MANAGING IN DEVELOPING COUNTRIES

Due to global interdependence, very few enterprises operate exclusively within their national boundaries. Whether through off-shoring, strategic partnerships, direct equity participation, hiring of staff, or the spread of ideas, all companies are in a sense global.

At the same time, managers are being asked to extend themselves to new challenges that involve, inter alia, working in and with emerging and developing countries. This is seen in the world of business, in the non-profit sector, and of course in international organizations. In this environment, there is need to add to what traditional training has to offer because the political, economic, legal, institutional and social structures and practices in developing countries may differ markedly from what is the norm in the OECD countries. Although best practice in terms of finance and management may be a global good, much of the challenge in operating in emerging market and developing economies (EMDEs) can revolve around circumstances on the ground; successful firms and entities will be those whose managers have understood and adapted well to their new environments.
COURSE DESCRIPTION & OBJECTIVES

This course is designed to train those managers in aspects that complement their traditional business or international affairs curricula. Part of operating well in these new environments depends on a greater understanding of what the local economic, political, and institutional challenges will be, combining theory with practice, and learning from experience, both scripted case studies and broader and more generalizable lessons that draw upon economic development and business realities.

The course aims to combine current real world topics with lessons of experience. Rather than using extensive reading lists, which can easily be out of date, students will be asked to delve into topics themselves, guided by the professor, and informed by guest lecturers who have dealt with specific issues of relevance. Topics to be addressed include public-private partnerships, the role of infrastructure, finance and innovation, competition and competiveness, gender issues, governance and corruption, and the environment.

STUDENT OBJECTIVES

Students will be asked to prepare short notes or briefs on specific issues and topics, address cases in a real world context, and engage in role-playing exercises and negotiations. All of these exercises are aimed at better preparing the student for real world occurrences.

In addition, students are to become more conversant in the discussion of policy problems facing many EMDEs so that they can interact more confidently with their counterparts, with strategic investors, with government officials, and with business leaders in new markets.

Part of being successful in new market environments depends on broadening understanding of other societies and the economic issues that shape the interplay between business and policy.

COURSE REQUIREMENTS, THE APPROACH, AND GRADING CRITERIA

Attendance is mandatory and classroom participation and involvement is essential. There will be sign-up sheets to note attendance and a maximum of two absences is allowed without the explicit approval of the instructor for strong professional or personal reasons.

The instructor will cold call students on required readings of background material or cases to be completed before the class covering the topic (Case materials available for purchase - link on Blackboard).

There will be no exams; instead there will be:

- 3 major assignments (with specific due dates)
- 3 short response assignments (1page, due before class on specified dates)
Grades:

- 3 major assignments - 25% each, total 75%
- 3 short required posts on blackboard - 5% each, total of 15%
- Classroom contributions and negotiations exercise – 10% total

Assignments will involve some research and analysis, but will place a premium on persuasive arguments. There will be no group projects as relates to assignments and grades, although there may be some group activities.

NOTE: Grade negotiation is frowned upon as is a preoccupation with grades at the expense of learning. The aim of the course to equip the student with better sources of information; more effective tools; stronger understanding of EMDEs as seen from inside and out; and better honed abilities to assess, analyze, and present material of relevance in the global context.

ASSIGNMENTS
(SUBJECT TO MODIFICATION AS THE COURSE DEVELOPS)

Assignment #1: THE COUNTRY/SECTOR BRIEF

You have been asked to write a short note (5 pages single-spaced) to your boss dealing with one of the following problems:

1. A Brief Supporting the Opening of a Bank Branch in Vietnam. There is concern about corruption that is likely to affect your firm’s decision to establish an office in Hanoi, Vietnam. Opponents of the branch office idea—-you are a foreign bank—say that corruption is so endemic to Vietnam that no bank can function and still meet its prudential and regulatory requirements. It is best not to be there. They have used these arguments to delay the decision, but now it is coming to the Board of Directors for discussion and decision. You have been tasked to provide your boss with a briefing note to help him/her defend the branch idea. You can use any arguments at your disposal to make the case for going into Vietnam, but you must realize that the Board is well informed about the country and that others will also be well armed with information to oppose the move.

2. A Brief for the Minister of Infrastructure of an African Country on the Role of PPPs for Electricity. Africa’s infrastructure is so poor that it offers enormous possibilities for the private sector to invest there now, especially in power, roads and ports. There is a debate going on inside the cabinet as to whether or not to involve the private sector in the sensitive energy sector. Some see the private sector as greedy and exploitative and point to poor experiences on the continent with PPPs. Others feel that the investment requirements are too large for the country to handle and that PPPs can provide the solution. There are concerns about corruption and the role of the public sector. You have been tasked with providing the Minister of Infrastructure with the arguments necessary to promote the involvement of the private sector in the energy sector, most probably in the area of hydro-power. You may expect another team will make the counter-argument to the cabinet.
3. **A Brief to the Head of Swedish Aid on How to use Governance Measures to Allocate Aid More Effectively.** The press in Sweden has been pursuing stories of corruption and mis-use of funds in aid programs world-wide, and has highlighted some celebrated cases involving Swedish aid as well. This has not only been embarrassing, but has also put parliamentary pressure on the Swedish Aid Ministry to show that its programs are effective. Its programs are primarily in health, education, water management, and community development. The Aid Minister wants to use governance measures and best practice to show value for money to the citizenry. Your have been tasked with writing a brief that explains how governance indicators can be used to improve aid allocations. The Minister is familiar with governance indicators and is wary of simply using measure constructed by others to determine her aid program. Your brief is to lead her thinking on this subject and to provide concrete proposals to factor in governance concerns. You can expect others to be arguing that this is a foolhardy proposition.

**HINTS FOR THE EXERCISE:**

- A Briefing Note is not simply a short paper.
- Every word counts so don’t waste time on generalities.
- Use bullet points or short sentences.
- Put all supporting evidence, such as footnotes at the end on page 6.
- Don’t make insupportable statements. Provide facts and evidence that can be used to sway an argument within the board, cabinet or ministry.

The briefs will be evaluated using the following criteria:

- Country and/or sector-specific content - maximum of 30 points.
- Structure and Organization - 20 points.
- Effective use of supporting evidence and experience - 30 points
- Persuasiveness and quality of written arguments - maximum of 20 points.

**Assignment #2: AN OPINION PIECE FOR THE FINANCIAL TIMES**

You have been asked to write a 500 word piece on one of the following topics for the readers of the FT, arguing convincingly enough so that it gets published. You might think of it as writing up the equivalent of an Oxford debate in which you marshal any and all arguments to bolster your position. You should add a page of sources or supporting evidence as warranted. Select one of the following topics. You may argue the point as stated or you may choose to argue the opposite proposition.

1. **The world is flat when it comes to best management practices.** So much has been written about the need to adapt business practices to local conditions, and business school cases are replete with the failed companies that didn’t adapt. What is neglected is the basic fact that best practice exists for a reason. It is the wise manager who understands this. Adapting to local circumstances is a matter of implementation, but good management practices are universal.

2. **There are no relative standards in international business.** Part and parcel of the globalization process is the truth that no matter where you operate, you are a global citizen and
subject to the rules, standards, and behavioral norms that the international business community accepts and that global entrepreneurs must abide by. Governments expect it, international organizations expect, and the world’s citizenry expects it. If this is at odds with local norms and customs, so be it.

3. **The recent prolonged global recession has changed everything.** Global business, like public policy, will not simply return to its previous, pre-crisis situation. This means that globalization as we know it has peaked and that national policies will now dominate with repercussions for those engaged in global business. Thinking globally may become a luxury, and retrenchment is the name of the game.

**HINTS FOR THE EXERCISE:**

- You should read some editorials and become familiar with the style and level of argumentation to be employed.
- Further guidance may be given in class, but the style must be crisp and sharp.
- Don’t be long-winded and get your arguments out there in a declarative and form manner.
- A good editorial is one that convinces the reader.

The opinion brief will be evaluated using the following criteria:

- Quality/content of the argument - 33 points
- Organization and written presentation - 33 points
- Persuasiveness - 33 points

**Assignment #3: THE NEGOTIATING BRIEF**

This is a short 4-page (single-spaced) assignment based on the case that will be distributed and later negotiated by some of you. You will be assigned either the case for the firm or for the government team.

The Negotiations Brief will lay out your proposed strategy for the negotiations, indicating key and prioritized objectives, outcomes to be avoided, strengths on which to capitalize, and acknowledged weaknesses. While a SWOT analysis can help guide you, the exercise goes beyond this framework and asks you to plot a strategy and to allow for flexibility in how you respond to the negotiations. Think not only of the outcome that may or may not be achieved, but also of the price you are willing to pay for a deal. What are you willing to concede and under what circumstances? Indicate under what circumstances you would prefer no deal at all or alternatively, if you do make a deal but at less favorable terms that you would like, how you explain this to your superiors.

**HINTS FOR THE EXERCISE:**

- Think broadly about what you want to achieve and consider what may be important to the other party in the negotiation.
- Since you are not working with actual financial data, stick to the principles that will be
observed in the contract and who is responsible for what.

- What are the major risks that you face in these negotiations?
- Try and establish good will and search for areas of compromise that do not affect your bottom line objectives in a major way.
- Making demands that are impossible for the other side to meet serves no purpose.
- Analyze your own position and seek to deflect areas of weakness in your position.
- In the negotiations themselves, be open-minded to new offers and avoid the “macho” approach to negotiations that serves no useful purpose.

The negotiating brief will be evaluated using the following criteria:

- Quality/content of the argument - 33 points
- Organization and written presentation - 33 points
- Persuasiveness - 33 points

ALL ASSIGNMENTS SHOULD BE SUBMITTED TO THE CLASS TEACHING ASSISTANT BY THE DEADLINE.

LATE SUBMISSIONS WILL BE PENALIZED.

COURSE OUTLINE

Class 1. August 27, 2014

Topics

- Course objectives, outline, and approach
- Introduction to Doing Business in Changing Global Environment

Lecture Themes

- What is different about developing countries?
- How is 2014 different from 2004 or 2009?
- What is different about managing in developing countries?
- What standards should apply?
- What should expats know about local issues?
- Are there really cultural differences?
Class Readings for Sept. 3rd: Read these cases and be ready to discuss

   
   [Link to Case](http://hbr.org/product/a/an/303063-PDF-ENG?cm_sp=doi-_-case-_-303063-PDF-ENG&referral=00103)

2. “Mobil in Aceh, Indonesia (A),” Graduate School of Business Stanford University 2002, Case No. IB-40A.
   
   [Link to Case](http://cb.hbsp.harvard.edu/cb/web/product_detail.seam?E=68223&R=IB40A-PDF-ENG&conversationId=6301)


Optional Background Readings for Sept. 3rd


Acemoglu, Daron, et. al., 2004. “Institutions as the Fundamental Cause of Long-run Growth.” (BLACKBOARD)


Class 2. Sept. 3, 2014

Topic

Local institutions

Lecture Themes

- How institutions differ and why it matters
- What does the evidence say about the effect of institutions on country performance?
- Discussion of cases of the private sector in new political and social environments
- What is good global citizenship and where does it begin and/or end?
Assignments for Sept. 10: Read and Submit Comment via Blackboard before class


4. ****THE COMMENT TO BE SUBMITTED SHOULD DRAW ON THE ASSIGNED READING FOR SEPT. 3rd AND SEPT. 10th. PLEASE ANSWER THE FOLLOWING:
   a. What is most likely to cause differing economic performance among countries? Whatever the constraint, how can those be reversed or dealt with or will poor countries always remain poor?

Reading for Sept. 10th

Case of “Google in China, “ 2010, HBS No. 9-570-071

Class 3, Sept. 10, 2014

Topic

The roles of government and business

Lecture Themes

• Alignment of policy objectives and links to government’s strategy
• How different are governments and what do they expect from foreign firms?
• What influences success of government policy and how to share in that success?
• Which governments have been successful at implementing economic policies and how does that affect business?
• Notions of industrial policy

Class Readings for Sept. 17th: Read these cases and be ready to discuss


Optional Background Readings for Sept. 17th


Class 4. September 17, 2014

Topic

Governance I

Lecture Themes

• The “C” words and its consequences
• The size of the problem.
• Country programs and international initiatives
• Discussion of cases

Class Readings for Sept. 24th: Read these cases and be ready to discuss


Optional Background Research for Sept. 24th


2. Google GlaxoSmithKline in China and report on what transpired in May 2014 and be
prepared to discuss.

Class 5. September 24, 2014

**Topic**

Governance II

**Lecture Themes**

- Doing Business Surveys
- KK measures of governance
- Usefulness and limitations of Surveys
- How have governance standards and expectations changed?
- Hallward–Driemeier Analysis on governance
- Investment Climate Surveys

**GUEST LECTURER: TBD**

*Assignments for Oct 1st: Read and Submit Comment via Blackboard before class*


****PLEASE POST A REPLY TO THE FOLLOWING QUESTION TO BE DISCUSSED IN CLASS ON BLACKBOARD BEFORE OCT 1st CLASS:

**CAN A COUNTRY SCORE HIGHLY ON COMPETITIVENESS INDEX WITH POOR INFRASTRUCTURE? WHAT DOES THE EVIDENCE SHOW US AND HOW IMPORTANT IS IT?**


**Optional Background Reading for October 1st**

Class 6. October 1, 2014

**Topic**

- Infrastructure and competitiveness

**Lecture Themes**

- Infrastructure and Growth
- Infrastructure and Firm Competitiveness
- Complex Story of Doing Business in India
- The elements of project analysis

**Class Readings for Oct. 8th: Read these cases and be ready to discuss**


**Readings for October 8th**


Class 7. October 8. 2014

**Topic**

- Public/Private partnerships in infrastructure

**Lecture Themes**

- Lessons of privatization experience
- Issues of government policy and regulation
- Doing Good and Doing Well: Are They Compatible?
- Review of Project Outcomes

**GUEST SPEAKER: TBD**
Class Readings for Oct. 15th: Read these cases and be ready to discuss


3. International Rivers Network and the Bujagali Dam Project (A), 2005, HBS Case No. 9-204-083

FIRST ASSIGNMENT IS DUE ON OCTOBER 15th BEFORE MIDNIGHT. REMEMBER THAT IT IS A BRIEF— NOT A SHORT TERM PAPER. IT IS A FIVE PAGE BRIEF WITH SOURCES APPENDED. SEND IT TO TEAL_GRIFFEY@GWU.EDU

Class 8. October 15, 2014

Topic

Public-private deals, revenue management, and the environment

Lecture Themes

- Discuss the controversial Chad-Cameroon pipeline project
- Laos hydroelectric project: was it any different?
- What do we learn from the Yacyreta project?
- The basics of private-public partnership success

Assignments for Oct. 22nd


Reading for Oct. 22nd


2. Di Tella, Rafael et. al., 2012, “Reality versus propaganda in the formation of beliefs about privatization,” J. of Public Economics (BLACKBOARD)

Class 9. October 22, 2014

Topic

- Regulation and Competition

Lecture Themes

- Who survives in a competitive environment?
- Negotiations between government and business
- Approaches to regulation and the role of the neutral arbiter
- Regulation Cases in Mexico and Argentina

Class Readings for Oct 29th: Read these cases and be ready to discuss


Background Optional Readings for Oct 29th


Class 10, October 29, 2014

Topic

- Labor markets, Poverty, Inclusion and Gender
Lecture Themes

- Labor markets—comparative advantage and social concerns
- Gender issues at home and abroad
- Issues of poverty and inclusion

Assignments for Nov 5th: Read and Submit Comment via Blackboard before class

3. “Turkey---Work in Progress,” HBS Case No. 9-713-018
4. “Brazil’s Enigma: Sustaining Long-Term Growth, “ HBS Case No. 9-713-040

*****PLEASE POST A REPLY BEFORE CLASS ON NOV. 5TH TO THE FOLLOWING QUESTIONS:

HOW SHOULD COUNTRIES REACT TO CHINA’S FDI WHEN IT IS BASED ON NATURAL RESOURCE EXPLOITATION AND TRANSFERS LITTLE TECHNOLOGY AND CREATES FEW LOCAL JOBS, BUT ON THE OTHER HAND PROVIDES MUCH NEEDED INFRASTRUCTURE AND LONG TERM COMMODITY EXPORT MARKETS?

SECOND ASSIGNMENT, THE FT EDITORIAL, IS DUE ON NOVEMBER 10th BY MIDNIGHT, SUBMITTED ELECTRONICALLY TO teal_griffey@gwu.edu

THE CASE HANDOUT FOR ASSIGNMENT #3 WILL BE PROVIDED ON NOV. 12th IN CLASS FOR YOU TO WRITE YOUR NEGOTIATIONS BRIEF THAT IS DUE NOV. 23rd AT MIDNIGHT.

Class 11, November 5, 2014

Topic

Growth Strategies: How to Fuel It, Sustain It and Share It

Lecture Themes

- Findings of the Growth Commission (www.growthcommission.org)
• The Korean growth experience
• What can we say about the constraints to growth in Angola, Brazil, or Turkey?
• What should be country reactions to attention from China?

**Class Readings for Nov 12th: Read these cases and be ready to discuss**


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<thead>
<tr>
<th>Class 12, November 12, 2014</th>
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<tr>
<td><strong>Topics</strong></td>
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<tr>
<td>- Labor markets: many perspectives</td>
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<td>- Issues of poverty, inclusion, and gender</td>
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**Lecture Themes**

- Fairness and perceptions of fairness: case discussions
- Employment, poverty and distribution
- Gender Action Plan (video)

**Class Readings for Nov 19th: Read these cases and be ready to discuss**

1. “Capital Controls in Chile in the 1990s,” HBS Case No. 9-705-031

**Optional Background Reading for Nov. 19th**


**ASSIGNMENT THREE IS DUE NOV. 23TH AT MIDNIGHT TO BE SUBMITTED ELECTRONICALLY TO**

Teal_griffey@gwu.edu
Class 13, November 19, 2014

**Topic**

**Financial Crises: Causes, Management and Aftershocks**

**Lecture Themes**

- What causes financial crises and how can they be avoided?
- What have been global experiences with financial crises?
- What did we learn from the East Asia Crisis of 1997?
- What can countries do to reduce the chances of contagion?

NO CLASS ON WEDNESDAY NOV. 26TH

SIGN UP FOR THE NEGOTIATIONS EXERCISE

OPTIONS: The Government Team, The Corporate Team. The Assessment Team for Gov’t, the Assessment team for the Firm. THIS IS AN EVALUATED EXERCISE AND CAN EITHER HELP OR LOWER YOUR GRADE ON THE STRATEGY BRIEF. ATTENDANCE IS MANDATORY.

Class 14, December 3, 2014 (NOTE ROOM CHANGE)

**Topic**

Pobreza Concessions Case  Team Negotiation Exercise: Discussion of the Case and Strategies for Negotiation