THE GEORGE WASHINGTON UNIVERSITY
SPRING 2012

64321 IBUS 4202—REGIONAL STRATEGY FOR MULTINATIONALS
MONROE HALL B32 | MONDAYS & WEDNESDAYS @ 12:45 PM - 2:00 PM

1. YOUR INSTRUCTOR

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2. WELCOME TO THE COURSE

Welcome to the class. The regional strategy course is part of the undergraduate international business curriculum where it fills the middle level of instruction in the program. This course typically follows the foundation courses of the introduction to international business (Ibus 3001), international marketing (Ibus 3201) and international finance (Ibus 3301), and precedes most advanced courses such as Managing the Multinational Enterprise (Ibus 4401). The course can also be taken alone as an elective in your degree program. The course assumes a good foundation in economics and understanding of international business. If you pace yourself through the readings and diverse course activities explained below, you will be fine.

3. COURSE DESCRIPTION

The course provides an understanding of the business, economic, investment, and market environments in different world regions. The course examines regional marketing/business strategies that respond to business opportunities and challenges in these regions.

The course is organized in six modules. The first module introduces the regional strategy framework and provides a perspective of the importance of these regions in the world economy. The second module examines the large macro economic-business and competitive environments in these regions. This section provides a critical understanding of the generation of regional market opportunities driven by economic reforms, direct investment patterns, competitiveness, and regional integration. The third module explores the patterns and drivers of regional consumer markets and marketing strategies that respond to these market requirements. The fourth module reviews the characteristics of the dominant cultures while analyzing how they influence in various styles of management and decision making in business. The fifth module expands the concepts of regional strategies introduced in the first module and contrasts the strategies of global multinationals and those companies from the region. The last module provides an assessment of the future of regional strategy and identifies future issues and challenges for multinational companies.
The regional strategy course requires both the deep understanding of the many aspects that make up a region as well. Thus, the student is expected to develop a deep understanding of the many aspects of a region, and on the other, it is also necessary to develop a synthesis and integration that connects the dots that make the fabric of a region. A good regional strategy, responds to the integration. I expect students to sharpen and demonstrate competence on both analytical and integrative skills. To do so, I provide the students with a large combination of learning opportunities to choose from. Given that students bring different learning styles, they will be able to assemble a combination of learning activities that best leverage your abilities to learn the material, your particular situation, and achieve the best grade possible in the course. The vehicle to achieve this goal is a Learning Portfolio with a menu of activities that entail diverse types of skills and commitments. The activities in the regional marketing class this semester are described later in this syllabus.

4. LEARNING GOALS
Upon completion of this course learners will be able to accomplish the following:
Goal #1: Students will evaluate the complexities of regional cultural, economic, political and social environments as they impact regional marketing/business strategies.
Goal #2: Students will identify and explain market opportunities in regional markets.
Goal #3: Students will analyze and evaluate the regional strategies of multinationals.
Goal #4: Students will present ideas clearly and logically in writing and orally during class activities.
GOAL # 5 Students engage in the learning process of studying regional strategy.

5. COURSE MATERIALS
Readings for the seminar come from different sources. Many of these readings will be posted on blackboard as documents or links where to access them. Other readings and cases for the course are available to purchase and download from the Harvard Business School Publishing (www.hbsp.harvard.edu) site at a site created for the course. Once registered in the class, you will receive instructions as to register and purchase these readings and cases. A few other cases are available from the European Case Clearing House (www.ecch.com). Please visit the ECCH’s online site and find out how to order their cases.

6. COURSE LEARNING ACTIVITIES
1. Regional Marketing Briefs
The purpose of this learning activity is to encourage students to follow current events in Asia and Latin America and relate them to the course. The regional marketing environment changes constantly. New opportunities, challenges or strategies can be analyzed to exercise your decision making and problem solving skills.
The student is asked to find a current article on a topic that will be discussed during a given week in the semester. The student will submit a brief report of one single-spaced typed page (no electronic mail submissions allowed) at the day of the session where the topic of the brief is discussed. In the report, the student should include the title of the article, the source, and date. The brief should answer the following questions:

a) Topic: What is the international marketing topic or issue that you are writing about? Briefly explain the event or news that you are reporting.

b) Analysis: How do you explain the event or situation? In your explanation, relate the concepts or ideas discussed in class or in readings for the particular session that you are addressing.

c) Lessons learned: What can you learn or conclude from your reading and analysis of the event? Was there something new that you discover in studying this event? How did the analysis of this current event help you learn more about the topic you are writing about?

The article should be published in the current academic year. Briefs may be written for any topic included in the outline. Sessions when cases are being discussed do not count. Using online resources searching for topics in our course outline every week will give you a systematic way to find articles. Students submitting the brief may be asked to reply to comments from other members of the class reading the briefs. The total number of briefs corresponds to the number of sessions in the program. Topics for briefs should correspond to the topics of the sessions in which they are submitted. **Two or more briefs submitted for the same session will not be accepted, this includes the last session of the class.** Briefs addressing future topics in the course will not be accepted; student should wait until the session when the topic is being discussed.

2. Research Presentations

This group activity involves research on a topic within the scope of issues or concepts discussed in the course. Students may form groups of 2-4 participants for this activity or work independently. For instance, you may research the consumer media use habits of China or Brazil. Students should obtain approval of the instructor on the topic of research to avoid duplication with the instructor’s presentation. Research topics should complement the instructor’s coverage of the topic. The group makes a presentation in the class session that corresponds to the topic of research. The presentation is in the form of a PowerPoint and a brief summary report of the presentation for grading. The research presentations should include the following aspects:

1) Identification of the topic. (What is the issue or topic? What question do you want to have answered?)
2) Background information on the topic. (What do we know about this issue?)
3) What is the impact of the chosen topic on regional marketing strategy formulation?
4) How does your research help you understand better the region and regional strategy?
5) Brief list of references consulted.
3. **Case Presentations**
Case analysis is essential to apply concepts and ideas discussed in class. We will be discussing a number of cases during the semester. Groups of a minimum three but no more than four students can work on a case analysis. Student cannot be part of more than two case presentations. The task of the group is to answer the case questions posted on blackboard and present them in class. Students will post a narrated presentation (PowerPoint for grading). If more than one group requests a case, one of the groups will submit a written analysis of the questions.

4. **Case write-ups**
Students can also prepare their own analysis of a question in a case and submit to the instructor a written report of no more than two single-spaced pages on the same day in which the case is being discussed. The student picks one of the questions posted on blackboard. You decide which case and question to address of those posted on blackboard. Also, only one single write-up per a given case will be allowed but you can submit two different case write-ups in sessions when two cases are discussed. The total number of case-write ups in the semester is the number of cases included in the syllabus.

5. **Regional Marketing Semester Project**
This learning activity provides the opportunity to integrate all of the concepts and tools in the course. The student working alone or in a group will identify a firm or a product that will serve as the focus for the project. The attached guidelines will help you to plan your semester work. Students opting for this project should present their semester project topics by session # 3. Final reports are due on the last session of the semester.

6. **Research Leading to Publication of Articles or Short cases**
Under the guidance of the instructor, the student develops a research paper on one of the topics of the courses with the goal of submitting the manuscript to an academic journal. The instructor will provide suggestions of academic journals that accept student papers. Proposal for research projects should be consulted with the instructor. Alternatively, based on library research, the student develops a case study that involves a firm’s decision or situation in a country of the two regions covered in this course. Again, the ultimate goal of the case is for it to be published.

7. **Extracurricular Activities**
In any given semester, there will be a number of webinars and online discussion on topics relevant to the regions of focus our class. The purpose of this activity is to extend the reach of our classroom learning about Asia and Latin America by taking advantage of these events. In this activity, students can play the role of a leader and moderator of the event. The student leader identifies the activity, organizes the way to participate, promotes the event, and provides a summary. Other students in the class sign-up or attend the event and provide comments as evidence that they were engaged in the extra-curricular activity. The student leader should get approval of the instructor, and facilitates the attendance of a group of students in the class to this event. The student leader submits a summary of the key points of the event and how do they relate them to our class discussion. The student should obtain authorization for events with the instructor. Other students in the class will also obtain credit points for attending the event.
8 & 9. Exams
There will be a mid-term and final exams. The exams will consist of three to four essay questions. The subject material for exams includes readings from the textbook, lectures, and case analysis discussed in class prior to the date of the exam. The mid-term exam date appears in the schedule for the course. The final exam is comprehensive. The final exam date follows the university’s final exam schedule.

10. Class Participation
Class participation covers the following:
• Level of preparation and ability to answer questions asked in class during
• Involvement in discussion of case and international marketing brief presentations by others
• Active participation in exercises, simulations, and class assignments

Class participation will be graded on the base of the total of points indicated in the learning portfolio. In preparing your portfolio, the total points should be entered as the goal for this option- there is no equivalent of partial class participation. Class participation will be assessed based on your level of engagement activity throughout the semester. The grade will take into consideration your comments on class discussions, extra-curricular activities reports, case discussions, comments to other students’ reports and briefs. Thus, class participation is a cumulative activity of your level of interest in contributing to the collective learning of course material. I will monitor the students’ comments throughout the semester and take note of meaningful contributions.

11. Content Analysis of Regional Media
There is a great deal of visual media available on the Internet today. In this activity, the student analyzes the visual content (videos, advertisements, games, or music) related to Asia and/or Latin America. The content analysis of the media may illustrate some aspect of the topics discussed in the course; for instance, family life in rural communities. Groups of four students will prepare media presentations. The group organizes the media and makes a short presentation of his/her analysis and conclusions from content analysis. The student delivers a one-page summary to the instructor indicating the topic, list of media analyzed (for instance, video titles and URL) and main conclusions of content analysis. A maximum of two (2) content analyses will be allowed in the learning portfolio.

12. Social Media Projects
In this activity, the student leverages its social media skills to contribute to the course learning objectives. Individuals or groups of three to four students develop podcasts, wikies, facebook pages, blogs, or other type of social media applications on topics of the course. For instance, if the topic is regional advertising, the student can broadcast videos, news weekly during the semester reporting on material he/she finds on the web or other sources. Students opting for this activity will submit a project proposal that includes the topic, the team, proposed website/blog architecture (organization), and its hosting place no later than session #3. The grade for social media projects will be determined by the quality of its content and the level of participation of students in the class beyond those of authors of the projects. These components are equally weighted (50/50 percent) and therefore, your effort in creating a social media project alone is not enough to obtain full credit. You also have to place a great deal of effort in engaging the class. In addition, the social media project will be featured (part of the class activity) at the last session in the semester.

13. Exercises and In-Class Assignments

A number of short exercises and learning activities will be posted in either the syllabus or blackboard. These activities allow the application of concepts and/or tools introduced in class presentations. The instructor will provide instructions to complete these assignments on the class before the assignments are due. The number of these assignments can be found in the syllabus and this number represents the maximum number of exercises available for inclusion in your learning portfolio. Assignments are due the session after the concepts and tools are introduced in class.

Putting together your Learning Portfolio

In selecting the activities, the student must meet a minimum effort of 1900 points. There is no incentive to go much beyond the 1900 points as the final grade is determined by the degree to which you attain your goal. Once the student reaches the minimum level, there is no reward to complete other activities. By same token, no substitution of a grade will be allowed by tackling other activities at any time. Rather, you should focus on a few tasks and do them well. Activities that are more involved and require more effort may be better approached via a group effort.

Requirements for the learning portfolio:

1) Personal portfolio of online course activities must be submitted by the third session in the semester.
2) The instructor will permit no changes or substitutes to the portfolio after approval. If you have any mitigating circumstances that will not allow you to complete a task, you need to discuss the situation with me.
3) The student and the instructor will keep a record of activities in the portfolio.

You can find the template of the regional marketing learning portfolio (RLP) at the end of the syllabus.
ACADEMIC INTEGRITY
Academic dishonesty is defined as cheating of any kind, including misrepresenting one's own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information. You are urged to avoid any situation that may lead to a violation of academic integrity.

8. ASSESSMENTS AND GRADING

Given that each student designs his/her own mix of activities, it is unlikely that two portfolios will be the same. Thus, in contrast to other courses where students are compared over a common set of tasks, under this approach each student is evaluated against the maximum points you could possibly achieve in the mix of activities you have designed for yourself. My role is to give you feedback on how well you have achieved these goals.

The assessment and feedback for each activity varies with the type of learning activity. The rubrics for the assessment of each type of learning activity can be found in the assessment section on blackboard for this course. Each rubric includes the criteria of assessment for the type of learning activity as well as the levels of expectations (standards) that will be used to determine the performance of your work. Along with the rubric, you will receive my comments on your work.

As you make progress on your work during the semester, you will accumulate points against your declared goal. By periodically looking at your portfolio, you will be able to identify what has been accomplished so far, and what needs to be completed. At the end of the semester, I will determine the level of achievement of your work against your personal goal and calculate your final semester grade according to the following scale:

9. COURSE CALENDAR

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% or above</td>
<td>C</td>
</tr>
<tr>
<td>A-</td>
<td>91% or above</td>
<td>C-</td>
</tr>
<tr>
<td>B+</td>
<td>87% or above</td>
<td>D+</td>
</tr>
<tr>
<td>B</td>
<td>84% or above</td>
<td>D</td>
</tr>
<tr>
<td>B-</td>
<td>80% or above</td>
<td>D-</td>
</tr>
<tr>
<td>C+</td>
<td>77% or above</td>
<td>F</td>
</tr>
</tbody>
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MODULE 1
Introduction to Regional Strategy

Introduction to Module 1
Do we live in a global or regional world? To a great extent, the world of busi-
A 95% or above
A- 91% or above
B+ 87% or above
B 84% or above
B- 80% or above
C+ 77% or above
C 74% or above
D+ 67% or above
D 64% or above
D- 60% or above
F less than 60%

MODULE 1
Introduction to Regional Strategy

Introduction to Module 1
Do we live in a global or regional world? To a great extent, the world of business is globalized but in many other cases, a regional world best describes the nature of trade and markets. This session introduces the regional view to the world of business and serves to clarify when is the world of business is global or regional.

Learning Objectives for Module 1
1. To debate the views of a regional and global business world
2. To present the case for a regional business world and strategy

Session #1 01/18/2012
TOPIC: A regional or global world?

Learning Objectives for Session #1
1. To define regionalization and its drivers
2. To introduce tools to determine degrees of regionalization or globalization of
3. To contrast the extent of regionalization in two regions focus of the course: Asia and Latin America

LEARNING ACTIVITIES

READ:
Rugman and Verbeke-A new perspective on the regional and global strategies of multinational enterprises-JIBS 2004

VIEW: Lecture 1.1 The instructor introduces key concepts behind regionalization.

TO DO
1) PARTICIPATE ON DISCUSSION FORUM:
Offer your opinion on the question for this session: Is the world global or regional?

2) Assignment #1: Are you globalized or regionalized? If so, what is your personal level of globalization or regionalization?
Identify a room in your house or apartment and make an inventory of major objects.
  1. Classify the objects in two groups:
a) Made in the U.S.
b) Made Outside the U.S.
  2. Calculate the % of objects made in the U.S. If the % made in the U.S. is greater than 50%, you are more domestic than global.
If it is less than 50%, you may be global- but wait.
  3. Identify the regions of objects not made in the U.S. Calculate the % of these products out of the total number of objects in your room. If the percent of a given region is more than 30%, your room is regionalized. If less than 30%, you are indeed regionalize.
  4. Write a short report of your findings with a conclusion as to how your belongings may define whether you are globalized or not.
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If it is less than 50%, you may be global- but wait.
3. Identify the regions of objects not made in the U.S. Calculate the % of these products out of
4. Submit your report to the instructor.