

MOR 492: Global Strategy (4.0 units)
Syllabus – Spring 2020

Section: 16687; MW, 12:00 - 1:50pm; JFF328
16689; MW, 4:00 - 5:50pm; JFF328
Instructor: Christine El Haddad, Ph.D.
Office: HOH421
Office Hours: By appointment
Email: elhaddad@marshall.usc.edu

Course Description

Business enterprise in today's environment increasingly involves crossing national borders and, more generally, engaging in business activities in numerous countries that are often very different from one another. Understanding the key strategic opportunities and challenges associated with global business activity and developing skills in this area have become essential requirements for success. MOR 492, *Global Strategy*, introduces the key concepts, frameworks and principles needed to formulate and implement successful global strategies. It is designed to provide students with the knowledge, skills and business judgement required to create, sustain, and renew competitive advantage within a global context.

The course consists of two main parts. The first part, Fundamentals of Global Strategy, covers four main topics that address the key dimensions of global strategy.

- The first topic, "*Why do firms go abroad?*", focuses on the opportunities and challenges of international expansion and covers strategies for creating value globally.
- The second topic, "*Where and when to locate?*", covers frameworks for assessing potential locations for international expansion and for determining the optimal timing of entry.
- The third topic, "*What is global?*", covers frameworks for allocating products and activities across locations to maximize value creation and capture.
- The fourth topic, "*How to execute global strategies?*", is concerned with selecting the right mode of entry into foreign markets and the optimal organizational structure for global operations.

The second part, Special Topics in Global Strategy, addresses four main topics that represent some of the most important strategic challenges faced by multinational corporations (MNCs) today.

- The first topic, "*How to manage global innovation and learning?*", covers traditional and emerging models of cross-border innovation and reviews their strengths and limitations.
- The second topic, "*How to manage cross-border collaboration?*", is concerned with the fundamental principles for forming and managing successful cross-border alliances.
- The third topic, "*How to create value for business and society?*", focuses on how multinational corporations can identify and successfully exploit opportunities to achieve a competitive advantage while also creating value for society.
- The fourth topic, "*How to win in emerging markets?*", provides frameworks for assessing emerging markets' potential and for crafting and executing strategies for succeeding in those markets.

Our dominant perspective in the course is that of the general manager in a multinational corporation, whether that is the CEO, the global business VP or the country manager. By adopting this perspective, however, we do not ignore the vital and legitimate perspectives of other key stakeholders both inside and outside the company e.g. employees, suppliers, local communities and governments. We consider their

influence from the perspective of the MNC general manager, however, and focus on how they shape the strategic decisions that the general manager must make.

The course is designed for students who seek to work in, or with, firms that operate in many different countries, or which operate outside the United States. It is also appropriate for students pursuing strategy positions in local firms that compete with large multinational corporations.

Learning Objectives

Theory and Concepts. MOR 492 provides the key concepts, tools, and principles needed to formulate and implement successful global strategies. The course covers strategies for creating value globally as well as frameworks for assessing the potential of foreign markets and determining the optimal timing of entry. The course also provides tools for allocating products and activities across locations and frameworks for selecting the right mode of entry into foreign markets and the optimal organizational structure for global operations. The course also covers models for managing global innovation and fundamental principles for forming and managing successful cross-border alliances. The course also provides concepts and frameworks for achieving a competitive advantage while also creating value for society.

Analytical Skills. Theoretical concepts are a great aid to understanding, but by themselves are not enough to solve real business problems. You also need a set of analytical tools and skills that can be applied to the data to question and validate the facts and the premises assumed in the theories. Some of the tools are quantitative e.g. analyzing financial statements or calculating the effect of scale on production costs, while others are qualitative. Learning how and when to apply these techniques is a key objective of the course.

The course will offer you experience in conducting a comprehensive strategic analysis of a company. This involves an in-depth external analysis of the firm's industry and competitors and a thorough internal analysis of the firm's objectives, strategies, competitive advantages and performance. You will also identify and analyze the key strategic problems faced by the company and develop effective solutions and an implementation plan.

Critical Thinking Skills. The course will place a special emphasis on developing your critical thinking skills and enhancing your ability to present a thoughtful critique of others' arguments, analyses and supporting evidence. These skills will also help you to gather information, prepare thoughtful analyses and build compelling arguments.

Communication Skills. The best analysis will have little effect if it cannot be communicated to others. Managers must be able to articulate their views coherently and persuasively. Management is a "verbal sport". As much as ninety percent of a typical manager's day can be consumed by communication. Time is often scarce. You must learn to make convincing arguments and to make them quickly. This skill takes practice and we will place a special emphasis on it in class through oral presentations and written reports.

Upon successful completion of the course, students will have the knowledge and skills to:

1. Identify the opportunities and challenges of international expansion and formulate an effective strategy for creating value globally.
2. Evaluate potential locations for international expansion and craft a location strategy and implementation timeline.
3. Allocate products and activities across locations to maximize value creation and capture.
4. Select the right mode of entry into foreign markets and the optimal organizational structure for global operations.

5. Identify traditional and emerging models of worldwide innovation and explain their strengths and limitations.
6. Provide recommendations for forming and managing successful cross-border alliances.
7. Identify opportunities to achieve a competitive advantage while also creating value for society.
8. Select the right emerging markets to enter and formulate a strategy and an implementation plan for succeeding in those markets.
9. Perform a comprehensive strategic analysis of a company, analyzing the key strategic problems it faces and providing effective solutions and an implementation plan.
10. Provide a thoughtful critique of others' arguments, analyses and supporting evidence.
11. Communicate your arguments coherently and persuasively.

Required Materials

Harvard Coursepack. Assigned readings and cases for this course are compiled in a digital coursepack available from Harvard Business School Publishing at the following link:

<https://hbsp.harvard.edu/import/691788>

Additional readings may be distributed in class or posted to Blackboard. When necessary, I may assign additional materials for you to purchase.

Blackboard (Bb). I will post various course materials to Blackboard including the course syllabus, powerpoints, lecture notes, case discussion questions and assignments. Please check Blackboard regularly for any new information or materials relevant to upcoming sessions.

3x5 Index Cards. Please bring a deck of 3x5 index cards to every class to record your oral participation.

Course Format

Case Method. In order to achieve the objectives of the course, we will devote the majority of our class time to the analysis and discussion of selected business cases. Occasional lectures will be given to elaborate on key theoretical concepts and frameworks. These lectures, however, will be subordinate to the case analysis. Cases provide a natural "test-bed" for theory and provide vivid examples that aid the memory of concepts. While nothing can surpass first-hand personal industry and managerial experience as a basis for decision-making, case analysis is an indispensable proxy for the kind of knowledge that can only be gained through years of experience and research. A set of business cases has been selected on a range of companies from a variety of industry and country settings. Each case is intended to teach us something specific, yet each can teach us many things. We will not attempt to exhaust each case of all its learning experiences, but rather build up a "war chest" of analytical tools, skills and insights, progressively over all the selected cases.

There are other reasons for employing the case discussion method of instruction. First, it allows you to develop skills at problem definition in addition to problem solving. Cases typically do not have an obvious set of tasks whose performance will lead to mastery. Rather, they force you to sift through a mass of information, some of it irrelevant or contradictory, in order to identify the key strategic issues. Second, the case method gives you a chance to deal with ambiguity. Most cases do not have obvious "right" answers. Managers must be able to function in situations where the right answer is not known, without falling into the trap of assuming that any answer is as good as another. Some analyses and proposed strategies are clearly wrong, and some are clearly better than others are. A popular phrase in case analysis classes is "**There are *no* right answers, but there are *wrong* answers.**"

These rationales are offered because the case method may be unfamiliar to some of you and frequently causes initial confusion. There will be many times when I will not reveal my own opinions about a particular issue, and there will be many cases that do not end up neatly packaged with an "answer." You may discover that your preparation "misses" key points of a case, especially at first. This is a normal part of the learning experience.

The quality of your learning experience during our class discussions will be directly determined by: 1) your degree of preparation, active listening, and participation, and 2) your classmates' preparation, listening, and participation. Some will not agree with you, and you may be asked to defend your argument. As long as criticism is directed at arguments and not at individuals, is relevant to the issues at hand and coherently argued, it is very much welcomed.

Case Preparation. Cases require careful preparation before coming to class. The following is a suggested list of steps to guide your case preparation.

1. Rapidly read the assigned case to gain a general understanding of the firm, the industry, the countries and the key strategic issues faced by the firm.
2. Carefully review the case discussion questions provided for the case on Blackboard to learn more about what issues require special attention.
3. Carefully re-read the case, taking notes that sort information, facts, and observations under a number of relevant headings.
4. Formulate theories or hypotheses about what is going on as you read ("the company loses money on small orders"), modifying or rejecting them as new information surfaces ("Table 2 shows that shipping costs per unit are higher for small orders, but only for long-distance shipments").
5. Perform quantitative analyses, "crunching" whatever numbers are available. Use these numbers to provide quantitative support wherever possible, particularly when exploring various hypotheses as to the nature and importance of certain phenomena. If the requisite data are not available in the case, precise descriptions of what data are missing often triggers ideas for making creative use of the information that is available.
6. Prepare definitive conclusions before you come to class concerning the key strategic issues faced by the firm and how they can be addressed as well as the issues raised in the case discussion questions.
7. Bring your detailed notes with you to class to help guide your interventions in the class discussion.

Course Evaluation

Your course grade will be determined as follows:

Individual work (80% of total)

Class Participation	15%
In-Class Case Analyses (2)	15%
Midterm Exam	25%
Final Exam	25%

Team work (20% of total)

Team Final Project Paper	15%
Team Final Project Presentation	<u>5%</u>
	100%

In order to pass this course successfully, a passing grade (> 50%) must be achieved in the combined average of the individual components and in the combined average of the group components. ***Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good group grade.***

Final grades represent how you perform in the class relative to other students. Three items are considered when assigning final grades:

1. Your weighted score as a percentage of the available points for all assignments (the points you receive divided by the number of points possible).
2. The overall average percentage score within the class.
3. Your ranking among all students in the class.

Attendance Policy. Class attendance is absolutely essential. All missed classes will be noted. The policy on missed classes is to allow each student **three (3) absences**, no questions asked, no penalty. All further absences over this limit will reduce the student's participation grade and final course grade, no questions asked, no excuses of any kind accepted. **Students with an excessive number of absences are at risk of failing the course.** Only official university engagements such as officially scheduled USC Marshall sponsored case competitions and sports events will be accepted as exceptions to this policy. Job interviews are not excused, so choose your absences carefully. Habitual lateness and leaving class early, for whatever reason, will be noted as evidence of low course commitment and penalized. **Simply put, you cannot learn from our class discussions, and your classmates cannot learn from you, if you are not present.**

Class Participation (15%). Because this course relies heavily on case materials, your active contribution to our case discussions is required to ensure the class' success. Each student has a responsibility to participate in class and to enhance the learning experience of all class participants. If you are not comfortable with oral participation, please let me know at the beginning of the semester and I will work with you to help you overcome this barrier.

Your overall class participation will be closely monitored. In grading oral participation, I will look at both the *quality* and *quantity* of your oral contributions. With regard to quality, the dimensions that I look for include:

- *Clarity* – is the comment succinct and understandable?
- *Relevance* – does the comment bear on the subject at hand? Comments that do not link up with what the discussion is focusing on can actually detract from the learning experience.
- *Causal Linkage* – are the logical antecedents or consequences of a particular argument traced out? Comments that push the implications of a fact or idea as far as possible are generally superior.
- *Responsiveness* – does the comment react in an important way to what someone else has said?
- *Analysis* – is the reasoning employed consistent and logical?
- *Evidence* – have data from the case, from personal experience, from general knowledge been employed to support the assertions made?
- *Importance* – does the contribution further our understanding of the issues at hand? Is a connection made with other cases we have analyzed?

Participation card. To help me track oral participation, students who actively participated in the oral discussion during a class session should turn in a *participation card* at the end of that session. The card should list your name, the date, and a numbered list of your oral contributions during that day's discussion. The participation cards will be used in combination with my own evaluation to determine your participation grade in the course. For this purpose, please purchase a package of 3x5 index cards and bring them to class.

It is expected that you will make notes while preparing a case for class discussion. Please use the case discussion questions provided for the case on Blackboard to identify the issues that require special attention in the case. Case notes are typically 1-2 pages long and include your analysis of the country, industry and key competitors as well as your analysis of the company's strategy and performance. You will also include your analysis of the problems faced by the company and your proposed solutions. I expect you to rely on your notes when contributing to the class discussions.

In addition to weekly opportunities for oral participation in case discussions led by the instructor, each student will also have the opportunity to serve as a case leader, taking the lead on a specific part of a case discussion. Detailed instructions regarding your case leadership assignment will be discussed in class and posted to Blackboard.

In-Class Case Analyses (2) (15%). You will prepare an individual in-class case analysis for each of the following two cases: 1) The Globalization of the NFL and 2) Unilever's New Global Strategy: Competing through Sustainability. The assignment involves answering a set of 4-5 questions pertaining to the case. More detailed guidelines will be given in class and posted to Blackboard.

Midterm Exam (25%). The midterm exam consists of 50 multiple-choice and true/false questions on material previously covered. More detailed instructions will be given in class and posted to Blackboard.

Team Final Project Paper and Presentation (20%). You will work with your team to draft a report in which you analyze an emerging market and advise the top management team of an existing multinational corporation not already present in that market on whether they should enter a particular industry (e.g. automobile, retail etc.) in that market. If you choose to enter, you should clearly specify the rationale and propose a detailed strategy and implementation plan to achieve success in that foreign market. If you choose not to enter, you should clearly specify the reasons. If the decision is contingent on some factors, you will need to identify those.

Two days near the end of the course are set aside for presentations of your final project. The presentation allows each team to report their analysis and recommendations to the class. The exact presentation date and time for each team will be assigned by a random drawing. Detailed instructions regarding the team project including instructions on the paper and the presentation will be given in class and posted to Blackboard.

Peer Evaluations. Each of you will complete a peer evaluation of the members of your team with respect to the team final project. A copy of the peer evaluation form is posted to Blackboard. Scores for individual student contributions to the team final project are assigned by me, based on my assessment of the team's project quality, my observations of the team's working dynamics and thoughtful consideration of the information provided through your peer evaluations.

➤ **If you experience any team-related problem (e.g. conflict, free-rider), please let me know immediately. Do not wait until the end of the semester. If you report this problem too late, there is not much I can do.**

Final Exam (25%). The final exam consists of 50 multiple-choice and true/false questions on material previously covered. More detailed instructions will be given in class and posted to Blackboard.

Course Policies

Add/Drop Process. If you are absent three or more times prior to January 25, 2020, I may ask you to withdraw from the course by that date if you do not notify me prior to your absence. These policies maintain professionalism and ensure a system that is fair to all students.

Course Communication: Blackboard. A Blackboard website has been created for this course at blackboard.usc.edu. You should develop the habit of checking Blackboard on a regular basis. The course syllabus, powerpoints, lecture notes, assignment information, and additional course materials will be posted on this site throughout the semester. Since e-mails sent to the class originate from the Blackboard system, it is your responsibility to ensure that my emails are forwarded to your preferred email account such as your personal Gmail account.

Communication and Entertainment Devices. Laptop and Internet usage is not permitted during class sessions unless otherwise stated by the professor. Personal communication and entertainment devices such as mobile phones are to be turned off and kept off throughout the class session. Receiving or sending communication during class disrupts the learning environment and is rude to class participants. Videotaping faculty lectures is not permitted, due to copyright infringement regulations. Audiotaping may be permitted if approved by the professor. Use of any recorded or distributed material is reserved exclusively for the USC students registered in the class.

Academic Integrity and Conduct. USC seeks to maintain an optimal learning environment. General principles of academic honesty include the concept of respect for the intellectual property of others, the expectation that individual work will be submitted unless otherwise allowed by an instructor, and the obligations both to protect one's own academic work from misuse by others as well as to avoid using another's work as one's own. Plagiarism or presenting someone else's ideas as your own, either verbatim or recast in your own words, is a serious academic offense with serious consequences.

Students are expected to make themselves aware of and abide by the University's standards of behavior as articulated in the Student Conduct Code in *SCampus*, Part B, at policy.usc.edu/scampus-part-b, including the discussion of plagiarism in Section 11 under "Behavior Violating University Standards". University policies on scientific misconduct can be found at policy.usc.edu/scientific-misconduct.

Students will be referred to the Office of Student Judicial Affairs and Community Standards for further review, should there be any suspicion of academic dishonesty. The Review process can be found at sjacs.usc.edu. Failure to adhere to the academic conduct standards set forth by these guidelines and our programs will not be tolerated by the USC Marshall community and can lead to dismissal.

Class Notes Policy. Notes or recordings made by students based on a university class or lecture may only be made for purposes of individual or group study, or for other non-commercial purposes that reasonably arise from the student's membership in the class or attendance at the university. This restriction also applies to any information distributed, disseminated or in any way displayed for use in relationship to the class, whether obtained in class, via email or otherwise on the Internet, or via any other medium. Actions in violation of this policy constitute a violation of the Student Conduct Code and may subject an individual or entity to university discipline and/or legal proceedings.

No student may record any lecture, class discussion or meeting with me without my prior express written permission. I reserve all rights, including copyright, to my course syllabi, lectures, powerpoints, prior exams, answer keys, and all supplementary course materials available to the students enrolled in my class whether posted on Blackboard or otherwise. They may not be reproduced, distributed, copied, or disseminated in any media or in any form, including but not limited to all course note-sharing websites.

Support Systems

International Student Language Support. The American Language Institute provides English language instruction, assessment, and resources to support the academic and professional success of non-native speakers of English pursuing degrees at USC. dornsife.usc.edu/ali

Diversity at USC. Information on events, programs and training, the Provost's Diversity and Inclusion Council, Diversity liaisons for each academic school, chronology, participation, and various resources for students. diversity.usc.edu; (213) 740-2101

Office of Equity and Diversity (OED) / Title IX Compliance. Information about how to get help or help someone affected by harassment or discrimination, rights of protected classes, reporting options, and additional resources for students, faculty, staff, visitors, and applicants. The university prohibits

discrimination or harassment based on the following protected characteristics: race, color, national origin, ancestry, religion, sex, gender, gender identity, gender expression, sexual orientation, age, physical disability, medical condition, mental disability, marital status, pregnancy, veteran status, genetic information, and any other characteristic which may be specified in applicable laws and governmental regulations. The university also prohibits sexual assault, non-consensual sexual contact, sexual misconduct, intimate partner violence, stalking, malicious dissuasion, retaliation, and violation of interim measures. equity.usc.edu, (213) 740-5086; titleix.usc.edu, (213) 821-8298

Reporting Incidents of Bias or Harassment. Avenue to report incidents of bias, hate crimes, and microaggressions to the Office of Equity and Diversity/ Title IX for appropriate investigation, supportive measures, and response. usc-advocate.symphlicity.com/care_report; (213) 740-5086 or (213) 821-8298

USC Support and Advocacy. Assistance for students and families in resolving complex personal, financial, and academic issues adversely affecting student success. uscsc.usc.edu; (213) 821-4710

Counseling and Mental Health. Free and confidential mental health treatment for students, including short-term psychotherapy, group counseling, stress fitness workshops, and crisis intervention. studenthealth.usc.edu/counseling; (213) 740-9355 – 24/7 on call

Disability Services and Programs (DSP). USC is committed to making reasonable accommodations to assist individuals with disabilities in reaching their academic potential. Services include assistance in providing readers/notetakers/interpreters, special accommodations for test taking needs, assistance with architectural barriers, assistive technology, and support for individual needs. If you have a disability which may impact your performance, attendance, or grades in this course and require accommodations, you must first register with DSP. DSP provides certification for students with disabilities and helps arrange the relevant accommodations. Students requesting academic accommodations based on a disability are required to register with DSP each semester. A letter of verification for approved accommodations can be obtained from DSP. Please make sure the letter is delivered to me as early in the semester as possible. DSP is located in GFS (Grace Ford Salvatori Hall) 120 and is open 8:30am - 5:00 pm, Monday through Friday. dsp.usc.edu; ability@usc.edu; (213) 740-0776

Relationship and Sexual Violence Prevention and Services (RSVP). Free and confidential therapy services, workshops, and training for situations related to gender-based harm. studenthealth.usc.edu/sexual-assault; (213) 740-9355 (WELL), press “0” after hours – 24/7 on call

National Suicide Prevention Lifeline. Free and confidential emotional support to people in suicidal crisis or emotional distress, 24 hours a day, 7 days a week. suicidepreventionlifeline.org; 1 (800) 273-8255 – 24/7 on call

USC Emergency. Emergency assistance and avenue to report a crime. Latest updates regarding safety including ways in which instruction will be continued in case of an emergency. dps.usc.edu, emergency.usc.edu; UPC: (213) 740-4321; HSC: (323) 442-1000 – 24/7 on call

Emergency Preparedness and Course Continuity. In case of a declared emergency if travel to campus is not feasible, the USC Emergency information web site (emergency.usc.edu) will provide safety and other information, including electronic means by which instructors will conduct class using a combination of USC’s Blackboard learning management system (blackboard.usc.edu), teleconferencing, and other technologies.

Department of Public Safety. Non-emergency information, assistance and public safety to the USC community. dps.usc.edu; UPC: (213) 740-6000, HSC: (323) 442-1200 – 24/7 on call

Course Schedule

#	Date	Session Topics and Agenda	Readings/Assignments
Fundamentals of Strategy			
1	M 1.13	Course Introduction and Overview Fundamentals of Strategy I <i>Lecture</i>	
2	W 1.15	Fundamentals of Strategy II <i>Lecture, in-class assignment</i>	<u>Reading:</u> U.S. Airline Industry in 2012 (BB)
	M 1.20	Martin Luther King's Birthday – No Class	
Fundamentals of Global Strategy			
3	W 1.22	Why Do Firms Go Abroad? Opportunities and Challenges of International Expansion <i>Lecture, form teams</i> - Adaptation strategy, China <i>In-class case assignment</i>	<u>Readings:</u> Managing Global Expansion (CP); ADDING value (BB); Managing Differences: The Central Challenge of Global Strategy (CP) <u>Brief Case:</u> Levendary Café (CP)
4	M 1.27	- Motivation for international expansion, location strategy, choice of entry mode <i>Case discussion</i>	<u>Case:</u> Grolsch: Growing Globally (CP)
5	W 1.29	Strategies for Global Value Creation: Adaptation, Aggregation, Arbitrage <i>Lecture, project working session</i>	<u>Readings:</u> Adaptation Strategies (BB); Aggregation Strategies (BB); Arbitrage Strategies (BB)
6	M 2.3	- International expansion, Europe <i>Case discussion</i>	<u>Case:</u> Wal-Mart in Europe (CP)
7	W 2.5	Where and When to Locate? Crafting Location Strategies for Competitive Advantage <i>Lecture, in-class assignments</i>	<u>Readings:</u> Differences and the CAGE distance framework (BB); Strategies that Fit Emerging Markets (CP)
8	M 2.10	- Location strategy, developed markets <i>Case discussion</i>	<u>Case:</u> Haier: Taking a Chinese Company Global (CP)
9	W 2.12	- Location strategy, South America <i>Case discussion</i>	<u>Case:</u> Grupo Bimbo (CP)
	M 2.17	President's Day – No Class	
10	W 2.19	Midterm Exam	
11	M 2.24	- Global expansion, execution <i>In-class case analysis</i>	<u>Case:</u> The Globalization of the NFL (CP)
12	W 2.26	- Global expansion, learning <i>Case discussion</i>	<u>Case:</u> Yum! China (CP)
13	M 3.2	What is Global? Allocating Products and Activities Across Locations <i>Lecture, case discussion</i>	<u>Case:</u> P&G Japan: SK-II Globalization Project (CP)
14	W 3.4	- Outsourcing <i>Case discussion</i> Project Part A due	<u>Case:</u> P&G: Global Business Services (CP)

15	M 3.9	- Regional and global business strategies <i>Case discussion</i>	<u>Case:</u> Globalization of East Asian pop music (CP)
16	W 3.11	Amazon in India Project Feedback Session	
	3.15-22	Spring Recess	
17	M 3.23	How to Execute Global Strategies? Foreign Entry Modes and Global Organizational Structures	<u>Case:</u> Walmart around the world (CP)
18	W 3.25	- Foreign entry modes <i>Case discussion</i>	<u>Case:</u> Lincoln Electric (CP)
19	M 3.30	- Headquarter-subsidiary relations <i>Case discussion</i>	<u>Case:</u> Silvio Napoli at Schindler India (CP)
Special Topics in Global Strategy			
20	W 4.1	How to Manage Global Innovation and Learning? <i>Lecture</i>	<u>Readings:</u> How GE is Disrupting Itself (CP)
		- Reverse innovation <i>Case discussion</i>	<u>Case:</u> Health City Cayman Islands (CP)
21	M 4.6	How to Manage Cross-Border Collaboration? <i>Lecture, negotiation</i>	<u>Case:</u> Nora-Sakari: A Proposed JV in Malaysia (CP)
22	W 4.8	How to Create Value for Business and Society? <i>Lecture</i>	<u>Readings:</u> Creating Shared Value (CP); Serving the World's Poor Profitably (CP)
		- Global sourcing, ethics <i>Case discussion</i>	<u>Case:</u> IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (A) (CP)
23	M 4.13	- Global sourcing, ethics <i>Case discussion</i> Project Part B due	<u>Case:</u> IKEA's Global Sourcing Challenge: Indian Rugs and Child Labor (B) (CP)
24	W 4.15	- Corporate social entrepreneurship <i>Case discussion</i>	<u>Case:</u> Grameen Danone Foods Ltd (CP)
25	M 4.20	How to Win in Emerging Markets? Project Feedback Session	
26	W 4.22	- Integrating CSR and global strategy <i>In-class case analysis</i>	<u>Case:</u> Unilever's New Global Strategy: Competing through Sustainability (CP)
27	M 4.27	Final project presentations	
28	W 4.29	Final project presentations Final Paper Due	
Final Exam			
16687; MW, 12:00 - 1:50pm: Friday, May 8, 11am – 1pm			
16689; MW, 4:00 - 5:50pm: Wed., May 6, 4:30 – 6:30pm			

CP = Harvard Coursepack

BB = Blackboard