

JUNE 16th, 2023**Instructor:** Ilan Vertinsky**Division:** SBE**Email:** ilan.vertinsky11@gmail.com**TA:** H. Sila Yildiz**Email:** hsilayildiz2002@gmail.com**Section number:** 971**Class:** Tuesday & Thursday 1-4 pm, July 4 to Aug 11**Place:** HA 350**Office hours:** Tuesday & Thursday after class, or Mondays and Wednesdays after 2pm by appointment only

COURSE DESCRIPTION

As the internationalization of the business environment is taking place and the global physical, economic and political environments are becoming volatile, uncertain, and complex, both domestic and multinational businesses must adapt their strategies and managerial practices. This course focuses on key issues that businesses face as they adapt to this new environment and contributes to the development of a better understanding of these issues and skills to deal with them.

The format of the course will combine discussions of current events that impact the international business (IB) environment, lectures that address the theoretical and practical aspects of key strategy decisions of multinationals, and class discussions, debates, exercises, and case analyses. Class and case discussions will be motivated, in part, by a set of questions provided in advance before class to promote informed discussion. Class participation will be encouraged.

The course focuses on the international business strategy of firms. We will start by examining the scope, nature, and social, political, and economic consequences of the process of rapid globalization that took place in the three decades before 2008 (characterized by rapid growth of international trade and investment and the development of ever longer and complex supply chains). This process shaped, to a large extent, the strategies of internationalization of firms and the strategies of multinational enterprises. Globalization created both benefits to societies (e.g., lifting large populations from poverty) and costs (e.g., increased inequalities between and within nations). Assessments of these help us to understand the various tensions that shape the policy responses of governments in regulating the behavior of their own multinationals and the multinationals hosted by their countries. Such understandings provide an important input to the development of both market and nonmarket strategies (i.e., strategies that affect the competitiveness of the firm and strategies that aim to gain advantage by influencing regulators to provide a more advantageous regulatory environment for the firm).

We will also examine the causes for the changes seen since 2008 that saw a sluggish growth in international trade and investment relative to GDP (described by some as 'Slowbalization') followed by a decline of international trade and investment relative to

the global GDP (described by some as ‘deglobalization’). We will assess the strategic and organizational changes multinationals need to adopt to meet the complex and uncertain emerging environment of IB. This environment has become even more challenging with the impacts of what economists call a ‘zero-sum’ game between the two largest economies in the world (China and the USA) competing for dominance in strategic technology fields such as digitization, robotics, and artificial intelligence (AI). This competition may lead to the bifurcation of global markets, with significant implications to multinational strategies and government policies regarding international trade and investment. We will complete the set of introductory lectures/discussion-based classes with a review of the economic, political, and institutional frameworks, and processes within which international trade and investment take place now, focusing on the impacts of both the occurrence of the COVID-19 pandemic, and the invasion of Russia into the Ukraine.

The classes that follow will take more of a workshop format where class members participate in problem-solving using real-life case analyses of key strategic decisions by multinationals. Classes and cases will focus first on the development of a firm’s internationalization grand strategies. We will then look at specific strategic choices including evaluation and selection of locations for entry and choice of modes of entry. We will pay special attention to the options available for direct foreign investment. In particular, we will examine the advantages and disadvantages of using mergers or acquisitions versus ‘greenfield investment’ and whether to invest independently or collaborate.

Typically, case sessions will start with the presentation of an analysis of an assigned case by a student team. This will be followed by class discussions facilitated by the instructor concerning specific issues related to the case (Details of some of these issues for each case are provided in pages 10-12 of this course syllabus). Short lectures will be presented at the beginning of class to provide a framework for the discussion and/or at the end of the case discussion to help draw out its implications.

The final part of the course will then turn to the assessment and analysis of key dimensions of the business environment of candidate-host countries. These will include --political risk and cultural fitness (or compatibility). We also will discuss actions that need to be taken to mitigate political risks and reduce cross-cultural friction.

In the final lecture, we will examine the ethical issues that arise when value systems of your home country clash with those of a host foreign country where you operate or plan to enter.

The team project assignment will provide an opportunity to apply the knowledge that you and other team members acquired in this and other courses you have taken in the past.

COURSE GOALS

- Develop your knowledge of key aspects of the international business environments (economic, social and political)
- Develop your knowledge of international institutions (e.g. the World Trade Organization, regional free trade agreements)
- Equip you with tools to analyze national and international environments of business
- Equip you with analytical tools that will help you to develop an internationalization strategy and provide you with guidance about international business strategic management decisions

PROGRAM GOALS

Critical Thinking	✓
Analytical Decision-making	✓
Oral & Written Communication	✓
Ethics & Sustainability	✓

ASSESSMENT SUMMARY

Evaluation in this course will be based on:

- Class participation **20%**
- Current Event Presentation and Discussion **5%**
- Group Case [1 case] **15%**
- Quizzes (3-5, unannounced, open- written notes) **30%**
- Final Group Project (Report 15%, Presentation 15%) **30%**

TEACHING AND LEARNING ACTIVITIES AND COURSE ASSIGNMENTS

Groups

An important part of the assignments in this class will be performed by teams of **4-6** members. The teams will be assigned by the instructors to maintain **diversity** (the exact size of the team will be decided once the number of students in the class is confirmed). The team tasks include preparation of the project report, project presentation, case presentation and case report, current event presentation, and any in-class exercises or tasks requiring the formation of break-out groups. **Groups'**

memberships will be announced on Canvas on the morning of July 11th (Tuesday) after the last class of the second week of the course.

Class Participation (20%)

Your participation mark will be determined based on: **a)** attendance in all classes; and **b)** contribution to the class discussions. The active participation in case discussions will have a high weight in the assessment of participation, but your effort to follow current world developments and discuss your thoughts on these events will also be recognized.

- **Attendance:** We use iclicker to take attendance for all classes. Students are required to first register in the iclicker system (search 'COMM 498 971 2023S2' for the course). Then, students are required to link the iclicker system back to your canvas (click on 'Iclick sync' on the left menu and follow the steps).
- **Preparation/ Readings:** Your prime responsibilities to prepare for classes will be to read all assigned articles and book chapters that are marked as required readings, study the cases assigned for each class and be prepared to be called to discuss any part of the case, and reflect on the questions provided about each case in pages 10-12 Do so for **each class, before that class**. You will be graded on the quality of your contributions to class discussion and case analyses. You should be ready to discuss the questions assigned for each case and be ready to respond to them when invited to do so during the class.

Current Event Presentation and Discussion (5%)

Starting from **Class 6 (July 20th)**, each class will begin with a discussion of a current event that influences international business identified and presented by an assigned group (10min). Each of the groups will be responsible for one presentation only. The assigned group will identify, describe, and analyze a current event (that has occurred within the last three weeks of their assigned day) that may have an impact on international business. This presentation will be followed by a class discussion.

Group Case Presentation and a Written Report (15%)

Each group will be assigned to present one case and prepare a written report of their analysis. We will announce the case assignment on Canvas in the morning of July 11th (Tuesday). For the group presenting the first case – The Espresso Lane Going to Goal, both the instructor and TA will provide special guidance and extra help.

The presentation and the written report will be based on the information provided in the written case as well as supplementary background research conducted by the group. A Q&A session will follow the presentation. The group presentation should be planned for 25 minutes and the Q&A for about 10 minutes (some flexibility in the time constraints will be provided to allow full exploration of more complex cases). Group case reports will be submitted before the class presentation.

The group case report should include 5 sections:

- 1) identification of the problem,
- 2) situation analysis,
- 3) generation of alternatives,
- 4) evaluation of alternatives, and
- 5) recommendations.

The students should apply knowledge and analytic tools learned in the current and previous courses or from the reading materials assigned in preparing the case. Each report must not exceed 8 pages (double spaced, 12pt font and 1-inch margins). Guidelines for case preparation and grading are found in the appendix of the syllabus.

Quizzes (30%)

To encourage informed participation in class discussions, especially case analyses, 3-5 **unannounced** quizzes will be conducted during classes. A typical quiz may include questions from the case or be based on the readings assigned for that day. All quizzes will be “**open written notes**”.

Group Final Project (Presentation 15%; Report 15%)

The project will involve writing a strategic report from the perspective of a real-life multinational firm seeking further international expansion (the selected company need not necessarily be a Canadian company). The project will consist of researching, writing, and presenting a report on the company's international expansion strategy through foreign direct investment. The report will be written assuming that the group was assigned by the senior management of the company to develop the report and present recommendations. You will have to make a convincing case as to why the company should enter or expand its operations into the host country chosen, and what strategies it should adopt to achieve its goals. The completed report must not exceed 16 pages double spaced (excluding reference lists, graphs, tables, and appendixes) and **should be submitted to the instructor no later than August 15th.**

Your report will be evaluated on the basis of the inclusion and quality of the following features:

- Analysis of the business model of the company and identification of the objectives of the international expansion
- Identification and assessment of the country characteristics (e.g., political risk, cultural fit, local market size, access to other markets, importance of skilled and unskilled labor, access to key inputs, market competition, etc.) that are important to the success of this internationalization step given the business model and the objectives of the expansion.
- Selection of 3 promising candidates on the basis of the most important 2-3 characteristics identified in step 2 (i.e. scanning the world or specific regions to select suitable candidates for further evaluation)
- In-depth evaluation of the 3 selected candidates and choice of the most promising candidate.
- For the chosen candidate, evaluation of alternative modes of FDI entry (e.g. green-field or acquisition/merger: going-solo or collaboration). Do not forget to provide arguments why FDI is the way to go, as opposed to exporting or licensing, given your particular country choice and context.

Your group will normally be awarded a single grade for the written report. Some adjustment in the presentation grade will be possible if there are compelling reasons to do so. The presentation grade will be awarded based on your ability to succinctly convey the information you deem most relevant to your project, your professionalism throughout the presentation, and your ability to respond to questions from the class, the instructor or TA during a brief question period. We encourage you to attend office hours as a group to address any questions or concerns as they arise.

- **Approval of project proposals:** All project proposals (containing the name of the target firm and a few lines providing basic formation about it) will be submitted to the instructor for approval to ensure suitability and diversity of presentations. In case of duplication the first proposal to be submitted will be chosen if approved. All proposals need to be presented **to the instructor no later than July 21st (Friday)**. It is recommended that each group schedule a group meeting with the instructor to discuss their project at least twice during the course.
- **Group Internal Evaluation:** Groups' projects necessarily require collaboration and support among members. By the last class, every group member should fill an evaluation form that will be provided in Canvas. This form will be confidential and will be used to allocate participation credits among group members as well in some cases be used to adjust project and case presentation related grades.

Instruction on Class Readings and Cases

Assigned readings **(A)** are organized according to the corresponding lecture and are identified as required or optional. We may add or edit some reading materials later in the course. Assigned readings for each class **(A)** and the customized course package of cases **(B)** can be accessed by following the instructions below.

A. The library Online Course Resources (**can be found in the left column of the head page of the course on Canvas**) contains links to short articles from *The Economist*, *The Global and Mail*, *The Financial Times*, and *The New York Times*, assigned for many of the classes. There are also some longer articles from HBR and one book chapter from Daniels et al. *International Business: Environments and Operations*. Also included is a book by Keith Head entitled *Elements of Multinational Strategy* from which a few chapters are assigned.

B. The customized course packages of cases (**need to be purchased**) can be accessed online or a printed package can be ordered as instructed below:

- 1) Go to the Ivey Publishing website at www.iveypublishing.ca
- 2) Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
- 3) Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1R5c00000EjG5eEAF>
- 4) Click "Add to Cart".
- 5) Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.
- 6) When payment has been processed successfully, an Order Confirmation will be emailed to you immediately and you will see the Order Confirmation screen.
- 7) Once you have completed your order, click on your username on the top right --> Orders --> Purchases

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. **This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.**

SCHEDULE

Times provided are only estimates and may be changed by the instructor.

Class 1 July 4th	Introduction to International Business (and the course 😊) Globalization, the factors that accelerated its progress and the factors that inhibited it, the scope of globalization and its consequences.
Class 2 July 6th	After 2008: 'slowbalization' and 'deglobalization'; The technology race and the processes of decoupling and bifurcation of the global markets, COVID-19, the post pandemic world, and the impacts on IB of the invasion of Russia to the Ukraine. MNE's strategies in the emerging IB environment. Discussions stemming from this session may be continued in the first part of class 3.
Class 3 July 11th	Gains and costs from trade; the political economy of trade; regulation and protectionism; multilateral trade regimes (WTO and rules of trade)
Class 4 July 13th	Discussion of multilateral trade regime and rules of law; Developing an internationalization plan; Evaluating and choosing foreign host locations.
Class 5 July 18th	Choosing entry modes: Part 1: exporting and licensing Case study: The Espresso Lane To Global Markets
Class 6 July 20th	Part 2: Foreign Direct Investment (M&A versus Green field investment; solo versus collaboration, forms of collaboration) Case study: Amazon Goes Global 2020
Class 7 July 25th	Global and regional strategies Case study: Zara: fast fashion Current Event Presentation and Discussion

Class 8 July 27th	<p>Technology disruptions (digitization, robotics and AI) ; innovation races that ensue; Impacts on MNEs strategies; the roles of governments in strategic technology sectors Techno-nationalism ;The sharing economy.</p> <p>Case study: Alibaba Group: Acquiring Lazada To Win The Southeast Asia E-Commerce Battle</p> <p>Current Event Presentation and Discussion</p>
Class 9 Aug 1st	<p>Political Risk: assessment and mitigation</p> <p>Case study: Vale: Global Expansion in the Challenging World of Mining</p> <p>Current Event Presentation and Discussion</p>
Class 10 – Class 11 Aug 3rd – Aug 8th	<p>Cross-Cultural Management I: theory and cultural analysis, managing cultural differences.</p> <p>Current Event Presentation and Discussion</p> <p>Cross-Cultural Management II: cross border communications and negotiations</p> <p>Case Study: Tony Hsieh at Zappos: Structure, Culture and Radical Change</p> <p>Current Event Presentation and Discussion</p>
Class 12 Aug 10th	<p>Ethics- decisions when values clash.</p> <p>Case Study: Apple and its Suppliers: Corporate Social Responsibility</p> <p>Current Event Presentation and Discussion</p>
	<p>Group Project Report due by August 15th. Group project presentations will take place in the time of the Scheduled Final Exam for the course, which will be scheduled not to clash with other exams.</p>
Exam Period: TBD	<p>Group Presentations. The slides should be submitted after the presentation.</p>

Questions to Motivate Case Studies Discussions

(no written submission required)

The Espresso Lane To Global Markets

- Conduct a CAGE analysis
- Create a SWOT analysis
- What does analysis of the CAGE and SWOT show you? Based on these results, which international market should Espressamente pursue next?
- Which variables from the case are the most important in Reale's decision-making?
- How should Reale prioritize the foreign markets?
- What mode of entry should Reale consider? Should it be different based on the market selected? What are the relevant environmental and organizational variables that should impact the decision?

Amazon

- Why did Amazon initially consider international expansion? Is international expansion a key success factor in Amazon's industry?
- Why did Amazon choose the United Kingdom as its first foreign entry location and not other countries such as Canada and Australia? What strategies did Amazon use in the United Kingdom?
- Why did the company choose to enter Japan after the United Kingdom and Germany? What strategies did Amazon use in Japan? Did these strategies make sense?
- Why did Amazon fail in China?
- Was there any pattern across Amazon's international entries?
- Given Amazon's overall performance domestically and globally, the outbreak of COVID-19, and the company's mission, vision, and strategic plan, what step should it take next? Should Amazon continue global expansion into new markets? What should Amazon do with its less successful international operations?

Zara

- Evaluate the specific sources of ZARA's competitive advantage (if any). Is ZARA's competitive advantage sustainable and can it be leveraged?
- How well does Zara's advantage travel globally?
- Does the proposed strategy of focusing on Europe, and in particular Italy, make sense? More broadly, what do you think about the strategy of focusing on Europe versus making a major commitment to another region?

- Describe and evaluate ZARA's international strategy in terms of modes of entry, localization, and the standardization of its marketing approach.
- Why would ZARA favour wholly owned outlets, where possible?

Alibaba Group

- What are the pros and cons of doing e-commerce business in Southeast Asia?
- What are the motivations and strategic rationales for Alibaba to invest in Southeast Asia?
- Which of Lazada's strategic assets are useful for Alibaba?
- Was the acquisition of Lazada the best way for Alibaba to enter the e-commerce market in Southeast Asia, or should Alibaba have allied with Lazada or, instead, made a greenfield investment in the region? What possible reactions could other e-commerce players have to this strategic move?
- Following the acquisition, should Alibaba integrate Lazada or employ a partnering approach to realize the greatest benefit from each company?
- After the acquisition, how could Alibaba and Lazada achieve and maintain a leadership position in the Southeast Asian e-commerce market?

Vale

- Under Agnelli, VALE engaged in a strategy of product and geographic diversification. Does VALE have a core competence that would support this strategy?
- Should VALE vertically integrate into steel production in Brazil?
- Should VALE own its own ships, and if so should they buy the Chinese vessels?
- Would you agree that VALE has managed political risk better abroad than in Brazil? What could they do better in their own market?

Tony Hsieh at Zappos

- Why do you think Tony Hsieh is making this change? Why is he doing it now?
- What do you make of the fact that 14% of the employees took Hsieh up on his offer?
- What do you think this process feels like as an employee?
- How would you assess Tony Hsieh as a leader? As a boss?

Apple

- Identify the multiple levels of analysis at play for Apple as it addresses the CSR challenges in its supply chain
- Is Apple responsible for the alleged human rights violation that occurred?
- Would onshoring, insourcing, or a combination of the two represent a suitable response to Apple's problems?

- If Apple continues on the current path, what should it do differently?
- Is it reasonable for Apple to apply different ethical standards to different countries?
- Should firms such as Apple maximize their profits, or should they sacrifice some profits to do good?
- Have these CSR problems at Apple had a meaningful impact on the bottom line?
- What is the role of media, including social media, in shaping CSR expectations?
- Does Apple face an industry-specific issue, or do the same issues appear in other industries?
- If you were in the position of Jeff Williams, what, if anything, would you do differently?

POLICIES APPLICABLE TO UBC SAUDER UNDERGRADUATE COURSES

Respectfulness in the classroom

Students are expected to be respectful of their colleagues at all times, including faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC Sauder community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including status as a First Nation, Metis, Inuit, or Indigenous person, race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their

actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the university policies and codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Academic Freedom and Students Studying from Outside Canada

During this pandemic, the shift to online learning has greatly altered teaching and studying at UBC, including changes to health and safety considerations. Keep in mind that some UBC courses might cover topics that are censored or considered illegal by non-Canadian governments. This may include, but is not limited to, human rights, representative government, defamation, obscenity, gender or sexuality, and historical or current geopolitical controversies. If you are a student living abroad, you will be subject to the laws of your local jurisdiction, and your local authorities might limit your access to course material or take punitive action against you. UBC is strongly committed to academic freedom, but has no control over foreign authorities (please visit <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=3,33,86,0> for an articulation of the values of the University conveyed in the Senate Statement on Academic Freedom). Thus, we recognize that students will have legitimate reason to exercise caution in studying certain subjects. If you have concerns regarding your personal situation, consider postponing taking a course with manifest risks, until you are back on campus or reach out to your academic advisor to find substitute courses. For further information and support, please visit: <http://academic.ubc.ca/support-resources/freedom-expression>

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the sole use of the instructor and students enrolled in the class. In no case may the lecture recording or part of the recording be used by students for any other purpose, either personal or commercial. Further, audio or video recording of classes are not permitted without the prior consent of the instructor.

Appendix

Guidelines for Individual Case Reports

1. Identify the problems

- a. Identify the surface/specific problems
- b. Identify the underlying issues
- c. First and last paragraphs of a case provide clues

2. Situation analysis

- a. External environmental analysis
 - i. Think only about the environment and not any specific company
 - ii. Tools (use one or more than one)
 - 1. Opportunity and threat from SWOT
 - 2. PEST analysis
 - iii. Outcome – an external analysis establishes the Key Success Factors – what it takes for ANY firm in the industry to succeed
- b. Internal company analysis
 - i. Think only about the company
 - ii. Tools (use one or both)
 - 1. Porter's Generic Competitive Strategies (cost, differentiation, niche)
 - 2. S and W from SWOT
 - iii. Outcome- an internal analysis provides insight into the company's Firm Specific Advantages (FSAs)
- c. Strategic GAP Analysis
 - i. Compare the industry KSFs with the company's FSAs
 - ii. What the company lacks in KSFs = the Strategic GAP
 - iii. Strategic GAP is also called the Root Cause to the underlying problem

3. Alternative generation and evaluation

- a. Generate alternatives to solve the GAP (thus also solving the underlying problem)
- b. Establish Criteria for evaluating alternatives
 - i. Criteria must be appropriate for the problem being solved
 - ii. Criteria must evaluate the alternatives' ability to solve the strategic GAP
- c. Evaluate and compare specific alternatives against criteria
- d. Perform a quantitative analysis as much as possible
- e. If a quantitative analysis is not possible, perform an advantage/disadvantage analysis for the alternatives
- f. Select the best alternative

4. Recommendations

- a. Articulate the selected alternative as the recommendation for the specific issue
- b. Articulate how this also serves to provide greater strategic benefits to the organization
- c. Specify the potential challenges in implementing the recommendation

Rubric for the Individual Case-- report

Content	Level 1	Level 2	Level 3	Level 4
Critical issue identification (20 points)	Choice of issues not justified	Issues adequately explained	Key issues well explained	Explanation in depth
Situation analysis (20 points)	Weak analysis	Appropriate internal and external analysis	In addition to level 2, correctly defines key success factors in the industry and the strategic gap of the firm	In addition to level 3, key success factors and strategic gap analysis are tied tightly to recommendations
Use of appropriate tools (20 points)	No use of appropriate tools	Uses SWOT or similar tools Insufficient depth or not tied to analysis	Uses tools appropriately and tools are partly tied to analysis	Tools used well, backed by data from the case and tied tightly to analysis
Alternative generation and comparison (20 points)	Provide alternatives Weak comparisons among alternatives	Provide alternatives Pros and cons of each alternative adequately explained	In addition to level 2, very clear criteria in alternative comparisons	Exceed expectations by providing fresh perspectives on alternatives
Recommendations (20 points)	Make recommendations but not necessarily clearly tied to issues raised	Make recommendations tied to analysis but not adequately justified	Recommendations follow clearly from analysis	Recommendations follow clearly from analysis and tied tightly to issues raised

Source: Prof. Jing Li

Guidelines for Group Final Projects

Your report will be evaluated on the basis of the inclusion and quality of the following features:

- 1) Analysis of the business model of the company and identification of the objectives of international expansion
- 2) Identification and assessment of the country characteristics (e.g., political risk, cultural fit, local market size, access to other markets, importance of skilled and unskilled labour, access to key inputs, market competition, etc.) that are important to the success of this internationalization step given the business model and the objectives of the expansion.
- 3) Selection of 3 promising candidates on the basis of the most important 2-3 characteristics identified in step 2 (i.e. scanning the world or specific regions to select suitable candidates for further evaluation)
- 4) In-depth evaluation of the 3 selected candidates and choice of the most promising candidate.
- 5) For the chosen candidate, evaluation of alternative modes of FDI entry (e.g. green-field or acquisition/merger: going-solo or collaboration). Do not forget to provide arguments why FDI is the way to go, as opposed to exporting or licensing, given your particular country choice and context.