

- The optimal sequence, speed and mode of international expansion depending on the characteristics of the industry, the firm and the host country.
- The models for organizing and managing a multinational network of subsidiaries, including how to coordinate and transfer knowledge across borders.

The specific goal of this course is to help you to understand the range of competitive opportunities and challenges companies and managers face in creating value worldwide. The content focuses on how resources and capabilities enable a company to create a worldwide competitive advantage even in the face of a complex global environment.

Course takeaways:

- A toolkit of conceptual frameworks needed to navigate through the often-contradictory mass of information about how international competition takes place.
- A set of criteria for evaluating exactly how global strategy will help enhance the firm’s long-term profitability and value.
- A clear understanding of how to measure and interpret the effects of economic, cultural, financial, political and social factors on international management decisions.

COURSE EVALUATION

1. Participation		10%
2. Individual Quizzes		30%
3. Simulation (Team based)		25%
a. 8 (Scored) Competitive Rounds	16%	
b. Strategic Plan	3%	
c. Simulation Performance Report	6%	
4. Final Exam		35%

COURSE POLICIES

1. Participation

This is a case driven course. Therefore, class participation is a critical ingredient in the learning process. In order to derive the maximum benefit from the case method, it is imperative that you come prepared to each session. At a minimum, the well-prepared student comes to class having digested the readings and applied the salience concepts in analyzing the case under discussion.

Class discussion is also a key part of the learning process. Class discussion provides an opportunity to develop oral communication skills including the ability to concisely and persuasively present your ideas as well as effectively respond to the comments of other classmates.

In Class Participation

In grading participation, I look at both quantity and quality of your contribution with the understanding that it is the value you bring to the discussion that will elevate your participation grade.

The criteria for assessing “value added”:

- Do the points made enhance the discussion by showing evidence that you prepared the assigned questions?
- Do the points made link the theory to “real” world experience or examples by showing intellectual curiosity by going beyond the obvious?
- Is there evidence of analysis rather than expression of opinions?
- Are the comments linked to those of others not just a re-packaging over case facts or classmates’ previous statements?
- Did the contribution further the class’s understanding of concepts or issues by integrating and building on knowledge from previous lectures and discussions?

This is how I will calibrate your class contributions.

- *Outstanding contributor – A.* In-class contributions reflect exceptional preparation. Ideas offered are always substantive, and provide one or more major insights as well as direction for the class. Arguments are well supported, persuasively presented, and reveal that this person is an excellent listener. Comments invariably help others to move their thinking to a higher plane. If this person were not a member of the class, the quality of our discussions would be greatly diminished.
- *Good contributor – A/B.* In-class contributions reflect thorough preparation. At a minimum, I expect and hope that all class members to fall into this category. Ideas offered are usually substantive, and provide good insights and sometimes direction for the class. Arguments are generally well supported and often persuasive, and reveal that this person is a good listener. Comments usually help others to improve their thinking. If this person were not a member of the class, the quality of our discussions would be diminished considerably.
- *Adequate contributor – B.* Contributions reflect satisfactory preparation. Ideas offered sometimes provide useful insights, but seldom offer a major new direction for discussion. Supporting arguments are moderately persuasive. Comments occasionally enhance the learning of others, and indicate that this person is a passable listener. If this person were not a member of the class, the quality of our discussions would be diminished somewhat.
- *Unsatisfactory contributor - C.* Contributions in class reflect inadequate preparation. Ideas offered are seldom important, often irrelevant, and do not provide insights or a constructive direction for the class. Integrative comments and higher-order thinking are absent. This person does very little to further the thinking and potential contributions of others.
- *Non-participant – C/D.* The person has said little or nothing in this class to date and so has not contributed anything, bordering on detracting from the overall quality of the session. Such persons are free-riders because they have benefited from the thinking and courage of their peers but have offered little in return. If this person were not a member of the class, the quality of the discussion would be unchanged or possibly improved.

The intention is not to lecture for the entire class period. Instead, I will facilitate and encourage students to develop their own insights and thoughts on the assigned material.

Finally, most issues, cases and problems do not have one “right” answer, although there are some answers that are more correct than others are. Consequently, being “right” or “wrong” should not be of concern

when participating. I am interested in your point of view especially the rationale behind the conclusions you have drawn based on the information at hand.

2. Quizzes

Three preparatory quizzes will be given to assess your understanding of the assigned readings. Each quiz is open book and will be open for one week. Each quiz is located in the Canvas is due on the Friday at 11:00 pm before the weekend session. See the Course Schedule for the titles of the readings as well as the due date for each quiz. This is an individual-based assessment.

3. Term Project – Global Simulation

Teams will participate in the Global Simulation by Capsim. Teams will make decisions for two practice rounds and seven competitive rounds. Teams must also complete the team strategy overview and a Simulation Performance Evaluation.

Students should review the Simulation readings and materials prior to attempting the practice rounds outlined in the Course Schedule.

Global Simulation Readings and Materials (located in Canvas or Global):

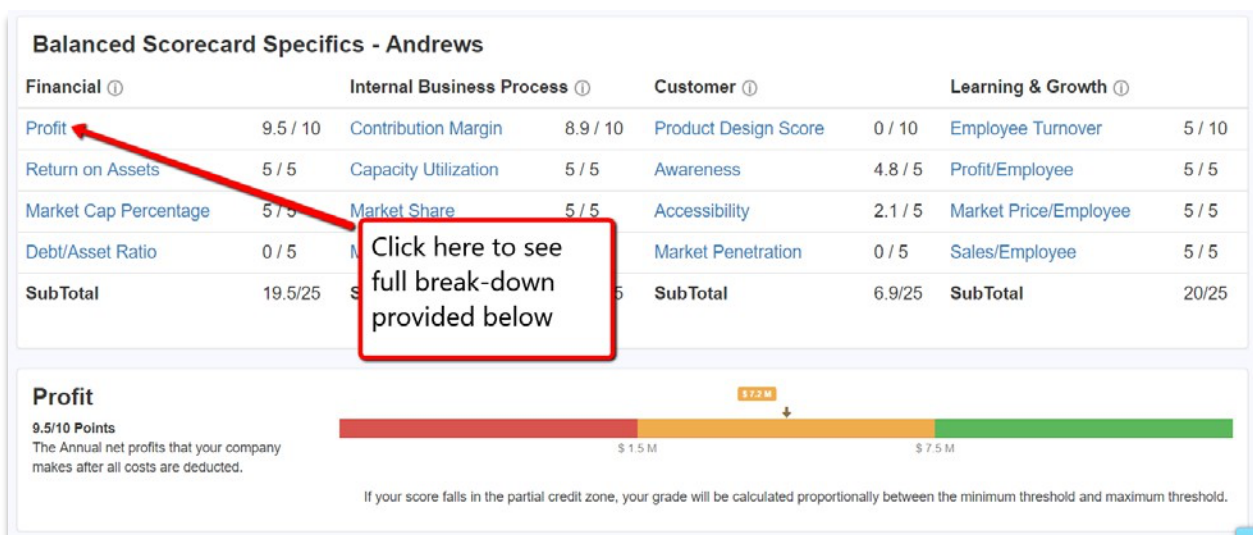
1. 6 Basic Strategies – Strategy selection determines how companies will be successful and outlines six basic strategies for Global. Use to complete the Team Strategy Overview assignment.
2. User Guide – Read prior to practice round. Also available in your Capsim Dashboard in Global.
3. Market Conditions Report – outlines market research done on the industry. Also available in your Capsim Dashboard in Global.
4. Balanced Scorecard– Should be reviewed after each round. Your results will determine team performance in the graded simulation. Available in Capsim Reports in Global.
5. Simulation Report – This is an example summary of a round performance for companies in your universe. Should be reviewed after every round.
6. Annual Reports and Financial Projections – are in the simulation and should be used after each round. Helps provide richer understanding of firm decisions.
7. After every round, review the following reports: Simulation Report and Balanced Scorecard

The Balanced Scorecard evaluates four pillars of your company: financial, internal business process, customer, and learning & growth. Each pillar is weighted evenly.

Each pillar looks at different areas of your company performance and grades you based upon how close your company comes to its gold standard. As the balanced scorecard sets expectations for the perfect company, it is normal to see scores low initially and then increasing gradually. Below you can find an example of the areas that the Balanced Scorecard assesses.

Balanced Scorecard Specifics - Andrews							
Financial ①		Internal Business Process ①		Customer ①		Learning & Growth ①	
Profit	9.5 / 10	Contribution Margin	8.9 / 10	Product Design Score	0 / 10	Employee Turnover	5 / 10
Return on Assets	5 / 5	Capacity Utilization	5 / 5	Awareness	4.8 / 5	Profit/Employee	5 / 5
Market Cap Percentage	5 / 5	Market Share	5 / 5	Accessibility	2.1 / 5	Market Price/Employee	5 / 5
Debt/Asset Ratio	0 / 5	Market Share Growth	0 / 5	Market Penetration	0 / 5	Sales/Employee	5 / 5
SubTotal	19.5/25	SubTotal	18.9/25	SubTotal	6.9/25	SubTotal	20/25

Clicking on each area in blue will outline the expectations for where your company would need to be in order to achieve full or partial credit. These expectations can vary on a per-round basis. Please see example below.



Competitive Rounds Scoring:

In the eight competitive rounds scoring occurs in two ways.

1. Completion of each round is worth 1 point
2. Performance in Each round is calculated as follows:
 - a. 50% based on Ranked Performance (Percentage change in Market Value)
 - b. 50% based on Balanced Scorecard

STRATEGY OVERVIEW (team) (3points):

This assignment is based on the readings from 12/6 and 1/9. Applying the concepts discussed in class on 12/3 and the readings for 1/6. Each team must outline their strategic plan for this simulation. This plan must address the following areas:

1. What is your company's current situation?
2. What is your planned strategic positioning?
3. How will you create a competitive advantage?

Format:

- Two page maximum
- Bullet points are acceptable but must explain rationale

This assignment is worth 3 points

SIMULATION PERFORMANCE REPORT

The deliverable for this assignment is a report written for the Board of Directors for your firm that outlines the results of the simulation and provides a critique of actions taken, results garnered and how your strategy evolved over the seven rounds of competition. The tone of this report should be similar to the Management Discussion of Results Sections found in Annual Reports. Your report must address the following areas:

1. Overview of the Business
 - a. Summary of External Environment
 - b. Summary of Internal Environment
 - c. Discussion of Strategic Choices
2. Analysis and Evaluation of Performance
 - a. Rationale behind tactics used to implement your strategic plans
 - b. Evaluation of results of strategies employed
 - a. Explanation of strategic and/or tactical adjustments
3. Recommendations for the future
 - a. Prioritize the challenges needed to be addressed
 - b. Problem solutions for improving your firm's competitive positioning

To receive full credit you must use the concepts from the readings to substantiate the choices and actions employed over the course of this simulation.

Format:

- 10 Page maximum not including in supporting graphs, charts, etc.
- Essay style

This assignment is worth 6 point and is due on 4/10.

5. Final Exam

The final exam will be an open book, take home exam. The exam will be case based.

The content of the exam will be concentrated on applying the readings and concepts covered during the term to the selected case.

Grading Scale

Letter Grade	Percentage Range
A	95% to 100%
A-	90% to 94.99%
B+	85% to 89.99%
B	80% to 84.99%
B-	75% to 79.99%
C+	70% to 74.99%
C	65% to 69.99%

UF Policies

University Attendance Policies

We will have face-to-face instructional sessions to accomplish the student learning objectives of this course. In response to COVID-19, the following policies and requirements are in place to maintain the learning environment and to enhance the safety of in-classroom interactions.

- You are required to wear approved face coverings at all times during class and when inside all campus facilities. You must follow these policies and requirements. Failure to comply will result in an official report to the Office of Student Conduct and Conflict Resolution.
- This course has been assigned a physical classroom with sufficient capacity to maintain physical distancing (6 feet between individuals) requirements. Please utilize designated seats and maintain appropriate spacing. Do not move desks or stations.
- Sanitizing supplies are available in the classroom if you wish to wipe down your desks prior to sitting down and at the end of the class.
- Follow your instructor's guidance on how to enter and exit the classroom. Practice physical distancing to the extent possible when entering and exiting the classroom.
- If you are experiencing COVID-19 symptoms ([Click here for guidance from the CDC on symptoms of coronavirus](#)), use the UF Health screening system and follow the instructions on whether you are able to attend class. ([Click here for UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms.](#))

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl/students.php>.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Student Office (<http://dso.ufl.edu/drc/>). The DSO will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to the submission of assignments or taking of quizzes and exams. Accommodations are not retroactive.

Getting Help

For technical issues with the e-Learning website (Canvas), please contact the UF Help Desk at

Learning-support@ufl.edu; (352)-392-HELP – option 2

Any requests for make-ups due to technical issues must be accompanied by the ticket number received from LSS. LSS will assign you a ticket once the problem was reported to them. You must email me within 24 hours of the difficulty if you wish to request a make-up.

Other resources are available at <http://www.distance.ufl.edu/getting-help>.

These resources include:

- Counseling and Wellness
- Disability
- Resources for handling student concern and complains
- Library Help Desk