

MANAGING GLOBALIZATION

MGPO 469

Mon 18:00-21:00

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| Instructor: | Professor Elena Obukhova | Assistant: | Darlene Fowler |
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| Office hours: | Mon 17:00-18:00 or by appointment. | | |

Course Description:

This course focuses on the strategies global firms employ to manage challenges and opportunities posed by globalization. The course explores how globalization changes the competitive landscape at different levels: nation-states, clusters, and industries. We will also discuss new rules shaping the global business, including trade agreements, economic protectionism, late-comer firms, and activist NGOs.

Objectives:

By the end of this course, students will learn conceptual tools necessary to understand the global strategic landscape. They will also develop skills in critical thinking, research using media sources and effective professional communication. In addition, they will acquire specific knowledge of various firms, industries and countries.

Method:

The class uses a combination of analytic readings, cases, assignments, and students' presentations. The instruction method is based on classroom discussion. Spirited, informed discussion of the readings, cases and exercises is a critical component of the course and of everyone's learning. Students are expected to come to class prepared and ready to participate actively in the discussion.

Evaluation:

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| 15% | Mid-term quiz |
| 25% | Final exam |
| 15% | Fake news assignment |
| 30% | Team project |
| 15% | Class participation |

DELIVERABLES

Mid-term quiz & final exam (15% and 25%)

Both the mid-term quiz and the final exam will take place during class. The quiz and the exam will cover theories and cases from the course. They will have multiple choice and short-answer questions. If the student misses the mid-term quiz, her final exam will count for 40% of her grade. The final exam is cumulative. No final exam make-ups will be given.

Fake news assignment (15%)

You will write a biased news story based on a real news story relating to content covered in class. You will also write an expose outlining the nature of the bias in your news story and explain techniques used to influence the audience. Partners should discuss their work, but each student is responsible for writing up his or her own assignment. Your write-up should be less than 700 words (including all tables and figures).

Team project (30%)

The team project consists of a written report which the team will orally present to the class during one of the last weeks of the course. The report should focus on how a specific firm deals with the opportunities and challenges posed by globalization. The report should be no more than 30 pages including exhibits, footnotes, and references. You should use at least 5 news articles to develop your argument. The presentation should include one infographic. Your grade will be partially based on peer evaluations (10%).

Class Participation (15%)

You will have an opportunity to participate in discussion both online and in class. You will write two short (100 words max) news write-ups based on an article you found relating to topic covered in class that week (5%). The rest of your grade (10%) will be based on your in-class participation.

In-class discussion

In-class discussion is an important learning tool. I will occasionally “cold call” students in class. The point of the “cold calls” is not to embarrass anyone, but to ensure that all students are invited to contribute, and to keep the discussion from becoming unbalanced, with a few students doing most of the talking. I will take notes throughout each class regarding student participation and assess the overall quality of your participation.

Some tips on what constitutes a quality comment for class participation

(by Prof. Lisa Cohen):

- An “exceptional” comment provides some fundamental structure to the conversation either by distilling an underlying theme from disparate comments or by critiquing a set of comments. An exceptional comment will change the way people view some important part of the case or conversation.
- A “good” comment advances the conversation, by making an analytical point and referring to supporting data, by asking a good question, by offering a thoughtful critique of previous comments, or by expanding on previous comments. Supporting data may come from readings, from other cases, or from personal experience.
- A “fine” comment provides some information that adds to the discussion.

- A “poor” comment is one that seems to indicate a lack of preparation and/or a lack of attention to the “flow” of the conversation (for example, making a point that has already been covered earlier).

COURSE POLICIES

Assignment submission guidelines

All assignments are due Monday at 9am on the week indicated in the syllabus. You should submit all your assignments (except the team project) online. For the team paper, you should submit both online and bring a printed version to class. The submissions should be typed, double-spaced, and use size Times New Roman 12 font. At the top right hand corner, write your name(s), section number and word count for the assignment. Assignments that exceed the word limit will receive reduced grades. A reduction of 10% of the grade for each day the assignment is late.

To make sure participation is accurately recorded, students are strongly encouraged to use a name tag in each class.

No electronic devices (except dictionaries) can be used during class.

RIGHT TO SUBMIT IN ENGLISH OR FRENCH WRITTEN WORK THAT IS TO BE GRADED

In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Conformément à la Charte des droits de l’étudiant de l’Université McGill, chaque étudiant a le droit de soumettre en français ou en anglais tout travail écrit devant être noté (sauf dans le cas des cours dont l’un des objets est la maîtrise d’une langue

ACADEMIC INTEGRITY STATEMENT

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/students/srr/honest/ for more information).

L’université McGill attache une haute importance à l’honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l’on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l’étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site www.mcgill.ca/students/srr/honest/).

HEALTH AND WELLNESS RESOURCES AT MCGILL

Student well-being is a priority for the University. All of our health and wellness resources have been integrated into a single Student Wellness Hub, your one-stop shop for everything related to your physical and mental health. If you need to access services or get more information, visit the Virtual Hub at mcgill.ca/wellness-hub or drop by the Brown Student Services Building (downtown) or Centennial Centre (Macdonald Campus). Within your faculty, you can also connect with your Local Wellness Advisor (to make an appointment, visit mcgill.ca/lwa).

COURSE OUTLINE

INTRODUCTION

1. Globalization. Are we there yet? September 9

- Class objectives, method, and the syllabus
- Vote on team formation rules
- Guest speaker: Amanda Wheatley, Management Librarian “Finding News”
- CASE: K-Pop Reaches for a Global Breakthrough (*coursepack*)

GLOBALIZATION: LEVELS

2. Wither the nation state? September 16

- Michael Porter (1990) "The Competitive Advantage of Nations." *Harvard Business Review* 90(2) (March-April): 73-93 (*mycourses*).
- Peter Evans and James Rauch (1999) “Bureaucracy and Growth: A Cross-National Analysis of the Effects of ‘Weberian’ State Structures on Economic Growth,” *American Sociological Review*, 64(5):748-765. Focus on 748-753 & Figure 1 (*mycourses*).
- CASE: Singapore Inc. (*coursepack*)

3. Does geography still matter? September 23

- Michael Porter (1998). "Clusters and the New Economics of Competition," *Harvard Business Review*. 76(6) Nov/Dec: 77-90. (*mycourses*).
- Jerome S. Engel (2015). “Global Clusters of Innovation: Lesson from Silicon Valley.” *California Management Review*. 57(2): 36-65. (*mycourses*). Focus on pp.36-58.
- CASE: The Dutch Flower Cluster. (*coursepack*)

4. What happened to my value chain? September 30

- Gereffi, Gary. 1999. "International Trade and Industrial Upgrading in the Apparel Commodity Chain." *Journal of International Economics* 48:37-70 (*mycourses*).
- CASE: Li & Fung (*coursepack*)

5. Discuss Fake News assignment and in-class quiz October 7

- Guest speaker: Amanda Wheatley, Management Librarian “Fake News”
- *DUE: An article about NAFTA (individual submission)*

GLOBALIZATION: NEW ACTORS & NEW RULES

6. Is trade free? Should it be? October 21

- Renegotiating NAFTA (*coursepack*).
- PARTNER WORK: FAKE NEWS ASSIGNMENT.

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| 7. Is trade free? Should it be? | October 28 |
| <ul style="list-style-type: none"> • READING: Stalemate at the WTO (<i>coursepack</i>). • CASE: The U.S. – China Wind Power Dispute. (<i>coursepack</i>) • Debrief on Fake News Assignment. • TEAM WORK: TEAM CONTRACT. • DUE: Fake News Assignment (individual submission). | |
| 8. Who creates the new rules? | November 4 |
| <ul style="list-style-type: none"> • READING: Fenkel and Scott (2002). Compliance, Collaboration, and Codes of Labor Practice: The Adidas Connection. <i>California Management Review</i> 45(1): 29-49. (<i>mycourses</i>) • READING: Locke et al. (2009). “Virtue out of Necessity? Compliance, Commitment, and the Improvement of Labor Conditions in Global Supply Chains.” <i>Politics & Society</i>, September 2009, vol. 37 (3): 319-351. (<i>mycourses</i>) • CASE: Hitting the Wall: Nike and International Labor Practices (<i>coursepack</i>). • TEAM WORK: ABSTRACT. • DUE: Team contract. | |
| 9. Global innovation- Seriously? | November 11 |
| <ul style="list-style-type: none"> • READING: Jose Santos, Yves Doz, and Peter Williamson (2004) "Is Your Innovation Process Global?" <i>MIT Sloan Management Review</i> 45, no. 4. (<i>mycourses</i>) • READING: C. K. Prahalad (2004) "The Invisible Market." <i>Across the Board</i> 41, no. 5: 23. (<i>mycourses</i>) • CASE: GE healthcare. (<i>coursepack</i>) • TEAM WORK: INFOGRAPHIC. • DUE: Team project abstract. | |
| 10. How to compete with late movers? | November 12 |
| <ul style="list-style-type: none"> • READING: Christopher Bartlett and Sumantra Ghoshal (2000). "Going global: Lessons from Late Movers." <i>Harvard Business Review</i> (Mar-Apr): 133-142. (<i>mycourses</i>) • READING: Jose Santos and Peter Williamson (2015) “The new mission for multinationals” <i>MIT Sloan Management Review</i> 56(4): (<i>mycourses</i>) • CASE: Uber vs Didi. (<i>coursepack</i>) • TEAM WORK: RECOMMENDATIONS. • DUE: Team project infographic. | |
| 11. What does S in CSR stand for? | November 25 |
| <ul style="list-style-type: none"> • READING: Debora Spar, and Lane La Mure. (2003) “Power of Activism: Assessing the impact of NGOs on global business” <i>California Management Review</i>, 45(3): 78-101. (<i>mycourses</i>) • CASE: The Burma Pipeline. (<i>coursepack</i>) • DUE: Team project recommendations. | |
| 12. Class presentations. Team project due. | December 2 |
| 13. Class presentations and in-class final. | December 5 |

ASSIGNED READINGS

This course has two types of reading:

- A **coursepack**, which consists of articles and cases can be purchased in the basement of the Bronfman Building. Readings in the coursepack are marked in the course outline as (*coursepack*).
- Some articles and cases are posted on **mycourses**. These are marked in the course outline as (*mycourses*).