



Carleton
University

Sprott
School of Business

**Carleton University
Sprott School of Business**

BUSI 4717 A:

**MANAGING GLOBALIZATION IN EMERGING ECONOMIES
Fall 2022
(IN PERSON Course)**

Instructor: Abdulghany Mohamed, Ph.D.

Office: Nicol (TBA)

Email: Abdulghany.Mohamed@carleton.ca

Classroom: Southam Hall 403

Class Days and Times: Wednesdays @11:35 am - 2:25 pm

Office Hours: Wednesdays @ 3:00-4:00pm. Appointment bookings will be on first come first serve basis. Email based queries are also welcome.

TA: TBA

N.B: 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 and complete group projects, and 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.



COURSE MODALITY

This course will be offered in an in-person modality whereby students and the instructor will hold classes in an assigned classroom on campus. Meeting on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format. For other course activities, including consultations with the instructor and group work please see below and in detailed guidelines posted on BrightSpace.

EDUCATIONAL TECHNOLOGY REQUIREMENTS

While all the lectures will be delivered in-person/in-class by the instructor the course will require the student to have access to some basic technology. The primary platforms for the course will be Brightspace and MyCarletonOne. Students may also use other additional freely accessible platforms/software/apps (e.g., Google Hangouts/Meets/Docs, Teams, Zoom, etc.) for their individual and group-based activities as well as in interactions with the instructor outside the classroom. As such, students will need access to: (a) laptop/desktop/mobile device with reliable, high-speed connection to the internet plus audio/visual accessories or in-built webcam, microphone, speakers, etc.; and (b) word-processing, statistical and presentation software packages (e.g., Microsoft Suite), web-browsers, etc. to effectively enable them to:

- (a) access, upload & download course material posted on Brightspace;
- (b) answer quizzes on Brightspace;
- (c) watch and listen to pre-recorded videos/podcasts;
- (d) take Brightspace-hosted online tests and exams;
- (e) utilize other Brightspace functionalities;
- (f) receive and send emails to the instructor and fellow classmates;
- (g) conduct individual and group research;
- (h) compose, prepare and post reports (for individual and group-based assignments); and,
- (i) prepare and make online presentations.

N.B: The downloadable MS Office software suite is available to students at no charge while they have student status at Carleton. Check this link. <https://carleton.ca/its/ms-offer-students/>

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; **ECON 1001** and **ECON 1002** (or **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, domestic 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 and critical understanding of the significance and implications of globalization and regionalism for emerging economies and how these two phenomena are being understood and grappled with in the context of the current global COVID-19 pandemic and geopolitical tensions.
- (b) An appreciation of the utility, value and significance of multiple perspectives and paradigms in the study of emerging economies in the context of contemporary globalization and regionalism. A special focus on global indigenous knowledges will be covered.
- (c) A framework for analyzing and assessing the unique business environments of the range of emerging economies around the world.
- (d) The main theories of international trade and investment as they pertain to emerging economies and an articulation of the contemporary aspects/issues that investors capitalize on and/or contend with when doing business in/with emerging economies.
- (e) The opportunity to critically examine how emerging countries, governments, civil society and business enterprises are contending with the rapidly changing and emerging global business environment that is being transformed/re-shaped by the

forces unleashed by the current global COVID-19 Pandemic, re-invigoration of social justice movements, and geopolitical tensions and trade wars.

- (f) 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 teamwork and collaborative research and learning.
- (g) An opportunity for a hands-on experience through a group project on emerging economy assessment and corporate strategy formulation and presentation.
- (h) A prospect to hone individual-oriented research skills for the design, preparation and presentation of a written essay based on a topic about an emerging economy situation chosen by the student and approved by the instructor.
- (i) The necessary communication skills set – oral and written forms; including the writing of professional correspondence and project reports, online oral presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtually based platforms.
- (j) A solid foundation and knowledge necessary to prepare the students for more advanced study and career prospects.

LEARNING OUTCOMES

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

- (a) Describe and critically 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 as well.
- (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 critically analyze/assess the unique, complex and dynamic environments of emerging markets in the context of the emerging global economy (that is being re-shaped by the ongoing COVID-19 Pandemic and geopolitical tensions and trade wars) 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) Demonstrate that they formulate a coherent and effective strategic plan for a group-based project on a chosen MNC.
- (e) Demonstrate that they are individually adept and capable of designing, researching, and presenting a scholarly written essay on an emerging economy topic/subject matter.
- (f) Discuss how MNCs/MNEs go about building and developing international relationships and corporate strategic alliances.
- (g) Articulate how the rest of the world engages with emerging economies with a particular focus on how Canada engages itself with emerging economies.
- (h) Communicate effectively – orally and in written form; including the writing of professional correspondence and project reports, oral presentation of research assignments/results as well as fruitful and harmonious interaction in the context of diverse cultures as facilitated by both virtual and non-virtual based platforms.
- (i) Work harmoniously with their peers from diverse backgrounds.
- (j) Demonstrate a clear understanding and acquisition of effective individual and teamwork (leadership) skills necessary in today's and in the emerging post-COVID-19 Pandemic academic and work/career environments.

COURSE STRUCTURE AND DELIVERY

This course will be delivered in an in-person modality. Meeting on campus in an assigned classroom on scheduled days/dates in three-hour weekly sessions, this course will be structured on a lecture format whereby classes will be delivered/held in person. For other course activities, including consultations with the instructor, group work, individual assignments and final exam please see below and in detailed guidelines posted on BrightSpace.

In addition to in-class lectures, students are expected to critically and effectively engage with the assigned videos/podcasts, textbook material, lecture notes and journal articles, semester-long group-based project, completion of individual essay assignment, and the taking of a scheduled written final examination at the end of the semester. In short, this course will be structured around five (5) broad activities:

(a) Class Engagement

Students are expected to be actively and productively engaged in all activities of this course (including lectures, assignments, discussions, quizzes, tests, and exam). 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. The use of discussion forums on Brightspace will be emphasized.

Communication with and among students will primarily be conducted via Carleton University's email accounts. It is therefore critical that students check their emails regularly so as not to miss oftentimes time-sensitive messages.

And, most importantly, class participation is predicated on the premise that in-person class attendance (taken and recorded via Brightspace) for the whole duration of each lecture meeting is mandatory for each and every student throughout the semester. Thus, 5% (out of the allocated 10%) of the course marks will be assigned to class attendance.

(b) Critical Watching, Listening of Videos, Podcasts and Readings & Accompanying Quizzes

Students will critically watch/listen videos and podcasts as well as critically read and examine readings (including textbook chapters, lecture slides, journal articles, etc.) as assigned for each session. Details of the videos and podcasts will be listed and posted on Brightspace separately from this course outline. Additionally, to encourage students to engage with the assigned material, each course participant will: (i) take a total of **Five (5) scheduled quizzes** of their choice (out of 10 scheduled quizzes).

(c) Individual Essay Assignment

Each student will research and submit a short (6 page) written paper on a topic to be assigned from a list of suggested current topics assigned by the instructor (and adapted by each student as deemed necessary). Selection of topics must be made by the third week of the semester. All essays will be submitted in digital format on **November 5th, 2022**. A marking rubric will be provided and posted on Brightspace.

(d) Final Exam

Students will be required to sit a written formal final examination as scheduled and subsequently administered by the University Examination Services.

(e) Term Group Project

Course participants will be required to take part in a group-based project. Groups will be formed during the first and second sessions of the semester. Each group will prepare a written report for each phase of the project. Moreover, each group will also participate in an oral presentation of their term project on a scheduled date. Digital copies of group reports (for each phase) are to be uploaded/submitted on Brightspace on the assigned/specified due dates.

There will be two types of group-based term projects to choose from:

- (i) One 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** (aka **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. In short, based on such analysis, each student group will 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 in the chosen emerging economy and globally.

- (ii) The second half of the class will undertake projects that entail the in-depth assessment of a market/economy (anywhere in the world) and the formulation of a strategic plan for an MNC/MNE **from an emerging economy** that is considering/planning to enter the chosen economy (aka **Type B Projects**). Specifically, Type B projects will involve an in-depth analysis of: (a) the potential host country (anywhere in the world) to determine opportunities and threats obtaining in the chosen economy), (b) 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, and (c) formulation of a concrete future-oriented strategic plan on how the chosen MNC/MNE from an emerging economy 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 Brightspace.

A **Library Workshop Session** (Conducted by Mr. Matthew Gertler- the Carleton University Business and Government Information Librarian) will be held on **September 21st, 2022**. **This workshop is crucial in familiarizing students (and the instructor) with current resources that are crucial for individual and grouped-based assignments.**

The instructor will be available for online (Zoom) consultation with individual project teams on as needed basis. On average each session will be one hour long (Every

Tuesdays @ 3:00-4:00pm). Group appointment bookings will be on a first come first serve basis.

TEXTBOOK AND OTHER RESOURCES

The following textbook (e-book) is required for this course:

Cavusgil, S.T., P.N. Ghauri, and L. A. Liu (2021) *Doing Business in Emerging Markets*, 3rd, ed. SAGE Publications Ltd

In addition to the textbook, key/required readings are assigned from other sources (e.g., periodicals, video/podcasts, etc.) as deemed appropriate. **Required course readings (i.e., textbooks and periodicals, etc.) will also be accessible via Ares (library reserve facility).** A list of pre-recorded videos and podcasts will be provided on Brightspace.

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 (5% attendance)	10 %
(2) Individual Essay Assignment	10 %
(3) Quizzes	5%
(4) Final Examination	30 %
(5) Term Group Project:	
(i) Phase 1: Project & Topic Selection	5%
(ii) Phase 2: Data Collection and Preliminary Analysis	10%
(iii) Phase 3: Group Online Oral Presentation	10%
(iii) Phase 4: Final Report	20%
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 above five evaluation components in order to receive a passing grade.

BUSI 4717 A – Fall 2022 (In-Person) – Lecture Schedule, Course Topics, Mid-Term Test, Essay and Project Due Dates

Session	Date	Time	Topic	Key Readings/Project Due Dates
1	Wednesday September 7 th , 2022	11:35 am - 2:25 pm	<ul style="list-style-type: none"> • Introduction and Course Overview • Understanding Emerging Economies in an Era of Globalization & Regionalism 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 1: Emerging Markets – Setting the Stage • Chapter 2: What is an Emerging Market? <p>Hirakawa & Aung (2011); Moahi (2007); Roberts, Kayande & Srivastava (2015); Sheth (2011)</p> <ul style="list-style-type: none"> • Videos/Podcasts <p>Horn-Miller, K. and Knowledge Keeper Stephen Augustine (March 2018) "The First Peoples: A Brief Overview," Carleton University Collaborative Indigenous Learning Bundles.</p> <ul style="list-style-type: none"> • Project Groups formation, Project Selection and selection of individual assignment topic • Instructor Lecture Notes/Guidelines
2	Wednesday September 14 th , 2022	11:35 am – 2:25 pm	Political, Legal and Socio-Cultural Frameworks in Emerging Markets	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 3: Pathways to Economic Transformation: Common Characteristics of Emerging Economies <p>Champ & Attaran (2002); Chung & Beamish (2005); Cooke & Xiao (2021); Dahles (2007); Ocholla, (2007)</p> <ul style="list-style-type: none"> • Project Groups formation, Project Selection and selection of individual assignment topic continued • Videos/Podcasts • Instructor Lecture Notes/Guidelines
3	Wednesday September 21 st , 2022	11:35 am - 2:25 pm	Library Session	<p>Mr. Matthew Gertler (Business and Government Information Librarian)</p> <ul style="list-style-type: none"> • Tsui, A. S. (2004) • Videos/Podcasts

				<ul style="list-style-type: none"> • Lee, Damian and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles. • Horn-Miller, Kahente and Knowledge Keeper Amelia McGregor (2018) "Engaging with Indigenous Communities," Carleton University Indigenous Collaborative Learning Bundles. • Instructor Lecture Notes/Guidelines
4	Wednesday September 28 th , 2022	11:35 am - 2:25 pm	Economic and Financial Environments in Emerging Economies	<p>Banalieva & Sarathy (2010); Das (2010); Didier & Schmukler (2014); Gelos, R.G., & J. Roldo's (2004); Okyere-Kwakye & Khalil Md Nor (2021).</p> <ul style="list-style-type: none"> • Term Project: Phase #1 due • Videos/Podcasts • Instructor Lecture Notes/Guidelines
5	Wednesday October 5 th , 2022	11:35 am - 2:25 pm	Technological Environment, Innovation and CSR in Emerging Markets	<p>Bruton, Dess & Jenney (2007); Doh, Littell, & Quigley (2015); Jayanti & Gowda (2014); Marinova & Raven (2006); Siqueira & Bruton (2010); Yip & McKern (2014);</p> <ul style="list-style-type: none"> • Videos/Podcasts • Todd, Z., and Knowledge Keeper Albert Dumont (2018) "Indigenous Environmental Relations" Carleton University Collaborative Indigenous Learning Bundles • Instructor Lecture Notes/Guidelines

6	Wednesday October 12 th , 2022	11:35 am - 2:25 pm	<ul style="list-style-type: none"> • Opportunities and Trends in Emerging Markets 	<p>Cavusgil, Ghauri & Liu (2021):</p> <ul style="list-style-type: none"> • Chapter 4: What Makes Emerging Markets Attractive • Chapter 5: Assessing the Market Potential for Emerging Markets <p>Ahmed, F. (2013); Prahalad & Hammond (2002); Chebbi, Yahiaoui, Vrontis & Thrassou (2017); Chen, (2017)</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
7	Wednesday October 19 th , 2022	11:35 am - 2:25 pm	<ul style="list-style-type: none"> • Managing Business in Emerging Markets 	<p>Cavusgil, Ghauri & Liu (2021) Chapter 6: Managing Operations in Emerging Markets</p> <p>Chapter 7: The Negotiation and Conflict Management in Emerging Markets</p> <p>Ahammad, et al. (2018); Ahlstrom, et al. (2020); Amankwah-Amoah, et al. (2019); Doh, et al. (2017); Henisz & Zelner (2010); Khanna, Palepu & Sinha (2005); Xu & Meyer (2013)</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines <p>• Term Project: Phase #2 due</p>
October 24th – 28th, 2022			Fall Break – Classes Suspended	
8	Wednesday November 2 nd , 2022	11:35 am - 2:25 pm	<ul style="list-style-type: none"> • Making the Most of Globalization • Relationship Building and Development: Fruitful Cooperation with and Among Emerging Economies 	<p>Cavusgil, Ghauri & Liu (2021)</p> <ul style="list-style-type: none"> • Chapter 8: Bright – if Uneven – Future for Emerging Markets. • Ang & Michailova (2008); Muhr (2016) <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines <p>Individual Essays are due</p>

9	Wednesday November 9 th , 2022	11:35 am - 2:25 pm	<ul style="list-style-type: none"> • Canada's Engagement with Emerging Economies: Competition, Cooperation and Conflict • Group Presentations (Phase 3) for assigned teams. 	<p>Berkes & Adhikari. T. (2006); Greenspon, & Lynch, (2018); Hartungi (2006); He, Wei & Xie (2008); NPSIA (2012).</p> <p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Videos/Podcasts • Instructor Lecture Notes/Guidelines
10	Wednesday November 16 th , 2022	11:35 am - 2:25 pm	Group Presentations (Phase 3) for assigned teams	<p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Term Project - Final reports (Phase 4; soft copy) for Session 9 group presentations are due. • Videos/Podcasts • Instructor Lecture Notes/Guidelines
11	Wednesday November 23 rd , 2022	11:35 am - 2:25 pm	Group Presentations (Phase 3) for assigned teams	<p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Term Project - Final reports (Phase 4; soft copy) for Session 10 group presentations are due. • Videos/Podcasts • Instructor Lecture Notes/Guidelines
12	Wednesday November 30 th , 2022	11:35 am - 2:25 pm	Group Presentations (Phase 3) for assigned teams Course Wrap Up	<p>Term Project: Phase 3 Reports (soft copy) for presenting groups are due before presentation begins.</p> <ul style="list-style-type: none"> • Term Project - Final reports (Phase 4; soft copy) for Session 11 group presentations are due. • Term Project - Final reports (Phase 4; soft copy) for Session 12 group presentations are due a week later. • Videos/Podcasts • Instructor Lecture Notes/Guidelines

REQUIRED COURSE READINGS

Session 1:

- **Introduction and Course Overview**
- **Understanding Emerging Economies in an Era of Globalization & Regionalism**

Required Readings:

Cavusgil, S.T., P.N. Ghauri & L. A. Liu (2021)

- Chapter 1: Emerging Markets – Setting the Stage
- Chapter 2: What is an Emerging Market

Hirakawa, H., & T.T. Aung (2011) “Globalization and the emerging economies: East Asia’s structural shift from the NIEs to potentially bigger market economies (PoBMEs)”, *Evolutionary and Institutional Economics Review* 8(1): 39-63.

Moahi, K. H. (2007) “Globalization, Knowledge Economy and the implication for Indigenous Knowledge”, *International Review of Information Ethics*, 7 (09): 55-62.

Roberts, J., U. Kayande, & R. K. Srivastava (2015) “What’s different about emerging markets, and what does it mean for theory and practice?”, *Customer Needs and Solutions* 2: 245-250.

Sheth, J. N. (2011/2018) “Impact of emerging markets on marketing: Rethinking existing perspectives and practices”, *Journal of Marketing* 75(4): 166-182

Video Bundle:

Horn-Miller, K., and Knowledge Keeper Stephen Augustine (March 2018) “The First Peoples: A Brief Overview,” Carleton University Collaborative Indigenous Learning Bundles.

Session 2: Political, Legal and Socio-Cultural Framework in Emerging Markets

Cavusgil, S.T., P.N. Ghauri & L. A. Liu (2021)

- Chapter 2: Pathways to Economic Transformation: Common Characteristics of Emerging Markets

Champ, P. & A. Attaran (2002) "Patent Rights and Local Working Under the WTO TRIPS Agreement: An Analysis of the U.S.-Brazil Patent Dispute", *Yale Journal of International Law*, 27(2): 365-393.

Chung, C.C. & P.W. Beamish (2005) "The Impact of Institutional Reforms on Characteristics and Survival of Foreign Subsidiaries in Emerging Economies", *Journal of Management Studies* 42(1): 35-62.

Cooke, F. L. & M. Xiao (2021) "Women entrepreneurship in China: where are we now and where are we heading", *Human Resource Development International*, 24(1):104-121.

Dahles, H. (2007) "On (Mis-) conceptions of culture as a vehicle of business success: Singapore Chinese investment strategies after failing in China", *East Asia* 24: 173-193.

Ocholla, D. (2007) "Marginalized Knowledge: An Agenda for Indigenous Knowledge Development and Integration with Other Forms of Knowledge", *International Review of Information Ethics*, 7: :236-245.

Session 3:

Library Workshop Session (In-person) with Mr. Matthew Gertler (CU Librarian – Specialist: Business & Government Information)

Part of the session will critically examine approaches to research including: (a) engaging with Indigenous communities, and (b) decolonization from an Indigenous perspective.

Required Reading

Tsui, A. S. (2004) "Contributing to Global Management Knowledge: A Case for High Quality Indigenous Research", *Asia Pacific Journal of Management*, 21: 491–513.

Video Bundles:

- (1) Lee, D., and Knowledge Keeper Marlene Pierre (June 2018) "Decolonization is for Everyone: Identity Formation in the Canadian Context," Carleton University Indigenous Collaborative Learning Bundles.
- (2) Horn-Miller, Kahente and Knowledge Keeper Amelia McGregor (2018) "Engaging with Indigenous Communities," Carleton University Indigenous Collaborative Learning Bundles.

Session 4: Economic and Financial Environments in Emerging Economies

Term Project: Phase #1 due

Required Readings:

- Banalieva, E.R. & R. Sarathy (2010) "The impact of regional trade agreements on the global orientation of emerging market multinational", *Management International Review* 50:797-826.
- Das, D. K. (2010) "Contours of deepening financial globalization in the emerging market economies", *Global Journal of Emerging Market Economies* 2(1): 45-67.
- Didier, T. & S. L. Schmukler (2014) "Debt Markets in Emerging Economies: Major Trends", *Comparative Economic Studies* 56(2): 200-228.
- Gelos, R.G., & J. Roldo's (2004) "Consolidation and market structure in emerging market banking systems," *Emerging Markets Review* 5: 39-59.
- Okyere-Kwakye, E., & Khalil Md Nor (2021) "The intention of banks to adopt green banking in an emerging market: the employees' perspective," *Economic and Political Studies*, 9 (4): 497-504.

Session 5: Technological Environment, Innovation and CSR in Emerging Markets

Required Readings:

- Bruton, G.D., G.G. Dess & J.J. Janney (2007) "Knowledge management in technology-focused firms in emerging economies: caveats on capabilities, networks and real options", *Asia Pacific Journal of Management* 24:115-130

Siqueira, A.C. O. & G.D. Bruton (2010) "High-technology entrepreneurship in emerging economies: Firm informality and contextualization of resource-based theory", *IEEE Transactions on Engineering Management* 57(1):39-50.

Yip, G. & B. McKern (2014) "Innovation in emerging markets – the case of China", *International Journal of Emerging Markets* 9(1): 2-10.

Doh, J.P., B. Littell, and N. R. Quigley (2015) "CSR and sustainability in emerging markets: Societal, institutional, and organizational influences", *Organizational Dynamics* 44: 112–120.

Jayanti, R.K., and M.V. R. Gowda (2014) "Sustainability dilemmas in emerging economies", *IIMB Management Review* 26: 130 -142.

Marinova, D. & M. Raven (2006) "Indigenous Knowledge and Intellectual Property: A Sustainability Agenda", *Journal of Economic Surveys*, 20(4): 587-605.

Video Bundle:

Todd, Z., and Knowledge Keeper Albert Dumont (2018) "Indigenous Environmental Relations" Carleton University Collaborative Indigenous Learning Bundles

Session 6: Opportunities and Trends in Emerging Markets

Required Readings:

Cavusgil, S.T., P.N. Ghauri & L. A. Liu (2021)

- Chapter 4: What Makes Emerging Markets Attractive?
- Chapter 5: Assessing the Market Potential of Emerging Markets

Ahmed, F. E. (2013) "The Market at the Bottom of the Pyramid: Understanding the Culture of Poverty", *Perspectives on Global Development and Technology* 12: 489-513.

Prahalad, C.K. & A. Hammond (2002) "Serving the World's Poor, Profitably", *Harvard Business Review* 80 (9): 48-57.

Chebbi, H., D. Yahiaoui, D. Vrontis, and A. Thrassou (2017) "The Impact of Ambidextrous Leadership on the Internationalization of Emerging-Market Firms: The Case of India", *Thunderbird International Business Review* 59 (3):421-436.

Chen, J. (2017) "Internationalization of Chinese Firms: What Role Does *Guanxi* Play for Overcoming Their Liability of Outsidership in Developed Markets?", *Thunderbird International Business Review* 59 (3):467-483.

Session 7: Managing Business in Emerging Markets

- **Term Project: Phase #2 due**

Required Readings:

Cavusgil, S.T., P.N. Ghauri & L.A. Liu (2021)

- Chapter 6: Managing Operations in Emerging Markets
- Chapter 7: Negotiations and Conflict Management in Emerging Markets

Ahammad, M. A, K. W. Glaister, R. M. Sarala & A. J. Glaister (2018) "Strategic Talent Management in Emerging Markets", *Thunderbird International Business Review*, 60(1): 5-8.

Ahlstrom, D., J-L. Arregle, M. A. Hitt, G. Qian, X. Ma & D. Faems (2020) "Managing Technological, Sociopolitical, and Institutional Change in the New Normal", *Journal of Management Studies* 57(3):411-437.

Amankwah-Amoah, J., X. Chen, X. Wang, Z. Khan, J. Chen (2019) "Overcoming institutional voids as a pathway to becoming ambidextrous: The case of China's Sichuan Telecom," *Long Range Planning* 52(4): 101871

Doh, J., S. Rodrigues, A. Saka-Helmhout & M. Makhija (2017) "International business responses to institutional voids," *Journal of International Business Studies* 48, 293–307.

Henisz, W. J. & B. A. Zelner (2010) "The hidden risks in emerging markets", *Harvard Business Review* (April):1-8.

Khanna, T., K.G. Palepu & J. Sinha (2005) "Strategies that fit emerging markets," *Harvard Business Review* (June):63-76

Xu, D. & K. E. Meyer (2013) "Linking Theory and Context: 'Strategy Research in Emerging Economies' after Wright et al. (2005)", *Journal of Management Studies*, 50(7):1322-1346

Session 8:

- **Individual Essays are due**

8.1 Making the Most of Globalization

Required Readings:

Cavusgil, S.T., P.N. Ghauri & L. A. Liu (2021)

- Chapter 8: A Bright – If Uneven – Future for Emerging Markets

Hartungi, R. (2006) “Could developing countries take the benefit of globalisation?”, *International Journal of Social Economics* 33(11): 728-743.

He, C., Y. D. Wei & X. Xie (2008) “Globalization, Institutional Change, and Industrial Location: Economic Transition and Industrial Concentration in China”, *Regional Studies* 42(7): 923–945.

8.2 Relationship Building and Development: Fruitful Cooperation with and Among Emerging Economies

Required Readings:

Ang, S. H. & S. Michailova (2008) “Institutional explanations of cross-border alliance modes: The case of emerging economies’ firms”, *Management International Review* 48(5):551-576.

Muhr, T. (2016) “Beyond ‘BRICS’: ten theses on South–South cooperation in the twenty-first century”, *Third World Quarterly*, 37 (4): 630-648.

Session 9: Canada’s Engagement with Emerging Economies: Competition, Cooperation and Conflict?

Required Readings

Berkes. F. & T. Adhikari (2006) “Development and conservation: indigenous businesses and the UNDP Equator Initiative”, *Int. J. Entrepreneurship and Small Business*, 3(6): 671–690.

Greenspon, E. & K. Lynch, (2018) *Diversification Not Dependence a Made-In-Canada China Strategy*, PPF Consultative Forum on China, Ottawa, Public Policy Forum. Available at: <https://ppforum.ca/publications/diversification-not-dependence-a-made-in-canada-china-strategy/>

NPSIA (2012) Winning in a changing world; Canada & emerging markets, Ottawa, The Norman Paterson School of International Affairs, Carleton University. Available at:
<http://books.scholarsportal.info/view.doc.htm?id=560893>

Group Presentations

Session 10:

Group Presentations

Session 11:

Group Presentations

Session 12:

Group Presentations & Course Wrap Up

END OF SEMESTER

Contribution to Learning Goals of the Program (BCom, BIB):

Program Learning Goal	Competencies Not Covered	Competencies Introduced (only)	Competencies Taught But Not Assessed	Competencies Taught and Assessed
BC1 Knowledge <i>Graduates will be skilled in applying foundational business knowledge to appropriate business contexts.</i>				X
BC2 Collaboration <i>Graduates will be collaborative and effective contributors in team environments that respect the experience, expertise and interest of all members.</i>				X
BC3 Critical Thinking <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>				X
BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i>				X
B15 Global Awareness (BIB ONLY) <i>Graduates will be globally-minded.</i>				X

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 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, 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.

Grading

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

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.

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/>.

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 or at 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.

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/>

Covid-19 Information:

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you must follow Carleton's [symptom reporting protocols](#).

Masks: Carleton has paused the [COVID-19 Mask Policy](#), but continues to strongly recommend masking when indoors, particularly if physical distancing cannot be maintained. It may become necessary to quickly reinstate the mask requirement if pandemic circumstances were to change.

Vaccines: Further, while proof of vaccination is no longer required as of May 1 to attend campus or in-person activity, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible, and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.
