

## DualModeInstruction(SM) or Online Course

### Course Name:

**Transnational Business Management, With Special Emphasis on Emerging Markets in the Global (Knowledge) Economy**

### Term Dates:

1. Instructor: Val Samonis, PhD, CPC
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3. Global phone number: (416) 618-4275
  
4. Faculty availability online via the course website and email; and/or my Virtually Interacting Professor (VIP) service over Skype: val.samonis
  
5. Background information

Val Samonis, PhD, CPC, has worked with top business, technology, and policy leaders in many countries, e.g. Nobel Laureates in Economics and Finance (Tobin, Arrow, Solow, Leontieff, Klein) as part of The Stanford Economic Transition Group; Polish Deputy Prime Minister L. Balcerowicz, Czech Deputy Prime Minister P. Mertlik; other top experts globally; lectured internationally on trade, investment, corporate governance and enterprise restructuring, competitiveness, and cross-boundary issues in the global economy, esp. emerging markets; and has been extensively published. He has been contributing research on foreign investment and knowledge economy clusters to The Competitiveness Institute at Harvard Business School, publishing at The Knowledge Board, the European Union's main KM think tank. Also, Val Samonis has been serving as an expert in global business and advisor to a number of governments, international organizations, business, and academia on four continents, e.g. he managed and/or worked in a "hands-on" manner in international research and advisory ("blue ribbon") teams sponsored by The African Capacity Building Foundation (G-7 countries and global institutions), Business at the Bottom of the Pyramid Initiative (Cornell University and the University of Michigan), The Hudson Institute, World Bank, The OECD-World Bank Private Sector

Advisory Group on Corporate Governance, USAID, CASE Warsaw, EU (ACE, TEMPUS), Soros Foundations, The Center for European Integration Studies (ZEI Bonn), Joint Committee on Corporate Governance (Canada), ACCC/AUCC/CIDA (Canada), and a number of governments, e.g. in Baltic States, Poland, The Czech Republic, Canada. Dr. Samonis served as an advisor to international organizations (e.g. UNCTAD, WTO, ITC) and multinational corporations (e.g. CARE, Medley Global Advisors, Andersen Consulting). Prof. Samonis has been teaching online, onsite, and his DualModeInstruction(SM) comprehensive and specialized courses, modules, seminars, training sessions, briefing sessions, occasional lectures, as well as doing research and supervising graduate (EMBA, MBA, MA, PhD, DBA) students at diverse institutions and corporations globally.

Other information:

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2. Course Description:

With the advance of knowledge and technology, human reach has broadened to gradually include more territory. However, that expansion was slow in the first thousands of years and only in the middle of the 19th Century it reached global proportions, that is covered the entire known and populated territory. The advances of globalization were stopped or slowed down by the First World War, post-Great Depression nationalism and protectionism, then by the Second World War and the subsequent Cold War. A strong rebirth of globalization started with the collapse of communism and the advent of new information and communication technologies (especially the Internet) at the beginning of the 1990s. The post-communist world is being rapidly brought into the global economy by transitions to markets and democracy. China and India have been opening for close to two decades now in a process that combines ambivalent political rhetoric (increasingly irrelevant) and a rather comprehensive reliance on globally open markets.

Consequently, the course is a study of the applications of management principles to multinational and international business with special reference to emerging markets. The course focuses on problems and issues in cultural dimensions; the legal

environment; management information systems; strategic planning; research and development; international market development; international financial management; and geopolitical trends. The course uses the case method of study and comparatively evaluates current multinational organizations from both developed countries and emerging markets.

The course centers on the applications of management principles to multinational and international business, with special angle on the global (knowledge) economy. The course focuses on problems and issues in: application of information and communication technologies (ICT) and integrative knowledge management (IKM or KM) to understand the internationalization and globalization of business processes and act on them; appreciation of cultural parameters and the legal environments as reflected in diverse economic systems that affect organizational behavior and strategies; strategic planning and personal/organizational capability development; research and development of international and global markets; international financial management; and socio-political trends. The course uses the case-method of study and evaluates multinational organizations comprehensively within the context of globalization and technology advancements.

### 3. Course Prerequisites:

Graduate standing

### 4. Four Leitmotives:

The course adopts a modern knowledge integration and knowledge management as the overarching approach to leading and managing international, transnational and/or global business. Practical tools and techniques to acquire and share knowledge on how to expand globally are discussed. Students who complete this course should have an in-depth understanding and appreciation of the use of knowledge for gaining and sustaining a competitive advantage in the global business. 21st Century organizations confront an increasing array of choices of markets for value adding activities. Globalization is understood here as the increasing de-fragmentation and integration of global markets. The course focuses on the elaboration of global strategies, esp. technology-based, and provides a conceptual-analytical and also a practical hands-on framework for formulating strategies in an

increasingly complex globalized economy, and for making those strategies work effectively.

The course blends four leitmotives while providing a modern and high tech based integrated approach to learning by introducing students to cross-disciplinary thinking and modern critical thinking:

Knowledge Management - Students gain understanding of theoretical concepts employed in the study of literature which relates to the international business research and become more adept at understanding their application globally. Students learn to use suitable modes of inquiry and their own judgment to propose modern solutions to complex problems. They develop the ability to verify, evaluate, test, and place that knowledge in the broad spectrum of solutions that are appropriate to the area of inquiry.

Global Integrative Systems - Students' understanding of that which holds the global community together is developed through the study of the interaction of political, economic, management, science & technology processes, and culture across national borders as well as across the boundaries of "traditional" fields of study.

Modern Communication and Critical Thinking Skills - Students develop modern abilities to interact, explain, understand and criticize information and opinion. Included are the mastery of written and verbal discourse, an appreciation of group dynamics and modern digital teamwork, an understanding the critical impact of the latest information and communication technologies (ICT).

Comparative World Cultures - Students' understanding of cultural values and lifestyles of people throughout the world is promoted, both as a means of interpreting diverse approaches to life and for understanding the student's own customs and choices.

## **5. Course Materials:**

### **Textbook:**

**Bartlett, C. A., Sumantra, G., and Beamish, P.W. 2008. Transnational Management: Text, Cases, and Readings in**

**Cross-Border Management, Fifth Edition; ISBN 978-0-07-310172-9. Hardcover, 840 pages.**

6. Course Objectives (Student Learning Outcomes):

The course objectives center on the integrative and practice-oriented understanding and appreciation of organizational leadership and management challenges associated with developing strategies and managing the operations of companies whose activities stretch across national boundaries in the global and increasingly knowledge-based economy. The overarching objective is to provide students with a modern integrative conceptual-analytical framework of the interplay between the multinational corporation, countries in which it does business, and the global competitive environment in which it operates.

At the end of the course, students will:

As leaders, managers or consultants, identify the major forces that drive international and global business in the 21st Century, with special emphasis on Emerging Markets;

Evaluate the most compelling reasons for organizations to expand abroad;

Analyze, design, and develop a global expansion strategy;

Determine major competitive impacts on industries and firms of the selected strategy;

Describe how to efficiently deploy a global expansion strategy so as to optimize various aspects of operations;

As leaders and managers or consultants, be able to continuously update your global business strategy to compete in a global (knowledge) economy.

7. Methods of Course Instruction:

Methods of Instruction, Modes of Interaction, and Instructor Expectations:

The course content will be delivered through content modules (weekly course paths) and substantially enhanced via the original instructor's contributions, e.g. using his trademarked GuidedWebSearch(SM), and posted discussion questions/comments to guide your readings. The heart of the course is the discussion forum where students respond to the questions, post short papers (postings) based on the readings and read and respond to each others' postings. While you can work on the course at any time of the day or night, you must stick to the fortnightly deadlines because other students will be waiting to respond to your work. Students must read the discussion forum (even if just quickly) and content modules online so I can track your progress. For the longer papers/projects (OCP, OLP), I will guide you through the writing process, providing feedback on your prewriting and peer exchange. There will be three (entirely optional) opportunities for online chats, more information provided during the course. Chats are for students to discuss the readings with each other, not for the instructor to lecture. I will post and comment on the chat transcripts, and provide feedback on short postings, as well as all assignments submitted through the dropbox. More details are provided on the Course Orientation content module which is accessible from the home page and which all students should read upon beginning the course. Please see the course website.

**8. Course Assignment Summary:**

| <b>WEEK DATES</b>      | <b>ASSIGNMENT</b>                            | <b>DUE DATES</b>                   | <b>WHERE TO SUBMIT</b>  |
|------------------------|--|------------------------------------|-------------------------|
| <b>Course Duration</b> | <b>Short postings; discussion forum work</b> | <b>Every week or more frequent</b> | <b>Discussion forum</b> |
| <b>Weeks 1-10</b>      | <b>OCP-Group Project</b>                     |                                    | <b>Dropbox</b>          |
| <b>Week 11</b>         | <b>OLP-Case Study</b>                        |                                    | <b>Dropbox</b>          |

Further information on each assignment will be given in the Assignment Dropbox inside the course and in the course content modules.

**9. Detailed Description of Graded and Non-Graded Assignments and Grading Criteria:**

| Assignment Name  | Description   | Points        |
|--|---|---------------|
| Short postings; discussion forum work                        | Ten well thought out short responses (50 to 100 words) to particular chapter topics or the instructor's or the classmates' discussion; preferably digital age writing with relevant hyperlinks included. Please see course schedule for more.   | 250 (25 each) |
| Organizational Consulting Project, OCP-Group Project         | Collaborate digitally (online teamwork) in one of several groups of students (3-5 students in each) writing a consulting report (some one thousand words) on how to improve a selected real/existing company's response to globalization challenges; preferably digital age writing with relevant hyperlinks included. Please see course schedule for more. | 250           |
| Organizational Leadership Project, OLP-Individual Case Study | As a CEO or Chair of the Board of an existing/real or hypothetical company, individually write a Case Study (some two-three thousand words) on how to develop that company's strategy to go international/transnational; preferably digital age writing with relevant hyperlinks included. Please see course schedule for more.                             | 500           |
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**The Final Course Grade out of 100 points.**

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Special Recognition and Prize: The author(s) of the best OLP (OCP) may be invited to contribute to V. Samonis's next publication on global management and international business.

## **10. Course Schedule:**

### **Week One:**

Introduction to the Course; Discussion and Fine Tuning of Course Parameters

Text Chapter 1: Discussion

Expanding Abroad: Motivations, Means, and Mentalities

In this chapter, we look at a number of important questions that companies must resolve before taking the huge leap to operate outside their home environment. What market opportunities, sourcing advantages, or strategic imperatives drive their international expansion? By what means will they expand their overseas presence—through exports, licensing, joint ventures, wholly owned subsidiaries, or some other means? And how will the attitudes, assumptions, and beliefs that they bring to their international ventures affect their chances of success? Before exploring these important questions, however, we first need to develop a definition of this entity—the multinational enterprise (MNE, MNEs)—that we plan to study and develop some sense of its size and importance in the global economy.

**Week Two:**

Text Chapter 2: Discussion

Understanding the International Context: Responding to  
Conflicting Environmental Forces

In this chapter, we shift our focus from the internal forces that drive companies to expand to the larger, external, international environment in which they must operate. In particular, we focus on three sets of macro forces that drive, constrain, and shape the industries in which entities compete globally. First, we examine the pressures—mostly economic—that drive companies in many industries to integrate and coordinate their activities across national boundaries to capture scale economies or other sources of competitive advantage. Second, we explore the forces—often social and political—that shape other industries and examine how they can drive MNEs to disaggregate their operations and activities to respond to national, regional, and local needs and demands. And third, we examine how, in an information-based, knowledge-intensive economy, players in a growing number of industries must adapt to opportunities or threats wherever they occur in the world by developing innovative responses and initiatives that they diffuse rapidly and globally to capture a knowledge-based competitive advantage.

**Week Three:**

Text Chapter 3: Discussion

Developing Transnational Strategies: Building Layers of  
Competitive Advantage

In this chapter, we discuss how the numerous conflicting demands and pressures described in the first two chapters shape the strategic choices that MNEs must make. In this complex situation, an MNE determines strategy by balancing the motivations for its own international expansion with the economic imperatives of its industry structure and competitive dynamics, the social and cultural forces of the markets it has entered worldwide, and the political demands of its home- and host-country governments. To frame this complex analysis, in this chapter, we examine how MNEs balance strategic means and ends to build the three required dimensional capabilities: global-scale efficiency and competitiveness, multinational flexibility and responsiveness, and worldwide innovation and learning. After defining each of the dominant historic strategic approaches—what we term classic multinational, international, and global strategies—we explore the emerging transnational strategic model that most MNEs must adopt today. Finally, we

describe not only how companies can develop this approach themselves but also how they can defend against transnational competitors.

**Week Four:**

Text Chapter 4: Discussion

Developing a Transnational Organization: Managing Integration, Responsiveness, and Flexibility

Having discussed how MNEs are responding to the forces requiring them to develop strategies that optimize the balance among global efficiency, national responsiveness, and worldwide innovation and learning, we now focus our attention on the kind of organizations they must build to manage these often conflicting strategic tasks. In this chapter, we begin by suggesting that this balance involves more than a search for an ideal structural solution; it requires that MNEs not only understand their present and future strategic task demands but also their historic organizational capabilities—something we call a company's "administrative heritage."As they respond to the need to develop transnational strategies, companies must build transnational organizations that reflect their need for multidimensional and flexible capabilities. In the final section of the chapter, we explore the attributes of such organizations, which we describe using a biological analogy, in that we detail the transnational's structure (anatomy), its processes, (physiology), and its culture (psychology). Finally, we examine the processes necessary to build such organizational capabilities.

**Week Five:**

Text Chapter 5: Discussion

Creating Worldwide Innovation and Learning: Exploiting Cross Border Knowledge Management

In the information-based, knowledge-intensive economy of the 21st century, entities are not competing only in terms of their traditional ability to access new markets and arbitrage factor costs. Today the challenge is to build transnational organizations that can sense an emerging consumer trend in one country, link it through a new technology in another, develop a creative new product or service in a third, then diffuse that innovation rapidly around the world. In this chapter, we contrast this transnational innovation process with more traditional "center-for-global" and "local-to-local" approaches. We then describe the nature of the organizational capabilities

that must be developed to make these central, local, and transnational innovations more effective.

**Week Six:**

Text Chapter 6: Discussion

Engaging in Cross Border Collaboration: Managing Across Corporate Boundaries

In this chapter, we acknowledge that in the international business environment of the twenty-first century, few companies have all the resources and capabilities they need to develop the kind of multidimensional strategies and adaptive organizational capabilities we have described. Increasingly, they must collaborate with their suppliers, distributors, customers, agents, licensors, joint venture partners, and others to meet the needs of the increasingly complex global environment. This requirement implies that today's MNEs must develop the skills to not only manage assets and resources under their own direct control but also span their corporate boundaries and capture vital capabilities in the partnerships and alliances that are becoming central to the strategic response capability of so many companies. After exploring the motivation for entering into such partnerships, we examine some of the costs and risks of collaboration before discussing the organizational and managerial skills required to build and manage these boundary spanning relationships effectively.

**Week Seven:**

Text Chapter 7: Discussion

Implementing the Strategy: Building Multidimensional Capabilities

Just as the new transnational strategic imperatives put demands on MNEs' existing organizational capabilities, so have emerging transnational organization models defined new managerial tasks for those operating within them. In this chapter, we examine the changing roles and responsibilities of three typical management groups that find themselves at the table in today's transnational organizations: the global business manager, the worldwide functional manager, and the national subsidiary manager. Although different organizations may define the key roles differently (bringing global account managers or regional executives to the table, for example), the major challenge facing all MNEs is to allocate their many complex strategic tasks and organizational roles among key management groups, then give each of those groups the appropriate legitimacy and influence within the ongoing organization decision-making

process. The chapter concludes with a review of the role of top management in integrating these diverse perspectives and engaging them around a common direction.

### **Week Eight:**

Text Chapter 8: Discussion

Lessons for the Future of Transnationals: An Evolving Global Role in the 21st Century

In this final chapter, we address the question of how the role and responsibility of the MNE might evolve in the global political economy in the twenty-first century. In the closing decades of the last century, the powerful forces of globalization unleashed a period of growth that drove the overseas development and expansion of many MNEs. The same was true for the vast majority of countries in which MNEs operated, as their economic and social infrastructure benefited from the value created through booming cross-border trade and investment.

However, there was another group of countries that remained in the backwash of the powerful development forces of globalization. While the richest nations argued that the rising tide of globalization would lift all boats, to those in the poorest countries, it appeared to be lifting mainly the luxury yachts. And developed country government sponsored aid programs designed to narrow the growing gap between rich and poor nations had exhibited little positive impact despite half a century of effort. With almost half the world's population subsisting on less than two dollars a day, many began to feel that the MNEs that had benefited so greatly from global economic expansion now had a responsibility to help deal with the unequal distribution of their benefits. It was a point emphasized at demonstrations outside WTO and World Bank meetings in the early years of the new millennium.

In this chapter, after discussing this evolving situation, we describe four different postures that MNEs have adopted in recent decades, ranging from the exploitative and the transactional, to the responsive and the transformational. Although these are presented as descriptive rather than normative categories, in today's global environment there is a clear push to have companies move away from the exploitive end of the spectrum toward the responsive and even transformative end. In a variety of industries, voluntary norms and standards have been set to provide guidance to the way the MNEs might think about their responsibilities abroad; and the United Nations Global Compact also sets a standard of behavior to which

companies can aspire as they expand their operations into the 21st century.

**Week Nine:**

Course Discussion: Remaining Issues and Take Home Lessons for Further Study and/or Career.

**Week Ten:**

Organizational Consulting Project (OCP) due.

Organizational Leadership Project (OLP) due.

**END OF COURSE.**

**END OF THE SYLLABUS by Val Samonis.**