

**MGMT 5335 Fall 2023 (EMBA)**  
**International Strategic Management**  
**The University of Texas at El Paso**

---

<b>Instructor</b>	Mengge Li
<b>Class Time</b>	Every Other Saturday (9-9 to 11-4) at Graduate Business Center 520A
<b>Office Hours</b>	Tuesday 9:30 to 11:30 AM and Thursday 1:30 to 3:30 PM
<b>Email</b>	<a href="mailto:mli3@utep.edu">mli3@utep.edu</a>
<b>Textbook</b>	<a href="https://hbsp.harvard.edu/import/1075146">https://hbsp.harvard.edu/import/1075146</a>

---

**COURSE DESCRIPTION**

This course focuses on strategic management in the international context. As EMBA students with working experience, you already have a good understanding 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 your existing knowledge and integrate them into a framework that elevates your understanding of companies to a higher level.

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 across countries.

**LEARNING OBJECTIVES**

- Understand how to identify opportunities to expand globally
- Understand global strategies and their trade-offs
- Understand the allocation of value-chain activities across locations
- Understand trade-offs of timing of entry
- Understand execution in global expansion
- Understand the influence of de-globalization

**LEARNING METHOD**

The course will involve a very short lecture portion and discussion of the key concepts and frameworks. I believe that this component is important to clarify your understanding of them for their correct

application. However, most of the learning will occur through case analyses, individual assignments and the group project.

## **EVALUATION**

The assessment components of the course are the following:

(1) Class Participation	30%
(2) Discussion Topics	15%
(3) Individual Case Analysis	15%
(4) Group Project	30%
• Presentation – 15%	
• Report – 15%	
(5) Peer Evaluation	10%

### **(1) Class Participation**

Attending in-person classes and actively participating in-class activities are essential to ensure the effectiveness of learning. You are required to attend all classes and be well prepared for in-class discussions, case analyses, and presentations, etc. You will only be able to partially make up for class participation if your absence is due to legitimate causes, such as family emergency, illness, work schedule conflicts. Any disruptive behaviors in the class will be penalized. In case discussions involving the entire class, I evaluate participation in terms of quantity and quality of contributions. In terms of quality, I assess contributions in ascending order from summaries of facts and minor comments, to substantial comments, to outstanding contributions. In case discussions involving your group, I evaluate your level of preparation and engagement.

Important tips on how to approach the cases:

- The questions listed on Blackboard for each case provide a baseline for the analysis in class. I expect you to reflect on them before the corresponding session. In most cases I will provide additional guidance in class.
- Assume that the cases ended recently. In other words, searching for developments after the cases ended and trying to use that information retroactively to try to justify your answers will not maximize your learning.

### **(2) Discussion Boards**

We will have weekly discussion topics on Flip (a video sharing platform). You will be required to participate in each discussion topic by:

- Record a 1:30 video in response to the provided topic.
- View videos from your classmates and leave some comments.
- Make videos that are on topic and within the scope of the course material.
- Take your videos seriously and review and edit your videos before submitting them.
- Always be respectful of others' opinions even when they differ from your own.
- Do not make personal or insulting remarks.

### **(3) Individual Case Analysis**

You will have multiple case analyses throughout the course and you will need to submit formal reports for several cases answering specific questions.

- Your answers should incorporate the associated relevant concepts and frameworks from the course, and you should use terminologies that are consistent with the textbook.
- 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.

### **(4) Group Project**

Each team will conduct a comprehensive analysis on a real company. The purpose of the group project is to apply course concepts and frameworks to an international strategic problem or challenge of a company of your choice. In making your company choice consider the following questions:

- Why are you interested in studying this company? What is the strategic problem or challenge you find interesting?
- How complex is the company in terms of its industrial and international scope?
- How familiar are group members with the company?
- How accessible are data on this company and its environment? (companies should be publicly listed)

You should have your company choice and a broad idea of the strategic challenge or problem the company faces by the second session. Please ask me if you have any questions.

Content: The project content should be organized as follows:

- Strategic challenge or problem the company faces. The problem or challenge can be related to one or more of the following:

- Alignment between the company's motivation for international expansion and implementation.
- Globalization of activities as a function of international expansion. This encompasses challenges stemming from decisions to break value chain activities across countries and the ownership of those activities.
- Location choice(s).
- Timing of entry into one or more locations.
- Entry mode (if this is your identified alternative, I will provide a supplemental reading to guide your analysis).
- Analysis. The analysis should consist of the application of the course concepts or frameworks associated with the identified problem or challenge. For instance:
  - If the problem or challenge you identify is seemingly related to a company's overall rationale for international expansion, the concepts and frameworks on motivations for international expansion, potentially in combination with other frameworks or concepts, should be applied.
  - If the problem or challenge you identify is seemingly related to offshoring or outsource offshoring, the concepts and frameworks on the globalization of products and activities and firm scope should be applied.
  - If the problem or challenge you identify is seemingly related to location choices, the concepts and frameworks on location choice should be applied.
  - If the problem or challenge you identify is seemingly related to timing of entry, the concepts and frameworks on the timing of location strategies should be applied.
  - If the problem of challenge you identify is seemingly related to entry mode, concepts on execution should be applied.
- Recommendations - Based on the analysis, you should:
  - Offer at least two specific actions to address the identified problem or challenge.
  - Evaluate the implications of your recommended actions.
- Lessons Learned - Discuss at least one important global strategy lesson from your project.

In addition, please note the following:

- Cover pages(s), executive summary, list of references, and an appendix with charts and tables are not included in this page range.
- It will be checked through SafeAssign.
- Note that no portion of the paper should be copied from any source without properly citing it.

- For basic guidance regarding plagiarism go to: <https://www.plagiarism.org/article/what-is-plagiarism>
- If plagiarism is suspected, the case will be forwarded to the Office of the Dean of Students.
- *Format:* single-spaced, Times New Roman 12-point font, one-inch margins.

### **(5) Team Peer Evaluation**

It is necessary to fairly evaluate the contribution that each member of your team made to the team's overall performance in team activities. This contribution should reflect your assessment based on the following teamwork objective: Students will work effectively with individuals and teams to accomplish a common goal while demonstrating respect and value for a diversity of opinions, viewpoints, and perspectives.

### **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

### **COURSE POLICIES**

#### **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) (<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.” (<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.*

**THE CONTENT IN THIS SYLLABUS MAY BE SUBJECT TO CHANGE**

<b>Date</b>	<b>Topics and Activities</b>
9-9	<p><i>Readings:</i> Selection Bias and the Perils of Benchmarking Why do Firms Go Abroad?</p> <p><i>Cases:</i> The Globalization of the NFL; Ingvar Kamprad and IKEA; What IKEA Do We Want?</p> <p><i>Activities:</i> Review Course Syllabus; Form Project Teams</p>
9-23	<p><i>Readings:</i> Competitive Advantage of Nations Fighting the "Headquarters Knows Best" Syndrome</p> <p><i>Cases:</i> Vodafone in Japan (A); BRL Hardy: Globalizing an Australian Wine Company</p> <p><i>Activities:</i> Group Project; Discussion Topic 1</p>
10-7	<p><i>Readings:</i> Note on Corporate Strategy Distance Still Matters: The Hard Reality of Global Expansion</p> <p><i>Cases:</i> ZARA: Fast Fashion; SHEIN vs. Zara; Intel: Strategic Decisions in Locating a New Assembly and Test Plant</p> <p><i>Activities:</i> Group Project; Discussion Topic 2</p>
10-21	<p><i>Readings:</i> When to Enter? Timing Location Strategies to Strengthen Competitive Advantage Emerging Markets: Look Before You Leap</p> <p><i>Cases:</i> Walmart around the World; Amazon in Emerging Markets; Creating a Corporate Advantage: The Case of the Tata Group</p> <p><i>Activities:</i> Group Project; Discussion Topic 3</p>
11-4	<p><i>Readings:</i> Deglobalization and Alternative Futures Managing Supply Chains in a World That is No Longer Flat</p> <p><i>Cases:</i> Huawei at a Crossroads: Reacting to the US Equipment Ban Turbulent Times for Tiktok's Platform Strategy</p> <p><i>Activities:</i> Team Peer Evaluation; Simulation – Vinho Rio Group Project Presentation; Project Report</p>