

## **IBUS 5713A**

### **Doing Business in the United States**

**Summer 2014**

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#### ***Course Purpose & Objectives***

1. To achieve an appreciation of the strategic, legal, financial, operational and organizational problems faced by managers engaged in doing business in the United States;
2. To enhance decision-making and problem-solving skills related to a company entering the United States or conducting business with buyers in the United States; and
3. To develop an awareness for key success factors for managing Canada-US business relations.

#### ***Course Contribution to Development of a General Management Perspective***

Multinational Management courses are taught from a general manager's perspective. Selected cases help one develop an understanding of the challenges that senior executives encounter when formulating and implementing international growth strategies.

#### ***Course Contribution to Application of Critical Thinking***

The case method is the main instructional tool used to develop analytical and problem-solving skills. The kinds of decisions covered in class require students to use risk identification, assessment and mitigation strategies to minimize the likelihood of making bad decisions.

#### ***Course Description***

The course focuses on Doing Business in the United States from the perspective of a Canadian business. Topics covered include: the Canada-US trade and economic relationship; market access issues facing exporters and companies planning expansion; government programs and services available to Canadian exporters; branding and trade financing, intellectual property considerations and foreign direct investment as a market entry option.

## **COURSE OVERVIEW**

Canada-US trade and investment relations are subject to many competing environmental and political forces. Within the last few years, the pendulum has swung from substantial economic gains under free trade and globalization to growing support across the United States for greater trade protection for US workers, industries and communities hit hard by the recent global recession.

To cover the broad range of issues that currently face Canadians doing business with the United States, the course will introduce a couple of industry experts from national and local industry associations as well as private sector firms to address some of these issues and share their own experiences.

In addition, cases involving Canadian firms doing business with the United States will be examined in class to provide “real learning through doing” and to illustrate different situations to support learning. In this way, the classroom becomes a laboratory where one can test their decision-making and communication skills.

To be an effective learning process, each student **must come to class** prepared to discuss each case. Prompt and reliable attendance and careful preparation are essential.

Each student’s contribution in class should:

- improve the class understanding;
- build on previous analysis and commentary;
- understand the comments of others;
- add value to class discussions; and
- respect the views and contributions of others

Cases **must be submitted** at the beginning of each class and must answer the questions in detail. During class students will be required to discuss, defend and elaborate on their decisions and conclusions. There is more than one good approach to a particular case analysis. If one’s approach differs from that in class, it is not necessarily wrong. When assessing their analysis, students should consider:

- If their arguments are logically consistent
- If they are using relevant concepts appropriately
- If they have failed to consider a major factor in the case
- If they have placed the wrong emphasis on a particular issue in the case

## **BUSINESS CASES**

Whenever possible, published business cases involving Canadian companies have been used.

## COURSE SCHEDULE

The schedule may be modified so it is your responsibility to keep up-to-date with any changes that might be announced in class. As well, the availability of speakers may vary.

<b>Date</b>	<b>Theme</b>	<b>Guest Speakers</b>	<b>Cases &amp; Assignments</b>
May 6	Canada-US Economic Relationship as well as differences and similarities in culture and environment	Review course schedule, select groups, discuss case and class preparation expectations.	<b><u>Tim Horton's</u></b> case for discussion
May 13	Financing Issues and complications when exporting or establishing a business in the US	<b>(Guest Speaker - TBD)</b>	<b><u>Foxy Originals – Expansion into the US</u></b> case is due at start of class Overview, in-class presentations and discussion
May 20	Market Research and company preparedness for doing business in the US	<b>(Guest Speaker - TBD)</b>	<b><u>Mactara Limited and the Wood Products Industry in Nova Scotia</u></b> case is due at the beginning of class
May 27	US Market Access Issues – strategy, competition, channels	<b>(Guest Speaker - TBD)</b>	<b><u>Henry Birks &amp; Sons</u></b> case is due at start of class
June 3	Exporting Canadian technology to USA		<b><u>Currie Road Construction Company</u></b> case is due at the start of class
June 10	Government trade promotion for exports to USA		<b><u>Team project</u></b> is due at start of class
June 17	Final Exam	<b>Final Exam – due by 4 pm June 17th (submit electronic and hard copy) Drop box will be used in DT01.</b>	<b><u>Take Home Final Exam due by 4 pm</u></b>

**Note:** Cases can be downloaded from Study.Net

## READINGS

Students are expected to have reviewed the assigned readings and websites prior to class. These materials will assist you in your project research. All materials are available online and can be found on the following pages of the course outline. Some guest speakers will provide additional reading materials prior to their presentation this will be posted in CuLearn.

### ASSIGNED READINGS (Be prepared to discuss in Class – also excellent for Projects)

**May 6**

**Canada-US Relations at:**

<http://www.canadainternational.gc.ca/can-am/index.aspx?lang=eng>

**Canada and NAFTA at:**

<http://www.international.gc.ca/trade-agreements-accords-commerciaux/agr-acc/nafta-alena/index.aspx>

**NAFTA.NOW.org at <http://www.naftanow.org/>**

**May 13**

**The Embassy of the United States of America, Ottawa at:**

<http://canada.usembassy.gov/>

**Canada's International Trade Reports:**

[http://www.international.gc.ca/trade-agreements-accords-commerciaux/index.aspx?lang=eng&menu\\_id=57&view=d](http://www.international.gc.ca/trade-agreements-accords-commerciaux/index.aspx?lang=eng&menu_id=57&view=d)

**May 20**

**Market Reports – United States at:**

<http://www.infoexport.gc.ca/eng/market-reports-region.jsp?rid=15>

**Doing Business in the US, Trade**

<http://www.tradecommissioner.gc.ca/eng/offices-united-states.jsp>

**Canada Border Services Agency, Exporting Goods from Canada at:**

<http://cbsa-asfc.gc.ca/export/menu-eng.html>

**Free and Secure Trade Program at <http://cbsa-asfc.gc.ca/media/facts-faits/027-eng.html>**

**May 27**

**Export Development Canada at <http://www.edc.ca>**

**Exporting to the US**

<http://www.tradecommissioner.gc.ca/eng/exporting-to-united-states.jsp>

**June 3**

**Canadian Intellectual Property Office at:**

<http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/Home?OpenDocument>

**Intellectual Property Case Study summaries at:**

<http://www.cipo.ic.gc.ca/eic/site/cipointernet-internetopic.nsf/eng/wr01947.html>

**Invest Ottawa, Ottawa, at <http://investottawa.ca/>**

**June 10**

**American Chamber of Commerce in Canada, Ottawa Chapter at:**

<http://www.amchamcanada.ca>

### **Grading Scheme:**

#### **Assignments**

<b>Team Group Project – Company Evaluations</b>	30%
Written	25%
Team Check in / Progress Reports	5%
Take Home Final (Case)	25%
<b>Class Preparation &amp; Participation</b>	45%
In Class Cases (3)	30%
Participation and Preparedness	15%
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	100%

The team group project and in class case assignments are established in order to maximize learning and provide an opportunity to apply the material covered throughout the course. Together, both assignments will require you to look outside at the environment where you plan to do business, as well as inside at the kind of North American manager you plan to become. To maximize learning and successfully complete these assignments, it is important that you come to class fully prepared and engage in class discussions.

### **Team Group project**

The team group project involves the completion of a major research project focusing on a Canadian company that has introduced (or is planning on launching) a new product or service into the United States in the last (next) 2-3 years. Completing the project successfully will require extensive research and analysis. Every team is required to write a case analysis that describes one Canadian company's experience doing business in the United States, from its entry to its expansion, including an analysis of its success factors, as well as its failures, including, if applicable, its strategy for exiting the U.S. market. You are not limited to mode of entry. It may be exporting, foreign direct investment, franchising, joint venture, or strategic alliance.

Papers should be no longer than 25 pages, 1.15 spacing, excluding appendices and graphs. Margins should be 1" and font size should be no smaller than Times Roman 12. Papers are due at the start of the last class, **June 10th**, 2014.

The end result of this project is a written paper that applies what has been learned to this real company doing business in the US. The teams plan should be able to convince the reader (audience) of the viability of the initiative. Please see the project description document for details. The team group project is worth 30% of your grade. See the project grading sheet for grading criteria. There will also be an official team check-in. This will ensure you are working together efficiently, and that you are heading down the right path. The group team project will be done in teams of 2 or 3 students.

### **Preparation and participation**

Class attendance, case preparation and completion as well as active participation are an important part of your grade. This includes arriving on time for all classes, having read all assigned materials, turning in assigned questions on time and being fully prepared to participate in class activities and discussions. You will be required to turn in your case analysis prior to class. If you are not handing in a case for a particular week – you should still be completing a preparation document consisting of short answers to the few questions about assigned readings and cases. The goal of the preparation documents is to help you think through some important issues prior to class. Your preparation prior to class is fundamental for a good discussion. Your write-ups will be graded on the basis of your understanding of the case, the thoroughness and completeness of your answers and your reference to North American business principles. The cases and the class discussions will be instrumental in helping you prepare both for the project and the final exam. Preparation and participation grades will range from 0 to 15 marks, depending upon performance, with highest scores reserved for **exemplary behavior**, not simply attendance. Please read the case preparation guidelines for more information on preparing and learning from cases.

### **Missed assignments and deferred final project:**

Students unable to complete the final project on time because of illness or other circumstances beyond their control must contact the instructor and the MBA office in

writing to request a deadline extension. Extension may be granted when supported by a medical certificate and or appropriate document/s to support the reason for the deferral. Extended deadlines are not granted for students who have made travel arrangements that conflict with examination schedule.

Late cases will not be accepted. When a case is not submitted, the student must complete a preparation documents (short review of case and questions) to enhance their class discussion.

## **GENERAL RULES FOR ANALYZING A CASE**

**See detailed Case analysis and write-up suggestions in CuLearn for specific detailed instructions.**

### **IMPORTANT ADDITIONAL INFORMATION**

#### **Policy on Mobile Devices**

The use of mobile devices IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry such a device to class, please make sure it is turned off. If an emergency situation requires you to keep it turned on, please discuss this with your instructor prior to class.

#### **Group Work**

The Spratt School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor 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.*

#### **Person with Disabilities**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

#### **Religious Observance**

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

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

### **Pregnancy**

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

### **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include expulsion; suspension from all studies at Carleton; suspension from full-time studies; a refusal of permission to continue or to register in a specific degree program; academic probation; and a grade of Failure in the course, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at <http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

## **Important Dates**

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### **SUMMER**

#### **TERM 2014**

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| March 1, 2014 | Last day for receipt of applications for admission to an undergraduate degree program for the summer term. |
| May 1, 2014   | Last day for receipt of applications for undergraduate degree program transfers for the summer term.       |
| May 5, 2014   | Early summer and full summer classes begin.  |
| May 12, 2014  | Last day for registration and course changes (including auditing) for early summer courses.                |
| May 16, 2014  | Last day for registration and course changes (including auditing) for full summer courses.                 |
| May 19,       | Statutory holiday. University closed.  |



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May 23, 2014	Last day to withdraw from early summer and full summer courses with a full fee adjustment.
June 6, 2014	Last day to submit to the Paul Menton Centre for Students with Disabilities, formal Examination Accommodation Forms for June examinations.
June 9-19, 2014	Fall/winter and winter term deferred final examinations will be held.
June 10, 2014	Last day for tests or examinations in early summer courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).
June 17, 2014	Last day of early summer classes (NOTE: Full summer classes resume July 3). Last day for academic withdrawal from early summer courses. Last day for handing in term assignments, subject to any earlier course deadline.
June 20-26, 2014	Early summer examinations may be held. Examinations are normally held all 7 days of the week.
July 1, 2014	Statutory holiday. University closed.
July 3, 2014	Late summer classes begin. Full summer classes resume.
July 10, 2014	Last day for registration and course changes (including auditing) for late summer courses.
July 23, 2014	Last day to withdraw from late summer courses with a full fee adjustment.
July 25, 2014	Last day to submit to the Paul Menton Centre for Students with Disabilities, Formal Examination Accommodation Forms for August examinations.
July 31, 2014	Last day for tests or examinations in full summer courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar).
August 4, 2014	Statutory Holiday. University closed.
August 7, 2014	Last day for tests or examinations in late summer courses below the 4000-level before the final examination period (see Examination Regulations in the Academic Regulations of the University section of this Calendar). Classes held on this day follow a Monday schedule. Last day of late summer and full summer classes.
August 15, 2014	Last day for academic withdrawal from late summer and full summer courses and any other courses that end this term. Last day for handing in term assignments, subject to any earlier course deadline.
August 15, 2014	Summer Co-op Work Term Reports are due.
August 18-23, 2014	Summer examinations may be held. Examinations are normally held all 7 days of the week.

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