## Course Title:
International Business Strategy and Management

## Course Code:
ROMA IBUS 300

## Subject:
Business, Economics, International Relations, Management

## Credits:
3

## Contact Hours:
37.5

### Semester/Term:
- ☒ Semester
- □ J-Term
- □ Summer

## Course Description:
The course aims to expose the international business environment, with particular reference to the business strategy Italian companies prefer to compete globally. It is directed to students with interdisciplinary skills and knowledge. The first part of the course is designed to offer an understanding of the main geo-political and geo-economic tendencies, describing traditional and alternative approaches countries employ to deal with international challenges and opportunities. The goal is to help students develop an informed opinion on the political, economic and social consequences of the world integration. In the second part of the course, we will take the stance of a company, analyzing essential decisions such as where, when and how to enter other countries, with a particular focus on the concepts of global value chains, partnerships, alliances and global synergies. Italian companies' strategies, based on flexibility, networks and social responsibility, will be used as practical examples of the studied theories. The learning method will be as experiential as possible, through case studies, company visits, guest speakers, newspaper and specialized magazines. Furthermore, students will work on an international business plan for a real company to be proposed to an Italian investor, learning by doing the challenges of setting a real business strategy and how to communicate effectively with investors.

## Course Requirements:

### Required Text

Digital access and/or copies will be provided at no cost to students.

### Additional Readings and Resources
Articles from the major international and national newspapers and magazines and powerpoint lecture slides are available from the instructor on the course Canvas site through Arcadia University.

### Assignments

<table>
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<tr>
<th>Course Requirements</th>
<th>Percentages</th>
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<tbody>
<tr>
<td>1.</td>
<td>Midterm Exam</td>
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<td>2.</td>
<td>Final Exam</td>
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<td>3.</td>
<td>Global Business Plan</td>
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<td>4.</td>
<td>Participation</td>
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<td>5.</td>
<td>Homework</td>
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<td>6.</td>
<td>Questions to Guests</td>
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<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Mid-Term Exam and Final Exam**
These exercises will test students’ ability to analyze material and theories presented during the course through short answers and essay questions. Each exam will ask you to demonstrate the breadth and depth of your understanding of the materials covered in class, text and readings.

**Global Business Plan**
Every organization conducts research to plan and implement a business idea. This project is designed to provide the foundation for an international business plan. The students will use a specific framework for planning expansion into the Mediterranean context of an existing Italian product or service, or to research a new foreign business opportunity. The final result of the global plan will be in the following formats: a written report with supplementary tables and visuals and an oral presentation with visuals.

**Participation**
Students’ participation will be evaluated based on their contributions to class discussion, their elaboration of reading assignments and lecture information, and their willingness to share these with the group.

**Homework**
For almost every class students will have to read a short case or article and upload a related comment or question before coming to class. I expect the comments and questions students have to be well thought out. They don't have to be long but they have to be good and demonstrate that students read the article and have some kind of opinion. Connections with what students observe in the new context they will be living would be interesting.

**Questions to Guests**
Throughout the course and during the excursion to Southern Italy, we will meet young administrators, citizens’ associations and entrepreneurs that are looking for a path of virtuous economic and social development. Students are expected to ask relevant questions linked to the theories discussed in class.

**Learning Outcomes and/or Expected**
On completion of the course, students should be able to:
<table>
<thead>
<tr>
<th>Student Competencies and Assessment Measures:</th>
<th>Learning Outcomes</th>
<th>Course Requirement that will be used to assess the student’s achievement of this outcome</th>
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<tbody>
<tr>
<td>Describe the main geopolitical and geoeconomic tendencies.</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Homework</td>
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<td>Assess the functions of various international institutions, such as the WTO, World Bank, EU.</td>
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<td>Midterm Exam; Final Exam; Homework</td>
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<tr>
<td>Assess traditional and alternative approaches countries employ to deal with international challenges and opportunities.</td>
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<td>Midterm Exam; Final Exam; Homework</td>
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<td>Develop an informed opinion on the political, economic and social consequences of world integration.</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Participation; Homework</td>
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<td>Infer the difference in perspective between businesses and States on global integration.</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Homework</td>
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<td>Utilize studied theory for analysis of practical examples.</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Participation; Homework; Questions to Guests</td>
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<td>Compare and critique the international trade theories developed in the last centuries.</td>
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<td>Midterm Exam; Final Exam; Homework</td>
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<td>Assess Italian companies' strategies, based on flexibility, networks and social responsibility.</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Homework</td>
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<td>Design an international business plan by engaging with the challenges of setting a real business strategy.</td>
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<td>Global Business Plan</td>
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<td>Discuss and communicate effectively with investors.</td>
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<td>Global Business Plan; Questions to Guests</td>
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<td>Assess the value of international partnership versus independence</td>
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<td>Midterm Exam; Final Exam; Global Business Plan; Homework</td>
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<tr>
<td>Session</td>
<td>Topic</td>
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| **Session 1** | **Strategy and International markets**  
  - Presentation and Global Business Plan  
  - The importance of Global and Local Trends  
    - Case Study: Loxottica/Essilor global expansion |
| **Session 2** | **Is the world becoming one?**  
  - Business strategy and Classical free trade theories  
  - How to complicate the picture and new developments  
    - Case Studies: Christmas Light Global Value Chain and IMF Outlook on the potential of Global Integration |
| **Session 3** | **Or local differences still matter?**  
  - The political economy of International Trade  
  - Protectionism, Regionalism, Identity and Local trends  
    - Case Study: The point of view on an English Shepherd |
| **Session 4** | **International Business and Sustainable Practices**  
  - World Business Trends: Creating Shared Value  
  - The case of the Italian economy: small and medium enterprises and North/South Difference  
    - **Academic Excursion:** *Small businesses, sustainable practices and international competition* |
| **Session 5** |  
  - Comments on the academic excursion & Class Laboratory: Global Business Plan (GBP): Students are divided in groups and choose the case for the GBP  
  - The strategy of international Business and Entry modes |
| **Session 6** |  
  - Review Class  
  - Midterms Exam |
| **Session 7** |  
  - Business Strategy and Value Creation; Exam Correction  
  - Class Laboratory  
    - Case Study: Bel Fromagerie |
| **Session 8** |  
  - International Business Strategy - Localization/Globalization  
  - Class Laboratory  
    - Case Studies: Quoros and Sesame Street |
| **Session 9** |  
  - Strategic Dilemma: Competition or Cooperation?  
  - The issue of inter-organizational relationships  
    - Case Studies: Ducati and McCain |
| **Session 10** |  
  - Guest Speaker – Aerospace industry in the international market |
| **Session 11** | • Student in-class presentations of global business plans and decision by the investor  
• Competing in a Global Marketplace: The strategy of international business. |
| **Session 12** | • Synergies or independence? the issue of corporate configuration  
  - Case Studies: Virgin and Carl Zeiss  
  • Final Exams |

**Other Policies:**

**Expectations**

Professional behavior is expected of all students. This includes preparation for classes, on-time attendance at classes, attendance at all group sessions and appropriate participation in the form of attentiveness and contributions to the course. Respect for the academic process is the major guiding principle for professional behavior and extends to all communications, including email.

**Attendance/Participation**

Prompt attendance, full preparation, and active participation in class discussions are expected from every student in every class session.

**Course Policies**

For email communications, students must use their Arcadia University email account. Students are responsible for any information provided by e-mail or through Intranet postings.

**Plagiarism**

Representation of another’s work or ideas as one’s own in academic submissions is plagiarism, and is cause for disciplinary action. *Cheating* is actual or attempted use of resources not authorized by the instructor(s) for academic submissions. Students caught cheating in this course will receive a failing grade. *Fabrication* is the falsification or creation of data, research or resources to support academic submissions, and cause for disciplinary action.

**Late or Missed Assignments**

Will not be accepted for grading.

**Students with Disabilities**

Persons with documented disabilities requiring accommodations to meet the expectations of this course should disclose this information while enrolling into the program, and before leaving the United States so that appropriate arrangements can be made.

**Title IX Statement**
Arcadia University is committed to assuring a safe and productive educational environment for all students. In order to meet this commitment and to comply with Title IX of the Education Amendments of 1972 and guidance from the Office for Civil Rights, the University requires faculty members to report incidents of sexual violence shared by students to the University's Title IX Coordinator. The only exceptions a faculty member's reporting obligation are when incidents of sexual violence are communicated by a student during a classroom discussion, in a writing assignment for a class, or as part of a University-approved research project.

Information regarding the reporting of sexual violence and the resources that are available to victims of sexual violence is set forth at [https://www.arcadia.edu/university/policies-guidelines/title-ix](https://www.arcadia.edu/university/policies-guidelines/title-ix).

**Prerequisites:**
Satisfactory completion of at least one undergraduate semester course in business and economics or permission of the instructor.

**Country and Program Connection:**
Italian companies' strategies, based on flexibility, networks and social responsibility, will be used as practical examples of the studied theories. The learning method will be as experiential as possible, through case studies, company visits, guest speakers, newspaper and specialized magazines. The aim is to observe the different context and see how people react and organize in different forms. Throughout the course and during the excursion to Southern Italy, we will meet young administrators, citizens' associations and entrepreneurs that are looking for a path of virtuous economic and social development. From a business point of view, we will listen and visit companies that are trying to build value on what is the most important asset they have: the diversity and the originality of their natural resources, agricultural production and food culture. So, the questions we want to answer: Are these companies ready for the global market? Is the protection of identity, local diversity and community a competitive advantage for them? Is limited production a problem? Are the costs too high to be competitive? Is there a way to overcome structural and business inefficiency? Is there a niche market that could absorb these productions? If yes, where? In which way is organized crime hindering their potential?