

INTERNATIONAL BUSINESS 378
International Business Operations (#03395)
Spring 2021

Classroom UTC 1.132 (M 5:00-8:00 PM) or <https://utexas.zoom.us/j/93575554204>

Website: On Canvas

INSTRUCTOR: Alex Gabbi
TELEPHONE: 512-633-1193 (Mobile)
E-MAIL: alex.gabbi@mcombs.utexas.edu

OFFICE: <https://utexas.zoom.us/j/3641517004>
OFFICE HOURS: MW 11:00-12:00 PM

TEACHING ASSISTANT: TBA
OFFICE: TBA

E-MAIL: TBA
OFFICE HOURS: TBA

TEXTBOOKS

IB 378 Course Packet available through Harvard Business Press at
<https://hbsp.harvard.edu/import/784216> **(REQUIRED)**

COURSE OBJECTIVES

1. To reinforce international business concepts you have learned in other international business courses.
2. To expand upon your existing knowledge of international business operations and introduce new material pertinent to business operations in the global market.
3. To develop your ability to apply international business concepts to practical business situations.
4. To provide you with a framework for international strategy formulation.
5. To develop your problem solving and decision-making ability.
6. To broaden your understanding of regional characteristics and IB operations in the various industries and markets to be studied in case analyses.
7. To enhance your written and oral communication skills.
8. To improve your ability to work in a group environment.
9. To increase your skills in independent business research and information analysis.
10. To provide you with a practical understanding of how to conduct business in a global economy.

COURSE METHODOLOGY

The primary vehicle for achieving the course objectives will be case analysis. A case is a synopsis of a "real world" problem or situation faced by an organization. Regardless of their time period, all cases in the reading packet have been carefully selected to deliver important learning lessons related to international business operations in our current environment. You will respond to the cases by analyzing the problem/situation to determine the key issues, objectives, and management alternatives, and then determining the best course of action for the organization being studied. These cases will be discussed in class, allowing you to develop, exhibit, and refine your analytical and problem-solving skills. Since the cases deal with international business problems, developing your analysis and solution will allow you to reinforce and apply international business concepts, tools and techniques. You will also submit written individual cases analyses. In addition to written individual case analyses, you will work on three group projects that may require a written report and/or oral presentation and one group project that will require a brief oral presentation.

In addition to case analysis, the course will involve lectures and may involve a limited number of additional reading assignments and discussions.

PERFORMANCE EVALUATION

Your performance in the course will be determined on the basis of the following items:

3 Individual Written Case Analyses (5%, 10%, & 20% respectively)	35%
1 Group Region Analysis Presentation	10%
1 Group Written Industry Analysis and Presentation	15%
1 Group Business Analysis Presentation	20%
1 Group Business Case Introduction	5%
Group Peer Evaluations	5%
Class Participation	10%
TOTAL	100%

Written Case Analysis

A Written Case Analysis is a thorough report of your analysis of a case. Each of your analyses must be **individual** work. The specific cases for written analysis are noted in **bold** on the course schedule. Each case analysis should include a clear, concise, problem statement, an identification of key facts, an analysis of the implications of the salient facts, detailed recommendations and a well-formulated implementation strategy. Each analysis should be 5-7 double-spaced pages in length exclusive of exhibits and appendices. You can think of the first analysis due as being a "practice" case. This will be worth 5% of your grade. The next analysis will be worth 10% and the final case analysis will be worth 20% of your grade.

GROUP ACTIVITIES

The class will be divided into groups of three to five students for group projects. You will have four group assignments during the semester, which together are worth 50% of your grade. Group tasks are common in business, so your group assignments in the class will be a useful learning experience. Your first group assignment will be a region analysis presentation. The second group assignment is a written industry analysis and presentation. The final group assignment is a business analysis presentation. At the end of the semester, you will be asked to provide confidential assessments of each of your group members' performance (not including your own). Anyone who is evaluated poorly by fellow group members will be penalized on his/her class participation grade. Also, a group may, with my permission, "fire" a group member. That individual must then persuade another group to "hire" him/her or complete the assignments independently.

A more detailed explanation of each assignment is provided below. For the industry analysis, your written report will be worth approximately 3/4 of your grade and your presentation 1/4. Every member of a group **MUST** participate in the oral presentation. You should wear appropriate attire.

Group Case Introduction

Each group will be assigned one case. For this case, the group will develop a thorough analysis and present this analysis to the rest of the class. You may think of this assignment as a consulting project. The group will play the role of a consulting team hired by corporate management to analyze a business problem. The class will assume the role of a team from within the company assigned the task of evaluating the consultant's proposal. Each group will have 20 minutes for the oral presentation with the remainder of the class period devoted to questions and answers and discussion of the case. There will be no written assignment for the group case introduction.

Group Region Analysis Presentation

For this assignment, each group will be required to conduct an analysis of a geographic region. You may choose the region you would like to research from the list provided on the course schedule. However, your region topic and research plan must be approved by me. To this effect, a short report (1-2 paragraph) on your research plan should be submitted to me by **February 8th**. This report should

include information on the: 1) topic for the region to be analyzed; and 2) planned individual division of labor in group activities (who will research and present which topics).

The purpose of this analysis is three-fold. First, it will enable you to develop your skills in international strategic analysis. Second, you will become acquainted with how and where to obtain information on different geographic regions and specific business characteristics of these areas. Finally, you will benefit from the knowledge you gain about a particular region as well as the regions other groups are investigating.

Each group will make an oral presentation on their analysis. The oral presentation should last no more than 15 minutes, plus 5 minutes for questions and answers from the class.

Group Industry Analysis - Research Report

For this assignment, each group will be required to conduct an analysis of an industry. You may choose the industry you would like to research. However, your industry topic and research plan must be approved by me. To this effect, a short report (1-2 paragraph) on your research plan should be submitted to me by **March 1st**. This report should include information on the: 1) industry topic to be analyzed; 2) competitors that will be evaluated; and 3) planned division of labor in group activities.

The purpose of this analysis is three-fold. First, it will enable you to develop your skills in international strategic analysis. Second, you will become acquainted with how and where to obtain information on industries and specific companies within these industries. Finally, you will benefit from the knowledge you gain about a particular industry as well as the industries other groups are investigating. This knowledge can be useful to you in selecting career opportunities, both in terms of the industry in which you would like to be employed, and the specific companies that might be most attractive in terms of attaining your career goals.

Each group must submit a **printed** report of their Industry Analysis. Reports should be no more than 10 pages (single-spaced) exclusive of exhibits. Your research must be properly referenced with either footnotes or a reference list and the report must include a bibliography. In addition, each group will make an oral presentation on their analysis. The oral presentation should last approximately 15 minutes, plus 5 minutes for questions and answers from the class.

Group Business Analysis Presentation

For this assignment, each group will be required to conduct an extensive analysis of a real-world international business situation and provide recommendations. I will assign the topics for this analysis.

In conjunction with the presentation, your group will also be required to submit a 1-2 paragraph report outlining the division of labor in group activities (who will research which topics).

The purpose of this analysis is three-fold. First, it will enable you to develop your skills in international business decision-making. Second, you will learn to apply and integrate the knowledge that you have acquired in prior group efforts. Finally, you will benefit from the knowledge you gain about a particular business functional analysis as well as the analyses presented by other groups.

Each group must submit a copy of their PowerPoint presentation. Each group will make an oral presentation on their analysis. The oral presentation should last approximately 20 minutes, plus 5 minutes for questions and answers from the class.

Class Contribution

Because so much of your learning in this course will come from in-class discussions of the cases, class contribution/participation is an important component in determining your grade. The quality of your

contribution will be directly related to your preparation for class before each discussion. Therefore, it is **IMPERATIVE** that you prepare thoroughly for each class discussion with notes to guide you.

I will evaluate your performance after each class meeting. I will call on you in class and you will be expected to provide relevant and original answers. You may have one "question free" day during the semester. On this day I will not call on you in class. To exercise your "question free" option you must inform me prior to class on the day you do not wish to be called on.

Keep in mind that quantity of discussion is not a substitute for quality of discussion. At the same time, attendance is NOT a substitute for contribution: you must **contribute** verbally in class to earn points toward your class contribution grade.

Group Tool – Canvas

One tool you may find particularly helpful to your group work is in Canvas. If you sign on to Canvas (canvas.utexas.edu) you will find a listing of your courses for this semester. If you click on IB378, you will see a number of tools available for your use. The primary tools that you will find helpful in terms of groups will be the E-mail* feature (you can send e-mails to your group as a whole), and the Groups feature. Just click on the Communication button. You will see links for E-Mail and for Groups. Your Groups pages will allow you to have, for your group members only, threaded discussions, a chat room, and a way to post documents that you can all see to review.

Note that the e-mail address that Canvas has for you is the address that you provided to UT when you registered. If you would like to double-check or change it, go to <https://utdirect.utexas.edu/utdirect/index.cgi>. Then click "My Addresses" on the bottom left side of the page. That will show you what UT has as your official e-mail address. That is the address that Canvas will use.

Other Class Information

I reserve the option of giving reading assignments in order to evaluate (and encourage) your preparation for class. You should bring a copy of the case to every class session during which the case will be discussed.

The assignments scheduled are the ONLY components of your grade in the course. Other assignments to improve your grade will not be accepted and should not be requested.

LATE ASSIGNMENTS

No work will be accepted after the end of class on the day the assignment is due unless prior arrangements have been made with me. Work submitted late will receive a grade of ZERO.

ATTENDANCE

Because class contribution is such an important component of your grade, and more importantly, your learning in this class, attendance is mandatory. You will be allowed one absence to be used as you wish, including illness, job interviews, religious holidays, and any other reason. **Each** further absence will result in one point being deducted from your final grade in the course. If you have more than one job interview that conflict with class, you must document ALL interviews and provide the information to me in order to receive an exception to the absence limit. There are NO OTHER EXCEPTIONS.

It is also important that you be prompt to class. Being late to class disrupts the other students and interrupts the discussion. Please make every effort to be in class and ready to participate when class starts. Persistent tardiness (arriving late for class over three times - and I **do** keep track of tardiness) will constitute a missed class on your attendance record. **It is your responsibility to ensure that you have been correctly counted for attendance.**

COURSE FLAGS (WRITING, INDEPENDENT INQUIRY, GLOBAL CULTURES)

IB 378 satisfies the requirements for the Writing, Independent Inquiry and the Global Cultures flags. In keeping with the writing component designation, your three written case analyses will be weighted 50% on content and 50% on writing skill. Writing skill refers to spelling, punctuation, and grammar, as well as sentence and paragraph construction, tone, quality of verbal expression, organization, and development of your ideas. In addition, your writing will be evaluated on layout and form. You will be penalized for typographical mistakes, so be sure to proofread your papers. All papers should be TYPE-WRITTEN (no exceptions) and double-spaced. Note that when you are double-spacing documents, it is important to indent each paragraph and *not* leave extra lines between paragraphs. In addition, papers should have one-inch margins, should be normal type size (no less than 10 point font), and have page numbers. You should have a cover sheet on all papers. However, your cover sheet **should NOT have your name on it**. Your name should be placed at the top of a blank sheet as the last page of all individual papers. This name page requirement does not apply to your group paper. The group paper should have the group number and a list of all group members on the cover page.

Please be sure to adhere to page limits on the various assignments. Any work that exceeds the page limits (except for the completion of a paragraph onto the next page) will not be read. Your work should be clear and legible.

Zoom

All class instruction will be available live via Zoom in addition to in the classroom. Class will be conducted during our normal meeting time for both live and online attendees. To join a class session remotely, please go to the Zoom meeting link available on Canvas for the class date/time in question. Note that attendance will be taken as normal based on logging in, leaving video active and keeping the Zoom screen “in focus”.

Hybrid Class Format

This class is offered in a “hybrid” format. This means that absent unpredictable changes in community health conditions, you will be able to attend class either on campus in person or remotely via Zoom. For those students wishing to participate remotely, unless specific accommodations have been approved due to illness or other extenuating circumstances, live attendance is required. All class sessions will be recorded to account for these special circumstances.

I am designing the class and technologies we will use around the expectation that some students will be attending in person, while others will choose to exclusively attend all sessions remotely. While I will do my best as an instructor to provide a superior experience to all students attending class regardless of the modality they select, occasionally compromises may need to be made to support the hybrid format. In these rare circumstances, the in-person student experience may be prioritized.

On the syllabus, unless explicitly mentioned, all class sessions will be provided live in person and online via Zoom. In some instances, to accommodate guest speakers or exams, the full class will move online. When this is the case, it will be clearly marked in the syllabus.

Virtual Office Hours: All office hours will be exclusively be offered virtually. To join virtual office hours, just come to the appropriate Zoom meeting room (<https://utexas.zoom.us/j/3641517004>) during regular office hour times. You will be admitted from the waiting room in the order in which you arrive. Of course, as always, you can also text or e-mail me at any time with questions you might have.

Other Technology Tools

Other tools may be periodically used but you will be given instructions for those tools on a case-by-case basis.

Important Notifications

Students with Disabilities

Students with disabilities may request appropriate academic accommodations from the Division of Diversity and Community Engagement, Services for Students with Disabilities, 512-471-6259, <http://diversity.utexas.edu/disability/>.

Diversity and Inclusion

It is my intent that students from all diverse backgrounds and perspectives be well served by this course, that students' learning needs be addressed and that the diversity that students bring to this class can be comfortably expressed and be viewed as a resource, strength and benefit to all students. Please come to me at any time with any concerns.

Religious Holy Days

By UT Austin policy, you must notify me of your pending absence at least fourteen days prior to the date of observance of a religious holy day. If you must miss a class, an examination, a work assignment, or a project in order to observe a religious holy day, you will be given an opportunity to complete the missed work within a reasonable time after the absence.

Policy on Scholastic Dishonesty

The McCombs School of Business has no tolerance for acts of scholastic dishonesty. The responsibilities of both students and faculty with regard to scholastic dishonesty are described in detail in the BBA Program's Statement on Scholastic Dishonesty at <http://my.mcombs.utexas.edu/BBA/Code-of-Ethics>. By teaching this course, I have agreed to observe all faculty responsibilities described there. By enrolling in this class, you have agreed to observe all student responsibilities described there. If the application of the Statement on Scholastic Dishonesty to this class or its assignments is unclear in any way, it is your responsibility to ask me for clarification. Students who violate University rules on scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and/or dismissal from the University. Since dishonesty harms the individual, all students, the integrity of the University, and the value of our academic brand, policies on scholastic dishonesty will be strictly enforced. You should refer to the Student Conduct and Academic Integrity website at <http://deanofstudents.utexas.edu/conduct/> to access the official University policies and

procedures on scholastic dishonesty as well as further elaboration on what constitutes scholastic dishonesty.

Sharing of Course Materials

No materials used in this class, including, but not limited to, lecture hand-outs, videos, assessments (quizzes, exams, papers, projects, homework assignments), in-class materials, review sheets, and additional problem sets, may be shared online or with anyone outside of the class unless you have my explicit, written permission. Unauthorized sharing of materials promotes cheating. It is a violation of the University's Student Honor Code and an act of academic dishonesty. I am well aware of the sites used for sharing materials, and any materials found online that are associated with you, or any suspected unauthorized sharing of materials, will be reported to Student Conduct and Academic Integrity in the Office of the Dean of Students. These reports can result in sanctions, including failure in the course.

Class Recordings

Class recordings are reserved only for students in this class for educational purposes and are protected under FERPA. The recordings should not be shared outside the class in any form. Violation of this restriction by a student could lead to Student Misconduct proceedings.

Campus Safety

Please note the following key recommendations regarding emergency evacuation, provided by the Office of Campus Safety and Security, 512-471-5767, More info at:

<https://preparedness.utexas.edu/>.

- Occupants of buildings on The University of Texas at Austin campus are required to evacuate buildings and assemble outside when a fire alarm is activated.
- Familiarize yourself with all exit doors of each classroom and building you may occupy.
- If you need evacuation assistance, inform the instructor in writing asap.
- In the event of an evacuation, follow the instruction of faculty or class instructors.
- Do not re-enter a building unless given instructions by Austin or UT police or fire authorities.
- Behavior Concerns Advice Line (BCAL): 512-232-5050 or [on-line](#).
- In case of emergency, further information will be available at:
<http://www.utexas.edu/emergency>.

Safety and Class Participation

(Dean's Note: To report a COVID-19 violation, please go to [Health and Safety Rule Requirements and Violations for Students](#).)

We will all need to make some adjustments in order to benefit from in-person classroom interactions in a safe and healthy manner. Our best protections against spreading COVID-19 on campus are masks (defined as cloth face coverings) and staying home if you are showing symptoms. Therefore, for the benefit of everyone, this means that all students are required to follow two important rules:

- **Every student must wear a cloth face covering properly in class and in all campus buildings at all times.**
- **Every student must engage in documented daily symptom screening.** This means that each class day in which on campus activities occur, students must upload certification from the symptom tracking app and confirm that they completed their symptom screening for that day to Canvas. Students should not upload the results of that screening, just the certificate that they completed it. If the symptom tracking app recommends that the student isolate rather than coming to class, then students must not return to class until cleared by a medical professional.

If a student is not wearing a cloth face covering properly in the classroom (or any UT building), that student must leave the classroom (and building). If the student refuses to wear a cloth face covering, class will be dismissed for the remainder of the period, and the student will be subject to disciplinary action as set forth in the university's Institutional Rules/General Conduct 11-404(a)(3). Students who have a condition that precludes the wearing of a cloth face covering must follow the procedures for [obtaining an accommodation](#) working with Services for Students with Disabilities.

Other guidelines include:

1. Students in A/B cohort classes should attend their in-person section only on the day and at the time that they are scheduled to attend.
2. Students should not alter the layout of a classroom under any circumstances from its original configuration that is designed to maintain social distancing guidelines.
3. Students should remain outside the building until the passing time prior to their designated class time. Use designated campus study areas as needed.
4. Consumption of food and drink is not allowed in classrooms or public areas of university buildings except for designated break areas.
5. Enter the building at the designated entrances. Use the hand sanitizer as provided or your own personal hand sanitizer after entering the building.
6. Follow the corridor and stairway directional signage where applicable, maintain proper social distancing and noted paths of travel.
7. All physically-able students should use stairs whenever possible. If an elevator is required there should be no more than the number of occupants noted on the elevator signage in the elevator at a time, maintaining social distancing.
8. All classrooms doors should remain propped open before, during, and after class if it is not disruptive. This decision is at the discretion of the instructor using the classroom.
9. Students should enter the classroom at the designated entrance and fill the room by row from the first row to the last row and from the seat furthest from the entrance to the seat closest.
10. Only specific seats in classrooms will be available due to social distancing requirements.
11. Students should carry their own personal sanitizing wipes to ensure that they can clean surface areas including classroom stations as needed. Wipes should be disposed of after class in the

nearest trash receptacle.

12. Students should exit the building immediately after the class completes at the designated exit. Each student should exit the room by row from the last row to the first row and from the seat nearest the exit to the seat furthest from the exit. Students who wish to speak with the instructor after class should do so at the location that will be designated by the instructor outside the building so that the next class can get set up and social distancing can be maintained.
13. Dispose of any waste after class in the nearest trash receptacle.
14. Exit the building at the nearest designated exit. Use the hand sanitizer as provided or your own personal hand sanitizer after exiting the building.

Title IX Reporting

Title IX is a federal law that protects against sex and gender-based discrimination, sexual harassment, sexual assault, sexual misconduct, dating/domestic violence and stalking at federally funded educational institutions. UT Austin is committed to fostering a learning and working environment free from discrimination in all its forms. When sexual misconduct occurs in our community, the university can:

1. Intervene to prevent harmful behavior from continuing or escalating.
2. Provide support and remedies to students and employees who have experienced harm or have become involved in a Title IX investigation.
3. Investigate and discipline violations of the university's [relevant policies](#).

Beginning January 1, 2020, Texas Senate Bill 212 requires all employees of Texas universities, including faculty, report any information to the Title IX Office regarding sexual harassment, sexual assault, dating violence and stalking that is disclosed to them. Texas law requires that all employees who witness or receive any information of this type (including, but not limited to, writing assignments, class discussions, or one-on-one conversations) must be reported. **I am a Responsible Employee and must report any Title IX related incidents** that are disclosed in writing, discussion, or one-on-one. Before talking with me, or with any faculty or staff member about a Title IX related incident, be sure to ask whether they are a responsible employee. If you would like to speak with someone who can provide support or remedies without making an official report to the university, please email advocate@austin.utexas.edu. For more information about reporting options and resources, visit <http://www.titleix.utexas.edu/>, contact the Title IX Office via email at titleix@austin.utexas.edu, or call 512-471-0419.

Although graduate teaching and research assistants are not subject to Texas Senate Bill 212, they are still mandatory reporters under Federal Title IX laws and are required to report a wide range of behaviors we refer to as sexual misconduct, including the types of sexual misconduct covered under Texas Senate Bill 212. The Title IX office has developed supportive ways to respond to a survivor and compiled campus resources to support survivors.

McCombs Classroom Professionalism Policy

The highest professional standards are expected of members of the McCombs community. The collective class reputation and the value of the McCombs experience hinges on this. Please let me know right away if this ever is not the case.

Faculty are expected to be professional and prepared to deliver value for each and every class session. Students are expected to be professional in all respects. Classroom expectations of students include:

- Students will arrive on time.
- Students will be fully prepared for each class.
- Students will attend the class section to which they are registered.
- Students will respect the views and opinions of their colleagues. Disagreement and debate are encouraged. Intolerance for the views of others is unacceptable.

Phones and wireless devices are turned off unless otherwise instructed by the professor.

CANVAS

As you saw earlier, you will be able to use Canvas to communicate within your groups and to check your grade. I will also post documents there for your use. Note that Canvas provides a roster of all students in the class. Therefore, please read the University policy listed below.

Beginning Fall 2001, web-based, password-protected class sites will be available for all accredited courses taught at The University. Syllabi, handouts, assignments and other resources are types of information that may be available within these sites. Site activities could include exchanging e-mail, engaging in class discussions and chats, and exchanging files. In addition, class e-mail rosters will be a component of the sites. Students who do not want their names included in these electronic class rosters must restrict their directory information in the Office of the Registrar, Main Building, Room 1. For information on restricting directory information see:

<http://www.utexas.edu/student/registrar/catalogs/qi00-01/app/appc09.html>

COURSE PREREQUISITES

ECO 339K or IB 350

Credit or registration for 1 of the following: ACC 353J, ACC 366P, FIN 353, FIN 366P, MAN 353, MAN 366P, MIS 353, MIS 366P, MKT 353, MKT 366P, OM 353, O M 366P

FINAL COMMENTS

International Business Operations may be the most difficult, demanding, and frustrating course in your business education. As an integrative course in the IB curriculum, assignments are designed to let you "put it all together" and apply what you have learned in many other courses to real business problems. You will also be presented with some new information to learn through readings and cases. The emphasis on case analysis requires simultaneous attention to both detail and the big picture. You must see the forest, but analyze the trees as well. It involves a mindset that forces you to integrate, to be imaginative, and to be decisive in situations with limited information. Developing a mindset, a way of thinking, is much more difficult than learning specific information or techniques. You must learn to think analytically. You may find the course requirements and the evaluation to be very demanding. However, facing demands is the surest way I know of to learn and grow.

At the same time the course is difficult, it may also be the most important course for the international business students. Whether you ultimately work in business in an international setting, or some entirely different pursuit, the understanding and skills you gain in global strategy formulation, analysis, and

problem solving will have application. Whether you rise to the helm of an organization or are involved in specific functional areas, understanding organizational strategy, being able to integrate and analyze information, and being able to formulate and commit to decisions will enhance your performance and your contribution to any organization.

All this being said, this course can be very enjoyable. Despite some of the formal and stringent rules in the course, much of the class discussion can be spontaneous and creative. More than most other courses you have had in college, your learning will be determined more by what you do than what I as the instructor can teach you. I can simply guide. If you will commit yourself to preparation, apply yourself to the tasks at hand, and then open yourself up to learn what you can from the process and from other students I think you will find this among the most enjoyable and worthwhile courses you will have in your business education.

Finally, and perhaps most importantly, you are the customer! If at any time you feel like the content or instruction of the course could be improved, or if there are additional relevant topics you would like to learn about, please bring these matters up immediately. I am personally committed to making any adjustments that would enhance the learning experience for students in the class.

Course Schedule

Date	Topics	Readings	Assignments Due
1/25	Introduction Regional Perspectives Group Formation Syllabus Review Case-Based Learning What is IB?	A Note on Case Learning (HBR 9-899-105)	None.
2/1	Models for Industry Analysis Models for Region Analysis Assessing Country Risk	Vietnam: Market Entry Decisions (HBR 9-597-020) Dow Chemical's Bid for the Privatization of PBB in Argentina (HBR 9-204-021)	None.
2/8	International Labor Practices Current Event Forum GUEST: Ray Brimble, CEO	Hitting the Wall: Nike and International Labor Practices (HBR 9-700-047) TBD	Region Topics Due.
2/15	Economic Policy Impact International Growth Strategies Decision-Making Models	Chiquita Brands International (HBR 9-797- 015)	None.
2/22	Group Regional Overviews	None.	Group Region Analyses (Presentation Only)
3/1	International Growth Strategies Decision-Making Models	Supermercados Disco: Regional Strategy (HBR 9-599-127)	Individual Case Analysis: Supermercados Disco Industry Topics Due
3/8	Organizational Behavior in a Multicultural Environment	Atlas Electrica: International Strategy (HBR 9-704-435) Silvio Napoli at Schindler India (HBR 9-303-086)	Group Intro (Atlas) – 1 Group Intro (Schindler) – 2
3/15	Group Industry Overviews		Group Industry Analyses (Presentation & Written)
3/22	NO CLASS – BREAK	NO CLASS – BREAK	NO CLASS – BREAK
3/29	International Business Operations and Logistics Manufacturing Supply Chain Management	The Acer Group's China Manufacturing Decision (Ivey 9A99M009)	None.
4/5	Business Analysis Topics Export Management Strategic Alliances Legal/IP Considerations in a Global Environment	Global Wine Wars: New World Challenges Old (HBR 9-303-056) MontGras (HBR 9-503-044)	Individual Case Analysis Global Wine Wars: New World Challenges Old
4/12	Global Human Resources International Strategy International Marketing	AES in Nigeria (Stanford IB-29) P&G Japan: The SK-II Globalization Project (HBR 9-303-003)	Group Intro (AES) – 3 Group Intro (P&G) – 4

4/19	Value Chain Management Current Event Forum GUEST: Michael Knight, SVP Business Analysis – Class Case Study with Business Moderators	TBD	None.
4/26	International Strategy International Finance Tax & Accounting International Business Operations for Start-Ups Bringing it All Together Course Instructor Evaluations	Whelan Pharmaceuticals: Tax Factors and Global Site Selection (HBR 9-192-066)	Individual Case Analysis Whelan Pharmaceuticals
5/3	Business Analysis Presentations		Group Business Analysis Presentations

SELECTED GROUP TOPICSRegions (1 group per region):

1. Central & South America
2. Europe
3. Asia-Pacific (not including India and China)
4. North America (not including USA)
5. Africa / Middle East
6. Australia
7. China
8. India

Business Analyses: Business analysis topics will be assigned during class on April 12th.