

Fall 2016 / Thursday 2–4 PM / JSOM 2.116
International Management Studies (IMS) 6204 (Section MBC for Cohort MBA Program)
GLOBAL BUSINESS

Professor Mike Peng
Jindal Chair of Global Business Strategy
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Other Information Please check eLearning periodically.

General Course Information

Pre-requisites, Co-requisites, & Other Restrictions

Completion of first-year core curriculum in the Cohort MBA program

Course Description

This course focuses on the challenges confronting firms that compete in the global economy. Our objectives are: (1) to help students master the crucial knowledge needed to answer the most fundamental question in global business: *What determines the success and failure of firms around the globe?* (2) to provide an integrated learning experience in the form of a major project integrating your global business knowledge with previous MBA courses.

Learning Outcomes

- Beginning to master crucial knowledge needed to answer the most fundamental question in global business: What determines the success and failure of firms around the globe?
- Analyze the dynamics and directions of international trade and foreign direct investment in the global economy
- Recognize the significance of economic integration and determine strategies appropriate for the global environment
- Appreciate advantages of diversity, by understanding the “other side” of international business—namely, local firms that often compete and/or collaborate with foreign entrants, especially in emerging economies
- An opportunity to work on a meaningful, real-world-based integrated learning project integrating your global business knowledge with knowledge gained in previous MBA courses.

Required Textbook

- M. W. Peng (2017). *Global Business* (4th ed.). Boston: Cengage Learning. ISBN: 978-1-305-50089-1. Kindle versions are fine. Versions for other markets and older editions will create significant confusion and undermine your learning.

- The best deals can be found at www.cengagebrain.com. Purchase e-book, e-chapters, or print version, savings up to 50%. Textbook rentals are available.

Course Policies

Grading (Credit) Criteria	<p>Participation 20%</p> <ul style="list-style-type: none"> • One (1) one-page <i>individual</i> paper (5%) on debates/ethics (not assigned to your group) • Contributions to class discussions (15%) <p>Two quizzes 20% Team presentation on a debate based on a case 10% Integrated learning project 50% Total 100%</p> <p>Extra credit quizzes may be given at the prof's discretion</p>
One Individual 1-Page Paper (on any debates/ethics topics of your own choosing, other than the one associated with your group case)	<p>Stylistic requirements are:</p> <ul style="list-style-type: none"> • Typed, and cannot exceed one page, with one inch margin on four sides of the paper. If you have performed extensive outside research (such as most recent Internet posting), you may attach one page as an appendix, which can only be a direct printout or a spreadsheet but cannot be your write-up. • You may present your paper in paragraph form, in which case <i>single space</i> is allowed, or in outline form as bullet points. • The font size cannot be smaller than 10 (I am using "times new roman" 10 point now). • Submit a hardcopy at the <i>beginning</i> of the class—do not email ("My printer does not work at the last minute" is not an acceptable professional excuse. Printers tend to crash or jam right before class☹). If you email me but fail to submit a hardcopy, you lose 2.5% (one-half) of the total of 5%. • While you may form study groups to discuss these questions, the paper should be written strictly on an <i>individual</i> basis. <p>One-Page Paper on Ethics and/or Debates: Most textbooks present knowledge "as is" and ignore the fact that the field has numerous inconclusive but important debates. <i>Every</i> chapter of the <i>Global Business</i> text has a section on "Debates and Extensions," some of which have significant ethical dimensions (see also the critical discussion questions on ethics in <i>every</i> chapter). Pick any one debate/ethical dilemma to write one 1-page paper (<i>single-spaced, no p. 2, no cover page please—let's be "green," you will lose 1 point if you waste 1 sheet on cover page</i>).</p> <p>You need to both summarize the debate/ethical dilemma (less than ½ page), and answer the question: <i>How does the assigned chapter/reading help you understand and participate in the debate?</i> For example, between two contrasting positions A and B, you had always intuitively supported A (before taking the class). Now you find assigned readings to intellectually support your support for A. Or, despite your initial belief in A, through this course, you now support B. Tell us why. Be assertive. Show <i>your voice</i>. You <i>must</i> use the word "I" (such as "I believe" or "I disagree").</p> <p>This assignment is to be done on an <i>individual</i> basis. A hardcopy is required at the beginning of the class when this debate is discussed.</p> <p>As an expert on certain debates, <i>please be prepared to participate in these debates in class</i>. Of course, I expect <i>everybody</i> to have read these debates and be able to participate. But I may call on the experts, those who write the papers on these debates, to add more to our discussion.</p>

	Please select a topic not assigned to your group for presentation.
Two Quizzes	Two close-books/close-notes quizzes will be given on announced dates. These quizzes are designed to test your mastery of the key concepts and your ability to participate in key debates. The two quizzes will not be cumulative.
Team Presentation on a Debate based on a Case	<p>I expect students to form groups of 4-5 students (maximum 6 students). As a group, you will present a debate based on a case. It will normally be presented after the lecture is over but before the class discussion begins. You will have 5 minutes and 6 slides. Slide 1 is the mandatory title slide, with all names (<i>in alphabetical order of last names please</i>) and emails. So you really only have 5 slides. Use Slides 2 and 3 to summarize the case, and use Slides 4 and 5 to illustrate how the case illustrates a debate. You have complete discretion on Slide 6. It is not mandatory that all members of the group present the case.</p> <p>Please note that the key is not to be comprehensive. The case discussion, after your presentation involving the entire class, will be comprehensive.</p> <p>Do not attempt to summarize the entire case in Slides 2 and 3. Only summarize the relevant information. <i>Please make your slides readable</i>—you will lose points if classmates sitting in the back row cannot read the slides you present. Although case discussion questions are helpful, do not attempt to answer them all. The key here is to <i>focus</i> on one debate (as suggested).</p> <p>You choose the most effective format to present the debate. One possibility is to have team member 1 present side A, team member 2 present side B, and then team member 3 play the role of moderator/reconciler. Alternatively, the entire team can represent side A, and engage the rest of the class as side B.</p> <p>Please prepare one hardcopy handout (6 slides printed on 1 sheet) for the professor. Please do not email ahead of time—nobody has that kind of time to open, print, and bring your handout to class. If you email me, you lose 5% of the total of 10%.</p>
Integrated Learning Project	<p>This group-based major project is designed to help you integrate your global business knowledge with your knowledge from previous MBA courses. The project group should be the same as your case presentation group (see above).</p> <p>Your guiding question is: "<i>How to solve a problem in global business?</i>" The first part will be a case study focusing on a hard-to-tackle global business problem. Examples include:</p> <ul style="list-style-type: none"> • How to profit from the global recession? • How to divorce from our JV partner while minimizing the damage to our interests and reputation? • How to govern a newly acquired foreign company? • How to be socially responsible while maintaining our financial bottom line? (Example: Our company is losing money and has to lay off people, do we still want to contribute to charities?) • How to withdraw from a foreign market? <p>Note these are just <i>examples</i>—not an exhaustive list.</p> <p><i>You are required to work with a company in jointly defining the scope of your actual question.</i> You are responsible for finding an executive contact inside that company. This executive contact should be someone who is willing to provide at least a one-hour face-to-face meeting with members of the project group at the beginning of the project or to provide significant email exchanges with members of the project group (if the company or contact is out of town). You are expected to mobilize your executive mentors, coaches, career service officers, and other corporate contacts.</p>

	<p>Be considerate of your contact's concerns and constraints. Do as much homework as you can from online and library sources so that when you meet your contact, you demonstrate a superior understanding of the basics concerning the focal industry and the firm. Respect confidentiality (including disguising the company name if necessary). Also be aware that everyone of your project group is a brand ambassador for UT Dallas in the corporate community. So please behave responsibly and professionally. As a courtesy, prior to presenting and submitting your work, please send a copy to your contact for his/her perusal and comments—but don't demand that comments must be provided by a certain deadline.</p> <p>One way to view this is to treat this as a consulting report you are preparing for a client. This is essentially an exercise (1) to write your own case study (6-8 pages) and (2) to write your own case analysis (2-4 pages)—for a combined total of (approximately) 10 pages excluding the title page and any attachments, such as figures, tables, appendix, and references.</p> <p>Make sure you use question marks (?) to spell out your question(s). The first part will be a case study focusing on a hard-to-tackle global business problem. Try to follow the format of the cases that we study during the term, give enough details on the background of the firm, and focus on a difficult decision. This part should take approximately 6-8 pages.</p> <p>The second part will be your analysis and recommendations to managers in terms of how to proceed, which should take about 2-4 pages (similar to your case analysis mentioned earlier)—at least 1 page should be devoted to recommendations. Your analysis should draw on theories and concepts from at least 2 chapters of our textbook.</p> <p>All together, the ideal length is 10 pages, excluding attachments such as figures and tables. In terms of the attachments, please be reasonable. Under no circumstances can the total report (all inclusive) exceed 20 pages—I will stop reading after p. 20.</p> <p>The best papers will show evidence of some investigative efforts—digging for more information, interviews/phone calls/emails with managers—and of synthesis and careful editing. They will also be insightful, going beyond the most obvious lessons to draw out the story behind the story.</p> <p>The quality will be evaluated along content and process dimensions (60% and 40%, respectively). Careful editing is expected. Simply “cut and paste” sections written by different coauthors will result in a very poor grade. Appendix 2 gives a complete list of the grading criteria—pay attention!</p> <p>In addition to executive interviews, outside research is expected. Please properly document your sources either in footnotes/endnotes or in (author name, year) format with a reference list attached at the end of your work—Please see the section on “Scholarly Professionalism and Citizenship” for more information.</p> <ul style="list-style-type: none">• One inch margins should be left on four sides of the paper, and the font size cannot be smaller than 10 (I am using “times new roman” 10 point now).• On the title page, alphabetically list all authors. Everybody's email is required.• Also on the title page, include a 1-paragraph, double-spaced executive summary (less than 100 words)—don't miss it; otherwise, you risk losing 5%.• Double space your main text (references and tables can use single space). <p>Each group will give a presentation to the rest of the class on the last day of class</p>
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	<p><i>with no more than 8 minutes and no more than 8 slides</i> (slide 1 will be a required title page with names and emails). In addition to the presentation, the following items are required for submission on the presentation day:</p> <ul style="list-style-type: none"> • Hardcopies of (1) the paper and (2) the slides to give to the professor—please print 6 slides to 1 sheet, double-sided, resulting in one page. • Softcopies of Word and PowerPoint files emailed to my TA (unless he instructs you to submit to eLearning). <p>Normally, everybody in the group gets the same grade. However, if there is any significant free rider, please file a complaint against this individual—the form is posted on eLearning. Your complaint will be stronger if there are other members in your group who also file their complaints. I will investigate and talk to that individual. Therefore, anonymous complaint cannot be entertained. You will have to report your name, and your name will be revealed to the person against whom you complain. Please note this complaint mechanism is totally <i>optional</i>, and I hope none will need to use it.</p>
<p>Class Participation</p>	<p>Since the course is built almost exclusively around the case method, attendance and participation are very important and required of each student. As in the real world, the cases are rich in detail, yet open-ended and incomplete at the same time. Therefore, do not approach a case as you would a book chapter or a magazine article. In order to derive maximum benefit from the case method, it is essential that you mentally "get inside" the case.</p> <p>Class participation will be graded based on the subjective assessment of the professor for each class. <i>Given the extensive group-based work and the high-caliber of the students, my experience suggests that this is likely to be a key area of differentiation in your final grade.</i> It is possible that after you have achieved very high grades on all other components, you still fail to secure an A because your participation lags behind your peers. Obviously, you cannot participate if you miss class. However, please note that you will not earn full mark for "class participation" if you simply show up.</p> <p><u><i>"Dos" for Class Discussions</i></u></p> <ul style="list-style-type: none"> • Keep an open mind • Relate outside experience • Be provocative and constructive <p><u><i>"Don'ts" for Class Discussions</i></u></p> <ul style="list-style-type: none"> • Do not make sudden topic changes; recognize the flow of discussion • Do not repeat yourself and others • Do not "cut" others to "score points" <p>Remember it is the <i>quality</i> of your participation, not the quantity (or "air time"), that will lead to good performance in class discussion. The following criteria are employed:</p> <ul style="list-style-type: none"> • Excellent class participation: The student consistently attends class, consistently contributes to case discussions, and consistently demonstrates superior understanding and insights • Good class participation: The student consistently attends class, consistently contributes to case discussions, and occasionally demonstrates superior understanding and insights • Mediocre class participation: The student inconsistently attends class, inconsistently contributes to case discussions, and rarely demonstrates superior understanding and insights.
<p>Make-up Exams</p>	<p>No</p>

Extra Credit	Possible extra-credit quizzes may be given, at the discretion of the professor
Late Work	Late written assignment will be downgraded by 10% every business day
Special Assignments	No
Academic Professionalism and Citizenship	<p>No cheating will be tolerated in this class. Cheating includes plagiarism from others or plagiarism from your own papers, sharing information, talking during a test, taking additional time than allowed, falsifying documents or any other way of getting information from a source that is not allowed or is not cited, or any other form of cheating listed under the University Judicial Affairs policy website (http://www.utdallas.edu/judicialaffairs/index.html). This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective. Any suspicion of cheating will be reported to Judicial Affairs and if you are found responsible, the recommendation will be to follow these guidelines:</p> <ul style="list-style-type: none"> • An infraction that a student is found responsible for but is minor AND is unintentional, the recommendation is one letter grade adjustment. • Any student found responsible for any other infraction will be disciplined at least with an F in this course. <p>Please note that if you are suspected of cheating and your case is in Judicial Affairs at the time of reporting grades, your grade will be “NR.” If an employer requires this course or the completion of a degree, this could delay the finalization of the grade by an undetermined amount of time and threaten that employment. In the case of an NR, the student will be responsible for ensuring the grade change is submitted.</p> <p>You are expected to exhibit the <i>highest</i> level of professionalism and courtesy in and out of class. Minimum behavioral expectations include:</p> <ul style="list-style-type: none"> • Turn off cell phones, beepers, and pagers while in class. • Arrive punctually to class (if you have to be late in arrival or to depart early, please find a seat closer to the door in a non-disruptive manner). • Do <i>not</i> use your laptop.¹ Yes, there is a ban on laptop usage in this class.
<u>NOTES from the Bureaucracy</u>	Your mastery of the following notes will be tested during a pop quiz— <i>just kidding!</i>
Student Conduct and Discipline	<p>The UT System and UTD have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, <i>A to Z Guide</i>, which is provided to all registered students each academic year.</p> <p>UTD administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the <i>Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3</i>, and in Title V, Rules on Student Services and Activities of the university’s <i>Handbook of Operating Procedures</i>. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (972/883-6391).</p>

¹ A law school professor writes that “The use of laptops is linked not only to poor classroom discussion but also to decreased bar passage rates across the country” . . . [because] “students e-mailing and IMing individuals both in class and out of class, shopping, playing games, watching movies, or surfing the web” (K. Yamamoto, 2007, Banning laptops in the classroom: Is it worth the hassles? *Journal of Legal Education*, 57 (4): 477-515). Two psychology professors report that “even when laptops are used solely to take notes, they may still be impairing learning because their use results in shallow processing” (P. Mueller and D. Oppenheimer, 2014, The pen is mightier than the keyboard: Advantages of longhand over laptop note taking, *Psychological Science*, 25(6): 1159-1168). These two scholarly articles are available upon request.

	<p>A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.</p>
<p style="text-align: center;">Academic Integrity</p>	<p>The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.</p> <p>Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.</p> <p>Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course may use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.</p>
<p style="text-align: center;">Email Use</p>	<p>UTD recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's UTD email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at UTD provides a method for students to have their UTD mail forwarded to other accounts.</p>
<p style="text-align: center;">Withdrawal from Class</p>	<p>The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.</p>
<p style="text-align: center;">Student Grievance Procedures</p>	<p>Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's <i>Handbook of Operating Procedures</i>.</p> <p>In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved</p>

	<p>parties.</p> <p>Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.</p>
Incomplete Grades	<p>As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.</p>
Disability Services	<p>The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m. Please contact:</p> <p style="padding-left: 40px;">UTD Office of Disability Services, SU 22 PO Box 830688, Richardson, Texas 75083-0688 (972) 883-2098 (voice or TTY)</p> <p>Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.</p> <p>It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.</p>
Religious Holy Days	<p>UTD will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.</p> <p>The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.</p> <p>If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.</p>

*UT Dallas Jindal School of Management / IMS 6204 Global Business (MBC)
Prof. Mike Peng (Fall 2016)*

Off-Campus Instruction and Course Activities	Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm . Additional information is available from the office of the School Dean.
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Academic Calendar²

Date	Cases (<i>discussion questions are at the end of each case—try to answer them</i>)	Chapters (<i>always read Closing Case and answer discussion questions</i>)
8/25	The rebirth of the East India Company (p. 3) Coca-Cola's deep dive in Africa (p. 21) #3	Ch 1: Globalizing business
9/1	The future of Cuba (p. 130) #2 DEBATE: Private versus state ownership (p. 52)	Ch 2: Understanding formal institutions: Politics, laws, and economics
9/8	An institution-based view of IPR protection (p. 134) #5 DEBATE: Drivers of economic development: Culture, geography, or institutions (p. 51)	Ch 3: Emphasizing informal institutions: Cultures, norms, and ethics
9/15	LEGO's secrets (p. 97) #8 DEBATE: Offshoring versus not offshoring (p. 110)	Ch 4: Leveraging resources and capabilities
9/22	Why are US exports so competitive? (p. 177) #4 DEBATE: Trade deficit versus trade surplus (p. 171)	Ch 5: Trading internationally (Part 1)
9/29	Brazil's quest for comparative advantage (p. 272) #1 DEBATE: Does Brazil have an absolute or comparative advantage in agriculture? (pp. 154-158)	Ch 5: Trading internationally (Part 2) QUIZ 1 (covering CH 1, 2, 3, 4, 5)
10/6	The myth behind China's outward foreign direct investment (p. 284) DEBATE: Facilitating vs. confronting FDI (p. 198) #6	Ch 6: Investing abroad directly
10/13	The German question in the EU (p. 263) #7 DEBATE: Pros vs. cons of EU expansion (p. 250)	Ch 8: Capitalizing on global and regional integration
10/20	Business jet makers eye China (p. 444) #10 DEBATE: Liability versus asset of foreignness (p. 334)	Ch 10: Entering foreign markets
10/27	The antitrust case on the AT&T-T-Mobile merger (p. 446) DEBATE: Competitive strategy vs antitrust policy (p. 360) #9	Ch 11: Managing global competitive dynamics
11/3	Fiat Chrysler: From alliance to acquisition (p. 373) #11 DEBATE: Alliances versus acquisitions (p. 392)	Ch 12: Making alliances and acquisitions work
11/10	Moving headquarters overseas (p. 413) #12 DEBATE: Dealing with host country governments versus dealing with home country governments—as part of institution-based considerations (p. 411)	Ch 13: Strategizing, structuring, and learning around the world QUIZ 2 (covering CH 6, 8, 10, 11, 12, 13)
11/17	WRAP UP	
11/24	<i>Thanksgiving holiday</i>	
12/1	Presentations / projects due. Submit to the professor hardcopies of your project and your slides (6 slides on 1 sheet please) before you start to present. Staple (1) PPT and (2) paper together—with PPT on top	Email your softcopies (both Word and PowerPoint) to the TA no later than midnight today (please don't email/copy the professor)

² Minor changes may be made in the course content as the semester progresses.

Appendix 1: About Your Professor

Mike W. Peng (PhD, University of Washington) is the Jindal Chair of Global Strategy, the first holder of such distinction at the Jindal School of Management at UT Dallas. He is a National Science Foundation CAREER Award winner and a Fellow of the Academy of International Business. Professor Peng is widely regarded as one of the most prolific and most influential scholars in global strategy. He is one of the only 95 business and economics scholars listed in *The World's Most Influential Scientific Minds* and the only UT Dallas faculty member of all disciplines to have attained this honor. His market leading textbooks, *Global Strategy*, *Global Business*, and *GLOBAL*, are studied in business schools in over 30 countries, and have been translated into Chinese, Spanish, and Portuguese. Since joining UT Dallas in 2005, he has been the number one contributor to the top 45 academic journals tracked by Financial Times, which has consistently ranked Jindal a top 20 school in research worldwide. His consulting clients include AstraZeneca, Texas Instruments, the UK Government Office for Science, and The World Bank. For details, see www.mikepeng.com

Appendix 2: Grading Criteria for Writing Assignments (for your 10-page term project case write up)

I. Content Issues (60%)

- (a) Clarity of the story line (10%)
- (b) *Use of concepts and theories* applied to the case (20%)
- (c) Reasonableness of analysis (10%)
- (d) Appropriateness of *recommendations/conclusions* (20%)

II. Process Issues (40%)*

- (a) Effectiveness of presentation (20%)
(including speech posture, maintaining eye contact with the audience instead of reading off the script, use of visual aids, timing, and answer of questions)
- (b) Effectiveness of written reports (20%)
(including readability, flow, logic, and organization; writing mechanics, such as free of grammatical and spelling errors, use of sections and headings, and page numbering; use of literature; and attachments such as graphs, tables, and calculations, whenever applicable)