

## 80124 - International Management

### TEACHING PLAN

#### 1. Basic description

**Name of the course:** International Management

**Academic year:** 2019–2020

**Term:** 1st

**Degree / Course:** International Business Programme (IBP)

**Code:** 80124

**Number of ECTS credits:** 6

**Total number of hours committed:** 150

**Teaching language:** English

**Lecturer:** Juliana Subtil

**Timetable:**

Monday 4.30–6.40 p.m.

Wednesday 4.30–6.40 p.m.

**Office hours:** by appointment on Wednesdays 3.00 - 4.00 pm

#### 2. Presentation of the course

The International Management course focuses on the opportunities and challenges created by globalisation. It examines a series of cross-cultural and management issues related to management in an international marketplace. The aim of this course is to enable students to analyse and understand the opportunities and challenges that companies face when expanding their activities internationally and when dealing with international competitors in their home markets. Special attention is placed upon the different tools and analytic competences available to the different specialised managerial roles when competing internationally.

The course comprises three segments. The first builds a better understanding of the challenges in the international environment. It focuses on the analysis of country differences in political economy and political risks as well as cultural and social heterogeneities. In this segment, the course covers the major facets of the international management environment (legal, political, economic and cultural). The central debates surrounding the cultural construct, formal and informal institutions, economic development and regional integrations are presented in class,

along with the major frameworks that have been used to describe these phenomena.

Students are exposed to a range of ideas about cultural values in different nations and learn how those values influence management and organisational practices.

The readings build upon students' existing knowledge of the functioning of American, Western European and Asian business organisations, and help them develop an understanding of how organisations function in a wide variety of cultures.

The second segment of the course builds on the first section and analyses global organisational forms and international strategies. It focuses on the strategic challenges confronting firms that compete in the global economy. It aims to develop understanding of how to gain a competitive advantage and compete successfully in the international marketplace. In other words, it explores the most fundamental question in international strategic management: What determines whether companies succeed or fail internationally?

Finally, the third segment deals with international management operations and covers an array of organisational issues such as human resource staffing and motivating a multicultural workforce, global marketing, design of global products and services, global R&D and financing and accountability.

This is a core course in the ESCI-UPF International Business Programme, which is designed primarily for applicants who have a major or a minor in business.

Generally, students pursuing any degree in Business Administration or Economics should not need any prerequisite. Applicants pursuing degrees in other areas should make sure they have taken Business Organisation or an equivalent course.

### **3. Competences to be worked in the course**

Own competences of the subject:

- a. An awareness of and an interest in how formal and informal institutions impact business decisions.
- b. An in-depth knowledge of analytical frameworks used in the screening of national markets (defining the key factors in a firm's internationalisation process by evaluating the international business environment, stressing particularly the economic and cultural dimensions).
- c. An enhanced understanding of what determines the success and failure of companies around the globe.

- d. An ability to invoke different management theories (e.g. resource-based view, stakeholder theory and institutional theory) to understand what lies behind different firm performances around the world.
- e. An understanding of the “other side” of international business, namely, local firms that often compete and/or collaborate with foreign entrants, especially in emerging economies.
- f. An ability to recognise the tensions in adopting global standardised actions as opposed to locally responsive actions in international management and relate these to the companies’ overall corporate strategy.
- g. A disposition to consider ethical and social responsibility issues in the development and implementation of an international management strategy.

<b>General competences</b>	<b>Specific competences</b>
<p data-bbox="220 790 600 824">Instrumental competences</p> <p data-bbox="113 864 708 943">G.I.2. Ability to relate concepts and knowledge from different areas.</p> <p data-bbox="113 949 596 983">G.I.3. Ability to organise and plan.</p> <p data-bbox="113 990 708 1068">G.I.5. Ability to take decisions in complex and changing situations.</p> <p data-bbox="113 1075 708 1153">G.I.8. Oral and written competence in communicating in English.</p>	<p data-bbox="855 790 1219 824">Disciplinary competences</p> <p data-bbox="738 864 1339 1025">E.D.8. Analyse the organisation of businesses based on economic principles that make it possible to identify the most determining factors in results.</p>
<p data-bbox="188 1193 635 1227">General personal competences</p> <p data-bbox="113 1267 708 1429">G.P.1. Ability to adapt and work in and lead international, multicultural, interdisciplinary, competitive, changing and complex groups.</p>	<p data-bbox="847 1066 1227 1099">Professional competences</p> <p data-bbox="738 1140 1339 1261">E.P.2. Ability to analyse economic and market indicators when taking decisions within the organisation.</p> <p data-bbox="738 1267 1339 1429">E.P.5. Ability to take strategic business decisions that take into account economic, cultural, social and political determinants specific to each area.</p> <p data-bbox="738 1435 1339 1556">E.P.7. Illustrate the reality of business by using activities such as assignments and lectures or by preparing case studies.</p> <p data-bbox="738 1563 1339 1684">E.P.8. Be able to take functional decisions within an organisation with international activity.</p> <p data-bbox="738 1691 1339 1897">E.P.17. Be able to express oneself and understand spoken and written communication in English at an advanced level to apply it to the international business area.</p>
<p data-bbox="188 1469 635 1503">Generic systemic competences</p> <p data-bbox="113 1509 533 1543">G.S.4. Entrepreneurial ability.</p> <p data-bbox="113 1550 708 1671">G.S.7. Promotion of and respect for multicultural values: respect, equality, solidarity, commitment.</p> <p data-bbox="113 1677 708 1756">G.S.8. Promotion and respect for gender, environmental and safety at work issues.</p>	
<p data-bbox="201 1798 622 1832">Competences for applicability</p> <p data-bbox="113 1872 708 1951">G.A.4. Ability to understand and apply the network concept.</p>	

## 4. Contents

### I. INTERNATIONAL ENVIRONMENT CHALLENGES

- Setting the scene: Market Dynamics
- International Business Environment
  - The Global Trade
  - Foreign Direct Investment
  - Developed Countries Investing in Emerging Markets
  - National & International Markets
  - Internationalisation Theories
  - Regional Economic Integrations and International Multilateral Institutions
  - Global Growth Generators. Emerging Economies: The Case of Brazil, Russia, India and China (BRICs)
- International Trade Theories
  - Trading Strategies and Methods
  - International Regulatory Framework
  - Technical Standards
  - The Export and Import Process. Strategy and Management
- International Management Structures
  - Management Styles
  - Simple Functional Organisations to Divisional or Matrix Structures

### II. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS

- Understanding Global Strategy
  - Fundamentals of International Strategic Management
  - Strategies, Main Strategic Choices, Value Chain, Tools: PEST, SWOT, Porter 5 Forces, CAGE
- Identifying International Market Attractiveness and Competitive Strength. Breaking into Foreign Markets
  - The International Market Selection Process
  - Identifying International Market Attractiveness and Competitive Strength
  - Building a Model for International Market Selection
  - Managing for Competitive Advantage
- Managing Strategic Alliances. Managing International Assets and Risk
  - Strategic Alliances
  - Franchising/Licensing
  - Manufacturing Contract

- Joint Ventures
- Managing Strategic Alliances
  - Making Strategic Alliances and Networks Work
  - Diversifying, Acquiring and Restructuring
  - Strategising with Corporate Social Responsibility
- International Business Contracts and Conduct
  - Overview of Business Contracts
  - Extraterritorial Application of Laws
  - Bribery and Corruption in Different International Cultural Environments
  - Mediation, Arbitration and Litigation
  - Patent, Copyright, Trademark, Trade Secret, Licensing of Intellectual Property

### III. INTERNATIONAL BUSINESS OPERATIONS

- Distribution Decisions in the International Market
  - Managing and Controlling Distribution Channels
  - Value Chain
  - Technical Regulations
- Designing Global Products and Services
- Global Production, Outsourcing and Logistics
- International Pricing Strategies
  - Skimming, Market Pricing, Penetration Pricing, Price Changes
  - Factors Influencing International Pricing Decisions

### 5. Assessment

Regular term evaluation

During the term you will be evaluated as indicated in the table below.

- a. Each assessment element is scored with a grade between 0 and 10, to one decimal place. Zero is the lowest grade and ten is the highest grade.
- b. The final grade for the course is calculated by adding the grades obtained for each element multiplied by their assigned weights.
- c. The final grade of the course is reported on the scale from 0 to 10, to one decimal place.

Students whose final grade is equal to or greater than 5.0 will pass the course.

- d. In addition to your numerical final grades, you will also be given descriptive grades:

- No Show
- ≤ 4.9 Fail
- 5.0–6.9 Pass
- 7.0–8.9 Very Good
- 9.0–10.0 Excellent

e. The assessment elements are either Mandatory or Optional. For Mandatory assessment elements students must score a minimum grade to pass the course. Optional assessment elements do not require a minimum passing grade. However, any uncompleted Optional assessment elements will still count towards your final course grade.

Assessment element	Minimum Grade Requirement	Assessment agent			Type of activity	Individual or Group Activity	Weight (%)
		Prof	Self	360			
<b>CONTINUOUS EVALUATION</b> <b>CONTINUOUS EVALUATION REQUIREMENTS TO BE ABLE TO TAKE THE FINAL EXAM:</b> <b>Minimum 5.0 out of 10.0 is required on both presentations to calculate weighted average continuous evaluation grade. Overall, minimum 4.0 out of 10.0 on total continuous evaluation grade is required to be allowed to take the final exam. If any of the 3 conditions is not met, a student cannot take the final exam, and the lowest of the grades becomes the final course grade.</b>							
<b>Case Studies Presentations &amp; Exercises</b>	N/A	X			Analysis Application Conceptual Overall understanding	4-5 per group	20% (each professor assigns 10%)
<b>Presentation I</b>	Minimum 50%	X	X	X	Analysis Application Conceptual Overall understanding	4-5 per group	20%
<b>Presentation II</b>	Minimum 50%	X			Analysis Application Conceptual Overall	4-5 per group	20%

					understanding		
<b>FINAL EXAM</b>							
<b>FINAL EXAM REQUIREMENTS TO BE ABLE TO PASS THE COURSE: Minimum 4.0 out of 10.0 required to pass the course. The course is passed if the weighted average of all graded elements is 5.0 or higher. The final exam will have two parts of equal weight. There is no minimum grade required on each individual part of the final exam, only on the overall grade</b>							
<b>Final exam</b>	Minimum 40%	X			Application and synthesis	Individual In the classroom	40%
<b>BONUS EVALUATION (each professor will provide a separate grade – maximum 5% each)</b>							
<b>Participation bonus grade</b>	Maximum 10% Default 0%	X			Analysis and application	Individual In the classroom	≤10% bonus grade

f. Please DO NOT BOOK tickets for your flight home before the dates for the final exams are announced. Even if you have a ticket and a valid reason, ESCI-UPF will NOT PROVIDE ALTERNATIVE DATES for the final exam.

g. Your continuous evaluation grade (assignments + class preparation + final group project) must be 4.0 or greater AND your final group project grade must be 5.0 or greater before you can be entered for the final exam. If either of these two conditions is not met, you will not be allowed to take the final exam and the lower of the two grades will become your final course grade.

h. In order to pass the course, you must take the final exam. If you do not take the final exam, your final course grade will be “No Show”, irrespective of your grades in the other evaluation elements.

i. To obtain a passing course grade, your final exam grade must be equal to or greater than 4.0. If your final exam grade is less than 4.0, the final exam grade becomes your final course grade, irrespective of your other grades.

j. The final exam is cumulative: it covers all the material covered during the term.

k. The class preparation grading element evaluates your preparation for the case and article discussions. Missing classes or coming to classes unprepared may lower your grade for this evaluation element. A missed class, whether justified or unjustified, counts as an unprepared class. Failure to actively participate in group and class activities during the discussions of cases

and articles will be considered as an indication that you have not prepared for the class.

l. There will be neither individual make-up work nor extra credit work assigned if you fail any of obligatory grading elements, are unable to attend the final exam or obtain a grade below your expectations.

m. All students in a group receive the same grade for any group work. However, the peer evaluation you perform as part of the final exam will be used to adjust group grades for individuals who have contributed more than their fair share of work (their grades will be higher than the grade given to the rest of the group members) and those who didn't contribute their fair share of work (their grades will be lower than the grade given to the rest of the group members).

n. Participation in this course is evaluated as an extra credit that can add up to 10% to your final grade (the default grade is zero). If you don't say a word during the classes or you have irregular attendance (below 80%), your participation grade will be zero. However, you still may obtain a maximum final course grade. Participation grade is based exclusively on your CONTRIBUTION during class discussions, namely, valuable comments based on the literature or empirical data which actually lead to an improved understanding of the topic. Please keep in mind: both quality and frequency are important, but quantity never can make up for low quality.

## **Resit**

Students who obtained a global grade below 5.0 will be allowed to retake ONLY the final exam in January, in accordance with the ESCI-UPF calendar and academic regulations. The resit exam can only be sat on ESCI-UPF premises: it cannot be done remotely.

Only the mark from your final exam will be changed by the resit. All other grades stay unchanged and cannot be compensated by extra work. To pass the resit exam, you must obtain a minimum score of 4.0. If you pass the resit, your final course grade will be determined using the regular course assessment rules as outlined above. If your score in the resit is below 4.0, this score will become your final course grade. Any participation bonus grade is set to zero if you have to do the resit exam.

**Any students found copying and/or plagiarising work, in whole or in part, will fail the subject. They will receive a final grade of zero and will not be allowed to take the make-up exam. In accordance with the UPF Disciplinary Rules and Regulations for Students, other additional sanctions may apply depending on the seriousness of the offence.**

## **Code of conduct**

Students in our courses come from very different backgrounds. Experience tells us that many of you therefore find it useful if we make explicit what we expect from you - not only with regard to the study contents but also with regard to the study format and behaviour. Consequently, the

following code of conduct is no fixed rule but a guideline of how to approach your studies. UPF prides itself for the international reputation of its teaching quality. In line with our ambitions to offer excellent education, we also expect students to strive for high degrees of professionalism in all their study activities, both out of respect for our university and in preparation for the highly competitive labour market. In particular, we encourage students to consider the following guidelines:

### **Adhere to deadlines and rules**

The rules that are governing your studies are in almost all cases the outcome of well-developed processes. They are no ad hoc opinion statements but guidelines to be followed. Accordingly, we will not bend these rules in your favour nor negotiate their contents. This particularly applies to grading schemes, which are the same for all students. Exceptional treatments disadvantage those who follow the rules and are therefore not acceptable.

This course follows a zero-tolerance policy regarding deadlines. You will receive zero points if assignments are submitted after their deadline has passed. Of course, accidents or exceptional events happen, which imply that you will not be able to adhere to a rule or a deadline. In these cases, make sure that you inform us about your specific situation in advance (!) so that we can jointly find a solution. Also make sure to provide medical proof of accidents and illnesses.

### **Present your work in an acceptable layout**

Even though there are no templates, the overall layout of student papers are required to be consistent, coherent, professional, and readable. Be sure that the fonts you use, the distance between lines, and the styles are all consistent.

### **Present your academic work in professional English.**

Submitted papers, including drafts, should be free of spelling mistakes and of those grammar mistakes that could have been detected by the use of the spelling and grammar check programmes of the text software. If there are indications that a spell check has not been done, the grade will be lowered accordingly. We have no preference for local variations of the English language. However, regardless of whether you prefer British, Australian or American English, always be consistent.

### **Be professional in how you approach the academic and administrative staff.**

During your study, you will find that many people are there to help you both at an academic and administrative level. Importantly, though, the fact that many are available to help does by no means imply that we are your personal assistants. You (and only you!) are responsible for your success or failure.

### **Be professional in citations and references.**

All cited sources must be given, with full detail, in a list of references. Include all needed information in the list of references, including the name and first name of authors, the year of publication and title of publication, as well as (if applicable) the title of an edited volume, the names of editors, the name of a journal, the place of publication, and the publisher. If in doubt, follow the standards and 'author guidelines' from well-known journals, such as Research Policy, which are all available online.

### **Try to improve the readability of your texts.**

Among others, please avoid overly long sentences (especially when you are a native speaker of

a language in which long sentences are common); by avoiding the use of the passive voice; and by avoiding complex jargon.

### **Be professional in your communication and correspondence.**

It is common today to address faculty members by their first name, and it is not necessary to use professorial titles. This does not imply, however, that your correspondence should be entirely informal, and e-mails are not to be written like text or WhatsApp messages. Correct spelling and grammar is important in all forms of professional communication. Similarly, a respectful tone of voice is a *conditio sine qua non* and thus expected.

### **If you plan to record a lecture for your personal use:**

(that is, listening back again to the lecture), ask for the lecturer's agreement beforehand. Some lecturers might not want to allow this. The posting of any kinds of recordings online breach the 'portrait right' of the lecturer and are an illegal act.

### **Class Discipline.**

It is of the utmost importance that you respect your classmates and the lecturer by allowing them to work and study in a professional environment. You are expected to exhibit the highest levels of professionalism and courtesy in and out of class. Minimum behavioural expectations include the following:

- Turn off mobile phones while in class.
- Arrive punctually (if you arrive late or have to leave early, please find a seat close to the door in a non-disruptive manner).
- Avoid private conversations.
- According to ESCI-UPF rules, lecturers may ask student(s) to leave the classroom. If you are asked to leave the classroom, your attendance sheet will be marked as "Expelled" (counts as two unjustified absences) and you will be asked to meet with the programme coordinator.

### **Intranet (AULA ESCI-UPF).**

It is students' responsibility to ensure timely access to AULA ESCI-UPF (<https://aula.esci.upf.edu/login/index.php?lang=en>). You are expected to obtain AULA ESCI-UPF access as soon as possible, and it is your responsibility to do so. All class material will be posted on AULA ESCI-UPF and no material will be printed. The fact that you have not obtained access to AULA ESCI-UPF will not be accepted as an excuse for not doing the required coursework.

### **Internet-Enabled Devices.**

Students must bring some type of internet-enabled device (e.g. laptop, tablet or smartphone) to the class WHEN INSTRUCTED. Class materials will be available exclusively on line. For the remainder of the class, use of any of these devices is allowed ONLY for class-related activities (e.g. taking notes). If you are found using these devices for any other purpose, especially for activities that distract your classmates, you may be asked to leave the classroom.

### **Academic Integrity.**

ESCI-UPF expects the highest levels of responsibility and academic honesty from its students. Given that 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 students demonstrate high standards of

individual honour in their academic work. As a general rule, academic dishonesty involves any of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty will face disciplinary proceedings. Plagiarism, be it from the internet, papers for other classes or any other source, is unacceptable: you must always cite your sources.

## 6. Bibliography and teaching resources

- Basic required bibliography

1. Hill, C.W.L. *International Business: Competing in the Global Marketplace*. 10th ed. New York: McGraw-Hill, 2014.

2. Supplementary reading list indicated during the course (please follow indications during lectures and/or on moodle).

The supplementary reading list features papers and case studies that are most relevant and up-to-date for the discussion of the topics in each lecture.

Bartlett, C. and Ghoshal, S. (1998). *Managing Across Borders: The Transnational Solution*. Harvard Business School Press.

Dunning, J. (2008). *Multinational Enterprises and the Global Economy* (2nd ed.). Addison-Wesley.

Ghemawat, P. (2011). *World 3.0: Global Prosperity and How to Achieve It*. Harvard Business School Publishing.

Ghemawat, P. (2007). *Redefining Global Strategy: Crossing Border in a World Where Differences Still Matter*. Harvard Business School Publishing.

Jones, G. (2005). *Multinationals and Global Capitalism*. Oxford University Press.

Peng, M. W. (2011). *Global Business* (2nd ed.). South Western Cengage Learning.

Verbeke, A. (2009). *International Business Strategy*. Cambridge University Press.

- Teaching resources

Posted on the course intranet site:

- Teaching cases
- PowerPoint slides (short version)
- Supplementary reading list

## 7. Methodology

In this class, we will take an active learning approach. This approach requires students to prepare for EVERY lesson. In other words, you should do the assigned readings and case studies (on average 4 or more readings per week), think about the issues discussed in the assigned readings, and be prepared to contribute to the class discussion. Please remember that the role of a lecturer is to facilitate the learning process. While you will have formal lectures, the main learning will be achieved through case and article preparations, class discussions and

work on assignments.

The course is composed of a mixture of theory classes, case and article analyses and discussions, class assignment and a group project work. Given that the class is taught in English, all class material will be available in English only. Students will be provided with the cases, readings and exercises before the class via the intranet Moodle site (AULA ESCI-UPF). The presentation used in each lecture will be posted after it is done.

Face-to-face (in the classroom)	Directed (outside the classroom)	Independent (outside the classroom)
<b>Professor</b>		
<ul style="list-style-type: none"> <li>• Lectures</li> <li>• Tutorials and seminars</li> <li>• Discussion of cases and articles</li> <li>• Simulation (in class)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare classes</li> <li>• Prepare tutorials and seminars</li> <li>• Prepare cases and articles</li> </ul>	<ul style="list-style-type: none"> <li>• Follow current business press for latest developments related to the class</li> </ul>
<b>Student</b>		
Participation in discussions Final project presentation Final exam	<ul style="list-style-type: none"> <li>• Prepare case studies presentations (group)</li> <li>• Prepare case study questions (group)</li> <li>• Prepare cases and articles</li> </ul>	<ul style="list-style-type: none"> <li>• Class preparation and readings</li> <li>• Final project preparation</li> <li>• Independent study</li> <li>• Exam preparation</li> </ul>

### **Theoretical classes**

The objective of theory classes is to understand the main issues related to International Management and consider all relevant elements in developing and implementing effective international strategies and organisational policies. For each topic, I will provide a set of PowerPoint slides (short version). These slides will be posted on AULA ESCI-UPF after the class. While we will not discuss every single slide or spend equal time on each slide, you are expected to be familiar with ALL the material covered in the slides.

## **Case studies**

The objective of case presentations, discussions and analyses is to develop the necessary abilities to apply previously acquired concepts to a specific situation. The case studies put you in the shoes of a decision maker: you have to perform the appropriate analysis and then make a recommendation. Beyond the International Management–related content, you benefit by improving your problem-solving ability, your ability to think on your feet and your powers of persuasion to move others towards your point of view.

A case-study course involves continuous student-to-student and student-to-instructor discussion. Much of the learning occurs during the class, as students work through what they prepared in advance, ask questions about it, and improve on it.

To get the most out of the class you must prepare conscientiously and participate actively in class discussions. Failure to participate robs others of your perspective and increases the chances that the discussion will not be relevant to your interests and abilities. So please participate actively.

So what is conscientious case preparation? Read the case through thoroughly; identify the main issues to be addressed in the case; attempt to analyse these issues using your common sense and any appropriate tools or techniques; and note any action recommendations implied by your analysis. Alternatively, if you find yourself hitting a roadblock, try to articulate what your problem is. Identifying roadblocks is as often valuable as a complete analysis.

For each case assigned, I will provide the questions to be answered and the points to be addressed in the group PowerPoint presentation. The questions play several roles, which vary depending on the case in question.

Usually the questions are simply to help you get started on your analysis. You should not feel constrained by them, nor should you assume that answering all of the preparation questions necessarily constitutes a complete analysis. My general advice is always to read the preparation questions, but do not feel overly constrained by them.

On Moodle you will find the guidelines for the case studies group presentations for each specific session plus the questions to be answered by all groups.

## **News, articles and professional papers**

The objective of article discussions is to develop the ability to analyse current issues in International Management as well as to keep abreast of recent socioeconomic developments and link them to the class material. The course outline at the end of this document lists the required articles, but additional articles from various relevant sources (e.g. *The Economist* and the *Financial Times*) will be posted on AULA ESCI-UPF and will serve to initiate discussions, either in the classroom or on the intranet site.

## **Final group project work**

During the course you will have to give a group presentation on a topic related to the content of

the course. Working on these assignments should:

- Allow you to practise the concepts covered in class to help you learn and understand them better, mainly by appreciating what their practical application means for real business life.
- Motivate you to learn more about specific industries and sectors.
- Sharpen your analytical skills.
- Apply the theory in practical business life situations.
- Help you become better in dealing with ambiguity.
- Encourage you to learn how to make recommendations and how to justify your opinions.
- Improve your teamwork skills.
- Give you an opportunity to improve your written and spoken English.
- Present you with an opportunity for public speaking in front of a relatively friendly audience.

Activity	Hours	Credits
<b>Directed</b>		
Theory classes	15	0.6
Cases	15	0.6
News articles and papers	17	0.68
<b>Supervised</b>		
Assignment – supervision	5	0.18
<b>Autonomous</b>		
Assignment and study	71	2.86
Final exam	2	0.08

## 8. Scheduled activities

<b>Week 1</b>	<b>Session 1</b> <b>25/09</b>	<p><b>Introduction to the course.</b></p> <p><b>Lecture I: Globalization and its impact in the international business environment</b></p> <p><b>Reading:</b> Hill, Chapter 1.</p>
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<b>Week 2</b>	<b>Session 2  30/09</b>	<b>Lecture II: Macroeconomic Analysis</b>  <b>Reading:</b> Hill, Chapter 2-3.
	<b>Session 3  02/10</b>	<b>Lecture III: International Trade Theory</b>  <b>Reading:</b> Hill, Chapter 6.
<b>Week 3</b>	<b>Session 4  07/10</b>	<b>Lecture IV: International Trade and Regulation</b>  <b>Reading:</b> Hill, Chapter 7.
	<b>Session 5  09/10</b>	<b>Lecture V: Foreign Direct Investment</b>  <b>Reading:</b> Hill, Chapter 8.
<b>Week 4</b>	<b>Session 6  14/10</b>	<b>Lecture VI: International trade and Economic Integration</b>  <b>Reading:</b> Hill, Chapter 9.
	<b>Session 7  16/10</b>	<b>Lecture VII: Local Adaptation: Can you weld uniformity in different places?</b>  <b>Reading:</b> Alcácer, J., Cantwell, J., Piscitello, L., 2016. Internationalization in the information age: A new era for places, firms, and international business networks? J Int Bus Stud 47, 499–512. <a href="https://doi.org/10.1057/jibs.2016.22">https://doi.org/10.1057/jibs.2016.22</a>
<b>Week 5</b>		

	<p><b>Session 8</b></p> <p><b>21/10</b></p>	<p><b>Lecture VIII: Student Presentations - Inverted Classroom on Selected Topics Related to International Management.</b></p> <p><b>In class:</b> All groups must give their final project PPP and hand in the HARD COPY directly to the lecturer</p> <p><b>Note:</b> look at the specific guidelines</p>
	<p><b>Session 9</b></p> <p><b>23/10</b></p>	<p><b>Lecture IX: The Foreign Exchange Market</b></p> <p><b>Reading:</b> Hill, Chapter 10</p>
<b>Week 6</b>	<p><b>Session 10</b></p> <p><b>28/10</b></p>	<p><b>Lecture X: The International Monetary System</b></p> <p><b>Readings:</b> Hill, Chapter 11</p>
	<p><b>Session 11</b></p> <p><b>30/10</b></p>	<p><b>Lecture XI: The Global Capital Market</b></p> <p><b>Readings:</b> Hill, Chapter 12</p>
<b>Week 7</b>	<p><b>Session 12</b></p> <p><b>04/11</b></p>	<p><b>Lecture XII: Strategy Design and International Business</b></p> <p><b>Reading:</b> Hill, Chapter 13</p>
	<p><b>Session 13</b></p> <p><b>06/11</b></p>	<p><b>Lecture XIII: Organisational Structure and International Business</b></p> <p><b>Reading:</b> Hill, Chapter 14</p>
<b>Week 8</b>		

	<b>Session 14</b>  <b>11/11</b>	<b>Lecture XIV: Managing Global Competitive Dynamics</b>  <b>Reading:</b> Teece, D.J., Pisano, G., Shuen, A., 1997. Dynamic capabilities and strategic management. Strategic Management Journal 18, 509–533. <a href="https://doi.org/10.1002/(SICI)1097-0266(199708)18:7&lt;509::AID-SMJ882&gt;3.0.CO;2-Z">https://doi.org/10.1002/(SICI)1097-0266(199708)18:7&lt;509::AID-SMJ882&gt;3.0.CO;2-Z</a>
	<b>Session 15</b>  <b>13/11</b>	<b>Lecture XV: Entry Strategy and Strategic Alliances</b>  <b>Reading:</b> Hill, Chapter 15
<b>Week 9</b>	<b>Session 16</b>  <b>18/11</b>	<b>Lecture XVI: International Trade</b>  <b>Reading:</b> Hill, Chapter 16
	<b>Session 17</b>  <b>20/11</b>	<b>Lecture XVII: International Operation Management</b>  <b>Reading:</b> Hill, Chapter 17
<b>Week 10</b>	<b>Session 18</b>  <b>25/11</b>	<b>Lecture XVIII: R&amp;D and Innovation Management</b>  <b>Reading:</b> Hill, Chapter 18
	<b>Session 19</b>  <b>27/11</b>	<b>Lecture XIX: International Business and CSR</b>  <b>Reading:</b> Kolk, A., van Tulder, R., 2010. International business, corporate social responsibility and sustainable development. International Business Review, International Business, Corporate Social Responsibility and Sustainable Development 19, 119–125. <a href="https://doi.org/10.1016/j.ibusrev.2009.12.003">https://doi.org/10.1016/j.ibusrev.2009.12.003</a>

<b>Week 11</b>	<b>Session 20</b>  <b>02/12</b>	<b>Final Presentations</b>  <b>In class:</b> All groups must give their final project PPP and hand in the HARD COPY directly to the lecturer
<b>Final Exam</b>	TBA	
<b>Resit</b>	TBA	