



UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK
SCHOOL OF BUSINESS

**MGT. 685: GLOBAL STRATEGIC
MANAGEMENT**
MON. - 2:45-5:35 P.M. - BA-227
PROF. PAUL MIESING
SPRING, 2012

Pre-/Co-requisites:	Open only to full-time MBA students in the second semester graduating in May 2013 <i>Prerequisites:</i> ACC 518, BUS 523, FIN 515, ITM 513, ITM 522, MGT 513 <i>Corequisites:</i> FIN 525, ITM 514, MGT 514, MKT 522
Bulletin Description:	“Development of a strategic management viewpoint integrating the specific perspectives of various specialized business functions. Students use accounting, operations, finance, human resources, marketing, and management information systems to evaluate a company within its industry and the multiple environmental aspects of doing business in a global environment. Comprehensive cases and an integrative team project are utilized to provide experience in determining general enterprise objectives and policies, defining related problems, planning programs of action and appraising results.”
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Office Hours:	Mon. 2:00-2:30 and by appointment
E-Mail:	The best way to reach me is at paul.miesing@albany.edu. I generally respond as promptly as possible. (<i>Note:</i> Please type “STUDENT” in the subject line.) Otherwise, you can come by my office whenever my door is open or make an appointment.

TEXT AND MATERIALS

- Peng, *Global Strategy* (Thomson South-Western: 2nd 2009 edition) ISBN: 13 978-0-324-59099-9
 - *Supplementary Articles and Misc. Items:* Library Electronic Reserves (ERES) available at <http://library.albany.edu> (with password **GloStrat**)
- Harvard Business School cases are available at <http://cb.hbsp.harvard.edu/cb/access/11504416>
 - Once you have completed the brief registration process, you will be able to log in. Once logged in you will be able to access the material I have assigned for this course. All PDFs and eLearning content are available to you through your Harvard Business Education library for 6 months from the date of purchase. For subsequent access, you will need to login at <http://hbsp.harvard.edu> and go to My Library-Courses. For technical assistance, please contact Harvard Business Publishing Customer Service at 1-800-810-8858 or 617-783-7700 from 8am-8pm EST. Customer Service can also be reached at techhelp@hbsp.harvard.edu.

COURSE PURPOSE

A growing number of companies are increasingly expanding their horizons from local to global markets and resources. This course will cover the challenges and opportunities that these changes create. It focuses on the aspects of strategic management that are specific to the global context. A combination of text, case studies, group projects and presentations, and class discussions will enable you to gain an understanding of the strategic issues confronting firms operating internationally today. It intends to achieve the following full-time MBA **program objectives:**

- Comprehend the forces of *globalization* and their impacts on business organizations;
- Apply a *systems view* of the business enterprise that considers the organization from different stakeholder perspectives and applies an integrative approach to business issues;

- Understand and appreciate the importance of *personal values and ethics* in organization decisions and actions;
- Develop *critical thinking* skills including a variety of problem-solving methods, decision-making models, and creative business solutions; and
- Improve business-related *behavioral skills* in order to work with others for a successful career including leadership, organizational, interpersonal, team, and life-long learning skills.

Beyond these programmatic objectives, this course also intends to provide a cohesive framework for developing and analyzing business strategies and for managing firms to deliver value across multiple stakeholders in today's global milieu – the economic, social, ethical, political, legal, technological, and physical environments around the world. *Global Strategic Management* is “Global” in terms of understanding organizations as open systems and the world they operate in; it is “Strategic” by examining the entire organization from a top-management perspective and proactively engaging its environment. As such, it integrates core business activities: identifying markets, industries, and competitive advantages; finding and retaining customers; organizing and using capital and other resources; and developing constructive relationships among managers and employees. Together, these form the business model.

Positioned in the heart of the curriculum (in terms of both content and timing), this course should help you achieve the following:

- To understand the range of competitive opportunities and challenges companies and managers face in *creating value worldwide*;
- To acquire tools and frameworks and build your skills in *strategic analysis*;
- To develop your capacity to develop *business models* so that a firm can gain a sustainable competitive advantage;
- To appreciate the complexities of *national institutions* and the dynamics of *industry competition*;
- To know the *resources, capabilities, and core competences* enabling a company to sustain above-average returns;
- To deal with a company's multiple *stakeholders* including its internal constituents; and
- To *integrate* the concepts, principles, skills, and knowledge acquired in functional courses.

To achieve these multiple purposes, this course covers extensive content materials using the text as well as group research and presentations; it brings cohesion and relevance to the functional areas through the use of case studies; and it provides an integrative “cornerstone” group experience at the end of the semester.

LEARNING ASSESSMENT

Your career will require lots of hard work, research, collaboration, critical thinking, synthesis, and communication. This class will prepare you for these to the extent that you become engaged in it. Hence, ***I believe that education is a participant sport, not for spectators!*** My personal teaching philosophy is that you are responsible for your own learning, and I am responsible for creating an environment where you as students are committed to learn. My assessment of you will be based on your knowledge of the course materials as evidenced in the group presentations, case discussions, class contribution, quizzes, and the final group integrative cornerstone project. ***The rationale for selecting the text, cases, presentations, and project is to meet the stated objectives.*** Preparing, analyzing, and discussing cases will expose you to the major issues, problems, challenges, frustrations, and (hopefully) realities in formulating and implementing a global strategy. The text targets executives and is designed to bridge the gap between cutting edge research and practice. While corporate strategies are idiosyncratic, you should be able to apply the text's concepts to the cases. There will also be objective quizzes on the text chapters. Finally, you will be part of one team that will make presentations and another team that will be engaged in an integrative cornerstone experience to apply and present your learnings. There is a maximum value of 100 points per student – there will be *no late acceptances, make ups, or extra credit* (except for the “Open” presentations as explained below). Final letter grades will be based on a relative curve of all points, awarded as follows:

	<i>Max. Points</i>
Group Presentations (2 @ 10 points each)	20
Group Recommendations to Presentations	10
Individual Class Contribution	20
Individual Quizzes (3 @ 5 points each)	15
Group Integrative Cornerstone Project (“G3”)	35
Total Possible Points	100



TENTATIVE OUTLINE

“Tell me and I’ll forget. Show me and I may remember. Involve me and I’ll understand.”

- Native American proverb (erroneously attributed as an anonymous Chinese proverb)

PART I: FOUNDATIONS OF GLOBAL STRATEGY

JAN. 23 – TOPIC 1: STRATEGY AROUND THE GLOBE

- *Read:* this syllabus (you are responsible for all the information it contains!); Ch. 1
 - Send an e-mail message to the instructor stating you have read the syllabus
- *Lecture:* “Introduction to Global Strategic Management”

JAN. 30 – TOPIC 2: INDUSTRY COMPETITION

- *Read:* Ch. 2
- *Prepare Case:* Boeing 787: The Dreamliner (9-305-101) & Boeing’s e-Enabled Advantage (9-807-011)
- *Lecture:* “Industry Analysis and Competitive Dynamics”
- *Exercise:* “Developing a Group Constitution”

FEB. 6 – TOPIC 3: RESOURCES AND CAPABILITIES

- *Read:* Ch. 3
- *Group Presentation: #1* – Germany
- *Prepare Case:* Wal-Mart in Europe (9-704-027) & Wal-Mart Update, 2011 (9-711-546)
- *Lecture:* “The Resource Based View and Core Competencies”

FEB. 13 – TOPIC 4: INSTITUTIONS, CULTURES, AND ETHICS

- *Read:* Ch. 4
- *Group Presentation: #2* – The Telecommunications Industry
- *Prepare Case:* Finland and Nokia: Creating the World’s Most Competitive Economy (9-702-427) & Emerging Nokia? (9-710-429)
- *Quiz #1*

PART II: BUSINESS-LEVEL STRATEGIES

FEB. 20 – TOPIC 5: THE ENTREPRENEURIAL FIRM

- *Read:* Ch. 5
- *Group Presentations: #3* – India & *#4* – The IT Software Industry
- *Prepare Case:* Infosys Technologies (9-801-445) & Infosys: Financing an Indian Software Start-Up (9-800-103)

FEB 27 – TOPIC 6: FOREIGN MARKET ENTRIES

- *Read:* Ch. 6
- *Group Presentations:* #5 – China & #6 – The White Goods Industry
- *Prepare Case:* Haier: Taking a Chinese Company Global in 2011 (9-712-408) & Ruimin, “Raising Haier,” *Harvard Business Review* (February 2007) [ERES]

MAR. 5 – TOPIC 7: STRATEGIC ALLIANCES AND NETWORKS

- *Read:* Ch. 7
- *Group Presentations:* #7 – France & #8 – The Automobile Industry
- *Prepare Case:* The Renault-Nissan Alliance (9-303-023) & Ghosn, “Saving the Business Without Losing the Company,” *Harvard Business Review* (January 2002) [ERES]

MAR. 19 – TOPIC 8: GLOBAL COMPETITIVE DYNAMICS

- *Read:* Ch. 8
- *Group Presentation:* #9 – The Newspaper Industry
- *Prepare Case:* Metro International S.A. (9-708-429)
- *Quiz #2*

PART III: CORPORATE-LEVEL STRATEGIES**MAR. 26 – TOPIC 9: DIVERSIFICATIONS AND ACQUISITIONS**

- *Read:* Ch. 9
- *Group Presentations:* #10 – Mexico & #11 – The Construction Materials Industry
- *Prepare Case:* The Globalization of CEMEX (9-701-017)

APR. 2 – TOPIC 10: MULTINATIONAL STRATEGIES, STRUCTURES, AND LEARNING

- *Read:* Ch. 10
- *Group Presentations:* #12 – Japan & #13 – The Personal Care Products Industry
- *Prepare Case:* P&G Japan: The SK-II Globalization Project (9-303-003), Procter & Gamble: Organization 2005 (B) (9-707-402), & Brown & Anthony, “How P&G Tripled Its Innovation Success Rate,” *Harvard Business Review* (June 2011) [ERES]

APR. 16 – TOPIC 11: CORPORATE GOVERNANCE

- *Read:* Ch. 11
- *Group Presentations:* #14 – Russia & #15 – The Oil and Gas Industry
- *Prepare Case:* Journey to Sakhalin: Royal Dutch/Shell in Russia (A) (9-704-040), (B) (9-706-013), & (C) (9-707-038)

APR. 23 – TOPIC 12: CORPORATE SOCIAL RESPONSIBILITY

- *Read:* Ch. 12
- *Prepare Case:* International Rivers Network and the Bujagali Dam Project (A) (204-083) & (B) (9-204-139)
- *Quiz #3*
- *Lecture:* “Transitioning to G3 – From a Case to the Field”
- *Distribute G3 client packets (in office)*

MAY 4 (FRIDAY)-MAY 16 – INTEGRATIVE CORNERSTONE GROUP PROJECT (“G3”)

[Note: April 30 is reserved for any snow cancellation makeup during the semester.]

- Prior to G3 Friday morning:
 1. Read the schedule and handbook, know them thoroughly, and come prepared to ask questions about them on Friday morning.
 2. Read and study your client information, and think about the contract you want to agree to.
 3. Read and prepare for the Fishbanks exercise, watch the video clip, and draft your team’s strategy in advance (the strategy sheet will be in your binder).
- Note: Final presentations and lunch on May 16

GROUP PRESENTATIONS

“If you want to master something, Teach it.”

- Yogi Bhajan

Group work facilitates individual learning by giving you a chance to study something new, sharing your initial ideas with your group members, then presenting your group’s synthesis to your classmates. Your group will make *two* presentations: one about a country and one about an industry we will cover this semester (see the “Case Distribution Matrix” at the end of this syllabus and “Conducting Your Analyses” which offers some detailed considerations). You may also make *one* additional presentation for extra credit from among the last three, indicated as “Open” (please let me know as soon as possible if your group selects this option as they will be assigned on a first-come, first-served basis). In addition to simply becoming more globally aware, these assignments seek to obtain the following four primary course purposes:

1. The presentations will provide the context for the case discussions. As such, you need not present the case itself since it will be discussed immediately afterward.
2. These presentations give you an opportunity to function effectively in a diverse team environment. This skill is important because work in a global and knowledge-based economy requires greater cooperation and coordination than do national or local economies.
3. Conducting original research develops critical thinking and cultivates a process that will enable you to “learn how to learn.” This is necessary for lifetime learning – one of the MBA program objectives.
4. These assignments will let you hone your communication skills as well as your ability to think on your feet.

Typical global strategic analysis “drills down” from the country level to next selecting an industry in order to understand a company. Your presentation “mandate” is to recommend three options for the class to invest in. Every presentation should offer a general overview and background, address common themes (strategic and environmental sustainability; technology, innovation, and entrepreneurship; and public policy issues of “going global”), offer three alternative recommendations, and wrap-up by including “Takeaways and Lessons Learned.” The country analyses investment options must include the industry covered by the case and, if possible, build on prior industries covered. Similarly, the industry analyses investment options must include the company covered by the case and, if possible, build on prior companies covered. I expect you to refer to earlier presentations and discussions when they are pertinent to your own presentations. I am available (and more than happy) to help you prepare your presentations. The following are general requirements for all presentations:

- You are *not* responsible for preparing and discussing the case for the session in which you present (although you should be familiar with it)
- Not all group members need to present, but everyone must be involved in and contribute to all presentations in some way including being able to answer questions – please rotate member responsibilities

- Dress code is business casual – white-collar professionals wear attire that is appropriate for their office environment yet is comfortable, relaxed, and neat without being distracting or offensive to others
- Limit your total time to 30 minutes; also submit a hard copy to the instructor with 3-4 slides per page prior to the presentation and a digital copy a couple of days after the presentation
- Provide an introductory overview by giving a two-minute “compelling story” then support it with a unifying theme throughout the presentation that ends with your important “takeaways”
- Offer evidence and critical analysis with charts, trends, projections, outlooks, etc., and remember to cite all sources on the relevant slide
- Distinguish between what should be a PowerPoint slide and what should be a handout to the class
- Videos should not be longer than 2 minutes (and avoid Internet connections by pre-loading all Web sites and files on a thumb drive – do not allow a failed connection to ruin your presentation!)

This serves as a guide only; please refrain from using it as a checklist with items to be filled in (or “Googled”). A general PowerPoint template is available on ERES for the country and industry presentations, and while you should address all of the issues you should also use your own discretion and judgment in the specific information you gather, analyze, and convey. The intent of the templates is to provide structure and focus without restricting originality and creativity. As such, consider them as a starting point that will challenge you to think deeply and insightfully about the topic. Use your limited class time to engage and persuade an audience (and professor) that sees many similar presentations by identifying novel or contrary positions and clarifying your reasoning and rationale.

It is tempting for groups to “divide and conquer” their projects by assigning individual responsibilities to their members. The result is a series of unrelated “mini presentations” that lack clarity and cohesion. These groups avoid taking the time to brainstorm their findings to develop a presentation that is greater than the sum of the individual parts. To encourage synergy in your group, the following specific criteria will be used to assess your overall group presentations:

1. *Organization*: Logical flow, reasonable number of slides, timing, balanced coverage
2. *Analysis*: Qualitative and quantitative data, assessments, interpretations
3. *Evidence*: Strength of facts, references, citations, sources, examples and illustrations
4. *Critical thinking*: Identify relevant issues, analyze interrelationships, and conceptualize solutions; see the “big picture” and understand how the various parts fit and function together
5. *Creative, compelling, and convincing*: Not stating the obvious, emphasizing the interesting and important, grabbing audience attention from introduction through takeaways, unified theme
6. *Address common themes*: Sustainability (strategic and environmental); technology, innovation, and entrepreneurship; public policy issues of “going global”
7. *Visually appealing*: Design, readability, graphics
8. *Lessons learned*: Implications of how businesses can succeed by “going global” in this country or industry
9. *Q&A*: Ability for all group members to answer questions succinctly but with appropriate detail
10. *Additional items*: Specific to topic

I will spend approximately 5-10 minutes after each presentation to provide feedback to each presenting team on these dimensions. During that time, the other groups will meet to select *one* of the three **Group Recommendations** and to write one paragraph of their “Final Selection and Summary” in prose (not bullets) justifying their decision as well as speculating on future returns of the recommendation. (Include dissenting views only if really necessary, not because it is convenient.) These will be evaluated based on identifying relevant information, critical thinking, and creativity. The Q&A period will be an opportunity to refine this submission. Finally, you may submit a “Self-Appraisal and Peer Review Form” (see the end of this syllabus) for every group presentation or after your group has made all presentations; similarly, you may also submit a form for your Group Recommendations.

CASES

“Those who cannot remember the past are condemned to repeat it.”

- George Santayana, *Life of Reason* (1905-06)

We will have eleven (11) case “sets” (some have multiple parts/readings), one for each session covering text chapters 2-12. Cases are rich in detail yet open-ended, ambiguous, and incomplete at the same time. A common reaction to a case is “I don’t have enough information.” While this predicament will also be true for many of your “real-world” business decisions, you must still select a course of action. This requires you to make reasonable assumptions, conduct the analysis accordingly, and act based on the available information. Re-stating the case facts is not enough (and often not even necessary). The readings, discussions with classmates, prior courses, work experience, overall knowledge, and a lot of thought should provide additional information, insights, and ideas for your analysis.

A typical request at the end of a discussion is “What’s the answer?” The case method does not provide the correct answer (as if there is ever a “correct” answer); rather, various participants in the discussion will have developed and supported several viable “answers”. If I know the outcome of the case I will share it with you at the end of the discussion (and you should feel free to do the same with the class!). But while it is fascinating to learn how things actually turned out, the outcome is simply one more answer which you may feel is better or worse than yours. And while it is interesting to know subsequent events, the purpose of case analysis is not to update the case.

Remember, you will learn from rigorous discussion and controversy. Each of us assumes responsibility for preparing the case and for contributing ideas to the class discussion. The rewards for these responsibilities are a series of highly-exciting, practically-oriented educational experiences that bring out a wide range of topics and viewpoints. To achieve our course objectives and for our learning to be effective, ***it is critical you diligently prepare for and actively participate*** in meaningful case discussions and debates, exchange views, and make mutual contributions. We do not engage in these to provide a definite answer but rather to be aware of the issues and the various perspectives on them. Please do not read a case as you would a book chapter or a magazine article; rather, put yourself in the role of the decision maker. We will approach the cases as follows:

1. **Assessment: Fact-Finding** – What is the primary issue in the case? How is the company doing financially? What is its existing strategy and “business model”? That is, on what competitive dimensions does it compete to add value for its customers and stockholders in its business design, operations, and delivery?
2. **Analysis: Applications** – What qualitative and quantitative concepts, tools, and frameworks can you use from the text and outside readings?
3. **Actions: Decisions** – State the options and alternatives. What is your final recommendation and why? How would you implement this given organizational, human, financial, and other resource requirements? What issues must be addressed to help assure success? Are there additional implications of your actions?
4. **Appreciation: Learning** – What are your takeaways from this case? How would you de-brief the class? Do you have any remaining questions or issues you would like to discuss or present in class?

INDIVIDUAL CLASS CONTRIBUTION

“Eighty percent of success is showing up.”

- Woody Allen

Due to the complex nature of the materials, the real value from this course depends on your intelligent, active, and meaningful contributions – hence, *attendance is necessary but not sufficient*. You must also be committed to the “4 Ps” of class involvement for the course to be successful: preparation, presence, promptness, and participation. Your classmates deserve your thoughtful opinions, analyses, and reasoning – you can contribute these (and in turn understand those of others) only if you are present in class, adequately prepared, and involved! In order to derive maximum benefit from the case method, come to class equipped with the knowledge of the readings and with a written outline on how to tackle the case. Students who only skim the readings are not only doing themselves a disservice, they are also free-riding on the efforts of their classmates. Appropriate classroom etiquette is also part

of your participation grade: This means being respectful of others, constructive in our comments, and open to alternative views. It also means providing your undivided attention; ***please do not turn on any electronic devices of any sort while in class.*** Specific behaviors that contribute to effective class discussion are characterized by the following *content* and *process* elements:

- obviously has analyzed the case and synthesizes it with the course material
- brings up questions, initiates a new idea or suggestion, or eagerly offers information
- adds to our collective understanding by being succinct yet is relevant to and builds on other comments
- elaborates, extends, enhances, and/or expands a classmate's or instructor's idea or clarifies points that others may not understand
- offers or seeks facts, data, and information, or draws upon personal experiences, values, beliefs, or opinions, even if contrary or controversial
- demonstrates leadership in encouraging others to contribute, sets high standards of performance, or is a class role model

In case discussions, instructors will challenge you and your fellow participants to defend your arguments and analyses. Because case studies cut across a range of organizations and situations, they will hone both your problem-solving and reasoning ability. In class discussions, participants bring to bear their expertise, experience, observations, analyses, and rules of thumb. How each class member identifies the central problems in a case, analyzes them, and proposes solutions is as important as the content of the case itself. Your classmates and you will differ significantly on what's important and how to deal with common problems, interdependencies, organizational needs, and the impact that decisions in one part of an organization have on other parts.

My job is to facilitate the discussion and engage you by posing questions, prodding, drawing out your reasoning, playing the devil's advocate, and highlighting issues. A healthy debate and discussion should ensue and you will benefit most if you participate actively. Sometimes I will present conceptual frameworks and invite you to use them to organize your thoughts to create new insights. Other times I might generalize, summarize, or tell about relevant situations in other companies. All the while, I will try to keep the discussion on track and moving forward. To do this, I will organize and document the on-going discussion on the blackboard. While I may suggest the pros and cons of a particular action, I will avoid giving my own views. My job is not to help the class reach a consensus; in fact, often the thought process will be far more important than the conclusions. Near the end, I will call on a student to summarize the discussion and draw out the useful lessons and observations which are inherent in the case situation and which emerged from the class discussion.

I will also try to record individual class contribution for each session. Everyone starts at "ground zero" and has an equal opportunity to work up to the maximum points available. Remember, it is the *quality* of your participation, not the *quantity* (or "air time"), that will lead to a good evaluation of class discussion. The following guideline will determine your final contribution for class participation:

- **A** students "make things happen" by always seizing the initiative (18-20 points)
- **B** students "know what happened" and frequently provide insight (14-17 points)
- **C** students "watch things happen" and occasionally participate (9-13 points)
- **D** students, while appearing observant, typically ask: "what happened?" (3-8 points)
- **F** students don't care if anything happened (0-2 points)

Be forewarned: Class contributions will be ranked, with the average grade a **17** and very few **20s** ... and **Fs** are options! (Let me know if you feel uncomfortable participating fully in class and we will devise an appropriate alternative.)

INDIVIDUAL QUIZZES

“As long as learning is connected with earning, as long as certain jobs can only be reached through exams, so long must we take this examination system seriously.”

- E.M. (Edward Morgan) Forster (1879–1970), British novelist, essayist; *New York Times* (November 24, 1963) review of Walter Pater, *Appreciations, With an Essay on Style*

There will be three (3) short individual quizzes, one covering each of the major parts of the text and course: Foundations of Global Strategy, Business-Level Strategies, and Corporate-Level Strategies. Each quiz will cover only the material in the respective part, consist of objective questions, and must be taken on the assigned date and class time: *no make-up will be offered* unless a clear and urgent situation presents itself, and you must obtain prior approval from the instructor. Every exam will be curved. *You will need your 9-digit myUAlbany ID!*

INTEGRATIVE CORNERSTONE GROUP PROJECT (“G3”)

This is a story about four people named Everybody, Somebody, Anybody, and Nobody.

There was an important job to be done and everyone was asked to do it.

Everybody was sure Somebody would do it.

Anybody could have done it, but Nobody did it.

Somebody got angry about that because it was Everybody’s job.

Everybody thought Anybody could do it but Nobody realized that Everybody wouldn’t do it.

It ended up Everybody blamed Somebody when Nobody did what Anybody could have done.

- Origin unknown (Somebody forwarded this to Everybody. Anybody claiming copyright, please let us know and Nobody will publish this without permission.)

The final “Going Green Globally” project is an important aspect of this class and the program. The project will give you the opportunity to achieve the course objectives through a very intensive hands-on experience during the final weeks of the semester. During that time, you must be available entire days and evenings (including the weekends). This project culminates in a formal oral presentation. Your group will probably not be the same as during the semester. (*Note: This syllabus contains a “Self-Appraisal and Peer Review Form” that can be used for your group.*)

MISCELLANEOUS NOTES ON PROFESSIONAL CONDUCT

“This is your captain speaking. This class airplane will depart on time. The class doors are shut, please turn off all electronic devices. This is a no smoking flight. Please do not attempt to deplane while we are in flight (unless you must go to the rest room). We will do our best to arrive at our destination safely, together, and on time. Have a safe and enjoyable flight!”

I apologize in advance to the majority of MBAs who are mature, thoughtful, and diligent. As a precaution to the others, I am compelled to make this statement.

- 1) You are expected to exhibit the highest level of professional discipline, responsibilities, and courtesy in and out of class. The following University policies apply:
 - attendance by all graduate students must be regular;
 - the University reserves the right to exclude from a graduate program, course, or final examination students whose attendance is unsatisfactory to their instructors;
 - permission to make up missed work is not automatic; and
 - regulations concerning attendance in a particular course are at the discretion of the instructor.

Examples of disruptive classroom behavior that may be considered as a disciplinary offense as defined by *Community Rights and Responsibilities* (CRR), UAlbany’s Code of Student Conduct (available at <http://www.albany.edu/judicial/standardsofconduct.html>) include refusal to comply with reasonable faculty directions, repeatedly leaving and entering the classroom without authorization, making loud or distracting noises, posting inappropriate messages electronically, persisting in speaking without being recognized, repeatedly

interrupting others, audio or video recording of classroom activities or the use of electronic devices (cell phones and beepers) without the permission of the instructor, or resorting to physical/verbal threats or personal insults or insulting gestures.

To avoid any misunderstandings, here are Miesing's rules:

- attendance for the entire session at every class is mandatory (I round down partial attendance);
- should an emergency situation arise, students must notify me as soon as possible;
- attendance problems do not exempt you from turning in work on the due date; and
- absences, early departures, or persistent tardiness will require handing in a make-up assignment.

[Note: Should the campus close (snow emergency is at <http://www.albany.edu/emergency/weather.php> or 442-SNOW), please prepare *both* the assignment due for the canceled session and the assignment for the following session.]

- 2) Late arrivals (and early departures) are disrespectful to fellow classmates and disrupt the class. So is "side-talking" during class (you have no idea how your voice carries in the classroom). Please refrain from writing and passing notes or participating in other distractive behaviors. And do not pack up preparing to leave towards the end of the class until it is clear the session is over and we are through.
- 3) According to University policy, *you may not eat, drink, or smoke in classrooms*. Smoking is not permitted in this building, and you may not bring food or drinks into this room.
- 4) Please disable all electronic and mobile devices (e.g., laptops, cellular telephones, audible pagers, iPods) while in attendance; do not open your laptop and do not wear headphones or pods.
- 5) Established grammar, punctuation, clarity, and organization are expected. Substandard work, including excessive spelling errors, will be rejected.
- 6) Ethical behavior is an important part of the course not only as it relates to professional conduct but also for your personal development. Consequently, I expect you to conduct yourselves in an honest, dignified, and professional manner. *Academic dishonesty of any sort will not be tolerated*, including plagiarism, sabotage, falsification of material or information, bribery, as well as theft, damage, or misuse of University resources. Plagiarism, either intentional or "unintentional," will result in a grade of zero for the assignment. Cheating will result in being dropped from the course with a letter grade of "F." Violations can also result in University sanctions, including being expelled.
- 7) Additional considerations:
 - an atmosphere of mutual respect is in order for the rights of others and the diversity of other cultures, nationalities, and beliefs;
 - work submitted for other classes or other purposes may not be re-submitted (in part or whole) for credit in this class; and
 - you will be held responsible for complete and active participation in *all* group meetings, assignments, and projects – academic and professional integrity means contributing your fair share.
- 8) Your enrollment in this class acknowledges your accepting *personal responsibility* for fulfilling its requirements and attaining its objectives. You are responsible for knowing what others expect of you as well as what you must contribute to further our shared learnings.
- 9) An incomplete ("I") grade is defined as "A temporary grade requested by the student and assigned by the instructor only when the student has nearly completed the course requirements but because of circumstances beyond the student's control the work is not completed. The date for the completion of work is specified by the instructor, but may not be longer than one month before the end of the semester following that in which the incomplete is received." (Note: "Nearly completed" means that the circumstances beyond your control happen near the end of the course.)

☺☺☺ Have a pleasant semester! ☺☺☺

CONDUCTING YOUR ANALYSES

The following outlines are considerations for conducting targeted country and industry analyses. They are merely suggestions; use discretion in using them in your analysis and presentation. Try to limit one slide per any bulleted item.

COUNTRY ANALYSIS

- Macroeconomic indicators (e.g., GNP, inflation, foreign debt, trade, FDI, etc.) and historical trends, time lines, and projections of key events and unique characteristics
- Key industry clusters and sectors, primary types of business structures and ownership / governance approaches, national institutions, market requirements, etc.
- Political, regulatory, and legal environments (e.g., privatization, taxation, entry requirements, preferential trade agreements, etc.); government spending (e.g., % GDP), taxes, fiscal / monetary policy; capital controls (e.g., repatriation, currency flows, etc.); relationships with non-governmental organizations (e.g., IMF, Transparency International, UN, World Bank, etc.); public interest groups
- Natural resources and basic materials (e.g., energy, food, minerals, etc.), physical and technical infrastructure (e.g., the ability to support its technology needs via Internet hosts and ISPs, access to computing technology, computer literacy, reliable power, etc.)
- Demographics and population characteristics (e.g., the age distribution and what effect trends will have on such future needs as retirements and education, education level and skills available, cost of living vs. wage structure, etc.)
- Social conditions (e.g., population density, wealth distribution, radicalism); social stability (e.g., conflicts, riots, demonstrations, crises, assassinations, guerrilla warfare, internal security forces, ethnic tension); social cultures (e.g., business etiquette), value expectations, ethical norms, moral issues, etc.

INDUSTRY ANALYSIS

- Historical trends, time lines, and projections of key events (e.g., market demand and growth patterns) and unique characteristics (e.g., asset intensity, leading indicators, intangibles and intellectual property, etc.)
- Major sectors, competitors, and industry players; nature of rivalry and bases for competing; value propositions; key success factors and typical corporate core competencies, competitive advantages, and best practices; conventional metrics used (e.g., cost structure vs. revenues and volumes breakdown, ratio analysis, “red flags,” etc.) that are unique to the industry
- International trade patterns and projections (e.g., methods of exporting / importing, contract manufacturing / sourcing, franchising, licensing, etc.); global value chain (internal), supply chain (external), and distribution channels; alliances and M&As; etc.
- Environmental / growth opportunities and threats (e.g., market penetration, market development, product development, diversification, integration, etc.); technical influences, challenges, and changes including innovations, patents, R&D, etc.
- Functional aspects and their integration (e.g., sales, marketing, and customer service; operations and product management; finances and financial management; human resources; information technology and Internet; organization structure and governance; etc.)
- Most important stakeholders (e.g., financiers, customers, suppliers, employees, government, the press, etc.)

Note: The Web site <http://globoledge.msu.edu/> has excellent links for country and industry analyses.

SELF-APPRAISAL/PEER REVIEW FORM FOR GROUP WORK

Your name: _____

Presentation/Project: _____

In my opinion, I made the following contributions to my group's presentation/project:

In my evaluation, the following three (3) group members (excluding myself), in no particular order, have most significantly contributed to our presentation/project.

NOTES:

1. You should make this evaluation by yourself, **not** jointly with your teammates.
2. The information you submit is confidential.
3. The limit of three students does **not** imply that only three students can attain excellence in class participation.
4. Submitting this form is voluntary; your grade will not be affected if you choose not to participate.
5. This form will serve as additional, non-binding feedback to help make independent judgments.

1. _____

2. _____

3. _____

Additional comments?
