



INTB 7730 (A01) (1.5 CH)
INTERNATIONAL BUSINESS
July 16-18, 2010

INSTRUCTOR

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COURSE DESCRIPTION

Develop an appreciation of business decision-making in an international/global context. Learning activities are focused towards developing intellectual and interpersonal skills in order for managers to function more effectively in international markets.

COURSE OBJECTIVE

In today's global environment, no business remains unaffected by international forces. Some companies are expanding to overseas locations while others are dealing with the entry of international companies in their home locations, and many more companies and communities are affected by the operations of global corporations. Not surprisingly, cross-national activities of businesses are never out of the news. This course is aimed at helping students develop an understanding of the global context of today's businesses and management issues that are important in such a context.

This course is conducted over six sessions in three days. A list of the readings used for discussions in these sessions is presented in the Appendix (p. 4). The readings are available as a package from the Book Store. Students taking this course will be evaluated on the components listed below:

- Class Contribution 35%
- Case Worksheets 25%
- Learning & Business Report 40% (Due on July 23, 2010)

COURSE MATERIALS

A reading package will be available at the UM BookStore.

Case Worksheets will be available on the MBA website under Course Notes.

COURSE ASSESSMENT

The students will be assigned marks for each of the four evaluation components and a final grade will be given using the following guidelines.

• 91 – 100	A+	• 65 - 74	B	• 40 – 50	D
• 83 – 90	A	• 60 – 64	C +	• < 40	F
• 75 – 82	B+	• 50 – 59	C		

Each of the evaluation components is discussed below in detail.

Class contribution. This course will be conducted in a highly interactive manner, with most sessions using business cases and exercises. Therefore, classroom discussions are an important learning component of this course and are strongly encouraged. Students are expected to contribute to enhancing the learning process by bringing in their own insights based on their understanding of the readings provided, and also by drawing upon relevant observations based on their real life experiences, news items or any other sources. Students will be awarded marks based on (i) the quality of the participation that contributes to the learning of the class and (ii) quizzes and other exercises conducted in the class. Also, students will be awarded negative marks for any actions that hamper the learning environment in the class.

Case Worksheets. The students are required to submit their answers to the questions on each case slated for class discussion. These answers are not intended to be full-fledged explanations, but simply present your thoughts in bullet points. These case worksheets (five in total) will be marked for understanding of the issues presented in the case and insights applied in analyzing them. These worksheets must be submitted just before the case will be discussed in the class.

Learning and Business Report. After the end of the course, each student is required to submit a 1,500 word report in which the student presents his/her understanding of international business and apply that knowledge to the company in which the student works and/or familiar with. In essence, this report consists of two parts. The first part of the report (about 500 words) is an opportunity for students to assimilate the learning from the course. This part is not meant to be a summary of the topics or a list of the key points, but will go beyond it to reflect about the content and identify the broad underlying themes. In writing this part, you may find it useful to ask questions like: What is this course about? What are the broad themes covered? How do these themes relate to each other and to globalization/internationalization? What are the underlying themes/threads in the course content? What are the few key things that one needs to know about globalization/internationalization? What are the few things that I take away from the course? What are the internationalization/globalization issues that are more relevant in other parts of the world? Please note that these questions are not necessarily meant to be answered in the report but rather are designed to help you think.

The second part of the report (about 1,000 words) is an opportunity to think about the course content and apply it to real-world business situations. In preparing the report, identify and assess the relevant international issues such as opportunities for internationalization, competition from MNEs, challenges faced by the company due to internationalization/globalization, and the effect of company operations on the society. Then, use the assessment to design and discuss a broad strategic plan to deal with the issues. It is expected that students conduct some original research and thinking on this rather than use the knowledge gained from business cases read elsewhere or written by someone else. Although you

could research the business literature for this report, please use it to develop your thinking rather than guide your thinking/report.

Important Ground Rules.

- I will make the class notes available to you electronically.
- Students must display their name cards in every class.
- The Learning and Business Report must be submitted in hardcopy. It should be formatted in double space. All reports must use Times New Roman font 12 with one inch margins. The submission should clearly indicate your name, report name and word count in the header. Please do not give a separate cover sheet.
- Reports that do not follow the guidelines mentioned in this outline and/or contain typographical errors will receive a penalty. All submission due dates must be adhered to. Late submissions will receive a penalty, which depends on how late the submission was. No submission will be accepted two weeks after the due date.
- From time to time, I will randomly call upon students in class and ask them to share their views. Therefore, it is expected that the students be prepared for each class. Random calls should be considered opportunities to participate and interact in class, and would have a bearing on the final participation grade received.
- A student who arrives late to or leaves early from the class will lose marks for each such occasion. A student who misses a class completely (for whatever reasons, including late registration and sickness) will receive a zero towards his/her participation grade for that class. A student who misses a day's worth of classes will receive zero towards participation. A student who misses more than a day's worth of classes will automatically receive an F for the course.
- It is important to maintain utmost academic integrity in writing your assignments. Any instances of violations will be dealt with severely. Please refer to page 10 of this outline about academic integrity.

ACADEMIC REGULATIONS

Students are encouraged to contact Disability Services at 474-6213 or the instructor should special arrangements need to be made to meet course requirements.

International Business INTB 7730 – Class Schedule and Readings

Globalization: Opportunities, Issues and Challenges (July 16, 2010)

Shenkar O, Luo Y. 2004. International business in the age of globalization (Chapter 1),
International Business: 1-14. Wiley

Rugman A, Moore K. 2001. The myths of globalization. *Ivey Business Journal*(Sep-Oct): 64-68.

** Beamish P, Tang J. 2004. Palliser Furniture Ltd.: The China question. Richard Ivey School of Business: London, Ontario.

Discussion Questions

- Why is Palliser thinking about China?
- Is investing in China a viable strategy for Palliser?
- If you were Art DeFehr, would you invest in China? If Yes, why? If you will invest but not now, when will you invest and why? If never, why not?

Internationalization: Managing Options (July 16, 2010)

Beamish P, Morrison A, Inkpen A, Rosenzweig P. 2003. The design and management of international joint ventures (Chapter 7), *International management*: 120-139. McGrawHill.

** Beamish P, Ainuddin A. 1995. Nora-Sakari: A proposed joint venture in Malaysia: 14. Richard Ivey School of Business: London, Ontario.

Discussion Questions

- Why are Nora and Sakari negotiating a joint venture? How badly do they need each other?
- What are the issues on which Nora and Sakari unable to agree on? Why are they unable to reach an agreement on these issues?
- If you were Zainal Ahmed, would you restart the negotiations? Why or why not? If you restart the negotiations, what would you offer and/or agree to?

International Operations: Management Challenges (July 17, 2010)

Ghemawat P. 2001. Distance still matters: The hard reality of global expansion. *Harvard Business Review*(Sep): 1-11.

** Bapuji H, Beamish P. 2007. Mattel and the toy recalls (A). Richard Ivey School of Business: London, Ontario.

Discussion Questions

- What are the characteristics of the toy industry and how do they affect toy making?
- What challenges do toy companies face in managing offshoring?
- What are Mattel's key strengths?
- What is the nature of the product quality problem faced by Mattel? What organizational practices of Mattel contributed to the problem?
- What can Mattel do to enhance product quality?
- Which toys should be recalled? What should the recall strategy be?

** Bapuji H, Beamish P. 2007. Mattel and the toy recalls (B). Richard Ivey School of Business: London, Ontario. **To be distributed in class.**

Competing with MNEs (July 17, 2010)

Dawar N, Frost T. 1999. Competing with giants. Harvard Business Review(Mar-Apr): 119-129.

** Bapuji H, Dawar N, Goodwin N. 2007. Splash: Ready to Make Waves? Richard Ivey School of Business: London, Ontario.

Case Questions

- What are the internal and external factors that helped Splash to succeed and emerge as a venerable Filipino company?
- What factors helps Splash to compete successfully against giant multinationals?
- What growth options does Splash have?
- Can Splash replicate its success outside of Philippines? If so, where and with what products?
- If you were Rolando Hortaleza, what would you do and why?

MNEs, Ethics and Society (July 18, 2010)

Prahalad CK, Hommand A. 2002. Serving the world's poor profitably. Harvard Business Review(Sep): 4-11.

** Bansal T, Ewart T. 2005. Care Kenya: Making social enterprise sustainable. Richard Ivey School of Business: London, Ontario.

Case Questions

- What are the problems Kenyan farmers face? How did CARE try to address them?
- Why is REAP's CMU running a loss? Why is REAP not working?
- What can be done to improve the performance of CMU/REAP?
- As George, what would you do to make REAP sustainable?

Conclusion (July 18, 2010)

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\*\* Cases for Class Discussion; Case Worksheets need to be submitted.



## ACADEMIC INTEGRITY

I.H. Asper School of Business, The University of Manitoba

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It is critical to the reputation of the I. H. Asper School of Business and of our degrees that everyone associated with our faculty behaves with the highest academic integrity. As the faculty that helps create business and government leaders, we have a special obligation to ensure that our ethical standards are beyond reproach. Any dishonesty in our academic transactions violates this trust. The University of Manitoba Graduate Calendar addresses the issue of academic dishonesty under the heading "Plagiarism and Cheating." Specifically, acts of academic dishonesty include, but are not limited to:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words
- duplicating a table, graph or diagram, in whole or in part, without referencing the source
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g., personal communications, ideas from a verbal presentation) without referencing the source
- copying the answers of another student in any test, examination, or take-home assignment
- providing answers to another student in any test, examination, or take-home assignment
- taking any unauthorized materials into an examination or term test (crib notes)
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination
- stealing or mutilating library materials
- accessing tests prior to the time and date of the sitting
- changing name or answer(s) on a test after that test has been graded and returned
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructors involved.

Many courses in the I. H. Asper School of Business require group projects. Students should be aware that group projects are subject to the same rules regarding academic dishonesty. Because of the unique nature of group projects, all group members should exercise special care to insure that the group project does not violate the policy on Academic Integrity. Should a violation occur, group members are jointly accountable unless the violation can be attributed to a specific individual(s).

Some courses, while not requiring group projects, encourage students to work together in groups (or at least do not prohibit it) before submitting individual assignments. Students are encouraged to discuss this issue as it relates to academic integrity with their instructor to avoid violating this policy.

In the I. H. Asper School of Business, all suspected cases of academic dishonesty involving a graduate student (i.e. MBA, MSc or PhD student) will be reported directly by the instructor to the Dean of the Faculty of Graduate Studies.

| STUDENT IDENTIFICATION: (PLEASE PRINT CLEARLY) |                 |                |                                      |
|------------------------------------------------|-----------------|----------------|--------------------------------------|
| _____                                          | _____           | _____          | _____                                |
| Last Name                                      | First Name      | Middle Initial | U of M Student Identification Number |
| _____                                          | _____           |                |                                      |
| Course #                                       | Instructor Name |                |                                      |
| _____                                          | _____           |                |                                      |
| Student's Signature                            | Date            |                |                                      |

| TO BE COMPLETED BY THE ATTENDING PHYSICIAN: (after the above section is completed)<br>(PLEASE PRINT CLEARLY)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                        |                |
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| Street Address                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | City, Province         | Postal Code    |
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| _____                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | _____                  |                |
| <p><b>To the attention of the physician:</b> Your evaluation of the student's condition is being used for the purpose of determining whether or not the student has a <u>valid reason</u> to miss an important <u>exam</u> or <u>assignment</u>. Your professional evaluation is necessary to ensure that only valid cases are excused.</p> <p><b>I certify that the nature of the student's condition is severe enough to prevent the student from taking an exam or completing an assignment. If requested, my associates or I will verify for the above named instructor/administrator that this information is accurate.</b></p> <p>The student's condition will likely span the following dates:</p> <p>_____ until _____<br/>(Indicate start date) (Indicate end date)</p> <p>_____</p> |                        |                |
| Physician's Signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Date                   |                |

| NOTES TO PHYSICIAN:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Please make a note in the student/patient's file indicating that the student has given the above named instructor/administrator permission to verify with you, your staff, or your colleagues, that the information contained on this form is correct. Thank you for your professional evaluation of this student's condition.</li> <li>• <b>PLEASE ATTACH THIS FORM TO YOUR REGULAR OFFICE STATIONERY THAT INDICATES THE STUDENT VISITED YOUR OFFICE.</b></li> </ul> |

| NOTES TO STUDENT:                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| <ul style="list-style-type: none"> <li>• The use of <u>this form</u> is at the option of the student. However, in order to obtain an excused absence for an assignment or exam the student must obtain a doctor's certification that the student's condition is severe enough to prevent the student from taking the exam or completing the assignment.</li> <li>• It is NOT SUFFICIENT to provide a note that only indicates the student visited the doctor's office.</li> </ul> |



**Dr. Hari Bapuji**

Dr. Hari Bapuji is an Assistant Professor at the Asper School of Business, University of Manitoba, Canada. His research and teaching cover strategic management and international business. Dr. Bapuji researches the role of organizational learning broadly, but has a special interest in issues related to emerging markets. His research appeared in *Harvard Business Review*, *Management and Organization Review*, *Management Learning*, *Critical Perspectives on International Business*, and *AOM Best Paper Proceedings*. In addition, Dr. Bapuji takes a special interest in researching issues that affect larger society. His research on product recalls has been covered widely by the media around the world.

Dr. Bapuji has over ten years of industry experience in information technology and human resource management. For more information on Dr. Bapuji, please see his home page at: [http://umanitoba.ca/faculties/management/faculty\\_staff/academic\\_professors/529.htm](http://umanitoba.ca/faculties/management/faculty_staff/academic_professors/529.htm)