

Rutgers University
School of Business - Camden

Multinational Business 52:620:369
Term: Spring 2023
Tuesdays & Thursdays: 11:10 AM – 12:30 PM

Instructor:	Deeksha Singh	Phone:	856-225-6873
E-Mail:	deeksha.singh@rutgers.edu	Class Venue:	BSB 116
Office Hours:	Tues & Thurs 12:30 pm – 1:00 pm	Office:	BSB 261

COURSE DESCRIPTION

This course examines the theoretical and practical aspects of multinational corporations operating in an international environment, problems and risks that may be encountered and various bases for profitable operations. While an underlying universality applies to the basic principles of business administration, there are important contextual effects that vary dramatically across national borders. The ongoing process of global integration has ensured that today *all* business is international business. This course emphasizes the identification and analysis of the environmental challenges that companies encounter when venturing abroad. When you understand the environment in which you operate, you function more effectively. This course presents a broad theoretical basis for understanding the key aspects of international operations.

Course Objectives:

Upon successful completion of this course, students should be able to:

1. Understand the challenges and opportunities firms face as they operate internationally.
2. Use the special vocabulary of international business to discuss major policy issues in international business.
3. Identify and examine the political, legal, economic, cultural, social and ethical issues that impact international business activities.
4. Examine key international institutions and practices that impact international business.
5. Understand trade and investment theories, foreign exchange and the determination of foreign exchange rates
6. Examine the strategies and structures of international businesses.
7. Analyze how managers deal with key strategic decisions in foreign markets, such as the entry mode, the timing of entry, location selection, and foreign partnerships.
8. Appreciate the interaction of business and government as they relate to international commerce.
9. Develop insight into the managerial implications of international business strategy and operations.

Required Text:

Griffin, R. W. & Pustay, M. W., *International Business: A Managerial Perspective*, 9th Edition, Pearson Education (ISBN 13: 978-0-13-489877-3)

Recommended Readings:

The Economist, Wall Street Journal, World News, Financial Times, New York Times, Foreign Affairs Magazine, BusinessWeek, Forbes, Wired, etc.

Cases:

I have listed six cases that we will discuss during the course of the semester. All students are required to have these cases. You can purchase all of these cases from Harvard Business School publishing website using the link below (You will need to register on the website). The price of each case is \$4.25. Please be aware that each case costs \$7.00 if you buy them individually from the Harvard website.

<https://hbsp.harvard.edu/import/1018080>

Course Grading:

Assignment Type	Weight
Attendance and Participation	10%
Quizzes (Best 4 of 6)	20%
Case Discussion (any one case, group exercise)	10%
Case Report (any one case, group exercise)	10%
Online Discussions (5)	20%
Final Exam	30%
Total	100%

Grading Scale:

The following grading scheme will be used for this course:

- A (90% and above)
- B+ (84.5% - 89.4%)
- B (79.5% - 84.4%)
- C+ (74.5% - 79.4%)
- C (69.5% - 74.4%)
- D (60 – 69.4%)
- F (Below 60%)

COMMUNICATION

Canvas

I will use the course site on Canvas to post reading materials, presentation slides, and course announcements. You will use Canvas to upload all written assignments and reports and participate in discussions. To access this system, go to <http://canvas.rutgers.edu>, login, and click on the course on the dashboard. Please make sure that you have access to Canvas, and please check it regularly for course-related updates.

Rutgers Email – Use your Rutgers email address

All communications to students will be done using the Rutgers email address provided to you. Please forward your Rutgers email to your personal email if necessary. **Not checking your Rutgers email is not an excuse for missing any communication.**

Office Hours – In-person or Online

The in-person office hour is 12:30 p.m.-1:00 p.m. on Tuesdays and Thursdays. Please note that I am also available for online meetings via Zoom and Skype. Please email me at deeksha.singh@rutgers.edu for an appointment.

ACTIVITIES AND ASSIGNMENTS

Attendance and Participation:

As this course is based on class activities and discussions, attendance and participation are crucial to successful learning. You are expected to attend all classes and come fully prepared to discuss the chapter readings, discussion cases, and other reading materials assigned for that week. **Attendance in all classes is important for a good score in the class participation component.**

If you anticipate missing more than one week of classes for serious illness, confidential, or sensitive personal reasons, you should consult with a [Dean of Students](#) at 856-225-6050 or deanofstudents@camden.rutgers.edu, who will help to verify your extended absences from classes.

I will take attendance in each class. If you miss several classes, leave the classroom for large chunks of time when the class is in progress, arrive late, and/or leave early, your class participation grade will be negatively affected. **After two unexcused absences from the class, each additional absence will be penalized by 1 point from your final participation score (10 points).** Students who come more than 10 minutes late or leave early will only get half an attendance for that class. Please email me if you are unable to attend a class due to medical or another emergency explaining your situation.

Your participation grade will be based principally on the quality of your comments, but will also take account your attendance, punctuality, and preparation. Active class participation makes class discussions lively and exciting. I will greatly reward quality contributions in evaluating your class participation grade. High quality contributions include: moving the case and other class discussions forward, making insightful comments and connections to course materials, constructively analyzing a classmate's argument, introducing a unique perspective into the discussion, etc.

Class participation will be graded according to the following scale:

- 100 - Evidence of exceptional and careful advance preparation by taking a significant role in pointing out new issues and new points of view in case discussions with fellow students REGULARLY.
- 70 - Evidence of careful advance preparation by contributing analysis and interpretation of some issues on several occasions. Some discussion with fellow students.
- 50 - Evidence of advance preparation by contributing some factual details within an ongoing line of analysis on some occasions.
- 30 - Very little participation or participation only by general agreement with ongoing discussion or participation only when directly asked by the instructor.
- 0 - No participation, or frequent late coming or frequent early leaving, or any other behavior that disrupts or distracts from class discussions/lectures.

In-class Quizzes:

There will be six quizzes consisting of multiple-choice and true/false questions. The quiz schedule and the reading materials covered in each quiz are listed in the “Course Schedule” at the end of this document. Each quiz will

consist of 15 questions and will be worth 15 points. Please note that I will consider your **best four of the six** quiz scores for grading purposes. The objective of these quizzes is to make sure that you come prepared for the classes and actively participate in the class activities. There will be **no make-up** for any missed quiz for unexcused absences.

Online Discussion:

You will participate in five online discussion forums. In any course, participating in online discussions is a great way to share ideas and interact with fellow students without being in a classroom. Your participation in the discussions is crucial to successful learning. We will use the Discussion item in the Canvas course site to engage in meaningful and graded discussions. Each discussion forum will have 1-2 discussion questions and will open up for your participation a week before it is due. I expect you to make a substantive initial post (200-250 words) for each discussion by **Wednesday** (of the participating week), as well as a substantive response to **at least one** classmate's post (100-120 words) by **Friday** (of the participating week). For example, the first discussion forum will open on January 20th at 12:00 a.m. E.T. and will close on January 27th at 11:59 p.m. E.T. Your first post for this discussion is due on January 25th and your responses to others' posts are due on January 27th. You can find the schedule of discussion forums in the "Course Schedule." Note that you will be unable to see or respond to your classmates' posts until you have made your own contribution to the discussion.

A substantive post/response meets the following criteria:

- **Relevance:** relates to, or expands on, the main theme of the discussion topic (is it on point?)
- **Quality of Expression:** generates learning within the community; demonstrates knowledge and insight; understanding of the material from the text; thoughtful; supports points with reasons, logic and examples (how much does it move the discussion forward?)
- **Delivery:** Clear, grammatically correct, complete sentences with rare misspellings; postings done in the required time frame (how well do you say it?)

Participation in each Discussion is worth a maximum of **15 points**. More details on the basis for the evaluation of discussion posts can be found in the "Discussion Grading Rubric" under Course Home on the course site.

I will access the discussion forums regularly. I may post if I think it would be helpful, for instance, if I think students are proceeding in the wrong direction, but generally, these topics are for you to help and engage each other and with the course materials by sharing ideas, examples, resources and experiences.

Your participation will be graded based on how well your discussion forum posts meet the relevance, quality of expression, and delivery criteria. Late submissions to the discussion forums will be **penalized by 3 points**.

All discussion posts will be processed through Turnitin anti-plagiarism software. **A plagiarized discussion post will earn a zero grade.** Please read and understand Rutgers' Academic Integrity policy at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>.

Harvard Cases:

During the course of the semester, you will lead the discussion for **one** case, and submit a written report for **one other** case. Both case discussion and case report submission are group exercises. You are responsible for making a group (of 3 students), selecting the cases for class discussion and report submission, and informing the instructor. The cases will be allocated on an FCFS basis. Please note that once a case has been selected for discussion/report,

no other group can choose it for the same exercise. You should not consult any secondary information source for preparing your case analysis (report and class presentation) as all the information needed to answer the case questions is available in the case.

Case Discussion - Please note that this is a presentation and discussion exercise. Your grade will depend not only on the relevance and clarity of your answers to the case questions (listed at the end of the syllabus) but also on your ability to run a discussion – how well you are able to engage the class and motivate your classmates to respond, analyze and think about the case information. You will also be graded on your presentation skills (ability to speak confidently, ability to make eye contact with the audience and gain audience attention, and ability to present without reading off from PowerPoint slides or notes). More details on the basis for evaluation of case discussion can be found in the “Case Discussion Grading Rubric” attached at the end of this document.

As this is a group exercise, every member of the group should participate equally in terms of the time taken to present and the content presented. The first 2-3 slides should introduce the company and the issues raised in the case. The next 6-8 slides should be used to answer the case questions (2 slides per question). The last couple of slides should be used to summarize and conclude the case analysis. This is a suggested case presentation structure. You may improvise if it helps you to do a better presentation. The case presentation and discussion exercise should take about 30-40 minutes (Presentation – 25 minutes; Discussion – 10-15 minutes). Please note that you will not get rewarded for the case presentation if you are absent when the case is scheduled for discussion except for health emergencies. If you are absent, your group members need to agree that you contributed to the group work. You are required to submit your presentation slides as a pdf document in Canvas before the class in which your group will lead the case discussion.

Others, not leading the case discussion, should note that their participation grade requires detailed preparation and participation in the case discussion. The only difference is that the team leading the discussion is in the front of the room asking the questions, and guiding the discussion, so all the key points are presented and analyzed.

Case Report – Your group will also select another case to write their report. **The case report should be between 1500-1800 words, double-spaced, and must be submitted as a Word document in Canvas before the class in which a particular case is scheduled for discussion.** You should start the analysis by briefly summarizing the case and then systematically answering the questions listed for that case (at the end of the syllabus) in a report format. The report should end with a conclusion section. Please note that I do not accept any reports/assignments after the deadline. If you miss a deadline, you lose all the points for that assignment.

Your case report will be graded based on the following criteria:

- **level of comprehension** (accurate identification and explanation of the main issues/problems in the case study)
- **analysis and evaluation of issues/problems** (insightful and thorough analysis of the critical issues to answer the case questions)
- **recommendations on effective solutions/strategies** (recommendations/solutions supported with strong arguments and well-documented evidence; answers presented with a well-balanced and critical view)
- **clarity of argument** (well-organized structure, with a smooth flow)
- **cleanliness of writing** (writing is clear, articulate, well-organized with no grammatical and spelling errors)

All case reports will be processed through Turnitin anti-plagiarism software. **A plagiarized report will earn a zero grade.** It is the responsibility of every member of a group to check the report before submission. Please read

and understand Rutgers' Academic Integrity policy at <https://studentconduct.rutgers.edu/processes/university-code-student-conduct>.

Policy on Free-Riding- No free-riding will be tolerated in any group assignments – Harvard case discussion and report submission. All team members need to contribute significantly to each group assignment to derive any learning benefits. Failure to make a significant contribution toward completing the assigned group work cheats both you and your other team members. However, please note that it is your responsibility to eliminate free-riding. If you realize that there is a free-rider problem in your group, you and your team member should first try to solve the problem. If the problem cannot be resolved, you should let me know at least a week before the assignment deadline (for both case report and case presentation) so that corrective action can be taken in a timely manner. Once you have submitted your report or presented the case in class, no corrective action can be taken.

You will submit your evaluation of each of your team member's performance in a group assignment at the end of the completion of that group exercise. I will take this feedback into consideration while grading individual grades for group assignments generally by deducting or scaling down points from the group grade. An individual grade will not be greater than the assigned group grade; hence all members of your group should participate equally. You can find the feedback form at the end of this document.

Final Exam:

The specific details of the final exam will be announced later in the semester. A make-up exam for the final will only be allowed in very rare cases, such as documented medical emergencies. The make-up exam will be an essay, report, or oral, at the professor's discretion.

Assignments and Exam Make-up Policies:

The deadlines for all assignments (quizzes, case reports, and case discussions) are strictly enforced, and no late submissions will be accepted. If for a university approved reason, you cannot take the final exam at the scheduled time you must give the professor written notice at least one week in advance so that other arrangements can be made. If the situation does not allow for advance notification (for example, emergency hospitalization), contact the professor as soon as possible after the missed exam. Make-up exams for non-university approved reasons are not guaranteed. Any student who missed the exam without prior approval from the instructor or a compelling reason will receive a zero grade for that exam. The professor reserves the right to request written documentation to support your absence (such as a doctor's note, an obituary, or military orders).

CLASSROOM CONDUCT (in-person class)

- 1. No form of disruptive behavior will be tolerated. No side conversations or note passing is allowed. Use of cell phones is prohibited in class. If your actions are disruptive to me or distract other students, you will be asked to leave the classroom, and your class participation grade will be negatively impacted.**
- 2. Use of cell phone for texting or calling or browsing the web or any other such activity is strictly prohibited in class.**
- 3. Laptops or other hand-held devices (like the iPad) can be used only for taking notes related to the lecture. You risk losing your attendance credit for that class, if I see you emailing, chatting, surfing the web, using social media websites or doing anything other than taking notes related to the lecture.**

4. **Come prepared to class.** Please come prepared by completing the assigned reading for each class as provided in the schedule above.
5. **Exits/Entries.** Please use the restroom prior to the class start time to avoid disrupting the class; coming in and out of class during the lecture or a class discussion or test is disruptive to other students and the instructor. If you really need to go during the class, please step out and step back in the class, as quietly as possible.

Please note that I keep track of your behavior in class and your behavior in class is an important part of your class participation grade. I will be happy to discuss any questions regarding the course, your progress, or any other issues of interest to you on an individual basis.

ACADEMIC INTEGRITY AND PLAGIARISM

The Academic Integrity policy can be found at <http://studentconduct.rutgers.edu/student-conduct-processes/academic-integrity/>

Rutgers University takes academic dishonesty very seriously. **Students are responsible for understanding the principles of academic integrity and abiding by them in all aspects of their work at the University.** Students are also encouraged to help educate fellow students about academic integrity and to bring all alleged violations of academic integrity they encounter to the attention of the appropriate authorities.

It is especially important that you represent only your own work as your own and that all other materials or references are duly noted and cited. Any unauthorized or uncited use of material constitutes *plagiarism*. Engaging in plagiarism is a *serious violation of academic integrity* and is grounds for a failing grade in the course for the individual or group concerned.

The general principles of academic integrity require that every Rutgers University student must:

- properly acknowledge and cite all use of the ideas, results, or words of others.
- properly acknowledge all contributors to a given piece of work.
- make sure that all work submitted as his/her own in a course or other academic activity is his/her own and not from someone else.
- obtain all data or results by ethical means and report them accurately.
- treat all other students in an ethical manner, respecting their integrity and right to pursue their educational goals without interference. This requires that a student neither facilitate academic dishonesty by others nor obstruct their academic progress.
- uphold the canons of the ethical or professional code of the profession for which he or she is preparing.

Adherence to these principles is necessary in order to ensure that:

- everyone is given proper credit for his or her ideas, words, results, and other scholarly accomplishments.
- all student work is fairly evaluated and no student has an inappropriate advantage over others.
- the academic and ethical development of all students is fostered.
- the reputation of the University for integrity in its teaching, research, and scholarship is maintained and enhanced.

Failure to uphold these principles of academic integrity threatens both the reputation of the University and the value of the degrees awarded to its students. Every member of the University community therefore bears a

responsibility for ensuring that the highest standards of academic integrity are upheld. Violations are taken seriously and will be handled according to University policy.

If there are questions on how to comply, please consult the instructor.

Student Resources:

Refer to <https://deanofstudents.camden.rutgers.edu/academic-resources> site for resources to assist you in preventing academic integrity issues. Some of the resources available to you are coaching from the Learning Resource Center, tips to help prevent academic integrity violations, and other reference material for writing.

STUDENT CODE OF CONDUCT

Rutgers University-Camden seeks a community that is free from violence, threats, and intimidation; is respectful of the rights, opportunities, and welfare of students, faculty, staff, and guests of the University; and does not threaten the physical or mental health or safety of members of the University community, including in classroom space.

As a student at the University, you are expected to adhere to the Code of Student Conduct.

To review the code, go to: <https://deanofstudents.camden.rutgers.edu/student-conduct>

Note that the conduct code specifically addresses disruptive classroom conduct, which means "*engaging in behavior that substantially or repeatedly interrupts either the instructor's ability to teach or student learning. The classroom extends to any setting where a student is engaged in work toward academic credit or satisfaction of program-based requirements or related activities.*"

NETIQUETTE FOR ONLINE DISCUSSIONS

A challenge in the online classroom (for participating in online discussions) is understanding the meaning of communications without the visual and auditory clues from the speaker. ***In general, you should treat others as you would like others to treat yourself. Be mindful that what is acceptable in a text or chatroom with friends may not be appropriate in a classroom or in an online conversation with an instructor.***

General Netiquette Rules:

All students taking this course should adhere to the following netiquette guidelines during the term of this course.

- **Make the Connection:** Electronic communication (email, discussion forums, etc.) is how you share ideas with other participants in this course outside the classroom. Remember, like you, someone is on the other side of an email or discussion post.
- **Be Professional:** Your coursework is more than learning facts; you are preparing for a career. You are learning to interact with your fellow course participants as you would in your future professional life. Your conduct in this course should reflect this. Your communication should follow standard rules for grammar and spelling (unless in an online chat) and be clear, concise and intelligent. Please do not send a message that are written all in upper case because that represents the vocal equivalent of SHOUTING.
- **Have Opinions:** Everyone is entitled to have an opinion. In discussion forums, everyone is encouraged to share them.

- **Respect Disagreement:** People have the right to disagree with you. However, disagreement should never be personal. Online discussions are a means to share ideas and practice the skill of persuasion. Persuasive speech cannot be achieved with hurtful, hateful or inappropriate language. Review your posts before you publish and reread them for unintended meanings.
- **Ask Questions:** Cultural influences can influence communication in terms of phrasing and word choice. The lack of visual and auditory clues may affect meaning, as well. Before jumping to conclusions, ask for clarification.
- **Be Forgiving:** For the majority of participants, online communication is straightforward. Sometimes unintended meanings are conveyed.

Online behavior is not always perfect. In fact it can venture into disrespectful and hurtful areas and needs to be addressed. If you experience any questionable or outright inappropriate behavior from your fellow course participants, please let me know.

This Netiquette policy was adapted from "Netiquette—Often-Overlooked Policy."

Please carefully review the [Discussion Board Netiquette](#) video for discussion forum netiquette.

DISABILITY ACCOMMODATION

The University is committed to supporting the learning of all students, and faculty will provide accommodations as indicated in a Letter of Accommodation issued by the Office of Disability Services (ODS). If you have already registered with ODS and have your letter of accommodations, please share this with me early in the course. If you have or think you have a disability (learning, sensory, physical, chronic health, mental health, or attentional), please contact <https://success.camden.rutgers.edu/disability-services>.

Accommodations will be provided only for students with a letter of accommodation from ODS. Their services are free and confidential. Letters only provide information about the accommodation, not about the disability or diagnosis.

IMPORTANT ADMINISTRATIVE DATES FOR SPRING 2023

First day of Spring 2023 semester:	Tuesday, January 17 th
Last day to drop a class without a “W”:	Thursday, January 26 th
Last day to withdraw from a class with a “W”:	Monday, April 3 rd
Spring Break:	Saturday, March 11 th – Sunday, March 19 th
Last day of classes:	Monday, May 1 st
Final Exam period:	Thursday, May 4 th – Wednesday, May 10 th

NOTE: I reserve the right to change any aspect of this syllabus at any time. I will make adjustments to the class calendar and/or assignment schedules as required by class progress or outside events.

Course Schedule

Date	Topic	Chapter
Week 1: 1/17 & 1/19	<ul style="list-style-type: none"> • Introduction and housekeeping matters (Expectations, Group formation etc.) • An Overview of International Business • Legal, Technological, Accounting, and Political Environments 	1,3
Week 2: 1/24 & 1/26	<ul style="list-style-type: none"> • Legal, Technological, Accounting, and Political Environments • The Role of Culture <ul style="list-style-type: none"> ➤ Online Discussion Forum 1 (Jan. 20-27) 	3, 4
Week 3: 1/31 & 2/2	<ul style="list-style-type: none"> • The Role of Culture • Ethical and Social Responsibility in International Business <ul style="list-style-type: none"> ➤ Quiz 1 – Chapters 3 & 4 – Feb. 2 	4, 5
Week 4: 2/7 & 2/9	<ul style="list-style-type: none"> • International Trade and Investment <ul style="list-style-type: none"> ➤ CASE 1: Blood Bananas: Chiquita in Colombia (HBS Case # TB0245-PDF-ENG)- Feb. 7 	6
Week 5: 2/14 & 2/16	<ul style="list-style-type: none"> • Formulation of National Trade Policies <ul style="list-style-type: none"> ➤ Online Discussion Forum 2 (Feb. 10 – 17) 	9
Week 6: 2/21 & 2/23	<ul style="list-style-type: none"> • International Monetary System and the Balance of Payments <ul style="list-style-type: none"> ➤ Quiz 2 – Chapters 6 & 9 – Feb. 21 	7
Week 7: 2/28 & 3/2	<ul style="list-style-type: none"> • Foreign Exchange and International Financial Markets <ul style="list-style-type: none"> ➤ Online Discussion Forum 3 (Feb. 24-Mar. 3) 	8
Week 8: 3/7 & 3/9	<ul style="list-style-type: none"> • International Strategic Management <ul style="list-style-type: none"> ➤ Quiz 3 – Chapters 7 & 8 – Mar. 7 	11
3/11 to 3/19	<ul style="list-style-type: none"> ➤ Spring Break 	
Week 9: 3/21 & 3/23	<ul style="list-style-type: none"> • International Organization Design and Control <ul style="list-style-type: none"> ➤ CASE 2: Silvio Napoli at Schindler India (A) (HBS Case # 303086-PDF///-ENG) – Mar. 21 	14

Week 10: 3/28 & 3/30	<ul style="list-style-type: none"> • International Organization Design and Control (continued) • Strategies for Analyzing and Entering Foreign Markets <ul style="list-style-type: none"> ➤ Quiz 4 – Chapters 11 & 14 – Mar. 28 ➤ CASE 3: Philips versus Matsushita: The Competitive Battle Continues (HBS Case # 910410-PDF-ENG) – Mar. 30 	12, 14
Week 11: 4/4 & 4/6	<ul style="list-style-type: none"> • Strategies for Analyzing and Entering Foreign Markets (continued) • International Strategic Alliances <ul style="list-style-type: none"> ➤ CASE 4: Nora-Sakari: A Proposed JV in Malaysia (HBS Case # 906M06-PDF-ENG) – Apr. 6 ➤ Online Discussion Forum 4 (Mar. 31-Apr. 7) 	12, 13
Week 12: 4/11 & 4/13	<ul style="list-style-type: none"> • International Marketing <ul style="list-style-type: none"> ➤ Quiz 5 – Chapters 12 & 13 – Apr. 11 ➤ CASE 5: Marks and Spencer enters China (IVEY Case, HBS Product# W12512-PDF-ENG) – Apr. 13 	16
Week 13: 4/18 & 4/20	<ul style="list-style-type: none"> • International Operations Management <ul style="list-style-type: none"> ➤ CASE 6: LEGO Group: An Outsourcing Journey (HBS Case # 910M94-PDF-ENG) – Apr. 20 ➤ Online Discussion Forum 5 (Apr. 14 - 21) 	17
Week 14: 4/25 & 4/27	<ul style="list-style-type: none"> • International Human Resource Management and Labor Relations <ul style="list-style-type: none"> ➤ Quiz 6 – Chapters 16 & 17 – Apr. 25 ➤ Final Exam Review 	19
Week 15	<ul style="list-style-type: none"> • Final Exam (date will be announced later) 	

Case Questions

CASE 1: Blood Bananas: Chiquita in Colombia

1. What do you think were the root causes for Chiquita's actions in Colombia that ultimately led to their conviction?
2. Do you think Chiquita or its managers had a choice? Why or why not?
3. What other companies or industries do you think should be worried about Chiquita's experience? How does this story change your perspective on doing business abroad?
4. What can current CEO Fernando Aguirre do now to restore Chiquita's reputation and ensure future competitiveness?

CASE 2: Silvio Napoli at Schindler India (A)

1. Did Schindler make the right choice in selecting Silvio as general manager of its India operation? Why or why not?
2. At the time of the case, Luc Bonnard, Schindler's vice chairman, is visiting India. As Mr. Bonnard, how would you evaluate Silvio's first eight months on the job? How appropriate are the strategy and business model that Silvio has created? How effective has he been in building organizational capabilities? What about the operating performance to date?
3. What should Silvio do about the order for the glass-walled elevators?
4. How should he deal with the challenges he is facing over transfer prices and sourcing problems with the European plants?

CASE 3: Philips versus Matsushita: The Competitive Battle Continues

1. How did Philips become the leading consumer electronics company in the world in the postwar era? What distinctive competence did they build? What distinctive incompetencies?
2. How did Matsushita succeed in displacing Philips as No. 1? What were its distinctive competencies and incompetencies?
3. What do you think of the change each company has made to date - the objectives, the implementation, the impact? Why is the change so hard for both of them?
4. What overall strategic recommendations would you make to Gerald Kleisterlee? To Eumio Ohtsubo?

CASE 4: Nora-Sakari: A Proposed JV in Malaysia

1. Why have the negotiations failed so far to result in an agreement? Is the formation of a Joint Venture between Nora and Sakari the best option for both companies to achieve their respective objectives?
2. As Zainal, what would you do to ensure that Nora fulfills the TMB contract?
3. If Zainal decides to renegotiate (and assuming that Kuusisto agrees), how should he restructure the terms of the deal?

CASE 5: Marks and Spencer Enters China

1. Identify the cultural differences between British and Chinese consumers. What are the largest differences? Why are these differences important to understand when marketing internationally?
2. In terms of the standardization versus localization dilemma, what variables are important for M&S to consider in the Chinese market?
3. What considerations of style and design, color and product quality did M&S overlook? Why are these elements important to study when expanding internationally?
4. What trade-offs are necessary for M&S marketers to consider when deciding whether to standardize or localize its global advertising and communication strategy?

CASE 6: LEGO Group: An Outsourcing Journey

1. Discuss the key considerations when outsourcing or offshoring production pertaining to this case.
2. What were LEGO's main expectations and learnings from the relationship with Flextronics?
3. What are the key challenges in maintaining a relationship like the one between LEGO and Flextronics?
4. How can LEGO handle the supply chain complexity to improve knowledge sharing, flexibility and coordination?

Case Discussion Grading Rubric

Each item is rated on the following rubric.

- 1= Very poor
- 2 = Poor
- 3 = Adequate
- 4 = Good
- 5 = Excellent

Group Members: _____

Assigned Case Study: _____ **Date:** _____

Item	Score				
1. Evidence of preparation (organized presentation, presentation/discussion flows well, no awkward pauses or confusion from the group, evidence you did your homework)	1	2	3	4	5
2. Content (group presented accurate & relevant information, appeared knowledgeable about the case study assigned and the topic discussed, offered strategies for dealing with the problems identified in the case)	1	2	3	4	5
3. Delivery (clear and logical organization, effective introduction and conclusion, creativity, transition between speakers, oral communication skills—eye contact)	1	2	3	4	5
4. Discussion (group initiates and maintains class discussion concerning assigned case study, use of visual aids, good use of time, involves classmates, good response to instructor’s and other students’ comments and questions)	1	2	3	4	5

Total Score (S): _____ (sum of Items 1-4)

Total Points (Sx1/2): _____ (to make the assignment of 10 points)

Comments:

Self Peer Evaluation Form

In rating yourself and your peers, use a one-to-five point scale, where:

5 = Best work possible, on task and self-motivated: a group player

4 = Pretty good work, some reminders needed

3 = OK Work, would be better with more effort or focus

2 = Not so great. Off task a lot and not really helping with group. Needs more effort.

1 = Major distraction to the group. Others had to do your part.

Names (begin with your own)	Participated in group discussions or meetings	Helped keep the group focused on the task	Contributed useful ideas	Quantity of work done	Quality of work done	<i>Total scores</i>

Strength(s) of the group:

Weakness(s) of group:

Ways you resolved conflicts:

Additional Comments: