



QUINLAN
SCHOOL of BUSINESS

Schreiber Center • 16 E. Pearson St.
Water Tower Campus • Chicago, IL 60611
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MGMT 304 - 102 & 104 **Strategic Management** **Spring 2018**

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Office Location: Schreiber Center 822
Office Hours: Monday/Wednesday 3-5 PM or by appointment
Meeting Days & Room: Section 102 – TuTh 8:30-9:45 AM, Schreiber 725
Section 104 – TuTh 10:00-11:15 AM, Schreiber 725

Course Description

This is a capstone course that analyzes the responsibilities of general management in formulating, communicating and implementing a strategic plan. Through case studies, the course applies the principles of strategic analysis to business situations so as to integrate all of the core courses in the undergraduate business program.

Outcomes: Students will develop executive and general management skills through an understanding of how the various functions of an organization operate as a whole. Students will also build their skills in conducting strategic analyses in a variety of industries and competitive situations and gain a stronger understanding of the competitive challenges of the market environment.

Pre-requisites: MGMT 201, MARK 201, FINC 332, OMPG/ISOM 332 with grades of C- or better. Senior standing or above.

Course Overview

Strategic decision makers continually respond to complex and evolving situations, both internal and external to the firm. This class is intended to develop a general management perspective, which incorporates the different functional areas into an overall competitive strategy by taking into account complex and uncertain situations. By the end of the course, you should be able to analyze strategic problems and opportunities in an integrative manner.

Course Objectives and Learning Outcomes

1. Sharpen your skills in analyzing strategic issues, opportunities and challenges through cases and class materials, and gain a systematic and concrete understanding of various theories and frameworks
2. Refine writing and critical discussion and communication skills.

- Learn and experience different kinds of leadership through course materials and group work, and reflect on what kind of colleague and leader you aspire to be.

Required Materials

- Strategic Management**. 3rd Edition (2016). Frank T. Rothaermel (ISBN-13: 978-1259420474)
- Case Packet** – A case packet will be available to purchase online. More details to be announced.
- Other materials** for this course include academic papers, book chapters, news articles, and videos. *Please check Sakai for weekly assignments.*

Deliverables and Evaluation of Course Performance

Your grade in this course will be based on the following deliverables, weighted as follows:

1) Class Participation & Attendance	10%	} 100%
2) Quiz	5%	
3) Midterm Exam	20%	
4) Final Exam	25%	
5) Group Project (Report, Presentation, and Team Member Contributions)	40%	

** No extra credits will be offered.*

Grading: The following grading scale distribution will be used to determine your grades:

A	100-94%
A-	93-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D+	69-67%
D	66-60%
F	59% and below

Electronic Devices

Electronic devices are **prohibited** in the classroom unless instructed otherwise for in-class exercises or group work. Please note that web browsing, texting, and doing other assignments unrelated to our class will **significantly affect your class participation grade.**

Disability support

Any student who feels s/he may need an accommodation based on a disability should contact me privately to discuss specific needs. You must contact Services for Students with Disabilities (SSWD) to establish eligibility. For additional information, please refer to, <http://www.luc.edu/sswd/index.shtml>

1) **Class Participation & Attendance (10%)**

- Class participation by each student is an essential part of the learning process in this course. Your insights and comments during class discussions will help your peers in this process. Also, you will find that your thoughts and logics crystalize as you vocalize your thoughts.
- Grading: Your grade in class participation will be based on both the **quantity and quality** of your participation. I will evaluate your participation after each class. Please note that contributions are **not** equivalent to only attending class or merely talking in class.
- ❖ *You are expected to attend ALL class sessions in order to pass the course.*
- ❖ *Missing classes without notice will lead to deductions in your grade. Email me BEFORE a class if an unavoidable emergency or conflicts prevent you from attending a class.*

2) **Quiz (5%)**

- Quizzes will be based on the materials and discussion questions listed for each class.
- The quizzes will **open 24 hours before certain classes**. You must complete the quiz **BEFORE** classes start. You will not be able to complete the quiz once the class starts.
- Quizzes will start from **Week 3**. It is open-book.
- There are no make-up quizzes.

3) **Midterm Exam (20%)**

- The midterm will cover all materials till the exam date. It is a closed book, in-class exam. Question formats may include True-False, Multiple Choice, and short open-ended questions.

4) **Final Exam (25%)**

- The final-exam will include all materials covered after the midterm. It is a closed book, in-class exam. Question formats may include True-False, Multiple Choice, and short open-ended questions.

5) **Group Project (40%)**

- Each group will assess the international expansion plan of one company to another country. See **Appendix A** for more details.

A. **Group reports (15%)**: There are three phases in the group project (5% each). Each group needs to submit each phase by the deadline as specified in the Course Schedule.

1. **Phase 1 (5%)** – Due by Feb. 14 (Wed) 11:59 PM.
2. **Phase 2 (5%)** – Due by March 26 (Mon) 11:59 PM.
3. **Phase 3 & Conclusion (5%)** – Include all parts! Due by April 25 (Wed) 11:59 PM.

B. **Group presentation (15%)**: There will be 2 group presentation. One after submitting Phase 2 and a final presentation after submitting all parts

1. **Presentation #1 (5%)**: Phase 1 & 2; 10 minutes. **March 27 (Tue)**.
2. **Presentation #2 (10%)**: Final presentation (all phases & conclusion); 15-20 minutes followed by Q & A. **April 24 & 26**.

- C. **Team Member Contributions (10%)**: Peer evaluations will be due **twice (2)** throughout the course as listed in the detailed course schedule. I will take the average of the two.

Each member of the team is expected to contribute equally to each part of the project. Sometimes, despite our best efforts, some team members end up not pulling their fair share of the weight. To identify such problems early on and to ensure that each team member is given a project grade reflecting individual contributions, an individual **Team Member Contribution Form** is part of the deliverable **twice** throughout the course. Each of you must individually turn in the *confidential* Team Member Contribution Form to report the relative effort/contribution of each person (including yourself).

D. **Summary of deadlines for the group-project:**

Date	Important Deadlines
Feb. 14 (Wed) 11:59 PM	1. Phase 1 due 2. Team member contribution form #1 due
March 26 (Mon) 11:59 PM	Phase 2 due => Presentation #1 (Mar. 27, in-class)
April 25 (Wed) 11: 49 PM	1. Phase 3 & Conclusion 2. Team member contribution form #2 due => Presentation #2 (April 24 & 26, in-class)

COURSE SCHEDULE



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Dates & Topics	Assignment/Readings
WEEK 1 – What is Strategy?	
<p>Jan. 16 (Tue) <i>Course Introduction & Overview</i></p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Syllabus • Rothaermel (2016), Chapter 1
<p>Jan. 18 (Thur) <i>What is strategy?</i></p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 1 • Michael Porter, “What is strategy?”, HBR (1996), http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:TN_proquest227821775 <p>Discussion questions:</p> <ul style="list-style-type: none"> - Describe your idea/understanding of what a good strategy is, and why it is important. - What is stakeholder management? How can effective stakeholder management benefit firm performance?
WEEK 2 – Strategic Leadership	
<p>Jan. 23 (Tue) <i>Strategic Leadership</i></p>	<p>Requirements:</p> <ul style="list-style-type: none"> • Read: Rothaermel (2016), Chapter 2 <ul style="list-style-type: none"> ▪ <i>Chapter Case: Marissa Mayer: Turnaround at Yahoo?</i> • Listen: “The 10 Greatest CEOs” by Jim Collins (http://www.jimcollins.com/media_topics/media.html#*whatisgreat) • Read: Hambrick & Mason, “Upper Echelons: The Organization as a Reflection of Its Top Managers”, AMR (1984) (uploaded on Sakai) <p>Discussion questions:</p> <ul style="list-style-type: none"> • If you could choose one CEO among the 10 CEOs mentioned in Jim Collins talk to run your new start-up, who would you choose and why? • Among the various managerial characteristics mentioned in the talk (by Jim Collins) and the reading (Hambrick & Mason, 1984), which characteristics you think are the most important? Also, is there other characteristics that are not mentioned but you believe are important for a CEO?
<p>Jan. 25 (Thur) <i>Strategic Leadership</i></p>	<p>Required reading:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 2 • Collis & Rukstad, “Can you say what your strategy is?”, HBR (2008) (http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=31372942&site=ehost-live) <p>Discussion questions:</p> <p><i>Look up the <u>vision or mission statement</u> of the company for your group project,</i></p> <ol style="list-style-type: none"> 1. Evaluate the vision or mission statements. Is it more product-oriented or more customer-oriented?

	<p>2. Can you envision what actions would be consistent with the vision or mission statement? Provide examples.</p> <p>3. Is it clear how success would be measured? Provide concrete examples/ideas of how success can be measured.</p> <p>Group project:</p> <ul style="list-style-type: none"> • Assignment of group members. <i>Get to know your group members!</i>
WEEK 3 – External Analysis	
<p>Jan. 30 (Tue) <i>External analysis: PESTEL</i></p>	<p>Required reading:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 3 <p>Optional readings:</p> <ul style="list-style-type: none"> • “The Uncertainty Advantage” – strategy+business (Feb. 22, 2017), https://www.strategy-business.com/article/The-Uncertainty-Advantage?gko=6b60b <p>Discussion questions:</p> <p>For the industry for your group project,</p> <ul style="list-style-type: none"> - Among the PESTEL framework (refer to textbook pp. 64-72), discuss which factor is likely to be the most critical. <p>Group project:</p> <ul style="list-style-type: none"> • <i>Overview of data sources</i>
<p>Feb. 1 (Thur) <i>External analysis: Industry analysis</i></p>	<p>Required reading:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 3 <p>Discussion question:</p> <ul style="list-style-type: none"> • For the industry for your group project, discuss its <u>profit potential</u>. For this analysis, use <u>Porter’s Five Forces</u> framework. <p>Group project:</p> <ul style="list-style-type: none"> • <i>The importance of proper citations in writing your group paper</i>
WEEK 4 – Internal Analysis	
<p>Feb. 6 (Tue) <i>Internal analysis – The VRIO Framework</i></p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 4 • MiniCase 8: “Nike’s Core Competency: The Risky Business of Fairy Tales” (Rothaermel (2016) pp. 446-448) <p>Discussion question:</p> <ul style="list-style-type: none"> - The MiniCase indicates that Nike’s core competency is to create heroes. Does it obey the VRIO attributes?
<p>Feb. 8 (Thur) <i>Internal analysis – Isolating Mechanisms: How to Sustain a Competitive Advantage</i></p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 4 • “How Disney milks its hits for profits every after”, WSJ (2015/6/9) • “How Zara grew into the world’s largest fashion retailer”, NYT (2012/11/9) (http://www.nytimes.com/2012/11/11/magazine/how-zara-grew-into-the-worlds-largest-fashion-retailer.html) <p>Discussion question:</p> <ul style="list-style-type: none"> - Think of products/services/companies that failed to sustain its competitive advantage and the reasons why (refer to textbook pp. 118-122) - What are various isolating mechanism to sustain competitive advantage?

Week 5 – Firm Performance & Group Project Phase 1	
Feb. 13 (Tue) <i>Firm performance</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 5 <ul style="list-style-type: none"> ▪ <i>Chapter case: The Quest for Competitive Advantage: Apple vs. Microsoft</i> <p>Discussion question:</p> <ul style="list-style-type: none"> - [Chapter case] looking at the different ways to assess competitive advantage discussed in this chapter, does Apple have a competitive advantage over Microsoft using any of the approaches? Why or why not?
Feb. 15 (Thur) Group project – Phase 1 due!	<p style="background-color: yellow;">Group project</p> <p>Due before class: Due by Feb. 14 (Mon), 11:59 PM</p> <ol style="list-style-type: none"> 1. Group report due – Phase 1 (One submission per group!) 2. Team Member Contribution Form #1 (Individual submission) <p>Review for Midterm</p> <ul style="list-style-type: none"> - Review of the materials (cases, concepts, etc) covered in class so far
Week 6 – Business Strategy: Differentiation, Cost Leadership, and Blue Oceans	
Feb. 20 (Tue) <i>Business strategy – Differentiation, Cost Leadership, and Blue Oceans</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 6 • MiniCase 11: <i>Is Porsche Killing the Golden Goose?</i> (Rothaermel , pp. 454-456). <p>Discussion questions:</p> <p>More recently, the Porsche brand is repositioning itself from focused differentiation to broad differentiation by changing its competitive scope.</p> <ol style="list-style-type: none"> 1. What are the risks inherent in such strategic positioning? What are the benefits? 2. Do you think Porsche will be successful in carving out a new strategic position as a broad differentiator? Why or why not?
Feb. 22 (Thur)	<p>MIDTERM EXAM (<i>Chapters 1-6 & all related materials covered so far</i>)</p>
Week 7 –Business Strategy: Innovation and Entrepreneurship	
Feb. 27 (Tue) <i>Innovation</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Christensen, Raynor, and McDonald , “What is disruptive innovation?”, HBR (2015). http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&bquery=(SO+(Harvard+business+review.))AND(DT+2015)AND(TI+what+%26quot%3bis%26quot%3b+disruptive+innovation)&type=1&site=ehost-live • Rothaermel (2016), Chapter 7 <p>Discussion questions:</p> <ul style="list-style-type: none"> - Is Uber a disruptive innovation? Does it depend on which business you examine (taxi business vs. limousine business)? - What are some reasons for the empirical finding that “incumbents outperformed entrants in a sustaining innovation context but under performed in a disruptive innovation context”?
Mar. 1 (Thur) <i>Entrepreneurship</i>	<p>Required reading:</p> <ul style="list-style-type: none"> • Case: <i>Bratwurst, Beer and Business: Planning for Growth at Wurstküche</i> (in case packet) <p>Discussion questions:</p>

	<ol style="list-style-type: none"> 1. What are some of Wilson and Pitruzzelli's background/characteristics that put them in an advantage as successful entrepreneurs? What are some that put them at risk? 2. What are some of the unique organizational culture of Wurstküche, and how do you think they have benefited or impeded its operations/expansions? 3. Let's think about the role of timing in the success of entrepreneurial success – How was timing an important factor in the opening and expansions of Wurstküche? 4. What should Wilson and Pitruzzelli's next steps be?
WEEK 8	
Mar. 6 & 8	SPRING BREAK – NO CLASSES
WEEK 9 – Corporate Strategy	
Mar. 13 (Tue) <i>Vertical Integration and Diversification</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 8 • “A radical supply chain idea: own your trucking operation: as most companies outsource trucks and drivers, Ashley Furniture takes a different path”, WSJ (2015/4/29) (https://www.wsj.com/articles/a-radical-idea-own-your-supply-chain-1430343217) • MiniCase 19: “A” is for Alphabet and “G” is for Google: Alphabet's Corporate strategy and Google's strategy process <p>Discussion question:</p> <ul style="list-style-type: none"> • [MiniCase] Why did Google restructure itself and create Alphabet? What is it hoping to accomplish?
Mar. 15 (Thur) <i>Strategic Alliances and Mergers and Acquisitions</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 9 <p>Discussion question:</p> <ul style="list-style-type: none"> • Find a recent news article about a strategic alliance or mergers & acquisitions. Explain the (expected) benefits of the identified strategic alliance or mergers & acquisitions based on the theories provided in the book chapter.
WEEK 10 – Global Strategy	
Mar. 20 (Tue) <i>Global strategy</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 10 • MiniCase 21: <i>Hollywood goes global</i> <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. [MiniCase] How would you prioritize which nations to expand distribution into if you were working for a major Hollywood movie studio?
Mar. 22 (Thur) <i>Issues in global strategy</i>	<p>Required readings:</p> <p><i>*Readings will be assigned later on in the course. You can find all articles through the library website.</i></p> <ul style="list-style-type: none"> • “Strategies that fit emerging markets”, HBR (2005) • “When you shouldn't go global”, HBR (2008) • “Managing differences: the central challenge of global strategy”, HBR (2007)

	<ul style="list-style-type: none"> • “Is your innovation process global?” MIT Sloan Management Review (2004)
WEEK 11 – Group Project #2	
Mar. 27 (Tue) Group project – Phase 2 due & Presentation #1	<p>Group project: <i>Due before class: Due by March 26 (Mon), 11:59 PM</i></p> <ol style="list-style-type: none"> 1. Group report due – Phase 2 (One submission per group!) <p>In-class:</p> <ol style="list-style-type: none"> 2. During class, you will give a short presentation about your Group Project Phase 1 & 2.
Mar. 29 (Thur)	<p>Group project presentations continued – <i>depending on the number of groups</i></p> <p>Required readings:</p> <ul style="list-style-type: none"> • Italian Tax Mores in Ethical Issues in Business: A Philosophical Approach. Donaldson and Werhane (8e). (pp. 54-56) • Donaldson “Values in Tension”, HBR (Sep. 1, 1996), http://loyola-primo.hosted.exlibrisgroup.com/01LUC:Library_Collections:TN_proquest227755543 <p>Discussion questions:</p> <ul style="list-style-type: none"> • Did the American manager do anything wrong? Why or why not? • What would you have done in his place?
WEEK 12 – Organizational Design	
Apr. 3 (Tue) <i>Organizational design</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 11 <ul style="list-style-type: none"> ▪ [Chapter Case] Zappos: From happiness to holacracy <p>Discussion questions:</p> <ul style="list-style-type: none"> • Why is it so difficult to make changes in an organization? • (ChapterCase) Why is Zappos experiencing significant implementation problems with holacracy? What else could Zappos do to help implementing the new structure more effectively?
Apr. 5 (Thur) <i>Challenges to changing and developing new capabilities</i>	<p>Required readings:</p> <ul style="list-style-type: none"> • Case: “Texas Instruments: Death of a Computer” (on Sakai) <p>Discussion questions:</p> <ol style="list-style-type: none"> 1. What are the underlying reasons why TI’s personal computer was unsuccessful? 2. Why did TI follow the path that it did in marketing their computer?
WEEK 13 –Ethical issues in business	
Apr. 10 (Tue)	<p>Required readings:</p> <ul style="list-style-type: none"> • Rothaermel (2016), Chapter 12 • MiniCase 28: UBS: A Pattern of Ethics Scandals <p>Discussion questions:</p> <ul style="list-style-type: none"> • What is the role of the Board of Directors? Think in lines with the principle-agent problem (adverse selection, moral hazard, etc).
Apr. 12 (Thur) <i>Ethical Issues in Business</i>	<p>Requirements:</p> <ul style="list-style-type: none"> • Reading: Moral Muteness of Managers, in Ethical Issues in Business: A Philosophical Approach. Donaldson and Werhane (8e). pp.334-347. • [Watch]

	<ul style="list-style-type: none"> ABC News - Armstrong Faces New Doping Charges (https://www.youtube.com/watch?v=KTjnDpifwDI) PBS - Lance Armstrong Admits Being a 'Bully' About Doping in Oprah Interview (https://www.pbs.org/newshour/amp/show/sports-jan-june13-armstrong_01-18) <p>Discussion question:</p> <ul style="list-style-type: none"> Why did people stay quiet? In answering your question, refer to the reading on moral muteness. Make your arguments based on the specific mechanism that the reading provides.
Week 14 – Social Entrepreneurship & Review	
Apr. 17 (Tue) <i>Social Entrepreneurship</i>	<p>Required reading:</p> <ul style="list-style-type: none"> Miller, Grimes, McMullen & Vogus, “Venturing for others with heart and head: How compassion encourages social entrepreneurship”. Academy of Management Review (AMR) (2012) http://flagship.luc.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=bth&AN=82521124&site=ehost-live <p>Optional reading:</p> <ul style="list-style-type: none"> J. Gregory Dees (2001) “The Meaning of Social Entrepreneurship” Center for the Advancement of Social Entrepreneurship Duke University <p>Discussion questions:</p> <ol style="list-style-type: none"> In what ways was reading this paper helpful? For example, did reading the paper give you a better understanding of social entrepreneurs & social enterprises? Explain. How is the prosocial cost-benefit analysis different from the traditional/rational cost-benefit analysis?
Apr. 19 (Thur)	<p>Review for finals</p> <ul style="list-style-type: none"> Review of the materials (cases, concepts, etc) covered in class since the midterm <p>Group presentations – <i>If needed, depending on the number of groups</i></p>
Week 15	
Apr. 24 (Tue)	<p>Group presentations</p> <ul style="list-style-type: none"> Submit slides
Apr. 26 (Thur)	<p>Group presentations:</p> <ul style="list-style-type: none"> Submit slides <p>Group project: Due by April 25 (Wed), 11:59 PM</p> <ol style="list-style-type: none"> Group report due – Phase 3 & Conclusion (Include all parts of the paper! & One submission per group) Team Member Contribution form #2 <p>Course wrap-up</p>
Finals Week (Apr. 30-May 5)	
Final exam	<p>Section 102 – May 5, 2018 (Sat) 9:00-11:00am Section 104 – May 1, 2018 (Tue) 1:00-3:00pm</p>

Please note: This class may occasionally deviate from the course outlined above. The instructor reserves the right to make changes as needed to the course syllabus.

APPENDIX A – Details for Group Reports

Group reports

- There are three phases to the group project with individual deadlines for each phase. Although you have would have already submitted Phase 1 and Phase 2 at the specified dates, when submitting Phase 3, include ALL of the previous phases, and also the cover page, Conclusion, and any supplemental materials (i.e., it should be a completed final paper).
- Overall, **the final report should be no longer than 30 pages** (double-spaced, 12-point font), including the cover page, table of contents, conclusion, graphs, and figures, etc. Use proper citations.
- In addition to what you have learned throughout the course, you should use various resources to complete your assignment, including the company’s website, company’s 10K forms, newspaper articles (Economist, Financial Times, New York Times, etc.), etc.
- Each group will choose one of the following companies to **assess its potential or existing international expansion plan to the following countries:**
 1. Lego (Denmark) to China
 2. Uber (USA) to Brazil
 3. Zara (Spain) to Chile
 4. Ikea (Sweden) to Mexico
 5. Starbucks (USA) to South Africa
 6. Under Armour (USA) to India
 7. Netflix (USA) to South Korea
 8. Knowaste (UK) to Japan
 9. Disney Parks (USA) to Canada
 10. Toyota (Japan) to South Africa
- **Structure of the final report:**
 - o *Cover page with title, group names, and date*
 - o *Table of content*
 - o **Phase 1 – Company and Product/ Service Description (maximum 5 pages)**
 - Cover page with title, group names, and date
 - Table of content
 - **General information about the company (e.g., brief history, financials, etc)**
 - **Purpose of the product/service**
 - **Targeted market(s)**
 - Include any of the following issues if they are of particular importance to the firm,
 - Corporate governance (e.g., composition of the board of directors, etc)
 - Price and promotion
 - Production and logistics
 - Human resources
 - o **Phase 2 – Host Country (i.e., the country that the company is expanding to) Report (maximum 10 pages).** *Why is this host country a potential market for your product/ service?*
 - Cover page with title, group names, and date

- Table of content
 - **Political factors** (e.g., political system, structure, political parties, political risk)
 - **Economic factors** (e.g., economic system, currency risk, trade environment)
 - **Sociocultural factors** (e.g., demographics, cultures, norms, and values)
 - **Technological factors**
 - **Ecological factors**
 - **Legal factors** (e.g., legal system, legal issues in international business, legal risk)
- **Phase 3 – Global strategy (maximum 10 pages).** *What is your strategy to enter the market?*
- Describe business strengths, weaknesses, opportunities, and threats (SWOT) of going into the new country
 - Identify domestic and international companies involved in similar business activities
 - Justify the mode of entry
- **Conclusion (maximum 2 pages).** *Is your product/ service viable in the targeted market?*
- Viability analysis – is the international expansion to the targeted market possible?
 - Recommendations to the company



Quinlan School of Business Policies

Attendance and Class Etiquette:

Students are expected to attend all classes, on time and for the duration of each class. If a student must miss class, notify me by email prior to the class to be missed to validate an excused absence.

As a courtesy to the instructor and to the class members, cell phones must be placed in mute or vibrate mode during the class. Critically important calls should be taken outside of the classroom. Please inform me upfront of the class start of known critically important phone calls that you will be stepping out to take.

Quinlan School of Business Policy on Make-Up Examinations:

Loyola University academic policy provides the tests or examinations may be given during the semester or summer sessions as often as deemed advisable by the instructor. Because Quinlan faculty believes examinations represent a critical component of student learning, required examinations should be taken during the regularly scheduled class period. Make-up examinations are discouraged. Exceptions may be granted only the faculty member or department chair, and only for unavoidable circumstances (illness verified by a signed physician's note, participation in intercollegiate athletic events, subpoenas, jury duty, military service, bereavement, or religious observances). A make-up examination may be scheduled only with the permission of the appropriate Quinlan Assistant or Associate Dean.

If a make-up examination must be given, it is the responsibility of the faculty member to prepare, schedule, and proctor the exam. The only regular exception is for the student – athlete, who may use the testing services of the Athletic Department to complete a make-up examination. Students with documented special testing needs will be accommodated.

Academic Integrity:

All members of the Quinlan School shall refrain from academic dishonesty and misconduct in all forms, including plagiarism, cheating, misrepresentation, fabrication, and falsehood...Plagiarism or cheating on the part of the student in individual or group academic work or in examination behavior will result minimally in the instructor assigning the grade of "F" for the assignment or examination. In addition, all instances of academic dishonesty must be reported to the chairperson of the department involved.

For further information about expectations for academic integrity and sanctions for violations, consult the complete Quinlan School of Business Honor Code and Statement of Academic Integrity on the Quinlan website: <http://www.luc.edu/media/lucedu/quinlanschoolofbusiness/pdfs/Honor-Code-Quinlan-July2012.pdf>