



Carleton
University

Sprott
School of Business

**CARLETON UNIVERSITY
SPROTT SCHOOL OF BUSINESS
BUSI 4709 A
FALL 2021
STRATEGIC MANAGEMENT FOR INTERNATIONAL BUSINESS**

Instructor: Asif Ali Rahman, Ph.D.

Office: TBD

Office Hours: By Appointment

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Phone Number: (306) 537-2481

Class: Monday (1:35 PM – 2:25 PM Southam Hall THB), (2:35 PM – 5:25 PM Online)

Modality: In Person and Online

Pre-requisites & precluded Courses:

Fourth-year standing in B.Com. (International Business Concentration) or B.I.B., and successful completion of all 2000- and 3000-level courses in the Major requirement. Lectures three hours a week, tutorial one hour a week.

Precludes additional credit for BUSI 3629, BUSI 4609.

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:**

This course is a "capstone" seminar in international business. It integrates the knowledge, theories, skills, and techniques derived from the previous courses in BCom and BIB curriculum. This course is intended to help students integrate the functional expertise they have developed in the areas such as accounting, finance, human resource management, marketing, economics, IT and production & operations management. Concepts and tools acquired from these functional areas provide the basis for approaching strategic problems from a holistic perspective.

Analysis and diagnosis of business problems are applied in order to formulate strategies, tactics, plans, and policies for the improvement of organizational performance. Accomplished through practice in rational and responsible decision-making processes, the course develops a well-defined approach to solving the technical, economic, and human problems of management. A sense of managerial responsibility in and for a democratic society that also asks recognition of and respect for individual, group, employee, and managerial values is stressed.

Learning Outcomes:

After completing this course students should be able to:

1. Perform a rigorous analysis of a company's strategic direction.
2. Identify and explain a company's mission and vision statement and relate and critique these statements to the company's strategic direction.
3. Identify and explain all micro and macro forces that shape a company's strategic plan and determine performance.
4. Analyze and evaluate all the steps for the proper alignment of financial and nonfinancial resources within a company's strategic plan.
5. Analyze a company's strategic plan in the context of the industry life cycle and environment in which it operates.
6. Analyze, evaluate, and draw conclusions on the effectiveness and performance of control and integration mechanisms.
7. Establish metrics to assess and measure strategic performance.
8. Analyze and evaluate the company's communication and feedback loop relative to company strategy and performance.
9. Analyze, evaluate, and draw conclusions on the financial performance relative to the company's strategic plan.
10. Analyze, evaluate, and identify risks and risk mitigation strategies appropriate to the company's strategic direction.
11. Analyze, evaluate, and develop strategies for a single or multi-business organization.
12. Assess, analyze, and recommend changes to company strategy based on a full analysis of a company's strategic plan.
13. Develop and prepare a strategic review document presented in a consistent form and properly documented.

Reading(s)/Textbook(s)/Required Materials (incl. technical requirements, i.e., webcam):

There is no prescribed text for this course. A list of readings and case studies have been compiled for this course. Most of the required readings are available through the “Library Reserves” section in cu-Learn (on the lower right-hand side of the course home page). Just below Library Reserves it will say “View course in Ares”; if you click on this, it will open up the reading list and you can access the readings.

There is a business simulation for this course which has to be purchased for US\$97.00 from <http://www.marketplace-simulation.com/>. The business simulation (including the two textbook chapters that are included in the price) is a requirement for this course. It is **NOT** possible to share or borrow a license.

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

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|----------------------------------|-------------|
| Business Plan Report | 15% |
| Business Plan Presentation | 10% |
| Simulation Performance | 10% |
| Report to the Board Presentation | 10% |
| Transition Report | 25% |
| Class Participation | 10% |
| Quizzes (2@10% each) | 20% |
| Total | 100% |

¹Course Schedule:

| Date | Topic | Agenda | Deliverables |
|-------------|---|---|------------------------|
| Sep. 13 | Introduction | Readings: Mankins, M. 2004. Stop wasting valuable time. <i>Harvard Business Review</i> , 82(9): 58-65. Katzenbach, J. & Smith, D. 2005. The discipline of teams. <i>Harvard Business Review</i> , 83(7/8): 162-171. | |
| | | Team Formation | |
| Sep. 20 | Introduction to Strategic Management and Business Model | Readings: Porter, M. 1996. What is strategy? <i>Harvard Business Review</i> , 74(6): 61-78. Johnson, M., Christensen, C. M., & Kagermann, H. 2008. Reinventing your business model. <i>Harvard Business Review</i> , 86(12): 50-59. | Q1 Decisions (Sep. 17) |

¹ The contents of this course schedule may change during the course of the semester. The instructor will communicate changes in lecture.

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| | | Casadesus-Masanell, R. & Ricart, J. 2011. How to design a winning business model? <i>Harvard Business Review</i> , 89(1/2): 100-107. | |
| | Executive Briefing | Introduction of individual team members, roles, and goals for the simulation. | |
| Sep. 27 | External Environment and Competitor Analysis | Readings: Steenburgh, T. & Avery, J. 2010. Marketing Analysis Toolkit: Situation Analysis. HBS Porter, M.E., 2008. The five competitive forces that shape strategy. <i>Harvard Business Review</i> , 86(1): 78-93. Diane Isabelle, Kevin Horak, Sarah McKinnon, Chiara Palumbo June 2020. Is Porters five forces framework still relevant? A study of the capital/labour intensity continuum via mining and IT industries. Technology Innovation Management Review, June 2020. https://timreview.ca/article/1366 | Q2 Decisions (Sep. 24) |
| | Executive Briefing | Business model (a diagram of the business model is due at the briefing). | |
| Oct. 4 | | Readings: Ghemawat, P. & Rivkin, J. 2006. Creating Competitive Advantage. HBS Chew B. 2000. The geometry of competition. Internal publication of the Monitor Company: New York. | Q3 Decisions (Oct. 1) |
| | Executive Briefing | Key decisions and results of Q3 Plan for Q4 | |
| Oct. 11 | | Statutory Holiday (University Closed) | |
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| Oct. 18 | Business & Corporate Strategy Global Strategy & Positioning | Readings: Ghemawat, P. 2007. Managing differences: The central challenge of global strategy. <i>Harvard Business Review</i> , 85(3): 58-68. Rumelt, R. 2011. The perils of bad strategy. <i>McKinsey Quarterly</i> , (1): 30-39. | Q4 Decisions (Oct. 15) |
| | Executive Briefing | Key decisions and results of Q4 Plan for Y2 | |

| Oct. 25 | | Fall Break | |
|---------|---|--|---|
| Nov. 1 | Business Plan & Cooperative Strategies (Strategic Alliances) Online Quiz 1 | Readings: Obtaining venture capital by writing and presenting a business plan. <i>The management of strategy in the marketplace, Chapter 9.</i> (Available in the simulation) Kanter, R. 1994. Collaborative advantage: The art of alliances. <i>Harvard Business Review, 72(7/8): 96-108.</i> | Working on Business Plan |
| | Executive Briefing | The drafts of pro-forma statements and executive summary. Outline of business plan presentation. | |
| Nov. 8 | Venture Capital Fair | All teams will present to venture capitalists. Schedule and guidelines will be provided in class. | Business plan due on cu-Learn Q5 Decisions (Nov. 5) |
| | Executive Briefing | All teams will present to venture capitalists. Schedule and guidelines will be provided in class. | |
| Nov. 15 | International Strategy & Strategic Implementation | Readings: Mankins, M. & Steele, R. 2005. Turning great strategy into great performance. <i>Harvard Business Review, 83(7/8): 64-72.</i> Sull, D. 2007. Closing the gap between strategy and execution. <i>Sloan Management Review, 48(4): 30-38.</i> | Q6 Decisions (Nov. 12) |
| | Executive Briefing | Key decisions and results of Q5 Plan for Q6 | |
| Nov. 22 | Strategic Innovation & Entrepreneurship | Readings: Bower, J. & Christensen, C. M. 1995. Disruptive technologies: Catching the wave. <i>Harvard Business Review, 73(1): 43-53.</i> Kim, C. & Mauborgne, R. 2004. Blue ocean strategy. <i>Harvard Business Review, 82(10): 76-84.</i> | Q7 Decisions (Nov. 19) |
| | Executive Briefing | Key decisions and results of Q5 Plan for Q6 | |

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| Nov. 29 | Behavioral Strategy & Corporate Governance Online Quiz 2 | Readings: Lovallo, D., & Sibony, O. 2006. Distortions and deceptions in strategic decisions. <i>McKinsey Quarterly</i> , (1): 18-29. Roxburgh, C. 2003. Hidden flaws in strategy. <i>McKinsey Quarterly</i> , (2): 26-39. Corporate Governance <i>How the board of directors holds a corporation's management accountable to shareholders</i> , Chapter 11 (available in the simulation) | Q8 Decisions (Nov. 26) |
| | Executive Briefing | No Formal Executive Briefing | |
| Dec. 6 | | Final Board Presentations | |
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Instructional Strategy

- **Non-linear Learning Strategy:** This course does not flow sequentially from one point to another. Instead, it involves the identification and interplay of a complex set of interrelated factors and sometimes subtle processes that only come together over time and with much work. To maximize learning, we must be tolerant of ambiguity and look for relationships, not answers.
- **Zoom Lectures, In-Person Discussions and In-Person Lectures:** Most classes will include a lecture component to stress important theoretical concepts concerning the topic under study. It is assumed that you have read the assigned materials prior to class and are ready to discuss them. As there is no textbook, it is essential that you attend class (through Zoom or in-person on those days where classes will be live). There will be weekly scheduled meetings that all students will be expected to attend as you will be required to discuss your simulations results as they come in. This will be done in real time either by using Zoom calls. There will also be some presentations made in class through Zoom. For all Zoom classes I will email you the links beforehand.
- **Marketplace simulation.** This course will employ the Marketplace simulation as a learning environment. You will learn what it is like to compete in the fast-paced, competitive market where customers are demanding, and the competition is working hard to take away your business. You are given control of a simulated business and must manage its operations through several decision cycles (eight quarters covering a two-year period). In the simulation, you will set up and run your own company, struggling with business fundamentals and the interplay between marketing, human resources, operations, finance, and accounting. Repeatedly, you must analyze the situation, plan a business strategy, and then

execute that strategy. You face great uncertainty from the outside environment (including the decisions made by your competitors and from your own decisions). Incrementally, you learn to adjust your strategy as you discover the nature of your real-life decisions, including the available options, linkages to other parts of the business, conflicts, trade-offs, and potential outcomes. To add to the challenge, you are confronted with an international market in constant flux and a product category that is in a fast-paced evolving industry. Market potential will rise and fall on local and worldwide economic and political conditions and your venture will be challenged by fluctuating exchange rates and tariffs between regions. Your participation in the simulation and reports on your performance will account for a major part of your grade. Decisions are due three days before executive briefings so that students will have time to review the results and prepare a meeting agenda (with adequate detail – not just a list of who will talk on which topic before going into executive briefings). Please highlight the key issues under each of the functional areas of the business.

- **Executive Briefings.** Executive briefings are structured regular meetings between each team and the instructor or teaching assistant who act as coaches. Executive briefings typically take place in the second half of each class. These meetings offer students the opportunity to receive coaching in running their simulated companies and applying theoretical material. Team members should come prepared to present their analyses of the market, the decisions they have made, and their justifications for those decisions. The coach will not provide solutions to the team but rather raise questions pertaining to the simulation. There will be one meeting lasting 25-30 minutes per simulation quarter. Meetings will be led by the President, and a written agenda must be provided containing the topics to be addressed (with some detail on the highlights) and the agenda must indicate which person is responsible for each topic (generally this will be a particular functional area of the business).
- Each student must be prepared to defend the analysis and logic behind the team's decisions and plans. It is perfectly normal for you to make judgment errors; however, the key is to develop a plan on how to overcome them and do better in the future. It is strongly recommended that each executive have a plan of action (what to do, when to do it, who should do it and any other key details) to recommend to the team. The executive group should be prepared to thoroughly discuss all issues. It is also recommended that after your meeting with your coach that you hold a group meeting to make plans on what to do in the next quarter.

Functional Knowledge Required:

Marketing (Branding, Market Segmentation, Customer Value, Advertising, Pricing, Evaluating Market Performance, Understanding Marketing Strategies (Brand designs, Brand prices, price promotions and sales priority, Advertising copy, Media placement and frequency), Sales Office Management, Competitor Analysis, Business Plan.)

Finance (Stocks & Stock Pricing, Financial Forecasting, Evaluating Financial Performance, Costing, Loans, Investments and Venture Capitalism, Budgeting and Variance Analysis, Negotiating Equity Investments, Licensing & Strategic Alliances, Composition and working of the board, Corporate Governance.)

HRM (Team Skills, Work Styles & Corporate Responsibilities, Designing Compensation Packages, Hiring, Motivation & Performance)

Production & Operations (Investing in Plant Capacity, Manufacturing (Demand per sales person, scheduling daily production), Production Planning, Continuous Improvement (R&D), Fixed Capacity & Scheduling Options)

IT & E Commerce (Web & E Commerce, Web Traffic & Productivity Tactics (Strategies), Web marketing tactics)

Economics (Demand analysis to estimate brand, price, advertising, and sales force elasticity, Demand Forecasting, Marketing Research)

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 |
|---|--------------------------|--------------------------------|--------------------------------------|----------------------------------|
| CHECK (X) ONE PER ROW | | | | |
| 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</i> | | | | X |

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| <i>on analysis and evaluation.</i> | | | | |
| BC4 Communication <i>Graduates will be effective and persuasive in their communications.</i> | | | | X |
| BI5 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 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:

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|--------------|-------------|-------------|-------------|
| A+ = 90-100 | B+ = 77-79 | C+ = 67-69 | D+ = 57-59 |
| A = 85-89 | B = 73-76 | C = 63-66 | D = 53-56 |
| A - = 80-84 | B - = 70-72 | C - = 60-62 | D - = 50-52 |
| F = Below 50 | | | |

Grades entered by Registrar:

WDN = Withdrawn from the course

DEF = Deferred

Academic Regulations

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

Requests for Academic Accommodation

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

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:

carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. carleton.ca/pmc

Survivors of Sexual Violence

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

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as

soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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

Academic Integrity

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another’s ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated.

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 hard copy of all work that is submitted.
- All final grades are subject to the Dean’s approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, in order to respond to

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