Li (Florida International University) and Walvoord and Anderson (1998). Effective Grading, Jossey-Bass.

APPENDIX B
GROUP EVALUATION FORM FOR GROUP ASSIGNMENTS AND FINAL PROJECT

It is necessary to assess fairly the contribution that each member of the team made to the group assignments in general. This assessment should consider the following:

- Did the team member ...
- ... prepare well for team meetings?
 - ... work hard for the benefit of the team?
 - ... contribute proactively to team work?
 - ... help the team to perform better?

Evaluate the contribution of each team member except yourself based on the following scale: 0 (no overall contribution) to 10 (outstanding overall contribution). Use only integers.

Team Member Name	Grade

Provide comments below explaining your grades.

Team Member Name	Comments

APPENDIX C GUIDELINES FOR FINAL PROJECT REPORT

Corporate Strategy Analysis of General Electric

Goal: Understand horizontal diversification decisions over time and their impact on competitive advantage.

Questions:

1) Analyze General Electric's portfolio of business as described in its 2019 Annual Report. Does the corporation add value to the businesses it owns? If so, how?

- The list of GE segments is available on page 6 (page 8 of PDF) in the 2019 Annual Report posted on Blackboard and also available at: <https://www.ge.com/investor-relations/annual-report>
 - Segments: Power, Renewable Energy, Aviation, Health Care, and Capital
- Assess the segments individually and collectively to try to identify commonalities and differences.
- Think about potential sources of economies of scope and other benefits.
- Some segments have several businesses within them, you do not need to analyze deeply each business. Look broadly at the segment level and focus on what you see as the encompassing logic for them.
- A snapshot of financial data by segment is also available on page 6 (page 8 of PDF) in the 2019 Annual Report posted on Blackboard and also available at available at: <https://www.ge.com/investor-relations/annual-report>

2) Does the corporation need to own the businesses to add value to them? Why?

- For each segment, think about alternative ways to full ownership in which the corporation could exploit the benefits you answered in Question 1 (if there were any).
 - *Note: If for a given business you did not find any way in which the corporation adds value to it, answering the follow-up question is not necessary.*

3) What institutional factors (e.g. capital markets, labor markets) may explain, at least partially, the decline of General Electric's performance over time?

4) Conclusions.

- What are the corporate strategy lessons that you take away?
- Make sure to tie your conclusion to key concepts from the course.

Required reading:

You will read multiple perspectives on the company's corporate strategy and performance over time and apply course concepts and frameworks on horizontal diversification to answer the questions above. The required readings for this exercise are the following:

- Textbook Chapters 10 and 11.
- Slides from lecture on "Boundaries of the Firm – Horizontal Scope."

- The following readings:
 - General Electric's Corporate Strategy (available in course packet)
 - Can GE Bring Good Things to Its Business Once Again? 2018. Knowledge @ Wharton. (available online at <https://knowledge.wharton.upenn.edu/article/can-ge-bring-good-things-business/>)
 - Bennett, Drake, and Richard Clough. 2018. "What the Hell Is Wrong with General Electric? (Cover Story)." Bloomberg Businessweek, no. 4557 (February): 42. (available in Blackboard)
 - Colvin, Geoff. 2018. "What the Hell Happened at GE?" Fortune.Com, May, 1. (available in Blackboard)
 - Gomes-Casseres B. Who Killed the GE Model? Harvard Business Review Digital Articles. July 2018:2-4. Available online at: <https://hbr.org/2018/07/who-killed-the-ge-model>
 - Egan, M. 2020. GE is saying goodbye to its 129-year-old light bulb business. May, 27. Available online at: <https://www.cnn.com/2020/05/27/business/ge-light-bulbs-sale/index.html>
 - *Note: the use of additional sources is discouraged as it may create confusion in your analysis.*

**APPENDIX D
COURSE CALENDAR**

CALENDAR	TOPIC AND MATERIALS
WEEK 1	<p>Syllabus <i>Discussion Board 1 (September 28 - October 5)</i> What is Strategy? Reading: textbook chapter 1 <i>Quiz 1: syllabus and textbook chapter 1 (September 30 - October 1)</i> <i>Discussion Board 2 (September 28 - October 5)</i> Competitive Advantage Reading: textbook chapter 2 <i>Quiz 2: textbook chapter 2 (September 30 - October 1)</i> <i>Discussion board 3 (September 28 - October 5)</i> <i>Group assignment 1: Ducati (September 28 - October 5)</i></p>
WEEK 2	<p>Industry Analysis Reading: textbook chapter 3 <i>Quiz 3: textbook chapter 3 (October 7 - 8)</i> <i>Discussion board 4 (October 5 - 12)</i> <i>Group assignment 2: Intel Corporation: 1968-2003 (October 5 - 12)</i> Competing Over time Reading: textbook chapter 4 <i>Quiz 4: textbook chapter 4 (October 7 - 8)</i> <i>Discussion board 5 (October 5 - 12)</i> <i>Group assignment 3: AccorHotels' Digital Transformation (October 5 - 12)</i></p>
WEEK 3	<p>Strategy Execution Reading: textbook chapter 5 <i>Quiz 5: textbook chapter 5 (October 14 - 15)</i> <i>Discussion board 6 (October 12 - 19)</i> <i>Group assignment 4: Ingvar Kamprad and IKEA (October 12 - 19)</i> Vertical Scope Reading: textbook chapter 7 <i>Quiz 6: textbook chapter 7 and videos by Silverman (October 14 - 15)</i> <i>Discussion board 7 (October 12 - 19)</i> <i>Group assignment 5: Zara: Fast Fashion (October 12 - 19)</i></p>
WEEK 4	<p>Horizontal Scope Reading: textbook chapter 10 <i>Quiz 7: textbook chapter 10 (October 21 - 22)</i> <i>Discussion board 8 (October 19 - 26)</i> <i>Group assignment 6: Danaher Corporation (October 19 - 26)</i> Partnering Reading: textbook chapter 8 <i>Quiz 8: textbook chapter 8 (October 21 - 22)</i> <i>Discussion board 9 (October 19 - 26)</i> <i>Group assignment 7: Volkswagen and Tata Motors: A Strategic Alliance (October 19 - 26)</i> ETS review (dates and times pending)</p>
WEEK 5	<p>International Scope Readings: textbook chapter 9; Ghemawat (2007) <i>Quiz 9: chapter 9 (October 28 - 29)</i> <i>Quiz 10: Ghemawat (2007) (October 28 - 29)</i> <i>Discussion board 10 (October 26 - November 2)</i> <i>Group assignment 8: Walmart around the World (October 26 - November 2)</i> ETS MBA Major Field Test (October 26 - November 1) Final project due (November 1-2) Group evaluations (November 1-2)</p>