**Harvard Summer School**

**DRAFT - Syllabus -Summer II 2020**

**version 7/13/2020**

**International Business: Context & Strategies (MGMT S-5650) CRN 33651**

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| **MGMT S-5650**  **International Business: Context & Strategies**  Monday through Thursday: 3:15 – 6:15 pm  From July 13 – July 30 of 2020  Classroom: Online ZOOM (live) web conferences | Jorge Riveras, PhD  Phone: (617) 797-7370 (emergencies only)  E-mail: [JRiveras@framingham.edu](mailto:JRiveras@framingham.edu)  Office Hours: before class or by appointment |

Course Website: <https://canvas.harvard.edu/courses/72645>

**Course Description**

Welcome to International Business: Context & Strategies. This is a course in Global Management or its equivalent and is considered a core course and is usually required of all graduating students from business schools. The course is designed to help you integrate your knowledge of the functional areas of business into an internationally oriented view of the firm by evaluating the global environment, and speculating on the future international direction of the firm.

This course focuses on the environment of international business. It considers the activities of multinational firms and government policies toward them, drawing policy implications for the management of these enterprises. The course surveys theories of international trade, foreign direct investment, international financial institutions, differences in political economy and culture, barriers to trade, foreign exchange, business-government relations, and the strategic alternatives available to companies operating in the global economy. It goes on to consider strategic options for the major functions of marketing, manufacturing, materials management, research and development, human resources, and finance, relating them to the firm's overall global strategy.

Each international business situation is by nature multidimensional, and only an understanding of the complexity of international management will provide the manager with the opportunity to make good decisions and to formulate successful corporate or business strategies in the global environment.

**This is a fast pace course (14 sessions will be covered in a period of three weeks closely following the content of a textbook of 600+ pages); I highly suggest that you carefully schedule and strictly follow a plan for your reading, study, quizzes and class sessions. (Do not fall behind in your readings)**

**Course Objectives**

This course emphasizes the knowledge and skills managers need to face global competition and evaluate international investment and business opportunities. The course will be conducted through lectures, discussion, and case analysis. Reviewing, analyzing and relating current events happening during the course will be center in the course.

This course seeks to enable students to do the following:

1. To discuss the challenges of international management and describe the 21st-century global competitive landscape;
2. How to create market penetration plan for products or services into countries; considering strategy, marketing, cultural and other aspects critical for success
3. To describe global business concepts, models, and frameworks and their cross-functional integration;
4. To research varied foreign markets and develop strategy that takes into account relevant political, cultural, and economic factors;
5. To explain when and why to use different product-market entry and penetration strategies;
6. To identify some of the different skills and system required to implement strategies across country borders:
7. To explain how firms sustain and renew resources, capabilities and core competencies to support international growth strategies;
8. To perform quantitative and qualitative analysis to examine global issues, formulate solutions and support with case-specific evidence;
9. To argue in favor of a clear and focused position while considering the insights of peers;
10. To team work in culturally diverse environments;
11. To improve critical and strategic thinking, primarily through deciphering complex international business environments.
12. Relate current business news with topics of the class

**Textbooks & Required Reading**

You are required to purchase and use Connect by McGraw-Hill. **(REQUIRED)**

Please note: once you are registered, **accessing and completing connect assignments must be done only by accessing them through Canvas and not directly in Connect**. Otherwise, grades will not be transferred to your gradebook in Canvas and the two accounts will not be synchronized.

Connect is a Management Web-Based Assignment and Assessment Platform designed by McGraw-Hill to provide online assistance, grading and a learning supporting system. Connect is a bundle and by acquiring it and logging in, you will have access to:   
 1) our textbook in the form of an online book,   
 2) online exams (mandatory), and   
 3) others tools to assist you in your reading comprehension. (Consult directly with McGraw-Hill about printings sections of the book)  
  
NOTICE: acquiring Connect directly from McGraw-Hill is the most economical option for the textbook and its cost will be approximately US$ 120.

**TO REGISTER FOR CONNECT (and get your eBook, exam access and others):**

You can register for Connect now and start reading if you wish. Please go to the web address listed below and complete the information requested: [Registration for your course](https://connect.mheducation.com/class/mgmt_s_5650_harvard_2020_riveras)or

Click on: <https://connect.mheducation.com/class/mgmt_s_5650_harvard_2020_riveras>   
  
Step-by-step procedures are shown here [How to Register Explanation](https://createwp.customer.mheducation.com/wordpress-mu/success-academy-student/registering-for-connect-from-canvas/#.XsnEiDpKjIU) [<https://createwp.customer.mheducation.com/wordpress-mu/success-academy-student/registering-for-connect-from-canvas/#.XsnEiDpKjIU>]

Optional link: <https://createwp.customer.mheducation.com/wordpress-mu/success-academy/students-registering-for-connect-from-canvas/>

If you have any issues with Connect, please contact McGraw-Hillʼs Customer Experience team through [Contact McGraw-Hill](http://www.mhhe.com/support) [http://www.mhhe.com/support] or at 800-331-5094.

The textbook we will employ is: International Business:  Competing in the Global Marketplace by Charles W. L. Hill and G. Thomas M. Hult; published by McGraw Hill, **Edition 12e**. ISBN: 978 - 1 - 260- 39007 - 0 (loose-leaf edition). (NOTICE: is the 12th Edition)

The online book is located in the Connect site and contains all the cases and chapters of the original textbook (NOTICE: we will not employ all the chapters or cases shown on the online book. The specific material selected for our course can be found in the “Class Schedule” section of this syllabus. Chapter 5 and 20 will not be covered)

**NOTICE**: International versions of the textbook including paperback acquired via local or foreign low cost websites will probably differ in content from the original and requested textbook and will not include all the cases we will review in class. It is your responsibility to make sure the book requested above is the same you will use, as we will closely follow the textbook.

1. Regular reading of the *Wall Street Journal (main one to be used), The Economist* and the *Financial Times*.
2. We may have guest speakers presenting in our class, I will inform the dates accordingly. Depending on the selected themes, additional reading material will be distributed or posted on our Canvas website.

**NOTICE**: International versions of our textbook including paperback acquired via local or foreign low cost websites will probably differ in content from the original and requested textbook and will not include all the cases we will review in class (the eBook above is the latest edition). It is your responsibility to make sure the book requested (ISBN) above is the same you will use, as we will closely follow the textbook.

**Course Schedule**

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| **Session** | **Date** | **Topic & Assignment** | **Reading (Hill)** |
| 1 | 7/13 | Introduction and Overview  Syllabus Discussion  Assigning of cases  Chapter #1 Globalization  Chapter #2 National Differences in Political Economy  Cases:  We will review case: Venezuela under Hugo Chavez and Beyond | Chapters 1 + 2 Globalisation Model by Riveras & Harrison (Professor’s Case)  SEZs in the US (Professor’s Case) |
| 2 | 7/14 | Chapter #3 Political Economy and Economic Development  Cases:   1. **India’s Economic Transformation (2)** 2. The Political and Economic Evolution of Indonesia   Chapter #4 Differences in Culture  Cases:   1. **Secularism in Turkey (2)** 2. The Emirates Group and Employee Diversity | Chapters 3 + 4 |
| 3 | 7/15 | Chapter #6 International Trade Theory  Cases:   1. **Is China manipulating Its Currency in Pursuit of a Neo-Mercantilistic Policy? (2)** 2. The Trans Pacific Partnership (TPP)   Chapter #7 Political Economy of International Trade  Cases:   1. **Is China Dumping Excess Steel Production? (1)**   Discussion of Country Selection Question #1 of Final Project | Chapters 6+7 |
| 4 | 7/16 | Chapter #8 Foreign Direct Investment  Cases:   1. **Foreign Direct Investment in China (2)**   Chapter #9 Regional Economic Integration  Cases:   1. **The NAFTA Tomato Wars (1)** 2. The Greek Sovereign Debt Crisis | Chapters 8 +9  Read Nafta and Globalization (Professor’s Case)  Read Creating the World Biggest Trade Zone |
| **7/19** | **Online Quizzes Chapters 1 -9 Due 7/19** | | |
| 5 | 7/20 | Chapter #10 The Foreign Exchange Market  Cases:   1. **Subaru’s Sales Boom (1)**  Chapter #11 The International Monetary System 2. **China’s Exchange Rate Regime (2)** | Chapters 10 + 11  Apple’s Earnings Hit by Strong Dollar  IMF And Ukraine’s Economic Crisis |
| 6 | 7/21 | First Exam Chapters covering Chapters 1 – 10 The exam will be posted in Canvas. |  |
| 7 | 7/22 | Chapter #12 The Global Capital Market  Cases:   1. Alibaba’s Record Setting IPO 2. **Did the Global Capital Markets Fail in Mexico? (2)**   Chapter #13 The Strategy of International Business  Cases:   1. **Ford Global Platform Strategy (2)** | Chapter 12 + 13  The Global Financial Crisis & is Aftermath |
| 8 | 7/23 | Chapter # 14 The Organization of International Business  Cases:   1. **Organizational Architecture at P & G (Read Evolution of Strategy at P&G from previous chapter) (2)** 2. Dow failed Early Global Matrix Adopter   Chapter #15 Entry Strategies and Strategic Alliances  Cases:   1. GM and Chinese JV 2. **GE’s Joint Ventures (talk to professor) (2)** | Chapter 14 + 15 |
| 7/26 | **Online Quizzes Chapters 10 - 15 Due 7/26** | | |
| 9 | 7/27 | Chapter # 16 Exporting, Importing and Countertrade  Cases:   1. **3M’s Export Strategy (1)**   Chapter #17 Global Production, Outsourcing, and Logistics   1. **Building The Boeing 787 (Talk to the Professor) (2)** | Chapters 16+17 |
| 10 | 7/28 | Chapter # 18 Global Marketing and R&D  Cases:  Dove Building a Global Brand  Cases:   1. **Domino’s Global Marketing (2)**   Chapter #19   1. **Managing Expatriates at Royal Dutch Shell (1)**   **Final Project Written Report DUE (Please submit by email)** | Chapter 18+19 |
| 11 | 7/29 | Discussion of Written Report -  **Online Quizzes Chapters 16-19 Due 7/29 before midnight** |  |
| 12 | 7/30 | **Second Exam Chapters 11 – 19**  The exam will be posted in Canvas. |  |

**Grading (**[**http://www.summer.harvard.edu/exams-grades-policies/grades**](http://www.summer.harvard.edu/exams-grades-policies/grades)**)**

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| Individual Case Presentation (send your power point by email a day in advance) | 15% |
| Online chapter quizzes (video cases, interactive exercises, application cases) | 10% |
| Class Discussion/Participation/Attendance | 15% |
| First Exam (session #6) | 15% |
| Final Project | 30% |
| Second Exam (session #12) | 15% |

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| **POINTS** | **Scale** | **POINTS** | **Scale** | **POINTS** | **Scale** | **POINTS** | **Scale** |
| 95-100 | A | 83-86 | B | 74 - 76 | C | 63 - 66 | D |
| 90-94 | A- | 80-82 | B- | 70 - 73 | C- | 51 - 62 | D- |
| 87-89 | B+ | 77-79 | C+ | 67 - 69 | D+ | <50 | E |

**Course Requirements:**

* Students are expected to read the textbook and supporting materials and come to class prepared to discuss this material, together with any fresh developments reported in the media.
* Each student (or students) will be assigned a case and will be responsible to prepare and present it to the class. Send the power point one day in advance to your presentation.
* Each student will be randomly assigned a case that will need to analyze and present to class. The student will need to send me a power point (only as a ppt document) attached to an email. The day of the presentation I will control the slides from my laptop. (More details will be provided the first day of class).

**Final Project**

A company/product description will be given to you; based on it, the knowledge you will gain throughout the course and by employing the concepts we have discussed; you will need to answer a set of questions (similar to an executive summary) related to the launching of the product in a foreign market. You are to select a country where you will initially launch the assigned product. Apart from selecting the country, and understanding your product, you will need to design an overall international strategy for your company/product and explain and support your answers to every question part of the project based on your reasoning of specific elements such as: political economy, market’s needs, geography, history, culture, demographics, and the strategies that you will consider are the most appropriate for the company/product. (See detailed explanations and guidelines at the end of the syllabus)

Each report should be typed 1.5 lines spaced and twelve point font (Times New Roman), 0.5 ’ margin left, right, top and bottom. (The report length is limited to a maximum of 20 pages. You should follow APA citations, have a cover page, table of contents and number the pages; these pages do not count towards the 20-page maximum).

**GENERAL Rules of Class**

You must obey all university policies regarding student conduct. Click on the following link for specific details in relation to student’s responsibilities. <http://www.summer.harvard.edu/exams-grades-policies/student-responsibilities> through this site you will also be able to find the Student Handbook which will be available online in June. In particular, please make sure you understand the academic integrity policies. Students alleged to have violated this policy will be referred to the dean of students, or designee, and will be subjected to sanctions including a 0 on the assignment, grade of E in the course, suspension, enforced withdrawal from the course, or dismissal from the University or appropriate lesser penalties if warranted by the circumstances. (Harvard Guide to using sources [**http://usingsources.fas.harvard.edu/icb/icb.do**](http://usingsources.fas.harvard.edu/icb/icb.do) **)**

**ONLINE CLASS RULES & RECOMMENDATIONS**

* Plan the sessions ahead of time. Let others in your household know about your schedule to avoid interruptions, background noises and unexpected/uninvited guests
* Feel free to dress casual but appropriately for the online zoom class sessions
* Be conscious about muting your microphone when necessary
* Unless you are facing mitigating circumstances, please have your video cameras on for class.
* Make sure you are in a room that has a good internet connection (Sometimes is better to connect to a land line rather than relying on a weak or intermittent wifi)
* Try to avoid placing yourself in a way where the light is striking your camera directly; for example, sitting with a window behind you. (best option is to have the window in front of you). On the other hand, having not enough light is also to be avoided.
* Place your camera/laptop at your eye level or higher. Seeing your face head on is preferable.
* We will do several breaks for coffee/tea/water, questions or exercises during the class.
* You can always use the “raise your hand” icon for a particular question; but please wait for me to give you the chance to participate. It is difficult to manage multiple people talking at the same time while doing zoom
* I usually won’t be checking the chat while presenting, but rather check the questions later once we are on a break.
* I will assign lectures (news, cases, others) or open up the class with general comments related to news where we can have a discussion.
* I will call upon you in class to share your opinion, experiences and point of views. Be prepared.

**Academic Honesty**

Students are expected to adhere to the academic integrity policy of the University and all work is expected to be original with footnotes, bibliography and appropriate references to quoted materials (APA Style).

* Honor Code: Class members are invited to study and prepare together for most aspects of the course, but where individual effort is expected, it must be unique for each person and without consultation. You may receive help on English grammar and syntax, but the final written product must be entirely your own written work.
* Unless is an open discussion where you need to comment on someone’s posting and is indicated as such; Discussion Boards questions are an individual exercise. You cannot consult or work with someone else for your own discussion board.
* Students are responsible for making sure all assignments are turned in on time (online and/or class session). Papers and any other assignments are due at the beginning of the class period for which they are assigned. Online quizzes or other Connect assignments are due according to the online schedule. If there are case presentations in the course, and you cannot present, the day you are assigned your grade is “zero” unless your absence was due to a medical issue. In this case, I will need a note from your doctor justifying your absence. (If you miss an online quiz your grade will be “0”)
* Attendance is required. Frequent absence (partial or whole class) will affect your grade. Missing three classes will result in an F in class participation and more than 2 unexcused absences will result in an F in the course. If you miss a class, please contact me in advance. Please check the schedule for zoom classes.
* A cordial, respectful and professional relationship not only between me and all of you but among yourselves is expected. Constructive criticism is good, discussions are welcome but these must always be conducted and addressed in an adequate manner.
* All rules contained in your student handbook apply.
* If you engage in any form of cheating such as (but not limited to) copying someone else’s answers, plagiarizing (if you’re unsure what constitutes plagiarism, refer to the student manual), having someone else write or prepare an assignment for you in part or in whole, buying a paper, etc., you will be referred to the Dean of Students. This could mean a grade of F for the entire course.

**When you find the answers on the internet (a paper, power point, or other) to a case presentation, written case, or any assigned question from class; and you employed those you found on the internet as yours – which were answered by someone else – even if you cite them - this is considered plagiarism. You didn’t do the task, you were simply good at googling and finding the answers someone posted. This is absolutely and without a doubt considered as cheating.**

Any form of plagiarism can be punished from marking zero to a portion of the paper/assignment/presentation, the entire assignment, the entire course or even expulsion from the university.

* **APA Style**. Any business paper requires that APA style be followed, among other things it requires that pages be numbered, heading be used and proper citation and bibliography be employed. The following link is an extraordinary source with many details and examples. Please review it carefully <http://www.apastyle.org/manual/related/sample-experiment-paper-1.pdf>  .   
  Another interesting source that you should review:

<http://www.library.cornell.edu/resrch/citmanage/apa> . This is from Cornell University and they have extensive details about APA with examples

NOTE: A reference letter (PDF format not electronic submissions to websites) if requested will only be granted to the top 2 students of the class. The reference letter will be addressed “To Whom It May Concern”

**Class sessions**

Class time will be spent on lectures, discussion of current business situations, experiential exercises, and discussion of assigned reading materials, visiting speakers (faculty and executives), viewing films, and student presentations. The schedule presented in this syllabus describes how we will cover the topics in the course. The class is not meant to be only for power point presentation to repeat the same concepts you have read in the textbook prior coming to class; it is more for discussion, debate, confronting ideas and supporting opinions with facts and examples. The goal is to engage you throughout the teaching process, making you understand the concepts through real events. Also to turn you into an active participant and after having a respectful debate, make you support your positions by articulating how you arrived at your conclusions. My classes have always started with discussions of current news, connecting these to the class topic of the day; promoting questions and debate.

Your active participation is expected. If you don’t express your opinion I call upon you in class to share your opinion, experience and point of view. Preparation for class is essential by reading the assigned material and making notes on your position on the issues. You should bring up points on which you require further clarification. Remember: for every hour of class time, you are expected to spend two hours in preparation! A set of slides will be provided to you to guide your understanding of the chapters in the book. The presentation will usually be given after the class and posted on canvas.

While reading a chapter for class or watching film in class, make notes. At one level, you must understand the material and at another level, question it. What are the points the author or film maker is trying to make? Is sufficient evidence provided to support the view? What is the author not saying about the subject being covered? How does the chapter or film connect with the course?

**Communications and Appointments**

At the top of this syllabus you will find my personal phone and email. The primary method of communication with the class outside of classroom time will be through email. Email is the best and easiest way to communicate with me. For an appointment, please write me an email requesting such, where you clearly explain what the topic of our conversation will be. I try to be flexible with scheduling appointment if the possibility exists; hence, why proper communication is necessary to schedule something special. Appointments are required as I want to be prepared prior to your meeting and also allocate the appropriate time for you and/or your group.

You can expect an email response from me on your correspondence within 24 hours from the time it has been received. I will make every effort to also answer your weekend’s email within 24 hours. In case of circumstances that will impede me to answer your email in full, I will acknowledge receiving your email and will let you know when it will be answered in a period no longer than 48 hours since it was received.

I am providing you with my personal phone number; please use it only in case of an emergency. Please make sure to leave your message including your name, phone number, class you are taking and section you belong to. Notice that, you will receive continuous email communications from me about articles you should read, general business topics or comments about the class. Unless my communications are directed at someone in particular, all emails you will receive from me will be sent with all of your email addresses as bcc (blind carbon copy). I do not share your phone numbers, emails addresses or any personal contact information with any other student. It is solely your responsibility that for your group projects or any other activity that require communications among you, that you share the information you consider appropriate and necessary with that student/group directly. All communications, verbal or written, are expected to be respectful; appropriate tone and polite exchange of comments are the rule.

Please check canvas and emails continuously; make sure to check that your Harvard email is working properly. I will create a student list with your Harvard emails and any other email address you want me to use for sending communications.

**Extra Credits**

No extra credits are offered during this class.

**Cell Phone/ Laptop and Other Electronic Devices Policy**

Please turn-off your cell phones and other mobile/electronic devices before class —please don’t just put them on silent or vibrate mode. **Absolutely NO texting is allowed.** If you are in an emergency situation and need to be reached, let me know before the class begins.

Chatting, reading emails during class lectures & discussion is very unprofessional and therefore will justly reduce your participation grade.

**Academic Integrity**

You are responsible for understanding Harvard Summer School policies on academic integrity (<http://www.summer.harvard.edu/policies/student-responsibilities>) and how to use sources responsibly. Not knowing the rules, misunderstanding the rules, running out of time, submitting the wrong draft, or being overwhelmed with multiple demands are not acceptable excuses. To support your learning about academic citation rules, please visit the Resources to Support Academic Integrity (<http://www.summer.harvard.edu/resources-policies/resources-support-academic-integrity>) where you will find links to the Harvard Guide to Using Sources and two free online 15-minute tutorials to test your knowledge of academic citation policy. The tutorials are anonymous open-learning tools.

**Class PowerPoint**

A summary of every class will be provided as a power point presentation **at the end of each class**. Not providing the power points in advance is made on purpose so each student prepares his/her own summary of every chapter before attending class. The power points the professor will provide at the end of class should be considered only an additional tool but cannot be considered as the solely and final study guideline for the chapter or for preparation of exams, papers or presentations.

**Attendance**

Regular attendance is expected and you must arrive on time to class. Frequent tardiness will be treated as class absence. Frequent absence will affect your participation grade. The dates for the exams and presentations are fixed, will not be changed and cannot be moved to another time. Please plan accordingly! The dates of your individual presentations will be assigned randomly, if you have a problem with the assigned date, talk directly to one of your classmates and see if you can switch cases, please manage the situation directly with other students. Missing your presentation means you will be given “0 grade”.

**Accessibility issues**

The Summer School is committed to providing an accessible academic community. The Accessibility Office offers a variety of accommodations and services to students with documented disabilities. Please visit <http://www.summer.harvard.edu/resources-policies/accessibility-services> for more information.

**Case Presentations**

You will be assigned a case from our textbook (see list of cases in the weekly schedule table. All cases are included in the eBook you bought for our class). A case presentation does not mean having a presenter standing in front of the classroom reading the slides or his/her personal notes. A first-rate presentation is one where the presenter shows that s/he has extensive knowledge and understanding of the topic, has researched not only the written case but has actually gone beyond the information given and offers the most updated and current details of the company/case/issue and offers additional research important and relevant to expand the topic.

An outstanding presenter is one that does not really need to use the slides and could present without even glimpsing over them during the presentation. The presentation must cover the main issue(s) of the case, facts, history of the company/case/issue, how the case is related to the chapters and what concepts of the corresponding chapters apply to the case (name and detail each concept of the chapter to particulars of the case). Most of the cases come with a set of questions that you need to answer. If not, you can create intelligent questions and its corresponding answers related to relevant concepts of the chapter. Duration of presentation is 20 minutes max (This will depend on class enrollment and will be discussed during our session #1). Together with the presentation you need to prepare a power point with an overview of the case, facts, issues and the corresponding answers to the case questions. (Cases will be assigned the first day of class and it will be one of those listed in the Schedule Program Table.

Make sure to check and incorporate the latest news on this topic/ case or issue. Look on the Wall Street Journal or other and share with the class at the end of your presentation.

**Online Chapter Quizzes**

A set of online short quizzes for every chapter are set in Canvas/Connect. These consists of: video case analysis, interactive exercises, application case(s) or reading comprehension lectures with questions at the end. There are 3 blocks of online chapter quizzes with different due dates.  
Chapters 1 – 9: Due Date 7/19 before midnight (Ch. 5 is not included)

Chapters 10 – 15: Due Date 7/26 before midnight

Chapters 16 – 19: Due date 7/29 before midnight

**Dr. Jorge Riveras – Biography**

Dr. Jorge Riveras transitioned to the academic field after a 22+ year career in the corporate world working in roles involving sales, marketing, business development and strategy at the global level.  He holds a PhD in International Business, a Master of Business Administration and a Bachelor of Science Degree in Mechanical Engineering.    
  
Earlier in his career, he was a successful entrepreneur who started his own company back in 1993, which still successfully operates.  His areas of expertise include strategic management, sales and marketing; he became instrumental in building world leaders in the field of high technology equipment employed in multiple industrial segments at the global level.  He has teaches courses on International Business, Strategic Management and Marketing at Suffolk University, Framingham State, Boston College and Harvard University Summer School.

Due to his professional focus on international business and strategy, he has traveled to 60+ countries around the world. Dr. Riveras has lived in South America and Europe and has been a US resident since 2000.  While in his last position as a Vice President – Dir. Sales and Marketing; he was also teaching executive seminars at the corporate level for multiple audiences.  He taught 250+ seminars in more than 30 different countries around the world.  Dr. Riveras research interest is focused on globalization, strategic alliances in international business, global marketing & management, and political impact on business.

Using marketing research and strategy, he contributed to the successful international expansion of the companies he worked for; with extensive experience both as a Distributor Agent for several international OEMs and later as a Sales & Marketing Executive for one of these OEMs. While he managed global sales through 45+ Distributor Agents dispersed around the world, and other strategic partners; he also managed domestic operations. During that time, he became interested in in the field of strategic alliances and focused his PhD dissertation on the Selection and Management of Distributor Agents Around the World. Dr. Riveras is a tenure Associate Professor at Framingham State University and its former Director of the MBA program.

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|  | **Excellent**  **5** | **Very Good**  **4** | **Average**  **3** | **Below average**  **2** | **Unsatisfactory**  **1** |
| **Content** |  |  |  |  |  |
| **Introduction and conclusion; Content** | Topics and issues were introduced very clearly and in an interesting and captivating way. The conclusion was clear and the presentation content was summed up clearly and effectively. | Topics and issues were introduced clearly and a conclusion was given for the presentation. The presentation summary content was given. | Topic and issues were introduced, and purpose of paper was made although not completely clear.  There was an attempt to give a conclusion and summarize the content. | Topics and issues were not clearly introduced. There was no clear conclusion given for the content. | Topics and issues were not introduced.  No attempt was made to conclude the presentation. |
| **Presentation organization, grammar and research** | Presentation is clear, logical, and organized. There is a clear logic in the progression of ideas. Presentation shows evidence of being very thoroughly researched and proper citation was included. | Presentation is logical and organized. Ideas have a logical progression. Presentation shows evidence of adequate research and citations were included. | Presentation is generally clear and well organized. There are a few areas of disjointedness. Presentation shows evidence of some research and some citation. | Presentation is unclear and poorly organized. There are numerous areas of disjointedness. Presentation shows inadequate evidence of research and citation. | Presentation is haphazard. Arguments are Cleary disjointed and very difficult to follow. Little or no evidence of research shown. Lack of citations. |
| **Understanding, knowledge and accuracy of content** | Shows a deep understanding of the topic with a fully developed argument. The  presentation provides accurate and complete explanations of key concepts, theories, models, drawing on relevant literature. | Shows an understanding of the topic with reasonable arguments. The  presentation provides explanations of key concepts, theories, models, drawing on relevant literature. | Shows a limited understanding of the topic and arguments are not quite fully developed. For the most part, explanations of concepts and theories are accurate and complete. | Shows minimal understanding of the topic and arguments are not quite fully developed. Very little explanations of concepts and theories. | Shows lack of understanding of the topic and the arguments are not developed.  Explanations of concepts and/or theories are inaccurate or incomplete. |
| **Provide current information related to topics/issues** | Shows extraordinary connection with current events, makes extensive use of current issues, news or research to explain topics and arguments. | Shows connection with current events, makes use of current issues, news or research to explain topics and arguments. | Shows some connection with some current events. Explained topics and arguments.  Incorporated some examples of current issues. | Limited connections to current news or events. Minimal current topics that link the presentation to the topic being presented. | No connections to current news or events. Lack of current examples to link with the topic/issue being presented. |

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| --- | --- | --- | --- | --- | --- |
| **Oral** | **Excellent**  **5** | **Very Good**  **4** | **Average**  **3** | **Below average**  **2** | **Unsatisfactory**  **1** |
| **Engaging presentation that involves the audience; Preparation and delivery** | Speaker attentive to the audience; shows outstanding eye contact.  Excellent visual aids and props, anecdotes, humor, surprising facts, and uses direct audience participation. Very well-rehearsed with flawless delivery. Screen is easily seen throughout presentation. | Needed to be rehearsed 1 or 2 times more but delivery was fairly smooth. Good eye contact. Screen can be seen. An interesting approach taken to topic. Speaker used techniques such as visual aids and props, anecdote, surprising facts, direct audience participation. For the most part did not miss opportunities for interaction. | Average preparation. Delivery was normal. Maintain eye contact with the audience most of the time. Medium participation and visual aids. Misses some opportunities for interaction. | Inefficient technique to capture attention. Minimum rehearsal. Some eye contact. Constantly blocking screen. Misses most opportunities for interaction. | Absence of technique to engage audience.  Unsatisfactory delivery. Lack of rehearsal and interaction. Little or no eye contact with the audience. Audience attention lost. Could not see screen most of the time. |
| **Clarity of voice, proper language related to the learnt material, fluency and body language** | Presenter spoke clearly at all times and at a good pace to ensure audience comprehension. Delivery was fluent and expressive.  Body language reflects excellent comfort interacting with audience. Language was correct and fluent. | Presenter spoke clearly most of the time ensuring audience comprehension. Delivery was fluent for the most part. Body language reflects minor discomfort interacting with audience. | Presenter usually spoke clearly to ensure audience comprehension. Delivery was usually fluent. Body language reflects some discomfort interacting with audience. | Colloquial language at times. Voice is unintelligible most of the time. Presenter is clearly uncomfortable. | Presenter did not speak clearly; used inappropriate language. Pace was incorrect and body language reveals a reluctance to interact with audience. |
| **Ability to answer audience questions** | Questions answered with no difficulty. Very good knowledge of the topic was demonstrated. Consistently clarifies, restates, and responds to questions. Summarizes when needed. | Most questions answered. Answers reflected good knowledge and understanding of the topic. Generally responsive to audience questions and needs. | Minor problems answering questions. Average knowledge of the topic. | Most questions were not answered or were but inadequately. Difficulty in answering demonstrated little knowledge of the topic. | Lack of ability to answer questions. No knowledge of the proper answers. |
| **Time management** | Perfect timing. | Presentation runs over by 2 minutes or less. | Presentation runs over by more than 2 minutes. | Exceeded time by 4 minutes. | Exceeded time by 4 minutes and was not able to complete the presentation. |
| **Total** |  |  |  |  |  |

# **Participation** Adapted from: <https://www.cmu.edu/teaching/solveproblem/strat-monopolizes/monopolizes-01.html> Classroom discussions is the norm of my class. Nevertheless, a student that monopolizes the class does not necessarily get the most points for participation. I encourage participation but there needs to be a balance between quality and quantity. That being said, all students are welcome to raise their hand and participate. It will be part of my responsibility to control frequency which does not mean that I don’t notice your willingness to participate constantly. (frequency, quality and listening skills are part of participation)

**Safe Environment**  
Everyone in my classroom is welcome and you should consider it a safe space for you.

This university – and myself feel very strongly – about not discriminating anyone on the basis of race, color, creed, religion, national origin, gender, sexual orientation, gender identity, genetic information, marital status, age, disability or veteran status.

### **Expectations**

### You should address me as Professor Riveras or Dr. Riveras

To participate – either to ask a question, answer a question posted by me or other student or to comment – please raise your hand before speaking. I will call upon you to start your participation.   
  
I may also directly call upon students to participate by asking questions or requesting comments (agreement/rebuttal) of someone else’s participation. I like to think of me as a moderator of the discussions you will have in class. Please look at the class participation rubric.

### **Meaningful participation.**

Contributing or expanding on someone else’s comments is welcomed.  
Offering alternative explanation or disagreeing with someone, is perfectly fine; as long as it is made in a respectful manner. Respectful disagreements make the class discussions more thought-provoking.

A cordial, respectful and professional relationship not only between me and all of you but also among yourselves is expected. Constructive criticism is good and discussions are welcome but these must always be conducted and addressed in an appropriate manner.

**Timing**

I will either bring printed articles to class or send them to you in advance. Don’t want anyone to feel rushed, but rather take the time to formulate proper questions/answers. Now, if you feel that I am going too fast on my explanations of concepts while lecturing; feel free to stop me and ask questions. My role is to make sure you understand the concepts, and I should come up with a different way or example to make sure everyone understands.

To make sure, everyone is understanding as the class is advancing, I may pause and post questions, give you some time to think about the answer and then cold call. I want you to organize your thoughts and craft a proper response. Additionally, I also would like to create a space for students that are more introverted to contribute. Remember, everyone needs to participate because this constitutes an important percentage of your overall grade.

### Ways for me to Support your Participation I will make my best effort to highlight particularly meaningful or productive contributions to class discussion when these occur. Will be pointing out, in real time, what I value in class discussion to help you see the difference between trivial, poorly reasoned or badly articulated participation and thoughtful and analytical participation.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Participation Rubric** | | | | | |
|  | **Strong Work** | | **Needs Development** | | **Unsatisfactory** |
| **Listening** | | Actively and respectfully listens to peers and instructors. Does not use mobile phones or computers while in class | | Sometimes displays lack of interest in comments of others. It is noticeable at times that student is texting or browsing the internet | Projects lack of interest or disrespect for others. Constantly using mobile phone, texting or distracted |
| **Preparation** | | Arrives fully prepared with all assignments completed, and notes on reading, observations, questions | | Sometimes arrives unprepared or with only superficial preparation | Exhibits little evidence of having read or thought about assigned material |
| **Quality of Contributions** | | Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material. Analyzing relevant issues, building on others’ ideas, synthesizing across readings and discussions, expanding the class’ perspective, and appropriately challenging assumptions and perspectives. Comments go beyond expected | | Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students | Comments reflect little understanding of either the assignment or previous remarks in class |
| **Impact on Class** | | Comments frequently help move class conversation forward | | Comments sometimes advance the conversation, but sometimes do little to move it forward | Comments do not advance the conversation or are actively harmful to it |
| **Participation (**Monopolizing the class does not equate to Strong Work **)** | | Actively participates at appropriate times and comments are thoughtful | | Sometimes participates but at other times is “tuned out”. On many occasions has not read the material and is not prepared for discussions | Seldom participates and is generally not engaged or comments are not thoughtful. Participates constantly but comments are superficial |
| **Presence** | | Attends class regularly and always contributes to the discussion by raising thoughtful questions. Engaged; body language clearly points that student is attentive and concerned. | | Attends class regularly and sometimes contributes to the discussion in the aforementioned ways. Does not fully concentrate on the class and is distracted at times. Distracted by cell phone or computer | Attends class regularly or fails to come to class on-time or has more than 2 absences and rarely contributes to the discussion in the aforementioned ways. Posture is inadequate and not appropriate for a professional class environment. Always distracted texting and chatting |
| Adapted from Villanova University http://www1.villanova.edu/villanova/artsci/acsp/resources/rubric.html and http://www.cmu.edu/teaching/designteach/teach/rubrics.html  Revision 5/3/2016 | | | | | |

**Appendix A**

## Outline Final Project

## (We will talk about this project multiple times throughout the course; it is understandable that you don’t understand all the things you need to do at the beginning of the course; because we have not covered the material you will require to complete the project)

1. **Country Selection (Favorable Attributes of the Country – All Chapters) Discussion on 7/16**

Employing concepts covered in textbook, please argue your foreign country selection of where you will be lunching the product. Understand the **wants and needs** of the marketplace in relation to your product, as well as the most suitable factor you should select. After completing the table (example shown below), analyze and strongly argue why the country you selected makes the most sense for launching your product. In doing do, you should have created a comparison grid (Weighed Decision Matrix) with different countries and the factors you consider are the most relevant, set a weight for each one and provide a score. Make your analysis/conclusion/selection based on the comparison where the country which obtained the most points is your final choice. The selection of the key success factor categories for comparing countries are up to you and related to the product and factors that are key in launching the product (external and internal to the company).

Example

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Factors | Weight % | Scale  (1 – 10) | Country 1 Score | Scale  (1 – 10) | Country 2  Score | Scale  (1 – 10) | Country 3 Score | Scale  (1 – 10) | Country 4 |
| Factor 1 | 0.5 | 4 | 2 | 5 | 2.5 | 10 | 5 |  |  |
| Factor 2 | 0.2 | 9 | 1.8 | 8 | 1.6 | 6 | 1.8 |  |  |
| Factor 3 | 0.2 | 10 | 2 | 5 | 1 | 6 | 1.8 |  |  |
| Factor 4 | 0.1 | 1 | 0.1 | 6 | 0.6 | 5 | 0.5 |  |  |
| + |  |  |  |  |  |  |  |  |  |
| Total | 1 |  | 5.9 |  | 5.7 |  | 9.1 (Winner) |  |  |

1. **Entry Strategy (Chapters #13, #14, #15 & #16)**
   1. What is the most appropriate Entry Strategy your company/product should employ in each of its internationalization phases\*? Explain and support your answer
   2. Company Strategy. Which one of the 4 international Strategies should your company employ in each of its internationalization phases? Explain and support your answer
   3. What type of Horizontal Structure should your company employ in each of its internationalization phases? Explain and support your answer
   4. What Global Human Resource Management should the company employ in each of its internationalization phases? Explain and support your answer (Chapter #19)

**\*** International Phases refers to the ongoing process of internationalizing your company and relates to your overall company strategy in the short, medium and long term. You may start by licensing your product to a local company (phase 1), then purchasing that company through a merger & acquisition (phase 2); then, because demand increased exponentially, you complemented the required orders needed by exporting from your home country in phase 3. Your phase 4 could be expanding into neighboring countries. (NOTE: This is just an example…create your own strategy based on your analysis)

1. Make or Buy Decision (Chapter #17)
   1. Should your company make or buy the product and where? Explain and support your answer

Depending on the analysis of your company and product, you may be able/or need to take advantage of economies of scale/location economies. Where to produce? How? What logistics does this decision involve?

1. Global Marketing (Chapter #18)
   1. What should your strategic marketing plan be for launching your product? Explain and support your answer. All aspects of marketing and the rationale of choosing such strategies should be explained and supported with extreme detail. Why were other strategies rejected as inconvenient? This answer should include but not limited to: Market segmentation, pricing strategies, communication strategy (advertising, promotion, etc), distribution strategy, strategies against possible competition, marketing budget, product pricing, sales strategies, push versus pull strategy, target segment (size of the segment and its rationale)

Having a 5 year sales forecast indicating how many units are your projecting to sell (Market and Its Potential) is a plus and a perfect way to support this question. Projections will depend on your advertising, promotion, targets segments, etc.

1. Reference
2. Appendix

The final project paper should have a **maximum** of 20 pages in length (1.5 spaced, 11-point font size, Times New Roman and 0.5-inch margins). The 20 pages do not include a cover page, outline, appendices, appendix or bibliography. Appendix section has not length limitations. Will recommend figures, tables or other to be placed in the appendix.