BUSI 2701F Fundamentals of International Business
Winter 2016

Class: Mondays 6:05 pm – 8:55 pm TB 210
Instructor: Dennis Sakalauskas
Office Hours: Fridays 12:00pm – 1:30pm DT 1009 A
Email: dennis.sakalauskas@carleton.ca

Undergraduate Calendar Description:
Introduction to the context and operation of international business. Topics include international trade theory, trade agreements and blocs, international finance, global marketing, international human resource management and global strategy.

Course Description:
International business is an aspect of human enterprise that impacts most people, governments and institutions around the world. Whether you are a consumer of a product imported from a foreign nation, the government of a developing country hoping to create jobs through investment from a multinational corporation, or a domestic company suddenly experiencing competition from an offshore firm, you are affected by the laws, agreements and institutions that govern international business. This course will examine the conceptual and practical aspects of international business and the management of firms operating in an international environment. Topics will include international trade theory, the international business environment, trade agreements and regional economic integration, and global strategy and marketing.

Learning Objectives:
1. Understand why countries and businesses engage in international trade.
2. Understand the economic, legal, political and cultural aspects of the environments in which multinational businesses operate.
3. Become familiar with regional economic organizations / agreements such as the European Union and the North American Free Trade Agreement, and International Trade Organizations such as the World Trade Organization.
4. Understand how basic business functions (e.g. marketing) are affected when operations involve multiple countries and cultures.

Course Restrictions: Open to all students except B. of International Business students.

Course Prerequisites: n/a
Methods Used to Evaluate Student Performance

A) Individual Participation 10%

B) Individual Assignments 20% (Best 2 out of 3)

C) Midterm Exam 20%

D) Team Presentation 20%

E) Final Exam 30%

Teams

Teams will be formed of 4 to 5 people and will be grouped at the first class. Each team must designate a person to coordinate the delivery of projects via CU Learn, as well as providing both a final printed and an emailed copy (see due dates in course outline).

NOTE: You are responsible for managing your team, including highlighting opportunities for the team to improve and to continuously offer recommendations for the team to work effectively and efficiently together. If teams have serious differences, then it required to show the Professor a detailed record of performance problems (i.e. emails, a file describing the problem, detailed challenges, detailed missed meetings, etc). I ask this of you, since this is in line with the human resources management of a modern company or organization. No more or no less.

Individual Participation

Managers, Directors and CEOs working in marketing, international business expansion, sales strategies and so on, must work in teams, present and must always be active participants in all aspects of the business. The same important principle (participation) applies to this course. The lectures are designed to be very interactive, so opportunities for class participation are at each class. In addition, countless opportunities for contribution and/or participation will also be available during the case study discussions, following team presentations and during brainstorm/team workshops throughout all classes.

Participation will be self-assessed each week starting the second session. The evaluation will consist of three key questions:

1. Preparation / Class participation
2. Qualitative assessment of your classroom interventions (4 – 5 brief questions after each class)
3. Opportunities to document examples of class participation to validate self-evaluation scores

To help you evaluate your quality of your participation in class, a grid is proposed below. Note: The Professor of this course reserves the right to change your score if I judge that your review does not match my (and/or your peers) perception and actual reality of your contribution in the course. Should this occur, I will communicate the change of your score to you by email.
**Recommended Individual Participation Self-Evaluation Grid**

**5/5 Excellent**

Student participation demonstrates serious preparation. The student has excellent skills in terms of expressing his/her ideas as well as active listening. Regular value-added ideas shared with the group. The student encourages group discussion. Always offers new ways of thinking to better the overall group’s strategic ideas. Most important, if this person was absent from class, the class would surely miss out, and discussions would be far less dynamic. Attends and participates in a meaningful way with relevant, useful questions and discussions at all “Presentation of a Business Model” Individual Presentations, for which they are not presenting.

**4/5 Very good**

Ideas shared are relevant and often pushes discussions in the right direction. The student’s opinion is well argued and defended. Arguments are always consistent. The student is a key drive to class discussion. The student is an important person to the group’s discussion. Most important, if this person was absent from class, the class would surely miss out, and discussions would be less dynamic. Attends and actively participates in all “Presentation of a Business Model” Individual Presentations, for which they are not presenting.

**3/5 Good**

Students ideas are shared with the class are often relevant, but generally do you not guide discussions to new paths or to help present new ideas. Arguments are sometimes coherent and structured. This person is a positive element to the class. Attends most of the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

**2/5 Non-participant**

No participation. The student is not prepared and/or does not share ideas in the class. Does not attend the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

**1/5 Non-satisfactory**

Might provide conversation or dialogue, but the ideas are rarely relevant. The student’s arguments are not coherent, and the dialogue is often disruptive to the class. The participation does not help guide the discussion in an effective direction or to be beneficial to the class. Does not attend the “Presentation of a Business Model” Individual Presentations for which they are not presenting.

**0/5 absent; unjustified**

Value: 10% of total course grade.
Individual Case Studies Application Exercises

The aim will be to implement a specific international business model which is related to the previous sessions. Content must always consider international business strategies and tactics, international marketing practices, including modern online marketing and selling strategies on the international scale as well as management strategies. Moreover, content must be presented considering international business, expansion, but most importantly international marketing and sales strategies. These exercises provide the opportunity to practice strategic factors, recognize emerging strategies in international business and analyze cultural differences in management and business.

Each student will complete an individual analysis of three (3) cases (with the best 2/3 marks considered for the final case studies mark). The analysis is submitted as a 3-page report maximum that covers your analysis and recommendations (1.5 line space, 11-point arial, one inch margins). The 3-page limit does not include cover page and appendices.
Please be sure to number each (bottom right corner), and to include a title page to include Professor’s first and last name, course code, number of pages, student’s first and last name as well as student number. Paper only is required (folders are not necessary).

See CU Learn APPENDIX #1 for the SAMPLE of GRADING RUBRIC, which includes more details regarding recommended format and the evaluation criteria for the individual case study application exercises for this course.

Value (Best 2/3 cases): 20% of total course grade.

Final Team Presentation:

A Case Study of a Brand in an Emerging Country

This team based assignment includes a team presentation. More specifically each team should encompass an international business plan for a product or service aimed at the consumer market that a Canadian firm, small or large, has launched in an emerging country. This must be a tangible good that is culturally grounded. For this teams are to act as consultants for a firm that operates in the international field. The presentation should be developed with the assumption that it is being presented to the company’s CEO, Marketing Director, Sales Director or the company’s Board of Directors.

Students are required to identify a suitable business and this process should begin as soon as is possible after the course start dates. The project proposal is due at the beginning of class January 25th.

Students will analyze and develop strategies that will allow a business to grow, gain market leadership, and most importantly be sustainable over a long period of time on an international scale. This should also include the financial implications of the recommended international business strategies.

The primary objective of this team project is to apply knowledge of theories and concepts to analyse the experience of a company that is engaged in international business. The secondary objectives of this exercise is to provide the opportunity to develop: (1) research skills by undertaking research and data collection, (2) analytical skills by learning to analyse and interpret the data collected, and (3) communication skills by presenting the team’s recommended strategies for International Business.
**Project Proposal**

A project proposal has to be submitted at the beginning of class on **by January 25th**. This proposal is not graded but it must be approved before moving to step 2. It is a 1-page report highlighting the following:

- Briefly describe the company and its product/service
- Primary and Secondary Research sources
- Current challenges the business faces from an international business standpoint

**NOTE:** Late submissions will not be approved

**Team International Business Plan Project:**

The recommendations will be presented by each team. The Team’s Presentation must always consider international business strategies related to the growing Canadian business selected. Moreover, content must also reflect international expansion, international marketing, sales management, online marketing and employee management strategies – considering international business at all times. These exercises also give students the opportunity to practice strategic factors, recognize emerging international business strategies and analyze web business on global scale for growing international businesses and organizations.

**Timeline:**

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<th>Objective</th>
<th>Due Date</th>
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<td>Step #1:</td>
<td>Project Proposal</td>
<td>January 25&lt;sup&gt;th&lt;/sup&gt;</td>
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<tr>
<td>Step #2:</td>
<td>Primary Research Interview</td>
<td>Completed by February 22&lt;sup&gt;nd&lt;/sup&gt;</td>
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<tr>
<td>Step #3:</td>
<td>Team Presentations</td>
<td>See Course Outline for Specific Dates</td>
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**Team Presentations:**

Presentations will be a maximum of 15 minutes (excluding questions from the audience), with each team member given the opportunity to present at least one slide. All presenting teams must bring a copy of their PowerPoint or Prezi slides to the presentation and also email the presentation and PowerPoint or Prezi notes, before the presentation.

Value: 20% of total course grade.

**NOTE:** See CU Learn APPENDIX #2 for **SAMPLE of GRADING RUBRIC**, which includes the recommended format as well as the evaluation criteria for the Team Presentations for this course.

**Midterm Exam**

The Midterm Exam will be held during week # and will be based on all lectures, textbook chapters 1 – 8, discussions and materials covered in class to that midterm exam date.

Value: 20% of total course grade.
Final Exam
The Final Exam will be held during the formal exam period and will be based on all lectures, textbook chapters, discussions and materials covered in class.

Value: 30% of total course grade.

Course Policies:
The standards of professionalism apply.

E-mail guidelines:

• **Account**: Always use your university account. **Only e-mails from a Carleton University e-mail address accounts are guaranteed to receive a response.** E-mail from other domains (gmail, hotmail, yahoo...) may be automatically treated as spam.

• **Response Time**: Emails will be responded during business days (Monday – Friday) and please assume at least 24 hours to hear back. Therefore, it is always best to e-mail far in advance with questions / comments. **There is no guarantee for an immediate response to an e-mail which was sent the day before a class or the day before the due date for a paper submission.**

• **Text Field**: Try to follow the Owner or Manager of a Growing Enterprise and/or professional business etiquette. When communicating via e-mail, try to keep things as simple and clean as possible, but also specific and detailed. It is recommended to always use your full name, team name/number and student number as signature, to encourage clear identification, but also clear communication.

• **E-mail in general**: Consider that there are opportunities to ask questions directly in class, or during office hours, that can be answered more effectively as opposed to waiting for an e-mail response. While e-mail is certainly an effective communication method, it is not always the best source.

Academic integrity statements:

• It is mandatory to include the signed academic integrity statement with each submission for this course. **Due to university guidelines, assignments cannot be accepted or marked if the university academic integrity form is not submitted and signed by all authors of the work. Any submission without the academic integrity statement will automatically result in a score of zero.** The forms are accessible on this syllabus.

Late submissions:

• Policy is 10% per day late (starting immediately after the beginning of the class of the submission date). Note therefore, reports submitted at the end of the class are also considered submitted as late. Since the course occurs once per week, to avoid being multiple days late, students can e-mail their late report to the Professor and the policy will be applied at the time of the email. After e-mailing the report, **students must bring a printed version to the Professor’s next available office hours of that week.**
Request for deferrals:

- Requests for a deferral for a report submission due to medical reasons or due to a scheduling conflict must go directly to the Registrar’s Office and request a deferral.

Please note that it is not possible to submit extra course work in order to improve your mark.

Additional Information

Course Sharing Websites
Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

Required calculator in BUSI course examinations
If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII.

Group work
The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

- **A+** = 90-100
- **B+** = 77-79
- **C+** = 67-69
- **D+** = 57-59
- **A** = 85-89
- **B** = 73-76
- **C** = 63-66
- **D** = 53-56
- **A -** = 80-84
- **B -** = 70-72
- **C -** = 60-62
- **D -** = 50-52
- **F** = Below 50
- **WDN** = Withdrawn from the course
- **ABS** = Student absent from final exam
- **DEF** = Deferred (See above)
- **FND** = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

Academic Regulations, Accommodations, Plagiarism, Etc.
University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university’s website, here:
http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/
Requests for Academic Accommodations
Academic Accommodations for Students with Disabilities

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is November 6, 2015 and for the April 2016 exam period is March 6, 2016.

For Religious Obligations:
Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton’s Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

For Pregnancy:
Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/.
**Assistance for Students:**
Student Academic Success Centre (SASC): www.carleton.ca/sasc
Writing Tutorial Services: http://www1.carleton.ca/sasc/writing-tutorial-service/
Peer Assisted Study Sessions (PASS): www.carleton.ca/sasc/peer-assisted-study-sessions

**Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you’re having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! [http://sprott.carleton.ca/students/undergraduate/support-services/](http://sprott.carleton.ca/students/undergraduate/support-services/)

Be in the know with what’s happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

**Important Information:**
- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- Please note that you will be able to link your CONNECT (MyCarleton) account to other non-CONNECT accounts and receive emails from us. However, for us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CONNECT address. Therefore, it would be easier to respond to your inquiries if you would send all email from your connect account. If you do not have or have yet to activate this account, you may wish to do so by visiting: [https://portal.carleton.ca/](https://portal.carleton.ca/)

Mondays 6:00pm – 8:50pm

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<th>Lecture Theme &amp; issues</th>
<th>Relevant Article Readings</th>
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<td>January 11</td>
<td>Introduction to International Business</td>
<td>Chapter 1</td>
<td>Review Course Outline; Teams</td>
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<td>January 18</td>
<td>Globalization Does Made in Canada Matter? Qualitative &amp; Quantitative International Expansion Objectives</td>
<td>Chapters 1 &amp; 2</td>
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<td>January 25</td>
<td>Country Differences in the Political Economy The Cultural Environment</td>
<td>Chapters 2 &amp; 3</td>
<td>Participation #1</td>
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<td><strong>Cases:</strong> Tim Hortons (Pg. 37) Why Did Walmart Fail in Germany? (Pg. 84)</td>
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<td>February 1</td>
<td>Ethics in International Business International Trade Theories</td>
<td>Chapters 4 &amp; 5</td>
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<td><strong>Cases:</strong> Etch-A-Sketch-Ethics (Pg. 161) Pizza Wars (Pg. 170)</td>
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<td>Cross-Border Trade &amp; Investment The Political Economy of International Trade Foreign Direct Investment</td>
<td>Chapters 6 &amp; 7</td>
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<td><strong>Cases:</strong> Clearwater Seafoods (Pg. 207) Retailers in India (Pg. 232 – 233)</td>
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<td>February 15</td>
<td>Reading Week</td>
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<td><strong>Cases:</strong> TV in Greece (Pg. 270 – 271)</td>
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<td>February 29</td>
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<td>March 7</td>
<td>The Foreign Exchange Market</td>
<td>Chapters 9, 10 &amp; 11</td>
<td>Currency in Malawi (Pg. 336 – 337)</td>
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<td>The Global Monetary System</td>
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<td>Ford’s Global Strategy (Pg. 368 – 369)</td>
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<td>New Strategy – Loblaw Companies (Pg. 391)</td>
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<td>March 14</td>
<td>Global Strategy</td>
<td>Chapters 12 &amp; 13</td>
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<td>Entering Foreign Markets</td>
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<td>Canadian Banks Around the World (Pg. 430)</td>
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<td>March 21</td>
<td>Global Marketing and R&amp;D</td>
<td>Chapters 14 &amp; 15</td>
<td>Burberry’s Global Brand Strategy (Pg. 456 – 457)</td>
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