



IBUS 5711-A
International Business – International Market and Trade
Winter 2019

Tuesdays, 11:35 am – 2:25 pm,
MBA classroom – TBD

Instructor: Jim Neubauer

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Office Hours: By appointment

Course Description and Objectives:

Today's increasingly competitive economy is forcing organizations to expand globally. Unfortunately, the firms and the management teams are now entering a new uncharted territory, where the impacts of making wrong choices can be detrimental to not only the global initiative but the previously stable domestic business. So, caught between the safe stable domestic business plan with limited or no growth and the global expansion plan – managers are launching new products and services in emerging markets with new channel partners. The manager of tomorrow needs to be prepared to make these decisions correctly and decisively.

This course provides the new global entrepreneur a “toolkit” providing the basic skills required to survive and succeed in a global business environment. In particular the focus will be on understanding the complexities associated with launching new products and services into foreign countries and dealing with the operational, cultural, human resource, marketing, distribution and pricing challenges.

This course is structured around the fundamental problem of international expansion. At the end of this course students should be able to:

1. Formulate a detailed Business plan and strategy for the successful launch of a new product or service into a new market in support of corporate goals and objectives.
2. Identify and complete the required key elements of market research, business development and engaging partnerships to cost effectively promote and distribute a new product or service.
3. Learn to competitively price global products and services to maximize new territory margins and market share without impacting the domestic marketplace.

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Product adaptation, distribution networks, promotion practices, cross-border pricing strategy and regulatory and other limitations. The macro and micro effects of culture provide a connecting theme.

Prerequisite(s): IBUS 5701.

Cellular Phones:

The use of cellular phones IS NOT PERMITTED in this class. It is disruptive to the instructor and class members. If you carry a phone to class, please make sure it is turned off. If an emergency situation requires you to keep your cell phone turned on you may wish to keep the silent mode on, please discuss this with the instructor prior to the class starting.

Drop Course Policy

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

Grading Scheme:

Assignments

Team Group Project – Country Evaluations	30%
Written	20%
Team Check in / Progress Reports	2%
Team Presentation	8%
Take Home Final (Case)	25%
Class Case Preparation & Participation	45%
In Class Cases (3)	30%
Participation and Preparedness	15%

	100%

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

Team Group project

The team group project involves the completion of a major research project focusing on introducing a new product or service into a suitable foreign location for a company.

Completing the project successfully will require *extensive research and analysis*. The end result of this project is a written paper that applies what has been learned to a real company doing business globally. The team's plan should be able to convince the reader (audience) of the viability of the global initiative. Please see the project description document for details. The team group project is worth 30% of your grade. See the project grading sheet for grading criteria. There will be 1 official team check-in, however each week progress will be monitored and opportunities for discussion and questions will be available. This will ensure you are working together efficiently, and that you are heading down the right path. The group team project will be done in teams of 2 or 3 or 4 depending on the class size. The teams will be expected to complete a formal confidential peer evaluation to ensure – equal participation and contribution occurs. Major issues “MUST” be identified to the Professor prior to the Peer Evaluation.

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. *Weekly cases must be completed individually.*

Preparation and participation

Class attendance, case preparation and completion as well as active participation are an important part of your grade. This includes arriving on time for all classes, having read all assigned materials, turning in assigned cases and assignments on time and being fully prepared to participate in class activities and discussions. You will be required to turn in a completed case (3 times) before class. However, even if you are not completing a case you **MUST** complete a *personal* preparation document, which consists of short answers to the case questions or assigned readings. The goal of the preparation document is to help you think through some important issues prior to class. Your preparation prior to class is fundamental for a good discussion. Your questions and answers during the discussion in class will form part of your participation grade and the cases will be graded on the basis of your understanding, the thoroughness and completeness of your answers and your reference to International Business principles. The cases and the class discussions will be instrumental in helping you prepare both the project and the final exam. Preparation and participation grades will range from 0 to 15 marks, depending upon performance, with highest scores reserved for **exemplary behavior**, not simple attendance. Please read the case preparation guidelines for more information on preparing and learning from cases.

Missed assignments and deferred final project:

Students unable to write a final examination because of illness or other circumstances beyond their control must contact the instructor 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. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

Late weekly cases, Project installments or Final Exams ***will not be accepted***. The purpose of the weekly cases is to enhance class discussion. After class discussion, cases are no longer helpful and will not be accepted. Each missed Case Submission will represent a 10 point drop in the final grade.

Instructional Philosophy

1. ***International business is an art, not a science.*** There are few certainties when dealing with companies or employees in an international context. Rulebooks are of little help. Instead, we must understand the cultural, political, and economic context in which a particular event occurs and respond accordingly. The challenge for managers is that, although they will never have all the answers, managers must still act. They must still make decisions with the best information available. This is the real management challenge.
2. ***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.
3. ***With this course, we are creating a learning community.*** None of us—including the instructor—knows as much as we should about managing international business in a competitive environment. To be successful we must be open to new ideas, experiences, and points of view. We must help each other learn. We will also make mistakes and, hopefully, learn from these mistakes. This will require a supportive class environment characterized by mutual respect, inquisitiveness, and hard work.
4. ***We must all take personal responsibility for learning.*** This course is all about learning. It is not designed to be easy or hard, confusing or obvious, serious or intimidating. Instead, it aims to be interesting, relevant, and challenging, and to make you think and learn skills that you can use in the future. You play a major role in the success of this effort.
5. ***We learn best when we come to class fully prepared to participate.*** This includes having read all reading assignments prior to class. It also includes participating in class discussions.

6. ***This course is governed by a spirit of inquiry and debate.*** Political correctness is politically incorrect in this class, and has no place in a genuine learning environment. Diverse opinions, disagreements, and debates can enhance our perspectives and facilitate learning. Critical analysis and constructive criticism of issues is prerequisite to both learning and action. As such, it is important not to take comments personally and to keep an open mind at all times.
7. ***We will maintain high performance standards.*** All of us must pursue high performance standards and goals that challenge us to maximize our learning.
8. ***We will endeavor to have some fun.*** Learning is as much an emotional experience as an intellectual one. We tend to learn best when we are happy, sad, angry, or otherwise emotionally involved. Please get involved.

Required readings:

Various articles, link available through study.net

Hastings, Donald F. 1999. "Lincoln Electric's Harsh Lessons from International Expansion", HBR (Mar 5)

Chu, Michael 2012. "Play it Safe at Home, Or Take a Risk Abroad", HBR (Mar 5)

Young, R. 2006. International Marketing Research - A global project management perspective, Kelly School of Business (Mar 12)

Kanter, Rosabeth Moss. 1995. "Thriving Locally in the Global Economy", HBR (Mar 19)

Monti, Joseph A. 2000. "Taking the High Road when Going International", Business Horizons (Mar 26)

Marketing Across Borders: It's a Big Big World, HBSP, 2653BC, 2006 (Apr 2)

Thomas, Andrew R. 2005. "It's the distribution, stupid". Kelley School of Business, Indiana University (Apr 2)

Pricing it Right: Strategic Applications and Pitfalls, Harvard Business School Press, 2629BC, 2006 (Apr 9)

Teaching Notes – will be available through cuLearn:

TN#1: Why Global? What's needed to make it happen?

TN#2: Market Research

TN#3: Product Development, Value Proposition

TN#4: Market Entry Strategies

TN#5: Distribution

TN#6: Price Positioning

Required cases:

Cases are available through the library, online and study.net

- Walmart Around the World, HBS 9-714-43
- Colgate Max Fresh: Global Brand Roll-Out, HBS 9-508-009
- Building Blocks International, HBS 9-504-085
- Metro Cash and Carry, HBS 9-707-505
- Neilson International, Ivey, 95G003
- Medi-Cult –Pricing a Radical Innovation, IMD045

Tentative Course Schedule¹:

Date	Topic	Assignments	Deliverable
Mar 5 - 2019	Going Global - International Business Plan	Readings: TN#1 – Why Global? Case: Walmart Around the World	Case Write-up (for discussion)
Mar 12 – 2019	Market Research	Readings: TN#2 – Market Research Case: Colgate Max Fresh: Global Brand Roll Out	Case Write-up Group Team Contract - Outline
Mar 19 - 2019	Buyer Decision Criteria, Cultural considerations	Readings: TN#3 – Product Development, Value Proposition Case: Building Blocks International	Case Write-up
Mar 26 – 2019	Business Development - Product Adaptation	Readings: TN#4 – Market Entry Strategies Case: 7-Eleven in Taiwan	Case Write-up Group Team – Check-in / Progress Report
Apr 2 – 2019	Promotion and Distribution Strategies	Readings: TN#5 – Distribution Special info on Mexico Case: Neilson Int'l	Case Write-up
Apr 9 - 2019	Pricing, Contracts and Regulatory	Readings: TN#6 – Price Positioning Case: Medi - Cult	Case Write-up Final Project Due start of class (11:35 am)
Apr 16 – 2019	Final Take Home Case Due		Final Case Due By April 16 th - 4 pm – Drop Box

¹ This schedule is tentative and may change in the course of the term. The instructor will communicate changes in class

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

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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 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 is 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. 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. 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 student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you are having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/learning-support/>

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 <http://carleton.ca/ccs/students/>