

Course Outline

Course Code	RSM 490 H1 F
Course Name	International Strategy
Term, Year	Winter, 2024
Course Meets	L0101 Thursday 15:00-17:00 EST L0201 Friday 09:00-11:00 L0301 Friday 11:00-13:00
Web page URL	https://q.utoronto.ca
Teaching Assistant	Barisha Towhid & Desmond Correa

Instructor Details

Name	Email	Phone	Office Hours	Office Link
Adrian Saville	adrian.saville@rotman.utoronto.ca	+1-437-326-3899	Monday 09.00-11.00 Wednesday 09.00-11.00 Other time slots by appointment	Online

Course Scope, Mission, and Learning Outcomes

Few developments have played as critical a role in the extraordinary growth of international trade and capital flows during the past few decades as the rise of the multinational corporation (MNC). An MNC is most simply defined as a corporation or enterprise that conducts and controls productive assets in more than one country (Todaro and Smith, 2020, 750).¹ These huge firms are based mostly in North America, Europe, and Japan – with Ford, BMW, and Toyota standing as “classic” examples in the global motor industry. But a growing number are based in recently emerged high-income economies, such as South Korea (Samsung), Singapore (DBS), and Taiwan (TSMC); and in recent years a much smaller but growing number of MNC's have grown out of emerging markets, such as Brazil (Vale), China (Alibaba, Shein, TikTok), India (Tata), Malaysia (Petronas), Mexico (Cemex), and Turkey (Arçelik).

The growth and success of these enterprises across borders offers evidence for the argument that internationalization may not be an option for business, but rather a strategic imperative. The same is true for countries, which cannot prosper without access to global capital, skills, and technologies. The global market also provides access to customers beyond the reach of any domestic market. Without a global strategy, businesses limit their own growth opportunities and

¹ Todaro, M., & Smith, S. (2020). *Economic Development* (13th ed.). Pearson Education.

open themselves up to competitive forces that threaten their survival. Given this context, and the rising connectedness of companies and countries, this course aims to provide you with the skills necessary to understand global business strategies, and to meet the associated challenges.

To achieve this, we examine how organizations develop competitive strategies by operating beyond their home (original) country and compete in the global arena. These strategies are at the heart of understanding how firms foster trade and foreign investment across borders – and in multiple countries. In what we can term a “north-south” strategy, multinational corporations from developing countries will consider emerging markets as potential targets for international alliances and acquisitions. However, in recent times we have seen an increasing presence of multinationals from emerging markets expanding their activities and capabilities developed in their home countries into other emerging markets – so called “south-south” strategy – and in some instances moving into advance markets – so called “south-north” strategy.

Regardless of whether your home country is an advance market or an emerging market, it is the case that foreign markets are rich with opportunity, but pursuing this is far from an easy task, and filled with challenges, threats, and risks. Emerging economies, for instance, are associated with a host of limitations including weak legal protection, corruption, poor infrastructure, skewed income distribution, institutional gaps or voids, imperfect markets, and social challenges. This means that firms pursuing “north-north” strategies will need different capabilities than firms pursuing “south-south” strategies. To illustrate this point, entrepreneurs in emerging markets might establish competitive advantages through informal relationships, and networks might be used to supplant the lack of strong legal enforcement, and in some cases, emerging market policy makers have promoted the formation of large, diversified conglomerates as a way to protect investments, secure scarce resources (such as talented labour), promote cheaper financing for firms that are part of the conglomerate, and create international advantages for the firm.

In addition to considering firm-level strategy, we will also explore country-level issues in this course. Specifically, even though global integration and trade have long been touted to foster business growth and country development, there are challenging views that suggest MNCs do not pay sufficient attention to the development needs of target (host) countries. Some go further and claim that open markets and foreign investment are harmful to host countries and thwart the emergence and growth of local firms that could otherwise aid country-level development. This view sees multinational corporations as extractive and damaging. Therefore, many countries have promoted policies to foster local (domestic) industrial development, and, at the same time, they have increasingly adopted protectionist policies to create entry barriers and constraints to the presence of MNCs. Regardless of their level of development, all countries also face critical challenges in terms of unemployment, inequality, and the risk of environmental degradation, which raises the question of how the action of multinational agencies and multinational firms can respond to growing calls for improved environment, social, and governance (ESG) practices.

Understanding these myriad challenges, multi-faceted risks, and threats, alongside the substantial opportunity, is crucial for business managers, investors, entrepreneurs, regulators, and policy makers interested in working, operating, and/or investing in foreign markets. Combining conceptual discussions with case-based applications, we will explore how to analyse, and manage these challenges and craft strategies that promote sustained expansion and value creation in international activities.

Course Prerequisites

RSM392H1

Course Materials

Required Readings

Please check the section “Weekly schedule” below for the list of required readings. Several links are open access, and the materials can be downloaded by clicking on the links in the last column.

There is also a Course Package (cases and readings), required for the course. To access this material, go to the Ivey Publishing website at www.iveycases.com. Then, log into your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student User" role.

The Reading Package, containing the readings/cases, can be acquired through Ivey publishing.

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.
3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000000iAj2AI>
4. Click "Add to Cart" or "Download". And/or see below for the last step if necessary.
6. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process.

IMPORTANT: Access to downloadable files will expire 30 days from the order date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader.

For help contact Ivey directly at 1-800-649-6355 or cases@ivey.ca.

This material is for your personal use only and is not to be shared or distributed in any form.

Electronic Course Materials

This course will be using the electronic course materials listed in the course pack. These materials will cost a total of \$35.45. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

Evaluation and Grades

Grades are a measure of the knowledge and skills developed by a student within individual courses. Each student will receive a grade based on command of the course materials, skills and evidence of achieving learning objectives.

Work	Percentage of grade	Due Date
Class Participation	20%	Ongoing
Group case study	10% 30%	16 February 2024 5 April 2024
Final Exam	40%	Due end of term

Course Format and Expectations

Classes are designed around a student-centred approach. This requires you to read all the assigned materials and watch the assigned videos before class so that you are prepared to engage, debate, and discuss content in class. This content is indicated in the section “Weekly Schedule” below. In each class, you are expected to talk about the assigned materials, engage in constructive discussions with colleagues, and help the whole class, as a group, learn about the conceptual foundations of each session and their application in the context of the proposed cases and problems.

As a general guide for the preparation, please start by reading the assigned materials or watch the recommended videos. Then try to think how these materials reflect the topics and main questions associated with each session, as indicated in the “Weekly Schedule” section below. Before some sessions, I may also post material, suggestions, or questions that will help with additional and/or focused preparation.

Below I have provided detail on what is expected for each component of the final grade.

Class participation

Quality of participation is more important than quantity of comments or interventions. In fact, an important aspect of student-centred learning is that students should also listen to their colleagues and build on their arguments; there is an extensive body of knowledge in the room and wisdom in crowds. In this sense, good class contributions are comments that demonstrate thoughtful consideration of a given topic, respect distinct points of view, and help the whole class refine existing arguments and arrive at new conclusions. As such, the class engagement grade is not a simple count of how many times you participate in the scheduled sessions. Instead, it is about how you contributed with the debate and helped the class generate new insights.

Based on this, I have three straightforward principles for class discussions:

- i. Be prepared for each class by having read and reflected on all the assigned materials for each session.
- ii. Respect the diversity of opinions of your colleagues.
- iii. Strive to constructively build on what is being discussed.

Observing these rules, your final grade on this “Class Participation” dimension is based on my class-by-class assessment of contributions, where I code whether you showed signals of pre-session preparation, engaged in respectful interactions with colleagues, and participated in a way that brings insights and promotes a high-quality debate.

Given my emphasis on quality participation, no credit will be given in sessions where you either are absent in the discussion, engaged in interventions that disrespected other students, and/or disturb the debate with repeated and superficial comments thwarting the participation of other colleagues.

Our class is a safe space to talk, and you will never be penalized for expressing opinions that seek to contribute with collective learning. I understand, for some students, this style of teaching might be new and require adaptation. Some students may also be naturally shy and fear that their comment will not be well received. English may not be your first language and you may be hesitant to speak. I respect these concerns, but please keep in mind your individual contributions are extremely valuable in class discussions – and always know that the classroom is a safe space to

learn and grow. Please also note that I have taught students for more than 25 years where English is not their first language and – remarkably – my home country has 11 official languages. I am available to discuss ways to overcome any participation concerns. I would expect that, over time, students who are initially reluctant to engage in class discussions will progressively feel more comfortable and willing to participate. Your contribution is important to this class, and please count on me for help and guidance.

Case study

For the case study project, you will work in your pre-assigned groups. In your group, you are required to propose, develop, and present a new company case study not covered by the course. This project requires you to identify and analyse a company that is operating and/or expanding into *another* country (the *target* country). Please choose home and target countries with distinct levels of development (e.g., the company could be an emerging market multinational operating or expanding into a developed country, or the company could be a company with headquarters in a developed country that is operating or expanding into an emerging market).

Thus, to develop the case, each group should choose:

- i. a target country (developed or emerging);
- ii. a firm operating or intending to operate in that country but whose headquarters are in another (home) country with a different level of development to the host/target country; and
- iii. a particular dilemma faced by that firm in the country identified in step (i), related to topics discussed in the course. For instance, a company from a developed country may be considering expanding into a developing economy but may face a dilemma of how to deal with and overcome corruption, deal with resource gaps, or manage “distance” between the home and host countries. As another example, an emerging market multinational may want to develop a partnership with a firm in a developed economy and must make critical decisions of how to structure the partnership and the terms of the deal.

Groups will prepare and submit (via Quercus) two write-ups:

- i. Partial case report. **Due date: February 16 2024.** Groups will send a one-page write-up describing and justifying items (i), (ii), and (iii) above.
- ii. Final (complete) case report: **Due date: April 5 2024.** Groups will submit the final case including the description of the events and a brief strategic analysis of how the company could tackle the stated dilemma. This report should be no longer than 2,500 words, excluding the bibliography. Your report needs to include an executive summary (250 words), and your arguments should be supported by evidence – including clearly set out tables, maps, and charts. Your paper needs to be clearly referenced.

In your reports, you should use a conventional font (such as Arial, or Calibri), 11-point font size, with one-and-a-half spacing, normal margins (one inch), and number all pages.

We will discuss this project throughout the course, and you are encouraged to use your target company to explore and interrogate the course content through class discussion. As we work through the material, I will provide more details of what I expect in terms of the structure and contents of the complete case. I also will be available during office hours or by appointment to discuss potential ideas for the proposed case and dilemma.

In our last class you will be invited to briefly present the case and the class can provide comments on how the group identified and approached the dilemma.

Class Case Studies

The class will be preassigned into groups. Each group is required to present a case study. You are expected to prepare slides (including media formats of your choice), to present your case. Each group member is expected to participate fully in preparation of the case, although you may elect which of your team members (one, a few, or all) present the case.

As you prepare to present your allocated case studies in class, here are some key guidelines to help you deliver an insightful and engaging presentation:

1. **Deep Dive into the Case:** Begin by thoroughly reading the case study. Understand the background, identify the core issues, and familiarize yourself with all aspects of the case.
2. **Analytical Approach:** Utilize relevant business frameworks (like SWOT, PESTLE, Porter's Five Forces) to analyze the case. If data is provided, interpret it carefully to support your analysis.
3. **Directly Address Case Questions:** Where explicit questions are provided, answer them comprehensively. Use evidence from the case to support your arguments and demonstrate critical thinking.
4. **Develop Thought-Provoking Questions:** For cases without explicit questions, or in addition to them, formulate questions that delve into international business strategy, challenges to theoretical models, and practical implications. These questions should stimulate class discussion and reflect a deep understanding of the case.
5. **Effective Presentation:** Structure your presentation with a clear introduction, body, and conclusion. Use visual aids effectively to enhance your points. Practice your presentation to manage timing and build confidence.
6. **Engage Your Audience:** Make your presentation interactive – you are welcome to use polling questions, or challenge/engage the class during your presentation. Conclude with a compelling question that encourages class discussion at the end of your case. Be prepared to handle the subsequent question and answer session with poise.
7. **Reflect and Improve:** After your presentation, engage in self-reflection and consider peer feedback. This is a learning experience aimed at enhancing your analytical and presentation skills.

Remember, the goal of your presentation is not just to answer questions, but to engage critically with the case study and stimulate thoughtful discussion among your peers. I look forward to your insights and the lively discussions that will follow.

You should allow for 30 minutes for the case study session, including 20 minutes presentation and 10 minutes Q&A and feedback.

Session	Group	Cases
1	None	<ul style="list-style-type: none">• None
2	Group 1	<ul style="list-style-type: none">• Giarratana, M. (2018) The Internationalization Conundrum of S&H. IE Business School. DE1-222-I.
3	Group 2	<ul style="list-style-type: none">• Kennedy, R.E. & DiTella, R. (2001) Corruption in international business (A). Harvard Business School Case 9-701-128.
4	Group 3	<ul style="list-style-type: none">• Alon, Ilan and Lohwasser, Meredith (2012) The Espresso Lane to Global Markets. Ivey case number 9B12M058 P.
5	Group 4	<ul style="list-style-type: none">• Nelson, R.C. (1999) Intel's site selection decision in Latin America.
6	Group 5	<ul style="list-style-type: none">• Alfaro, L., and Kim, R. (2008) Transforming Korea Inc: Financial crisis and institutional reform." Harvard Business School Case 708-007, October 2007. (Revised May 2008.)

7	None	• None
8	Group 6	• Musacchio, A., Di Tella, R. and Schlefer, J. (2012) The Korean model of shared growth, HBS Case 9-712-052.
9	Group 7	• Khaire, Mukti, Gustavo A. Herrero, and Cintra Scott. "Globant." Harvard Business School Case 811-059, March 2011.
10	Group 8	• Brookings Institute (2021) Global goliaths: Multinational corporations in the 21st century economy. https://www.brookings.edu/events/global-goliaths-multinational-corporations-in-the-21st-century/
11	None	• None
12	None	• None

Final exam

The final exam will be a two-hour online individual exam, covering all the topics discussed in the course. This is an open book exam, and I will provide you with more information on the exam and how it will be administered. To guide your study to those exams, I will emphasize key concepts in every class.

Writing Assignments or Presentations

How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignment. In your written assignments, you should aim for clarity, clear organization, and carefully-structured arguments. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You can also access your college Writing Centres for help with written assignments.

You can [book an appointment with a writing or presentation coach](#) through the RC Centre for Professional Skills Writing Centre. For more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The case study project requires you to work in teams. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework, but also in your future careers. Support is available if you encounter common teamwork challenges such as team members feeling left out of the team; team members not responding in a timely manner to communication; and/or division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also [book an appointment with a teamwork mentor](#) through the RC Centre for Professional Skills Writing Centre. Teamwork mentors can help you resolve or mitigate conflict, strategize on planning, or improve team communication.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Class Participation

As noted, students are expected to prepare thoroughly and make every effort to attend every class. As class participation is a graded component of the course, students will be evaluated on the following:

- i. Thoughtful responses;
- ii. Understanding and analysis of topic;
- iii. Idea generation; and
- iv. Promoting further discussion.

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g., illness) may request special consideration.

In such cases, students must:

- i. Notify the instructor and the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g., missed test, final assessments, assignment, or class (in the case of participation marks).
- ii. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **two business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

Late Assignments

All assignments are due on the date and at the time specified in Quercus. Late submissions will normally be penalized by 5% if the assignment is not received on the specified date, at the specified time. A further penalty of 5% will be applied to each subsequent day.

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

Statement on Equity, Diversity, and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage with each other, and respect one another's differences. UofT does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please [email Accessibility Services](#) or [visit the Accessibility Services website for more information](#) as soon as possible. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Original

Normally, students will be required to submit their course essays to the University's plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool's reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of this tool are described on the [University's Plagiarism Detection Tool FAQ](#) page from Centre for Teaching Support & Innovation.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the U of T degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

[The University of Toronto's Code of Behaviour on Academic Matters](#) outlines the behaviours that constitute academic misconduct, the process for addressing academic offences and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers.
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to) medical notes.

All suspected cases of academic dishonesty will be investigated by the procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other U of T or RC resources such as the RC Centre for Professional Skills, the College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up and properly entered on ACORN. For more information visit the [Information Commons Help Desk](#).

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and students may not do so unless permission is granted. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes amongst other things, tape recording, filming, photographing PowerPoint slides, and Quercus materials.

If permission for recording is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

It is imperative that you cover all required readings and case studies ahead of each class. In some classes, there are additional readings which you may wish to cover, which will strengthen and deepen your understanding. However, as the name suggests, these readings are additional, and they are not required reading.

Session & Topic	Readings
1. Mapping the global environment	<p>Altman, S. A., & Bastian, C. R. (2022). The state of globalization in 2022. <i>Harvard Business Review</i>. (*Course Pack)</p> <p>Additional reading: Seong, J., White, O., Woetzel, J., Smit, S., Devesa, T., Birshan, M., & Samandari, H. (2022). <i>Global flows: The ties that bind in an interconnected world</i>. McKinsey Global Institute, Discussion Paper. https://www.mckinsey.com/capabilities/strategy-and-corporate-finance/our-insights/global-flows-the-ties-that-bind-in-an-interconnected-world</p>
2. Foreign investment & foreign production	<p>Grosse, R. (2004), The Theory of the Multinational Firm, in Hitt, M.A. & Cheng, J.L.C. (Ed.) <i>Theories of the Multinational Enterprise: Diversity, Complexity and Relevance: Advances in International Management</i>, Vol. 16, Emerald Group Publishing Limited, Bingley, pp. 83-97. https://doi-org.myaccess.library.utoronto.ca/10.1016/S0747-7929(04)16006-X</p> <p>Additional reading: The Economist (2022). <i>The recipe for the outperformance of Swiss businesses</i>. May 23, 2022. Available via https://shorturl.at/uX014. [or] https://www-proquest-com.myaccess.library.utoronto.ca/docview/2668447937/fulltext/9BEC01CFDC9E46A8PQ/1?accountid=14771</p>
3. The institutional environment: politics, law, & economics	<p>North, D. (1991). Institutions. <i>Journal of Economic Perspectives</i>, 5(1), 97-112. https://www-proquest-com.myaccess.library.utoronto.ca/docview/208983787/fulltextPDF/1C08C913522849D8PQ/1?accountid=14771</p>
4. Distance & the CAGE framework	<p>Ghemawat, P. (2001). Distance still matters: The hard reality of global expansion. <i>Harvard Business Review</i>. (*Course Pack)</p> <p>Meyer, E. (2015). When Culture Doesn't Translate: How to expand abroad without losing your company's mojo. <i>Harvard Business Review</i>. Available via https://hbr.org/2015/10/when-culture-doesnt-translate and via course pdf.</p>
5. Modes of entry & the liability of foreignness	<p>Brouthers, K. D., Chen, L., Li, S., & Shaheer, N. (2022). Charting new courses to enter foreign markets: Conceptualization, theoretical framework, and research directions on non-traditional entry modes. <i>Journal of International Business Studies</i>, 53(9), 1–28. https://doi-org.myaccess.library.utoronto.ca/10.1057/s41267-022-00521-x</p>

6. Currency valuation, volatility, & risk	Lindenberg, N., & Westermann, F. (2012). How strong is the case for dollarization in Central America? An empirical analysis of business cycles, credit market imperfections and the exchange rate. <i>International Journal of Finance & Economics</i> , 17(2), 147–166. https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2781955 [or] https://doi-org.myaccess.library.utoronto.ca/10.1002/ijfe.446
7. Mid-term case study presentation	The format will be discussed in class.
8. Development & industrial policy	Hayter, R., & Edgington, D. W. (2004). Flying geese in Asia: The impacts of Japanese MNCs as a source of industrial learning. <i>Tijdschrift Voor Economische En Sociale Geografie [Journal of Economic and Social Geography]</i> , 95(1), 3–26. https://onlinelibrary-wiley-com.myaccess.library.utoronto.ca/doi/epdf/10.1111/j.0040-747X.2004.00290.x
9. The rise of MNCs from emerging markets	Monteiro, F. L., Rozman, G., & Carrick, A.-M. (2018). <i>Digital transformation in Latin America: Leapfrogging and Social Impact</i> . INSEAD case reference no. 318-0050-1. (*Course Pack)
10. MNCs and economic development	Narula, R., & Pineli, A. (2017). i: What we know and what we don't know. In <i>Development Finance</i> (pp. 147–188). Palgrave Macmillan UK. Available via: https://doi-org.myaccess.library.utoronto.ca/10.1057/978-1-137-58032-0_6
11. ESG practices in a global context	Kramer, M., Pfitzer, M., & Mahne, H. (2020). How global leaders should think about solving our biggest problems. <i>Harvard Business Review</i> . Available via https://hbr.org/2020/01/how-global-leaders-should-think-about-solving-our-biggest-problems
12. Case study presentations	The format will be discussed in class.

Please note that the last day you can drop this course without academic penalty is March 11, 2024.

Other Useful Links

- [Become a volunteer note taker](#)
- [Accessibility Services Note Taking Support](#)
- [Credit / No-Credit in RSM courses](#)
- [Rotman Commerce Academic Support](#)

URL links for print

- Book an appointment with a writing or presentation coach: <http://uoft.me/writingcentres>
- Writing and Presentation Coaching academic support page: <https://rotmancommerce.utoronto.ca/current-students/academic-support/writing-and-presentation-coaching/>
- Centre for Professional Skills Teamwork Resources page: <https://rotmancommerce.utoronto.ca/teamwork-resources>
- Book an appointment with a Teamwork Mentor: <http://uoft.me/writingcentres>
- Request for Special Consideration Form: <https://rotmancommerce.utoronto.ca/current-students/forms-requests-and-appeals/forms/>
- ACORN: <http://www.acorn.utoronto.ca/>
- Email Accessibility Services: accessibility.services@utoronto.ca
- Accessibility Services website: <http://studentlife.utoronto.ca/as>
- University's Plagiarism Detection Tool FAQ: <https://uoft.me/pdt-faq>
- The University of Toronto's Code of Behaviour on Academic Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>
- Information Commons Help Desk: <http://help.ic.utoronto.ca/category/3/utmail.html>
- Become a volunteer note taker: <https://studentlife.utoronto.ca/program/volunteer-note-taking/>
- Accessibility Services Note Taking Support: <https://studentlife.utoronto.ca/service/note-taking-support/>
- Credit / No-Credit in RSM courses: <https://rotmancommerce.utoronto.ca/current-students/degree-requirements/credit-no-credit-option/>
- Rotman Commerce Academic Support: <https://rotmancommerce.utoronto.ca/current-students/academic-support/>