



Global Strategy

MGMT UB.0004

Fall Semester, 2025

Tue/Thu 2:00-3:15pm

Tisch UC-04

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Globalization is under fire, with multiple sources of turbulence shifting the playing field for international business. Global Strategy explores the opportunities and challenges of doing business in such complex international contexts. The course grapples with three main questions: First, how can businesses create and claim value by extending their reach across the borders and distances that separate countries? Second, how can we become more adept at managing or working in multinational firms? Third, how is global strategy changing over time and what can we do to prepare ourselves?

Success in the dynamic world of international business requires sound judgment in unfamiliar contexts. To help students expand their knowledge and hone their intuition about global strategy, this course prompts them to engage with a variety of content and learning experiences. Frameworks help bring order to some of the complexity faced by multinational firms. Case studies and role-playing exercises, drawn from various industries and regions, afford opportunities to engage with real-life business challenges. Analysis of companies in the news keeps the course fresh. Class discussions and a peer review exercise create opportunities for students to contribute their own knowledge and experiences. Finally, students integrate and apply the course concepts in a group project.

This course, thus, is highly participatory. We will learn from and with each other. Students are encouraged to share ideas even when they have doubts, since the most powerful learning often takes place at the boundaries of our current knowledge. Attendance is mandatory, and we will silence our phones and close our computers except during a few exercises when we use them as learning tools. Please refer to **Appendix B** for NYU Stern policies on Academic Integrity and General Conduct & Behavior, along with other policies, which are basic requirements for an effective learning environment.

The course proceeds in six parts:

1. *Globalization and Global Strategy* motivates the major themes of the course and connects the state and trajectory of globalization to business strategy.
2. *Value Creation across Borders and Distance* explores three sources of international value creation: aggregation (overcoming differences to boost scale/scope economies), arbitrage (taking advantage of differences), and adaptation (adjusting to cross-country differences).
3. *Global Strategy Dynamics: Where, How, and When?* examines decisions companies face in the process of international expansion (or contraction).
4. *Global Strategic Management* sensitizes students to a set of management challenges that often arise in multinational firms.

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5. *The Future of Global Strategy* considers geopolitical, economic, and technological shifts and what they might mean for global strategy in the coming decades.
6. *Group Presentations and Course Conclusion* brings students' team projects into the classroom and draws upon them to summarize and wrap up the course.

The group projects are where students integrate and apply the course concepts to a global business strategy challenge of their own choosing in the form of a 20-25 page (double-spaced) paper, with ample opportunities for feedback from peers and from the professor. Groups will be formed early in the course, after which students will propose a company/topic and outline, and groups will meet with the professor to discuss and refine these proposals. Then, students will write draft versions of their papers for "peer review" (each student will read and offer feedback for one other group's project). Next, groups present their draft projects to the full class. Finally, groups complete their revisions and turn in final papers.

NYU Brightspace: An NYU Brightspace website has been created for this course. Please check it regularly for updates and use it to submit your assignments.

Course Materials: There is one required course pack (CP) available for purchase via this link: <https://hbsp.harvard.edu/import/1306426>. Other readings will be posted on Brightspace or via links on the syllabus. Readings and assignments may be modified up to 2 weeks before their due dates. If you are new to the case method, I recommend these videos: <https://hbsp.harvard.edu/casestudyhandbook/>.

Assignments, Grading, Key Dates: Grading is based on the following criteria (which are detailed in **Appendix A**):

- (1) In-class Participation: 20%
- (2) Individual Assignments: 45%
 - a. In-class exercises* and **bold preparation questions** (which must be answered on Brightspace by 9am on indicated dates): 20% of total
 - b. One recorded case analysis presentation (slides and 7-12 minute video of you presenting your slides): 15% (*due 9am on the class date for your selected case*)
 - c. Peer review of another team's draft: 10% (*due Tuesday November 18 before noon*)
- (3) Team Project: 35% (teams will have ~4 students, option for student-formed teams)
 - a. Team project outline: 5% (*due Friday October 10*)
 - b. Team project draft: Not graded but penalty if not submitted on time (*due Monday November 10 before noon*)
 - c. In-class presentation of your team project draft: 10% (*in class December 4 or 9*)
 - d. Final team project: 20%. 20-25 page double-spaced paper (*due on December 11 or 16 depending on presentation date*)

Note: There is no midterm or final exam.

Questions, suggestions, and feedback are welcome throughout the course! Email the professor (saltman@stern.nyu.edu) or meet during office hours (Wednesday 3-5pm or by appointment).

Note (*): Some in-class exercises may be done in pairs or small groups, but in such cases pairs/groups will be assigned randomly to ensure that overall grades for this aspect of the course primarily reflect individual performance.

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Summary of Class Sessions and Other Key Dates

Session	Date	Description
Module 1: Globalization and Global Strategy		
1	9/2	Welcome to Global Strategy (Mini case: Netflix)
2	9/4	Globalization and Global Strategy ****Sign up for individual case analysis online after class****
3	9/9	Mapping the World and Distance Effects (Bring Laptops to Class)
Module 2: Value Creation across Borders and Distance		
4	9/11	Aggregation Strategies (Case: Mercado Libre: The Best is Yet to Come)
5	9/16	Arbitrage Strategies (Case: Triple Threat in IT Services: India's Most Iconic Industry on the Brink?) ****Sign up for student-formed project groups, if desired****
6	9/18	Adaptation Strategies (Case: Yum! Brands)
7	9/23	Activity: Project team meetings
8	9/25	AAA Strategies (Case: Xiaomi)
Module 3: Global Strategy Dynamics: Where, How, and When?		
9	9/30	Where to venture abroad? I (Case: AmorePacific: From Local to Global Beauty)
10	10/2	No Class Session: Scheduled Project Team Meetings with Professor Between 9/29 and 10/6
11	10/7	Where to venture abroad? II (Case: Intel: Decisions in Locating a New Assembly and Test Plant)
12	10/9	Stakeholder Engagement I (Case: Rosia Montana: Political and Social Risk Management in the Land of Dracula) **** Submit team project outlines by end of day on Friday October 10th****
-	10/14	No Class Session
13	10/16	Stakeholder Engagement II (Case: Rosia Montana, Continued)
14	10/21	Build, Buy, or Ally? (Case: Walmart around the World)
15	10/23	Activity: Rip from the Headlines (Bring Laptops to Class)
16	10/28	When and How Fast to Expand (or Retreat) (Case: Jumia's Path to Profitability)
17	10/30	Location Strategies (Case: Emirates Airline: Connecting the Unconnected)
Module 4: Global Strategic Management		
18	11/4	HQ versus Subsidiary Perspectives (Case: Yushan Bicycles: Learning to Ride Abroad)
19	11/6	Activity: To Be Announced (No preparation required) **** Submit team project paper drafts for peer review by noon on Monday Nov. 10th****
20	11/11	Language and Globalization (Case: Englishnization at Rakuten)
21	11/13	Managing a Global Team (Case: Managing a Global Team: Greg James at Sun Microsystems) **** Submit team project peer reviews by noon on Tuesday Nov. 18th****
Module 5: The Future of Global Strategy		
22	11/18	Economic Shifts
23	11/20	Geopolitics and Public Policy Shifts
24	11/25	Technology Shifts
-	11/27	No Class Session: Thanksgiving Break
25	12/2	Geopolitics, Economics, and Technology (Case: Apple's Supply Chains: De-Risk or Double Down on China?)
Module 6: Group Presentations and Course Review		
26	12/4	Group Project Presentations Day 1 **** Day 1 Presenters: Submit final project papers by Thursday December 11th****
27	12/9	Group Project Presentations Day 2 **** Day 2 Presenters: Submit final project papers by Tuesday December 16th****
28	12/11	Course Review and Conclusion

Module 1: Globalization and Global Strategy

September 2 (Session 1) – Welcome to Global Strategy

Required Survey:

- Please complete the short [pre-course survey](#) by August 27.

Required Reading:

- Course Syllabus
- “How Netflix Expanded to 190 Countries in 7 Years” (CP)

Preparation Questions (think about these questions to prepare for class discussion):

1. Why did Netflix expand abroad so rapidly? How could this benefit the company?
 2. What main challenges did Netflix face in international expansion?
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September 4 (Session 2) – Globalization and Global Strategy

Required Reading:

- Steven A. Altman and Caroline R. Bastian, “[DHL Global Connectedness Tracker](#),” DHL Group, March 2025. [Focus especially on Figure 2, thinking about both the levels and trends shown. Click on “Customize” to see a wider variety of measures.]
- Pankaj Ghemawat, “ADDING Value” (on Brightspace) [Focus on the categories of the ADDING Value scorecard. It is not essential to think carefully about the details within the categories.]

Preparation Questions:

1. In Session 1, we briefly discussed Ghemawat’s “CAGE Distance Framework,” which prompts us to think about differences/distances between countries along four dimensions: cultural, administrative/political, geographic, and economic. Take a moment to brainstorm how the effects of such differences/distances might vary across industries. Fill in the following sentences: “The _____ industry is very sensitive to (cultural/administrative/geographic/economic) distance because _____ [very briefly mention one reason]. On the other hand, the _____ industry is very insensitive to (cultural/administrative/geographic/economic) distance because _____ [very briefly mention one reason].” Just think creatively – no need to do research or find answers in readings. (Submit responses on Brightspace by 9am on Sept 4)
2. The DHL Global Connectedness Tracker assesses (based on data in Figures 1 and 2) that, “the world’s level of globalization remains limited,” and that “we are still much closer to a world of separate countries than a completely globalized world.” What are the most important *business* implications of this assessment? (Hint: Think about how this affects opportunities to create value described in the second reading.)
3. Can you think of any ways companies can create value across borders and distance that Ghemawat left out of the ADDING Value scorecard?

Optional Reading:

- Pankaj Ghemawat, “[The Globalization of Business](#)” (pp. 82-108 of *The Laws of Globalization and Business Applications*) [This optional reading assesses levels and patterns of globalization by business area: marketing, operations, research and development, finance, organization, and leadership.]
- Pankaj Ghemawat and Geoffrey Jones, “[Globalization in Historical Perspective](#)” (pp. 56-77 of *The Laws of Globalization and Business Applications*)

Sign up for individual case analysis online after class

September 9 (Session 3) – Mapping the World and Distance Effects (Laptops Required)

Required Reading:

- Pankaj Ghemawat, “Differences and the CAGE Distance Framework” (on Brightspace)
- “[Strategy: How to Compete](#)” (partial chapter) (pp. 101-122 of Pankaj Ghemawat, *The New Global Road Map*, Harvard Business Review Press, 2018)

Preparation Questions (brainstorm your own answers – don’t try to find them in the readings or online):

1. Companies can sell into foreign markets by exporting or by producing locally abroad. Which way of doing business is more/less sensitive to which dimensions of distance in the CAGE framework?
2. Within a given industry, can you think of any characteristics that would help explain which firms are affected more (or less) by distance?

Optional Readings:

- Pankaj Ghemawat, “[Remapping your strategic mind-set](#),” *McKinsey Quarterly*, August 2011.
- Pankaj Ghemawat, “[The State of Globalization](#)” (pp. 13-32 of *New Global Road Map*)

Module 2: Value Creation across Borders and Distance

September 11 (Session 4) – Aggregation Strategies

Case: Mercado Libre: The Best is Yet to Come (CP)

Preparation Questions:

1. What was the central logic behind Mercado Libre’s expansion across Latin America?
2. What aspects of Mercado Libre’s business model benefit from scale economies? What aspects benefit from regional/global scale versus national versus local scale?
3. How does Mercado Libre compete versus Amazon in Latin America?
4. Does Mercado Libre need a different strategy to compete versus Asian e-commerce players such as Shein and Temu?

September 16 (Session 5) – Arbitrage Strategies

Case: Triple Threat in IT Services: India’s Most Iconic Industry on the Brink? (Brightspace)

Video: Please watch the following 10-minute video as part of your preparation for this class. It provides a brief overview of Porter’s Diamond Model of National Competitive Advantage:

<https://www.youtube.com/watch?v=T9ALTVXawNk>

Preparation Questions:

1. Why did India become the leading location for offshore IT and BPO services?
2. How long will India continue to have a labor cost advantage in IT services? Try generating a calculation assuming that compensation for IT professionals in India averages 20% of US pay for similar jobs (the midpoint of the 15-25% range cited in the case for 2014) and wages rise 15% per year in India and 3% per year in the US (typical prior to the period described in the case). What caveats would you attach to your analysis?
3. How should Indian IT firms address the threats presented by cloud and digital services, automation, and protectionism?
4. **Will the competitive position of the leading India-centric IT services firms be stronger or weaker 5-10 years from now? Why? [Brief answer (up to 3 sentences) on Brightspace by Sept 16 at 9am]**

Optional Reading: Pankaj Ghemawat, “[Arbitrage Strategies](#)”

****Sign up for student-formed project groups, if desired****

September 18 (Session 6) – Adaptation Strategies

Case: Yum! Brands (CP)

Required Reading:

- Pankaj Ghemawat, “Adaptation Strategies” (on Brightspace)

Preparation Questions:

1. What kinds of differences between countries are most salient in the global fast food industry?
2. What does the economics of fast food restaurants imply about the relative importance of aggregation, arbitrage, and adaptation in this industry?
3. What are some of the ways Yum! has employed (or could creatively employ) each of the levers for adaptation described in the reading?

September 23 (Session 7) – Project Team Meetings

Required Preparation: Brainstorm project topic ideas to suggest to your team. You may wish to clip relevant news articles to share with your team.

In Class Activity: Meet with your project team to begin choosing a topic for your group project and developing your project outline.

September 25 (Session 8) – AAA Strategies

Case: Xiaomi’s Global Strategy, 2016-2021. For this case, we will use two readings:

- Ruyi Wei, Qiong Long, “[Research on Xiaomi’s Internationalized Business Model](#)” Open Journal of Business and Management, May 2021.
- Tyler Xie, “[Understanding Xiaomi’s Global Strategy — with Donovan Sung, Xiaomi Global’s Head of Product and Marketing](#),” *The Harbinger China* (via Medium.com), June 18, 2018. (Note: This interview is also available as [a podcast](#)).

Required Reading: Pankaj Ghemawat, “[AAA Strategies in the Battle between Incumbents and Insurgents](#)” (pp. 122-130 of *The New Global Road Map*)

Preparation Questions:

1. What factors underlie Xiaomi’s success early on in the Chinese market? How easily can Xiaomi expect to replicate its success in other markets?
2. What roles do Aggregation, Arbitrage, and Adaptation play in Xiaomi’s international strategy? Which is most important, and does it vary across markets?
3. What does the Porter Diamond framework suggest about China’s competitiveness in smartphones? What does this imply for Xiaomi’s global strategy?

Optional Reading:

- Tarun Khanna and Krishna Palepu, “Why Focused Strategies May Be Wrong for Emerging Markets.” (CP)
 - Pankaj Ghemawat, “[Playing the Differences: The AAA Triangle](#),” Chapter 7 in *Redefining Global Strategy*.
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Module 3: Global Strategy Dynamics: Where, How, and When?

September 30 (Session 9) – Where to Venture Abroad I

Case: AmorePacific: From Local to Global Beauty (CP)

Preparation Questions:

1. How has AmorePacific been able to dominate the Korean market against local firms such as LG Household and Healthcare and multinationals such as L’Oreal?
2. **Which of AmorePacific’s three principal international targets—France/Europe, China, and the United States—seems most promising and why? [Brief answer (up to 3 sentences) on Brightspace due by Sept 30 at 9am]**
3. Do you agree with the different strategies AmorePacific has undertaken in these markets? Are there better alternatives the company should consider?

Optional Readings:

- Pankaj Ghemawat, “Presence: [Where to Compete](#),” Chapter 5 of *The New Global Road Map*.
- Juan Alcacer, “Where to Locate? Crafting Location Strategies to Strengthen Competitive Advantage, Module Note” (CP)

October 2 (Session 10) – No Class (Team Meetings with Professor)

Project groups will meet with the professor to discuss their project ideas between 9/29 and 10/6. Students are not required to attend class on this date.

October 7 (Session 11) – Where to Venture Abroad II

Case: Intel: Strategic Decisions in Locating a New Assembly and Test Plant (A) (CP)

Preparation Questions:

1. What criteria would you use to select the site for Intel’s new AT plant in 2005? Why?
2. **Where would you build the new plant? Rank your first and second choice locations on Brightspace by Oct 7 at 9am.**
3. If you were Intel, what package of incentives would you seek from the government of your chosen location? Why?

October 9 (Session 12) – Stakeholder Engagement I

Case: Rosia Montana: Political and Social Risk Management in the Land of Dracula (A) (Brightspace)

Required Reading: Carlos Zorilla (2009), “[Protecting Your Community Against Mining Companies and Other Extractive Industries](#)”

Preparation Questions:

1. Did the Rosia Montana mine have sufficient political, economic, and social support? Locally? Nationally? Which sort of support was most critical to the project’s success?
2. Given the political, economic, and social environment in Romania in the mid-1990s, which elements of Gabriel Resources’ strategy made sense? Which ones could have been improved? What, if anything, did the executives neglect?
3. If you were an environmental activist trying to help the people of Rosia Montana stop the development of the mine, what would you do?

****** Submit team project outlines by Friday October 10th ******

October 14 – No Class Session

October 16 (Session 13) — Stakeholder Engagement II

Case: Rosia Montana: Political and Social Risk Management in the Land of Dracula (B) (Case will be posted on Brightspace after class on October 9)

Required Reading: Edward Freeman (2008) “[Managing for Stakeholders: Tradeoffs or Value Creation](#)” Darden Business Publishing.

Preparation Question:

1. **If you were on the Gabriel Resources management team, what would you do? [Brief answer (up to 3 sentences) on Brightspace due by Oct 16 at 9am]**
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October 21 (Session 14) – Build, Buy, or Ally? (Alternative Modes of Entering New Countries)

Case: Walmart Around the World (CP)

Optional Data: “Passport” data files posted on Brightspace

Preparation Questions:

1. Given your own general knowledge (apart from the case) and what we have learned thus far about global strategy, how do you view the opportunities and challenges of international expansion in store-based retail?
 2. What are the likely advantages and disadvantages for Walmart of alternative entry modes (organic growth vs. acquisition vs. joint ventures)?
 3. What factors seem to explain best where Walmart has been successful versus where it has struggled? (Hint: Think about country characteristics, entry mode choices, partner/acquisition target characteristics, and timing.)
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October 23 (Session 15) – Rip from the Headlines (Activity) (Laptops Required)

No pre-class preparation required for this session. Just make sure to bring your laptop for in-class work.

October 28 (Session 16) — When and How Fast to Expand (or Retreat)?

Case: Jumia’s Path to Profitability (CP)

Required Reading: Juan Alcacer, “When to Enter? Timing Location Strategies to Strengthen Competitive Advantage” (CP)

Preparation Questions:

1. How does Jumia blend aspects of each of the AAA strategies (Aggregation, Arbitrage, and Adaptation)? How do they deal with trade-offs among them?
2. **Should Jumia aim to rapidly build a leading position across all major African markets? Why or why not? [Brief answer (up to 3 sentences) on Brightspace due by Oct 28 at 9am]**
3. Jumia’s strategy bears some similarity to Mercado Libre’s (Session 4). What similarities and differences between Latin America and Africa can help us to discern lessons we should/shouldn’t draw from the Mercado Libre case in thinking about Jumia?
4. Would you invest in Jumia Group? Why or why not?

Optional Reading: [Jumia November 2019 Overview Materials \(Investor Presentation\)](#).

October 30 (Session 17) – Location Strategies

Case: Emirates Airline: Connecting the Unconnected (CP)

Preparation Questions:

1. In an industry where profitable firms are scarce, Emirates has delivered solid growth and solid financial performance for years. Why? What is behind Emirates' success?
 2. What is the role of Dubai in Emirates' success?
 3. What are the strengths of Emirates' Dubai-based hub-and-spoke model? What are the weaknesses?
 4. Is Emirates' strategy sustainable? Why?
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Module 4: Global Strategic Management

November 4 (Session 18) – HQ versus Subsidiary Perspectives

Case: Yushan Bicycles: Learning to Ride Abroad (CP)

Preparation Questions:

1. What is the motivation behind Yushan's expansion abroad? How effectively is it achieving its internationalization strategy?
 2. What do you think of James Hamilton's objectives for Yushan Australia (YA)? How well do they fit with Yushan's internationalization strategy?
 3. What is the source of YA's financial shortfall and operating problems?
 4. How should Zonghan and Hamilton resolve their differences? What actions could they agree to take to improve YA's performance?
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November 6 (Session 19) – In-Class Activity To Be Announced (No preparation required)

****** Submit team project paper drafts for peer review by noon on Monday Nov. 10th******

November 11 (Session 20) Language and International Business

Case: Englishnization at Rakuten (CP)

Preparation Questions:

1. What are Mikitani's motivations for issuing the "Englishnization" policy?
 2. What costs or risks does "Englishnization" create for Rakuten?
 3. Analyze the survey results in Exhibit 3. How are the employees experiencing the mandate? What differences do you see?
 4. **Should Rakuten continue with "Englishnization"? If they do, what improvements should Mikitani make? [Brief answer (up to 3 sentences) on Brightspace due by 9am on November 11]**
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November 13 (Session 21) – Managing a Global Team

Case: Managing a Global Team: Greg James at Sun Microsystems (CP)

Preparation Questions:

1. How well has James managed his global team?
2. Who is responsible for the HS Holdings crisis?
3. What role did the “Open Work” environment play in the case?
4. What role did diversity play on this team?
5. What should James do in the short- and long-term?

Optional Reading: Tsedal Neeley, “Leading Global Teams: Managing SPLIT to Bridge Social Distance.”

**** **Submit team project peer reviews by noon on Tuesday Nov. 18th** ****

Module 5: The Future of Global Strategy

November 18 (Session 22) – Economic Shifts

Required Reading: TBD

Optional Reading:

Pankaj Ghemawat and Steven A. Altman, “[Emerging Economies: Differences and Distances](#),” *AIB Insights*, November 2016.

November 20 (Session 23) – Geopolitical and Public Policy Shifts

Required Reading: Srividya Jandhyala, “[Changing Global Order](#)”, Chapter 1 in *The Great Disruption: How Geopolitics is Changing Companies, Managers, and Work*, Cambridge University Press, 2025. [Note: You may need to click on “Cambridge Core: Additions” under “Read Online” for free access to this reading via NYU Library.]

Preparation Questions:

1. Can you think of any important geopolitical risk factors that are not included in the core framework of today’s reading (Figure 1.1)?
2. Think of one example of a company likely to benefit from geopolitical developments and one example of a company likely to be harmed by these developments and why?
3. Think again about the two companies you identified in question (2). What could the first company do to increase its potential to benefit, and what could the second company do to mitigate the risks it faces?

November 25 (Session 24) – Technology Shifts

Required Reading:

- “The Next Wave of Technologies in Global Value Chains” (pp. 71-88 in McKinsey Global Institute, [Globalization in Transition: The Future of Trade and Value Chains](#), January 2019).

Preparation Questions:

1. On balance, will technological change expand or contract firms’ global value creation opportunities over the next 10-20 years?
2. Are there any major technological trends affecting global strategy overlooked in the reading?
3. **Think of an example of a firm with promising global strategy opportunities due to technological change: what should the firm do to take advantage of these opportunities?** [Brief answer (up to 3 sentences) on Brightspace due by Nov 25 at 9am]

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4. Think of an example of a firm facing major threats to its global strategy due to technological change: what should the firm do in response to these threats?
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November 27 – No Class Session: Thanksgiving Break

December 2 (Session 25) – Geopolitics, Economics, and Technology

Case: Apple's Supply Chains: De-Risk or Double Down on China?

1. What are the most important aspects of Apple's global strategy to the company's success? What role does China play in these areas?
 2. How are the geopolitical, economic, and technological developments discussed during the preceding three sessions likely to affect Apple moving forward?
 3. If Apple's Board of Directors asked you for an outside review of Apple's global strategy and what (if anything) they should change, what assessment and recommendations would you offer them?
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Module 6: Group Presentations and Course Conclusion

December 4 (Session 26) – Group Presentations Day 1

****** Day 1 Presenters: Submit final project papers by noon on Thursday December 11th ******

December 9 (Session 27) – Group Presentations Day 2

****** Day 2 Presenters: Submit final project papers by noon on Tuesday December 16th ******

December 11 (Session 28) – Course Review and Conclusion

Preparation Question:

1. What can you do over the next few years to set yourself up for success in the international business environment that is likely to develop over the course of your career? [Brief answer (up to 3 sentences) on Brightspace due by Dec 11 at 9am.]

Appendix A: Assignment and Grading Details

1. In-class participation (20%): Come to every class prepared to participate and engage with your peers. Use the preparation questions on the syllabus to guide your preparation for each session. High scores for in-class participation will be earned by students who advance our discussions via comments or questions with the following characteristics:

- *Relevance* -- Does the comment or question bear on the subject at hand? Does the comment or question react in an important way to what someone else has said?
- *Causal Linkage* -- Is the logic of a particular argument traced out?
- *Evidence* -- Have data (e.g. from a case) been employed to support the assertions made?
- *Importance* -- Does the contribution further our understanding of the issues at hand?
- *Clarity* -- Is the comment or question succinct and well-communicated?

The key criterion for evaluating class participation is whether a student advances the group's learning. This means you do not have to be completely sure of every perspective you take in class. Much can be learned by trying out a position that might be new or even uncomfortable.

2. Individual Assignments (Total 45%):

2a. In-class Exercises and Bold Preparation Questions (20%):

- Exercises (in-class): Several class sessions will include in-class exercises, to be completed either individually or in pairs or small groups. On occasions when such exercises must be done in pairs or small groups, I will assign the groups randomly, to ensure that each student's overall grade for this part of the course primarily reflects individual performance rather than the performance of any specific classmate or group of classmates.
- Bold Preparation Questions (pre-class): During sessions when one of the preparation questions appears in **bold font** on the syllabus, a very brief response is required via Brightspace before 9am on the day of the class. These responses are limited to a maximum of three sentences to ensure they do not require much additional time on top of reading and thinking about the session's case or readings.

2b. Recorded Case Analysis Presentation (15%): For ONE case (sign up for a case on 9/4 after class), you should prepare a brief slide presentation addressing the preparation questions on the syllabus for the given case, and you should record a 7-12 minute video in which you present the slides. This can be done in Powerpoint or Zoom and only requires me to see the slides and to hear your spoken comments (there is no need to use a camera to also show yourself making the presentation). Submit the recording and the slides via Brightspace by 9am on the day the case will be discussed.

The presentation should not emphasize facts from the readings but rather draw upon relevant material to support your own perspectives on the questions. You are free to allocate your attention across the questions as you wish. The following suggestions can help to improve your presentations:

- Analyze strengths/weaknesses of at least two feasible options or answers
- Use course frameworks where relevant
- Take a position based on your analysis. Help me to understand assumptions you make in your analysis and why you chose this position or recommendation.
- If possible, incorporate within your analysis a refutation of alternative options or answers
- Try to incorporate parallels to similar situations (i.e., examples of other firms facing similar issues, and/or discussions of industries or countries where such issues are common)
- Succinctly summarize the key takeaway(s) (i.e., what broader lessons can firms in general derive from your analysis?)

2c. Peer review of another team's group project draft (10%). After the submission of group project drafts (3b below), each student will be randomly assigned a draft on which they will write up a review. This 2-3 page single spaced review should:

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- Comment on the strengths of the draft
- Comment on the weaknesses of the current draft and include suggestions for improvement.

Imagine you are part of this team for a few hours and help them develop a stronger project.

3. Team Project (Total 35%): Teams will analyze a corporation that faced a global strategy challenge and write a 20-25 page paper (double spaced, not including tables, figures and references) addressing it. In your team's own words, you will identify and discuss the nature of the situation faced by the company; provide detail on the company, industry, country, and the situation it faces; assess the contending forces faced by the firm; suggest at least two possible strategic options; and assess the choice made (or make a recommendation). Papers should be written in a clear and concise manner and integrate material from multiple primary and secondary sources including local press accounts, company documents, etc. Text should be double-spaced with 1" margins in 12-point Times New Roman font. References, tables, charts and figures do not count towards the page limit and should be used only when they complement the text.

3a. Team project outline (5%). Highlight key components of the paper's substance and your team's research/analysis plan within the structure detailed below under 3d. More thorough outlines elicit more helpful feedback (topic alone is not sufficient).

3b. Team project draft. The draft will not be graded independently, but its on-time submission is essential to facilitate the peer review process that follows. Failure to submit a draft by the deadline will result in a large penalty to the grade of the final submission.

3c. In-class presentation (10%). Each team will be asked to present their project. As you will face relatively tight time constraints, please think carefully about the organization of the material, the links to topics covered in class and the "takeaways" from your case.

3d. Team project paper (20%). Eight basic components should be found in the submitted paper. Page lengths described for each component are just suggestions of a normal distribution across sections and should not be considered binding if your topic merits relatively more/less detail in a given section (however, the complete paper must fall within the page limit and formatting requirements described above).

- 1) An unnumbered title page with names of all team members and an executive summary
- 2) An introduction that identifies a specific company and a specific strategic choice that it faces in a specific policymaking environment (1-2 pages);
- 3) An elaboration upon the situation/conflict in a general context but with examples or emphasis upon the particular country and industry setting that you have chosen (3-5 pages);
- 4) A brief background on the company and context that you have chosen highlighting facts relevant to the case discussion (3-5 pages);
- 5) An analysis of the strengths and weaknesses of at least two feasible strategic options (6-10 pages)
- 6) A recommendation based on that analysis of what the firm/manager should do or have done. Make sure that you help the reader understand the assumptions or weights that led you from your status quo scenario and your analysis of the strengths and weaknesses of options to this particular recommendation. It should be clear why you did not choose the second best option. (3-5 pages);
- 7) A succinct summary of the key takeaway(s) of the case (i.e., what lessons can other firms facing similar challenges take from your analysis and recommendations?) (1 page)
- 8) A list of references that includes both secondary (newspaper or magazine) **and** primary (company newsletter, press release, annual report, company internet site or conversations with individuals familiar with the corporate response to the strategic choice) sources. Please note that any quotations longer than a phrase must be explicitly noted in the text. Insufficient attribution to extended quotations from external sources will result in the pursuit of formal charges of plagiarism.

Appendix B: Policies

Academic Integrity

Our undergraduate [Academics Pillar](#) states that *we take pride in our well-rounded education*

and approach our academics with honesty and integrity. Indeed, integrity is critical to all that we do here at NYU Stern. As members of our community, all students agree to abide by the [NYU Academic Integrity Policies](#) as well as the NYU Stern Student Code of Conduct, which includes a commitment to:

- Exercise integrity in all aspects of one's academic work including, but not limited to, the preparation and completion of exams, papers and all other course requirements by not engaging in any method or means that provides an unfair advantage.
- Clearly acknowledge the work and efforts of others when submitting written work as one's own. Ideas, data, direct quotations (which should be designated with quotation marks), paraphrasing, creative expression, or any other incorporation of the work of others should be fully referenced.
- Refrain from behaving in ways that knowingly support, assist, or in any way attempt to enable another person to engage in any violation of the Code of Conduct. Our support also includes reporting any observed violations of this Code of Conduct or other School and University policies that are deemed to adversely affect the NYU Stern community.

Stern Code of Conduct

The Stern Code of Conduct and Judiciary Process applies to all students enrolled in Stern courses. For undergraduates, information can be found here: <https://www.stern.nyu.edu/current-students/undergraduate/community/community-expectations>

To help ensure the integrity of our learning community, prose assignments you submit to NYU Brightspace will be submitted to Turnitin. Turnitin will compare your submission to a database of prior submissions to Turnitin, current and archived Web pages, periodicals, journals, and publications. Additionally, your document will become part of the Turnitin database.

General Conduct and Behavior

Students are also expected to maintain and abide by the highest standards of professional conduct and behavior. Please familiarize yourself with Stern's Policy in Regard to In-Class Behavior & Expectations for Undergraduate students (<https://www.stern.nyu.edu/current-students/undergraduate/academics/academic-policies>) and the NYU Student Conduct Policy (<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-student-conduct-policy.html>).

Undergraduate Grading Guidelines

Grading Information for Stern *Core Courses*: At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have adopted a grading guideline for core courses with enrollments of more than 25 students in which approximately 35% of students will receive an “A” or “A-“ grade. In core classes of less than 25 students, the instructor is at liberty to give whatever grades they think the students deserve, while maintaining rigorous academic standards.

Grading Information for Stern *Elective Courses*: At NYU Stern, we strive to create courses that challenge students intellectually and that meet the Stern standards of academic excellence. To ensure fairness and clarity of grading, the Stern faculty have agreed that for elective courses the individual instructor or department is responsible for determining reasonable grading guidelines.

Student Accessibility

If you will require academic accommodation of any kind during this course, you must notify me at the beginning of the course and provide a letter from the Moses Center for Student Accessibility (212-998-4980, mosescsa@nyu.edu) verifying your registration and outlining the accommodations they recommend. If you will need to take an exam at the Moses Center for Student Accessibility, you must submit a completed Exam Accommodations Form to them at least one week prior to the scheduled exam time to be guaranteed accommodation. For more information, visit the CSA website: <https://www.nyu.edu/life/global-inclusion-and-diversity/centers-and-communities/accessibility.html>

Student Wellness

Our aim is for students to be as successful academically as they can, and to help them overcome any impediments to that. Bookmark the NYU Stern Well-being Resource Hub (<https://www.stern.nyu.edu/current->

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[students/undergraduate/community/wellbeing](#)) for existing services at NYU and Stern covering a wide variety of topics including financial well-being, relationship well-being, mental well-being, and more. Any student who may be struggling and believes this may affect their performance in this course is urged to contact the Moses Center for Student Accessibility (see also the Student Accessibility section of this syllabus) at 212-998-4980 to discuss academic accommodations. If mental health assistance is needed, call the NYU's 24/7 Wellness Exchange hotline 212-443-9999. Furthermore, please approach me if you feel comfortable doing so. This will enable me to provide relevant resources or referrals. There are also drop in hours and appointments. Find out more at <https://www.nyu.edu/students/health-and-wellness/services/counseling-services.html>

Name Pronunciation and Pronouns

NYU Stern students now have the ability to include their pronouns and name pronunciation in Albert. I encourage you to share your name pronunciation and preferred pronouns this way. Please utilize this link for additional information: [Pronouns & Name Pronunciation](#)

Religious Observances and Other Absences

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. You must notify me in advance of religious holidays or observances that might coincide with exams, assignments, or class times to schedule mutually acceptable alternatives. Students may also contact religiousaccommodations@nyu.edu for assistance. NYU Stern is committed to ensuring an equitable educational experience for all students regardless of identity or circumstances and strives to recognize the obligations its students have outside of Stern. Please review all class dates at the start of the semester and review all course requirements to identify any foreseeable conflicts with exams, course assignments, projects, or other items required for participation and attendance. If you are aware of a potential conflict, please contact me as soon as possible to discuss any potential conflicts to determine whether/how they can be accommodated.

Laptops, Cell Phones, & Other Electronic Devices

The use of tablets and electronic devices that are laid flat on the desk, for the purpose of note-taking only, is permitted. However, students should make every effort to avoid distracting their classmates or disrupting the class, including arriving early and choosing a seat that is less distracting for peers. [Note: Laptops may only be used during specified sessions, when they are required for completion of exercises or other learning activities.]

Inclusion Statement

This course strives to support and cultivate diversity of thought, perspectives, and experiences. The intent is to present materials and activities that will challenge your current perspectives with a goal of understanding how others might see situations differently. By participating in this course, it is the expectation that everyone commits to making this an inclusive learning environment for all.

Generative AI

If you use any generative AI tools in developing, writing, or editing any assignments submitted for this course, you must also submit (along with the assignment itself) a complete log/transcript showing all of your prompts and all of the AI tool's responses. This policy allows you to apply your own judgment regarding the benefits and risks of using AI tools, while providing sufficient transparency to ensure that the professor can understand your own contributions to the work and grade accordingly. If you submit any AI-generated content without a complete log/transcript, this will be considered as plagiarism and treated accordingly per NYU policies.

Recording Classes

At any time, your classes may be recorded for educational purposes.