



1. General Information

Course Subject	STRA
Course Number	4702
Course Title	Global Corporate Strategy
Academic Years	2023-2024
Grading Method	Letter

2. Instructors

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Subclasses: 2A

4. Course Description

Course Description	This course provides students with in-depth learning on managing multinational corporations across various product, business, and geographic markets. Specifically, the course focuses on three central issues that are critical to the successful formulation of corporate strategy: (1) the decisions on which businesses bring resources together inside the company and how they could create value, (2) how the company can grow in different settings through acquisitions, partnerships, or internal development, and (3) how the company manages its business portfolio. Overall, this course will highlight the criticality of making decisions about the right pathways to firm growth. It will provide theoretical frameworks and guiding principles for analysing practical problems at the corporate or group level as experienced by managers.
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5. Course Objectives

1. To provide a detailed understanding of the concepts, frameworks, and tools of global corporate strategy.
2. To provide an understanding of the role of strategic resources and sources of competitive advantage.
3. To develop the ability to analyse and implement a firm's internationalization pathways.
4. To prepare students to work in, and eventually, lead international companies.

6. Faculty Learning Goals

- Goal 1: Acquisition and internalization of knowledge of the programme discipline
- Goal 2: Application and integration of knowledge
- Goal 3: Inculcating professionalism
- Goal 4: Developing global outlook
- Goal 5: Mastering communication skills

6. Faculty Learning Goals

Goal 6: Cultivating leadership

7. Course Learning Outcomes

Course Teaching and Learning Activities	Aligned Faculty Learning Goals					
	1	2	3	4	5	6
CLO1. Explain the corporate strategy theories and concepts.	✓	✓		✓		
CLO2. Understand the impact of firms' internal and external environments on performance.	✓	✓		✓		
CLO3. Apply analytical frameworks to define and analyse strategic problems; and to formulate and implement corporate strategies.		✓	✓	✓	✓	
CLO4. Explain the complex business opportunities and problems in a global context.		✓	✓	✓	✓	✓
CLO5. Demonstrate effective communication skills (oral and written).			✓	✓	✓	✓

8. Course Teaching and Learning Activities

Course Teaching and Learning Activities #	Expected Study Hours	Study Load (% of study)
T&L1. Interactive Lectures	30	25
T&L2. Group-based study and analysis	40	33.3
T&L3. Written assignments and self-study	50	41.7
	Total: 120	Total: 100

9. Assessment Methods

Assessment Methods	Description	Weight %	Aligned Course Learning Outcomes
A1. Individual participation	<p>You are expected to actively participate in the class discussion. Fundamentally, a good contribution involves presenting a clear opinion, expressing it civilly, and supporting the opinion with sound logic. In addition, we all have the responsibility to create an environment where each member of the class feels comfortable offering his or her opinion; thus, knowing how to listen is also important. You can either raise your hand to jump into the discussion directly or you will be called randomly. Your contribution to the discussion will significantly influence your class participation grade.</p> <p>In particular, each student must read each case and be ready to discuss it. Remember there are no right or wrong answers in analysing the complex business world. Your inputs of alternative views and critical thinking are crucial for the whole class's learning process.</p> <p>To achieve our course objectives and for our learning to be effective, it is critical you diligently prepare for</p>	20%	1,2,3,4,5

9. Assessment Methods

and actively participate in meaningful 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 read a book chapter or a magazine article; rather, put yourself in the role of the decision maker.

Thorough preparation means that you have read the materials, considered the issues raised by the case, and carried out appropriate analyses to arrive at a thoughtful position concerning the options that face the managers in the case. Participation grades will be positively influenced by comments that:

- Integrate concepts from course readings into class discussions
- Are supported with well-developed arguments
- Contribute pertinent and thoughtful insights
- Raise questions that constructively challenge others and/or
- Add to our knowledge by sharing personal experiences relevant to the course

In grading the class participation, I will use several criteria, most of which emphasize the quality of comments, including:

- Class attendance (including being on time).
- Relevance – Do your comments speak directly to the issues and concepts being addressed? Do they extend our understanding of those issues or concepts? Do they reflect your adequate preparation to participate in the discussion?
- Additivity – Do your comments reflect active listening to the comments of other class members? Have they incorporated insights introduced earlier and built upon them?
- Substance – Do your comments make a real contribution to the ideas being exchanged? Has anything new been gained from your contribution to the discussion?
- Persuasiveness – Have your points been well articulated, argued, and supported, such that others take note of the convincing nature of your points?
- Questioning – Have your comments reasonably questioned the comments of others or challenged their assumptions without disparaging the person who offered them?
- Amount of participation (this does NOT mean dominating the discussion, rather frequency of additive comments). Remember it is the quality of your participation, not the quantity (or “airtime”), that will lead to good performance in class discussion.

Class participation grades are at the discretion of the instructor and are not subject to debate, bargaining, or appeal. Absences, excessive tardiness, or leaving early will hurt your individual participation grade. Active participation is not possible if you are distracted. Therefore, the use of laptops for any purpose other than taking notes, and the use of mobile phones is not allowed in the classroom.

9. Assessment Methods

A2. Individual In-class Assignment	<p>Individual in-class test (8 x 5%=40%)</p> <p>Throughout this course, there will be 8 in-class close-booked multiple-choice tests that cover the material discussed in class, including lectures, presentations, case studies, and in-class discussions. These tests are designed to assess your understanding of the material and to help you track your progress throughout the course. It is important to attend all classes and to actively participate in discussions in order to fully grasp the concepts and be prepared for the tests.</p>	40%	1,2,3,4,5
A3. Institutional analysis (group activity)	<p>This is a group assignment (group size depends on final class size). The deliverables are (1) a set of 10 to 15 slides and (2) a 20-minute presentation about a country of your choice (including 5 minutes of interaction / Q&As with the other students). Each group should present a different country (first come, first serve).</p> <p>Your guiding question is: "What should we know to do business in this country?" Your presentation should focus on practical recommendations (like if you had to brief a colleague going to do business for the first time in this country). You will find below a list of indicative topics. However, do not try to cover everything. You should focus on what is the most relevant and specific to this country.</p> <ul style="list-style-type: none"> - 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, 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. - Macroeconomic indicators (e.g., GNP, inflation, foreign debt, trade, FDI, etc.) and historical trends, timelines, and projections of key events and unique characteristics. The best presentations tend to be more analytical than descriptive. For instance, it is not enough to list a set of economic or institutional factors without explaining their practical 	15%	1,2,3,4,5

9. Assessment Methods

	implications.		
A4. Case analysis (group activity)	<p>This is a group assignment (group size depends on final class size). The deliverables are (1) a set of 12 to 20 slides and (2) a presentation.</p> <p>For each case, one group will play the role of consultants to solve the problem(s) that the case presents. The general approach is that your group will lead the class discussion by presenting the results of your analysis to the class. You will have a total of 30 minutes. Your presentation should involve a substantial amount of interaction with the rest of the class (i.e., about 20-25 minutes for your case analysis and 5-10 minutes for interaction / Q&As with the other students). The presentation should include a detailed discussion of:</p> <ul style="list-style-type: none"> - Identification of the problem(s) facing the company along with the symptoms of the problem. - Outline of the central issues confronting the company and analysing these issues using course concepts and models. - Interactive discussion with the class: trying to determine where your fellow students agree and disagree with your team's analysis. You should defend your position, but also be willing to incorporate good suggestions from the class. Your role is to use the case to develop a set of recommendations derived from proper analysis. Each recommendation should be valid and tied to the analysis. Choosing a recommendation also implies students should consider risk, mitigation of risk, as well as implementation issues. Several cases are a few years old. However, the path chosen by the company was not necessarily the only option and there is no evidence that it is the "right" option. We only know that for the path chosen, we can observe the outcome. We do not know the outcome of a path not chosen. Thus, it is not the recommendation which is most critical. The support of the alternatives and support for the recommendation are more important. The grading will be based on the substance and clarity of the presentation as well as the use of visual aids, time management, and the ability to interact with the rest of the class and answer questions. Please do not review the case, we will always assume that everyone is familiar with it. 	25%	1,2,3,4,5
A5. Final Exam		0%	

Assessment Rubrics

A1. Individual participation	<ul style="list-style-type: none"> - Voluntary and consistent participation - Attendance - Quality of comments - Analytical ability - Link to theory and concepts
A+,A,A-	Extremely well-prepared for class activities and very active in sharing views. All contributions are very clear, well - articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, showing outstanding ability to apply theory and concepts to practical examples.
B+,B,B-	Well prepared for class activities and active in sharing views. Most contributions are clear,

Assessment Rubrics	
	well - articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, showing strong ability to apply theory and concepts to practical examples.
C+,C,C-	Partially prepared for class activities and only occasionally sharing views. Some contributions are lear, well - articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, showing moderate ability to apply theory and concepts to practical examples.
D+,D	Not well-prepared for class activities and no sharing of views. Few contributions are clear, well - articulated and insightful and consist of relevant and helpful examples and analyses, creative and insightful solutions, showing limited ability to apply theory and concepts to practical examples.
F	Not prepared for class activities and no sharing of views. Failed to participate voluntarily or simply repeated comments made by others.
A2. Individual In-class Assignment	<ul style="list-style-type: none"> - Ability to think analytically - Ability to apply concepts and theory - Ability to clearly articulate a point of view and answer
A+,A,A-	All the questions are accurately answered showing outstanding insights into the theoretical material and an outstanding ability to apply concepts and theory.
B+,B,B-	Almost all the questions are accurately answered showing good insights into the theoretical material and a strong ability to apply concepts and theory.
C+,C,C-	Some of the questions are accurately answered showing good insights into the theoretical material and a strong ability to apply concepts and theory.
D+,D	Few of the questions are accurately answered showing good insights into the theoretical material and a strong ability to apply concepts and theory.
F	Very few or none of the questions are accurately answered showing good insights into the theoretical material and a strong ability to apply concepts and theory.
A3. Institutional analysis (group activity)	<ul style="list-style-type: none"> - Critical thinking: Identify relevant issues and analyse interrelationships. Explain the implications of the data and facts you present. The best presentations are insightful, going beyond the most obvious lessons to draw out the story behind the story. - Lessons learned: Appropriateness of practical recommendations. - Analysis: Qualitative and quantitative data, assessments, interpretations. - Creativity: Not stating the obvious, emphasizing the interesting and important, grabbing audience attention from introduction through takeaways. - Effectiveness of presentation (including speech posture, maintaining eye contact with the audience instead of reading off the script, use of visual aids). - Quality of interaction with the audience. - For the slides: readability, logical flow, and writing mechanics, such as free of grammatical and spelling errors, use of sections and headings, use of literature and attachments such as graphs, tables, and calculations, whenever applicable.
A+,A,A-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation was highly successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. - Concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated a deep understanding and comprehension of the topic (theory and practical application). - There was clear evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed excellent verbal skills and delivered a highly interesting and coherent presentation. - Excellent interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.

Assessment Rubrics

B+,B,B-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation was successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. - Most concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated a sound understanding and comprehension of the topic (theory and practical application). - There was evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed very good verbal skills and delivered an interesting and coherent presentation. - Very good interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.
C+,C,C-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation adequately communicated the essential elements of the analysis and conclusions to the audience in a logical manner. - Most but not all concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated an acceptable level of understanding and comprehension of the topic (theory and practical application). - There was limited evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed good verbal skills and delivered a somewhat interesting and coherent presentation. - Good interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.
D+,D	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation communicated some of the essential elements of the analysis and conclusions to the audience in a logical manner. - Few concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated limited understanding and comprehension of the topic (theory and practical application). - There was limited evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed weak verbal skills and the presentation lacked in coherence. - Limited interaction with the audience. - Visual aids were somewhat used and clear. - The presentation was completed within the time limit.
F	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation failed to address the basic elements of the analysis and conclusions. - The presentation did not demonstrate sufficient understanding and comprehension of the Topic. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - Verbal skills were inadequate. - No interaction with the audience. - Visual aids were inadequately used. - The presentation was not completed within the time limit.
A4. Case analysis (group activity)	<ul style="list-style-type: none"> - Critical thinking: Identify relevant issues and analyse interrelationships. Explain the implications of the data and facts you present. The best presentations are insightful, going beyond the most obvious lessons to draw out the story behind the story. - Lessons learned: Appropriateness of practical recommendations. - Analysis: Qualitative and quantitative data, assessments, interpretations. - Creativity: Not stating the obvious, emphasizing the interesting and important, grabbing audience attention from introduction through takeaways. - Effectiveness of presentation (including speech posture, maintaining eye contact with the audience instead of reading off the script, use of visual aids).

Assessment Rubrics

	<ul style="list-style-type: none"> - Quality of interaction with the audience. - For the slides: readability, logical flow, and writing mechanics, such as free of grammatical and spelling errors, use of sections and headings, use of literature and attachments such as graphs, tables, and calculations, whenever applicable.
A+,A,A-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation was highly successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. - Concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated a deep understanding and comprehension of the topic (theory and practical application). - There was clear evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed excellent verbal skills and delivered a highly interesting and coherent presentation. - Excellent interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.
B+,B,B-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation was successful at communicating the essential elements of the analysis and conclusions to the audience in a logical manner. - Most concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated a sound understanding and comprehension of the topic (theory and practical application). - There was evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed very good verbal skills and delivered an interesting and coherent presentation. - Very good interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.
C+,C,C-	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation adequately communicated the essential elements of the analysis and conclusions to the audience in a logical manner. - Most but not all concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated an acceptable level of understanding and comprehension of the topic (theory and practical application). - There was limited evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed good verbal skills and delivered a somewhat interesting and coherent presentation. - Good interaction with the audience. - Visual aids were appropriately used and clear. - The presentation was completed within the time limit.
D+,D	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation communicated some of the essential elements of the analysis and conclusions to the audience in a logical manner. - Few concepts were thoroughly explained and clarified when necessary. - The presentation demonstrated limited understanding and comprehension of the topic (theory and practical application). - There was limited evidence of independent and critical thinking. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - The presenters displayed weak verbal skills and the presentation lacked in coherence. - Limited interaction with the audience. - Visual aids were somewhat used and clear. - The presentation was completed within the time limit.

Assessment Rubrics

F	<p>Content of presentation:</p> <ul style="list-style-type: none"> - The presentation failed to address the basic elements of the analysis and conclusions. - The presentation did not demonstrate sufficient understanding and comprehension of the Topic. <p>Execution of presentation:</p> <ul style="list-style-type: none"> - Verbal skills were inadequate. - No interaction with the audience. - Visual aids were inadequately used. - The presentation was not completed within the time limit.
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10. Course Grade Descriptors

A+,A,A-	Student has consistently demonstrated an excellent grasp of the concepts related to global corporate strategy, as evidenced by original or exceptionally astute analysis and synthesis of student work.
B+,B,B-	Student has demonstrated a substantial grasp of the concepts related to global corporate strategy, as evidenced by above average performance in analysis and synthesis of student work.
C+,C,C-	Student has demonstrated a fair grasp of the concepts related to global corporate strategy, as evidenced by average performance in analysis and synthesis of Student work.
D+,D	Student has demonstrated limited grasp of the concepts related to global corporate strategy, as evidenced by barely satisfactory performance in analysis and synthesis of student work.
F	Student has demonstrated very limited grasp of the concepts related to global corporate strategy, as evidenced by poor performance in analysis and synthesis of student work.

11. Course Content and Tentative Teaching Schedule

Topic/ Session	Date	Content	Readings	Other information
1		<ul style="list-style-type: none"> - Introduce ourselves - Understand the nature of globalization - Articulate the rationale behind studying global strategy - Outline some of the fundamental questions in global strategy - Introduce the assignments - Play the International Negotiation Game - Understand the notion of international distance - Discuss the Hofstede Framework 	Chapter 1	
2		<ul style="list-style-type: none"> - Discuss the CAGE Framework - Explain the concepts of formal and informal institutions - Appreciate the strategic role of culture 	Chapter 4	

11. Course Content and Tentative Teaching Schedule

		<ul style="list-style-type: none"> - Articulate the challenges of international communication - Understand the influence of religious and ethical systems - Discuss the diversity approach - Think like a consultant and apply the 4S Method 		
3		<ul style="list-style-type: none"> - Analyze the foreign environment - Debate free trade - Introduce the instruments of trade policy - Assess country relative attractiveness - Apply concepts through a group exercise 	Chapter 2	
4		<ul style="list-style-type: none"> - Institutional analysis by group #1 - Consider the different facets of the international entry decision - Understand the necessity to overcome the liability of foreignness - Analyze the different ways to enter foreign markets and draw implications for actions - Articulate a comprehensive model of international entry modes - Discussion of the case study Zotter Chocolate: Creating a Market in China by group #9 1-In deciding on its first major international market outside of Europe, what are the factors that Zotter needed to take into account while choosing between China and the United States? 2-What are the steps that Zotter took before and after entering the Chinese market? 3-Going forward, what are the key challenges facing Zotter China? What are your suggestions for Zotter China's next steps? 	Chapter 6	

11. Course Content and Tentative Teaching Schedule

5		<ul style="list-style-type: none"> - Institutional analysis by group #2 - Articulate the main configurations of multinational strategies and structures - Discuss the Integration-Responsiveness Framework - Understand the implications of organizational design - Discussion of the case study DeliverMeal Ivory Coast: Addressing Headquarters' Demands by group #8 <p>1-What problems are the managers at DeliverMeal Ivory Coast facing? What are the sources of the problems?</p> <p>2-What options are available to DeliverMeal Ivory Coast to respond to the three demands by headquarters? What would you recommend that DeliverMeal do? Why?</p> <p>3-In general, what helps to decide whether internal legitimacy with the headquarters is more important than external legitimacy with local partners?</p>	Chapter 10	
6		<ul style="list-style-type: none"> - Institutional analysis by group #3 - Understand the specific challenges and opportunities at the Base of the Pyramid - Discuss successful BOP strategies - Discussion of the case study bKash: Financial Technology Innovation for Emerging Markets by group #7 <p>1-What conditions allowed bKash to revolutionize money transfer in Bangladesh? What did bKash have to do to successfully serve the need of the unbanked population?</p> <p>2-Moving forward, what are bKash's main challenges and opportunities? Should bKash prioritize product</p>		

11. Course Content and Tentative Teaching Schedule

		<p>innovation, innovations to improve its market penetration, or managing relationships with non-market players such as the government to safeguard its legitimacy?</p> <p>3-What can we learn from Bangladesh about new industries in emerging economies and the role of different players at different stages of development?</p>		
7		<p>- Institutional analysis by group #4</p> <p>- Explain transaction costs analysis</p> <p>- Analyze your value chain and offshoring</p> <p>- Understand international expansion via international alliances</p> <p>- Discussion of the case study Renault-Nissan-Mitsubishi by group #6</p> <p>1-Why did these firms form an alliance in 1999? Do you think the two firms were a good fit?</p> <p>2-How is the alliance governed?</p> <p>3-What are the inherent challenges of this alliance? How have they been addressed and how would you address them?</p>	Chapter 7	
8		<p>- Institutional analysis by group #5</p> <p>- Prevent hold up and agency problems</p> <p>- Understand international expansion via M&As</p> <p>- Gain insights into the motives and challenges of international M&As</p> <p>- Understand international expansion via franchising</p> <p>- Discussion of the case study Leveyard Café: The China Challenge by group #4</p> <p>1-What is your evaluation of the way Leveyard Café has entered the China market?</p> <p>2-What changes (if any) should Mia Foster make? Specifically, what should</p>	Chapter 9	

11. Course Content and Tentative Teaching Schedule

		<p>she do about Louis Chen? And what changes (if any) would you propose at headquarters?</p> <p>3-Prepare a specific action program for Foster to help her deal with the need for continued growth in China. What should be on the agenda for her meeting with Chen?</p>		
9		<p>- Institutional analysis by group #6 - Debate the winners and losers of globalization - Assess and mitigate institutional voids - Discussion of the case study Fuyao Glass America by group #5</p> <p>1-Look at the bill of materials costs in Exhibit 16. What are the percentages for each category so different for the Ohio factory versus the one in Tianjin? What are the risks/opportunities in each of the factors you considered?</p> <p>2-If you were the factory manager in Ohio and you wanted to be the source, what would you do? If you were the Tianjin factory manager?</p> <p>3-What should Wen Li recommend to the chairman?</p>		
10		<p>- Institutional analysis by group #7 - Further understand the tensions between adaptation and replication - Leverage your marketing strategy for international success - Adapt the 4Ps of your marketing mix - Discussion of the case study Paris Baguette by group #3</p> <p>1-What is the competitive position of the Paris Baguette brand, domestically as well as in the international market?</p> <p>2-Why was the firm interested in growing</p>		

11. Course Content and Tentative Teaching Schedule

		overseas? Discuss Paris Baguette's marketing strategy in the overseas market. Was it appropriate? 3-Which country should the brand enter next?		
11		<ul style="list-style-type: none"> - Institutional analysis by group #8 - Leverage your HRM strategy for international success - Assess the culture shock - Discussion of the W-curve model - Discussion of the case study In-Box by group #2 <p>1-What is your assessment of the situation faced by Richard Evans? In what order of importance should he tackle the issues facing him?</p> <p>2-When operating in a foreign country, to what extent should the local context be taken into consideration in decision-making?</p> <p>3-What key requirements should guide the selection of an executive to take charge – at a senior level – of a subsidiary operating in a foreign culture, specifically in Asia?</p>		
12		<ul style="list-style-type: none"> - Institutional analysis by group #9 - Articulate what a stakeholder view of the firm is - Develop a comprehensive model of corporate social responsibility - Identify the strategic role of ethics culminating in a strategic response framework - Participate in debates concerning ethics and cultures - Differentiate various ownership patterns around the world - Acquire a global perspective on how governance varies around the world - Discussion of the case 		

11. Course Content and Tentative Teaching Schedule

		<p>study McKinsey & Company: Facilitating Bribery in South Africa by group #1</p> <p>1-Could McKinsey have known that it was being drawn into a corrupt relationship? What was the context in South Africa at the time?</p> <p>2-Why did McKinsey get drawn into a corrupt relationship with Trillian and Eskom?</p> <p>3-How effectively did McKinsey deal with the problem? What might the company have done differently?</p> <ul style="list-style-type: none"> - Take some critical distance with the implications of global strategy - Discuss future global challenges and wrap up 		
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12. Required/Recommended Readings & Online Materials

Reading	The instructor will provide additional course materials on Moodle.
Textbook	<p>Recommended book and course materials:</p> <ul style="list-style-type: none"> - Optional textbook: Global Strategy (5th edition), Mike Peng, 2021, Cengage (ISBN: 9780357710043) - Lecture notes and supplementary readings will be distributed in class and/or posted on the course's website

13. Means / Processes for Student feedback on Course

	Conducting mid-term survey in addition to SETL around the end of the semester
✓	Online response via Moodle site
	Others

14. Course Policy

- Academic dishonesty is an assault upon the basic integrity and meaning of a University. Cheating, plagiarism and other forms of academic dishonesty are serious acts that erode the University's educational role and degrade the value of one's degree.
- All students should support and share responsibility for the academic integrity in the HKU community, as well as their own work. You are expected to:
 - o Refrain from cheating, plagiarism or other forms of academic misconduct
 - o Not to aid or abet others to commit any form of academic misconduct
 - o Report to teacher or the Faculty Office about any incident of academic misconduct observed
- Plagiarism and cheating are extremely serious intellectual crime and will not be tolerated to any extent in HKU. Any act of plagiarism or cheating is a disciplinary matter that can result in serious consequences, including expulsion from the University.
- Please check the University Statement on plagiarism on the web: <http://www.hku.hk/plagiarism/>. Please also be familiar with the HKU regulations and policies on attendance, absence, examination, and copyright (e.g., HKU Undergraduate Student Handbook).
- Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by are protected by copyright unless the instructor has stated otherwise. Students enrolled in the course are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrolment in the course or the University generally. Notes taken in class are, however, generally considered to be "derivative works" of the instructor's presentations and materials, and they are thus subject to the instructor's copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. As such, posting teaching materials online without a formal agreement represents a serious violation of legal copyright rules.