

San José State University

Lucas College and Graduate School of Business
School of Global Innovation and Leadership

BUS 162A – INTERNATIONAL BUSINESS STRATEGY

(Fall 2019, Course Number 44728, Section 01)

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Preferred method of contact	By email.
Office Hours:	MW: 3:30 – 4:30 Students can also make an appointment if normal office hours do not work.
Class Schedule/Time:	MW: 12:00-1:15
Classroom:	BBC 323
Prerequisites	COMM 100W or ENGL 100WB or LLD 100WB, BUS 187, or instructor consent.

COURSE DESCRIPTION

This course focuses on the strategic challenges confronting firms which compete in the global economy and it deals with the strategic management of firms that operate in a global environment. This course provides students with an overarching experience in international business by integrating your knowledge and previous international business learning. The challenge is to make sense of the shifting dynamics and multifaceted phenomena that confronts global business.

COURSE AND STUDENT LEARNING OBJECTIVES

There are three primary objectives of this course. The number one objective is for students to gain an enhanced understanding of a fundamental question in international business and strategic management: ***What determines the international success and failure of companies?*** In the global economy of the 21st century, strategies are no longer the exclusive realm of top managers. Mid-level managers and functional specialists are increasingly challenged to think strategically and globally. Therefore, this course will cultivate your ability to make well-grounded strategic decisions.

The second objective is for students to gain an understanding of the “other side” of international business, namely, the ***strategies of local firms*** in host countries. Many business ventures fail in overseas markets because these foreign entrants fail to understand the local firms’ perspectives. Similarly, many international business courses focus exclusively on the foreign entrants’ standpoint on how to enter and compete. We will take a more balanced approach by studying how local firms compete and the response that new international entrants to overseas markets must take if they are to be successful.

Finally, the course aims to give students an opportunity to work on ***a meaningful, real-world international business project***. The objective of the project is to engender a global mindset and a better understanding of the challenges and opportunities that organizations and managers face in the international context.

Course Learning Outcomes (CLO)

- CLO1 Understand fundamental questions in international business and strategic management;
- CLO2 Make well-grounded strategic decisions in the global environmental context;
- CLO3 Apply knowledge of international business and strategic management to a real-world international business project;
- CLO4 Develop a written product that showcases research, analytical, and writing skills relevant to company's international strategies and international performance.

BSBA GOALS

There are many aspects of the course that will emphasize the attainment of BS/BA goals. These are:

- **Goal 1: Business Knowledge** Understand basic business principles and demonstrate discipline-specific competencies as applied to local and global environments.
- **Goal 2: Communication** Communicate ideas clearly, logically, and persuasively in oral and written format, using technology appropriately.
- **Goal 3: Ethical Awareness** Recognize, analyze, and articulate solutions to ethical issues that arise in business.
- **Goal 4: Leadership, Teams, and Diversity** Comprehend the challenges and opportunities of leading and working in diverse teams and environments.
- **Goal 5: Critical Thinking** Comprehend, analyze, and critically evaluate complex and unstructured qualitative and quantitative business problems, using appropriate tools and technology.
- **Goal 6: Innovation** Recognize, analyze, and articulate strategies for promoting creativity and innovation

REQUIRED READING

1. **Textbook** – Peng, M. 2017. Global Strategy, 4th edition, Cengage Learning,
ISBN ISBN-13: 978-1337496407. Students can save money by purchasing a bundled package consisting of a loose-leaf version of the textbook and access to all the resources and required exercises in MindTap. This package is sold in the Spartan Bookstore.
2. **Business Periodicals** – It is important in meeting course requirements, that in addition to studying the textbook, that students regularly read such periodicals as the *Wall Street Journal*, *New York Times*, *Financial Times*, *Forbes*, *Business Week*, *Blumberg*, or *The Economist*. Reading well-written articles is an extremely valuable way to improve critical thinking skills, be informed on the fast-moving international business scene, and advance your career opportunities.

COURSE FORMAT AND USE OF CANVAS

This course uses a hybrid model with materials presented on Canvas and MindTap, as well as classroom lectures and in-class team activities. Students must have access to the Cengage Learning platform, MindTap. The modules inside MindTap integrate with the SJSU Canvas system (Interactive Quizzes and Media Quizzes). Students must have access to an internet-connected computer for this course. Grades and additional course guidelines will be posted on Canvas in the Files section. Students need to set up a Canvas account at the start of the course. Also, students are responsible for regularly checking Canvas for updates and should also regularly check the email address registered at MySJSU to learn of any course updates.

INSTRUCTIONAL METHOD

The instructor will lecture on the most important points in each chapter and challenge students to ask questions and to provide comments, in particular injecting observations on current events in international business. A major feature of each class is time set aside for teams to engage in discussion of assigned critical thinking questions or exercises in MindTap done in teams in class. The instructor will circulate during the class and interact with each team as they explore the assigned question or exercise for discussion and providing comments to the class.

COURSE LEARNING PATH AND STUDENT RESPONSIBILITY

We cover a lot of topical areas in BUS 162A but the course schedule is structured to maximize student mastery of the material. The key is for students to keep pace with the below flow of learning activities.

1. Before each class, read the assigned chapter and complete the MindTap assignments by the due date and time. All assignments are due at 11:59 pm on the due date.
2. Given your preparation from reading the assigned chapter, you are now prepared to gain the most from Professor Musgrave's lecture, to be engaged in the class asking questions and providing comments.
3. Following Professor Mugrave's lecture, frequently a question will be assigned that will engage each team in active critical thinking. In most cases, teams will submit their handwritten responses at the end of the class. If there is not sufficient time, then the question will be done for homework by the team and turned at the start of the next class.
4. Finally, be proactive and ask for support as soon as needed. Drop in during the instructor's office hours or email him to make an appointment.

In summary, the key to success is to keep pace on the above 4-step learning path. The MindTap learning platform is a rich resource for students to ensure they are leaning the material. The quality of class interaction and learning experience is directly related to how much students participate and shape the in-class discussion. Identifying current news relevant to class topics will make the class more interesting and relevant, and bring discussion closer to your own topic of interests, rather than examples solely supplied by the instructor. Bringing up examples of relevant work experience too. In short, be prepared to contribute and get the most out of the class.

COURSE REQUIREMENTS

Course requirements will engage and evaluate students on: (1) mastery of the key international business concepts in the textbook, (2) ability to apply the course concepts in a critical thinking manner, (3) active participation and contribution to the learning environment of the class, (4) willingness and ability to accomplish results within a team, and (5) ability to conceive of a business venture and expand it globally taking into consideration the application of the major concepts learned throughout the course and the challenges and issues to be faced.

1. **Mid-Term Exams (30%)** – There will be two mid-term exams covering assignments in the textbook. Mid-term exams will be in a multiple choice format, but may also contain some discussion questions. Students will need to bring a Scantron (Form 882-E) to class the day of the exam. There are no makeup provisions for missed exams. All exams are closed book, but two pages of handwritten notes are permitted with writing on front and back pages. After the second mid-term the instructor will weigh the highest mid-term 70% and the lowest 30% to provide an incentive to improve on the second mid-term.
2. **Final Exam (20%)** – The Final Exam will be comprehensive but will focus on the material covered since mid-term 2. It will also cover some of the most important concepts in the course. A team exam will follow the individual final exam. Questions will be in a multiple choice format with some discussion questions for the individual exam only. Students will need to bring a Scantron (Form 882) to class the day of the final exam. The Final Exam is mandatory to pass the course.
3. **Quizzes (5%) in MindTap** – In every chapter is a quiz that tests students on their understanding of key terminology and concepts in the chapter. These are open book and untimed quizzes consisting of multiple choice and true-false questions.
4. **In the News Assignments in MindTap (5%)** – Students will read an article or watch a video in MindTap and answer both multiple choice and open ended questions. This exercise will better student's case analysis and critical thinking skills. These assignments will be done in class in teams.
5. **In-Class Discussion Questions (5%)** – Following a lecture, a critical thinking question may be assigned that relates to the chapter that students will address in their teams. The teams will analyze the assigned discussion question, develop handwritten notes from their discussions, and turn them in at the end of the class. Students not present and taking part in the team exercise will receive a grade of zero. Some exam questions will be selected that relate to these team discussion questions.

6. **Integrative Cases in MindTap (10%)** – There will be four cases assigned to teams for homework. They will read the case and answer the open ended questions as a team online. At the next class, two teams will be selected to present and debate their answers to the questions for the assigned Integrative Case.
7. **International Strategic Management Project (25%)** - Teams will create an imaginary company that is expanding internationally. It could be a company that is already an international company expanding into a new country and market, a company that only has only domestic operations and has decided to become a multinational enterprise, or an entrepreneurial venture that seeks to penetrate an overseas market. The team will pretend that it is the top management team of its company that has decided enter into a new location internationally. Following the concepts in the course, the team will develop a strategic plan to enter the new foreign country and market and, most importantly, identify the competitive forces it will face and the competitive strategy it plans to pursue to respond to these forces. The team's report will also address other key factors such as entry strategy, staffing and leadership and motivational approaches, the organizational structure it will follow, and how it will oversee and apply corporate governance to its new overseas operation. Guidance for the project will be discussed in class and written instructions posted on Canvas. Also, there are tools in MindTap that students can use to facilitate coordination as a team and to conduct research for the project. In addition to developing a comprehensive report, the team will also make a presentation to the class. A combined grade for the team report and presentation will be determined based on weighting the report 90% and the presentation 10%.
8. **Confidential Team Member Peer Evaluation** – The ability to work as a valued team member is a major factor in business success. Employers increasingly select candidates based the ability to work with others, particularly in cross-cultural environments. Accordingly, at the last class meeting, students will turn in a peer evaluation. The Peer Evaluation percentage may be applied to the team's grade for the International Strategic Management Project, Integrated Case analyses, and In-Class Discussion Questions in determining a student's final course grade.

FORMATION OF TEAMS

We will use CATME (Comprehensive Assessment of Team Member Effectiveness) to assist us in formation of teams. CATME is a web-based program designed to promote more effective teamwork. More information on use of CATME will be provided at our first class meeting. CATME can be assessed at www.catme.org. Three objectives of the teams is to reflect diversity, a mixture of talent, and members who can work together in a synergistic manner.

COURSE ADMINISTRATIVE MATTERS

Seating in Class

After teams have been formed, students are to seat with their assigned teams. At this point, Professor Musgrave will provide a seating chart that helps him get to know each student. Students are to sit in their assigned seats.

Recording of Attendance

At the start of each class, Professor Musgrave will pass around a sign-in sheet. Absences and late arrivals will be recorded in Canvas. While attendance is not a specific factor in a student's final course grade, it is considered when determining a class participation grade because if you are not present, you cannot participate. Also, when students arrive late, it disrupts the class. In summary, attendance is strongly encouraged for each student to get the most from the learning experience being offered. Attendance is also an important indicator of a student's dedication to benefiting from class lectures and discussions and being a contributing member of the class.

Course Communications

It is mandatory for students to stay up to date in the course. Announcements will be put on Canvas and also emails will be sent to the entire class. When emailing the instructor with questions ensure that you use your official SJSU email address and not your personal one. Most important, when the instructor emails the class, he

will use the official SJSU emails for students so it is important for students to be checking their official SJSU email address. Finally, when emailing Professor Musgrave, put the course number and section in the subject line.

Late Policy NO LATE PAPERS WILL BE ACCEPTED. Failure to turn-in a paper on time will result in a grade of zero for the assignment. Assistance on writing may be obtained at the SJSU Writing Center accessible on line at <http://www.sjsu.edu/writingcenter/>.

FINAL COURSE GRADE CRITERIA

Final course grades are determined based on the weights shown in the below table.

	Course Requirements	Weight
1	Mid-Term Exams (15% each)	30%
2	Final Exam	20%
3	Quizzes in	5%
4	In the News Exercises in MindTap	5%
5	Team Discussion Questions	5%
6	Integrative Cases (3 each) (Teams)	10%
6	Team Global Strategic Management Project	25%

EXTRA CREDIT

Students can earn up to 5 percent added to their final grade through several ways that include:

- Attending certain events identified by the instructor that are related to the course and writing a short report on the event.
- Being an engaged student and peaking up in class so as to add to the class discussion.
- Writing a short essay on an issue related to the class and sharing their findings with the class.
- Meeting with the instructor and making suggestions for improving the class.
- Not missing classes, being on time so as to not disturb others, and paying attention to class etiquette.
Attendance will be taken via a sign-in sheet as one of the indicators of class participation, i.e. "you cannot participate in the class if you are not present."
- Finally, at the end of the course, students are given the option to submit a voluntary self-report on how they are doing in being an engaged student and class contributor.

GRADE DISTRIBUTION

Numerical percentages are converted to letter grades based on the table below.

A+: 98%-100%	A: 94%-97%	A-: 93%-90%	B+: 89%-87%
B: 86%-84%	B-: 83%-80%	C+: 79%-77%	C: 76%-74%
C-: 73%-70%	D+: 69%-67%	D: 66%-64%	D-: 63%-60%
F: Below 60%			

INSTRUCTOR'S BACKGROUND

Professor Musgrave has lectured and operated in numerous countries in Asia, Africa, Latin America, Europe, and Eastern Europe. Formerly, he was the president & CEO of The Enterprise Network (TEN) of Silicon Valley where he mentored startups and managed a technology commercialization program with NASA. He has been an executive in the electronics industry, co-founder of a Silicon Valley startup, and is a former U.S. Navy Captain. Professor Musgrave will share much of his experience to illustrate the concepts and theories of the course. He has DBA and MBA degrees from The George Washington University in Washington, D.C.

CLASSROOM ETIQUETTE

It is incumbent on each student to respect the rights of others. Classroom etiquette is considered in a student's class participation grade. Please adhere to the following guidelines:

In the Classroom

1. Be on time. If you are late, come in quietly so that you do not disturb others.
2. Do not hold side conversations when other students or the instructor are addressing the class.
3. In general, it is expected that all members of this class will act respectful at all times.

- When in doubt, simply treat others as you would wish to be treated.

Cell Phones and Texting

Turn cell phones off or put them on vibrate mode while in class. Do not answer your phone in class or text in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be referred to the Judicial Affairs Officer of the University.

Computer Use

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture and following the Power Point lectures. Students who abuse the privilege of using a computer will be asked to leave the class and may be referred to the Judicial Affairs Officer of the University for disrupting the course.

Eating

Eating and drinking (except water) are prohibited in the Boccardo Business Center. Students with food will be asked to leave the building. Students who disrupt the course by eating and do not leave the building will be referred to the Judicial Affairs Officer of the University.

EMAIL AND COMMUNICATIONS

Professor Musgrave will respond to all appropriately worded email requests within 36 hours on weekdays, and within 48 hours on weekends. Emails must be written in the appropriate business formal style and contain the words "Bus160" in the subject heading. He can be reached at William.musgrave@sjsu.edu.

UNIVERSITY POLICIES

Per University Policy S16-9, university-wide policy information relevant to all courses, such as academic integrity, accommodations, etc. will be available on Office of Graduate and Undergraduate Programs' [Syllabus Information web page](#) at <http://www.sjsu.edu/gup/syllabusinfo/>"

General Expectations, Rights and Responsibilities of the Student

As members of the academic community, students accept both the rights and responsibilities incumbent upon all members of the institution. Students are encouraged to familiarize themselves with SJSU's policies and practices pertaining to the procedures to follow if and when questions or concerns about a class arise. See [University Policy S90-5](#) at <http://www.sjsu.edu/senate/docs/S90-5.pdf>. More detailed information on a variety of related topics is available in the [SJSU catalog](#), at <http://info.sjsu.edu/web-dbgen/narr/catalog/rec-12234.12506.html>. In general, it is recommended that students begin by seeking clarification or discussing concerns with their instructor. If such conversation is not possible, or if it does not serve to address the issue, it is recommended that the student contact the Department Chair as a next step.

Dropping and Adding

Students are responsible for understanding the policies and procedures about add/drop, grade forgiveness, etc. Refer to the current semester's [Catalog Policies](#) section at <http://info.sjsu.edu/static/catalog/policies.html>. Add/drop deadlines can be found on the current academic year calendars document on the [Academic Calendars webpage](#) at http://www.sjsu.edu/provost/services/academic_calendars/. The [Late Drop Policy](#) is available at <http://www.sjsu.edu/aars/policies/latedrops/policy/>. Students should be aware of the current deadlines and penalties for dropping classes. Information about the latest changes and news is available at the [Advising Hub](#) at <http://www.sjsu.edu/advising/>.

Consent for Recording of Class and Public Sharing of Instructor Material

You must obtain the instructor's permission to make audio or video recordings in this class. Such permission allows the recordings to be used for your private, study purposes only. The recordings are the intellectual property of the instructor; you have not been given any rights to reproduce or distribute the material. In classes where active participation of students or guests may be on the recording, permission of those students or guests should be obtained as well. Course material developed by the instructor is the intellectual property of the instructor and cannot be shared publicly without his/her approval. You may not publicly share or upload instructor generated material for this course such as exam questions, lecture notes, or homework solutions without instructor consent.

Academic Integrity

Your commitment, as a student, to learning is evidenced by your enrollment at San Jose State University. The [University Academic Integrity Policy S07-2](http://www.sjsu.edu/senate/docs/S07-2.pdf) at <http://www.sjsu.edu/senate/docs/S07-2.pdf> requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the office of Student Conduct and Ethical Development. The [Student Conduct and Ethical Development website](http://www.sjsu.edu/studentconduct/) is available at <http://www.sjsu.edu/studentconduct/>.

1.0 DEFINITIONS OF ACADEMIC DISHONESTY

1.1 CHEATING

At SJSU, cheating is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means. Cheating at SJSU includes but is not limited to:

- 1.1.1. Copying, in part or in whole, from another's test or other evaluation instrument including homework assignments, worksheets, lab reports, essays, summaries, quizzes, etc.;
- 1.1.2. Submitting work previously graded in another course unless this has been approved by the course instructor or by departmental policy;
- 1.1.3. Submitting work simultaneously presented in two courses, unless this has been approved by both course instructors or by the department policies of both departments;
- 1.1.4. Using or consulting, prior to, or during an examination, sources or materials not authorized by the instructor;
- 1.1.5. Altering or interfering with the grading process;
- 1.1.6. Sitting for an examination by a surrogate, or as a surrogate;
- 1.1.7. Any other act committed by a student in the course of their academic work which defrauds or misrepresents, including aiding or abetting in any of the actions defined above.

1.2 PLAGIARISM

At SJSU plagiarism is the act of representing the work of another as one's own without giving appropriate credit, regardless of how that work was obtained, and/or submitting it to fulfill academic requirements. Plagiarism at SJSU includes but is not limited to:

- 1.2.1 The act of incorporating the ideas, words, sentences, paragraphs, or parts of, and/or the specific substance of another's work, without giving appropriate credit, and/or representing the product as one's own work;
- 1.2.2 Representing another's artistic/scholarly works such as musical compositions, computer programs, photographs, paintings, drawing, sculptures, or similar works as one's own.

Campus Policy in Compliance with the American Disabilities Act

If you need course adaptations or accommodations because of a disability, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. [Presidential Directive 97-03](http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf) at http://www.sjsu.edu/president/docs/directives/PD_1997-03.pdf requires that students with disabilities requesting accommodations must register with the [Accessible Education Center](http://www.sjsu.edu/aec) (AEC) at <http://www.sjsu.edu/aec> to establish a record of their disability.

STUDENT COURSE RESOURCES

Students are expected to take full advantage of the following resources to enhance student learning objectives:

1. **Canvas** - Copies of course materials, team project assignments, writing and research requirements, and other course materials can be found at <https://sjsu.instructure.com>.
2. **Publisher's Student Site** - A publisher's companion website for students is available at <http://login.cengage.com>. This Student Website helps students accelerate their learning of course concepts through various practice tools to reinforce learning.
3. **Study Groups** – One of the best ways to accelerate learning is through the synergy of a study group. Students are encouraged to use their assigned group for purposes of studying together to reinforce the materials in the textbook.

4. **Martin Luther King Library** – The MLK Library is an excellent source for research. Librarians are there to help students.
5. **Meeting with Instructor** – Professor Musgrave is available by email and during office hours to answer any questions and to help on an individual or group basis. Students can drop by his office during regular office hours or arrange for a special meeting via email.
6. **Student Technology Resources** - Computer labs for student use are available in the [Academic Success Center](http://www.sjsu.edu/at/asc/) at <http://www.sjsu.edu/at/asc/> located on the 1st floor of Clark Hall and in the Associated Students Lab on the 2nd floor of the Student Union. Additional computer labs may be available in your department/college. Computers are also available in the Martin Luther King Library. A wide variety of audio-visual equipment is available for student checkout from Media Services located in IRC 112. These items include DV and HD digital camcorders; digital still cameras; video, slide and overhead projectors; DVD, CD, and audiotape players; sound systems, wireless microphones, projection screens and monitors.
7. **SJSU Peer Connections** - Peer Connections, a campus-wide resource for mentoring and tutoring, strives to inspire students to develop their potential as independent learners while they navigate through their university experience. Students are encouraged to take advantage of their services which include course-content tutoring, enhanced study and time management skills, effective critical thinking strategies, decision making and problem-solving abilities, and campus resource referrals. In addition to offering small group, individual, and drop-in tutoring for a number of undergraduate courses, consultation with mentors is available on a drop-in or by appointment basis. Workshops are offered on a variety of topics including preparing for the Writing Skills Test (WST), improving learning and memory, alleviating procrastination, surviving your first semester at SJSU, and other related topics. A computer lab and study space are also available for student use in Room 600 of Student Services Center. Peer Connections is located in three locations: SSC, Room 600 (10th Street Garage on the corner of 10th and San Fernando Street), at the 1st floor entrance of Clark Hall, and in the Living Learning Center (LLC) in Campus Village Housing Building B. Visit [Peer Connections website](http://peerconnections.sjsu.edu) at <http://peerconnections.sjsu.edu> for more information.
8. **SJSU Writing Center** - The SJSU Writing Center is located in Clark Hall, Suite 126. All Writing Specialists have gone through a rigorous hiring process, and they are well trained to assist all students at all levels within all disciplines to become better writers. In addition to one-on-one tutoring services, the Writing Center also offers workshops every semester on a variety of writing topics. To make an appointment or to refer to the numerous online resources offered through the Writing Center, visit the [Writing Center website](http://www.sjsu.edu/writingcenter) at <http://www.sjsu.edu/writingcenter>. For additional resources and updated information, follow the Writing Center on Twitter and become a fan of the SJSU Writing Center on Facebook. (Note: You need to have a QR Reader to scan this code.)



9. **SJSU Counseling Services** - The SJSU Counseling Services is located on the corner of 7th Street and San Fernando Street, in Room 201, Administration Building. Professional psychologists, social workers, and counselors are available to provide consultations on issues of student mental health, campus climate or psychological and academic issues on an individual, couple, or group basis. To schedule an appointment or learn more information, visit [Counseling Services website](http://www.sjsu.edu/counseling) at <http://www.sjsu.edu/counseling>.

COURSE SCHEDULE FOR BUS 162A (01), FALL 2019, # 44728, MW (12:00-1:15), BBC 323

(Note that the schedule is subject to change with fair notice.)

	Date	Topics and Exams	MindTap Quizzes	MindTap In the News	Other Assignments
1	8/21	Course introduction, syllabus review, formation of teams, and team processes.			
2	8/26	Ch. 1 – Strategizing Globally	8/26		In-class Exercise
3	8/28	Ch. 1 (continued)		8/28	In-class Exercise
	9/2	No class due to Labor Day			
4	9/4	Ch. 2 – Managing Industry Competition.	9/4		In-class Exercise
5	9/9	Ch. 2 (continued)		9/9	In-class Exercise
6	9/11	Ch 3 – Leveraging Resources and Capabilities Two teams present Integrative Case	9/11		In-class Exercise Team Project Concepts due Integrative Case 1 due
7	9/16	Ch. 3 (continued)		9/16	In-class Exercise
8	9/18	Ch. 4 – Institutions, Cultures, and Ethics	9/18		In-class Exercise
9	9/23	Ch 4 (continued)		9/16	In-class Exercise
10	9/25	Mid-term 1 (Chapters 1-4)			
11	9/30	Ch 5 – Internationalizing the Ent Firm	9/30		In-class Exercise
12	10/2	Ch 5 (continued)		10/2	In-class Exercise
13	10/7	Ch 6 – Entering Foreign Markets Two teams present Integrative Case	10/7		In-class Exercise Integrative Case 2 due
14	10/9	Ch 6 (continued)		10/9	In-class Exercise
15	10/14	Ch 7 – Making Strategic Alliances Work	10/14		In-class Exercise
16	10/16	Ch 7 (continued)		10/16	In-class Exercise Integrative Case 2 due
17	10/21	Ch 8 – Managing Competitive Dynamics	10/21		In-class Exercise
18	10/23	Ch 8 (continued)		10/23	In-class Exercise
19	10/28	Midterm 2 chapters 5 – 8)			
20	10/30	Ch 9 – Diversifying and Managing Acquisitions	10/30		In-class Exercise
21	11/4	Ch 9 (continued) Two teams present Integrative Case		11/4	In-class Exercise Integrative Case 3 due
22	11/6	Ch 10 – Strategizing, Structuring, and Learning	11/6		In-class Exercise
	11/11	No class due to Veteran's Day			
23	11/13	Ch 10 (continued)		11/13	In-class Exercise
24	11/18	Ch 11 – Governing the Corp Around the Globe	11/18		In-class Exercise Integrative Case 3 due
25	11/20	Ch 11 (continued)		11/20	
26	11/25	Ch 12 – Strategizing With CSR Two teams present Integrative Case	11/25		In-class Exercise Integrative Case 4 due
	11/27	No class due to Thanksgiving			
27	12/2	Ch 12 (continued)		12/2	In-class Exercise
28	12/4	Presentations of Strategic Management Projects			Strategic Mgmt reports due
29	12/9	Presentations of Strategic Management Projects			
12/16 (Mon) 9:45-12:00		FINAL EXAM: Comprehensive but with emphasis on material since Mid-term 2.			Peer Evaluations due Optional Self-report on Participation due

