



**IBUS 5711-A**  
**International Business – International Market and Trade**  
**Winter 2017**

**Thursdays, 6:05 – 8:55 pm,**  
**MBA classroom – DT701**

**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.

## **IBUS 5711 - International Marketing and Trade**

Models for understanding factors that influence buyer decisions in different markets. 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): BUSI 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**

<b>Team Group Project – Country Evaluations</b>	30%
Written	20%
Team Check in / Progress Reports	2%
Team Presentation	8%
Take Home Final (Case)	25%
<b>Class Case Preparation &amp; Participation</b>	45%
In Class Cases (3)	30%
Participation and Preparedness	15%
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	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. If you have a group assignment you may find the resources at <http://sprott.carleton.co/wp-content/files/Group-Work-Resources.pdf> useful.

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 9)

Chu, Michael 2012. "Play it Safe at Home, Or Take a Risk Abroad", HBR (Mar 9)

Young, R. 2006. International Marketing Research - A global project management perspective, Kelly School of Business (Mar 16)

Kanter, Rosabeth Moss. 1995. "Thriving Locally in the Global Economy", HBR (Mar 23)

Monti, Joseph A. 2000. "Taking the High Road when Going International", Business Horizons (Mar 30)

Marketing Across Borders: It's a Big Big World, HBSP, 2653BC, 2006 (Apr 6)

Thomas, Andrew R. 2005. "It's the distribution, stupid". Kelley School of Business, Indiana University (Apr 6)

Pricing it Right: Strategic Applications and Pitfalls, Harvard Business School Press, 2629BC, 2006 (Apr 13)

*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 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
- 7-Eleven, Ivey, W12804
- Neilson International, Ivey, 95G003
- Medi-Cult –Pricing a Radical Innovation, IMD045

Tentative Course Schedule<sup>1</sup>:

Date	Topic	Assignments	Deliverable
Mar 9 - 2017	Going Global - International Business Plan	<b>Readings:</b> TN#1 – Why Global? <b>Case:</b> Walmart Around the World	Case Write-up (for discussion)
Mar 16 – 2017	Market Research	<b>Readings:</b> TN#2 – Market Research <b>Case:</b> Colgate Max Fresh: Global Brand Roll Out	Case Write-up <b>Group Team Contract - Outline</b>
Mar 23 - 2017	Buyer Decision Criteria, Cultural considerations	<b>Readings:</b> TN#3 – Product Development, Value Proposition <b>Case:</b> Building Blocks International	Case Write-up
Mar 30 – 2017	Business Development - Product Adaptation	<b>Readings:</b> TN#4 – Market Entry Strategies <b>Case:</b> 7-Eleven in Taiwan	Case Write-up Group Team – Check-in / Progress Report
Apr 6 – 2017	Promotion and Distribution Strategies	<b>Readings:</b> TN#5 – Distribution Special info on Mexico <b>Case:</b> Neilson Int'l	Case Write-up
Apr 13 - 2017	Pricing, Contracts and Regulatory	<b>Readings:</b> TN#6 – Price Positioning <b>Case:</b> Medi - Cult	Case Write-up Final Project <b>Due start of class (6 PM)</b>
Apr 20 – 2017	Final Take Home Case Due		Final Case Due By April 20 <sup>th</sup> - 4 pm – Drop Box

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

## **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).

## **Group Work**

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*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](mailto: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](http://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: <http://carleton.ca/studentaffairs/academic-integrity/>.

## **Important dates and deadlines**

<http://sprott.carleton.ca/students/mba/dates-deadlines-policies/#winter>