TEACHING PLAN FOR

• INTERNATIONAL MANAGEMENT

1. Basic description of the course

Name of the course: International Management
Profile: General Management
Academic year: 2015-2016
Term: 2nd
Degree / Course: International Business Program (IBP)
Code: 80224
Number of ECTS credits: 6
Total number of hours committed: 150
Teaching language: English
Lecturer: SERGIO COSTA SANT´ANNA
Timetable:

- Group 1: Tuesday, 15.45 - 18.00 Room Amec (4.1)
  - Thursdays, 15.45 - 18.00 Room Mango (3.1)
- Group 2: Monday, 15.45 – 18.00 Room Mango (3.1)
  - Wednesday, 15.45 – 18.00 Room Mango (3.1)

Office Hours: Tuesday 18:00 – 19:00 or by appointment

2. Presentation of the course

The International Management course focuses on opportunities and challenges created by globalization. It examines cross-cultural and management issues related to management in an international marketplace. The aim of this course is to enable students to better analyze 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 different tools and analytic competences available to the different specialized managerial roles when competing internationally.

The course is comprised of three segments. The first one is devoted to providing a better understanding of the international environment challenges. Focus is placed 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 culture 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 diversity of ideas about cultural values in different nations, and how those values influence management and organizational practices.

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

The second segment of the course builds on the first section and analyses global organizational forms and international strategies. Its focus is on the strategic challenges confronting firms that compete in the global economy. It aims to develop understanding of how to gain competitive advantage and compete successfully in the international marketplace. In other words, its objective is to achieve an enhanced understanding of the most fundamental question in international strategic management: What determines the international success and failure of companies?

Finally, the third segment deals with international management operations and covers an array of organizational issues such as human resource staffing and motivating a multi-cultural 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 Program, a program that is designed primarily for applicants who have a major or a minor in business.

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

3. Competences to be achieved in the course

Own competences of the subject:

a. An awareness of an interest in how institutions—formal and informal ones—impact business decisions
b. An in-depth knowledge of analytical frameworks used in the screening of national markets (defining the key factors in the firm’s internationalization 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 is 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 recognize the tensions in adopting a global standardized action as opposed to a locally responsive action in international management and relate these to the overall corporate strategy of companies

g. A disposition to consider ethical and social responsibility issues in the development and implementation of an international management strategy
General competences

Instrumental competences
G.I.2. Ability to relate concepts and knowledge from different areas.
G.I.3. Ability to organize and plan.
G.I.5. Ability to take decisions in complex and changing situations.

General personal competences
G.P.1. Ability to adapt and work in and lead international, multicultural, interdisciplinary, competitive, changing and complex groups.

Generic systemic competences
G.S.4. Entrepreneurial ability.
G.S.7. Promotion of and respect toward multicultural values: respect, equality, solidarity, commitment.
G.S.8. Promotion and respect for gender, environmental and safety at work issues.

Competences for applicability
G.A.4. Ability to understand and apply the network concept.

Specific competences

Disciplinary competences
E.D.8. Analyze the organization of businesses based on economic principles that make it possible to identify the most determining factors in results.

Professional competences
E.P.2. Ability to analyze economic and market indicators when taking decisions within the organization.
E.P.5. Ability to take strategic business decisions that take into account economic, cultural, social, and political determinants specific to each area.
E.P.7. Illustrate the reality of business by using activities such as assignments and lectures or by preparing case studies.
E.P.8. Be able to take functional decisions within an organization with international activity.
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.

4. Contents

I. INTERNATIONAL ENVIRONMENT CHALLENGES

- Globalization
- International business environment
  i. The global trade
  ii. Foreign direct investment
  iii. Developed countries investing in Emerging Markets
  iv. National X International markets
  v. Internationalization Theories
  vi. Regional economic integrations and International Multilateral Institutions
  vii. Global growth generators (emerging economies: the case of China, India, Brazil and Russia (Brics))

- International Trade Theories
i. Trading Strategies and methods
ii. International regulatory framework
iii. Technical standards

➢ International Management structures
   i. Management Styles
   ii. Simple functional organizations, to divisional or matrix structures

➢ Global Leadership. Global Entrepreneur
   i. Practical examples from different business environment

➢ Managing Cultural Diversity
   i. Theory
   ii. CAGE distance framework.
   iii. Cross Cultural Business Communication
   iv. cases of China, India, Brazil and Russia – BRICs
   v. Business environment
   vi. Business etiquette
   vii. Business cultural barriers
   viii. Negotiation techniques.

II. THE STRATEGY AND STRUCTURE OF INTERNATIONAL BUSINESS

➢ Understanding global strategy
   i. Fundamentals of International Strategic Management.
      a) Strategies, main strategic choices, value chain, tools: PEST, SWOT, Porter 5 forces, CAGE.

➢ Identifying International Market attractiveness and competitive strength. Entering in Foreign Markets.
   1. Global Market Research to decision-making process
   2. The international market selection process
   3. Identifying International Market attractiveness and competitive strength
   4. Building a model for international market selection
   5. Factors influencing the choice of entry mode
   6. Managing for Competitive Advantage
   7. Product positioning in the foreign market (country of origin affects)

➢ Managing Strategic Alliances. Managing International Assets and Risk
   a) Strategic Alliances
      • Agents
      • franchising/licensing
      • manufacturing contract
      • Joint Ventures
   b) Managing International Assets and Risk
Managing Strategic Alliances
i. Making strategic alliances and networks work
ii. Diversifying, acquiring, and restructuring
iii. Strategizing with corporate social responsibility

International Business Contracts and conduct
i. Overview of Business contracts
ii. Extraterritorial application of laws
iii. Bribery and Corruption in different cultural environment International
iv. Mediation, Arbitration or litigation

III. INTERNATIONAL BUSINESS OPERATIONS

Distribution decisions in the international Market
i. Managing and controlling distribution channels
ii. Value Chain
iii. Technical Regulations
   ➢ Designing global products and services
   ➢ Global production, outsourcing, and logistics
   ➢ International pricing strategies
      i. Skimming; market pricing; penetration pricing; price changes
      ii. Factors influencing international pricing decisions.

International HR Management. Building an International workforce.
i. Importance of skill-building
ii. Recruitment issues
iii. Hiring strategies
iv. Training strategies
v. Developing managers
vi. Retaining people

5. Assessment

Regular Term Evaluation
During the regular term you will be evaluated as indicated in the table below.

a. Each assessment element is scored with a grade between 0 and 10 with one decimal point precision. Zero is the lowest grade and ten is the highest grade.

b. The final grade for the course is calculated by adding grades obtained in each element multiplied by their assigned weights.

c. The final grade of the course is reported on the scale from 0 to 10 with one decimal point precision.

The course will be considered as “passed” if the final grade is equal to or greater than 5.0.

d. In addition to numeric final grades, you are also given descriptive grades:
   - No presentat
   - 4.9 Suspens
   - 5.0 – 6.9 Aprovat
   - 7.0 – 8.9 Notable
   - 9.0 – 10.0 Excellent

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<thead>
<tr>
<th>Assessment</th>
<th>type of assessment</th>
<th>Individual</th>
<th>Group</th>
<th>weight</th>
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<tr>
<td>Final Exam -</td>
<td>Obligatory</td>
<td>Individual</td>
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<tr>
<td>Final Project</td>
<td>Obligatory (min 50%)</td>
<td>Group</td>
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<td>30%</td>
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<tr>
<td>Case studies</td>
<td>Optional</td>
<td>Individual</td>
<td></td>
<td>15%</td>
</tr>
<tr>
<td>Assignment in class</td>
<td>Optional</td>
<td>Group</td>
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<td>5%</td>
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<tr>
<td>Class Participation (bonus)</td>
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<td>10%</td>
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e. The assessment elements are divided in “Obligatory” or “Optional”. The “Obligatory” must be completed with the grade that is equal or greater to indicated grade in order to obtain a passing course grade. The “Optional” assessment elements don’t require a minimum passing grade in order to obtain a passing final grade. Nevertheless, those “Optional” assessment elements that are not completed still count towards your final course grade.

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

g. To be allowed to take the final exam 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. If any on these two conditions is not met, you will not be allowed to take the final exam and the lower of the two grades becomes the 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 presented” (“No show”), irrespective of your grades in other evaluation elements.

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

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

k. Class preparation grading element evaluates your preparation for the case and article discussions. Missing classes or coming unprepared to classes may lower your grade for this evaluation element. A missed class, weather justified or unjustified, counts as an unprepared class. A failure to actively participate in group and class activities during the discussions of cases and articles will be considered as an indication that a student has not prepared for the class. The final grade for this element will be determined by eliminating 20% lowest graded classes and averaging the remaining 80% classes. Thus, a student who misses up to 4 classes (8 hours) may still obtain a maximum grade for this grading element.

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

m. All students in a group receive the same grade for any group work. However, during the final exam, you will have to perform peer evaluation that 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 contribute up to 10% of your final grade (default 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.

My experience is that in the courses that are evaluated on the continuous basis like this one, it is hard to fail but it is also hard to obtain a very high mark. So, if you are concerned with your average grade, take this element seriously as it can compensate for losses of grades in other elements.

Furthermore, do not think of this grade as an entitlement or a gift – it has to be EARNED. Finally, do not confuse attendance with participation.
A student can have a perfect attendance record and still have zero participation mark. Some of the behaviors that contribute to effective class participation are captured in the questions that follow:

1. Is the participant a good listener?
2. Are the points that are made relevant to the discussion? Are they linked to the comments of others?
3. Do the comments add to our understanding of the situation?
4. Do the comments show evidence of analysis of the case?
5. Does the participant distinguish among different kinds of data (that is, facts, opinions, beliefs, concepts, etc.)?
6. Is there a willingness to share?
7. Is there a willingness to test new ideas, or are all comments "safe"? (For example, repetition of case facts without analysis and conclusions or a comment already made by a colleague.)
8. Is the participant willing to interact with other class members?
9. Do comments clarify and highlight the important aspects of earlier comments and lead to a clearer statement of the concepts being covered?

The questions above deal with both the process of class participation and (of equal or greater concern) the content of what you say. Please trust that both quality and frequency are important, but that quantity never can make up for low quality.

**Supplementary Evaluation**

For those students who were allowed to take the final exam and during the regular term evaluation have obtained a final grade below 5.0, there will be a supplementary evaluation in January according to the ESCI calendar and academic regulations. The supplementary exam can be done exclusively within ESCI premises, thus it cannot be done remotely.

Only final exam can be retaken during this session. All other grades stay unchanged and cannot be compensated by extra work. To pass the supplementary evaluation exam, a student must obtain supplementary exam grade that is equal or greater than 4.0. If a student obtains a passing supplementary exam evaluation grade, the final grade will be determined using the regular course assessment rules as outlined above. If a student obtains the supplementary exam grade below 4.0, the supplementary exam grade becomes
the final course grade. The participation bonus grade is set to zero if a student has to take supplementary evaluation.

6. Bibliography and teaching resources

• Basic REQUIRED bibliography:

• Supplementary bibliography (alphabetical listing):
  o David C. Thomas and Kerr Inkson - Cultural Intelligence – People skills for Global Business – BK, San Francisco
  o Don Tapping and Tom Shuker, Value Stream Management for the Lean Office, Productivity Express, 2003
ICC Chamber of Commerce. Incoterms® 2010 Paperback – October 1, 2010
Robert Hisrich, Michael Peters and Dean Shepherd, Entrepreneurship Mcgraw-Hill Irwin.
Thomas A. Cook (Author), Rennie Alston (Author), Kelly Raia (Author). Mastering Import & Export Management Hardcover – March 21, 2012
Thomas E. Johnson, Donna L. Bade. Export/Import Procedures and documentation Hardcover – March 26, 2010
**Teaching resources:**

Posted on the course Intranet site:

- Supplementary teaching cases
- Power point slides (short version)
- Supplementary articles

Other:

- Supplementary video cases (web link provided when possible)

Students are required to read all assigned cases and articles. The main required texts for this course are Hill, C. W. L. (2014), Goddard, Cronin and Dash, 2003, Anders Grath. 2013.

In addition, above are listed some of the books that you might want to refer to during the course or after for further reading on the topics covered during the class.

**7. Methodology**

In this class, we will take an active learning approach. This approach requires students to prepare for the class EVERY time. 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. As instructor, my primary role 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 (on Cross cultural Business Communication) and a group project work. The class is offered in English thus all class material will be available in English only. Students will be provided with the cases, readings, exercises and lectures before the class via the Intranet Moodle site (commonly referred to as “Aula”).

**Theory classes:**

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

**Cases:**

The objective of case discussions and analyses is to develop the necessary abilities to apply previously acquired concepts to specific situations. The case studies put you in the shoes of a decision maker, i.e., 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 move others towards your point of view.

A case-study course involves continuous student-to-student and student-to-professor 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 interest and abilities. So please participate actively.

So what is conscientious case preparation? Read the case thoroughly; identify the principal issues to be addressed in the case; attempt to analyze 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. Oftentimes, identifying roadblocks is as valuable as a complete analysis.

For each case assigned, I will provide one or more preparation questions. The questions play several roles depending on the case. 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.

I tend to vacillate between asking for volunteers and calling on individuals. If you are not prepared, please notify me before the class, and we can both avoid some embarrassment. If you have spent time preparing the case, but still feel unsure of your opinions, count yourself prepared. If you have made the effort, you should never feel embarrassed by the result.

**News, articles and professional papers:**

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

**Practical exercise on Cross cultural Business Communication:**

We will play one in-class Practical exercise on Cross cultural Business Communication. The purpose of this exercise is to sharpen your Cross cultural business skills and apply the knowledge acquired in the lectures in “real-life” situations.

**Final group project work:**

During the course you will have to make a group presentation on a topic that is related to the content of the course. Working on these assignments should:

Allow you to practice the concepts covered in class in order to help you learn and understand them better, mainly what their practical application mean for real business life at the same time:

- Motivate you to learn more about specific industries and sectors
- Sharpen your analytical skills
- Apply the theory in practical business life situations.
- Help you to become better in dealing with ambiguity
- Encourage you to learn how to make recommendations and how to justify your opinions
- Improve you group working skills
- Give you an opportunity to improve your written and spoken English
- Present you with an opportunity for public speaking in front of relatively friendly audience

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<thead>
<tr>
<th>Activity</th>
<th>Hours</th>
<th>Credits</th>
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<tr>
<td><strong>Directed</strong></td>
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<tr>
<td>Theory classes</td>
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<td>0.6</td>
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<tr>
<td>Cases</td>
<td>15</td>
<td>0.6</td>
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<tr>
<td>News articles and papers</td>
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<td>0.68</td>
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<tr>
<td><strong>Supervised</strong></td>
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<tr>
<td>Assignment - supervision</td>
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<td>0.18</td>
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8. Clarifying Expectations

MY EXPECTATIONS:

**Class Preparation:** I expect you to come to classes prepared. This includes reading of the assigned cases, articles and books. Your preparation will make a significant part of your participation mark. While participation during the classes is predominantly voluntary, I also practice “cold calling”. This means that anyone can be asked to answer any question. Fear of public speaking will not be accepted as an excuse.

**Punctuality and Deadlines:** I expect you to be on time for classes. I understand that due to unforeseen circumstances, you may be occasionally late. If possible, please let me know in advance if you are going to be late. Being habitually late is a good way of losing goodwill (e.g., not performing well on class participation). Deadlines will always be strictly enforced and no exceptions of any kind will be made without prior approval.

**Attendance:** I expect you to attend classes regularly. I understand that due to unforeseen circumstances, you may be occasionally absent. If possible, please let me know in advance if you are going to be absent. Being habitually absent and/or being absent without a valid reason is a good way of losing goodwill (e.g., not performing well on class participation). Being absent does not excuse you from any deadline. It is your responsibility to ensure that I receive required material by the given deadline, in the specified format, even if you are not present. If your attendance is below 80% (more than 4 absences or 8 hours), your participation extra credit will be set to zero.

**Class Discipline:** It is of utmost importance that you respect your classmates and the professor by allowing them to work and study in a professional environment. You are expected to exhibit the highest level of professionalism and courtesy in and out of class. Minimum behavioral expectations include:

- Turn off cell phones while in class
- Arrive punctually to class (if you have to be late in arrival or to depart early, please find a seat closer to the door in a non-disruptive manner)
- Keep private conversations to a minimum
- According to ESCI rules, the professor 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 program coordinator.
Intranet ("Aula"): It is students’ responsibility to ensure timely access to the Aula (https://aula.esci.upf.edu/login/index.php?lang=en). You are expected and responsible for obtaining Aula access as soon as possible. All class material will be posted on Aula and no material will be printed. Not having the access to the Aula will not be accepted as an excuse for not doing required course work.

Internet Enabled Devices: Students MUST bring some type of Internet Enabled Device (e.g., laptop, tablet, or smart phone) 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 the class related activities (e.g., taking notes). If you are found to use 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 from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings. Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable, instead you mention the source.

YOUR EXPECTATIONS:

Responsiveness and Feedback: You should expect that questions and concerns that you raise with me would be answered, addressed and responded to. Besides formal feedback mechanisms, feel free to jot me an e-mail with any question or feedback. I will try my best to respond as speedily as I possibly can. If you need to talk to me, you can send me an e-mail requesting to meet either before or after the class and I will schedule time to talk to you. Although I am usually available before and after the class for impromptu questions and consultations, unless you previously request to meet, you need to be prepared for the possibility that I may ask you to postpone the conversation for another day due to my previously scheduled obligations.
Punctuality: You should expect me to start and finish classes on time. If we need extra time to cover materials, or need to organize an extra session, I will only do so if the majority of the class agrees.

**Preparation and Rigor:** You should expect the most up-to-date and rigorous materials to be covered in class.

**Guidelines and Expectations:** For all assignments, exams and other course materials, I will state my expectations as clearly as possible. If either of us finds that the other party has been violating expectations, it is our duty to inform the other party as promptly, and in as fair a manner as possible.

**Class Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Session 1</th>
<th>Session 2</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Course Introduction. Globalization</strong></td>
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<td></td>
<td>Presentation: Introduction to the course. Setting the rules and expectations</td>
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<td></td>
<td><strong>Lecture I: Globalization and its impact in the international Business environment</strong></td>
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<td></td>
<td><strong>Before-class to do:</strong></td>
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<tr>
<td></td>
<td>Read the related articles uploaded in moodle.</td>
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<tr>
<td></td>
<td><strong>Relevant Book Chapters</strong></td>
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<tr>
<td></td>
<td>- Globalization: Hill</td>
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<td>2</td>
<td><strong>Foreign Direct Investment. Internationalization Theories.</strong></td>
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<td><strong>Lecture II: Foreign Direct Investment</strong></td>
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<td>- FDI theories</td>
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<td></td>
<td>- Developed countries investing in Emerging Markets.</td>
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<td><strong>In – class:</strong> The cases from China, India, Brazil and Russia</td>
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<td>Session 3</td>
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**Before-class to do:**
Read the related articles uploaded in moodle.

**Relevant Book Chapters**
- FDI: Hill

**Lecture III: Internationalization Theories**
1. The Uppsala Internationalization model
2. The transaction cost analysis (TCA) model
3. The network model
4. Internationalization of SMEs
5. Internationalization of Services
6. Internationalization motives
7. Internationalization barriers
| **Before-class to do:**  
Read the related articles uploaded in moodle. |
|-----------------------------------------------|
| **Prepare the following case study:**  
Obs: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions) |
| **Relevant Book**  
<table>
<thead>
<tr>
<th>Topic</th>
<th>Political Economy of International Trade</th>
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<tbody>
<tr>
<td>Session 4</td>
<td><strong>Lecture IV: The role of International multilateral institutions and trade blocs.</strong></td>
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<tr>
<td>Before-class to do:</td>
<td>Read the related articles uploaded in moodle.</td>
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<tr>
<td>In – class:</td>
<td>The cases of UN, Nafta, EU, Mercosur etc.</td>
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<tr>
<td>In – class:</td>
<td>The cases of WTO, FMI, World Bank etc.</td>
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<tr>
<td><strong>International Trade Theories. Trading Strategies and methods.</strong></td>
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<tr>
<td><strong>International regulatory framework. Technical standards.</strong></td>
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<td><strong>Lecture V: International Trade Theories. Trading Strategies and methods</strong></td>
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<td>Before-class to do:</td>
<td>Read the related articles uploaded in moodle.</td>
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<tr>
<td>In class:</td>
<td>practical examples from different business environment.</td>
</tr>
<tr>
<td>Relevant Books</td>
<td>• Anders Grath. The Handbook of International Trade and Finance</td>
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<td></td>
<td>• Robert C. Feenstra. Advanced International Trade:</td>
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<td>6</td>
<td>1 - Trade Rules. Elements of International Trade.</td>
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<td><strong>Before-class to do:</strong></td>
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<tr>
<th>Session</th>
<th>The Export and Import Process. Strategy and Management.</th>
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<td>7</td>
<td><strong>Lecture VII: The Export Process. Strategy and Management.</strong></td>
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</table>

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment.

Relevant Book
Anders Grath. The Handbook of International Trade and Finance

International Managerial structures. Management Styles.

Lecture IX: International Managerial structures. Management Styles

1 - Simple functional organizations, to divisional or matrix structures.

In – class: The cases of Apple, Google, among others.

Before-class to do:
Read the related articles uploaded in moodle.

Relevant Books
### Session 10

**updated Global perspective of the art of creating companies and their affairs. Deusto.**
- Robert Hisrich, Michael Peters and Dean Shepherd, Entreprenuership Mcgraw-Hill Irwin.

**Lecture X: Global Leadership. Global Entrepreneur.**

**Before-class to do:**
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

**Prepare the following case study:**
- Ricardo Semler and Semco S.A (Thunderbird School of Global Management). Ref: A15-98-0024
- Ricardo Semler´s Employee Empowerment Strategies at SEMCO. (ICFAI Business School). Ref: 304-114-1

Obs: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)

**Relevant Books**
- Robert Hisrich, Michael Peters and Dean Shepherd, Entreprenuership Mcgraw-Hill Irwin.
Managing Cultural Diversity. Cross Cultural Business Communication

Lecture XI: Managing Cultural Diversity.

1 – Theory
2 - CAGE distance framework.
3 - Cross Cultural Business Communication
   • Verbal, non-verbal and written communications
   • Building Relationships

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

Relevant Books
• David C. Thomas and Kerr Inkson - Cultural Intelligence – People skills for Global Business – BK, San Francisco
Lecture XII: Managing Cultural Diversity.

1 – Cross Cultural Business Communication
- Barriers
- Business Meetings
- Communicating with co-workers

Before-class to do:
Read the related articles uploaded in moodle.

In class: Practical exercise
Cross Cultural Business Communications

Relevant Books
- David C. Thomas and Kerr Inkson - Cultural Intelligence – People skills for Global Business – BK, San Francisco
Lecture XIII: Managing Cultural Diversity.

1 – Doing Business in the Emerging Markets. The case of China, India, Brazil and Russia. (Brics)

- Business environment
- Business etiquette
- Business cultural barriers
- Negotiation techniques.

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

Relevant Books


Lecture XIV: Fundamentals of International Strategic Management

1 - Strategies, main strategic choices, value chain, tools: PEST, SWOT, Porter 5 forces, CAGE.

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

Relevant Books


1 – Global Market Research to decision-making process
   - Major information for the Global Market decisions
   - Primary and Secondary research
2 – The international market selection process
3 – Identifying International Market attractiveness and competitive strength
4 – Building a model for international market selection
5 – Factors influencing the choice of entry mode
6 – Managing for Competitive Advantage
7- Product positioning in the foreign market (country of origin affects)
   a) Factors influencing the choice of entry mode

**Before-class to do:**
Read the related articles uploaded in moodle.

**In class:** practical examples from different business environment

**Relevant Books**

Strategic Alliances
- Agents
- franchising/licensing
- contract manufacturing
- Joint Ventures

Managing International Assets and Risk
- International Trade risks
- Risk management strategies

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

Prepare the following case study:
IKEA – Expanding through franchising to South American Market (Company: Sweden, Holland) – geographical target area – Brazil
Obs: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)

**Relevant Books**


<table>
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<th>9</th>
<th>Session 17</th>
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**Lecture XVII: Value Chain. Distribution decisions in the international Market. Pricing Decisions in the international Market**

1 – Managing and controlling distribution channels
1.1 – Value Chain
1.2 Technical Regulations
1.3 Strategies
2 - International pricing strategies
2.1 – skimming; market pricing; penetration pricing; price changes
3. - Factors influencing international pricing decisions

**Before-class to do:**
Read the related articles uploaded in moodle.
In class: practical examples from different business environment

**Prepare the following case studies:**

- INDITEX 2012. Havard Business Review. PUBLICATION DATE: June 03, 2013 PRODUCT #: 713539-PDF-ENG
**Article:** Sergio Costa Sant`Anna. Inditex se alía con Alibaba para llevar Zara a todo el territorio chino. 26 de noviembre de 2014. Wharton Business School.

**VIDEO IN CLASS:** ZARA DISTRIBUTION SYSTEM (HARVARD BUSINESS SCHOOL)


Obs: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)

**Relevant Books**

<table>
<thead>
<tr>
<th>Session 18</th>
<th>Lecture XVII: International Business Contracts and conduct</th>
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<tbody>
<tr>
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<td>1. Overview of Business contracts</td>
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<td>2. Extraterritorial application of laws</td>
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<td>3. Bribery and Corruption in different cultural environment</td>
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<td>4. Mediation</td>
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<td>5. International Arbitration or litigation</td>
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<td>6. Enforcement of foreign judgments</td>
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<td>7. Patent protection</td>
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<td>8. Copyright Protection</td>
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<td>9. Trademark Protection</td>
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<td>10. Trade Secret</td>
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<td>11. Licensing of Intellectual Property</td>
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**Before-class to do:**
Read the related articles uploaded in moodle.

In class: practical examples from different business
Relevant Books


10 Session 19


1. Importance of skill-building
2. Recruitment issues
3. Hiring strategies
4. Training strategies
5. Developing managers
6. Retaining people

Before-class to do:
Read the related articles uploaded in moodle.

In class: practical examples from different business environment

Prepare the following case studies:
<table>
<thead>
<tr>
<th>Session 20</th>
<th><strong>Final presentation</strong></th>
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<tbody>
<tr>
<td></td>
<td>In class: All groups must make final project’s power point presentation plus hands in the HARD COPY directly to the Professor.</td>
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<td>Obs: look at the specific guidelines.</td>
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- GE’S Talent Machine: The making of a CEO (HBS 304049)

Obs: all students must answer and deliver the questions related to the case study (check the appropriate doc. with instructions)

**Relevant Books**