

Course form to fill in (STP 2026)

Course title:

International Business Strategies

Staff responsible for the course:

Jean-Baptiste LION PINSON

Lecturers:

David Montens

1) COURSE PRESENTATION

Aims:

Draw up a list of competencies and/or skills that the student should have acquired or improved at the end of the course.

You must fill in the field under the format “the student should be able to...” using action verbs such as define, realise, control... *(This description should not take more than ten lines)*

At the end of the course, the student should be able to:

Define key concepts and frameworks in international and global strategy.

Analyze foreign environments using tools such as CAGE, entry-mode frameworks, and global integration–local responsiveness trade-offs.

Evaluate strategic options for international expansion, including acquisitions, partnerships, and digital internationalization.

Assess the capabilities and structures required to lead and manage a global firm effectively.

Examine sustainability challenges and **propose** responsible strategies for global value chains.

Develop and **present** coherent strategic recommendations using course concepts and case evidence.

Prerequisites:

You must not write courses' codes or names, but identify the preliminary skills as the knowledge or the know-how needed to efficiently follow this course.

Write it out in terms of knowledge and methodologies required to follow this course (this would help students from direct entry to position themselves). *(This description should not take more than five lines)*

A basic understanding of how firms operate, including fundamental strategic and organizational concepts.

Familiarity with core economic principles such as markets, competitive forces, and value creation.

Ability to interpret business cases and extract relevant strategic insights.

Course contents:

Here, an abstract of the course can be given or the different chapters of the course can be simply written down.

(The description should not take more than ten lines)

This course offers an introduction to the foundations of global strategy by examining major globalization trends and the analysis of international environments. It presents tools for evaluating host markets, with particular attention to the CAGE framework and other drivers of global competitiveness. Students explore strategic approaches to international expansion, including entry modes, cross-border acquisitions, and

broader global growth decisions. The course also addresses how multinational firms develop and organize their structures, capabilities, and coordination mechanisms to balance global integration with local responsiveness. Finally, it highlights the role of sustainability in international strategy, emphasizing corporate responsibility, ethical value chains, and long-term strategic resilience.

2) WORKING LOAD

Here, you should allocate the effective working load of the course, including an estimation of the personal work required from the student.

TABLE 1

Course's types	Number of hours	Notes
<u>Effective presence</u>		
- <i>Magistral Course</i>		
- <i>Interactive Course</i>	16	
- <i>Tutorials</i>		
- <i>Coaching</i>		
<u>Training from a distance</u>		
- <i>Video-conferences</i>		
- <i>Webinars</i>		
<u>Self-learning</u>		
- <i>Books 'readings</i>		
- <i>E-learning</i>		
- <i>Research</i>		
<u>Outdoors-training</u>		
- <i>In firms</i>		
- <i>Internship</i>		
<u>Personal work</u>		
- <i>Group Projects</i>	4	
- <i>Individual Projects</i>		
- <i>Personal work</i>	10	
Total working time for the student	26	

3) EDUCATIONAL METHODS

Tick here the different educational methods used:

- Coaching
- x Case Study
- E-Learning and/or Self-learning
- x Interactive courses
- x Presentations

- Projects
- Research
- Seminars
- Tutorials
- Visits

4) ASSESSMENT

Sum up briefly the course assessment's mechanism (two or three lines) in order to introduce the assessment's table that you have to complete below (table n°2).

You must also define clearly how feedback will be given to students (in accordance with the feedback policy).

Assessment combines individual and group work to evaluate students' understanding and application of international strategy concepts. Daily in-class MCQs provide continuous individual evaluation, while group case presentations assess collaborative analysis and communication throughout the course. A final group project consolidates learning through an integrative presentation. Feedback will be delivered verbally after presentations and through brief written comments on MCQs and group work.

List the assessment for each modality.

TABLE 2

Modality	Type of control	Length (h)	Number	Weighting (%)
<u>Continuous assessment</u>	Continuous assessment (CONT)			
	Mid-term exam (MIDT)			
	Participation (PARTN)			
	MCQ			20
<u>Final exam</u>	Oral final exam/Presentation (ORAL)			30
	Written final exam (ENDT)			
<u>Others</u>	Case study (CASE)			50
	Group Project (GPROJ)			
	Individual Project (IPROJ)			
	Written assignment (WRITTEN)			
	Exercises (EXERC)			
Total				100%

5) RECOMMENDED READING

Name of books (*indicate only three or four must-read references*) / Name of reviews:

Class books (to be supplied by the professor):

Reviews :
Prashantham, S. (2021). Partnering with startups globally: Distinct strategies for different locations. <i>California Management Review</i> , 63(4), 123-145.

Shimizu, K., Hitt, M. A., Vaidyanath, D., & Pisano, V. (2004). Theoretical foundations of cross-border mergers and acquisitions: A review of current research and recommendations for the future. *Journal of international management*, 10(3), 307-353.

[Structuring your organization to meet global aspirations, McKinsey, 2012](#)

Ahi, A., Baronchelli, G., Kuivalainen, O., & Piantoni, M. (2017). International Market Entry: How Do Small and Medium-Sized Enterprises Make Decisions? *Journal of International Marketing*, 25(1), 1-21. <https://doi-org.ezproxy.univ-catholille.fr/10.1509/jim.15.0130> (Original work published 2017)

Phillips, W., Roehrich, J. K., Kapletia, D., & Alexander, E. (2022). Global Value Chain Reconfiguration and COVID-19: Investigating the Case for More Resilient Redistributed Models of Production. *California Management Review*, 64(2), 71-96. <https://doi-org.ezproxy.univ-catholille.fr/10.1177/00081256211068545> (Original work published 2022)

Internet Resources:

Please indicate here if you use the school intranet site to put on-line documents and/or if you advise the visit of web sites to students.

Name of the Website	URL
IESEG MyCourses	