



**STRATEGIC MANAGEMENT FOR INTERNATIONAL BUSINESS
BUSI 4709B WINTER 2021**

Instructor:	Cheryl Volesky Email: cheryl.volesky@carleton.ca
TA:	TBA
Class Schedule:	Wednesday 8:35 – 11:35 plus tutorial 11:35–12:25 Big Blue Button group meetings may be scheduled anytime from 8:30 to 12:30 Please consult schedule on cuLearn
Office Hours:	Available for consultation by prearranged appointment by ZOOM or Big Blue Button (through cuLearn). I also provide a high level of email and phone support. Due to the Covid-19 pandemic, no in-person meetings will be possible.
Technical Requirements:	Webcam, microphone & secure broadband internet connection (3G or 4G/LTE) Speakers and a microphone – built-in or USB plug-in or wireless Bluetooth A webcam or HD webcam – built-in or USB plug-in Group video using ZOOM requires: <ul style="list-style-type: none"> ▪ 720p HD video: 1.5Mbps/1.5Mbps (up/down); ▪ Receiving 1080p HD video requires 2.5 Mbpa (up/down); ▪ Sending 1080p HD video requires 3.0Mbpa (up/down)
Modality:	Online: approximately 14.5 hours (30%) asynchronous (pre-recorded) and 33.5 (70%) hours synchronous (done in real time via ZOOM or Big Blue Button)
Pre-requisites & Precluded Courses:	Fourth year standing in B. Comm (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement. Precludes additional credit for BUSI 4609

Course Calendar Description from the 2020/2021 University calendar:

Development and implementation of strategies within and across international markets. Emphasis on developing strategic perspectives that incorporate the environment, the state of the industry, and the capabilities of the firm. Integrates skills, concepts and theories learned in functional areas.

Reading(s)/Textbook(s):

There is no textbook for this course; rather, a list of readings has been compiled. Most of the required readings are available through the “Library Reserves” section in cuLearn (called Ares – it is found on the lower right hand side of the course home page). Just below Library Reserves it will say “View course in Ares”; if you click on this, it will open up the reading list and you can access the readings. You will also responsible for reading two book chapters (Chapter 9 on Venture Capital and Chapter 11 on Corporate Governance) and these are available through the Marketplace simulation. These two chapters are included in the price of the simulation that you must purchase through Marketplace <http://www.marketplace-simulation.com/>.



Course Description and Objectives:

In an international business context, managers need to make critical decisions that transcend functional areas. As a capstone course, Strategic Management for International Business brings together ideas and skills learned in functional areas (e.g. marketing, finance, accounting, human resource management, supply chain management etc.) into a coherent whole. Even though you may be concentrating in a particular functional area of business, you are likely to move into positions with increasing management responsibility as your career progresses. This integration will underscore how the functional elements of a business are interrelated and equally important.

Strategic Management for International Business is concerned with the challenges of developing and implementing strategies in global industries. This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that link the environment, the state of the global industry and the capabilities and position of the firm.

Specifically, this course addresses the following key strategic choices and challenges facing global firms:

1. Where to compete?
2. Which products to offer around the globe?
3. Where to locate the various activities of the firm?
4. How to position and leverage competitive advantage?
5. How to implement a global strategy?

Student Learning Outcomes:

1. Students will be able to apply key strategic concepts such as corporate strategy, business strategy, driving forces, key success factors, value chain analysis, economies of scope, core competencies and sustainable competitive advantage when analyzing a firm.
2. Students will be able to apply conceptual frameworks and models such as SWOT, Porter's Five Forces Model of Competition, and the Product Life Cycle Model to evaluate and analyze practical business problems.
3. Students will be able to articulate strategic perspectives that link the internal and external environment, the state of the global industry and the capabilities and positioning of the firm by constructing a business plan and analyzing the effectiveness of that plan over a two year period while questioning the underlying assumptions and using balanced scorecard results to verify their progress and making needed adjustments.

4. Students will be able to integrate the functional knowledge acquired in previously taken business courses to evaluate the relative importance of each business function and the interdependencies of business functions to firm performance and identify possible causes of firm performance in a global context.
5. Students will be able to assimilate and evaluate the cross-functional and interdependent nature of strategic business decisions by creating defensible corporate, business, and functional level strategies for a global firm.
6. Students will be able to apply business writing skills by constructing professional reports, meeting agendas, formal letters, and PowerPoint slides.
7. Students will be able to demonstrate oral competency by presenting their strategies and results in weekly management meetings, a venture capital fair and a final report to the board of directors.
8. Students will be able to develop team skills by working and contributing to an interdependent, collaborative, and professional team environment.

Email Policy

The best way to reach the professor is by email. **Please be sure to indicate BUSI 4709B in the subject line**, so that I will know which of the classes I'm teaching, that you are taking. In keeping with Carleton University policy, your Carleton email address must be used for all enquiries. I do not read emails which come through any other accounts like gmail accounts. I do not respond to student emails over the weekend. During the work week I will endeavor to answer your emails within 24 hours; you should not expect an immediate response. I do not answer email questions that have already been discussed and answered in class, previous emails and/or are the answers are posted in cuLearn. Please use the cuLearn Forum (discussion board) to ascertain whether your classmates can assist you and check cuLearn and class emails first for any answers to your questions before emailing me.

Zoom and Big Blue Button Classes/Meetings

Some classes will be held using the ZOOM platform and some will be prerecorded. If you do not already have a ZOOM account, you must create a free ZOOM account. This can be done by going to (<https://zoom.us/>) and using your Carleton email address (e.g., Firstname.Lastname@carleton.ca) – **DO NOT** use your gmail account. When ZOOM classes/meetings are scheduled, a class/group meeting link and passcode will be posted on cuLearn. At the appointed time (preferably a minute or two before) you can click on the Zoom meeting link and enter the meeting passcode and sign in using your Zoom account and password. I will then admit you to the class/meeting. To make things simple, you have the option to download a Zoom meeting app to your device (<https://zoom.us/download>) and this will give you near instant access.

Zoom classes may be recorded by the professor. The red light in “record” found on the Zoom toolbar will inform you that the class is being recorded. A recording may or may not be posted after the session in which the recording occurred. Any recordings are meant for the viewing purposes of only those students enrolled in the class and students are not authorized to make a copy of the recorded class; any sharing of any recording is strictly prohibited. The instructor and the TAs may view the recordings for grading and any other academic and/or administrative reasons.

Meetings will typically take place in Big Blue Button found in cuLearn. This platform is very useful as it allows students to meet virtually to work on their case study. Only your group members and the instructor and the TA have access to your Big Blue Button group meeting place. If a session is to be recorded the person recording it must notify all participants of their intention to do so.

If a student has any concerns about privacy issues, this person must bring this issue to the attention of the instructor within the first week of classes so that reasonable accommodations may be made.

Course Material Sharing Policy

Students are not permitted to audio or video record any portion of the class lectures or presentations, nor are you permitted to make digital images of the lecture slides. If you feel that you require this form of accommodation, please contact the Paul Menton Centre to formally request accommodation.

Student or professor created materials which include all videos, lectures, presentations, notes, slides, case studies, assignments and exams remain the intellectual property of the author(s). They are intended for personal use only and may not be reproduced or redistributed without prior written consent of the author(s).

Course Requirements and Student Deliverables:

Business Simulation: Do not register for the simulation until the instructor assigns you to a group as a group specific code is required depending on which simulation you are assigned to. This will be done on the first day of class after the groups have been formed, or sooner if groups are formed prior to the commencement of the course.

To access the Marketplace Business Simulation, International Corporate Management simulation go to: (<http://www.marketplace-simulation.com/>). The business simulation (including the two textbook chapters that are included in the price) is a requirement for this course and must be purchased by every student. It costs \$97 USD which you will pay directly on the website. It is **NOT** possible to share or borrow a license as there will be some assessments that you will do on the website such as three peer evaluations. The simulation groups will be made up of five students. There will be two separate simulations running in the class at the same time. You will be assigned to either **CVol-4709 Winter20 Game1** or **CVol-4709 Winter20 Game2** by your instructor. I will post the groups on cuLearn and I will also email you the list of groups. After being assigned to a group and a game (either game1 or game 2), please ensure that you register in the correct game. I recommend that you print off the class schedule as there are many readings and submissions related to the game that must be done on time. Missing a submission deadline can put your team at a disadvantage so please be sure to submit your entries after all members of your group have finished entering their data. The data processes automatically at 9 p.m. (21:00) on Sundays (according to the class schedule) and this time is not negotiable since each group's entries affect each other and are processed simultaneously. Please be sure to designate someone in the group to submit your final agreed upon entries so that they are processed on time. As you will need to analyze the results of your entries every quarter (there are 8 quarters as the time frame for the game is two years – refer to the class schedule for due dates), please be sure to schedule a time to meet with your group to discuss your results prior to your executive briefing with your coach “in class” where your results in that quarter will be reviewed. In addition you are required to email me a professional meeting agenda the day before the meeting (Tuesday by 8 p.m.). Although the time frame is set as two years, in reality each quarter corresponds more closely to one year if one considers what the evolution of the computer industry was like in its early years. Please keep this in mind when adjusting and launching your products.

Choosing a regular time for your group meetings is helpful. This can be easily done in Big Blue Button by just clicking on the icon - only your group members, the TA and the instructor are able to join in when using this platform so it is highly secure and always available. This is also where your executive briefings will be held. You are required to prepare an professional agenda with key issues/problems outlined for your Wednesday meetings (as per the schedule) with your coach (who will be either the course instructor or the TA on an alternating basis) and **submit this agenda by 8 p.m. (20:00) on Tuesday evening** so that we have time to review your results before the meeting on Wednesday morning. Each group member will be expected to do a report on the department(s) managed. As the President will be expected to chair the meeting, this person must be well informed about all issues. The President position must be rotated amongst group members.

Course Design

As a capstone course, the main goal of this class is to help students integrate functional disciplines, with an emphasis on the international business environment. The key assumption driving the design of this course is that managers need not only to be able to think in an integrated manner but also make decisions that reflect this thinking. To this end, we will focus on three levels of integration:

- **Theoretical integration:** students must understand the interdependencies of business functions to make decisions. Theoretical integration will be the focus of readings, lectures, and class discussions.

- Applied integration: students must understand the importance of each function to firm performance and trace many possible causes of firm performance. Applied integration will be the focus of class discussions and exercises.
- Practical integration: students must draw on the above two skills to implement responses to business situations. Students need to acknowledge the multiple approaches that managers may use to identify and resolve strategic issues, including the sources of biases in this process. Practical integration will be achieved through the management of a simulated business.

Hybrid Learning Model (includes both synchronous & asynchronous learning)

- This course uses a hybrid model which includes both synchronous learning (online learning that occurs in real time) and asynchronous learning (online learning without any real-time interaction such as pre-recorded lectures and slides).
- Synchronous Learning: your instructor will be interacting through a specific online medium in a virtual space at a specific time. This may include video conferencing through either Zoom or Big Blue Button, live chatting, and live-streaming lectures (found on cuLearn). Through these methods we can have as much personal engagement as we do in the classroom while also keeping you safe. You will have the opportunity to interact regularly and frequently with the instructor who is able to both impart knowledge to you and provide guidance as you work your way through the business simulation. On Wednesdays you will be expected to adhere to the prearranged schedule where you will meet in your simulation groups with your instructor to review the results of the decisions made in the previous quarter of the simulation. You will also do presentations and take part in the Venture Capital Fair in real time on Zoom along with your other classmates. You will be expected to have a secure internet connection, and a video camera and microphone so that you can take part in these meetings and some of the classroom activities that will occur during the scheduled time frame.
- Asynchronous Learning: this is learning that occurs on your schedule – your instructor will provide materials to read (see reserve section of cuLearn), lectures for viewing (pre-recorded lectures with PowerPoint slides that are posted on cuLearn) and assignments (instructions) to be completed by a certain date. All assignments must be uploaded to cuLearn.

Instructional Philosophy

- You must make executive decisions with imperfect information: There are few certainties when dealing with companies or employees in an international context. We must understand the cultural, political, and economic context in which an event occurs and respond accordingly. While there may be few “right” answers, managers must still act and make decisions.
- We are creating a learning community: To be successful we must be open to new ideas, experiences, and points of view. We must help each other learn. We will also make mistakes and, hopefully, learn from these mistakes. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and a strong work ethic.
- We must all take personal responsibility for learning: This course is not designed to be easy or hard, confusing, or obvious, serious, or intimidating. Instead, it aims to be interesting, relevant, and challenging, and to make you think and learn skills that you can use in the future. You play a major role in the success of this effort.
- We learn best when we come to class fully prepared to participate: This includes having read all reading assignments prior to class. It also includes participating in class discussions & meetings.
- This course is governed by a spirit of inquiry and debate: Diverse opinions, disagreements, and debates can enhance our perspectives and facilitate learning. Critical analysis and constructive

criticism of issues is prerequisite to both learning and action. As such, it is always important not to take comments personally and to keep an open mind.

- We will maintain high performance standards: All of us must pursue high performance standards and goals that challenge us to maximize our learning. As much work is done in a group setting, each student is expected to contribute equally to the group effort and to communicate on a timely basis. There is a peer evaluation component to the course which will be done through the simulation (check schedule please for due dates for submission as failure to submit your peer evaluations on time will impact your grade substantially).
- We will endeavor to have some fun: Learning is as much an emotional experience as an intellectual one. We tend to learn best when we are happy, sad, angry, or otherwise emotionally involved. Please get involved.

Instructional Strategy

- Non-linear Learning Strategy: This course does not flow sequentially from one point to another. Instead, it involves the identification and interplay of a complex set of interrelated factors and sometimes subtle processes that only come together over time and with much work. To maximize learning, we must be tolerant of ambiguity and look for relationships, not answers.
- Zoom Lectures, Discussions and Pre-recorded Lectures: Most classes will include a lecture component to stress important theoretical concepts concerning the topic under study. It is assumed that you have read the assigned materials prior to class and are ready to discuss them. As there is no textbook, it is essential that you attend class (through Zoom on those days where classes will be live) and/or watch the pre-recorded lecture. If a part of the class is in the form of a pre-recorded lecture you will be expected to listen to the lecture to obtain the needed information. There will be weekly scheduled meetings that all students will be expected to attend as you will be required to discuss your simulations results as they come in. This will be done in real time either by using Big Blue Button or Zoom calls. There will also be some presentations made in class through Zoom. For all Zoom classes I will email you the links beforehand.
- Marketplace simulation. This course will employ the Marketplace simulation as a learning environment. You will learn what it is like to compete in the fast-paced, competitive market where customers are demanding, and the competition is working hard to take away your business. You are given control of a simulated business and must manage its operations through several decision cycles (eight quarters covering a two-year period – recall that the progression of the industry will more closely resembles an eight-year period). In the simulation, you will set up and run your own company, struggling with business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting. Repeatedly, you must analyze the situation, plan a business strategy, and then execute that strategy. You face great uncertainty from the outside environment (including the decisions made by your competitors and from your own decisions). Incrementally, you learn to adjust your strategy as you discover the nature of your real-life decisions, including the available options, linkages to other parts of the business, conflicts, trade-offs, and potential outcomes. To add to the challenge, you are confronted with an international market in constant flux and a product category that is in a fast-paced evolving industry (computers). Market potential will rise and fall on local and worldwide economic and political conditions and your venture will be challenged by fluctuating exchange rates and tariffs between regions. Your participation in the simulation and reports on your performance will account for a major part of your grade. **Decisions are due three days before executive briefings (Sundays at 9:00 p.m./21:00)** so that students will have time to review the results and prepare a meeting agenda (with adequate detail – not just a list of who will talk on which topic before going

into executive briefings). Meeting **agendas are due by 8:00 the night before class** so that they can be reviewed by your meeting mentor (the instructor or the TA). Please highlight the key issues under each of the functional areas of the business and estimate times for each person on the agenda. You will typically have a half hour to debrief your mentor on the status of your firm in the industry.

- **Executive Briefings.** Executive briefings are structured regular meetings between each team and the instructor or teaching assistant who act as coaches. Executive briefings typically take place in the class or tutorial time slot but there may be some flexibility concerning when these occur especially when the lecture component of the class has been pre-recorded.
- These meetings offer students the opportunity to receive coaching in running their simulated companies and applying theoretical material. Team members should come prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions. The coach will not provide solutions to the team but rather raise questions pertaining to the simulation. There will be one meeting lasting 25-30 minutes per simulation quarter. Meetings will be led by the President, and a written agenda must be provided containing the topics to be addressed (with some detail on the highlights) by Tuesday evening by 8 p.m./20:00 and the agenda must indicate which person is responsible for each topic (generally this will be a particular functional area of the business).
- Each student must be prepared to defend the analysis and logic behind the team’s decisions and plans. It is perfectly normal for you to make judgment errors; however, the key is to develop a plan on how to overcome them and do better in the future. It is strongly recommended that each executive have a plan of action (what to do, when to do it, who should do it and any other key details) to recommend to the team. The executive group should be prepared to thoroughly discuss all issues. It is also recommended that after your meeting with your coach that you hold a group meeting to make plans on what to do in the next quarter.
- Don’t forget that each team is required to prepare an agenda with key issues for your Wednesday meeting with your coach and **submit this agenda by 8 p.m. (20:00) on Tuesday evening** to your instructor.
- Performance in the executive briefings will be reflected in individual contribution points.
- Please note that **in the executive briefing on January 27th, you will be expected to submit an outline of your firm’s business model.** Please be sure to review the assigned readings related to this topic before drafting your business model.

Course Requirements & Methods of Evaluation:

* Business Plan	15%
* Business Plan, Presentation	10%
* Marketplace Simulation Performance	10%
* Report to the Board Presentation (5% group mark & 5% individual mark)	10%
Individual Venture Capital Investment Performance	5%
Transition Report to Successor	20%
Participation in BBB meetings	5%
Individual Contribution	5%
Quizzes (2@10% each) done online in cuLearn	20%
Individual Component 60% Group Component 40%	
Final grades are subject to the Dean’s approval	
Total	100%

Note: Components with an asterisk contain group components

Please be sure to keep electronic copies of all work (i.e email it to yourself, save in the cloud or on memory stick) and a hard copy backup of all assignments. Be sure to save documents as you are working on them. It is

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not acceptable to miss due dates because you have inadvertently “lost a document”. When submitting documents for grading on cuLearn, be sure to format the document, edit for grammar and clarity and include page numbers. Please **submit on cuLearn as a Word document** so that the grader can insert comments into the document (a PDF version will not allow for this).

Business Plan and Presentation:

The business plan requires students to think critically and develop an integrative view of the firm. Students are asked to formulate a comprehensive strategic plan that incorporates high-level strategic thinking plus tactical and financial details. The business plan will be presented to venture capitalists during the venture capital fair. This exercise helps firms articulate and formalize their strategies and gives firms an opportunity to receive additional funds to implement their strategies.

Venture Capital Investment Performance:

During the venture capital fair students will have the opportunity to put themselves in the shoes of venture capitalists and evaluate the business plans of other (non-competing) companies. For example, if you are in Winter Game1 simulation then you will be evaluating the plans of the Winter Game2 group and vice versa. Venture capitalists will complete an evaluation form and make final investment decisions. A grade will be determined by the performance of the investment portfolio of each investor. As venture capitalists, students must maintain total confidentiality concerning all information provided by the firms seeking investment.

Marketplace Simulation Performance:

The simulation performance will be assessed based on the Cumulative Balanced Scorecard (CBS). The CBS is an indicator of the multidimensional performance of the simulated organization as it evaluates all functional areas, plus short-term and long-term customer and stockholder considerations. The group simulation performance is based on the CBS which combines the results of the last four quarters of play. The algorithm that generates the grades follows two criteria: 1) the distance of a team’s CBS relative to the teams that are ahead of it, and 2) the percentile of the team’s CBS in the distribution of all previously played games.

Report to the Board Presentation:

The report to the board provides closure to the simulated exercise. In this report students are asked to discuss their original plan, performance since the plan was presented, assessment of future potential, and lessons learned. The report to the board will be presented in class on the last day of the class.

Transition Report to Successor:

This assignment is aimed at facilitating practical and theoretical integration. Students are required to provide a report (word limit: 1,500) to their successor assessing the company’s current situation from the perspective of their functional area and offering advice on operational excellence. The report must include the author’s personal reflection on his or her learning during the simulation. Students are expected to apply relevant theoretical frameworks from this and/or other courses to illustrate the lessons they have learned.

Participation in Big Blue Button Meetings and Individual Contribution:

Your participation in BBB meetings will be assessed by the instructor. You are expected to behave professionally at all times and this means respecting others (for example by adhering to agreed upon timelines for meetings and submission of decisions) and the contract you have made with each other. You are expected to come prepared to all meetings and be ready to converse about the results of decisions you have made and to explain your future plan of action. Individual contribution will be assessed based on peer evaluations and attendance and performance at executive briefings. Every executive must

demonstrate mastery of the information and decisions within assigned areas of responsibility and these must be suitably integrated into the decision making process so that the overall performance of the firm is maximized.

Quizzes:

Two on-line quizzes, which consist of multiple choice and possibly short answer questions will focus on determining how much students understand the subject matter. In order to prepare for the quizzes, students should read the assigned material posted in Ares and on cuLearn. PowerPoint slides of all lectures will be posted on cuLearn. Anything discussed in the classroom or in the readings may be covered in the quizzes and that includes material not in the slides. **The quizzes will be held on line through cuLearn – please ensure that you have a stable internet connection. The first quiz takes place on February 24th while the second is on March 31st.**

Missed Classes, Assignments and Quizzes

Students unable to 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. An 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. Please note that there will be no extensions given for entries for the simulation. If you are unable to submit your entry, please ensure that one of your team members does this on your behalf.

Working in Teams

The Marketplace simulation is a major effort that can only be accomplished in a team. Successfully working in teams is thus a major requirement of this course and a significant part of your grade. The following mechanisms are intended to make your team experience more rewarding.

Team Size and Selection

Students will typically work be in teams of five people. **Students must submit a job application (you will be emailed a form to fill out and return to your instructor by January 6th at the very latest** – it will also be available on cuLearn; use this form to apply for one of the executive positions. I will start forming groups as the applications are coming in. Consequently, if you can submit your application earlier, that would be very helpful as you would then be more likely to obtain the position you wish and also to work with the people that you would prefer. If you would like me to assign you to a group, please also let me know this. If you have some people in mind that you would like to work with, please email me your application along with those you hope to work with in the simulation in one document so that I know that you and your peers agree with this arrangement. If you do not have enough people for a group of five that is fine as I will then top up your group with people who are looking to be assigned to a group. **Your application should explain why you are a good candidate for the position you would like to fill.** Please also indicate if you would also like to be the first President for your group. This is a position that will be rotated throughout the group, but each simulation team requires someone to take charge from the beginning. If more than 10 people volunteer to be presidents, I will randomly assign some to have the position for the first round of the simulation. If less than 10 people volunteer for the President position, I will randomly pick people until there are 10 presidents. Students who miss the application deadline of January 6th will be automatically be enrolled in a group. I will be posting the group assignments on cuLearn and by email on January 8th. Please get in contact with your group members right away as your group must select a name for your computer company and notify me of this immediately so that I can assign you to a simulation and also set your group up in a Big Blue Button group so that you can interact with your group members in real time. I recommend holding your first meeting at the end of the first

class. I will allow time for this. It is also a good idea to come to the first class ready to buy your membership in the simulation so that you can start exploring the simulation.

The following positions available are:

- VP Sales Management
- VP Human Resources Management
- VP Marketing Research
- VP Marketing
- VP Business Analytics (usually paired with Market Research or Marketing)
- VP Manufacturing, and
- VP Finance and Accounting

Key Facts regarding the positions and responsibilities of each position:

1. A student may take more than one role. One of the course goals is to develop the management skills of all students. For this reason, everyone will also take on the responsibility of managing the team and serve for a period of time as the president of the company. The president's job is to manage the schedules and meetings, sign off on the agenda, oversee the assignment of tasks, monitor overall performance (balanced scorecard), and help the team in every way possible to achieve a strong business performance.
2. The team must outline key responsibilities so that the work is balanced among the team members.
3. Follow this with a work plan which shows the expected allocation of the expected hours for each role so that the work can be fairly allocated.
4. You are jointly responsible for developing a group contract which should be signed by all group members to ensure that people are aware of their responsibilities and group norms.

Peer Evaluations

Three peer evaluations are to be completed throughout the semester by each person on the team. Significant deviation in performance above or below the norm will be used to adjust individual student grades for the activity being evaluated. That is, your grade on the Business Plan, Report to the Board Presentation and Simulation Performance could be adjusted depending upon the feedback the instructor receives from the rest of the team.

You Can Be Fired !!!

It is permissible to fire a team member who is not making a substantive contribution to the success of the team. Missed meetings, poor preparation, failure to complete assignments, etc. are all indicative of underperformance. Before a person can be fired, the team must give the student an opportunity to correct his or her deficiencies.

In terms of protocol, the team must provide the student with a written statement of the problems associated with his or her work. A peer evaluation may be used in conjunction with this statement. When an individual receives a poor performance report, the student must respond in writing as to how he or she will correct the problems cited. If the problems continue, the team may fire the underperforming team member with a letter of dismissal. A copy of all correspondence must be submitted to the instructor for approval.

Abusive behavior towards teammates (pointed swearing, yelling, etc.) will not be tolerated. Cases such as these will result in immediate termination from the team (apart from any other possible University sanctions). This class, and the groups working within it, will be places of mutual respect.

A person who is fired will be assigned to compete in another simulation where the student is responsible for all the firm's activities, including weekly decisions and executive briefings and the preparation of a Business Plan and Report to the Board. This new simulation will begin in Quarter 1 and continue through the quarter 8.

Being fired will also limit the student's maximum potential. Five points will be deducted from the student's final point score for all completed assignments. The final grade would be based upon the adjusted final score. The same conditions will be applied if a person quits a team.

Questions to the Business Coach

The HELP files in the software contain all of the directions you will need to participate in the strategic business simulation. Nonetheless, there is a tendency for students to ask the Business Coach for help rather than look in the HELP files. With the high number of students currently playing the game, it can become a very large burden. For this reason, the instructor/coach will charge \$10,000 to answer any question already addressed in software.

Workload

The lecture part of the course requires a normal workload for any reading and lecture course. Once the simulation begins, the work will vary according to the activities within the exercise. During the first quarter of play, the work is fairly light. However, it will increase each week up through the presentation of the Business Plan. Students report spending 3 to 4 hours per week during Quarters 3 and 4 and 8 to 10 hours per week during the preparation of the Business Plan. The majority of students report spending 2 to 3 hours per week in later quarters due to familiarity with the software, game procedures, and market. Struggling teams report spending up to 10 hours per week in the simulation. Investing well early in the simulation makes for less time intensive sessions later in the simulation. Be sure to review **all of the microsimulations** (they are mini-tutorials with slides and sound) in Marketplace as they will explain how things work. This will save a lot of time and reduce the number of poor decisions made.

Time Management

Time management will be vital to your success in this class. There is more work than any one person can do. Also, it is not wise for everyone to participate in all aspects of the business. Too much time would be wasted. Therefore, it is necessary to divide up the work. There are suggestions on how to divide up the responsibility in the HELP files within the software. Feel free to depart from these guidelines if individual preferences, experiences, or workloads would allow a more equitable allocation of tasks. Also, do not hesitate to reallocate responsibility if conflicts arise or the workload is unevenly distributed.

The president should preside over each executive meeting, making sure that the discussion does not wander from the business at hand. Each team meeting should begin on time with an agenda and a timetable. Meetings should not last more than two hours. Long drawn out meetings are not productive and raise frustration levels about not getting things done. The meeting should conclude with a set of action items for each executive. The outcome of these actions should be reviewed at the start of the next meeting. To facilitate executive meetings, each team member should prepare his/her work in advance. The executive should know the ins and outs, problems, and tradeoffs of his/her area of responsibility. When the executive committee meets as a whole, each executive should have a plan of action to recommend to the team. The executive should be prepared to thoroughly discuss the options open to the company and be flexible on the final decision of the executive team.

Course Schedule

Date	Topic	Agenda/Readings (found in cuLearn)	Task
Week 1 Jan. 13 th	Introduction	<u>Readings:</u> <ul style="list-style-type: none"> Mankins, M. 2004. Stop wasting valuable time. <i>Harvard Business Review</i>, 82(9): 58-65. Katzenbach, J. & Smith, D. 2005. The discipline of teams. <i>Harvard Business Review</i>, 83(7/8): 162-171. Slides/Videos: Models and Tasks of Strategic Management	Submission of applications for preferred jobs must be emailed to the instructor by January 6 th – use form on cuLearn
		Team formation for Marketplace simulation	
Week 2 Jan. 20 th	Introduction to Strategic Management & Business Model	<u>Readings:</u> <ul style="list-style-type: none"> Porter, M. 1996. What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78. Johnson, M., Christensen, C. M., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59. Casadesus-Masanell, R. & Ricart, J. 2011. How to design a winning business model? <i>Harvard Business Review</i>, 89(1/2): 100-107. Slides/Videos: Value Chain, Gaining CA, Roles of Strategic Management, Global Competition	Q1 decisions Due: (Sunday Jan. 17 th by 9 p.m. 21:00) Team contract due at Jan. 20th meeting. Be sure to email the meeting agenda by Tuesday January 19 th at 8 p.m. (20:00)
	Executive briefing	Introduction of individual team members, roles, and goals for the simulation – meet and great for you and the instructor.	
Week 3 Jan. 27 th	External Environment and Competitor Analysis	<u>Readings:</u> <ul style="list-style-type: none"> Steenburgh, T. & Avery, J. 2010. Marketing Analysis Toolkit: Situation Analysis. HBS Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-93. Diane Isabelle, Kevin Horak, Sarah McKinnon, Chiara Palumbo June 2020. Is Porters five forces framework still relevant? A study of the capital/labour intensity continuum via mining and IT industries. <i>Technology Innovation Management Review</i>, June 2020. https://timreview.ca/article/1366 Slides/Videos: External Analysis, Porter’s Five Forces, Competitor Analysis, Marketing Analysis Toolkit, Value Chain & Integration	Q2 decisions (Sunday Jan. 24 th by 9 p.m. 21:00; Meeting Agenda due Tuesday Jan. 26 th at 8 p.m.) Business model should be brought to this meeting as it will be discussed. The business model forms the foundation for the business strategy.
	Executive briefing	Bring your business model (a diagram of the business model is due at the briefing). Before constructing this, please read the article on the business model found in Week 2.	
Week 4 Feb. 3 rd	Internal Analysis & Competitive Advantage	<u>Readings:</u> <ul style="list-style-type: none"> Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. HBS Chew B. 2000. The geometry of competition. Internal publication of the Monitor Company: New York. 	Q3 decisions (Sunday Jan. 31 st by 9 p.m. 21:00; Meeting Agenda due on Tuesday Feb. 2 nd at 8:00 p.m.)
	Executive briefing	Key decisions and results of Q3 Plan for Q4	
Week 5 Feb.10 th	Business & Corporate Strategy Global Strategy & Positioning	<u>Readings:</u> <ul style="list-style-type: none"> Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. <i>Harvard Business Review</i>, 85(3): 58-68. Rumelt, R. 2011. The perils of bad strategy. <i>McKinsey Quarterly</i>, (1): 30-39. Slides/Videos: Diversification, International Strategy, VC Fair	Q4 decisions (Sunday Feb. 7 th by 9 p.m. 21:00; Meeting Agenda due on Tuesday Feb. 9 th at 8:00 p.m.) Peer Evaluation #1
	Executive briefing	Key decisions and results of Q4 Plan for Y2	

*	*	Winter Break Week Feb. 15 th to the 19 th	*
Week 6 Feb 24 th	Business Plan & Cooperative Strategies (Strategic Alliances) Online Quiz 1 Access in cuLearn	<u>Readings:</u> <ul style="list-style-type: none"> Obtaining venture capital by writing and presenting a business plan. <i>The management of strategy in the marketplace, Chapter 9.</i> (available in the simulation) Kanter, R. 1994. Collaborative advantage: The art of alliances. <i>Harvard Business Review</i>, 72(7/8): 96-108. Slides/Videos on Mergers, Acquisitions & Alliances	Working on business plan – If you would like to meet with the instructor, please email to request a meeting
	Executive briefing	The drafts of pro-forma statements and executive summary. Outline of business plan presentation.	
Week 7 March 3 rd	Venture Capital Fair	All teams will present to venture capitalists. Schedule and guidelines will be provided in class.	Business plan due on cuLearn March 3rd Peer Evaluation #2
Week 8 March 10 th	International Strategy & Strategic Implementation	<u>Readings:</u> <ul style="list-style-type: none"> Mankins, M. & Steele, R. 2005. Turning great strategy into great performance. <i>Harvard Business Review</i>, 83(7/8): 64-72. Sull, D. 2007. Closing the gap between strategy and execution. <i>Sloan Management Review</i>, 48(4): 30-38. 	Q5 decisions (Due Sunday March 7 th by 9 p.m. 21:00; Meeting Agenda due Tuesday March 9 th at 8:00 p.m.)
	Executive briefings	Key decisions and results of Q5 Plan for Q6	
Week 9 March 17 th	Strategic Innovation & Entrepreneurship	<u>Readings:</u> <ul style="list-style-type: none"> Bower, J. & Christensen, C. M. 1995. Disruptive technologies: Catching the wave. <i>Harvard Business Review</i>, 73(1): 43-53. Kim, C. & Mauborgne, R. 2004. Blue ocean strategy. <i>Harvard Business Review</i>, 82(10): 76-84. 	Q6 decisions (Due Sunday March 14 th by 9 p.m. 21:00; Meeting Agenda due Tuesday March 16 th at 8 p.m.)
	Executive briefings	Key decisions and results of Q6 Plan for Q7	
Week 10 March 24 th	Behavioral Strategy & Corporate Governance	<u>Readings:</u> <ul style="list-style-type: none"> Lovullo, D., & Sibony, O. 2006. Distortions and deceptions in strategic decisions. <i>McKinsey Quarterly</i>, (1): 18-29. Roxburgh, C. 2003. Hidden flaws in strategy. <i>McKinsey Quarterly</i>, (2): 26-39. Corporate Governance <i>How the board of directors holds a corporation's management accountable to shareholders</i>, Chapter 11 (available in the simulation) 	Q7 decisions (Due Sunday March 21 st by 9 p.m. 21:00; Meeting Agenda due Tuesday 23 rd at 8:00 p.m.)
	Executive briefings	Key decisions and results of Q7 Plan for Q8	
Week 11 March 31 st	Strategic change Online Quiz 2	<u>Readings:</u> <ul style="list-style-type: none"> Kotter, J. 2007. Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1): 96-103. Gino, F. & Staats, B. 2015. Why organizations don't learn? <i>Harvard Business Review</i>, 93(11): 110-118. Please be sure to read the above articles before the class as part of your preparation for the 2 nd Quiz that will be administered on this day. Slides will be posted ahead of time.	Q8 decisions (Due Sunday March 28 th by 9 p.m. 21:00) No formal Executive Brief this week. Please notify instructor if you would like to meet in BBB.
Week 12 April 7 th	Report to the board presentation	Report to the Successor due April 7th	Peer Evaluation #3 Please do this on the presentation day – due April 7 th after the presentation.

ADDITIONAL INFORMATION
BUSI 4709B Winter 2021

Course Sharing Websites

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			

Grades entered by Registrar: WDN = Withdrawn from the course DEF = Deferred

Academic Regulations

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 Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website: carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC 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 your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: carleton.ca/sexual-violence-support

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

For more information on academic accommodation, please contact the departmental administrator or visit: students.carleton.ca/course-outline

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 on 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: <https://carleton.ca/registrar/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 are 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/learning-support/>

** Note that the office is physically closed. However, e-drop in is available between 8:30-4:30 until social distancing requirements are updated by the Province.*

Centre for Student Academic Support

The Centre for Student Academic Support (CSAS) is a centralized collection of learning support services designed to help students achieve their goals and improve their learning both inside and outside the classroom. CSAS offers academic assistance with course content, academic writing and skills development. Visit CSAS on the 4th floor of MacOdrum Library or online at: carleton.ca/csas.

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, in order to respond to your inquiries, please send all email from your Carleton CMail account. If you do not have or have yet to activate this account, you may wish to do so by visiting <https://carleton.ca/its/get-started/new-students-2/>