



## **MGMT 1110 – Multinational Management Course Syllabus, Fall 2024**

Class sessions meet **in-person** in Huntsman Hall 350, Section 1: TR1:45-3:15, Section 2 TR3:30-5:00

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*Contact information for the course teaching assistant will be provided via Canvas.*

### **COURSE DESCRIPTION**

MGMT 1110 is the basic introductory course to international business and management. Its goal is to familiarize students with key aspects of the international political, economic, and institutional environment in which firms operate. Specifically, we consider why firms expand internationally, where they choose to enter, and how they execute these global strategies. The course is intended for students who are interested in managing, advising, or analyzing global operations for both mature companies and startups.

The course includes an overview of the global landscape at a macro level, covering different aspects of international trade and trade policy. We use multiple frameworks to identify factors that influence firms' foreign investment options and how managers can evaluate the benefits and risks of their decisions. Topics include the returns and costs to trade, tariffs and non-tariff barriers, trade wars, taxation and tax havens, IP, geopolitics, and the importance of human capital in driving multinational strategy.

Learning objectives include that students should be prepared to:

1. Describe key trends and issues that are especially pertinent to firms that pursue internationalization.
2. Identify and utilize key frameworks commonly used to support international strategic decision-making.
3. Discuss major economic, socio-political and technological considerations affecting multinational firms.
4. Formulate and persuasively communicate a recommendation for a key management decision to be undertaken by a major global firm.

Course sessions employ a variety of formats, including lecture, case discussion, interactive assignments and short simulations.

## TEACHING PHILOSOPHY AND EXPECTATIONS

**Teaching Philosophy:** I endeavor to create a classroom environment that is conducive to your participation and learning. Understanding that you have already demonstrated significant scholastic aptitude, my goal is to coach you through a process of applying your base knowledge to new information, building your ability to assimilate and apply what you learn in a manner appropriate for the workforce. What does that look like? I think it's important to keep you on your toes, trying to make connections to information and knowledge you already possess to what we are learning next. I try to make each class period different and unique – some techniques may appeal to you more than others, but I ask you to participate and engage fully even if you sometimes feel out of your preferred “comfort zone”. As frequently as possible, I utilize approaches that I believe will best prepare you for life after college. I truly enjoy teaching and hope that my passion is contagious and provokes your highest degree of commitment to learning.

### My Expectations of You:

1. *Desire to learn.* You are the first beneficiary of your learning. I expect you to approach all aspects of the class with the perspective that you are building a portfolio of knowledge and skills that you will be able to apply in your future pursuits. This includes you taking your own notes, an important life-skill.
2. *Engagement.* You should regularly attend class and be actively engaged.
3. *Investment.* Multiple hours of outside work for every hour of class time is expected to perform well in any college course; some students may require more time than in previous courses to perform at their desired level.
4. *Professionalism.* I expect you to treat your classmates as colleagues and to respect me as an approachable supervisor. Courteous and considerate behavior to all peers, the instructor and any course guests is presumed under this standard.

## CONTENT AND READINGS

Course readings are selected to enhance the quality of our in-class discussions and to help you achieve our overall course learning objectives. Therefore, reading is expected and required in order for you to be able to participate meaningfully. Most classes have 1-2 required readings; the initial schedule is provided at the end of this syllabus. Readings will also often feature as the basis for assessing your preparation and engagement, as they will be the basis for our discussions and activities. You should check Canvas in advance of each class period to obtain any specific instructions for what you should focus on when completing the reading and how you will be expected to show your understanding.

The readings are provided on Canvas in the Course Materials @ Penn Libraries tab and in the Study.net course pack. Cases and HBR articles are all in the Study.Net course pack, and the rest (academic and newspaper articles) are in the Course Materials@Penn Libraries tab.

When appropriate, I will augment these required readings with optional links on Canvas to additional timely articles as the semester goes on that reflect course concepts or pertain to our class discussions.

## ASSESSMENT OF STUDENT LEARNING

Component	Points	Due Date
1. Engagement	15%	-
2.1 Global CEO Presentation (individual)	10%	September 24
2.2 Global Business Book Club (individual)	10%	October 8
2.3 Global Business Research Synthesis (group)	10%	November 14
3. Midterm Exam (individual)	30%	October 31
4. Final Project (group)	25%	December 12

### 1. Engagement (15%)

To earn full engagement points, you must actively and productively engage in class activities and discussions (particularly on case days) over the course of the term. This will be evaluated through a combination of objective indicators, such as performance on activities or simulations, and my subjective record of your answers when called upon and voluntary participation in course discussions. Your answers and comments in class should manifest evidence that you completed the assigned readings, with a priority for quality over quantity given the number of students in the class. Valuable comments are those that address the issues under discussion directly, integrate concepts or different perspectives, demonstrate critical thinking, provide relevant examples, or pose insightful questions. Given the size of our class, not every student will be called on or expected to speak every class period, but it is critical to class discussion that each student is *prepared and ready to participate* so that we have a rich set of viewpoints expressed in class. If you are clearly unprepared, you will receive a deduction. Each week corresponds to approximately 1 of the 15 percentage points for the engagement grade.

You are encouraged to take handwritten notes and document your key takeaways at the end of each class session, but class slides will be posted after class for your reference. Notes should be taken in a manner that does not distract others (e.g. handwritten preferred or flat tablet if necessary).

*Required Attendance and Authorized Absences:* Consistent attendance at class sessions is a minimum expectation and repeated absences will negatively affect your performance and your grade. We will use an assigned seating plan and you are expected to display your name tent during every class. Missing more than ten minutes of lecture (arriving late, leaving early, or exiting the room during the class) counts as an absence. To account for illness and other unavoidable conflicts, *3 absences will be allowed without affecting your engagement grade if you submit the alternate substitute assignment provided via Canvas under "Authorized Absences Make-up" within 10 days of the missed class period* (a brief response to that day's reading or content, outlining what you would have contributed to our class discussions). Because your presence and engagement is necessary to meet our course learning objectives, failure to submit the alternate assignment and each additional absence will result in a 3-point deduction from your maximum engagement grade (for instance, a fourth absence means your engagement score would be a maximum of 12 of the 15 possible points even if you were highly engaged in the remaining class sessions).

*Unprofessional conduct* -- including inappropriate comments or use of technology such a laptop or a phone that is off-task or distracting to yourself or others -- will also result in a deduction akin to an excess absence.

### 2.1 Global CEO Presentation (10%)

You will choose an international firm (not headquartered in the U.S.) and role-play as the CEO, sharing details on past alliance and acquisition activity utilized as part of the firm's global strategy. Your deliverable will include a brief slide deck and presentation of the key information as part of our "CEO Roundtable" discussion during our class session. More detailed instructions are provided on Canvas.

## 2.2 Global Business Book Club (10%)

You will choose a book from a list of curated options and then prepare a briefing in which you communicate key international business-related takeaways and how they apply to a focal company. This will be presented and discussed with peers. More detailed instructions are provided on Canvas.

## 2.3 Global Business Research Synthesis (10%)

In assigned teams, you will choose a research article pertinent to international business from a list of curated options and then prepare a brief presentation of the article for your peers. The presentation will identify the goal of the research, discuss its method, and synthesize its findings. Then, you will describe how the findings are relevant to a focal company and an action the company could take in response. Groups will present to the class as time permits. The article choices and additional submission instructions are provided on Canvas.

## 3. Midterm Exam (30%)

There will be a 90-minute midterm exam in class to assess your retention of key course concepts and frameworks and the ability to apply them to current or hypothetical examples faced by multinational firms operating in a global context. The exam will entail a combination of multiple choice and short response. More details will be provided on Canvas.

## 4. Final Project (25%)

In groups, students will choose a company whose primary headquarters is not in the U.S. and prepare a strategic recommendation tied to a key internationalization decision, such as initiating a foreign investment, entry or exit from a specific country, or offshoring parts of the value chain. You will use theories and concepts from the course to **analyze and evaluate whether, and how a given firm should expand into – or contract out of – a given country**. The choice about the relative weight to put on different issues, theories, and concepts in explaining the firm’s activities and its performance is yours. In doing so, the project will allow you to demonstrate mastery of course frameworks, such as CAGE, AAA, and ADDING Value, to inform your insights and to weave together various course concepts, such as tariffs, tax, or transportation costs relative to potential competitive and productivity advantages.

*Report:* You will prepare a 6-page written report (along with up to an additional 10 pages for figures, tables, and references), and an accompanying recorded presentation of your recommendation, to be submitted by any team member on Canvas by the deadline shown above. Specific formatting instructions and the rubric criteria are provided on Canvas. Your choice of company and the subject of your recommendation should adhere to the specific criterion also provided on Canvas.

*Teams:* The final project should be carried out in groups of no fewer than four and no more than six students. Later in the semester after you’ve had the opportunity to meet and work with peers in the course, you will be given the opportunity to choose groups via sign-up sheets on Canvas. If you wish to be assigned to a group instead, please email the TA by the date indicated on Canvas. You will also submit a peer evaluation using Feedback Fruits.

## Course Grading

Your course grade will correspond to the sum of the points you have accumulated as a proportion of the total points available. You should prioritize your time and effort to obtain the grade you desire; you should not expect “rounding-up” or a curve given the high quality of your peers. In line with department expectations, MGMT1110 uses the following grade distribution:

A+: 97-100%	B+: 87-89.99%	C+: 77-79.99%	D+: 67-69.99%
A: 93-96.99%	B: 83-86.99%	C: 73-76.99%	D: 63-66.99%
A-: 90-92.99%	B-: 80-82.99%	C-: 70-72.99%	F: 62.99% or below

## IMPORTANT COURSE POLICIES AND SUPPORT FOR STUDENTS

### **Academic Integrity, Proper Attribution of Source Material, Use of AI and Use of Prior Materials:**

Students are required to abide by the University's policy of academic integrity at all times. Insufficient attribution to extended quotations from external sources on any submitted work is a violation of student conduct policies and will result in formal charges of plagiarism to the office of student conduct. If you have any questions on policy, see <https://guides.library.upenn.edu/copyright/plagiarism>. Similarly, students may use generative AI programs (e.g., ChatGPT) as a tool, but must acknowledge at the end of any submissions how the tool was used, including specific prompts. Failure to do so is in violation of academic honesty policies. You are responsible to verify all information will be responsible for any inaccurate content in your submission. Further, it is never appropriate to use materials prepared by students of this or any other course from previous years or to resubmit something you prepared for a different course. You should not use previously completed projects, summaries of readings, or other "cheat sheets".

**Unauthorized Use or Distribution of Course Material and Content:** All course materials are copyright-restricted to your personal use only. While you are encouraged to take notes for personal use, you are not permitted to distribute or share materials from this course and should not post to any online platform.

**Late Submissions** on assignments will be subject to a maximum grade of 75% within the first 48 hours. Anything later will be recorded as a 0. All major deadlines are posted at the start of the semester, so foreseeable situations, including minor illness or work-related conflicts, are not exceptions.

An **unexcused absence from an exam** will result in a grade of zero. Job interviews, incompatible travel plans, and forgetfulness will be considered *unexcused*. Makeup exams will only be available to students with university-approved absences or by prior permission of the professor. Per university policy, excused absences are only granted in cases of a conflicting class, a conflicting exam, a religious holiday, a serious illness or a grave family emergency, and each of these situations must be documented to our satisfaction. Note that Student Health Services do not deliver justifications for absences from class or exams, per their policy. Please note that the Course Absence Report (CAR) system should not be used if you have an exam conflict; you will need to contact me at least two weeks in advance for anticipated exam conflicts to make other arrangements.

If you have **any kind of learning or physical disability**, please notify me (by email or during office hours) so that we can discuss how best to support you. Any student who requires special arrangements for classes or exams should obtain an official letter from student disability services. This letter should be provided to me as soon as possible and at least two weeks before the exam or assignment.

**Student-faculty lunches:** I will hold multiple informal meals during the semester with small groups of students, to give us a chance to meet and chat informally. Sign-up sheets will be made available on Canvas. To find those sign-up sheets, go to Calendar→Press "Find Appointment" on the far right→Select from the drop-down list the course to which the appointment belongs and press "submit"→Click on the preferred date and in the window that appears select "reserve".

**SUMMARY COURSE SCHEDULE AND REQUIRED READINGS (SEE CANVAS FOR FURTHER GUIDANCE)**

#	Date	Topic	Preparation and Readings (Required unless indicated as Optional) <b>Check Canvas for additional guidance and pre-class submission instructions.</b>
1	8/27	An Introduction to Multinational Management	The State of Globalization 2023, Altman & Bastian “Splendid isolation? Most people prefer globalization”. Financial Times. July 28, 2022.
2	8/29	Why? Country Advantage and Comparative Advantage	Competitive Advantage of Nations, Porter The global trade system is in desperate need of an overhaul, Foroohar, FT Feb 25, 2024 “A Tiny Screw Shows Why iPhones Won’t Be ‘Assembled in U.S.A.’” NYT, Jan 28, 2019.
3	9/3	Why? ADDING Value	Global Value Creation: The ADDING Value Scorecard. Ghemawat
4	9/5	Where? Country Selection	Distance Still Matters: The Reality of Global Expansion
5	9/10	Where? CAGE	CASE: Amazon Goes Global
6	9/12	How? Aggregation, Adaptation, Arbitrage	Managing Differences: The Central Challenge of Global Strategy”, Harvard Business Review, P. Ghemawat,
7	9/17	How? Entry Mode I	When to Ally and When to Acquire. HBR. Dyer, Kale & Singh,
8	9/19	How? Entry Mode II	CASE: Walmart Around the World
9	9/24	How? Acquisitions	<i>Prepare for CEO role-play by identifying a key firm acquisition – see Canvas.</i>
10	9/26	How? Alliances	<i>Prepare for CEO role-play by identifying a key firm alliance – see Canvas.</i>
11	10/1	How? SIMULATION	CASE: Tim Hortons: Bringing Canada’s Iconic Coffee To China
	10/3	<i>FALL BREAK (NO CLASS)</i>	
12	10/8	<b>Global Business Book Club</b>	<b><i>Book Club Assignment – See Canvas to make your book selection.</i></b>
13	10/10	Multimarket Competition	“Global Gamesmanship” (Macmillan, van Putten, McGrath, 2015), HBR May 2003
14	10/15	Where? Tarriffs, Tradewars and Global Institutions	“Whirlpool Wanted Washer Tariffs. It Wasn’t Ready for a Trade Showdown.” July 16, 2018. The Wall Street Journal.
15	10/17	Where? Other barriers	He Took On the World's Most Valuable Company - and Won. WSJ Cohen Oct 3 2023

16	10/22	What Complications? Intellectual Property I	Nintendo: Game On Super Mario is Winning the Console Wars, Wong, WSJ, Aug 9, 2024
17	10/24	What Complications? Intellectual Property II	CASE “Novartis in India: Innovation versus Affordability.” Ivey Publishing and ISB. W12445. “Corporate espionage is entering a new era.” The Economist. May 30, 2022
18	10/29	Additional Considerations: Institutional Scrutiny & Institutional Voids	... Entrepreneurship and Strategy in the Informal Economy, Webb et al.
<b>19</b>	<b>10/31</b>	<b>MID-TERM EXAM</b>	<i>See Canvas for additional guidance.</i>
20	11/5	Additional Considerations: Human Capital, Immigration, Expats	Strategy in the Age of Superabundant Capital, Mankins, Harris & Harding, HBR Mar-Apr 2017 How Do Restrictions on High-Skilled Immigration Affect Offshoring? Glennon, 2023. Does Employing Skilled Immigrants Enhance Competitive Performance? Glennon et al., 2021.
21	11/7	Additional Considerations: Geopolitical Spillovers	CASE: JPMorgan Chase in Paris China Orders Apple To Remove Popular Messaging Apps. WSJ Tilley et al. Apr 19 2024 Why the US Is Forcing Tiktok to Be Sold or Banned. NYT Maheshwari & Holpuch Jun 20 2024
22	11/12	Additional Considerations: MNC Tax	Special Economic Zones (SEZs) and Tax Havens
23	11/14	<b>Research Synthesis Showcase</b>	<i>See Canvas to make your article selection.</i>
24	11/19	Competing in a Global Environment	CASE: Zara: The Evolving Fast-Fashion Industry CASE: Shein vs. Zara: Digital Transformation in the Fast-Fashion Industry
25	11/21	Global Strategies of Platforms and Marketplaces	Pipelines, Platforms and the New Rules of Strategy, HBR Van Alstyne et al. 2016 DSA vs. DMA: How Europe's twin digital regulations are hitting Big Tech
26	11/26	Team Project Work Day	<i>We will not meet as a full class, but please meet with your team to progress your project. (You may meet virtually to facilitate holiday travel.)</i>
	11/28	<i>Thanksgiving – Academic Holiday</i>	
27	12/3	Course Highlights and Consolidation of Learning	
28	12/5	Recommendations Workshop	Bring printed copy of your team’s progress on the project.
	<b>12/12</b>	<b>Project Submissions Due</b>	See Canvas for additional instructions.