

The Global MBA and Leadership Program 2009:

Final Report

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The Global MBA and Leadership Program

The aim of the Global MBA and Leadership Program is to provide a critical understanding of innovations that are shaping the business and global community. Under the framework of GU8 Consortium, several universities have agreed to enter into a partnership to form a global alliance in education, research and application: Inha University, Korea. Le Havre University, France, University of Rhode Island, USA and Xiamen University, China. The program integrated with the collaborative research documenting innovations and successful business models in each country. From each university five students have been selected and these students made site visits to other participating universities and successful companies. Participants were allowed to learn about innovations in industries, companies and business and learned about issues of sustainable development, corporate social responsibility, corporate ethics and cultural diversity.

Introduction

During the past ten millennia, the world has experienced globalization in varying degree and forms. The shape and speed of globalization in the 21st century is unparalleled in human history, influencing almost every aspect of our lives. Businesses, companies and universities need to meet the challenges of globalization to reap its benefits and also to address emerging issues such as sustainability, social responsibility and cross-cultural understanding.

University education is now becoming universal and accessible to those who are ready to learn. A significant challenge for the modern universities is to meet the challenges of globalization and at the same time providing quality education at the community and national levels. This is especially a challenge for business schools which must train and prepare students and executives to become the next generation of business leaders, scholars and professionals.

University education in business schools must provide a global understanding of markets and trends, local and international production and delivery of goods and services, financing and regulating rapidly emerging multi-national companies, human resource management of employees of diverse cultural backgrounds, and dealing with common issues such as environmental and ethical issues. In addition, modern science, technologies and communication network are changing the way we conduct business, educate and live around the world.

Universities must meet the challenges of a shift to a knowledge-based society. Universities can become a central catalyst in research, training and innovation in the global sphere. Universities need to meet the demands of a changing society by preparing our students and executives with specialized knowledge and intellectual skills needed in a highly competitive business environment. Universities must take on a pivotal responsibility as a pacesetter of the knowledge creation, integrating sustainable development, corporate ethics and corporate social responsibility with profit generation.

The goal of the Global MBA and Leadership Program provides a basis for international training in research, education and application to prepare next generations of leaders who understand global issues and who can apply them in the community and national context. The program is geared to prepare the next generation of scholars and leaders to reap the benefits of the global challenge.

Framework

Under the framework of GU8 Consortium, four universities discussed and developed the Global MBA and Leadership Program. These four universities have entered into a partnership to form a global alliance to deal with local, national and global issues:

1. Inha University, Korea
2. Le Havre University, France
3. University of Rhode Island, USA
4. Xiamen University, China

The training emphasized multi-faceted integration of local, national and international perspectives to encourage students and executives to become future educators, professionals, researchers or business leaders.

1. The goal is to develop a collaborative education system, recognizing community and national emphasis and at the same time developing common curricular that addresses issues that are salient in the global and international community.
2. The program coordinated with ongoing research documenting successful business in each country, as a part of collaborative research, educational and training program.
3. The program integrated academic research and knowledge and with practical training and skill development.
4. Participants in the program received education and training in the above four universities and also from business leaders working for successful businesses in China, France, Korea, and USA.

Structure

The Global MBA and Leadership Program have been divided into three aspects: local, national and global.

1. At the local level, each university provided basic education and training.
2. From the existing MBA and Leadership Program, five students have been selected to the Global MBA and Leadership Program.
3. In the program, English was the medium of instruction.
4. During the program, students made site visits to other three participating universities.
5. They interacted with students from the other universities and spent 2 weeks in each of the four countries to receive intensive training.
6. They received a total 8 weeks of intensive interaction and education.
7. They made site visits to successful companies and meet with executives and employees to understand how these companies succeed in the business world.
8. Global MBA and Leadership Program will be integrated with the current project that documents successful business models in each of these countries.

Administration

1. Students paid tuition fee to their own university.
2. Host universities will provide accommodation, meals and covered the costs site visits to companies.
3. Participating university and students will covered the cost of airfare and incidental costs.
4. Some participating universities provided scholarships to support travel for students.

Outcome and future developments

1. Students received local, national and international education and training in business administration.
2. They developed an understanding and appreciation of sustainable development, corporate social responsibility and cultural diversity.
3. They had a chance to interact and develop ties with students and faculty members from the other three universities.
4. They had a chance to visit leading companies in the four countries.
5. Student will receive a MBA or undergraduate degree from their respective countries.
6. They will receive an additional certificate signed by the four deans stating that they have completed a specialization Global MBA and Leadership Program from the following universities: (1) Inha University, Korea, (2) Le Havre University, France, (3) University of Rhode Island, USA, and (4) Xiamen University, China.
7. The goal is to other all GU8 universities participate in the Global MBA program in the future.
8. The goal is for each of the GU8 universities to develop parallel Executive Global MBA program based on Inha University's model.

Attachments

Attached documents provide the following detailed information:

1. Schedule of the Global MBA and Leadership Program
2. Participants of the Global MBA and Leadership Program
3. Syllabus for the program at the Le Havre University
4. Syllabus for the program at the University of Rhode Island
5. Syllabus for the program at the Inha University
6. Syllabus for the program at the Xiamen University
7. Detailed program evaluations by the participants

2009 Global MBA and Leadership Program Schedule

<i>June 28</i>	<i>Arrival at Le Havre, France</i>
June 28 – July 10	Le Havre University
<i>July 11</i>	<i>Arrival at Kingston, Rhode Island</i>
July 11 - 25	University of Rhode Island, USA
<i>July 25</i>	<i>Arrive at Incheon, Korea</i>
July 25-Aug. 9	Inha University, Korea
<i>Aug. 9</i>	<i>Arrival at Xiamen, China</i>
Aug 9 – 23	Xiamen University, China

Global MBA and Leadership Program 2009 Participants

I. Inha University Participants

- | | |
|---|---------------------|
| 1. Kim, Wan Seop: Male | kwskwskws@nate.com |
| 2. Yeo, Jin: Female | jjoyceyeo@gmail.com |
| 3. Youngguk Kwon (Inha and Xiamen only) | kao99@naver.com |

II. Le Havre University Participants

- | | |
|---------------------------------|------------------------------|
| 1. Kalina Ivanova: female | kalinellka@yahoo.com |
| 2. Romuald Huot: male | romuch22@hotmail.de |
| 3. Thomas Luca: male | tomtom-76@hotmail.fr |
| 4. Guillaume Bettencourt : male | bg061456@etu.univ-lehavre.fr |
| 5. Mahilde Roussel: female | mathilderoussel76@hotmail.fr |

III. URI Participants

- | | |
|-----------------------------|-------------------------|
| 1. Emanuel Diaz (Male) | Flaco1968@mail.uri.edu |
| 2. Erica E. Massey (Female) | ariescheer@mail.uri.edu |

Xiamen University Participants

- | | |
|------------------------|-----------------------------|
| 1. ZHANG Chi: Female | jessiezhang2000@hotmail.com |
| 2. LIU Xiaoliang: Male | frank_lxl@msn.com |
| 3. LU Fang: Female | evacora@163.com |
| 4. XU Yan: Female | sales@e-hope.cn |
| 5. SHEN Lixin: Male | Sam.Shen@coactive-tech.com |

RMIT Participants

- | | |
|------------------------|-------------------------------|
| China: Frank Liu | frank.liu@aviva.com.au |
| Korea: Luke Fitzgerald | Luke.Fitzgerald@sensis.com.au |

Le Havre Course Syllabus

Sustainable Development and International Business

Instructors: N.Aubourg, PhD.
B.Lemoine, Consultant.

General objective: The goal of this course is to raise the key issues in sustainable development with a special focus on the marketing of French bio wines in the United States and in Asia.

Learning objectives: At the end of this course, the students will be able to conduct a market survey in an international context.

They will be able to analyse the host country legal environment, to estimate market demand for bio wines, to propose a marketing strategy to launch the product including the host country concern for sustainable development issues.

Structure: The first part of the course introduces the key factors to export French bio wines abroad. The second part of the course is related to sustainable development and the concept of corporate social responsibility. The third part of the course provides ground materials coming from French wine growers based on 3 different case studies:

- Bordeaux Saint Emilion first grow in the USA
- Alsace wine in China
- Champagne in Korea

Evaluation: Students will present a seminar (40%) in a group and a final report (60%).

Site visits:

1. **French bio wines:** a wine yard in Champagne
2. **Sustainable development:** the multi-faceted challenges faced by Total (Oil and Gas Company) and Port of Le Havre
3. **Sustainable solutions for the beverage industry:** Sidel (one of Tetra Laval's three industry divisions)

URI Syllabus – Global MBA –BUS 463

Advanced Concepts In Operations and Supply Chain Management

Ballentine Hall – Room 251

July 11th – July 24th, 2009

Monday – Thursday, 9:00 AM – 5:00 PM

Instructor:	Professor Douglas N. Hales
Correspondence:	dhales@uri.edu
Office:	209 Ballentine Hall; Telephone: 874-7882
Office Hours:	by appointment
Class Time and Place:	Monday – Thursday, Ballentine Hall Room 251 & Computer Laboratory
Textbook:	None: All Materials Provided or available on FTP site
Prerequisite:	Graduate Student Standing
Required Materials:	To take full advantage of the class, students should bring their reading materials, cases, class notes, handouts, notebook, pencil/pen, & calculator to each class.
Class Description:	A fast-paced class covering advanced topics and practices of contemporary domestic and global Supply Chain Management. Supply Chain Management is defined as the management of the systems and processes that create and deliver goods and/or provide services for sale.

Academic Integrity Statement:

As an institute of higher learning, we recognize that academic dishonesty detracts from the value of a URI degree; therefore, we shall not tolerate lying, cheating, or stealing in any form. Violations of this policy will result in a grade of 'F' for the class, and possible expulsion from the University.

Course Objectives:

GENERAL OBJECTIVE

To apply the tools for developing efficient and effective Supply Chain Operations which focus limited firm resources on strategies that support overall corporate objectives.

LEARNING OBJECTIVES

At the end of this course, the student will be able to view Supply Chain and Operations systems from a multi-dimensional perspective by gathering, reviewing, organizing, and analyzing a company's strategic focus, customer demand, supplier capabilities, capacity, inventory, quality, employee, and resource data, and use the information to design and implement efficient and effective Supply Chain Operations.

By the end of this course, the student will be able to,

- Identify and chart a company's Supply Chain system, listing key functions, personnel, and the important responsibilities of a Supply Chain manager.
- Identify key variables and cost drivers in supply chains
- Demonstrate Supply Chain management techniques through discussion, assessment, and simulation
- Use contemporary techniques to design a Supply Chain system that supports corporate and business strategies of the firm
- Develop performance measurement systems that effectively evaluate a Supply Chain.
- Describe global business environments and their effect on Supply Chain issues.

Attendance Policy:

Attendance in all class sessions is mandatory. Students more than 10 minutes late for each session will be penalized 15 points per incident. Students who leave a session early will receive a reduction of 2% off of their final grade for each incidence + all credit for any missed/incomplete assignments, discussions and assessments, team meetings, cases, invited speakers, presentations, etc.

Students with Disabilities:

Appropriate accommodations will be made for students with disabilities that are documented by Disabilities Services. It is expected that students will follow the policies and procedures of Disabilities Services. Students must present a letter stating that the disability has been documented and requesting the specific accommodations during the first week of classes. Additionally, it is the responsibility of the student to remind the professor by the end of the S1 session where an accommodation will be needed. Due to the tight schedule, a student will be granted additional time to take a quiz at the beginning or the end of the regular class period. If additional time is needed to read the cases, each student should begin reading in advance of each class where the case will be discussed.

Grading System:

The student's grade will be based on a 1000-point system – distributed over 10 sessions. Students may earn a

maximum of 100 points per session. Points are earned through a combination of session attendance, team and individual effort, active participation in discussions, open-note/book exams, team presentations, in-class assignments, and case quizzes and analyses. Because of the in-class, participatory nature of most assignments, NO MAKEUP EXAMS, ASSESSMENTS or MAKEUP WORK will be available. The times listed below for each session are approximations and may vary with the actual schedule.

Maximum possible points are distributed as follows:

Attendance in all sixteen sessions (four hours each)	30%	300 points
Team Assessment Performance	40%	400 points
Simulations, Analysis/Assignment & Participation	15%	150 points
Book Project: Team Presentations	<u>15%</u>	<u>150 points</u>
	100%	1000 points

The following point system will correspond to grades.

<u>Letter Grade</u>	<u>Points</u>
A	931-1000
A-	900-930
B+	870-899
B	831-869
B-	800-830
C+	770-799
C	731-769
C-	700-730
D+	670-699
D	631-669
D-	600-630
F	< 600

Assignments and Cases:

Assignments refer to work that is to be handed-in for grading purposes. Assignments will not be revised based on minor technical or typographical errors in this syllabus, handouts or instructor error. Some assignments may require the formulation of student teams. Any written assignments must be the student's best work. Feedback will be given throughout the sessions, which should facilitate improvement in written and oral assignments. Time is provided in the class schedule to begin most assignments – except for some readings and cases 1, 2, and 4. Cases will be utilized throughout the sessions. It is important to read all assigned cases (available on FTP) as scheduled; however, Cases 1, 2, and 4, and the book must be read outside of class. The schedule includes “Reading and Analysis Periods” for students to read the remaining cases and answer some basic questions.

Three Questions: The ‘3 Question’ assignments are to be completed during the Facility Tour sessions. During the tours, each student will write down 3 “good thought-provoking” questions for the presenters. Each team – in rotation – will be assigned to ask the 1st-question of each speaker. Then, other students will be expected to ask 3 or 4 more questions – hopefully based on the case readings or lecture and discussion material. At the end of the speakers Q&A period, each student will turn in their questions for an assignment grade. As part of this assignment, each student MUST ask at least one question during the formal presentation period during the tours.

Reading and Analysis Periods:

Except for Cases 1, 2, and 4, and the book project, time is provided in the schedule for students to read and analyze cases prior to assessment and discussion. At the beginning of each “Reading and Analysis Period”, a few questions are provided to help students focus on the important issues presented in each case. The answers to these questions should be written and may be collected as part of the Assessment. These sessions are designed to make sure that a student is fresh on the case material and has considered some of the important issues in the cases. Students are encouraged to consider more issues than are included in the questions – and will count toward their grade if the answers are collected. As the class progresses, material from previous cases, facility tours, lecture, simulations, and discussions should be incorporated.

Teams:

The use of teams is essential in this class. The instructor will form other teams based on diversity of skills and interests. Class time will be provided for teams to meet and work on Assessment 1 and Final Presentations. During last session on July 3rd, students will evaluate each others team performance based on attendance and contribution. Individual grades will be adjusted based on these evaluations. Team leadership will involve rotation among all members.

Student Assessments:

In addition to **Assignments**, six short open-notes/book Assessments will be given during the sixteen sessions. The purpose of the assessments is to ensure that students are correctly interpreting the lectures and speaker points, reading and analyzing the cases, and are synthesizing class material. Assessments are graded sessions which may include open discussions, short quizzes, essay write-ups, etc. The assessments will include material presented in the class including cases, assignments, speakers, discussions and lectures. Since the first assessment is given during session 1, it will be administered as a Team assessment – which means that each team can discuss the questions & possible answers as a group, but each individual must turn in their own answer sheet.

Project and Final Presentation:

The class project will be team based; however, class time (“TEAM MEETINGS”) will be provided for teams to work on their projects. The class time from 8:00am – 8:45am each morning will be used exclusively for team meetings.

The purpose of the project is for each team to present information on an interesting topic or book (the book or topics will be assigned by the instructor) to the class more fully than was covered by the instructor or speakers. Each team will then use the book material (plus other provided or Internet material) to prepare a one-hour presentation on the topic. Each team will prepare a 60- minute presentation where ALL members must participate equally in the presentation (5 members = 12 minutes each). Students are not expected to present in formal attire – normal class wear is acceptable. But, creativity is rewarded for presentation styles beyond normal PowerPoint usage.

The last (16) session on July 3rd will be reserved for project presentations and final assessment. Fellow students will grade each team’s performance based on relevance of the topic, working within the 60-minute time limit, demonstration of the major points, use of appropriate terminology, clarity and professionalism of discussion, and support of conclusions. The computer labs will be available during breaks and lunch. More details of the assignment will be given in class.

Communication:

Use only dhales@uri.edu in order to contact me by e-mail.

Distractions:

While participation is encouraged, discourtesy is not tolerated. Excessive arguments, disrespect, offensive language, or behavior leading to the disruption of learning will result in the expulsion of the student from class and possible disciplinary action of the student judiciary. PLEASE turn off all devices that create "NOISE" or set them on 'silent' mode.

Disclaimer:

The descriptions, policies, procedures, and schedules are not intended to be comprehensive of all class and student activity. They are to provide clear expectations of student performance and behavior during the semester. Read the syllabus carefully and ask questions about anything that is unclear. Assignments will not be changed due to minor technical or typographical errors in printing.

	<i>Monday</i> <i>07.13.09</i>	<i>Tuesday</i> <i>07.14.09</i>	<i>Wednesday</i> <i>07.15.09</i>	<i>Thursday</i> <i>07.16.09</i>
9:00am – 9:45am	Introduction and Overview- Room 251 Cases: (Read prior to class) (1) Aligning Supply Chain Strategies ... (2) Getting Off-shoring Right	TEAM MEETINGS	TEAM MEETINGS	TEAM MEETINGS
9:45 – 11:00am	Lecture and Discussion - Supply Chain Basics	CASE READINGS Case (4): Infrastructure Squeeze	CASE READINGS Readings on HASBRO	Travel to CVS Distribution Center at North Smithfield, Rhode Island Lunch Provided
11:10 – 11:45am	Team Assessment 1: on cases 1 & 2, and opening lecture	Lecture and Discussion – Constraint Management	Lunch before leaving for Hasbro	CVS
12:00 – 1:00	LUNCH	LUNCH	LEAVE FOR HASBRO	LUNCH
1:00 - 2:00	Beverage Game I Ballentine Computer Lab 240	Live Simulation – Room 251 – The LEGOS Line	HASBRO VISIT	CVS
2:00 – 3:00	Supply Chain Performance Measurement Lecture – Demonstration of Goldratt simulation	Live Simulation Continued – Room 251	HASBRO	CVS
3:10 – 3:40	Read Case (3): STUPID The PSA – Product/Service Agreement	Lecture and Discussion – Six Sigma, Sarbox, CTPAT, & security	HASBRO	CVS
3:40 – 4:30pm	Team Assessment 2 – Flow chart practice and analysis of the company’s CRM/CSM system	Reading & Analysis Period Case (5): Pizza Hut Russia	HASBRO	Return to URI
4:30 – 5:00pm	Team Meetings	Team Assessment 3	Collection of 3 Questions	Collection of 3 Questions

	<i>Monday</i> <i>07.20.09</i>	<i>Tuesday</i> <i>07.21.09</i>	<i>Wednesday</i> <i>07.22.09</i>	<i>Thursday</i> <i>07.23.09</i>
9:00am– 9:45 am	TEAM MEETINGS	<u>7:15 AM</u> - Travel to Cape Cod – Live case (11) Ocean Spray	TEAM MEETINGS	TEAM MEETINGS
9:45am – 10:45am	CASE READINGS Case: (8) What Makes a Supply Chain Lean?	Ocean Spray	Team Assessment 5 Common Problems Unique Problems	Beverage Game II – Computer Lab 240
10:45 – 11:50am	Lecture & Discussion – Lean Supply Chains	Ocean Spray	Lecture & Discussion – Product Development	Lecture & Discussion Implementing Integrated Supply Chain Mgt.
12:00 – 1:00	LUNCH	LUNCH	LUNCH	LUNCH
1:00 – 2:00pm	Lecture and Discussion – Supplier Relationship Management	Ocean Spray	Goldratt Simulators – Computer Laboratory	TEAM 1 Presentation
2:00 – 3:00pm	Reading and Analysis Period Case (9): Bose	Return to URI	Goldratt Simulators Continued	TEAM 2 Presentation
3:00 – 4:00pm	Bose (9) Continued Lecture and Discussion on Bose Case & Ocean Spray	Break	Goldratt Simulations Due Lecture & Discussion Returns Management	TEAM 3 Presentation
4:00 – 5:00pm	Team Assessment 4 Case (10): We’re in this Together	Reading and Analysis Period Case (12): Transland Shipping	Reading and Analysis Period Case (13): Warfighter Distribution Reqs.	TEAM 4 Presentation

Inha Course Syllabus

Global Management and Organizational Cultures

Instructor: Uichol Kim, Ph.D.

Office: Building 6, Room 225

Textbook: Geert Hofstede and Gert Jan Hofstede (2005). *Cultures and organizations: Software of the mind, Revised and Expanded Second Edition*. New York: McGraw Hill.

Handout prepared by the instructor.

Goal: The goal of this course is to introduce concepts, theories and application of global management and organizational culture. This course will cover topics of creativity, innovation, and leadership and cover topics in ethics and morality, cross-cultural understanding, sustainability, social responsibility, organizational culture, human resources and strategic management in the global context.

Structure: The first part of the course overviews the role that knowledge plays in the process of human adaptation, creativity, innovation and mastery. The second part of this course traces the development of organizations, innovation technologies, and culture and the influence of religion, philosophy and science. The third part will examine the rise of industries, commerce and nation states. The fourth part will analyze the development and impact of information technologies on organizations, cultures and globalization. The fifth part examines key issues in global management. The sixth part discusses the integration of corporate ethics, morality, social responsibility and sustainable development in business and management. This course will provide specific examples of innovations in global companies that were able to provide profit-generation while upholding integrity and social responsibility. These companies will be contrasted with those companies that have failed to maintain it competitive advantage, integrity and social responsibility.

Format: The course will encourage active learning in which students participate in the knowledge generation process. In addition to lectures, students will participate in group discussion and present seminars in a group. In addition to lectures, students will present a seminar in a group of four students from each the four countries and participate in tour of leading companies and cultural sites in Korea.

Evaluation: Students will be required to participate in group discussions (20%), present two seminars (20% each) and submit a final report (40%).

Course schedule

- Lecture 1 Introduction to the course
- Lecture 2 Human adaptation, mastery and creativity
Reading material: Handout 1
- Lecture 3 Emergence of religion, philosophy and science
Reading material: Handout 2
- Lecture 4 The rise of industries, commerce and nation states
Reading material: Handout 3
- Lecture 5 Political ideology, morality, ethics and corporate governance
- Lecture 6 Information technology and globalization
Reading material: Handout 4
- Lecture 7 Global management and organizational cultures
Chapter 1
- Lecture 8 Organizational culture I: Power Distance, Individualism and collectivism
Textbook: Chapters 2 and 3
- Lecture 9 Organizational culture II: Masculinity/Femininity, Avoidance, and Long-term Orientation
Textbook: Chapters 4, 5 and 6
- Lecture 10 Types of organizations and cultures
Textbook: Chapters 7 and 8
- Lecture 11 Organizations in the global context and intercultural encounters
Textbook: Chapters 9 and 10
- Lecture 12 Creativity and innovations in organizations
Reading material: Handout 5
- Lecture 13 Successful business models in the global context I
Prof. Kichan Park: *Strategic Management and Global Logistics*
- Lecture 14 Successful business model II: Car industry
Prof. Yukari Ariizumi: *Japanese Management and the Toyota Way*
- Lecture 15 Successful business model III: Electronics Industry
Samsung and Hynix rise to the top in the semiconductor industry
- Lecture 16 Summary and conclusion

Detailed schedule

Sunday, July 26 Self study and seminar preparation

Monday, July 27

09:00 – 12:00 Self study

12:00 – 13:00 *Lunch*

13:00 – 17:00 Group meeting: Preparation for seminar presentations

21:00 - 22:00 *Informal dinner*

Tuesday, July 28

10:00 – 12:15 Introduction to the course and schedule

Lecture: Creativity and Innovation

12:15 – 13:30 *Lunch*

13:30 – 15:00 *Lecture: Creativity and Innovation*

15:00 – 17:00 *Site visit: E-Mart Store (formerly Macro and Walmart Korea location)*
You can shop at the store to purchase grocery and personal goods.

Discuss the strength and weakness of E-Mart as a retailer.
Compare E-Mart with Walmart and Carrefour

Group 1: Shen Lixin, Kim Wan Seop, Kalina

Group 2: Lu Fang, Yeo Jin, Thomas

Group 3: Emanuel, Liu Xiaoliang, Romuald, Youngguk Kwon

Group 4: Luke, Zhang Chi, Mathilde

Group 5: Erica, Xu Yan, Guillaume

Wednesday, July 29

9:00 – 10:15 *Discuss the strength and weakness of E-Mart as a retailer.*
Compare E-Mart with Walmart and Carrefour

Group 1: Shen Lixin, Kim Wan Seop, Kalina

Group 2: Lu Fang, Yeo Jin, Thomas

Group 3: Emanuel, Liu Xiaoliang, Romuald, Youngguk Kwon

Group 4: Luke, Zhang Chi, Mathilde

Group 5: Erica, Xu Yan, Guillaume

10:15 – 10:30 *Break*

10:30 – 11:45 *Lecture: Korean industries and competitiveness*
Case study: E-Mart and Samsung Electronics

11:45 – 12:30 *Lunch*

12:30 – 14:00 Travel to Samsung Electronics

14:00 – 17:00 Site visit to Samsung Electronics, Suwon plant
The world leader in semiconductor, display and mobile phone

Discuss the strength of Samsung Electronics as a global brand

Group 1: Xu Yan, Yeo Jin, Kalina

Group 2: Lu Fang, Kim Wan Seop, Mathilde

Group 3: Emanuel, Zhang Chi, Thomas

Group 4: Luke, Liu Xiaoliang, Guillaume

Group 5: Erica, Shen Lixin, Romuald, Youngguk Kwon

Thursday, July 30

9:00 – 10:15 *Discuss the strength of Samsung Electronics as a global brand.*

Group 1: Xu Yan, Yeo Jin, Kalina

Group 2: Lu Fang, Kim Wan Seop, Mathilde

Group 3: Emanuel, Zhang Chi, Thomas

Group 4: Luke, Liu Xiaoliang, Guillaume

Group 5: Erica, Shen Lixin, Romuald, Youngguk Kwon

10:15 – 10:30 *Break*

10:30 – 12:15 Group presentation 1: Evaluation of E-Mart
Group presentation 2: Evaluation of Samsung

12:15 – 13:30 *Lunch*

13:30 ~ 17:00 East Asian cultures and competitive advantage: The auto industry

Guest lecturer: Prof. Yukari Ariizumi

Japanese Management and the Toyota Way

Friday, July 31

9:00 – 10:00 *Seminar preparation, Section I*

10:00 – 10:15 *Break*

10:15 – 12:00 *Lecture: Logistics in cultural and global context*

Guest lecturer: Prof. Kichan Park

Case analysis of Korean companies using SER-M Model

12:00 – 13:00 *Lunch*

13:00 - 14:00 Travel to Incheon International Airport

14:00 – 17:00 *Lecture and site visit: Incheon International Airport Corporation:*
Voted the world's best airport hub for the past four years.

Discuss why IAC is evaluated as the best airport for the past four years.

Group 1: Xu Yan, Kalina, Youngguk Kwon

Group 2: Lu Fang, Yeo Jin, Mathilde

Group 3: Emanuel, Zhang Chi, Guillaume,

Group 4: Luke, Liu Xiaoliang, Thomas

Group 5: Erica, Shen Lixin, Romuald, Kim Wan Seop

Saturday, August 1

9:00 – 17:00 *Cultural tour of Seoul*

Group 1: Lead by Kim Wan Seop

Group 2: Lead by Yeo Jin

Group 3: Lead by Kwon Youngguk

Suggested itinerary: National museum, Namdaemun open market, Kyongbok Palace, Chungaechun Stream and Insadong traditional crafts area.

Sunday, August 2 Self study and seminar preparation

Monday, August 3

9:00 – 10:15 Discuss why IAC is evaluated as the best airport for the past four years.

Group 1: Xu Yan, Kalina, Youngguk Kwon

Group 2: Lu Fang, Yeo Jin, Mathilde

Group 3: Emanuel, Zhang Chi, Guillaume,

Group 4: Luke, Liu Xiaoliang, Thomas

Group 5: Erica, Shen Lixin, Romuald, Kim Wan Seop

10:15 – 10:30 *Break*

10:30 – 12:30 *Group presentation 3: Evaluation of IAC*

12:30 – 13:30 *Lunch*

13:30 – 17:00 *Lecture: Cultural differences and competitive advantage*

Tuesday, August 4

9:00 – 10:15 *Seminar preparation, Section 1*

10:15 – 10:30 *Break*

10:30 – 11:45 *Lecture: Turning around troubled companies, corporate culture and ethics*
Case study: Hynix Semiconductors and the rise from bankruptcy

12:00 – 12:45 *Lunch*

12:45 – 14:00 Travel to Hynix Semiconductors, the world leader in memory and flash chips.

14:00 – 17:00 Site visit to Hynix Semiconductors, Ichon Plant

Wednesday, August 5

9:00 – 10:15 *Seminar preparation, Section 1*

10:15 – 10:30 *Break*

10:30 – 12:15 *Seminar presentation, Section 1*

12:15 – 13:30 *Lunch*

13:30 – 17:00 *Lecture: Corporate culture, ethics and competitive advantage*

Thursday, August 6

9:00 – 10:15 *Seminar preparation, Section 2*

10:15 – 10:30 *Break*

10:30 – 12:15 *Lecture: Globalization and corporate governance*

12:15 – 13:30 *Lunch*

13:30 – 17:00 *Lecture: Globalization and corporate governance*

Friday, August 7

9:00 – 10:15 *Seminar preparation, Section 2*

10:15 – 10:30 *Break*

10:30 – 12:15 *Seminar presentation, Section 2*

12:15 – 13:30 *Lunch*

13:30 – 18:00 *Lecture: Global management and corporate culture*

19:00 – 21:00 *Closing dinner*

Saturday, August 8

10:00 Buddhist temple stay, Jeungdeugnsa Temple, Kwangwha Island Cost: 50,000 won

Sunday, August 9

10:00 Travel to Incheon International Airport

Xiamen University
School of Management
Syllabus
Special Topics in Corporate Finance
Summer 2009

Instructor: Tony Ruan, Ph.D.
Office: Jiageng 2 Room 439
Phone: (0592) 218 7265
Email: tony_ruan@xmu.edu.cn

Lecture Time: TBD
Lecture Room: Jiageng 2 Room 501
Office Hour: By appointment

COURSE OBJECTIVE:

The course introduces to students the cases in mergers and acquisitions (M&A) and initial public offerings (IPOs) in the context of China's capital markets. The objectives are to familiarize students with important and unique aspects of China's capital markets and to provide an overview of the trends in M&A and IPOs in China. The format of the course will be a mix of lectures and discussions.

PREREQUISITE:

Financial Management, Corporate Finance, and some basic knowledge of China's economy.

RECOMMENDED:

<http://online.wsj.com/home-page?mg=com-wsj> (Wall Street Journal)
<http://finance.cn.yahoo.com/> (Yahoo Finance)

COURSE MATERIALS:

Lecture notes will be posted on Lenovodata and are accessible from <http://www.lenovodata.com/account/logindisplay>. Additional reading assignments and class assignments will be posted on Lenovodata as well.

GRADING:

Class participation	60%
Group projects	40%

TENTATIVE OUTLINE OF THE COURSE:

1. An overview of M&A activities in China
2. M&A cases in China's capital markets
3. An overview of IPOs activities in China
4. IPO cases in China's capital markets

Program Evaluation

Rating Scale

- 10 Excellent**
9
8 Very good
7
6 Good
5
4
3 Somewhat good
2
1
0 Not good at all

	Areas	Mean
Le Havre	Academic aspects	7.1
2	Port of Le Havre	6.1
3	Sidel	7.8
4	Total	8.5
5	Cultural tours & experience	7.1
6	Accommodation	7.1
7	Meals	6.3
8	The overall cost	7.3
9	Relationship with other participants	8.7
10	Organization & execution	8.3
11	Overall learning experience	7.4
URI	Academic aspects	9.1
2	Hasbro	9.1
3	Ocean Spray	9.0
4	CVS	9.0
5	Cultural tours & experience	6.7
6	Accommodation	9.2
7	Meals	6.4
8	The overall cost	7.0
9	Relationship with other participants	8.9
10	Organization & execution	9.3
11	Overall learning experience	9.1
Inha	Academic aspects	8.4
2	Samsung Electronics	6.3
3	Hynix	6.8
4	Incheon International Airport	7.3
5	Cultural tours & experience	8.4
6	Accommodation	7.6
7	Meals	7.9
8	The overall cost	7.8
9	Relationship with other participants	8.0
10	Organization & execution	7.9
11	Overall learning experience	7.8
Xiamen	Academic aspects	7.1
2	Septwolves	6.8
3	Anta Group	6.2
4	Dell	7.4
6	Cultural tours & experience	7.8
7	Accommodation	5.3
8	Meals	6.8
9	The overall cost	8.4
10	Relationship with other participants	8.8
11	Organization & execution	8.1
12	Overall learning experience	7.4

I. Le Havre

2. Please describe what you felt was the most useful aspect of the Program in the order of importance.

First response

Discover the French life style & culture.

Visit the house of champagne.

Site view to vineyard is interesting.

I could understand the culture of France with wine industry.

It was very good experience for me to understand France culture and industry, especially wine.

The French students did a great job organizing get-togethers to help everyone get to know one another better.

Second response

Logistics course about wine.

Everybody in a school was helpful and looks passionate for this program.

The French students did a great job organizing get-togethers to help everyone get to know one another better!

Third response

The site visit to Total was also very informative!

3. Please describe weaknesses that need improvement and how it should be improved.

First response

Try to put all students in the same building in the University Residence

Dorm has no internet access

Food

Live separately is not good for communication

Lack of information to do the project. Before do the project we need some more lecture.

It needs to spend time for lecture more. I think most of the time we just did team work

It would be good to have a few different places for lunch instead of eating in the same place for lunch everyday.

Second response

Make bigger welcome & good bye events

The dorm toilet is dirty and has no seat cover

More course (not enough)

Cannot get access to Internet in dorm

Using internet. It was almost impossible to use the internet in a dorm.

It would be good to organize some sort of cultural tour in France like we had in all the other countries.

Third response

Travel to vineyard take us 6 hours, that's too much.

There was too much class time that was devoted to our group project work.

II. URI

2. Please describe what you felt was the most useful aspect of the Program.

First response

The knowledge of the teachers

The theory discussed is practical and applicable for my work

Course

Take good care of each member

I could learn many things from site visit and lecture. It was related each other very well.

I think the most useful aspect was lecture and company tour

I felt that I learned a lot about Supply Chain Management that I didn't already know, and it was very useful and informative when we applied this to each site visit.

Second response

The welcome & support of the whole school team

The three companies visited have advanced marketing and managing ideas

Visit of enterprise

professor is very nice

Very good accommodation to get together and get along with.

The Boston tour was very good.

All of the site visits were also extremely informative.

I felt that I learned a lot about each company

Third response

Having dinner with Professor Hales in small groups was really good!

3. Please describe weaknesses that need improvement and how it should be improved.

First response

Lunches are out of the budget (in charge of the students)

University too far from everything

No lunch provided

It was difficult to go out without car, and there was just 2 participants from US.

I think that lunch should have been paid for by the school.

Second response

There doesn't need to be any lectures on the bus or any school work done on the bus on the way to site visits.

Third response

The trip to Boston should have included a trip to Harvard and maybe a bus tour of the city instead of just the Freedom Trail.

III. Inha

2. Please describe what you felt was the most useful aspect of the Program.

First response

The welcome & support of the whole school team.

Culture.

Mr. Kim takes good care of all the students.

I could learn cultural different through discussion with group after class.

The lecture was good to understand Korean culture.

Gaining a more detailed understanding of Korean economy and management practices.

The cultural experience of Korea was the best! I learned so much and was really able to experience the culture of the country. (The Korean students were great hosts).

I could have had experience for MBA course.

Second response

The rich culture & food experience.

Food.

Developing a better insight into cross-cultural differences (theoretically and practically through group discussion).

The presentation on Korean culture was really interesting! It was great to try on the traditional clothes and try the traditional desserts!

In my opinion, this program is more for cultural experience then for just studying.

Third response

Lesson

Experiencing Korean culture and food.

The food around the University was so cheap and so good!!!

I made good friends who are from France, America, China.

3. Please describe weaknesses that need improvement and how it should be improved.

First response

Develop business aspect of enterprise tour (interesting but to much "show room") (like you did after Samsung tour in classroom).

Temple stay is suffering.

In the site visit, there is no useful information. Just about the history of company.

Visiting Samsung and Hynix was not good.

Some of the site visits were informative but it would be helpful to have more senior staff engage with the group.

The Buddhist temple stay should not be the last night in Korea. It should be maybe in the middle of the stay in Korea.

I thought the examples of Korean industries were too much concentrated on Samsung.

Second response

Hynix visit is not so interesting

There was occasion conflict between students. It would be good to have an orientation at the start of the program to manage expectations and understanding of others.

There were too many presentations. It was very repetitive for everyone to give a presentation on each company.

Third response

It would be good to have 2 students and not 3 share an unit.

The PowerPoint presentation on Toyota was interesting but it was too long!

IV. Xiamen

2. Please describe what you felt was the most useful aspect of the Program in the order of importance.

First response

Experience with students from different countries and cultures will be the most valuable experience.
Very good welcome & final diner.
Visit of Septwolves and Anta.
Hotel view is perfect.
I could learn manufacturer in China and how they work.
I really enjoyed the city tour of Xaimen!

Second response

Building cross culture network will be valuable as well.
The beauty of the campus.
Cultural aspect.
The class outing to dinner and karaoke was a lot of fun!

Third response

Course.
The trip to get a traditional Chinese massage was very interesting and fun to experience.

3. Please describe weaknesses that need improvement and how it should be improved.

First response

Should select experienced students to attend this intensive study but there are fair number of students without any working experience which make this course less valuable at end.
The dorm (not in the same level like everywhere else).
Accommodation.
Classes should be improved, it's not that interesting.
There is no place to get together and discuss.
The site visits to Anta and Septwolves were not very informative. I felt that we learned more about the companies in other countries during site visits.
I do not see any weaknesses in this program. But I would like to say that the director in China should have cared of us more.

Second response

Nobody speaking English and in charge of the program waiting the students on the airport.
Hotel is old.
Just 2 people who can help us after class.
There wasn't enough group work. Too much time in class was spent listening to lectures.
I hope this program to be more practical than theoretical.

Third response

There is nothing about the Chinese culture. I wanted to learn about China.
It would have been nice if instead of giving everyone a Xaimen University card, if the school just provided lunch to everyone, maybe at the Hotel we stayed at. The food was very good there and everyone seemed to enjoy it!