



2024 Spring

MGMT 459

International Management

CRN: 17216 & 17219 | [BrightSpace](#)

Course Modality: Face-to-face

Credit: 3



Wan-Ting Chiu

Clinical Assistant Professor
Strategy Area, Management

E-mail: wtchiu@purdue.edu

Zoom: [wtchiu](#)

Phone: I do not use phone...

Office Hours: By appointment

Office: KRAN 546



MWF

11:30 – 12:20 (S1)

13:30 – 14:20 (S2)

KRAN G004

COURSE INFORMATION

COURSE DESCRIPTION

This course focuses on the strategic challenges confronting firms which compete in the global economy. The course requires thinking about multi-country business decisions from a managerial perspective. In taking a top management perspective, our dominant concern is achieving and sustaining competitive advantage. Major topics for the course include motivations and challenges of internationalization, foreign market entry strategies, analyzing global industries, building competitive advantage in global industries, and the influence of culture and institutions. We will discuss the strategies of firms based in the United States and in other parts of the world.

COURSE OBJECTIVES

The course's primary objective is to have an enhanced understanding of a fundamental question in international business and strategic management: What determines the international success and failure of companies? In the global economy of the 21st century, strategies are no longer the exclusive realm of top managers. Mid-level managers and functional specialists – the starting position of many college graduates – are increasingly challenged to think strategically, think globally. Therefore, this course will cultivate your ability to make well-grounded strategy decisions. A combination of texts, case studies, class discussions, and group presentations will enable you to gain an understanding of the strategic issues confronting firms operating internationally.

This course should help you achieve the following learning outcomes:

- To understand the range of competitive opportunities and challenges companies and managers face in creating value worldwide;
- To appreciate the complexities of national institutions and the dynamics of industry competition;
- To deal with a company's multiple stakeholders including its internal constituents;
- To integrate the concepts, skills, and knowledge acquired in functional courses.

READINGS

TEXTBOOK (OPTIONAL)

Global Business (5th Edition, 2023) by Mike Peng

ISBN: 9780357716403 (Paperback)

[Also available in e-book and rent print-book](#)

The following chapters will be covered:

- Chapter 1 – Globalizing Business
- Chapter 2 – Formal Institutions
- Chapter 3 – Informal Institutions
- Chapter 17 – Corporate Social Responsibility
- Chapter 5 – International Trades
- Chapter 8 – Global and Regional Integration
- Chapter 6 – Investing Abroad Directly
- Chapter 10 – Entering Foreign Markets
- Chapter 11 – Global Competitive Dynamics
- Chapter 16 – Financing and Governing Globally



CASE PACK (REQUIRED)

Available at Harvard Business Publishing: <https://hbsp.harvard.edu/import/1131503>

- Case 1 – Walmart in Germany
- Case 2 – IKEA in Saudi Arabia (A)
- Case 3 – Nike versus New Balance: Trade Policy in a World of Global Value Chains
- Case 4 – Brexit
- Case 5 – Pepsi Grows Potatoes in China
- Case 6 – Haier: Taking a Chinese Company Global in 2011
- Case 7 – Forever: De Beers and U.S. Antitrust Law
- Case 8 – A Sought-After Visa For Entering China's Electronic Payment Market and Strategies Beyond
- Case 9 – Hermes Paris

ASSESSMENTS

GRADE COMPONENTS

To accomplish the course objectives, we use a variety of learning techniques: lectures, class discussions, cases, presentations, assignments, and exams. You will be graded both individually and in groups.

Individual

A.	Class participation	20%
B.	Exam I (20%) + Exam II (20%)	40%
C.	Case assignments (5% each * 4 cases)	20%
D.	(Extra credit) International potluck	+ 2%
E.	(Extra credit) Course evaluation	+ 1%

Group

F.	Case presentation	12%
G.	Peer evaluations (1% each * 8 cases)	8%

Total 100% + 3%

A. (Individual) Class Participation (20%)

Class participation will be tracked from the second class. You should attend in-person classes when you are able. Your participation is evaluated based on both the quantity and quality of your contribution:

- Do your comments/ questions speak directly to the issues and concepts being addressed?
- Do they reflect your adequate preparation to participate in the discussion?

In each class, your participation will be graded as absence (0 point), mere presence (1 point), average participation (2 points), and active participation (3 points). There is no fixed number of times you have to speak up to get certain points. It depends on what you contribute, what we cover in that particular class, and whether there are plenty opportunities for you to contribute. If you present the case in class, you get 3 points automatically in that class (unless you are absent). At the end of the semester, your class participation points will be summed and graded on a curve.

B. (Individual) Exam I (20%) and Exam II (20%)

Two online exams covering course concepts will be given.

- Exam I will cover Chapter 1, 2, 3, 17 & 5.
- Exam II will cover Chapter 8, 6, 10, 11 & 16.

More details on BrightSpace.

No make-up exams are available.

C. (Individual) Case Assignments (5% each * 4 cases = 20%)

We will study nine cases. There is a set of two questions to prepare for in each case. The questions are designed to enhance your understanding of the case materials. You do not submit the assignment of the case your group presents. Choose four out of the remaining eight cases to submit the assignments for. You can submit at most five case assignments, and the best four will be counted.

Each case assignment is worth 5% of your final grade. Each assignment should be no longer than 3 pages (single-line spacing). You will upload the assignments on BrightSpace. Each case assignment is due by 10 am of the case day (refer to the course schedule).

Late submissions are not accepted.

The most common difference between good and very good papers is the originality of the suggestions and the presence of sufficient data and quantitative analysis to support an argument. Do not focus on restating the information in the case. Rather, focus on why the firm(s) succeed or fail and what they should do next. More details on BrightSpace.

Artificial Intelligence (AI)

You are allowed to use AI, such as ChatGPT, for the written assessments in this course. If you choose to use AI in the class, whether it's for brainstorming topics or parts of the assignment, you need to make sure to follow the appropriate guidelines listed below:

1. You can only use AI for 10% of the submitted assessment.
2. Content written by AI needs to be rewritten in your own words. If it is used verbatim, it is considered plagiarism without being quoted and cited.
3. The AI source needs to be cited; provide a footnote in your paper where it is used.
4. Highlight the components based on the AI-generated text you re-wrote for the assessment.
5. Submit the prompt and response provided by AI with your assessment. As AI-generated information is not accurate and sources are not properly cited, you need to make sure to do your own research to check the information provided.

As AI-generated information is not accurate and sources are not properly cited, you need to make sure to do your own research to check the information provided.

D. (Individual) International Potluck (Extra Credit +2%)

International potluck has been a fun tradition in this course. Given that eating in class is now allowed, we will hold the international potluck in person in the last class. Each of you will bring a dish that is special in your culture or family tradition, and you will share the dish with each other in class. If you choose to participate, a maximum bonus of 20 points will be awarded to your final grade. More details on BrightSpace.



E. (Individual) Course evaluation (Extra Credit + 1%)

Course evaluations are available for students to fill out towards the end of the course. They are tremendously useful as feedback to improve the quality of education future students receive. Please fill out the evaluation for me. Course evaluations are anonymous. If you submit proof of completion on BrightSpace, a bonus of 10 points will be awarded to your final grade.

I felt as though the participation aspect of the course was a bit strenuous. I understand that a grade associated with participation will encourage more of it and a more engaging class, however, this kind of set-up made participation feel a bit competitive, with the louder people getting much more participation time. I struggled towards the back-end of class to participate, and it made me very stressed about my grade.

Probably one of the WORST professor I had in Purdue. She doesn't care about her students at all and her participation grade is extremely biased. Her exams are almost impossible since some of the questions are not related to the class content. Avoid her at all costs. (From RateMyProfessor.com)

Participation is very big part of this course. She warned us early on and nothing was a surprise, but its not my favorite part of the class.

The suggestions I would have to improve the course would be not tracking how many times students participate as this metric can be tracked by knowing the class and not making marks each time they talk. I also really did not like how during many class discussions it felt like it turned into a debate where uneducated students went back and forth.

I think that it may be beneficial for students to be able to see how their participation points are progressing throughout the semester, especially considering those points are relative to other students

I think the grading can be a little tricky, its hard to grasp what is expected from the group presentation and the assignments.

I believe the class is really well structured and graded fairly. The first tests there were questions that were very confusing and did not feel like it was all about what we had learned.

(Students' feedback from Fall 2023)



F. (Group) Case Presentation (12%)

Each group will be responsible for the case presentation on one case, and the presentation will carry 12% of your final grade – 10% from instructor's grading and 2% from peer evaluations (please see Section H below). Peer evaluations will be averaged among the grading groups.

Please do what you enjoy. Don't be boring.



When students carried a Haier mini-fridge to class for the presentation on Haier...

G. (Group) Peer Evaluation (1% each * 8 cases = 8%)

You do not evaluate your own group presentation. Please submit peer evaluations for the other eight presenting groups. Peer evaluations are anonymous. In a peer evaluation, you will be given a standard evaluation form to complete, and you will be asked about the content of the presentation and your overall assessment of the presentation. Each peer evaluation is worth 1% of your final grade.

Each peer evaluation is due by Sunday 11:59 pm of the same week of the case class (refer to the course schedule), and late submissions are not accepted. You will upload the assignments on BrightSpace.



Students won a mini-fridge in a game organized by the presenting group.

GRADING

GROUP WORK

Each group member must actively collaborate in all group work. There is no tolerance for freeriding. Normally, everybody in the group gets the same grade. If anyone in a group expresses concerns that a member is not contributing enough to group work, I will step in and your grade will be adjusted to reflect your actual contribution.

GRADING SCALE

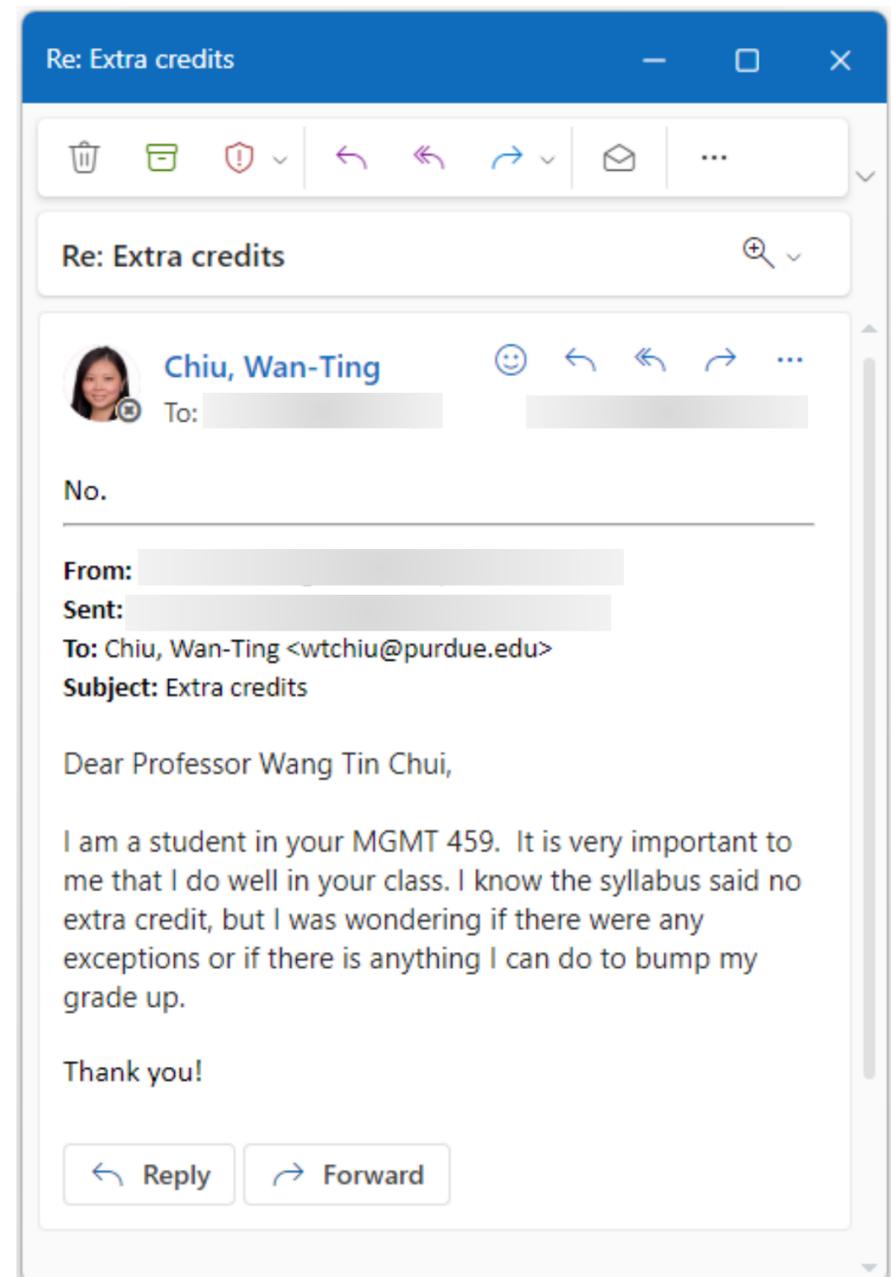
The Daniels Grading Policy stipulates that the target grade distribution for elective courses culminates in a **3.3** average GPA, where the GPA is calculated as A = 4.00, A- = 3.70, B+ = 3.30, B = 3.00, B- = 2.70, C+ = 2.30, C = 2.00, C- = 1.70, D = 1.00 and F = 0.00. This average would be calculated each semester for an individual instructor teaching one or more sections of a course.

GRADE APPEALS

Grades must be appealed within one week of posting to BrightSpace. Please submit your request formally by e-mail. The appeal should detail why you legitimately think your grade is incorrect. It is not enough that you want/ need/ think you deserve a better grade. You must justify it in a way compatible with the course materials. Remember that asking me to spend additional time re-grading an already-graded assignment implies that you believe I have made an incorrect judgment. My incorrect judgment may go either way – your grade may go up or down upon a re-grade. **Please don't be a grade grubber.**

EXTRA CREDITS/ ASSIGNMENTS

All students are subject to the same assessment plan as outlined in this syllabus. I do not offer any extra credit points or assignments to students who request them for wanting/ needing better grades.



COURSE POLICIES

ATTENDANCE POLICY

This course follows Purdue's academic regulations regarding attendance, which states that students are expected to be present for every meeting of the classes in which they are enrolled.

Excused absences:

- Grief Absence Policy for Students (GAPS)
 - Jury Duty Policy for Students
 - Medical Excused Absence Policy for Students (MEAPS)
 - Military Absence Policy for Students (MAPS)
 - Parenting Leave Policy for Students- Facilitated by the Office of Institutional Equity
- You should complete the [online form](#) to request an excused absence from ODOS. Any work missed in class because of an excused absence may be made up within

Unexcused absences:

You are allowed two unexcused absences without penalty. You do not need to alert me to your unexcused absences. The two unexcused absences are yours to do with as you wish. You are encouraged to reserve the unexcused absences for career day, job interviews, illnesses, and/ or family emergencies.

If you miss a class, it is ultimately your responsibility to find out what you missed. Ideally, you should find out what you missed from a classmate.

In the interest of fairness to everyone who strives to be on time, and in the interest of maintaining a classroom with as few interruptions as possible, arriving late to class more than 5 min counts as an unexcused absence. The same is true for leaving early.

EXPECTATIONS OF STUDENTS

All students in the course are expected to have frequent access to BrightSpace, where announcements and course materials are disseminated. A typically used standard for preparation is that students will spend an average of three hours per week outside of class for every credit received working within the class. As this is a three-credit class, students are expected to spend an average of nine hours a week working with the materials for the course.

DISCLAIMER

This syllabus is subject to change.

ACADEMIC INTEGRITY

ACADEMIC INTEGRITY

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, [Student Regulations](#)] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest" [University Senate Document 72-18, December 15, 1972]. This [website](#) provides a guide and is not an exhaustive list of academic misconduct activities. If you are ever unsure of what is allowed, please contact me.

USE OF COPYRIGHTED MATERIALS

Students are expected, within the context of the Regulations Governing Student Conduct and other applicable University policies, to act responsibly and ethically by applying the appropriate exception under the Copyright Act to the use of copyrighted works in their activities and studies. Purdue University does not assume legal responsibility for violations of copyright law by students who are not employees of the University. A Copyrightable Work created by any person subject to this policy primarily to express and preserve scholarship as evidence of academic advancement or academic accomplishment. Such works may include, but are not limited to, scholarly publications, journal articles, research bulletins, monographs, books, plays, poems, musical compositions and other works of artistic imagination, and works of students created in the course of their education, such as exams, projects, theses or dissertations, papers and articles. More information [here](#).

**Academic dishonesty
is the easiest way to
fail this course.**



COURSE SCHEDULE

Monday		Wednesday		Friday	
1/8	Course Introduction	1/10	Chapter 1	1/12	Chapter 1 (cont'd) & 2
1/15	No class - MLK Day	1/17	Chapter 2 (cont'd)	1/19	Chapter 3
1/22	Chapter 3 (cont'd)	1/24	Chapter 3 (cont'd)	1/26	Chapter 17
1/29	Chapter 5	1/31	Chapter 5	2/2	Chapter 5 (cont'd)
2/5	Case 1 - Walmart	2/7	Chapter 5 (cont'd)	2/9	Chapter 8
2/12	Case 2 - IKEA	2/14	Chapter 6	2/16	Exam 1 Review
2/19	Case 3 - Nike & NB	2/21	Exam 1 Review	2/23	No class - Prep for exam
2/26	No class - Prep for exam	2/28	No class - Prep for exam	3/1	No class - Prep for exam
3/4	No class - Prep for exam	3/6	Exam 1 (Online)	3/8	No class - Spring Break
3/11	No class - Spring Break	3/13	No class - Spring Break	3/15	No class - Spring Break
3/18	Case 4 - Brexit	3/20	Chapter 6 (cont'd)	3/22	Chapter 6 (cont'd) & 10
3/25	Case 5- PepsiCo	3/27	Chapter 10 (cont'd)	3/29	No class -Good Friday
4/1	Case 6 - Haier Globally	4/3	Chapter 11	4/5	Chapter 11 (cont'd)
4/8	No class - Eclipse	4/10	Case 7 - De Beers	4/12	Chapter 16
4/15	Case 8 - Visa vs CUP	4/17	Chapter 16 (cont'd)	4/19	Case 9 - Hermes
4/22	Exam 2 Review	4/24	Exam 2 Review	4/26	International Potluck
4/29	Exam 2 (Online)				

* I have to travel to Europe with the executive MBA program between 2/23 and 3./8, so I won't be in town. I have to teach all days there, so I won't be able to teach online either. Therefore, we won't have class in the said period, and let's spend the time to prepare for the exam.

The course schedule is tentative and subject to change.

MEET THE INSTRUCTOR



Wan-Ting Chiu is a Clinical Assistant Professor at Daniels School of Business, Purdue University. She graduated her Ph.D. in Strategy (Distinction) at [INSEAD](#) in France and Singapore, and she also received a B.S. in Chemistry (First Class Honors and Dean's Award), M.A. in Social Science, and M.Phil. in Innovation Management from the [Hong Kong University of Science and Technology](#), and a postgraduate certificate in leadership from the [East-West Center](#). Prior to graduating her Ph.D., she worked at [London Business School](#), [Imperial College Business School](#), and the [Rotterdam School of Management at Erasmus University](#). She was an Assistant Professor of Management at [Florida Atlantic University](#) before returning to Purdue.

Wan-Ting was born and raised in Hong Kong, and she has lived in Hawaii, London, Paris, Amsterdam, Singapore, and now in the U.S. She speaks Cantonese (native), English (understandable), and Mandarin Chinese (conversational), and she can read French menu and understand when people curse in Italian.



My teaching philosophy



Hong Kong