Carleton University
Sprott School of Business

BUSI 4717 A:
MANAGING GLOBALIZATION IN EMERGING ECONOMIES
Fall 2018

Instructor: Abdulghany Mohamed, Ph.D.
Office: 
Email: Abdulghany.Mohamed@carleton.ca
Class-room: SA 516
Class Days and Times: Mondays 8:35am - 11:25am
Office Hours: Tuesdays 2:00 - 4:00 pm or by appointment

This course outline provides you with most of the information you will need to know in order to organize yourself for the lectures, prepare for group project, and complete individual assignments. It is, therefore, important that you:

Please read carefully all the information provided in this course outline.
If in doubt please consult the course instructor.

UNDERGRADUATE CALENDAR DESCRIPTION
Critical examination of the managerial and institutional issues of globalization from the perspectives of emerging economies. Indigenous and international institutions' role in the evolution of a competitive and inclusive global economy and society. Discerning lessons of experience for newly globalizing societies.

PREREQUISITES
Fourth year standing in B.Com, BIB, or Minor in Business; Minor in Business BSc Honours Applied Physics, and Minor in Business for BSc Honours Major Earth Sciences; ECON 1000. Precludes additional credit for BUSI 4902 (no longer offered).
COURSE OBJECTIVES

The overarching goal of this course is to critically examine/explore the managerial and institutional issues of contemporary globalization from the perspectives of emerging economies. It will focus on the role of indigenous and international institutions in the evolution of a competitive and inclusive global economy and society. It will also discern lessons of experience for newly globalizing societies. Specifically, the course aims to provide students with:

(a) A clear understanding of the significance and implications of globalization and regionalism for emerging economies.
(b) A framework for analyzing and assessing the unique business environments of the range of emerging economies around the world.
(c) The main theories of international trade and investment as they pertain to emerging economies and an articulation of the contemporary issues investors have to contend with when doing business in/with emerging economies.
(d) The skill set necessary for: (i) data collection, analysis and reporting and presentation, (ii) the formulation of business strategies and operational plans consistent with the realities of the challenges and opportunities obtaining in extant, disparate emerging economies/markets, and (iii) effective/productive team work and collaborative research and learning.
(e) An opportunity for a hands-on experience through a group project on emerging economy assessment and corporate strategy formulation and presentation.
(f) A solid foundation and knowledge necessary to prepare the students for more advanced study.

LEARNING OUTCOMES

Upon successful completion of this course, students should be able to:

(a) Describe and explain the unique features of emerging economies, including: similarities and distinctions among emerging economies, their dynamics and evolution, growing significance and interdependence within the context of the global economy, the opportunities and challenges faced by domestic and foreign businesses in (and from) such economies, how emerging economies have endeavoured to manage globalization in its various manifestations, and how these experiences can serve as useful lessons for multinational corporations/enterprises (MNCs/MNEs), public policy makers and civil society from emerging economies and other societies.
(b) Show a familiarity with various tools/techniques of data collection, analysis and report compilation and presentation as well as on how to effectively utilize publicly accessible and proprietary sources of emerging economy information/data.
(c) Demonstrate that they can analyze/assess the unique, complex and dynamic environments of emerging markets in the context of the global economy by specifically identifying, prioritizing, and addressing the opportunities and challenges/threats faced by MNEs/MNCs from emerging
economies (venturing into global markets) and those from outside the emerging economies entering the emerging markets around the world.
(d) Discuss how MNCs/MNEs go about building and developing international relationships and corporate strategic alliances.
(e) Articulate how the rest of the world engages with emerging economies with a particular focus on how Canada engages itself with emerging economies.

COURSE STRUCTURE AND DELIVERY

Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format and around five (5) broad activities:

(a) Student Engagement
   Students will each week critically examine and discuss the assigned readings and issues. In fact, each session will begin by engaging students in a discussion of the key readings and a recap of the previous session’s material. All course participants will be expected to take an active role in discussions. As such, each participant will be expected to have read all the required readings and be prepared to discuss the assigned readings and issues raised in the readings and class discussion. And, most importantly, class participation/engagement is predicated on the premise that class attendance for each and every student is mandatory throughout the semester.

(b) Individual Assignment
   Each student will research and submit a short (5 page) written paper on a topic to be assigned from a list of current topics assigned by the instructor. A weekly-based assignment list/schedule will be posted on cuLearn.

(c) Mid-Term Test (in-class).
   Students will be required to sit an in-class mid-term test on a scheduled date (Session 6: October 29th, 2018).

(d) Final Exam
   Students will be required to sit a written formal final examination as scheduled by the university.

(e) Term Group Project:
   There will be two types of group-based term projects:

   (i) Half the class will undertake projects that involve the in-depth assessment of an emerging economy and the formulation of a strategic plan for an MNC/MNE planning to enter the chosen emerging economy (Type A Projects) bearing in mind the main opportunities and risks the chosen MNC/MNE may face in the emerging
economy as well as the key strengths and weaknesses of the MNC/MNE and the various sources of its strengths and weaknesses.

(ii) The second half of the class will undertake projects that entail the formulation of a global strategic plan for an emerging economy MNC/MNE (Type B Projects). Specifically, Type B projects will involve an in-depth analysis of the main strengths and weaknesses of a multinational corporation (MNC/MNE) from an emerging economy and the key advantages and disadvantages it derives from its home country in light of global opportunities and threats. Based on such analysis each student group will then develop a concrete future-oriented strategic plan on how the chosen MNC/MNE and its home country can address their shortcomings so that the MNC/MNE can capitalize on its strengths and home-based advantages to compete and succeed globally.

This assignment (i.e., for both types of projects) will be undertaken in four phases/stages whose detailed requirements are specified in a set of guidelines and marking rubrics provided separately on cuLearn.

TEXT BOOK AND OTHER RESOURCES

The following two textbooks are required for this course:


In addition to the textbooks, key/required readings (and optional supplementary readings) are assigned from other sources (e.g., periodicals, etc.) as deemed appropriate. Required course readings will also be accessible via Ares (library reserve facility). Moreover, throughout the semester/course students will be encouraged to read the current business press with a keen eye on thought provoking topics pertaining to emerging economies.

ASSESSMENT

(1) Class Participation 15 %
(2) Individual Assignment 10%
(3) Mid-term Test (In-class) 10 %
(4) Final Examination 25 %
(5) Term Group Project:
   (i) Phase 1: Project & Topic Selection 5%
   (ii) Phase 2: Data Collection and Preliminary Analysis 10%
   (iii) Phase 3: Preliminary Report Presentation 10%
   (iv) Phase 4: Final Report 15%

Total 100%
NOTE:

(1) Satisfactory in-term performance:

(a) Unless otherwise stated below in item (b), the requirement for Satisfactory Performance is set at 50% of all, not each, pre-final work (i.e., assignments, participation marks, tests, etc.).

(b) Students must participate and receive a mark (above zero) in each of the five evaluation components in order to receive a passing grade.

(2) If you must miss the mid-term test due to verifiable illness (or, in rare cases, some other circumstances beyond your control) you have the option of sitting a new midterm test at a date mutually agreed between you and the instructor or alternatively you may apply to shift the weight of the mid-term to the final exam. In either case you must submit a medical certificate or other verifiable documentation to me—the instructor—no later than five (5) calendar days after the midterm date.
### BUSI 4717 A – Fall 2018 – Lecture Schedule, Course Topics, Mid-Term Test and Project Due Dates

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Key Readings/Project Due Dates</th>
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<tbody>
<tr>
<td>Session 1 September 10th, 2018</td>
<td>Introduction and Course Overview</td>
<td>• Project Groups formation, selection of individual assignment topic</td>
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</tbody>
</table>
| Session 2 September 17th, 2018 | **Library Session**
Understanding Emerging Economies in an Era of Globalization & Regionalism | Ms Trish O’Flaherty *(Librarian)*
Hirakawa & Aung (2011)
• **Project Groups formation** and selection of individual assignment topic continued |
Champ & Attaran (2002); Chung & Beamish (2005); Dahles (2007); Uhlenbruck et al. (2006) |
Banalieva & Sarathy (2010); Das (2010)
• **Term Project: Phase #1 due** |
| **October 8th, 2018** | **Thanks Giving Holiday -- No Class** | |
| **October 22-26th, 2018** | **Fall Break -- No classes** | |
| Session 6 October 29th, 2018 | • Opportunities and Trends in Emerging Markets
• **Mid-term Test** | Cavusgil, Ghauri & Akcal (2013) Chapter 4: Opportunities and Trends in Emerging Markets
Prahalad & Hammond (2002); Prud’homme, (2016) For scope of readings for Mid-term Test see notes posted on cuLearn. |
<table>
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<tr>
<th>Session 7</th>
<th>Understanding Multinationals From Emerging Markets</th>
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<tr>
<td></td>
<td>Term Project: Phase #2 due</td>
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<tr>
<td>Session 8</td>
<td>Entering, Expanding and Exiting Emerging Markets Where, When, and How?</td>
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<tr>
<td>November 12&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Cavusgil, Ghauri &amp; Akcal (2013) Chapter 7: Entry Modes and Strategies Miller, et al. (2008); Wright et al. (2005); Marchand, (2017)</td>
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<tr>
<td>Session 9</td>
<td>Relationship Building and Development: Fruitful Cooperation with Emerging Economies</td>
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<td></td>
<td>Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.</td>
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<tr>
<td>Session 10</td>
<td>Making the Most of Globalization</td>
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<td></td>
<td>Term Project - Final reports (Phase 4; hard and soft copy) for Session 9 group presentations are due in class</td>
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<tr>
<td></td>
<td>Term Project - Phase 3 (hard and soft copy) for presenting groups due in class.</td>
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<tr>
<td>Session 11</td>
<td>Canada’s Engagement with Emerging Economies: Competition, Cooperation and Conflict</td>
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<tr>
<td>December 3&lt;sup&gt;rd&lt;/sup&gt;, 2018</td>
<td>Canada (2005); NPSIA (2012); Schmitz (2006)</td>
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<td></td>
<td>Term Project - Phase 3 (hard and soft copy) for presenting groups due in class.</td>
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<tr>
<td></td>
<td>Term Project - Final reports (Phase 4; hard and soft copy) for Session 10 group presentations are due in class.</td>
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<tr>
<td>Session 12</td>
<td>Group Presentations (Phase 3) for assigned teams</td>
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<tr>
<td>December 7&lt;sup&gt;th&lt;/sup&gt;, 2018</td>
<td>Course Wrap Up</td>
</tr>
<tr>
<td></td>
<td>Term Project: Phase 3 (hard and soft copy) for presenting groups due in class.</td>
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<tr>
<td></td>
<td>Term Project - Final reports (Phase 4; hard and soft copy) for Session 11 group presentations are due in class.</td>
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<tr>
<td></td>
<td>Term Project - Final reports (Phase 4; hard and soft copy) for Session 12 group presentations are due a week later.</td>
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KEY AND SUPPLEMENTARY COURSE READINGS

Session 1:

Introduction and course Overview

No required readings.

Session 2:

Understanding Emerging Economies in an Era of Globalization & Regionalism

Required Readings:


Supplementary Readings:


Session 3:

Political, Legal and Socio-Cultural Framework in Emerging Markets


**Supplementary Readings:**


**Session 4:**

**Economic and Financial Environments in Emerging Economies**

**Required Readings:**


**Supplementary Readings:**


**Session 5:**

**Technological Environment and Innovation and CSR in Emerging Markets**

**Required Readings:**


**Supplementary Readings:**


to offer other Low Income Economies?, Working Paper Series # 2010-020, Maastricht, The Netherlands, United Nations University UNU-Merit


**Session 6:**

**Opportunities and Trends in Emerging Markets**

**Mid-Term Test**

For scope of readings for Mid-Term Test see notes posted on cuLearn.

**Required Readings:**


**Supplementary Readings:**


Session 7:
Understanding Multinationals from Emerging Markets

Required Readings:

Supplementary Readings


Session 8:

**Entering, Expanding and Exiting Emerging Markets: Where, When, and How?**

**Required Readings:**

Cavusgil, S.T., P.N. Ghauri & A.A. Akcal (2013) Chapter 7: Entry Modes and Strategies


**Supplementary Readings:**


Session 9:

Relationship Building and Development: Fruitful Cooperation with Emerging Economies

Required Readings:


Supplementary Readings:


Session 10:

Making the Most of Globalization

Required Readings:


Supplementary Readings:


Session 11:

Canada’s Engagement with Emerging Economies: Competition, Cooperation and Conflict?

Required Readings:


Supplementary Readings:


Session 12:

Group Presentations & Course Wrap Up

No required readings

*END OF SEMESTER*
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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A+</td>
<td>90-100</td>
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<tr>
<td>A</td>
<td>85-89</td>
</tr>
<tr>
<td>A-</td>
<td>80-84</td>
</tr>
<tr>
<td>B+</td>
<td>77-79</td>
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<tr>
<td>B</td>
<td>73-76</td>
</tr>
<tr>
<td>B-</td>
<td>70-72</td>
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<tr>
<td>C+</td>
<td>67-69</td>
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<tr>
<td>C</td>
<td>63-66</td>
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<tr>
<td>C-</td>
<td>60-62</td>
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<tr>
<td>D+</td>
<td>57-59</td>
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<tr>
<td>D</td>
<td>53-56</td>
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<tr>
<td>D-</td>
<td>50-52</td>
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<tr>
<td>F</td>
<td>Below 50</td>
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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 is 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 cooperation 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 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/

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 http://carleton.ca/ccs/students/