



CARLETON UNIVERSITY  
SPROTT SCHOOL OF BUSINESS  
BUSI 4709B  
2024/WINTER  
STRATEGIC MANAGEMENT FOR INTERNATIONAL BUSINESS

**Instructor:** Sujit Sur  
**Office Hours:** By appointment  
**Email:** sujitsur@carleton.ca

**Modality:** In person

**Pre-requisites & precluded Courses:**

Fourth-year standing in BCom (International Business Concentration) or BIB and successful completion of all 2000 and 3000 level courses in the major requirement. Precludes additional credit for BUSI 3629, BUSI 4609.

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**Course Calendar description from the [2021/2022 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.

**Course Description:**

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, operations, etc.) into a coherent whole. Even though you may be concentrating in a 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 and across socio-economic strata of society. This course provides students with the conceptual tools necessary to work effectively in today's global environment by developing strategic perspectives that links 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 organizations: *Where to compete?*

*Which products to offer around the globe? Where to locate the various activities of the firm? How to position and leverage competitive advantage responsibly? How to work towards sustainable development and social impact? How to work across socio-economic strata, and how to implement a global strategy?*

**Learning Outcomes:**

- Identify the importance of each business function to firm performance and explain possible causes of firm performance;
- Identify interdependencies of business functions when analyzing business situations and providing recommendations;
- Apply conceptual frameworks to evaluate and analyze practical business problems;
- Articulate strategic perspectives that links the environment, the state of the global industry, the socio-economic context and the capabilities and position of the firm;
- Develop a company’s business plan for new initiatives and question its underlying assumptions;
- Identify and implement appropriate responses to business situations;
- Discuss responsible management and decision making processes and their influence on strategic decision making and firm performance;
- Work and contribute to an interdependent, collaborative, and professional team environment;
- Gain experience of sustainable development at the base of the pyramid intentionally and assess social impact of business initiatives.

**Reading(s)/Required Materials:**

A list of readings, simulations and all other material that are required for the course are available in the “ARES Reserves” section on Brightspace. The course schedule shows the due dates for completion of each reading/simulation. Additional resources that may be required are also posted on the course’s Brightspace, and will be updated as required.

**Course Requirements & Methods of Evaluation (including due dates):**

Grade Components:

1.1 Community Project Pitch to Partners*	10%
1.2 Business Plan updates*	10%
1.3 Business Plan, draft presentation to class*	5%
1.4 Business Plan presentation to the partners*	10%
1.5 Business Plan report to the partner*	15%
1.6 Individual contribution at updates & presentation	5%
1.7 Peer evaluation	10%
1.8 Individual reflection	10%
2. Individual Coffee Shop Inc. simulation	10%
3. Individual Vinho Rio simulation	15%
<b>Total</b>	<b>100%</b>

*Note: Components with an asterisk are team assignments*

*Deadline extensions and accomodations*

As the scheduling for the project and meetings with partners are pre-arranged, there will no extensions or additional accommodations possible. If you are unable to complete your part of the teamwork on time because of illness or other circumstances beyond your control, you must inform the instructor in writing, and ensure your team is also provided timely notice so that they can

redistribute the workload. Ideally, you should submit your work to the team even if you are unable to attend class on any given day. Extended deadlines or accommodations are not granted for travel arrangements that conflict with class schedule.

### **Community Project:**

The community project will offer an experiential opportunity to apply all the cumulative learning from the BIB and IB concentration courses, as well as the strategic management of International Business concepts of this course. The project component is 65% of the total grade. Teams of 4-5 students will work with [ZanaAfrica](#), the selected community engagement partner to design sustainable business opportunities for ZanaAfrica in Kenya as well as in Ottawa. The [City of Ottawa](#), as part of Carleton's [City Studio](#) initiative, will also be a partner in this project with a strategic objective of sustainable economic development for the underserved local communities. The teams will work with the partners to co-create business opportunities with the dual objectives of economic growth and social impact. Additional information for all deliverables below will be available on Brightspace.

1.1 The business proposal: Teams will write a short proposal (300-600 words) and the completed project check-off list. The proposal presentation should provide a brief overview of the research questions and preliminary business opportunities that the team hopes to explore. It should also include the project scope, approach, deliverables and the timeline for the project.

#### 1.2 Business Plan updates

Project updates will need to be provided on a regular basis as per the course schedule.

1.3 / 1.4 The draft & final business plan presentation: Each team will deliver a draft presentation (30 minutes, including Q&A) to the class, and then incorporate the feedback for the final presentation to the community partners. Traditional Power point presentation is acceptable, though the teams need not feel constrained to use this format. The presentation should present the business plan and implementation strategy for the business opportunity that addresses the community partners' requirement.

1.5 The business plan report: This is the final deliverable to the partners, and will be a formal document that included the feedback from the presentation to the partners. The format and outline for this report will be available on Brightspace.

#### 1.6 Individual contribution at updates & presentation

This will be graded based on your weekly participation and contribution to the class and the community project work, updates and presentations.

1.7 Peer evaluation: Based on your experience throughout the project, you will evaluate the contributions of each team member. Your grade will be based on your peers' evaluation and the quality of your own evaluation of your peers. The guidelines and evaluation form will be available on Brightspace.

1.8 The reflection: The reflection (750-1000 words) is an individual assignment. You will reflect on what appealed to you the most in the project, how you were able to apply your learnings from

this course as well as other courses in your program, what you learned from the project experience, and what you would do differently if you ever have an opportunity to undertake such a project in your career.

**Individual international business simulations:**

There will be two 1-2 hours long self-administered simulations that will be completed individually. The access to the simulations will be through Ares Reserve on Brightspace.

2. Coffee Shop Inc.: (mid-term assessment). In Coffee Shop Inc., you will manage and grow your own coffee shop business in the face of a changing external environment and competitive landscape. The simulation will take you through three levels of play, with increasing levels of complexity and the introduction of new concepts as you develop your skills. Each level will challenge you to maximize your cumulative profit over a 5-year period. In Level 1: Starting up, you will choose a location for your store, determine your strategy, and make marketing, human resources, and operations decisions. With Level 2: Building your brand, you will face additional complexity with decisions on staffing and in-house coffee roasting, choosing ordinary, Fair Trade, or organic coffee beans. In Level 3: Going international, you will develop a global chain of coffee shops in mature and emerging markets by opening owned and franchised stores. Within each type of market, you will need to make decisions around vertical integrations, the number of new stores, marketing, and human resources.

3. Vinho Rio: (end of term assessment). The Vinho Rio LiveCase simulation introduces the theme of globalization strategy and brings to life the pressures transforming the traditional "Old World" wine industry. Playing the role of a visitor to a family friend's vineyard in the Douro region of Portugal, you will get involved in the family's business decisions following an unexpected offer from an American investor. As the story progresses, you will explore opportunities in various other markets with different modes of entry, taking into account the drivers and the extent of globalization. You will be asked to weigh the challenges and benefits of working with a heritage brand, the impact of shifting consumer trends, and the influence of major global events. After examining Vinho Rio's business, you will assess and compare the various growth opportunities and offer advice on the most appropriate global strategy to secure the vineyard's future.

**Course Schedule:**

Date	Topic	Agenda/Readings	Task
Jan 10	Introduction	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Katzenbach, J. &amp; Smith, D. 2005. The discipline of teams. <i>Harvard Business Review</i>, 83(7/8): 162-171.</li> <li>• London, T. 2016. The BoP promise (pages 1-8)</li> <li>• Information on community partners (Brightspace)</li> </ul>	Icebreaker and team formation exercise. Posing the project mandate & design challenge (Jan 10)
Wk 1		<b>Team formation for community project</b>	

<b>Jan 17</b> <b>Wk 2</b>	Introudction to strategic management & business model	<u>Readings:</u> <ul style="list-style-type: none"> <li>Porter, M. 1996. What is strategy? <i>Harvard Business Review</i>, 74(6): 61-78.</li> <li>Mankins, M. 2004. Stop wasting valuable time. <i>Harvard Business Review</i>, 82(9): 58-65.</li> <li>Johnson, M., Christensen, C. M., &amp; Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i>, 86(12): 50-59.</li> <li>London, T. 2016. The BoP promise (pages 9-26)</li> </ul>	Q& A with the partners about the project scope and brainstorming preliminary ideas (Jan 17)
	Exec. briefing	Introduction of community partners, mandate, expectations, and goals for the project.	
<b>Jan 24</b> <b>Wk 3</b>	Introudction to strategic management & business model	<u>Readings:</u> <ul style="list-style-type: none"> <li>Casadesus-Masanell, R. &amp; Ricart, J. 2011. How to design a winning business model? <i>Harvard Business Review</i>, 89(1/2): 100-107.</li> <li>Rumelt, R. 2011. The perils of bad strategy. <i>McKinsey Quarterly</i>, (1): 30-39.</li> <li>London, T. The BoP promise (pages 27-56)</li> </ul>	Finalize project deliverables and timeline (Jan 24)
	Exec. briefing	Business plan pitch presentations to partners, goal setting and project expectations	
<b>Jan 31</b> <b>Wk 4</b>	Situation analysis	<u>Readings:</u> <ul style="list-style-type: none"> <li>Steenburgh, T. &amp; Avery, J. 2010. Marketing analysis toolkit: Situation analysis. HBS</li> <li>Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i>, 86(1): 78-93.</li> <li>London, T. The BoP promise (pages 57-89)</li> </ul>	Project update to partners and information expectations (Jan 31)  <b>Due: The Business Proposal</b>
	Exec. briefing	Sustainable Business model development	
<b>Feb 07</b> <b>Wk 5</b>	Business plan & strategic alliance	<u>Readings:</u> <ul style="list-style-type: none"> <li>Kanter, R. 1994. Collaborative advantage: The art of alliances. <i>Harvard Business Review</i>, 72(7/8): 96-108.</li> <li>London, T. The promise of BoP (pages 90-119)</li> </ul>	Project update to TA & Instructor (Feb 07)
	Exec. briefing	Key decisions and researched opportunities	
<b>Feb 14</b> <b>Wk 6</b>	Business Opportunities presentation	Each team will present its business plan to the community partners	Business plan & Project goal finalization  <b>Due: Coffee Shop Simulation</b>
	Business simulation	Commence simulation Coffee Shop Inc.	

Feb 21-25, Winter Break			
<b>Feb 28</b> <b>Wk 7</b>	Competitive advantage	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Ghemawat, P. &amp; Rivkin, J. 2006. Creating competitive advantage. HBS</li> <li>• Chew, B. 2000. The geometry of competition. (available in BRS)</li> <li>• London, T. The promise of BoP (pages 120-147)</li> </ul>	Debrief of Coffee Shop Inc. simulation (Feb 28)
<b>Mar 06</b> <b>Wk 8</b>	Global strategy and positioning	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. <i>Harvard Business Review</i>, 85(3): 58-68.</li> <li>• Khanna, T. 2014. Contextual intelligence. <i>Harvard Business Review</i>, 92(9): 58-68.</li> <li>• London, T. The promise of BoP (pages 148-177)</li> </ul>	Project update to TA & Instructor (Mar 06)
<b>Mar 13</b> <b>Wk 9</b>	Strategic innovation	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Bower, J. &amp; Christensen, C. M. 1995. Disruptive technologies: Catching the wave. <i>Harvard Business Review</i>, 73(1): 43-53.</li> <li>• Kim, C. &amp; Mauborgne, R. 2004. Blue ocean strategy. <i>Harvard Business Review</i>, 82(10): 76-84.</li> <li>• London, T. The promise of BoP (pages 178-188)</li> </ul>	Project update and check in with partners (Mar 13)
	Exec. briefing	Project update	
<b>Mar 20</b> <b>Wk 10</b>	Strategic implementation	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Mankins, M. &amp; Steele, R. 2005. Turning great strategy into great performance. <i>Harvard Business Review</i>, 83(7/8): 64-72.</li> <li>• Sull, D. 2007. Closing the gap between strategy and execution. <i>Sloan Management Review</i>, 48(4): 30-38.</li> <li>• Kotter, J. 2007. Leading change: Why transformation efforts fail. <i>Harvard Business Review</i>, 85(1): 96-103.</li> </ul>	Project update to TA & Instructor (Mar 20)
	Exec. briefing	Project update	
<b>Mar 27</b> <b>Wk 11</b>	Behavioral strategy	<u>Readings:</u> <ul style="list-style-type: none"> <li>• Gino, F. &amp; Staats, B. 2015. Why organizations don't learn? <i>Harvard Business Review</i>, 93(11): 110-118.</li> <li>• Lovallo, D., &amp; Sibony, O. 2006. Distortions and deceptions in strategic decisions. <i>McKinsey Quarterly</i>, (1): 18-29.</li> <li>• Roxburgh, C. 2003. Hidden flaws in strategy. <i>McKinsey Quarterly</i>, (2): 26-39.</li> </ul>	<b>Due: Presentation to the class</b> (Mar 27)

	Exec. briefing	Draft presentation to the class	
<b>Apr 03</b> <b>Wk 12</b>	Presentation to the community partners	<b>Due: Final Presentation of completed business plan to the partners</b> <b>Commence Vinho Rio simulation</b>	<b>Due: Peer Evaluation</b>
<b>Apr 10</b> <b>Last day of classes</b>	Submit Business Plan report	<b>Teams submit their Business Plan to community Partners</b>	
<b>April 25</b> <b>Last day of exams</b>	Business simulation  Individual reflection	<b>Due: Business simulation Vinho Rio</b>  <b>Due: Individual reflection on the course</b>	

**Contribution to Learning Goals of the Program ([BCom](#), [BIB](#)):**

<b>Program Learning Goal</b>	<b>Competencies Not Covered</b>	<b>Competencies Introduced (only)</b>	<b>Competencies Taught But Not Assessed</b>	<b>Competencies Taught and Assessed</b>
<b>CHECK (X) ONE PER ROW</b>				
<b>BC1 Knowledge</b> <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				<b>X</b>
<b>BC2 Collaboration</b> <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				<b>X</b>
<b>BC3 Critical Thinking</b> <i>Graduates will be discerning critical thinkers, able to discuss different viewpoints, challenge biases and assumptions, and draw conclusions based on analysis and evaluation.</i>				<b>X</b>

<b>BC4 Communication</b> <i>Graduates will be effective and persuasive in their communications.</i>				<b>X</b>
<b>BI5 Global Awareness (BIB ONLY)</b> <i>Graduates will be globally-minded.</i>				<b>X</b>

### ADDITIONAL INFORMATION

#### 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 Accommodation**

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](http://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](http://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](mailto: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](http://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](http://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](http://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.

Process: If an alleged violation occurs, all relevant documentation will be forwarded to the Dean. If the allegation proves true, the 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. **For a first offence, at a minimum, the penalty assigned will normally be a zero on the submitted work and at least a minimum full grade reduction of the final course grade. For a second offence, at a minimum, the penalty assigned will normally lead to a suspension from studies.**

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/>.

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## **Sprott Student Services**

The Sprott Undergraduate Student Services Office offers program advising and overall student success support. Our team is available to discuss your academic goals and your program progression plans. We can also work with you to develop strategies for success, including study skills for Business. If you experience any difficulty this term or if you would like to access support, please contact our team at [bcom@sprott.carleton.ca](mailto:bcom@sprott.carleton.ca) or at [bib@sprott.carleton.ca](mailto:bib@sprott.carleton.ca).

## **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](http://carleton.ca/csas).

## **Important Information:**

- Students must always retain a 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/>
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