



**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4708
2016/FALL
INTERNATIONAL EXPANSION AND OPERATION**

Instructor: Dr. Frank Jiang

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Phone Number: 613.520.2600, ext. 1502

Course meets: Monday, 19:05 – 21:55 (Southam Hall 317)

Pre-requisites & precluded Courses:

Fourth-year standing in B.Com. B.I.B., and BUSI 3703 or BUSI 2702

Course Calendar description from the 2016/2017 University calendar:

Internationalization process. Methods of international expansion including exporting, greenfield investment, acquisition, joint venture, and licensing. Theories of international market selection, investment location, and market service.

Course Description and Objectives:

This course introduces various aspects of international expansion and operation from a manager's perspective. It provides the students with the basic knowledge for a career or further study in international business. The main objective of the course is to help the students understand why firms expand overseas and the challenges firms face in operating business in foreign markets. The opportunities and problems, which arise when business operations become international in scope or character, will be examined. This course seeks to integrate and expand on the principles and tools from other international business courses. The emphasis is two-fold. First, consideration is given to the characteristics and contemporary dynamics of the world economy. Second, analysis is made of the development of the multinational enterprises and of the adaptations of managerial functions due to internationalization.

Pedagogical Approach

The course orientation is pragmatic and managerial. Through case studies, class discussions, assigned readings, and lectures, the students are expected to develop the skills

for analyzing situations and formulating practical solutions in an international business context.

The course relies heavily on case materials. By the use of the case method, students are placed in simulated managerial roles where they can apply theoretical principles to real business issues. Student preparation, presence, and participation are essential for this teaching approach to work. Case preparation must go beyond descriptive facts from the case. During class discussion, however, students must back up their arguments with the facts from the case.

Most classes will also include a short lecture and discussion to stress important concepts concerning the topic under study. It is assumed that you have read the assigned readings prior to class and are ready to discuss them.

The class will be divided into groups, each consisting of four students for case presentation and case write-ups. Group membership is due by Sept 19. Once a group is formed, its composition cannot be changed without the instructor's approval. Under certain circumstances, the instructor reserves the right to change the composition of a group.

Reading(s)/Textbook(s):

There is no prescribed textbook for this course. A list of readings has been compiled for the course. The "Library Reserves" section in CuLearn provides PDFs of or hyperlinks to all readings.

Coursepack:

A customized coursepack has been created for the course at the Ivey Publishing Website. You can purchase the coursepack at <https://www.iveycases.com/CoursepackView.aspx?id=9700>.

Course Requirements & Methods of Evaluation:

Grade Components:

The breakdown of the total grade is as follows:

Group case presentation	15%
Group case write-ups (6%*2)	12%
Individual case write-ups (6%*3)	18%
Quizzes (5%*2)	10%
Individual class participation	20%
Final case report	25%
Total	100%

Missed Classes, Assignments and Quizzes

Students unable to write the quizzes, participate in case presentation, or complete assignments on time because of illness or other circumstances beyond their control must contact the instructor in writing to request a deadline extension or accommodation.

Extension may be granted when supported by a medical certificate and or appropriate documents to support the reason for the deferral. Extended deadlines or accommodations are

not granted for students who have made travel arrangements that conflict with class schedule.

Group Case Presentation:

In each case study class, one group will present a formal analysis of the case to the class. The purpose of this activity is to help you develop in-depth understanding of the case material and, equally important, to enhance your analytical, presentation, and teamwork skills. Groups will be formed during the first week of the term. The presentation case will be randomly assigned to each group. The presenting group will have 20-25 minutes to present its analysis of the strategic and managerial issues in the case and recommend a course of action. The presentation will be followed by 5-10 minutes of Q&A. The audience is encouraged to constructively critique the analysis and recommendations. The instructor will continue to facilitate case discussion among all students following the Q&A.

The group is asked to assume the role of consultants to the case organization, and to assume that the members of the class comprise the organization's management team. There is no fixed format for the presentation. However, an effective presentation typically requires identifying the key issues and decision requirements, analyzing the practical situation based on case material, considering the options and their pros and cons, and arriving at a decision and action plan. The case method requires that each student, including presenters, has access to the same information. Therefore, searching for external information beyond what is provided in the case is unnecessary and, in fact, strongly discouraged.

Presentations will be evaluated based on content and delivery. For content, students are expected to apply appropriate concepts, tools, and frameworks from this and other courses, and support assessments and conclusions with evidence and data drawn from the case. Also make explicit any assumptions you have made in the course of your analysis. For delivery, emphasis is put on the logic and flow of the presentation and the helpfulness of slides and other aids used in the presentation. The presenting team must email a copy of its presentation to the instructor before the class begins.

All group members must participate in the presentations. Any students unable to do so due to illness or other circumstances beyond their control must contact me via email prior to the class for which the presentation is scheduled. I may allow an alternative individual assignment when the absence is supported by appropriate documents. Other team members must make the presentation as scheduled.

Group Case Write-ups:

Each group is required to submit two case write-ups (500-word, one-page, single-spaced). The purpose of this assignment and individual case write-ups (see next section) is to provide you with insights into case material and to improve your analytical skills. The write-ups should be prepared in memo format from the perspective of the decision maker in the case. **A group must submit its first group case write-up by Oct 3 and the second by Oct 31.**

Individual Case Write-ups:

Each student is required to individually submit three case write-ups using the same format as group case write-ups. You must not discuss individual case write-ups with your peers. Any violation of this requirement may lead to a grade of zero for this assignment. **You must submit your first individual case write-up by Oct 31 and the second by Nov 21.**

A case write-up should include three main sections: issue identification, analysis, and recommendations. You need to identify the key issue(s) and decision(s) to be made in the first section. The analysis section, which is the most critical part of the report, should contain your evaluation of organization and industry situations and your analysis of main strategic alternatives. You need to present your decision(s) with regards to the key issues in the recommendations section. Sample case write-ups will be posted in CuLearn.

All case write-ups must be submitted electronically through cuLearn by the beginning of each corresponding class. Hard copies are *NOT* required. For example, we will discuss the “IMAX” case on September 26. A write-up, either group or individual, for that case must be submitted by 19:05, September 26. A late submission will result in a loss of 50% of the originally assigned grade and I will not accept any submission one hour after the deadline. For group case write-ups, a group need to submit only one copy. One must not submit an individual case write-up and a group one on the same case. Similarly, a group or a member of the group must not submit a case write-up on the same case that the group will be presenting in class.

Guideline questions for each case will be provided in CuLearn. However, you need not explicitly answer the questions in your write-ups. The guideline questions mainly serve to provide direction on how to focus on the main issues in a case. Again, searching for external information beyond what is provided in the case is unnecessary and strongly discouraged.

Quizzes:

You will be writing two quizzes on Oct 31 and Nov 28 respectively. In these in-class, case-based quizzes you will be given a brief case (usually a newspaper article) and asked to answer a few short-answer questions. The main objective of these quizzes is to reinforce the understanding of key concepts and frameworks from the course and the ability to apply them to real-life examples. In order to prepare for the quizzes, students should read the assigned material before coming to class and take complementary notes during class. Powerpoint slides will be posted on CuLearn.

Class Participation:

Class participation is comprised of two independent components: class attendance is worth 5% and individual contribution 15%. In this class, I hope that we provide each other with a “riskless” environment in which we can test our ideas, enhance our communication skills and improve our decision-making effectiveness. Willingness to participate and to test new ideas is not only important; it is the central ingredient of this course. It is important to appreciate that every student is a co-producer of the class discussion, and thus it is important

that every class member listen carefully to one another and attempt to build on or constructively critique prior comments.

There are likely to be times when you will experience frustration at not being called upon. To preserve order and fairness, the instructor requests that you speak only when called upon. Participation grades will be based on the quality and quantity of one's in-class comments. The following four-point scale guideline indicates how I evaluate individual contribution. Your final participation mark is determined by the recorded results throughout the semester.

Level of Contribution		Examples
None	0	<ul style="list-style-type: none"> • Not prepared for or not involved in class discussion
Facts	1	<ul style="list-style-type: none"> • Responds to questions about case facts • Seeks or offers clarification of points raised by others
Analysis	2	<ul style="list-style-type: none"> • Offers clear, concise analysis relevant to class discussion • Applies theoretical concepts to case materials • Well-supported challenge to, or defence of, views expressed by self or others • Provides constructive feedback to class discussion
Synthesis	3	<ul style="list-style-type: none"> • Ties viewpoints together and suggests management implications • Introduces original ideas and supports them with theoretical concepts and case facts • Takes risks in attempting to answer difficult questions • Stimulates productive discussion among class members

Final Case Report:

At the end of the semester, you will analyze a case and formulate recommendations that address the decision(s) to be made in the case. The case for the final report will be announced on Dec 9. The case is not included in your coursepack and needs to be purchased separately at the Ivey Publishing Website. You may prepare the case report individually or in teams, but teams must not exceed two persons. The final report is due on the noon of Dec 17. A late submission will result in a loss of 20% of the originally assigned grade.

The report should include four main sections: executive summary, introduction, analysis, and recommendations. You need to identify the key issue(s) and decision(s) to be made in the introduction section. The analysis section should contain your assessment of critical industry and firm characteristics and your analysis of main strategic alternatives. You need to explain your decision criteria and strategic priorities. The recommendations section should present your decision(s) with regards to key questions in the case and a brief yet specific action plan. You should only draw on the information provided in the case. Apply appropriate conceptual frameworks learned in class to your analysis. The report should be written in business-style format – use short paragraphs and even shorter sentences, self-explanatory headings, copious graphs and tables. The judicious use of point form is acceptable as long as it adds clarity to the text. The word limit is 2,500 for the final case report (single-spaced), excluding exhibits and tables.

The following websites provide useful information on how to write executive summaries.

- https://www.umuc.edu/writingcenter/writingresources/exec_summaries.cfm
- <http://writing.colostate.edu/guides/guide.cfm?guideid=76>

- <http://www.csun.edu/~vcecn006/summary.html>
- <http://unilearning.uow.edu.au/report/4bi1.html>

Course Schedule:

Date	Topics and Learning Materials
Sept 12, Introduction	<p>Introduction: Expanding abroad and international context</p> <p><u>Readings:</u> Chapter 1 (Pages 1-13 only). Expanding abroad: motivations, means, and mentalities. In Bartlett, C., Ghoshal, S. & Beamish, P. (Ed.). 2008. Transnational management: text, cases, and readings in cross-border management. Boston, MA: McGraw-Hill/Irwin.</p>
Sept 19, Case study	<p><u>Case:</u> Global Wine War 2009: New World versus Old</p> <p><u>Readings:</u> Porter, M. 1990. The Competitive Advantage of Nations. Harvard Business Review, 68(2): 73-93. Boston Consulting Group. 2014. Five things every CEO must do in the next era of globalization</p>
Sept 26, Case study	<p><u>Case:</u> IMAX: Expansion in BRIC Economies</p> <p><u>Readings:</u> Ghemawat, P. 2001. Distance still matters: The hard reality of global expansion. Harvard Business Review, 79(8): 137-147. Khanna, T. 2014. Contextual intelligence. Harvard Business Review, 92(9): 58-68</p>
Oct 3, Case study	<p><u>Case:</u> Jollibee Foods Corporation (A): International Expansion</p> <p><u>Readings:</u> Chapter 4. Transnational: The Emerging Organization Model. In Bartlett, C. & Ghoshal, S. 1998. Managing across borders: the transnational solution. Boston, MA: Harvard Business School Press. Tsange, E. 1999. Internationalization as a Learning Process: Singapore MNCs in China. Academy of Management Executive, 13(1): 91-101.</p>
Oct 10	Thanksgiving
Oct 17, Case study	<p><u>Case:</u> Lincoln Electric</p> <p><u>Readings:</u> Khanna, T., Palepu, K., & Sinha, J. 2005. Strategies that fit emerging markets. Harvard Business Review, 83(6): 63-76. Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. Harvard Business Review, 85(3): 58-68.</p>
Oct 24	Fall break
Oct 31, Case study Quiz 1	<p><u>Case:</u> Alpes S.A.: A Joint Venture Proposal (A)</p> <p><u>Readings:</u></p>

	<p>Chapter 7. The Design and Management of International Joint Ventures. In Beamish, P., Morrison, A., & Rosenzweig, P. (Ed.). 1997. International management: text and cases. Burr Ridge, IL: Irwin.</p> <p>Sebenius, J. 2002. The hidden challenge of cross-border negotiations. Harvard Business Review, 80(3): 76-85.</p>
Nov 7, Case study	<p><u>Case:</u> Mattel and the Toy Recalls (A) [TBD: Part B]</p> <p><u>Readings:</u> Donaldson, T. 1996. Values in tension: Ethics away from home. Harvard Business Review, 74(5): 48-62. Smith, C., Ansett, S. & Erez, L. 2011. How Gap Inc. Engaged with its Stakeholders. MIT Sloan Management Review. 52(4): 69-76.</p>
Nov 14, Case study	<p><u>Case:</u> BRL Hardy: Globalizing an Australian Wine Company</p> <p><u>Readings:</u> McKinsey. 2014. The past and future of global organizations Birkinshaw, J., Bouquet, C. & Ambos, T. 2007. Managing Executive Attention in the Global Company. MIT Sloan Management Review. 48(4): 39-45</p>
Nov 21, Case study	<p><u>Case:</u> Silvio Napoli at Shindler India (A)</p> <p><u>Readings:</u> Boston Consulting Group. 2015. Think you need an emerging-markets strategy? Think again. Bartlett, C., & Ghoshal, S. 2003. What is a global manager? Harvard Business Review, 81(8): 101-108.</p>
Nov 28, Case study Quiz 2	<p><u>Case:</u> Grupo Bimbo</p> <p><u>Readings:</u> Ghemawat, P. & Hout, T. 2008. Tomorrow's global giants? Not the usual suspects. Harvard Business Review, 86(11): 80-88.</p>
Dec 5, Case study	<p><u>Case:</u> Shanggong Group: Chinese Challenger Acquires German Premium Brands</p> <p><u>Readings:</u> Sauvant, K., Wolfgang, A., & McAllister, G. 2010. Foreign direct investment by emerging market multinational enterprises, the impact of the financial crisis and recession, and challenges ahead. In Sauvant, K., A. Wolfgang, & G. McAllister, (Eds.), Foreign direct investment from emerging markets: The challenges ahead. New York: Palgrave Macmillan. Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. Harvard Business Review, 85(3): 58-68.</p>
Dec 9 (Friday), Case study * Announcement of the final report case.	<p><u>Case:</u> Inglot: Conquering the World</p> <p><u>Readings:</u> Santos, J. & Williamson, P. 2015. The new mission for multinationals. MIT Sloan Management Review, 56(4): 45-54.</p>

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, 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

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*). **Requests made within two weeks will be reviewed on a case-by-case basis.** After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (*if applicable*).

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 and instructors can confirm accommodation eligibility of a religious event or practice by referring to the Equity Services website (<http://carleton.ca/equity/accommodation/religious-observances/>) for a list of holy days and Carleton's Academic Accommodation policies. If there are any questions on the part of the student or instructor, they can be directed to 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; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-

time studies; suspension from all studies at Carleton; expulsion from Carleton, 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/>.

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/>
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.
 - 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 CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>
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