



IBUS5715A

Foreign Markets: Selection, Assessment and Entry Strategies

Winter 2018

Wednesdays: 11:35 a.m. - 2:25 p.m.

Venue: Dunton Tower 701

Professor: Fred Olayele, PhD, PMP
Office: DT 919
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Office Hours: Wednesday 3:00-5:30pm

Graduate Calendar Description:

Selection and assessment of foreign markets suitable to corporate capabilities. Factors affecting the internationalization of firms, from SMEs and born globals to large multinationals. Methods for foreign market entry and service, from exporting, licensing, and franchising to JVs, M&As and greenfield investment.

Course Description:

In this course, we examine how the global environment and other firm-and country-specific factors influence firms' internationalization decisions. The changing patterns of cross-border flows of goods, services, people, capital, information and other inputs have major implications for foreign market penetration and other types of cross-border partnerships. In a rapidly changing business environment, identifying, assessing and choosing the right foreign markets will require information on multiple countries, economic and financial structures, cultures, regulatory systems and contexts. Such heterogeneity in the business environment across countries has huge strategic implications for specific industries and firms.

The course provides an integrative framework to critically analyse a firm's decision to venture abroad, and the evaluation of alternative entry modes in a bid to provide a sustainable competitive advantage for the firm.

Course Prerequisites: BUSI 5701

Credits: 0.250 Credits

Required Text and Other Reading Materials:

Textbook: Daniels, John D., Lee H. Radebaugh, and Daniel P. Sullivan, International Business – Environment and Operations, 16th ed., Pearson, ISBN 978-0134200057

Exam Date: Take-home individual case will be posted at 11:59 p.m. on cuLearn on April 18th . This is due at 11:59 p.m. on April 22nd

The Course Drop Policy:

The deadline for academic withdrawal is the last day of classes (each term).

Deferred Final Examination:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor and the MBA office in writing to request a deferred exam. Permission may be granted when the absence is supported by a medical certificate and or appropriate document/s to support the reason for the deferral.

Grading Scheme:

Individually Earned Grades:

Take home individual case exam – <i>no group discussion permitted</i>	30%
Contribution to peer learning – professor assessment	15%

Group Earned Grades:

Case Preparation & Discussion	15%
Group Report	30%
Presentation	10%
Total	100%

Criteria for Evaluation and Grading:

Paper copies of written assignments are due at the beginning of class. If the student is unable to attend class, it is the student’s responsibility to ensure the professor receives this copy prior to the deadline. In addition, an electronic copy must be deposited to cuLearn or in the case of assignments emailed to the professor within the same day.

Late Penalties: For any assignment and report, late penalties will be decided at the professor’s discretion. For the take home exam, no late submission will be accepted without medical certification.

Class Discussions and Contributions to Peer Learning:

Students are encouraged to actively participate in all classes by being adequately prepared (i.e. having attentively read and reflected on the text chapters and any other assigned readings/cases). Regular attendance, participation, and contribution from all class members are essential for effective discussion. It is student contribution to peer learning that constitutes a contribution, including encouraging colleagues, building on earlier comments without repeating, listening attentively to speakers and being respectful of differences of opinion. While attendance is a pre-requisite to participation, it is the quality, not the quantity, of remarks that earns the grades. Meaningful contribution requires that you teach your peers something useful that might otherwise have gone unnoticed. A discrete use of electronic devices for note-taking is permitted, however no distractions will be tolerated.

It is also recognized that on some days there may be insufficient time to call upon each student who wishes to speak. Any such demonstration of desire to participate will also be considered in the overall assessment of class contribution. In addition, students will be asked to form groups to discuss cases in class. For example, a group may be asked to present a short summation of the case situation, provide the highlights of their analysis using a particular framework, debate from the perspective of various stakeholders, etc. To provide an opportunity to more closely interact with other classmates, students may be assigned to case discussion groups which will vary from class to class. Students' engagement, demonstration of preparedness and quality of discussions will be observed as the professor circulates. All of these verbal contributions will be factored into the individual class contribution grade.

Groups:

Students will be required to form groups of a maximum of 4 to 5 students. Dependent upon class size, exceptions may be permitted whereby for instance, a student without a group may be assigned to a group or a student may be asked to switch groups, all at the professor's discretion. These groups will collectively carry out group assignments with the major deliverable being the Group Report and Presentation.

Students are responsible for selecting their group partners and the group is expected to self-govern to ensure the quality of all deliverables, independently resolving any conflicts within the group. It is strongly recommended that students seek diversified and complementary skill sets in their prospective group partners; ideally, each group should comprise of students from different academic concentrations with varied work experiences and backgrounds. Further information on effective group formation and processes will be discussed at the first class.

The group assignments provide students with opportunities to develop and enhance interpersonal, communication, leadership, followership and other group skills. The resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> are recommended. Students are particularly encouraged to maintain evidence of their

contribution to the group performance, including estimated research time, working papers, etc. The keeping of a group log of meetings, commitments, decisions, etc. is also a valuable organizational tool. It is in each group member's best interest to ensure an equitable sharing of the research and work.

A peer evaluation for the Group Report will be required from all students, and will be taken very seriously in assigning grades. For instance, up to 5% may be deducted from a student's final grade if he or she received a poor peer evaluation from the majority of members in the group. A peer evaluation form will be posted on cuLearn.

Group Conflict:

Group members are encouraged to independently resolve any conflicts, however in the event of an irreconcilable conflict, as a last resort, group members may request that the group be broken into multiple groups. Each of these reconstituted groups will share ownership of any already submitted material on which all their names appear and will continue to analyse the same Group Report. However, each group will present separately without witnessing the other group's presentation, and each group will be evaluated by the same criteria applicable to all groups (i.e. the increased workload of fewer group members will not be a consideration in grading).

Policy for Group Presentations:

All group members must participate in the presentations. Any student unable to do so because of illness or other circumstances beyond their control must contact the professor via email prior to the start of the class for which the presentation is scheduled. The professor may allow an alternative individual assignment when the absence is supported by a medical certificate and/or appropriate document(s) to support the reason for the inability to present. Any student missing the presentation would not obtain any grades for the group work. The other group members must make the entire presentation as scheduled.

Video Recording of Presentations:

As part of the Assurance of Learning Process of AACSB accreditation, the School may periodically evaluate, among other things, presentation skills. Accordingly, student group presentations may be recorded to provide material for such assessment; however, this has no impact at all on the course grade.

Assignments, Exam etc:

Detailed information will be posted to cuLearn in advance of due dates and will be discussed in class. While group discussion is encouraged for many aspects of this course, the take-home case exam is an individual deliverable which should **not** be the fruit of any group discussion.

Course Schedule*:

	Date	Topic/Agenda	Pre-class Prep/Required Readings/Cases/Milestones
1	March 14 th	Globalization and the Internationalization Process of Firms.	<p>Chapter 1</p> <p>Article 1: Levitt, T. (1983) “The Globalization of Markets?”, <i>Harvard Business Review</i></p> <p>Article 2: Ghemawat, P. (2017) “Globalization: Myth and Reality”, <i>Harvard Business Review</i></p> <p>Article 3: Ahsan, M. and M. Musteen (2011) “Multinational Enterprises' Entry Mode Strategies and Uncertainty: A Review and Extension”, <i>International Journal of Management Reviews</i></p>
2	March 21 st	The Political, Legal, Economic and Cultural Environments Facing Business	<p>Chapters 2-4</p> <p>Article 1: Dawar, N. and T. Frost (1999) “Competing with Giants: Survival Strategies for Local Companies in Emerging Markets”, <i>Harvard Business Review</i></p> <p>Article 2: Ghemawat, P. (2001) “Distance Still Matters: The Hard Reality of Global Expansion”, <i>Harvard Business Review</i></p>
3	March 28 th	<p>Trade Theory, Trade Policy and Cross-National Cooperation and Agreements</p> <p>Guest Speaker: To be confirmed</p>	<p>Article 1: Knight, R. (2017) “We Don’t Need Political Solutions for Global Trade – We Need Practical Ones”, <i>Harvard Business Review</i></p> <p>Article 2: Martinez, A. (2017) “What a Changing NAFTA Could Mean for Doing Business in Mexico”, <i>Harvard Business Review</i></p>

4	April 4 th	<p>The Strategy of International Business</p> <p>Guest Speaker: To be confirmed</p>	<p>Chapter 11</p> <p>Article 1: Quackenbos, D. et al. (2016) “Does Your Company Have What It Takes to Go Global?”, <i>Harvard Business Review</i></p> <p>Article 2: Carr, C. and Collis, D.J. (2011) “Should You Have a Global Strategy?”, <i>MIT Sloan Management Review</i></p> <p>Article 3: Lessard, D. (2003) “Frameworks for Global Strategic Analysis”, <i>Journal of Strategic Management Education</i></p>
5	April 11 th	<p>Country Evaluation and Selection</p> <p>Guest Speaker: To be confirmed</p>	<p>Chapter 12</p> <p>Article 1: Horn, J., D. Lovallo and P. Viguerie (2005) “Beating the Odds in Market Entry”, <i>McKinsey Quarterly</i></p> <p>Article 2: Sui, S. and Z. Yu (2012) “The Pattern of Foreign Market Entry of Canadian Exporters”, <i>Canadian Public Policy</i></p> <p>Article 3: Martinez, P. A. and J. E. Lopez (2009) “Making Foreign Market Entry Decisions”, <i>Global Business and Organizational Excellence</i></p> <p>Case submission and discussion</p>
6	April 18 th	<p>Export and Import Strategies; Direct Investment and Collaborative Strategies</p>	<p>Chapter 13-14</p> <p>Article: Conconi, P., A. Sapir and M. Zanardi (2016) “The Internationalization Process of Firms: From Exports to FDI”, <i>Journal of International Economics</i></p> <p>Group report due in class; class presentations</p>

* Instructor reserves the right to change schedule as necessary; any changes will be announced in class.

IMPORTANT ADDITIONAL INFORMATION

Course Sharing Websites:

Student or professor 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).

Policy on Mobile Devices:

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

Group Work:

The 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, followership and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your instructor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

Person with Disabilities:

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website (www.carleton.ca/pmc) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Religious Observance:

Students requesting academic accommodation on the basis of religious observance should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory academic event. Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

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

Pregnancy:

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

Academic Integrity:

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

Important dates and deadlines:

<https://sprott.carleton.ca/students/mba/dates-deadlines-policies/>