

Section:	16687; MW 12:00-1:50pm (PT) via Zoom
Instructor:	Christine El Haddad, Ph.D.
Office:	HOH 421
Office Hours:	By appointment, via Zoom
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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.

Course Delivery

This course will be taught entirely online. For the technology requirements needed to successfully participate in the course, please see Appendix A. We will use Blackboard as our learning management system and Zoom for all online sessions and office hours. Students should ensure that they can access all the online tools in Blackboard prior to the start of classes. A link and instructions to join the Zoom sessions will be posted in your Blackboard course pages. For more information on using Zoom, visit Zoom Support Tutorials at <https://support.zoom.us/hc/en-us/articles/206618765-Zoom-Video-Tutorials>

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/787619>

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

Required Textbook. The required textbook for the course is:

Bartlett, Christopher A., and Paul W. Beamish. 2018. *Transnational Management: Text and Cases in Cross-Border Management*. 8th edition. Cambridge University Press. ISBN: 978-1108436694

It is available in digital, paperback and hardcover format and can be purchased on Amazon. The textbook is also available at the USC Bookstore.

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. Links to all Zoom sessions will be posted there as well.

Course Format

Online Class. Class attendance and active participation are critical in this course and are expected at all synchronous Zoom class sessions unless accommodated as described in (b) below:

- a. Students are expected to actively participate in our synchronous class sessions via computer or laptop, have their cameras on during all sessions, and preferably use headsets or earphones to ensure the best audio quality. Please advise me if you have circumstances under which you will not be able to meet these expectations.

- b. For students in a time zone where the synchronous class sessions or exams fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please email me on or before the first week of classes. You will not be penalized for not attending the live Zoom class sessions. The Zoom sessions will be recorded and the links posted to Blackboard, and you will be responsible for viewing the recorded sessions. Exams and other synchronous assessments will be scheduled such that you are able to complete them between 8 a.m. and 10 p.m. in your local time zone. Students who do not attend the live Zoom sessions will be required to complete an assignment as an alternate method of contribution to the class.
- c. Our online class meetings will closely mirror the structure and expectations of in-person classes. Students are expected to answer questions from the instructor in a clear and concise manner and to offer relevant comments. The following netiquette is expected during synchronous Zoom sessions.

Please do:

- log into class early and promptly,
- display both your first and last name on Zoom,
- dress respectfully and keep your background professional,
- attend class from a quiet area, free of distractions, where there is a reliable internet connection,
- minimize distractions by muting and/or turning off your video if necessary and when appropriate,
- pay attention and engage in appropriate tone and language with your instructor and your classmates.

Please do not:

- engage in a simultaneous activity, not related to class (e.g. use your phone),
- have other individuals or pets in view of the camera,
- interact with individuals who are not part of the class during the Zoom session,
- leave frequently or not be on camera for extended periods of time.

All Zoom sessions will be recorded and the links posted in your Blackboard course pages.

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 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 may cause 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, 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 industry, the company and the key strategic issues faced by the company.
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 company in the case and how they can be addressed as well as the issues raised in the case discussion questions.
7. Bring your detailed notes 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	20%
Exam I	25%
Exam II	25%
Case Analysis	10%

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 team components. ***Please note that if your individual performance in the course is unsatisfactory, it will not be brought up by a good team 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, and
3. your ranking among all students in the class.

Attendance Policy. Attendance at our synchronous Zoom class sessions 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, will be accepted as exceptions to this policy. Job interviews are not excused so choose your absences carefully. Habitual lateness and leaving our sessions 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.** For students in a time zone where the synchronous class sessions fall outside the window of 8 a.m. to 10 p.m. in your local time zone, please refer to paragraph b on page 4 regarding the attendance policy in this case.

Class Participation (20%). 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 note. To help me track oral participation, students who actively participated in the oral discussion during a class session should email a *participation note* to mor492spring@gmail.com at the end of that session. The note should include a numbered list of your oral contributions during that day's discussion. The participation notes will be used in combination with my own evaluation to determine your participation grade in the course.

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.

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 order to test the level of student preparation for a case discussion, I may give a short *pop quiz* at the beginning of class. The *pop quiz* will generally consist of multiple-choice, true/false and/or short-essay questions related to the case.

Exams I and II (25% each)

I will give two exams during the semester to test your understanding of material previously covered. Each exam will consist of 40 multiple-choice and True/False questions. More detailed instructions will be given in class and posted to Blackboard. Please refer to the course schedule for the exam dates.

Case Analysis (10%)

You will prepare an individual, in-class case analysis for the case: The Globalization of the NFL. The assignment involves answering a set of short-essay questions pertaining to the case. More detailed guidelines 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.**

Course Policies

Add/Drop Process. If you are absent three or more times prior to February 2nd, 2021, 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. Given the online nature of this course, we will rely on Blackboard heavily.

Communication and Entertainment Devices. 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. It is important that you stay engaged with the class discussion, even if you are participating remotely and through video conferencing. 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.symplicity.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. *uscsa.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.

Emergency Funding Resources. Students with technology or internet needs should communicate their needs with the following Marshall and USC Resources: Marshall Emergency Funding Resources <https://www.marshall.usc.edu/coronavirus/usc-marshall-student-emergency-aid-fund>; USC Basic Needs <https://seip.usc.edu/centers/studentbasicneeds/> (or email basicneeds@usc.edu)

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 Global Strategy			
1	W 1.20	Course Introduction and Overview Fundamentals of Strategy I	
2	M 1.25	Fundamentals of Strategy II	<u>Case:</u> U.S. Airline Industry in 2012 (BB)
3	W 1.27	Why Firms Go Abroad: Opportunities and Challenges of International Expansion Project working session	<u>Readings:</u> Expanding abroad (TM Ch. 1); ADDING value scorecard (BB); Differences and the CAGE distance framework (BB)
4	M 2.1	- Global Expansion, Failure	<u>Case:</u> Walmart in Europe (CP)
5	W 2.3	- Competitive Dynamics	<u>Case:</u> Aldi: Dark Horse Discounter (CP)
6	M 2.8	Strategies for Global Value Creation: Adaptation, Aggregation, Arbitrage - Adaptation Strategy	<u>Readings:</u> Adaptation Strategies (BB); Aggregation Strategies (BB); Arbitrage Strategies (BB) <u>Case:</u> Levedere Café (TM 7.1)
7	W 2.10	- Aggregation Strategy	<u>Case:</u> Grupo Bimbo (CP)
	M 2.15	President's Day – No Class	
8	W 2.17	Where and When to Locate? Crafting Location Strategies for Competitive Advantage	<u>Readings:</u> Strategies that Fit Emerging Markets (CP)
9	M 2.22	- Competition	<u>Case:</u> Coffee Wars in India (CP)
10	W 2.24	- Localization, learning	<u>Case:</u> Yum! China (CP)
11	M 3.1	What is Global? Allocating Products and Activities Across Locations	<u>Case:</u> P&G Japan: SK-II Globalization Project (TM 5.1)
12	W 3.3	- Outsourcing	<u>Case:</u> P&G: Global Business Services (CP)
13	M 3.8	Exam I	
14	W 3.10	In-Class Case Analysis	<u>Case:</u> The Globalization of the NFL (CP)
15	M 3.15	- Regional and global strategies	<u>Case:</u> The Globalization of East Asian Pop Music (CP)
16	W 3.17	How to Execute Global Strategies? Foreign Entry Modes and Global Organizational Structures Project draft due	<u>Case:</u> Walmart Around the World (CP)
17	M 3.22	- Foreign entry modes	<u>Case:</u> Lincoln Electric (CP)
18	W 3.24	Project feedback session In-class assignment	

19	M 3.29	- Headquarter-subsidiary relations	<u>Case:</u> Silvio Napoli at Schindler India (TM 7.3)
Special Topics in Global Strategy			
20	W 3.31	Creating worldwide innovation and learning - Reverse innovation	<u>Readings:</u> TM Ch. 2 - 4 (background reading); Creating worldwide innovation and learning (TM Ch. 5.) <u>Cases:</u> GE Healthcare (A) and (B) (CP)
21	M 4.5	Managing cross-border collaboration - International strategic alliances	<u>Readings:</u> Engaging in cross-border collaboration (TM Ch. 6) <u>Case:</u> Amazon and Future Group (TM 6.3)
	W 4.7	Wellness Day – No Class	
22	M 4.12	MNEs and Social Responsibility - Global sourcing, ethics	<u>Readings:</u> Shaping the transnational's future (TM Ch. 8); Strategy and Society (CP); Creating shared value (CP) <u>Case:</u> IKEA's global sourcing challenge (A) (TM 8.1)
23	W 4.14	- Global sourcing, ethics	<u>Case:</u> IKEA's global sourcing challenge (B) (CP)
24	M 4.19	- Corporate social responsibility	<u>Case:</u> MBC Group (CP)
25	W 4.21	Exam II	
26	M 4.26	Winning in Emerging Markets Final project presentations	
27	W 4.28	Final project presentations	
		Final project paper due Friday, May 7 at 1pm	

CP = Harvard coursepack

BB = Blackboard

TM = Transnational Management textbook

Appendix A. Technology Requirements, Technical Support and Other Resources

Technology and System Requirements

In order to successfully participate in this online course, you will need a computer with a webcam, earphones or a headset, a reliable (preferably high speed) Internet connection, a current operating system for Windows or Mac and a current browser (e.g. Google Chrome, Firefox or Safari).

If your computer does not have Microsoft Word, Office 365 is available to you free of charge and allows you to install Word, Excel, PowerPoint, Outlook, OneNote, Publisher, and access on up to 5 PCs or Macs as well as Office apps on other mobile devices including tablets. Office 365 also includes unlimited cloud storage on OneDrive. To download Office 365, log into your student (University) email through a web browser, choose Settings (top right corner), and select software. If you have further questions or need help with the software, please contact the USC ITS service portal.

Technical Support

USC Systems (Blackboard, USC Login, MyUSC, USC Gmail, GoogleApps). For assistance with your USC login or other USC systems, please call +1 (213) 740-5555 or email Consult@usc.edu. They are open Monday to Friday, 9:30am – 5pm and weekends from 8am - 5pm (Pacific time).

Zoom Video Web Conferencing System (MarshallTALK). For assistance using Zoom, go to the Zoom support page at <https://support.zoom.us/hc/en-us>. You may also call +1 (888) 799-9666 ext. 2. They are available 24/7.

Marshall Systems (MyMarshall, Marshall Outlook email). For assistance with Marshall systems, you can call +1 (213) 740-3000, Monday to Friday, 8am-6pm (Pacific Time), email HelpDesk@marshall.usc.edu, or use the self-help service portal as shown below. The portal allows you to get immediate assistance by searching for the information you need. You can also use it to chat with a technician or input a request. To access the service portal, follow these steps:

- On a computer or mobile device, go to the MyMarshall Home Page and click the “**Help**” link on the upper right.
- Log in using your Marshall username and password (if you do not know your Marshall login, please follow the onscreen instructions pertaining to login issues)

Funding Resources

Students with technology or internet needs can communicate their needs with the following Marshall and USC resources:

- Marshall Emergency Funding Resources
<https://www.marshall.usc.edu/coronavirus/usc-marshall-student-emergency-aid-fund>
- USC Basic Needs
<https://seip.usc.edu/centers/studentbasicneeds/> (or email basicneeds@usc.edu)