

THE UNIVERSITY OF TEXAS AT EL PASO
MGMT 5335: INTERNATIONAL STRATEGIC MANAGEMENT
CRN 27762
SPRING 2021

Professor: Dr. Miguel A. Ramos

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Virtual office hours: Tuesdays from 3:00 p.m. to 5:00 p.m., Fridays from 3:00 p.m. to 4:30 p.m., and by appointment.

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 Final Project
Understand the concept of competitive advantage	Reading: Textbook chapter 2. Case: Ducati.	Quiz Discussion Board 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 Final Project
Understand the different stages of industry evolution and their impact on competition	Reading: Textbook chapter 4. Case: AccorHotels' Digital Transformation: A Strategic Response to Hospitality Disruptor Airbnb	Quiz Discussion Board 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 Final Project
Understand vertical integration decisions and their impact on competitive advantage	Reading: Textbook chapter 7. Case analysis: Zara: Fast Fashion.	Quiz Discussion Board Final Project (if project's topic is related)
Understand horizontal diversification decisions and their impact on competitive advantage	Reading: Textbook chapter 10. Case analysis: Danaher Corporation	Quiz Discussion Board Final Project (if project's topic is related)
Understand partnering decisions and their impact on competitive advantage	Reading: Textbook chapter 8. Case: Volkswagen and Tata Motors: A Strategic Alliance in India	Quiz Discussion Board Final Project (if project's topic is related)
Understand international expansion decisions and their impact on competitive advantage	Readings: Textbook chapter 9, Ghemawat (2007) Case: Walmart around the World.	Quiz Discussion Board Final Project (if project's topic is related)

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 the class on case discussions and work with your group on a final project.

The cases provide a vehicle for real-world learning. I expect you to take the concepts from the book and readings and apply them to the cases. 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.

COURSE MATERIALS

Textbook:

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

Course Packet:

The course packet is available at:
<https://hbsp.harvard.edu/import/805534>

Note that this is copyrighted material and your individual purchase is required.

COURSE EVALUATION

The assessment components of the course are the following:

Individual-based:

(1) Participation in Case Discussions	25%
(2) Participation in Discussion Boards	20%
(3) Quizzes	20%
(4) ETS MBA Major Field Test	5%

Team-based:

(5) Final Group Project Report	25%
(6) Peer Evaluation in Final Group Project	5%

Refer to Appendix E for a summary of the course schedule. *Note that the course modules straddle across weeks.*

(1) Participation in Case Discussions (25%)

The discussion and sharing of ideas is a powerful learning tool. In addition, listening, communicating and persuading are important management skills. Active class participation, therefore, is an important component of the course. *It is expected that students will be prepared and virtually present (with the camera on) for every case discussion.* Thus, I reserve the right to "cold-call" during class. However, virtual attendance is a necessary but not sufficient condition for earning a high grade for class participation. At the same time, because of the large class size, I do not expect all students to be extremely active in every case discussion. In other words, I will try to allocate participation opportunities fairly.

I evaluate contributions in an ascending order from summaries of facts, to substantial comments, to outstanding contributions. I believe that responsible debate is very important for discovery and understanding, and I appreciate your willingness to engage in such activity. Using airtime involves an obligation to contribute to class learning, and while I will never downgrade a student for any type of participation, you should understand that not all participation deserves equal credit.

Students concerned about their ongoing class participation can request feedback. Finally, students who are not used to participate in class should contact me before the course begins to work together on the development of their ability to participate in the discussions.

- Dates and times:
 - February 23 (6:00 to 7:30 p.m.) - Ducati
 - February 27 (9:00 to 10:30 a.m.) - Intel Corporation: 1968-2003
 - March 2 (6:00 to 7:30 p.m.) - AccorHotels' Digital Transformation
 - March 6 (9:00 to 10:30 a.m.) - Ingvar Kamprad and IKEA
 - March 9 (6:00 to 7:30 p.m.) - Zara: Fast Fashion
 - March 13 (9:00 to 10:30 a.m.) - Danaher Corporation
 - March 23 (6:00 to 7:30) - Volkswagen and Tata Motors: A Strategic Alliance
 - March 27 (9:00 to 10:30 a.m.) - Walmart around the World

The questions for each case are listed in Appendix A.

(2) Participation in Discussion Boards (20%)

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 (page 7).

- Dates (all closing at 11:59 p.m. MT):
 - February 20 – 24: Discussion Boards 1 and 2
 - February 25 - March 6: Discussion Boards 3 and 4
 - March 4 - 10: Discussion Board 5 and 6
 - March 11 - 24: Discussion Boards 7 and 8

- March 25 - April 3: Discussion Boards 9 and 10

(3) Quizzes (20%)

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 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 exams closing at 11:59 p.m. MT):
 - February 21 - 22: Quiz 1 (syllabus and textbook chapter 1) and Quiz 2 (textbook chapter 2)
 - February 25 - 26: Quiz 3 (textbook chapter 3)
 - February 28 - March 1: Quiz 4 (textbook chapter 4)
 - March 4 - 5: Quiz 5 (textbook chapter 5)
 - March 7 - 8: Quiz 6 (textbook chapter 7 and videos by Silverman)
 - March 11 - 12: Quiz 7 (textbook chapter 10)
 - March 21 - 22: Quiz 8 (textbook chapter 8)
 - March 25 - 26: Quiz 9 (textbook chapter 9) and Quiz 10 (Ghemawat (2007))

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

(4) ETS MBA Major Field Test (5%)

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 performed by ETS and Proctor U.

Review: Pending confirmation, the MBA Program will coordinate the offering of a 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 March 15 and March 28. *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.

(5) Final Group Project Report (25%)

The project is described in detail in Appendix B.

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 additional information on academic integrity on page 7 below.
- *If plagiarism is suspected, the case will be forwarded to the Office of the Dean of Students.*

Grading: Refer to grading rubric in Appendix C. The grade from the rubric will be transformed to a 100 point scale.

Due: April 3 at 11:59 p.m. MT. *Late assignments will not be accepted without a significant penalty.*

(4) Peer Evaluation in Final Group Project (5%)

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.
- *I reserve the right to void a team's peer reviews under suspicion of retaliatory behavior associated with team conflict. If peer reviews are voided their percentage of the final grade will be reallocated to the final group project.*

Grading: Refer to form on Appendix D.

Due: April 3 at 11:59 p.m. MT.

COURSE POLICIES

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 written make-up coursework to students under unavoidable or legitimate circumstances. Such circumstances include, but are not necessarily limited to, documented illness (including COVID-19), 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.

COVID-19:

- You must stay at home and report if you (1) have been diagnosed with COVID19, (2) are experiencing COVID-19 symptoms, or (3) have had recent contact with a person who has received a positive coronavirus test. Reports should be made at screening.utep.edu. If you know anyone who should report any of these three criteria, encourage them to report. If the individual cannot report, you can report on their behalf by sending an email to COVIDaction@utep.edu.
- For each day that you attend campus — for any reason — you must complete the questions on the UTEP screening website (screening.utep.edu) prior to arriving on campus. The website will verify if you are permitted to come to campus. Under no circumstances should anyone come to class when feeling ill or exhibiting any of the known COVID-19 symptoms. If you are feeling unwell, please let me know as soon as possible. Students are advised to minimize the number of encounters with others to avoid infection.

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/>

ADDITIONAL INFORMATION**Additional 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 CASE QUESTIONS

Important tips on how to approach the cases:

- The questions below provide a baseline for the analysis in class. I expect you to reflect on them *before* the corresponding session.
- 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 answers will not maximize your learning.

Ducati

1. How did Ducati become the second most profitable motorcycle maker in the world despite its small scale? What was the fundamental logic of Minoli's turnaround?
2. Can Ducati sustain its position in the sport segment? Why or why not?
3. What strategic alternatives are available to Minoli in 2001? What are their pros and cons?

Intel Corporation: 1968 - 2003

1. How would you explain Intel's initial dominance and subsequent decline in DRAMs?
2. Why was Intel successful with microprocessors?
3. How is it possible that the same company did so well in microprocessors but not in DRAMs?

AccorHotels' Digital Transformation: A Strategic Response to Hospitality Disruptor AirBnB

1. What does a traveler, for leisure or business, expect from an accommodation provider? In each case, how well do AccorHotels and Airbnb meet those expectations?
2. How different are AccorHotels' and Airbnb's value propositions? What are the strengths and weaknesses of their respective business models?
3. What are Airbnb's critical success factors? How sustainable are they?
4. Assess AccorHotels' business strategy. How effective do you think it is for competing against Airbnb? What else should AccorHotels do in order to enhance its competitiveness against digital disruptors such as Airbnb?

Ingvar Kamprad and IKEA

1. What were the sources of IKEA's successful entry into the furniture retailing business in Sweden?
2. What challenges did IKEA face while expanding globally and how did it overcome them?
3. Why was IKEA's business model not copied?
4. What challenges may lie ahead for IKEA?

Zara: Fast Fashion

1. Why has Zara been successful? (What are its value and cost drivers?) How does it protect them? How well does it grow and innovate over time?
2. How have Zara's practices and policies regarding its boundaries contributed to its growth and performance? (Think about the combination of both vertical integration and outsourcing in making clothes.)
3. What challenges does Zara face?

Danaher Corporation

1. What are the three words, other than Danaher Business System, that account for the success of Danaher?
2. Is there a limit to the range of businesses in which Danaher can create value?
3. What are the biggest challenges facing Danaher in 2010?
4. Can other firms replicate the success of Danaher? Why or why not?

Volkswagen and Tata Motors: A Strategic Alliance in India

1. Despite being present in India for the past 10 years, VW's cars failed to become popular and accepted by customers. Was the Group justified in continuing to give importance to the Indian market?
2. Is there a business case for VW and Tata Motors to look for a partner with which to enter an strategic alliance in India?
3. VW and Tata Motors made the decision to work with each other as alliance partners. Is there a good fit between them?
4. What are the individual and joint values that can be created by the firms in the alliance?
5. In the event of the companies sorting out their differences, what do you recommend with respect to the structure of the alliance, and the terms and conditions of the alliance agreement that should be clearly laid down by the partners?

Walmart around the World

1. Evaluate Walmart's globalization strategy. Where did the retailer struggle? Where did it do well?
2. What explains the difference in Walmart's performance across locations?
3. What lessons can we learn from the Walmart experience? Identify at least two general lessons and two retail-specific lessons.

APPENDIX B

GUIDELINES FOR FINAL GROUP PROJECT

Purpose: To apply the knowledge acquired in this class to a strategic problem or challenge of a company of your choice.

Format: The report should have between 15 and 20 double spaced pages *of analysis* (double-spaced, font size 12, one-inch margins). Cover pages(s), list of references and appendices with charts and tables are *not* included in this page limit. Attach list of references and appendices at the end. The information provided on them will be considered only if they are referred to in the analysis. You must cite all references.

Structure:

A. Company selection

List of team members is due by February 22. Each group should select two public companies they would like to analyze. Submit your company choices by February 27 ranked by preference. If multiple groups prefer the same company luck of the draw will decide. In making your company choices consider the following questions:

Why are you interested in studying this company? What is the strategic problem or challenge you find interesting?

Is the analysis of the strategic problem or challenge feasible given the length of the course?

How familiar are group members with the company?

How accessible are data on this company and its environment?

B. Project content

Introduction:

- Strategic problem or challenge the company faces. At a general level, identifying a strategic problem or challenge can start by identifying a company attempting to
 - gain a competitive advantage
 - regain a competitive advantage
 - maintain its competitive advantage

Industry analysis:

- Industry forces (chapter 3)
- Industry evolution (chapter 4)

Company analysis:

- Competitive positioning (chapter 2)
- Execution (chapter 5)
- Scope (chapters 7, 9 and 10, see notes below)

Recommendations:

- Specific actions to address the identified problem or challenge
- Evaluation of implications of your recommended actions

Notes:

- *Companies in the cases or significantly featured in the textbook are not allowed.*
- *Analysis must include quantitative assessment of firm performance relative to key competitors.*
- *Choosing a company with a narrow industrial and geographic scope will significantly facilitate your analysis in terms of complexity and planning (as industry and geographic scope are the last topics of the course).*

- *If your choice is either a vertically integrated company or its operations in one its industries, the analysis of vertical scope should include the entire company. This involves the theory from chapter 7 and related materials.*
- *If your choice is either a multi-business (i.e. horizontally diversified) company or one of its lines of businesses, the analysis of horizontal scope should include the entire company. This involves the theory from chapter 10 and related materials.*
- *If your choice is a highly international company, the assessment of its geographic scope should be a meaningful part of the analysis. This involves the theory from chapter 9 and related materials.*
- *Contact me if you have any questions on the final project.*

APPENDIX C
GRADING RUBRIC FOR FINAL GROUP 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 (x2)	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. Sections 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 45				

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

APPENDIX D
GROUP EVALUATION FORM FOR FINAL GROUP 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 E COURSE SCHEDULE

COURSE SCHEDULE MGMT 5335 CRN 27762		
MODULE	DATES	TOPICS AND MATERIALS
1	February 20 - 24	Syllabus <i>Discussion Board 1 (February 20 - 24)</i> What is Strategy? <i>Course Introduction</i> Reading: textbook chapter 1 <i>Quiz 1: syllabus and textbook chapter 1 (February 21 - 22)</i> Competitive Advantage Reading: textbook chapter 2 <i>Discussion board 2 (February 20 - 24)</i> <i>Quiz 2: textbook chapter 2 (February 21 - 22)</i> <i>*Case 1: Ducati (February 23)</i>
2	February 25 - March 3	Industry Analysis Reading: textbook chapter 3 <i>Quiz 3: textbook chapter 3 (February 25 - 26)</i> <i>Discussion board 3 (February 25 - March 3)</i> <i>*Case 2: Intel Corporation: 1968-2003 (February 27)</i> Competing Over time Reading: textbook chapter 4 <i>Discussion board 4 (February 25 - March 3)</i> <i>Quiz 4: textbook chapter 4 (February 28 - March 1)</i> <i>*Case 3: AccorHotels' Digital Transformation (March 2)</i>
3	March 4 - 10	Strategy Execution Reading: textbook chapter 5 <i>Quiz 5: textbook chapter 5 (March 4 - 5)</i> <i>Discussion board 5 (March 4 - 10)</i> <i>*Case 4: Ingvar Kamprad and IKEA (March 6)</i> Vertical Scope Reading: textbook chapter 7 <i>Discussion board 6 (March 4 - 10)</i> <i>Quiz 6: textbook chapter 7 and videos by Silverman (March 7 - 8)</i> <i>*Case 5: Zara: Fast Fashion (March 9)</i>
4	March 11 - 24	Horizontal Scope Reading: textbook chapter 10 <i>Quiz 7: textbook chapter 10 (March 11 - 12)</i> <i>Discussion board 7 (March 11 - 24)</i> <i>*Case 6: Danaher Corporation (March 13)</i> <i>ETS review (March 13 - after case discussion)</i> <i>ETS MBA Major Field Test (March 15 - 28)</i> SPRING BREAK (March 15 - 19) Partnering Reading: textbook chapter 8 <i>Discussion board 8 (March 11 - 24)</i> <i>Quiz 8: textbook chapter 8 (March 21 - 22)</i> <i>*Case 7: Volkswagen and Tata Motors: A Strategic Alliance (March 23)</i>
5	March 25 - April 3	<i>Continued - ETS MBA Major Field Test (March 15 - 28)</i> International Scope Readings: textbook chapter 9; Ghemawat (2007) <i>Quiz 9: chapter 9 (March 25 - 26)</i> <i>Quiz 10: Ghemawat (2007) (March 25 - 26)</i> <i>Discussion board 9 (March 25 - April 3)</i> <i>*Case 8: Walmart around the World (March 27)</i> <i>Course Conclusions (March 30)</i> <i>Final project due (April 3)</i> <i>Group evaluations (April 3)</i>

*Virtual attendance required for class participation