



20336 – INTERNATIONAL BUSINESS MANAGEMENT (Advanced topics in international business)

COURSE SYLLABUS A.Y. 2010/11

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1. INSTRUCTOR AND CONTACT DETAILS

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2. COURSE DETAILS

2.1 Teaching times and locations

Date	Hours	Room
M (from Sep. 13 until Nov. 29, 2010)	14:30-16:00	N36
T (from Sep. 14 until Nov. 30, 2010)	10:30-12:00	N36
Th (from Oct. 21 until Nov. 11, 2010)	10:30-12:00	TBA

2.2 Course description and relationship to other courses

This course surveys the theory and practice of international business and the multinational enterprise (MNE). The course focuses on the key factors that shape the globalization process, the international business environment, and the internationalization of the firm. Specifically, the course will be focused on three main topics: a) the multinationals in and from emerging countries, b) the antecedents and consequences of foreign market divestments and exits, and c) the power and responsibility of multinationals.

This course is part of the Multinational Companies major (MSc in Management and MSc in International Management) and is designed as an advanced course in international business. The concepts, theories and frameworks addressed in this course complement other courses, especially international and strategic management courses within Bocconi University.

2.3 Student learning outcomes

On successful completion of this course, a student should be able to:

1. Understand and explain concepts and theories concerning the global business environment;
2. Apply conceptual frameworks and theories to current events in the global business environment and to actual behavior of firms that engage in international operations;
3. Explain and discuss the seminal and contemporary international business literature;
4. Display improved skills in critical thinking, analysis, and problem solving;
5. Demonstrate improved skills in independent research and communication; and
6. Understand the processes of working within a team or group and show evidence of ability to collaborate with others.

3. ASSESSMENT

3.1 Grades

Exams are graded out of 30. A grade between 0 and 17 out of thirty is considered **unsatisfactory**. Exams that are awarded an unsatisfactory grade are considered to have been failed and must therefore be repeated. A grade between 18 and 30 out of thirty is considered **satisfactory**. Exams that are awarded a satisfactory grade are considered to have been passed and cannot be retaken. According to the rules of Bocconi University, grades tend to be assigned according to the following distribution:

Grades	Distribution
18-20	10%
21-23	25%
24-27	30%
28-29	25%
30	10%

Grades for this course will be assigned according to the observed distribution of points earned in the different required components. In order to pass this course you must make a satisfactory attempt at all the assessment tasks required by your status (attending/non-attending students). Average grade varies significantly. It will be everyone's best interest to perform as well as possible in each task.

3.2 Attending students

This course is designed to favor gradual learning, active student participation and in class interaction between students and teachers. Beside attendance at lessons, attending students are required to actively participate and engage in learning process by reading assigned materials prior to each session, by participating in class discussions and presentations, and by working in teams.

Attending students will be evaluated both on individual and team activities, according to the following table:

Course components	Total Points
Case presentation (team)	25
Case essay (team)	15
Peer evaluation (individual)	10
Class participation (individual)	10
Written Exam (individual)	40
TOTAL	100

3.3 Non-attending students

It is important to remind perspective students of this course that in a case-based class, attendance is strongly suggested. Student that are unable to attend the course will be evaluated on individual activities, according to the following table:

Course components	Total Points
Written Exam (individual)	100
TOTAL	100

3.4 Bocconi exchange students

In case of partial recognition of similar exams taken in a foreign university, Bocconi students will be asked to take a written exam on selected readings. Before taking the exam, which will be scheduled according to the regular exam timetable of the course, students are requested to send an email to the instructor of the course acknowledging their participation on the specific exam session.

3.5 Recognition of attending status and deadlines

Attending students are required to be part of a team. Twenty teams of 3-5 students will be formed at the beginning of the course. The team size will be announced during the first sessions according to the total number of expected attending students in this course.

In order to join a team, students must follow the instructions provided by the “fperretti’s students” blog at the following link:

<http://bocconiperretti.wordpress.com/20336-10/>

→ **Deadline for joining a team: Friday, September 24, 8:00pm** ←

Students must select a team only if they are sure that they really want to attend this course. Students that change their mind and want to switch their status to non-attending are not excused. Because this kind of behaviour cause disruptions to the course and to other team members, these students will be reported and proper actions will be taken. Exceptions will only be granted on medical or compassionate grounds under extreme circumstances. Requests for exceptions must be made in writing to the course coordinator. Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the exception sought.

4. COURSE COMPONENTS

4.1 Case presentation (team)

This course is strongly oriented around the presentation and discussion of business cases. Weekly analysis of cases focusing on the particular topic being discussed in lectures provides valuable insights into real firm situations and allows you to apply theoretical and other insights in a practical real world setting.

Ten cases will be discussed in class according to the course schedule. **Two teams** will be assigned to each case, but with **different roles**: One team will act as **presenter**, the other one will act as main **discussant**. The presenting team should present the background (case summary) information, their analysis and suggestions. The discussant team should offer a critical evaluation of the recommendations made by the presenting team, focusing on faults, implementation difficulties, unrealistic assumptions, etc., and may include suggested alternatives. Guidelines about case analysis and the different roles will be given during the first sessions.

The teams assigned to each case will be known 8 days before the presentation (see *8.2 Course Schedule*) and they will discover their roles only at the beginning of the session during which the case will be discussed. The presentation will be based on PowerPoint™ or other similar graphical tools. At the beginning of the session both teams must hand in a printed copy of the presentation to the instructor. Once roles are drawn, the presenting team will have a maximum of 30 min. for the presentation. All members of the team have to present. The discussant team will have a maximum of 30 min. for the critique.

The following recommendations apply to both groups:

- Stick strictly to the time frame of the case, as written.
- Most of the cases that will be assigned for your teamwork are from some real situations in the companies. However, you are advised to focus more on analyzing the problems and finding creative solutions based on the cases at hand, rather than making huge efforts to gather additional information about the companies and related issues.
- The teams are responsible for loading their presentations and ensuring they work.
- Teams need to provide the instructor with a printed copy of their presentation at the beginning of the session.
- After the presentations (within 7 days), the teams are responsible to send the instructor (by email) the file of their presentation.
- Remember to provide your team member names on your opening slide for the presentation.

Ten audience members will be asked to provide written feedback on the performance of the two teams and to submit their report (see sample feedback form on *Appendix 10.1*) before the end of session. Teams will be rated on the extent and effectiveness of their analysis, presentation style, and their ability to lead the discussion/critique, and answer questions or issues raised by the instructor or other students. By studying the sample feedback form, groups can determine what to target. Feedback is an essential component of formative learning. This implies that you should participate in this effort wholeheartedly, accepting the feedback from others in the spirit it is intended, and providing feedback in a like manner. The intention is not to criticize, but to help.

Points for this task will be assigned according to the following table:

Feedback	Total Points
Audience members	10
Instructor	15
TOTAL	25

4.2 Case essay (team)

Teams will be asked to write a case essay on a specific topic of the course. The chosen topic for this year is: Exit strategies from foreign countries.

Teams are asked to:

- 1) Find a case of a company that in the past years decided to exit from a specific country. Teams cannot choose a case planned to be discussed in class or the same case chosen by other three teams.
- 2) Select and collect a compilation of articles from published sources dealing with the chosen case. It is expected that teams will consult firstly newspapers, trade/industry reports and periodicals, and the popular press (e.g. The Economist, Financial Times, Business Week, etc.).
- 3) Write a short essay about the diagnosis of the decision (why?) and the team evaluation about the decision.

Selections of cases must be communicated to the instructor (details will follow) starting **from October 15, 8pm until October 29, 8pm** (three points will be deducted if a team fails to submit a selection before the deadline).

The structure of the essay must be as follow:

- Cover sheet.
- List of the publications (3-10) included in the compilation with their sources.
- Compilation of the publications.
- Analysis (10000-12000 characters with spaces) of the exit case.

The Essay will be due in class on **November 30, 2010** (five points will be deducted if a team fails to submit the essay on time).

Points will be assigned according to the quality of the publications selected and of the analysis.

4.3 Peer evaluation (individual)

Team assignments should represent an equal contribution by all team members, although the allocation of tasks involved is the prerogative of individual teams. Teamwork can be rewarding, but requires considerable cooperation and coordination between team members. It is important to clarify your roles early in the project, make regular meeting dates, and establish time lines for finishing work. It is also essential that you maintain a record of team discussions, email exchanges and meetings (this record is to be submitted in case of complaints). If a team has a complaint against one or more group members, the group should approach the member(s) and try to resolve the matter. If the matter is still not resolved, then the team should take up the matter with the course coordinator in due course.

Each student will be evaluated by the other team members (and must evaluate the other team members) on two occasions: one for the case presentation and one for the case essay.

Evaluations must be submitted before **December 15, 2010** according to the instructions provided during class. Points will be deducted for late submissions. Sample forms can be found in the *Appendix 10.2*. All peer assessments will be treated as strictly confidential.

4.4 Class participation (individual)

This course will be more discussion oriented rather than focused on unilateral lectures. Attendance and participation are absolutely essential. Students are expected to read assigned materials before class, to politely discuss relevant topics in class, and to be periodically called upon to answer or provide inputs for discussion.

Students will be asked to read *The Economist* each week (available on newsstands every Friday and online) and to read the articles assigned by the instructor. Readings from other sources could be given during the course.

Attending students will be frequently subject to “**cold-calls**”: randomly selected students will be asked by the instructor to share their thinking about an assigned reading or case or an ongoing discussion. Students will also be called to perform feedback evaluations on the case presented. Students can also be asked to participate to online polls on specific topics or cases .

Remember that:

- Any student can be called upon to discuss the readings or the cases.
- All students shall have their nameplates in front of them, clearly visible. If the nameplate is not there, the instructor will not know who you are.
- You are strongly advised to concentrate on the lecture, presentation and discussion when you are in the classroom. You should refrain from working on any other businesses (e.g., doing homework for other courses) or using laptops for other purposes (e.g., e-mailing or

web-surfing) in the class.

4.5 Written exam (individual)

The written exam will be based on two sections:

- a) Ten multiple choice questions on the cases assigned (Case 1-10, see 5.1. Course Schedule). An example of multiple-choice question can be found in the *Appendix 10.3*.
- b) Three open questions on the readings (see X.X Course Material)

Students will have 75/90 min.

Written exam required materials:

Students	Cases	Economist readings	Required Readings	Additional Readings
<i>Attending</i>	Yes	Yes	Yes	No
<i>Non-attending</i>	Yes	No	Yes	Yes
<i>Bocconi-exchange</i>	No	No	No	Yes (Emerging only)

Bocconi

Exam Calendar:

<i>Session</i>	<i>Date</i>	<i>Time</i>
1	<i>Dec. 15, 2010*</i>	<i>11:00-12:30</i>
2	Jan. 13, 2011	11:00-12:30
3	Feb. 10, 2011	11:00-12:30
4	Sep. 07, 2011	11:00-12:30

* This session is reserved for those students who:

- are participating in *Exchange, Master CEMS, and Free-Mover* Programs in the 2nd semester of the 2010/11 academic year;
- are participating in the *Campus Abroad* Program (winter edition);
- are incoming 1st semester (*Exchange, Single Courses* for visiting students, and *Double Degree* students staying at Bocconi from the 2nd semester of the first year until the 1st semester of the second year);
- are participating in internships in Italy or abroad in the January-February 2011 period.

5. COURSE SCHEDULES

5.1 Topics, Case presentations and Readings discussions

<i>Session</i>	<i>Date</i>	<i>Lecture topics</i>	<i>Case presentations</i>	<i>Economist discussions</i>
1	M 09/13	Introduction		
2	T 09/14	IB basic concepts and case approach		
3	M 09/20	IB basic concepts and case approach		Disc. 0
4	T 09/21	Emerging markets	Case a: Sanctuary Soft	Disc. 1
5	M 09/27	Emerging markets		Disc. 2
6	T 09/28	Emerging markets	Case b: Metro Cash & Carry	Disc. 3
7	M 10/04	Emerging markets	Case c: LG Electronics	Disc. 4
8	T 10/05		Case 1. Haier: Taking a Chinese company global	
9	M 10/11	Exit strategies		Disc. 5
10	T 10/12		Case 2. Tata consultancy services: Globalization of IT services	
11	M 10/18	Exit strategies		Disc. 6
12	T 10/19		Case 3. Gazprom: The evolution of a giant	
13	Th 10/21		Case 4. Havaianas: A Brazilian brand goes global	
14	T 11/02	Exit strategies		Disc. 7
15	M 11/08	Power and responsibility		Disc. 8
16	T 11/09		Case 5. Carrefour's misadventure in Russia	
17	Th 11/11		Case 6. Ikea: The Japanese misadventure and successful re-entry	
18	M 11/15	Power and responsibility		Disc. 9
19	T 11/16		Case 7. Google in China (A)	
20	Th 11/18		Case 8. Ikea's global sourcing challenge: Indian rugs and child labor (B)	
21	M 11/22	Power and responsibility		Disc. 10
22	T 11/23		Case 9. Fiji water: Green makeover or "greenwashing"?	
23	M 11/29		Case 10. BP: The Gulf of Mexico crisis	
24	T 11/30	Conclusion		

5.2 Assignments and deadlines

<i>Session</i>	<i>Date</i>	<i>Assignments</i>
1	M 09/13	Economist readings for Disc. 0-1
3	M 09/20	Economist readings for Disc. 2-3
	F 09/24	Deadline for joining teams
5	M 09/27	Two groups drawn for case presentation (1. Haier) Economist readings for Disc. 4
7	M 10/04	Two groups drawn for case presentation (2. Tata) Economist readings for Disc. 5
9	M 10/11	Two groups drawn for case presentation (3. Gazprom) Economist readings for Disc. 6
	F 10/15	Teams selection of the cases for the essay (start)
	W 10/13	Two groups drawn for case presentation (4. Havaianas)
	M 10/25	Economist readings for Disc. 7
	F 10/29	Deadline for the team selection of the cases for the essay
	M 11/01	Two groups drawn for case presentation (5. Carrefour) Economist readings for Disc. 8
	W 11/03	Two groups drawn for case presentation (6. Ikea)
15	M 11/08	Two groups drawn for case presentation (7. Google) Economist readings for Disc. 9
	W 11/10	Two groups drawn for case presentation (8. Ikea-Child)
18	M 11/15	Two groups drawn for case presentation sess. 22/23 (9. Fiji/10. BP) Economist readings for Disc. 10
24	T 11/30	Case essay submissions
	W 12/15	Deadline for peer evaluations submissions

The course schedule could be subject to changes. Students will be notified during class.

6. COURSE READINGS (BY TOPIC)

<i>Topic</i>	<i>Required Readings</i>	<i>Additional Readings</i>
<i>Emerging</i>	<ul style="list-style-type: none"> • <u>Khanna T. et al. 2010. Multinationals in emerging markets, <i>Winning in emerging markets, Ch. 4.</i> Harvard Business Press.</u> • <u>Khanna T. et al. 2010. Emerging giants: Going global, <i>Winning in emerging markets, Ch. 6.</i> Harvard Business Press.</u> • Filippov S. 2010. Russian companies: the rise of new multinationals. <i>International Journal of Emerging Markets</i>, 5: 307-332 • Cyrino et al. 2010. International trajectories of Brazilian companies: Empirical contribution to the debate on the importance of distance. <i>International Journal of Emerging Markets</i>, 5: 358-376. • Milelli et al. 2010. Chinese and Indian firms in Europe: characteristics, impacts and policy implications. <i>International Journal of Emerging Markets</i>, 5: 377-397. • Sweet C. 2010. Indian pharmaceuticals in Brazil: emerging multinationals in emerging markets. <i>International Journal of Emerging Markets</i>, 5: 398-422. 	<ul style="list-style-type: none"> • World Investment Report 2006. FDI from Developing and Transition Economies: Implications for Development. Chapters III-IV. Unctad.
<i>Exit</i>	<ul style="list-style-type: none"> • Boddewyn, J.J. 1979. Foreign divestment: magnitude and factors, <i>Journal of International Business Studies</i>, 10: 21–6. • Boddewyn, J.J. 1983 Foreign and domestic divestment and investment decisions: like or unlike? <i>Journal of International Business Studies</i>, 11: 23–35. • Matthyssens, P. & Pauwels, P. 2000. Uncovering international market-exit processes: a comparative case study, <i>Psychology and Marketing</i>, 178: 697–719. • Jackson, P et al.. 2004. Shutting up shop: Understanding the international exit process in retailing, <i>The Service Industries Journal</i>, 253: 355–71. • Palmer, M. 2004. International retail restructuring and divestment: The experience of Tesco, <i>Journal of Marketing Management</i>, 20: 1075-1105. • Welch, C.L. & Welch, L.S. 2009. Re-internationalisation: Exploration and conceptualisation, <i>International Business review</i>, 18: 567-577. 	

<i>Topic</i>	<i>Required Readings</i>	<i>Additional Readings</i>
<p><i>Power</i></p>	<ul style="list-style-type: none"> • Henderson, J. et al., 2002. Global production networks and the analysis of economic development. <i>Review of International Political Economy</i>, 93: 436-464. • Bair, J. 2005. Global capitalism and commodity chains: Looking back, going forward. <i>Competition & Change</i>, 92: 153-180 • Coe, N.M. et al. 2008. Global production networks: Realizing the potential. <i>Journal of Economic Geography</i>, 8: 271-295. • Gereffi, G. & Christian, M. 2009. The Impacts of Wal-Mart: The Rise and Consequences of the World's Dominant Retailer. <i>Annu. Rev. Sociol.</i>, 35: 573-591. • Cassels J. 2001. Outlaws: Multinational corporations and catastrophic law. <i>Cumberland Law Review</i> 31: 311-337. • Perez-Aleman P. & Sandilands. M. 2008. Building Value at the Top and the Bottom of the Global Supply Chain: MNC-NGO Partnerships. <i>California Management Review</i> 51: 24-49 	<ul style="list-style-type: none"> • World Investment Report 2009. Transnational Corporations, Agricultural Production and Development. Chapters III-IV-V. Unctad. • World Investment Report 2010. Investing in a low-carbon economy. Chapter IV. Unctad.

7. COURSE MATERIALS

During this course we will use three different kinds of materials (cases, readings and articles for discussions) that are available through different options.

Copies of the links below will be available at <http://boconiperretti.wordpress.com/20336-10/>

a) Readings

- *Required readings*: All required readings (except those underlined) are available as pdf files through the e-journals service of the Bocconi library. For students' convenience, these readings can be downloaded as a single reading-pack at the following link:

<http://www.box.net/shared/ujc0qyd6es>

The readings not included can be purchased online (see Cases), can be found in the library stacks or at the bookstore (you can buy the whole book).

- *Additional readings*: All additional readings can be downloaded through the "WIR series" section of the Unctad web site at the following link:

<http://www.unctad.org/WIR>

b) Cases

- Some case studies (Cases 3,4,5,6,10) are available for free and can be downloaded at the following link:

<http://www.box.net/shared/qtvbqkgpxd>

- The remaining case studies (and the required readings not included in the e-journals service) can be purchased online as a single course-pack through Harvard Business Publishing at the following link:

<http://cb.hbsp.harvard.edu/cb/access/6938761>

c) Articles for discussions

- Students will be asked to read some assigned articles from *The Economist* on a regular basis. Weekly issues are available on newsstands (usually every Friday) and online (for free through the e-journals service of the Bocconi Library).
- Readings from other sources could be given during the course.

8. BOCCONI HONOR CODE

Università Bocconi conceives of education as an ongoing process that stretches across a person's entire professional life. The University hopes that the entire Bocconi community will respect the values of fairness and correctness associated with it, values which inspire and guide the conduct of all community members as they pursue common objectives and a shared mission. The Università Bocconi Honor Code is published at <http://www.unibocconi.eu/honorcode>. We encourage all students to read it.

9. DISCLAIMER

While every effort has been made to ensure that the information contained in this document is accurate, the information could be subject to changes. Changes will be notified in class and through the course blog.

10. APPENDIX

10.1 Case feedback (sample)

LAST NAME _____ FIRST NAME _____

Your name will be treated as strictly confidential and will not be revealed to the teams. Feedback from tutorial audience members counts as 1/3 of the mark for the presentation/critique.

.....

Case Title: _____

Rate the following on a scale of 1-10, where 1 = entirely missing, 6 = just adequate, and 10 = absolutely perfect.

Presenting Team: _____



	1	2	3	4	5	6	7	8	9	10
1. Strategic issues in the case were clearly identified										
2. The proposed options/strategies were reasonable, accurate, and complete										
3. The key messages were presented clearly										
4. Critical points were backed up with evidence from the case										
5. The presentation was well organized										
6. The group used its time well										
7. The presentation was convincing										
8. Concerns raised in the critique were addressed well in the reply										
9. Preparation was clearly adequate										
10. As a manager, I would hire this team to analyze a problem in my own organization/team						No		Yes		

Use the reverse side to describe how the presentation could have been improved and what you have done differently if you had been in this team.

Discussing Team: _____

	1	2	3	4	5	6	7	8	9	10
1. The presenters' weak points were highlighted by the discussants										
2. The critique focused on faults, implementation difficulties, and unrealistic assumptions										
3. The critique was presented clearly										
4. Critical points were backed up with evidence from the case										
5. The critique was well organized										
6. The group used its time well										
7. The critique was convincing										
8. The critique was fair										
9. Preparation was clearly adequate										
10. As a manager, I would hire this team to analyze a problem in my own organization/team						No		Yes		

Use the reverse side to describe how the critique could have been improved and what you have done differently if you had been in this team.

10.2 Peer-to-peer evaluation (sample)

Name: _____ ID: _____

Please rate yourself and your team members on the basis of contribution to the team task (presentation/project). This evaluation is confidential so please reply honestly.

Rate the following on a scale of 1-10, where 1 = very poor, 3 = poor, 6 = average, 8 = good and 10 = outstanding.

	Self:	Name:	Name:	Name:	Name:
Attendance at group meetings					
Research effort					
Understanding of key concepts					
Consideration for others					
Willingness to fulfill assigned tasks					
Contribution to writing of presentation/project report					
As a manager, I would hire this member in my own organization/team (Yes/No)					

10.3 Multiple-choice question (example)

Mittal Steel

- a. had more than 50% of its assets in Europe only, and the largest percentage of its revenues came from Asia.
- b. had more than 50% of its assets in Europe and America, and the largest percentage of its revenues came from Europe.
- c. had more than 50% of its assets in Asia, and the largest percentage of its revenues came from Asia.
- d. had more than 50% of its assets in Asia, and the largest percentage of its revenues came from the U.S.