FACULTY DEVELOPMENT PLAN: SHAD MORRIS

SCHOLARSHIP

Research Statement

My research agenda is to understand how employees and their interaction with each other and the organization influence different types of learning within the multinational corporation. In general, I am interested in helping to resolve the larger problem related to managing the complex interaction of people, relationships, and organizational systems to create value for both the firm and its employees. I have established an independent research program that involves rigorous, theory-based investigations of fundamental problems related to learning in today’s global work environment.

Specifically, my research tries to extend resource- and knowledge-based views of the firm, which traditionally hold an implicit assumption that new and unique ideas exist at the individual level but that it is the role of the firm to integrate these ideas to create value for the firm. But firms struggle to create these new and unique ideas in the first place. Moreover, scholars struggle to understand how to develop capabilities among employees to create knowledge unique to their local environment and then to integrate that knowledge throughout the MNC. In fact, scholars have not sufficiently examined the social interactions of dispersed local employees that are responsible for the bulk of MNC knowledge creation and integration (Shenkar, 2004).

To extend these theories, I draw upon two primary research fields—international business and strategic human capital. In doing so, I have been able to contribute to our understanding of the links between human resource management (HRM), knowledge stocks of human and social capital, and knowledge flows of creation and integration within the MNC (i.e., HRM → human and social capital → learning).

Almost all of the scholarly research I have published and am currently working on has focused on at least one or all of the above mentioned theoretical links (see Appendix). The first set of empirical papers focuses on how different types of human and social capital are used to develop learning capabilities related to local adaptation and global integration (Human/Social Capital → Learning). The second set of empirical papers focus on how HR practices are used to help leverage geographically dispersed and culturally diverse knowledge across the MNC (HRM → Learning). Finally, I have several conceptual papers that try to combine all these constructs to better understand the pros and cons of human and social capital in organizational learning (HRM → human and social capital → learning). This work primarily takes a process perspective and provides new insight that is not only new to theory, but helpful to solve real world problems within the MNC. In fact, according to Google Scholar my scholarly research has been cited over 1380 times.
Human and Social Capital → Learning

The link between human capital, social capital and learning provides an insightful discussion related to the microfoundations of knowledge stocks and flows within the MNC. This is related to the need to increase our understanding of how organizations develop different capabilities to generate new management ideas locally and at the same time to share and implement them globally (Yeung, Ulrich, Nason, & Von Glinow, 1999). Particular attention paid to these specific learning capabilities and their underlying mechanisms helps us to better understand how MNCs might “generate and implement the complementary organizational and managerial innovations needed to achieve and sustain competitiveness” (Teece, 2007: p. 1321). This focus enables us to contribute to the resource- and knowledge-based views of the firm, which tend to neglect the underlying differences in organizational capabilities (e.g., the ability to generate vs. share vs. implement knowledge) that are critical to theories of the multinational enterprise (Zaheer, 1995). As a result, this set of papers focus on understanding the underlying human and social capital mechanisms that drive learning for the MNC.

The first paper was based off of my dissertation, which developed a theoretical model for MNC subsidiaries in developing learning capabilities to generate practices locally, share them globally, and implement them within subunits. I also examined how the subsidiary’s human capital base and interconnected social capital might help to influence the development of the aforementioned capabilities. To test this framework I conducted 35 interviews with HR managers in IBM and Shell and then collected a survey sample of 187 geographically diverse units from 20 MNCs over two time periods. Using structural equation modeling, I found that while certain resources may help in the development of one capability, they may harm the development of another. Implications are that an MNC’s human and social capital investments will differ depending upon the desired capability. In addition, this paper was the first to empirically disentangle capabilities for knowledge sharing and knowledge implementation. Both of these capabilities require different human and social capital configurations.

In another paper at the Journal of International Business Studies, Scott Snell, Ryan Hammond and I drill more deeply in a single firm study where we examine how different knowledge search behaviors in the MNC are linked to transnational capabilities of global efficiency, local responsiveness and continual learning. Using ordinal logit and regression models to examine both survey and archival data from 97 globally dispersed projects in a large consulting firm, we find that consulting codified processes and systems as well as tacit-based social social rooted in the multinational context differentially, and sometimes counter intuitively, influence a project team’s ability to develop transnational capabilities. These team-based behaviors are nested within a firm, where search decisions lead to large variance in capabilities which are sometimes in tension—creating the dynamics that determine an MNC’s portfolio of competitive advantage.

Finally, I have other papers (see appendix) that build on the framework set up in these earlier papers.
HRM ➔ Learning

From a theoretical perspective, the link between HRM and learning within in the MNC has received limited attention. Strategic HR scholars have been primarily interested in the relationship between HRM and performance. However, there is a strong need to understand the “black box” between HRM and performance. In so doing, we can better understand what it is about this elusive link between the way a company manages its people and the overall performance of that company. A primary value proposition of HRM is that it may influence people’s motivation and ability to coordinate knowledge across national boundaries. By exploring the HRM components of the MNC’s governance mechanisms, we are able to distinguish exactly what and how knowledge is effectively integrated across borders with strong cultural distance.

In a paper that received the AOM International HR Scholarly Award, colleagues and I found that because certain types of knowledge present transfer barriers due to complexity and specificity, firms can overcome these barriers through alignment of information systems, application processes, and the subsidiary human resource strategy. This paper was based on a multi-item survey with 404 regional and country-level HR unit managers from 20 different MNCs headquartered in the U.S., Europe, and Asia. It provided unique insight into the replication as strategy literature, which traditionally has neglected the interaction between a firm’s particular strategy, structure, and learning processes.

In fact, to provide a more practical view of some of the findings from this large study, colleagues and I developed a global talent model to examine principles used to effectively develop people to increase their value proposition and learning ability within the MNC context. This study was published in Sloan Management Review.

In a separate qualitative paper drawing upon 248 interviews in 16 MNCs, we identified configurations of the Corporate HR function based on international HRM structures, exploring how issues of interdependency shape Corporate HR roles and their ability to adapt knowledge to the local environment and share knowledge globally throughout the HR function.

Finally, in a study examining 166 projects within a large MNC, Mona Makhija, Bijuan Zhong and I develop and test a model that highlights the role of HR practices focused on incentives and how they influence employees to search for and apply geographically dispersed knowledge. We find that outcome-related incentives motivate employees to search outside their knowledge comfort zone, which in turn enhances project performance. In addition, more codified dispersed knowledge, while easier to obtain and interpret, is seen to be much less effective in this regard than tacit knowledge.

HRM ➔ Human and Social Capital ➔ Learning

To bring components of HRM, human and social capital and learning all together has been the objective of my research. I also have worked on multiple papers where I try to link all the components of HRM, human and social capital, and learning to help build more accurate and innovative models for expanding existing theory. For example, in a
In another theoretical paper that was recently published with Jim Oldroyd, we examined how employees with different value propositions may actually develop social capital that stifles learning and even organizational performance. We highlight the role of HRM in minimizing the effects of information overload for these valuable employees. Not only does this paper make a new contribution to our understanding of the cognitive constraints involved with social capital, but it provides understanding on how different HRM practices may help to alleviate the negative effects of social capital.

In another project with Jay Barney, Sharon Alvarez, and Janice Malloy, I question the assumption that firm-specific and general human capital are separate. We suggest that, in some settings, this non-separability will impact the way human capital creates value for the firm and the employee, and hence how it is managed within a firm. Specifically, we argue that firms will adopt strong HRM practices geared toward the development of social capital to embed employees within an organization and to increase the knowledge coordination that takes place.

Finally, I have just published a theoretical paper that brings in the notion of location-specific human capital as a starting point for managing knowledge in today’s MNCs. One of the unique characteristics of the MNC is that it is comprised of a geographically dispersed, heterogeneous workforce that embodies local knowledge or location-specific human capital. This paper develops a framework to describe the process of how organizations engage the local workforce in learning in order transform their human capital into a more globally relevant portfolio of knowledge. We explicate how new value is created for customers through this transformation process, and how the MNC may capture some of this value. Implications for theory are discussed and a research agenda is introduced in this paper.

**Scholarship Development Goals**

While many of the research projects I am working on are in a mature stage where papers are being generated, my more nascent research projects build on my past research theme but push for a more process-based understanding of how developed country MNCs can learn from employees in emerging markets. In particular, just this summer I embarked on a large study with Jian Han, Daniel Chng, and James Oldroyd to examine how foreign MNCs engage their employees in emerging markets to combine their knowledge of the local market with knowledge specific to the firm in order to innovate for the new global market. Through this process analysis, we plan to explore how firms develop reverse innovation capabilities among their local employees to ensure continual renewal of organizational knowledge within developed market operations. So far, we have interviewed over 20 foreign MNCs operating in China and have conducted more than 60
interviews with employees of these companies (e.g., Microsoft, Siemens, Nestle, Volvo, HP, Bayer, Mitsui, Mary Kay, SAP, Atlas Copco, Huawei, ZTE, Mettler Toledo, GE). Our plan is to continue with in-depth qualitative study, and then to go in and collect quantitative data through field experiments. In addition, I hope to expand the nature of this study to include India within the next two years.
TEACHING

Teaching Philosophy

My goal in teaching has been to closely align knowledge creation with knowledge dissemination. I firmly believe that the essence of an excellent teacher comes in not only disseminating practical implications from one’s research, but effectively building off the knowledge and experience of students to multiply and enhance learning for both the student and the teacher. In particular, I fully subscribe to the Marriott School’s mission to “Attract, develop, and place men and women of faith, character, and professional ability who will become outstanding leaders capable of dealing with change in a competitive global environment”. I emphasize this mission in my classes, helping students internalize their responsibility to be leaders of faith and character in a global environment. I help them to both adapt and stand firm in a highly complex and ever changing global environment.

Teaching Strengths

I believe my greatest strength as a teacher is my ability to connect with students and inspire them to participate in the learning process. I do this by coupling a high level of real world experience and excitement for the field of HR and international business with a deep theoretical understanding of the scholarship. Because much of my research is field based and I have lived and worked over six years of my adult life in both Asia and Europe, I have also been able to bring in valuable insights to students regarding international business, culture, and how to effectively manage these tensions from an LDS perspective. This experience that is tied to academically rigorous research not only allows me to draw on multiple experiences and examples in the real world but to be able to provide a theoretical framework and process for students to use when the particular experiences may not apply.

Teaching Development Goals

While at Brigham Young University (BYU), I have made considerable effort to not only maintain my high teaching standards, but to improve upon my teaching and to even experiment with new and innovative teaching methods. For example, while I have always tried to incorporate action-based learning, I took this to a new level while here at BYU. For the undergraduate course on International Business (IB 430), I have introduced computer simulations and live projects with companies such as Google, Amazon, and other fast-paced tech companies. Within these semester-long projects, students produced deliverables to live problems facing organizations. Students were also rated and assessed by the organizations themselves. For instance, a senior director and project liaison at Amazon sent the following email to a team of students after the semester had ended:

“Spencer, Jason, Ian, Matt, and Tyler,

I know the semester is over, but I just wanted to write you and the team to tell you what a fantastic job you did on this document. I think you really hit the mark on the request and
really addressed some of the issues I've been dealing with in our international expansion. I put some of your recommendations into practice and they are working out nicely. Thanks for working hard to get the messaging right and figuring out details that would be actually useful. Honestly, this report had practical recommendations I could follow in the real work environment. I'd recommend keeping the doc for yourselves in case you ever find that you need to manage international teams.

Good luck with the rest of your studies at BYU.”

While students will occasionally see these projects and simulations as onerous, they almost always appreciate the opportunity to extend their learning into a more actionable manner. For instance, one open and honest student stated,

“Shad is a phenomenal teacher and I was very impressed with the effort he put in to make this both a very instructive class, but also very useful, with lots of application. I feel like this is the kind of class BYU is striving to create for its students.

That being said, I felt that the projects (which were part of the good application) were on par with what is done for an OCI - it was like taking two classes for the credit of one in my opinion. I had to choose between working on my team's project and doing the prep work for class, despite scheduling an amount of time that would usually be enough for a class of similar credit weight. (And I have taken other 400 level classes before -- Busm 498 would give us time out of class for the CAPSIM project.)

I really don't want to sound harsh though. I really thought that the things we studied were enormously helpful and useful, and I never thought that going to this class was a waste.”

As an instructor, I also take comments from students very seriously. After my first year at BYU I noticed that many of the students didn’t like the textbook I was using. Part of it had to do with the fact that I don’t like to lecture about topics that the students can simply read about. As a result, however, I decided to engage another colleague who is now at BYU to develop an online textbook that can be provided free to the students and provide the content they need without having to wade through large amounts of information that are too theoretical or non-relevant to the objectives of an intro to international business course.

In addition, I frequently bring in guest speakers and have organized panel discussions of 2-3 executives and senior managers with specialties in the subjects covered in class. I allow the panel members to speak for 15 minutes and then open up the floor for Q&A. The students have found these sessions very valuable and often see a “real-world” perspective on the topics we just covered to validate their importance when considering doing business abroad.

While I acknowledge that I have plenty of room for growth in my teaching abilities, I feel confident and comfortable to teach and respond to the most demanding of students. Overall, I am committed to excellence in teaching at the undergraduate and graduate levels.
CITIZENSHIP

Citizenship Strengths

Student Development: In the past two years I have worked with multiple students in a research role. Some of my research assistants have included Bryn Sieverts, Zoe, Jonathon, Christian, Adriel, Chetan, and Madi Oldroyd. These students have been significantly involved in working on research with me and two of them have even travelled with me to China to conduct research. In addition, five students have been involved as co-authors of a research report that is available in hard copy at the Global Management Center.

Faculty Development: While at BYU I have been involved in a research support group on qualitative analysis. In this group we read each others’ papers and provide feedback for future work. In addition, I have peer reviewed papers by faculty colleagues and provided off-line developmental feedback. Finally, the past two years I have been managing the research seminar for our department. I have facilitated bringing in scholars who are key to our junior faculties’ development. In addition, I have organized developmental workshops for faculty development.

Administrative Development: As a board member of CIBER and the Global Management Center (GMC), I have also been heavily involved in helping the GMC to develop case studies for their case competition. I have also been involved in developing whiteboard animations and video cases for the GMC to provide to professors both inside and outside of BYU. Finally, I was heavily involved in developing the grant proposal for the 2015 CIBER grant.

Academic Community Development: I have been a co-founder and organizer of the People and Organizations Conference at Wharton and at Ohio State. I currently serve on two journal editorial boards (JIBS and IJHRM) and am a Track Leader for the Strategic Human Capital Track within the Strategic Management Society.

Citizenship Development Goals

I would like to be an excellent citizen and active in service within the department, GMC, and business school. As part of the international business faculty, I will meet regularly with the GMC to plan curriculum, interactions with students, programs, etc. Moreover, I would like to get more involved in developing the international business curriculum for the college and help to make international business a stronger component of the Marriott School.
SCHOLARSHIP STRATEGIES PROJECT

While many of the research projects I am working on are in a mature stage where papers are being generated, my more nascent research projects build on my past research theme but push for a more process-based understanding of how developed country MNCs can learn from employees in emerging markets. In particular, just this summer I embarked on a large study with Jian Han, Daniel Chng, and James Oldroyd to examine how foreign MNCs engage their employees in emerging markets to combine their knowledge of the local market with knowledge specific to the firm in order to innovate for the new global market. Through this process analysis, we plan to explore how firms develop reverse innovation capabilities among their local employees to ensure continual renewal of organizational knowledge within developed market operations. So far, we have interviewed over 20 foreign MNCs operating in China and have conducted more than 60 interviews with employees of these companies (e.g., Microsoft, Siemens, Nestle, Volvo, HP, Bayer, Mitsui, Mary Kay, SAP, Atlas Copco, Huawei, ZTE, Mettler Toledo, GE). Our plan is to continue with in-depth qualitative study, and then to go in and collect quantitative data through field experiments. In addition, I hope to expand the nature of this study to include India within the next two years.

Scholarship Goals

By February 15, 2015, I wanted to have the following goals complete”

1. Develop a field experiment to test whether or not reaching out for principles from more distant locations is more effective reaching out to the local market for ideas in solving problems with the foreign operating subsidiary.
2. Create a proposal to send companies to get them to sign up for the study

Scholarship Strategies

To increase my productivity in reaching this target, I plan to do the following:

1. Share my key research findings with students, academics, and practitioners
   a. Put together a presentation for practitioners
   b. Put together a presentation for students
   c. Put together a presentation for academics
2. Work with RAs to help develop a framework of a research paper to help motivate the experimental components
3. Develop a whiteboard animation of the qualitative findings of the study results conducted from this summer
CITIZENSHIP PROJECT

Citizenship Goals

The Global Management Center (GMC) is currently struggling to raise money. I would like to indirectly help in this effort by developing some programs and materials that will be attractive to outside donors who will want to provide funding. The list of things I will do to make GMC a more active center are below:

1. Create research material that can be distributed by the GMC and given to managers and students coming into the center.
2. Develop an international project program attached to one of my classes that will set up field projects with companies in international settings. Send students to these locations to work with companies and deliver results.
3. Develop an emerging markets research initiative that sends students to emerging markets to work on research projects for the GMC.
COURSE DEVELOPMENT PROJECT

I will be working with the CTL in the Fall and Winter of 2014-2015 to help me develop whiteboard animations for my Intro to IB 430 course. These animations will be developed around specific topics that students may struggle with. These animations will not only be created for this course, but for other professors who would like to prepare their business students for international issues. These Animations will be used to more effectively deliver on the learning objectives for the course. Below is a copy of the proposed course syllabus.
Introduction to International Business
BUS M 430
Winter Semester 2015
Section 001: M/W 11:00 – 12:15
Section 002: M/W 12:30 – 1:45

164 TNRB

Professor: Shad Morris

Office: 583 TNRB
Telephone: 801.422.4286 (office); 801.636.1314 (cell)
Email: morris@byu.edu
Office Hours: Nearly anytime. Please email me for an appointment.
Course TA: Adriel Johnson (adrielyoshito@gmail.com)
TA Office Hours:

Required Text: Course Packet (must be purchased at the BYU bookstore)
Country Manager (You will receive a User ID and be required to purchase the simulation)
The Economist (you are not required to purchase a subscription… you can read the free online version)
(https://www.economistsubscriptions.com/searchstudent/us/)

Course Website: http://learningsuite.byu.edu

Course Overview and Objectives
The world is changing in fundamental ways. The development of truly global markets in products, services, capital and even certain types of labor is changing how companies compete. Understanding the interaction between political systems, economic regimes, socio-cultural factors, and new technologies around the world is critical to understanding both the possibilities for and the constraints on managing a business in today’s fast-changing economy.

In this class we will talk about why trade exists between nations, and why businesses decide to leave their familiar domestic surroundings to build subsidiaries overseas. We
will examine actions and strategies of the “multinational corporation” (global companies like Coca Cola, GE, IKEA, and Siemens). We will discuss why many of these corporations create intense emotions simply by mentioning their name … Wal-Mart, Nike, Halliburton to name a few. We will explore the rise of China, India and Brazil, and discuss what this means for you as a consumer and business person. We will discuss the difficult area of ethics and the expectations placed on multinational companies as corporate citizens (and you as future employees and managers!). We will delve into areas such as culture and politics, as well as the large agglomeration of initials (for example, EU, NAFTA, WTO, OPEC, and IMF) that you likely have heard of but might not entirely understand how they impact you. We will discuss the causes and consequences of current events—economic crises, financial bailouts, wars, etc.—that impact us as a society, specifically the business environment.

The course content and sequencing will focus primarily on the four ‘PEST’ forces and how to manage in the context of these environmental factors:

- **Political:** political stability of nations, legal systems around intellectual property, property rights, corruption
- **Economic:** macroeconomic factors, national growth rates, trade agreements & disputes, currency fluctuations, recessions
- **Socio-cultural:** National values and ideologies, traditions, worker rights, global sourcing, poverty
- **Technological:** technology platforms, research infrastructure, consumer sophistication, technology in emerging markets

I look forward to exploring these issues with you, sharing my experiences, learning from each other, and discussing the many difficult issues that may have multiple “right answers” or perhaps none at all. By the end of this quarter, I hope that you acquire a set of tools that allow you to analyze international issues in both your personal and professional life, as well as the enthusiasm and desire to use them.

**Course Reading Materials**

The primary reading material for most of the sessions will be a case study and/or an article or book chapter. I expect you to supplement these readings with articles from that week’s *Economist* as well. We will usually start with discussion around a chapter from the book and explore the implications of the material using a case. The readings provide some conceptual frameworks that may help you in your case analysis. The readings reflect a variety of perspectives and should stimulate your thinking; however, they are no substitute for your own analyses of the cases. The cases and book chapters will be available in a packet.

**Course Requirements**

Grading for this course will be based on the following:
### Course Component Points

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Exams</td>
<td>150</td>
</tr>
<tr>
<td>Country Manager Simulation</td>
<td>80</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>30</td>
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<tr>
<td>Participation</td>
<td>30</td>
</tr>
<tr>
<td>Economist Presentation</td>
<td>10</td>
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<td>Total</td>
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### Course Grade Scale

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<th>Points</th>
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<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>279</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>270</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>261</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>249</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>240</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>231</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>219</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>210</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>201</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>189</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
<td>180</td>
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**Exams**

Half of your grade in this course will be based on three exams (each worth 50 points). The format for the exams will be primarily short answer and multiple choice. These exams will not be cumulative in nature and will be spaced at roughly equal intervals throughout the semester. All three exams are closed book and the use of notes is not allowed during an exam. The use of all electronic devices (laptop, cell phone, PDA, etc.) during exams is strictly forbidden. You are expected to take the exams when scheduled in the testing center; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me prior to the exam date. Make-up exams will only be granted with a legitimate excuse.

**Country Manager Simulation**

Computer based simulations are becoming an increasingly popular and useful tool for learning and applying business concepts. For students, simulations offer the opportunity to experience much of the realism of making business decisions in the classroom. The average individual may use the simulation to explore unfamiliar territory in a forgiving environment. Country Manager is a computer simulation focusing on the issue of international market entry and expansion. The exercise is designed to allow you to
experience this by playing the role of a country manager for a major consumer products company. The simulation will allow you to explore elements of foreign market entry, entry mode, market segmentation, product management, pricing, promotion, and distribution.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Start simulation</td>
<td>March 11th</td>
</tr>
<tr>
<td>Complete simulation</td>
<td>March 30th</td>
</tr>
<tr>
<td>Present your simulation results</td>
<td>April 2nd &amp; 9th</td>
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Further details on the simulation will be discussed later in the semester.

**Team Presentation**
Because we have limited time, you’ll need to present only the most important aspects of your experience in Country Manager. You may want to use your previous assignments as reference. This final assignment should be under 10 minutes and you should be prepared to present it to the entire class.

Be sure to cover at least these points:

- Your initial market entry strategy. Be sure to include countries entered, target markets served and positioning strategies within those countries.
- Any important changes to your initial strategy and the rationale for those changes.
- Your firm’s performance objectives and actual performance
- Key strategic moves that led to your success (or demise)
- How you left the company positioned for the future
- Important lessons learned from the simulation experience

**Participation**
Because this is a discussion-based class, each student is required to be an active participant. Your participation grade will reflect my assessment of your total contribution to the learning environment. This includes not only the frequency of your contributions in class, but also their quality. Quality includes, among other things: (1) sound, rigorous, and insightful diagnosis (e.g. sharpening of key issues, depth and relevance of analysis); (2) ability to draw on course materials and your own experience productively; (3) ability to advance or sharpen in-class discussion and debate, willingness to take risky or unpopular points of view, use of logic, precision, and evidence in making arguments; (4) professionalism of your conduct (attendance, punctuality, preparedness, and showing respect to all class members and their class contributions). Unexcused absences and lack of preparation will be counted heavily against you. Class participation will be judged in three parts:

a) Group participation—individuals in each simulation team will evaluate one another at the end of the Country Manager simulation. This will be based on group contribution and collegiality (15 points)
b) Individual participation and discussion (15 points)

**Economist Presentation**
You will be paired up (team of 2) to lead a 5 minute discussion of an article from the *Economist*. You will be responsible for selecting an article from the prior week’s edition. Email a link or copy of the article to the class at least **24 hours in advance** so they can read it beforehand. You will be graded on your ability to tie in the article to our topic of discussion that day and to stimulate a good discussion from the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Cases / Videos</th>
<th>Preparation Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon, Jan 5</td>
<td>Why International Business?</td>
<td><strong>Watch</strong>: Why International Business&lt;br&gt;&lt;br&gt;<strong>Exercise</strong>: Where have you been?: An Exercise To Assess Your Exposure to The Rest of the World’s People (Done in class)</td>
<td>• What do you want to get from this class?... other than an ‘A’&lt;br&gt;• How does international business differ from domestic business?</td>
</tr>
<tr>
<td>Wed, Jan 7</td>
<td>Globalization</td>
<td><strong>Chp 1</strong>: Globalization&lt;br&gt;&lt;br&gt;<strong>Chp 2</strong>: International Business</td>
<td>• What is globalization?&lt;br&gt;• What PEST factors make the world flat?&lt;br&gt;• What PEST factors keep the world round?&lt;br&gt;• With whom do you most agree?</td>
</tr>
<tr>
<td>Mon, Jan 12</td>
<td>Economic Environment</td>
<td><strong>Chp 4</strong>: Measuring and Managing the Economy</td>
<td>• What macroeconomic factors impact international business?&lt;br&gt;• How do nations get rich?&lt;br&gt;• Who is right: Keynes or Hayek?</td>
</tr>
<tr>
<td>Wed, Jan 14</td>
<td>International Trade</td>
<td><strong>Case</strong>: To Trade or Not to Trade: NAFTA and the Prospects for Free Trade in the Americas (HBS 9-705-034).&lt;br&gt;&lt;br&gt;<strong>Video</strong>: <a href="https://www.youtube.com/watch?v=zlNmzS7Hdo">https://www.youtube.com/watch?v=zlNmzS7Hdo</a> Lou Dobbs vs Gary Shapiro and [<a href="https://WWW/ww/wwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwww">https://WWW/ww/wwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwwww</a></td>
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<tr>
<td>Wed, Jan</td>
<td>Monetary Policy</td>
<td><strong>Case</strong>: China’s Renminbi: “Our Currency,</td>
<td>• What are the effects of the exchange rate on the</td>
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Exercise</th>
<th>Notes</th>
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<tr>
<td>Mon, Jan 26</td>
<td>Company presentations</td>
<td>No readings</td>
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<tr>
<td>Wed, Jan 28</td>
<td>Exam 1</td>
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<td>Mon, Feb 2</td>
<td>Socio-cultural Environment</td>
<td>Exercise: Bafa Bafa (in class)</td>
<td>How does culture influence business practices?</td>
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<td>Chp 8: Culture</td>
<td>What are the main drivers of culture?</td>
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<td>Article: Dallin H. Oaks, “Repentance and Change”</td>
<td>How do you know what cultural factors should be incorporated and what factors should not?</td>
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<td>Wed, Feb 4</td>
<td>Offshoring</td>
<td>Case: IKEA’s global sourcing challenge: Indian Rugs and Child Labor (A) (HBS 9-906-414)</td>
<td>How is the company’s and public’s view of “what makes IKEA who it is” related to this supply chain controversy? Specifically, how should Marianne Barner respond to the invitation for IKEA to have a representative appear on the broadcast of the German video program? What actions should she take regarding the IKEA supply contract with Rangan Exports? Should the company stay or go?</td>
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<td>Mon, Feb 9</td>
<td>Poverty Alleviation</td>
<td>Case: SKS and the AP Microfinance Crisis (HBS 9-212-018)</td>
<td>What is the best way to do good (socially) while doing well (financially)? Can business be used as a tool to alleviate poverty? Consider the evidence in Table 1, Exhibits 6 &amp; 8. What strategy should SKS and other MFIs have for communicating the social value of their service? What should SKS have done? What should they do now?</td>
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<tr>
<td>Wed, Feb 11</td>
<td>Political Environment</td>
<td>Case: A few tips about corruption in the U.S. (Ivey 9B06M089)</td>
<td>What are the trends in the world’s political systems? What is political risk and how is it used to help business? How does the legal environment shape your business decisions? What is the definition of corruption? Why do Mr. Lee, Mr. Biswas, and Mr. Lai have such difficulty understanding the practice of tipping?</td>
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<tr>
<td>Date</td>
<td>Environment</td>
<td>Case/Article</td>
<td>Questions</td>
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<tr>
<td>Tues, Feb 17</td>
<td>Political Environment</td>
<td><strong>Case</strong>: Blood Bananas: Chiquita in Columbia (TB0245)</td>
<td>• Is what these people do in their respective countries corruption? Why?</td>
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<td><strong>Chp 4</strong>: Legal</td>
<td>• What do you think were the root causes for Chiquita’s actions in Columbia that ultimately led to their conviction?</td>
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<td>• Do you think Chiquita or its managers had a choice? Why?</td>
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<td>• 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?</td>
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<td>• What can current CEO Fernando Aguirre do now to restore Chiquita’s reputation and ensure future competitiveness?</td>
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<td>Wed, Feb 18</td>
<td>Technological Environment</td>
<td><strong>Case</strong>: Siemens Cerberus in China: Introducing low-frills products in a high quality company (ESMT 311-0123-1)</td>
<td>• What general options does Siemens have to fight emerging low-cost rivals for fire detection products in China?</td>
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<td>• How would you assess the Carsten Liesener’s plan for China?</td>
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<td>Mon, Feb 23</td>
<td>Reverse Innovation</td>
<td><strong>Chp 12</strong>: Reverse Innovation</td>
<td>• What is reverse innovation?</td>
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<td><strong>Article</strong>: Innovating in Emerging Markets</td>
<td>• What are the main obstacles to reverse innovation?</td>
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<td>• How do you increase reverse innovation in your organization?</td>
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<td>Wed, Feb 25</td>
<td>Exam 2</td>
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<td>• Are these markets attractive for soft drink firms? Conduct a PEST analysis.</td>
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<td>• If so, how can Pepsi best “catch-up” with Coke in each given market?</td>
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<td>Mon, Mar 2</td>
<td>Market Entry</td>
<td><strong>Case</strong>: Cola wars: Going global (HBS 9-709-451)</td>
<td>• Describe the PEST environment of ECCO and determine how well it is positioned to take advantage of changes in the industry</td>
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<td>• Analyze ECCO’s value chain. How well does this configuration match the drivers in the industry?</td>
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<td>• ECCO has a fully integrated vertical value chain. What are the pros and cons of this strategy?</td>
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<td></td>
<td>• How do companies create value across borders?</td>
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<td>• Why is there a tension between local responsiveness and global integration?</td>
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<td>Wed, Mar 4</td>
<td>International Strategy</td>
<td><strong>Case</strong>: ECCO A/S—Global Value Chain Management (Ivey 8808M14)</td>
<td>• Was Silvio the right choice for country manager of Schindler’s India operations?</td>
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<td><strong>Video</strong>: International Strategy</td>
<td>• As Luc Bonnard how would you evaluate Silvio’s</td>
</tr>
<tr>
<td>Mon, Mar 9</td>
<td>Global Leadership</td>
<td><strong>Case</strong>: Silvio Napoli (HBS 303086)</td>
<td>• Was Silvio the right choice for country manager of Schindler’s India operations?</td>
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2) Get a User ID
3) Log In and Pay

first seven months as general manager of the Indian company? What advice would you offer?
- What advice would you give to Silvio regarding the decision on the nonstandard glass wall elevator that has been ordered?
- What are the different ways international businesses can be structured?
- How do companies coordinate their efforts across borders? What are some different control and coordination mechanisms?
- Is organizational culture more important than national culture?

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<tr>
<th>Date</th>
<th>Activity</th>
<th>Lecture</th>
<th>Notes</th>
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<tr>
<td>Wed, Mar 11</td>
<td>Country Manager Simulation</td>
<td>Case: The Country Manager Case Quiz on Case</td>
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<td>Mon, Mar 16</td>
<td>Country Manager Simulation</td>
<td>Discuss results from practice run</td>
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<td>Wed, Mar 18</td>
<td>Country Manager Simulation</td>
<td>In-class project work</td>
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| Mon, Mar 23| Country Manager Simulation| Scheduled meetings with Professor Morris / In-class project work | Include the following:
| Wed, Mar 25| Country Manager Simulation| Scheduled meetings with Professor Morris / In-class project work | 1. Your initial market entry strategy. Be sure to include countries entered, target markets served and positioning and mix strategies within those countries.
| Mon, Mar 30| Country Manager Simulation| Scheduled meetings with Professor Morris / In-class project work | 2. Any important changes to your initial strategy and the rationale for those changes.
| Wed, Apr 1 | Team Presentations        | Each team will have 10 minutes to present experience and results to the class | 3. Your firm’s performance objectives and actual performance
| Mon, Apr 6 | Team Presentations        | Each team will have 10 minutes to present experience and results to the class | 4. Key strategic moves that led to your success (or demise)
| Wed, Apr 8 | Global Negotiations       | In-class Exercise: Cartoon                   | 5. How you left the company positioned for the future
| Mon, Apr 13| Global Talent             | Case: Intel’s Vietnam War                    | 6. Important lessons learned from the simulation experience

- How do you effectively negotiate across cultures?
- What are the advantages of establishing major operations in markets with large, inexpensive labor pools? The disadvantages?
| Management (SMR411) | • What are some of the societal concerns Intel Vietnam will need to address in order to increase interest in the engineering profession?
• What can Intel Vietnam do to fill its immediate need? What would be the advantages or disadvantages of local labor vs importing skilled labor from other places?
• What qualities should Intel Vietnam be looking for? In other words, what qualities can Intel Vietnam train into employees after they've been hired and what qualities do candidates need to bring with?
• What can Intel Vietnam do to increase female interest in engineering? |

| Exam Day | Exam 3 |
While many of the research projects I am working on are in a mature stage where papers are being generated, my more nascent research projects build on my past research theme but push for a more process-based understanding of how developed country MNCs can learn from employees in emerging markets. In particular, just this summer I embarked on a large study with Jian Han, Daniel Chng, and James Oldroyd to examine how foreign MNCs engage their employees in emerging markets to combine their knowledge of the local market with knowledge specific to the firm in order to innovate for the new global market. Through this process analysis, we plan to explore how firms develop reverse innovation capabilities among their local employees to ensure continual renewal of organizational knowledge within developed market operations. So far, we have interviewed over 20 foreign MNCs operating in China and have conducted more than 60 interviews with employees of these companies (e.g., Microsoft, Siemens, Nestle, Volvo, HP, Bayer, Mitsui, Mary Kay, SAP, Atlas Copco, Huawei, ZTE, Mettler Toledo, GE). Our plan is to continue with in-depth qualitative study, and then to go in and collect quantitative data through field experiments. In addition, I hope to expand the nature of this study to include India within the next two years.

Scholarship Goals

By February 15, 2015, I wanted to have the following goals complete”

3. Develop a field experiment to test whether or not reaching out for principles from more distant locations is more effective reaching out to the local market for ideas in solving problems within the foreign operating subsidiary.
4. Create a proposal to send companies to get them to sign up for the study

Scholarship Strategies

To increase my productivity in reaching this target, I plan to do the following:

4. Share my key research findings with students, academics, and practitioners
   a. Put together a presentation for practitioners
   b. Put together a presentation for students
   c. Put together a presentation for academics
5. Work with RAs to help develop a framework of a research paper to help motivate the experimental components
6. Develop a whiteboard animation of the qualitative findings of the study results conducted from this summer
Project Success Evaluation

Developing the field experiment was an overall success with some minor problems that will need to be developed in the future. The purpose was to formulate a field experiment design for my study. To do this I attended a course at the World Bank for one week in October, 2014 where I helped in developing a field experiment for a power plant company in Jordan. This helped provide key information on what was needed for the project design.

Based on the qualitative data I gathered for this project, I was able to formulate a fairly solid plan for conducting the experiment. Below is some of what was done for the experimental design:

**Research Question:** *What is the impact of increased tacit global reach on the innovative outputs of R&D employees in a foreign multinational company based in China?*

**Evaluation Design**

**Phased-in Randomization at the Individual Level**

- The employees selected for the intervention will be selected by lottery
We decided to make our proposal in powerpoint, as we believe this needs to be presented to the companies to get them to participate in the study. This presentation was also used to present to a group of 20 heads of R&D for various foreign companies in China. The information was well received, but we weren’t far enough in the process to ask the companies to participate.

I also developed a powerpoint version to present to students. I just need to now put one together for academic colleagues. Unfortunately, however, I did not work as well as I should have with RAs to help in this portion of the project. However, I will do that going forward.

I also created a whiteboard animation video to help show the results from our qualitative findings in the study. This is based on over 60 interviews and some earlier quantitative work done with a large consulting company.
CITIZENSHIP PROJECT

Citizenship Goals

The Global Management Center (GMC) is currently struggling to raise money. I would like to indirectly help in this effort by developing some programs and materials that will be attractive to outside donors who will want to provide funding. The list of things I will do to make GMC a more active center are below:

4. Create research material that can be distributed by the GMC and given to managers and students coming into the center.
5. Develop an international project program attached to one of my classes that will set up field projects with companies in international settings. Send students to these locations to work with companies and deliver results.
6. Develop an emerging markets research initiative that sends students to emerging markets to work on research projects for the GMC.
CITIZENSHIP PROJECT – FINAL REPORT

My citizenship project turned out to be a very fun and rewarding series of activities. Below is a description of my experience and what I learned:

1. Developing the research material and report for the GMC turned out to be a lot of work but ended up with a good project that is now used by the GMC. We used a publisher to produce the final report in color. The report is accessible to both students and managers and provides a lot of value insight in how to build innovation capabilities in emerging markets. The report was also co-authored with 4 students here at BYU and two colleagues in China.

I learned a great deal from this experience because I saw how much effort goes into making something that is academic and scholarly and being able to transform that material into something that is easy to read, accessible to a general reader, and entertaining. The students and I had fun in finding pictures and creating charts and graphs to help convey the message of the report more easily.

The director of the GMC keeps copies of this report on his desk so he can give it to people with whom he talks.

2. Getting started with developing a field-based consulting project was difficult because I am new at BYU and did not have that many personal contacts with companies in the area. I had to tap into contacts that were affiliated with BYU, but that I did not know. This made it much more likely for these managers to turn us down for a field project. However, in the end I was able to secure good international projects from companies such as Honeywell, GE, and General Mills. We were able to secure some small amounts of funding from the GMC for the students, but they will need more in the future. Providing these kinds of opportunities for the students will be extremely helpful to them and their education.

3. This last goal is still in process and not yet fulfilled. This will require creating some mass around interest from other faculty and students. One way to do this going forward is to develop some relationships with other universities where we can send students and have them work on projects with faculty there. Another option is to team up with different NGO’s to provide students willing to come help with their activities.
COURSE DEVELOPMENT PROJECT

I will be working with the CTL in the Fall and Winter of 2014-2015 to help me develop whiteboard animations for my Intro to IB 430 course. These animations will be developed around specific topics that students may struggle with. These animations will not only be created for this course, but for other professors who would like to prepare their business students for international issues. These Animations will be used to more effectively deliver on the learning objectives for the course. Below is a copy of the proposed course syllabus.
Learning Outcomes for IB 430 Course

- Determine why trade exists between nations, and why businesses decide to leave their familiar domestic surroundings to build subsidiaries overseas.

- Develop actions and strategies for the “multinational corporation” (global companies like Coca Cola, GE, Ikea, and Siemens).

- Conclude why corporations create intense emotions simply by mentioning their name … Wal-Mart, Nike, Halliburton to name a few.

- Reflect on the rise of China, India and Brazil, and discuss what this means for you as a consumer and business person.

- Employ the difficult area of ethics and the expectations placed on multinational companies as corporate citizens (and you as future employees and managers!).

- Determine culture and politics, as well as the large agglomeration of initials (for example, EU, NAFTA, WTO, OPEC, and IMF) that you likely have heard of but might not entirely understand how they impact you.

- Critique the causes and consequences of current events—economic crises, financial bailouts, wars, etc.—that impact us as a society, specifically the business environment.

These learning objectives are key in helping students understand the external context in which companies operate today. It helps them put aside their taken-for-granted assumptions of business across borders and apply a much more useful framework to help them learn how to think and act in a different cultural context.

These learning outcomes support the Marriott School’s mission to create leaders who can compete in the global environment.

The course activities consisted of having students watch the whiteboard videos on international business. I have currently completed four videos on different topics and am currently working on two more. These videos helped students to understand difficult concepts and see how they might apply to their lives.

We will also be performing a management simulation in this course. This will help them to apply the concepts and learning objectives in a way that is applicable and based in reality.
Overall, these activities represent cutting-edge teaching practices by helping to flip the classroom and use in-class time for discussion and group learning.

**Introduction to International Business**
**BUS M 430**
**Winter Semester 2015**
**Section 001: M/W 11:00 – 12:15**
**Section 002: M/W 12:30 – 1:45**

164 TNRB

Professor: Shad Morris

Office: 583 TNRB
Telephone: 801.422.4286 (office); 801.636.1314 (cell)
Email: morris@byu.edu
Office Hours: Nearly anytime. Please email me for an appointment.
Course TA: Adriel Johnson (adrielyoshito@gmail.com)
TA Office Hours:

**Required Text:**
*Course Packet* (must be purchased at the BYU bookstore)
*Country Manager* (You will receive a User ID and be required to purchase the simulation)
*The Economist* (you are not required to purchase a subscription… you can read the free online version) ([https://www.economistsubscriptions.com/searchstudent/us/](https://www.economistsubscriptions.com/searchstudent/us/))

**Course Website:** http://learningsuite.byu.edu

**Course Overview and Objectives**
The world is changing in fundamental ways. The development of truly global markets in products, services, capital and even certain types of labor is changing how companies compete. Understanding the interaction between political systems, economic regimes, socio-cultural factors, and new technologies around the world is critical to understanding both the possibilities for and the constraints on managing a business in today’s fast-changing economy.
In this class we will talk about why trade exists between nations, and why businesses decide to leave their familiar domestic surroundings to build subsidiaries overseas. We will examine actions and strategies of the “multinational corporation” (global companies like Coca Cola, GE, Ikea, and Siemens). We will discuss why many of these corporations create intense emotions simply by mentioning their name … Wal-Mart, Nike, Halliburton to name a few. We will explore the rise of China, India and Brazil, and discuss what this means for you as a consumer and business person. We will discuss the difficult area of ethics and the expectations placed on multinational companies as corporate citizens (and you as future employees and managers!). We will delve into areas such as culture and politics, as well as the large agglomeration of initials (for example, EU, NAFTA, WTO, OPEC, and IMF) that you likely have heard of but might not entirely understand how they impact you. We will discuss the causes and consequences of current events—economic crises, financial bailouts, wars, etc.—that impact us as a society, specifically the business environment.

The course content and sequencing will focus primarily on the four ‘PEST’ forces and how to manage in the context of these environmental factors:

- **Political**: political stability of nations, legal systems around intellectual property, property rights, corruption
- **Economic**: macroeconomic factors, national growth rates, trade agreements & disputes, currency fluctuations, recessions
- **Socio-cultural**: National values and ideologies, traditions, worker rights, global sourcing, poverty
- **Technological**: technology platforms, research infrastructure, consumer sophistication, technology in emerging markets

I look forward to exploring these issues with you, sharing my experiences, learning from each other, and discussing the many difficult issues that may have multiple “right answers” or perhaps none at all. By the end of this quarter, I hope that you acquire a set of tools that allow you to analyze international issues in both your personal and professional life, as well as the enthusiasm and desire to use them.

**Course Reading Materials**

The primary reading material for most of the sessions will be a case study and/or an article or book chapter. I expect you to supplement these readings with articles from that week’s *Economist* as well. We will usually start with discussion around a chapter from the book and explore the implications of the material using a case. The readings provide some conceptual frameworks that may help you in your case analysis. The readings reflect a variety of perspectives and should stimulate your thinking; however, they are no substitute for your own analyses of the cases. The cases and book chapters will be available in a packet.
Course Requirements
Grading for this course will be based on the following:

<table>
<thead>
<tr>
<th>Course Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exams</td>
<td>150 points</td>
</tr>
<tr>
<td>Country Manager Simulation</td>
<td>80 points</td>
</tr>
<tr>
<td>Team Presentation</td>
<td>30 points</td>
</tr>
<tr>
<td>Participation</td>
<td>30 points</td>
</tr>
<tr>
<td>Economist Presentation</td>
<td>10 points</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300 points</strong></td>
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**Course Grade Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
<td>279</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
<td>270</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
<td>261</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
<td>249</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
<td>240</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
<td>231</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
<td>219</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
<td>210</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
<td>201</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
<td>189</td>
</tr>
<tr>
<td>D-</td>
<td>60%</td>
<td>180</td>
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</table>

**Exams**
Half of your grade in this course will be based on three exams (each worth 50 points). The format for the exams will be primarily short answer and multiple choice. These exams will not be cumulative in nature and will be spaced at roughly equal intervals throughout the semester. All three exams are closed book and the use of notes is not allowed during an exam. The use of all electronic devices (laptop, cell phone, PDA, etc.) during exams is strictly forbidden. You are expected to take the exams when scheduled in the testing center; failure to take an exam at the appointed time will result in your receiving a score of 0 points for that exam. Students with exam schedule conflicts must speak to me prior to the exam date. Make-up exams will only be granted with a legitimate excuse.

**Country Manager Simulation**
Computer based simulations are becoming an increasingly popular and useful tool for learning and applying business concepts. For students, simulations offer the opportunity to experience much of the realism of making business decisions in the classroom. The
average individual may use the simulation to explore unfamiliar territory in a forgiving
environment. Country Manager is a computer simulation focusing on the issue of
international market entry and expansion. The exercise is designed to allow you to
experience this by playing the role of a country manager for a major consumer products
company. The simulation will allow you to explore elements of foreign market entry,
entry mode, market segmentation, product management, pricing, promotion, and
distribution.

<table>
<thead>
<tr>
<th>Deliverable</th>
<th>Due Date</th>
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<tbody>
<tr>
<td>Start simulation</td>
<td>March 11th</td>
</tr>
<tr>
<td>Complete simulation</td>
<td>March 30th</td>
</tr>
<tr>
<td>Present your simulation results</td>
<td>April 2nd &amp; 9th</td>
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</table>

Further details on the simulation will be discussed later in the semester.

**Team Presentation**

Because we have limited time, you’ll need to present only the most important aspects of
your experience in Country Manager. You may want to use your previous assignments as
reference. This final assignment should be under 10 minutes and you should be prepared
to present it to the entire class.

Be sure to cover at least these points:
- Your initial market entry strategy. Be sure to include countries entered, target
  markets served and positioning strategies within those countries.
- Any important changes to your initial strategy and the rationale for those changes.
- Your firm’s performance objectives and actual performance
- Key strategic moves that led to your success (or demise)
- How you left the company positioned for the future
- Important lessons learned from the simulation experience

**Participation**

Because this is a discussion-based class, each student is required to be an active
participant. Your participation grade will reflect my assessment of your total contribution
to the learning environment. This includes not only the frequency of your contributions in
class, but also their quality. Quality includes, among other things: (1) sound, rigorous,
and insightful diagnosis (e.g. sharpening of key issues, depth and relevance of analysis);
(2) ability to draw on course materials and your own experience productively; (3) ability
to advance or sharpen in-class discussion and debate, willingness to take risky or
unpopular points of view, use of logic, precision, and evidence in making arguments; (4)
professionalism of your conduct (attendance, punctuality, preparedness, and showing
respect to all class members and their class contributions). Unexcused absences and lack
of preparation will be counted heavily against you. Class participation will be judged in
three parts:
c) Group participation—individuals in each simulation team will evaluate one another at the end of the Country Manager simulation. This will be based on group contribution and collegiality (15 points)

d) Individual participation and discussion (15 points)

**Economist Presentation**
You will be paired up (team of 2) to lead a 5 minute discussion of an article from the *Economist*. You will be responsible for selecting an article from the prior week’s edition. Email a link or copy of the article to the class at least **24 hours in advance** so they can read it beforehand. You will be graded on your ability to tie in the article to our topic of discussion that day and to stimulate a good discussion from the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings / Cases / Videos</th>
<th>Preparation Questions</th>
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</table>
| Mon, Jan 5 | Why International Business? | **Watch**: Why International Business  
**Exercise**: Where have you been?: An Exercise To Assess Your Exposure to The Rest of the World’s People (Done in class) | • What do you want to get from this class?... other than an ‘A’  
• How does international business differ from domestic business? |
| Wed, Jan 7 | Globalization      | **Chp 1**: Globalization  
**Chp 2**: International Business | • What is globalization?  
• What PEST factors make the world flat?  
• What PEST factors keep the world round?  
• With whom do you most agree? |
| Mon, Jan 12| Economic Environment| **Chp 4**: Measuring and Managing the Economy | • What macroeconomic factors impact international business?  
• How do nations get rich?  
• Who is right: Keynes or Hayek? |
| Wed, Jan 14| International Trade| **Case**: To Trade or Not to Trade: NAFTA and the Prospects for Free Trade in the Americas (HBS 9-705-034).  
**Video**: [https://www.youtube.com/watch?v=z1NmzS7hhdo](https://www.youtube.com/watch?v=z1NmzS7hhdo) Lou Dobbs vs Gary Shapiro and [https://WWh/www.youtube.com/watch?v=TCc19xxqr_1](https://WWh/www.youtube.com/watch?v=TCc19xxqr_1) Lou Dobbs vs. John | • Why did the US, Canada and Mexico sign the North American Free Trade Agreement? Which sectors would you expect to gain most from this agreement?  
• Has NAFTA been beneficial for the countries that signed it?  
• Should the US encourage the formation of the Free Trade Agreement of the Americas (FTAA)? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Case/Article</th>
<th>Questions</th>
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</thead>
</table>
| Wed, Jan 21 | Monetary Policy        | Case: China’s Renminbi: “Our Currency, Your Problem”? (HBS HKU710) | - What are the effects of the exchange rate on the economy?  
- What determines the exchange rate?  
- What are the different types of exchange rate regimes? |
| Mon, Jan 26 | Company presentations | No readings   |                                                                            |
| Wed, Jan 28 | Exam 1                 | Exercise: Bafa Bafa (in class) | - How does culture influence business practices?  
- What are the main drivers of culture?  
- How do you know what cultural factors should be incorporated and what factors should not? |
| Mon, Feb 2  | Socio-cultural Environment | Chp 8: Culture |                                                                            |
|            | Article: Dallin H. Oaks, “Repentance and Change” |                                                                            |
|            | Article: Shad Morris, “Offshoring of American Jobs: What response from U.S. Economic Policy?”, Human Resource Management, Volume 50, No. 2, March-April 2011 | - How is the company’s and public’s view of “what makes IKEA who it is” related to this supply chain controversy? Specifically, how should Marianne Barner respond to the invitation for IKEA to have a representative appear on the broadcast of the German video program?  
- What actions should she take regarding the IKEA supply contract with Rangan Exports?  
- Should the company stay or go? |
| Wed, Feb 4  | Offshoring             | Case: IKEA’s global sourcing challenge: Indian Rugs and Child Labor (A) (HBS 9-906-414) |                                                                            |
| Mon, Feb 9  | Poverty Alleviation    | Case: SKS and the AP Microfinance Crisis (HBS 9-212-018) | - What is the best way to do good (socially) while doing well (financially)?  
- Can business be used as a tool to alleviate poverty?  
- Consider the evidence in Table 1, Exhibits 6 & 8. What strategy should SKS and other MFIs have for communicating the social value of their service?  
- What should SKS have done? What should they do now? |
| Wed, Feb 11 | Political Environment  | Case: A few tips about corruption in the U.S. (Ivey 9B06M089) | - What are the trends in the world’s political systems?  
- What is political risk and how is it used to help business?  
- How does the legal environment shape your business decisions? |
<table>
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<tr>
<th>Day</th>
<th>Topic</th>
<th>Case/Source</th>
<th>Questions</th>
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</table>
| Tues, Feb 17 | Political Environment | Case: Blood Bananas: Chiquita in Columbia (TB0245) Chp 4: Legal | - What is the definition of corruption?  
- Why do Mr. Lee, Mr. Biswas, and Mr. Lai have such difficulty understanding the practice of tipping?  
- Is what these people do in their respective countries corruption? Why? |
| Wed, Feb 18  | Technological Environment | Case: Siemens Cerberus in China: Introducing low-frills products in a high quality company (ESMT 311-0123-1) | - What do you think were the root causes for Chiquita’s actions in Columbia that ultimately led to their conviction?  
- Do you think Chiquita or its managers had a choice? Why?  
- 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?  
- What can current CEO Fernando Aguirre do now to restore Chiquita’s reputation and ensure future competitiveness? |
| Mon, Feb 23  | Reverse Innovation | Chp 12: Reverse Innovation Article: Innovating in Emerging Markets | - What is reverse innovation?  
- What are the main obstacles to reverse innovation?  
- How do you increase reverse innovation in your organization? |
| Wed, Feb 25  | Exam 2 | | |
| Mon, Mar 2   | Market Entry | Case: Cola wars: Going global (HBS 9-709-451) | - Are these markets attractive for soft drink firms? Conduct a PEST analysis.  
- If so, how can Pepsi best “catch-up” with Coke in each given market? |
| Wed, Mar 4   | International Strategy | Case: ECCO A/S—Global Value Chain Management (Ivey 8808M14) Video: International Strategy | - Describe the PEST environment of ECCO and determine how well it is positioned to take advantage of changes in the industry  
- Analyze ECCO’s value chain. How well does this configuration match the drivers in the industry?  
- ECCO has a fully integrated vertical value chain. What are the pros and cons of this strategy?  
- How do companies create value across borders?  
- What are the features and functions of the value chain?  
- Why is there a tension between local responsiveness and global integration? |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Description</th>
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</thead>
</table>
5) Get a User ID  
6) Log In and Pay  
- Was Silvio the right choice for country manager of Schindler’s India operations?  
- As Luc Bonnard how would you evaluate Silvio’s first seven months as general manager of the Indian company? What advice would you offer?  
- What advice would you give to Silvio regarding the decision on the nonstandard glass wall elevator that has been ordered?  
- What are the different ways international businesses can be structured?  
- How do companies coordinate their efforts across borders? What are some different control and coordination mechanisms?  
- Is organizational culture more important than national culture? |
| Mar 11     | Country Manager Simulation Case: The Country Manager Case Quiz on Case | Discuss results from practice run |
| Mar 16     | Country Manager Simulation                | In-class project work |
| Mar 18     | Country Manager Simulation                | In-class project work |
| Mar 23     | Country Manager Simulation                | Scheduled meetings with Professor Morris / In-class project work |
| Mar 25     | Country Manager Simulation                | Scheduled meetings with Professor Morris / In-class project work |
| Mar 30     | Country Manager Simulation                | Scheduled meetings with Professor Morris / In-class project work |
| Apr 1      | Team Presentations | Each team will have 10 minutes to present experience and results to the class  
Include the following:  
7. Your initial market entry strategy. Be sure to include countries entered, target markets served and positioning and mix strategies within those countries.  
8. Any important changes to your initial strategy and the rationale for those changes.  
9. Your firm’s performance objectives and actual performance  
10. Key strategic moves that led to your success (or demise)  
11. How you left the company positioned for the future  
12. Important lessons learned from the simulation experience |
<p>| Apr 6      | Team Presentations | Each team will have 10 minutes to present experience and results to the class |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Activity</th>
<th>Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wed, Apr 8</td>
<td>Global Negotiations</td>
<td><strong>In-class Exercise:</strong> Cartoon</td>
<td>• How do you effectively negotiate across cultures?</td>
</tr>
<tr>
<td></td>
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<td><strong>Article:</strong> In Global Negotiations, It’s All About Trust (HBR F1212C-PDF-ENG)</td>
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<tr>
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<td></td>
<td><strong>Video:</strong> International Negotiations</td>
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<tr>
<td>Mon, Apr 13</td>
<td>Global Talent</td>
<td><strong>Case:</strong> Intel’s Vietnam War</td>
<td>• What are the advantages of establishing major operations in markets with large, inexpensive labor pools? The disadvantages?</td>
</tr>
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<td></td>
<td><strong>Article:</strong> Six Principles of Effective Talent Management (SMR411)</td>
<td>• What are some of the societal concerns Intel Vietnam will need to address in order to increase interest in the engineering profession?</td>
</tr>
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<td></td>
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<td>• What can Intel Vietnam do to fill its immediate need? What would be the advantages or disadvantages of local labor v importing skilled labor from other places?</td>
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<td></td>
<td>• What qualities should Intel Vietnam be looking for? In other words, what qualities can Intel Vietnam train into employees after they’ve been hired and what qualities do candidates need to bring with?</td>
</tr>
<tr>
<td>Exam Day</td>
<td>Exam 3</td>
<td></td>
<td>• What can Intel Vietnam do to increase female interest in engineering?</td>
</tr>
</tbody>
</table>