



IBUS 5712 D
Business and Government in Emerging Economies
Winter 2019, W2
March 05-April 09, 2019

Instructor: **Moses N. Kiggundu**
Office: **911 DT**
Class Hours: **Tuesdays, 6:05-8:55 pm**
Classroom: **Check Online Class Schedule**
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Teaching Assistant: **TBA**

Course calendar entry from 2018/2019 graduate calendar:

Course Description:

IBUS 5712 {0.25 credit}

Business and Government in Emerging Economies

Projects in emerging economies often involve partnerships between business, local governments and foreign donors. Emerging forms of cooperation which addresses issues of poverty, infrastructure and education. The role of international firms in the process of economic transition.

Course Prerequisites: IBUS 5701; Precludes additional credit for BUSI 5300 (no longer offered).

Course Restrictions: Enrolment in the MBA Program, Sprott School of Business permission.

Course Focus: From Poverty to Prosperity through Entrepreneurial Market-Creating Innovations in Frontier Economies¹.

¹ Here the term frontier economies is used synonymous with emerging economies.

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Learning Objectives:

1. Discuss the growing importance, role and dynamic nature of frontier economies in the context of globalization: Economic (business), social (poverty, inequality, inclusion), demographic (aging, youths), and environmental with a focus on poverty and the Sustainable Development Goals (SDG).
2. Examine the roles, contributions and interplay of the three major players: government, business and the non-profit sector in advancing the goals of prosperity and sustainable development in select frontier economies.
3. Critically examine the arguments and **evidence** as to **why some frontier economies do better alleviating poverty, creating prosperity for all, managing sustainability, development and transformation** and the **role state and non-state actors play** (governments, businesses, people and civil society) in advancing human development and the overall human condition.
4. Present concepts, business models, illustrations and applications of the **market-creating innovations (MCI)** approach to poverty alleviation and prosperity creation through **innovative entrepreneurship, business and social development** in select frontier economies.
5. Drawing on **empirically available assessment tools**...indicators, databases, and other sources... **identify, evaluate and discuss barriers to the advancement of MCI and shared prosperity** and **how to overcome such barriers** (Institutions, corruption, Infrastructure) when doing international business/international development/public administration and corporate management in frontier economies.
6. Work both **individually and in teams** to **identify innovative market-creating innovations** (business/development/public administration) **solutions to identified areas of significant nonconsumption for alleviating poverty, advancing prosperity for all, creating virtuous cycles** in selected frontier economies, and **share acquired knowledge with others in class. Focus on practical and sustaining takeaways and lessons learnt.**

Sensitize students to **current thoughts and practices** regarding globalization, poverty, exclusion and inequality, **ethical and moral imperatives** of doing international business/international development; foster the development of a **global mindset** and emphasize the **duties and responsibilities** of individuals and collectives as **global citizens** when dealing with issues of **globalization, sustainability, the environment and shared prosperity.**

Textbook(s)/ Assigned Readings:

1. Clayton M. Christensen, Efosa Ojomo and Karen Dillon. (2019). **The Prosperity Paradox: How Innovation Can Lift Nations Out of Poverty.** New York, NY: Harper Business (HarperCollinsPublishing).

2. World Bank. 2016. *Poverty and Shared Prosperity: Taking on Inequality*. Washington DC: The World Bank. Doi: 10.1596/978-1-4648-0958-3. License: Creative Commons Attribution CC BY 3.0 IGO. Available from The World Bank; www.worldbank.org/ , pubrights@worldbank.org

Useful Databases /Yearbooks:

1. World Bank. 2017: *Doing Business 2017-Equal Opportunity for All*. Washington DC: World Bank Group; www.doingbusiness.org/reports...reports; [2018 Reforming to Create Jobs](#); [2019 Training for Reform](#).
2. World Economic Forum. *The Global Competitiveness Report 2017-2018* www.weforum.org/.../the...global- or 2018-2019.
3. UNDP. 2016. *Human Development Report 2016*. “Human Development for Everyone”. www.undp.org/en/year/2016 (More recent and back reports available).
4. Transparency International, Corruption Perception Index <http://www.transparency.org/cpi> (2017 or most recent)
5. 2018 Index of Economic Freedom. <http://www.herigate.org/international-economies/>

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

Grading Scheme:

1. **Individual:** Active, informed, and constructive in-class participation and contributions to collective learning and reflection.....10%
2. **Individual Assignment:** Getting to know your Selected Frontier Economy (SFE), challenges and opportunities for doing business/development, and MCI applications ***Due Not Later than 6:00 pm Wednesday March 27, 2019***.....20%
3. **Individual:** Take Home Final Exam: Critical Examination of opportunities, barriers & solutions for the creation of prosperity by way of MCI is the SFE.....***Due Not Later than 9:00 am Wednesday April 17, 2019***.....35%
4. **Group:** In-Class Group Project Presentation: ***During Last Day of Class***.....15%
5. **Group:** Written Group Project Report.....***Due Not Later than 6:00 pm Sunday April 14, 2019***.....20%

Total: 100%

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

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NOTE:

1. All grading items listed above must be completed to get a passing grade in this course
2. Due dates and times will be strictly enforced: Late assignments will be penalized at the rate of 20 percent for the first 24 hours, another 30 percent for the next 24 hours, after which the assignment will not be graded for credit.
3. The Grading Scheme may be changed if material circumstances change, in which case students will be advised accordingly in writing.
4. Students wishing to take advantage of this course to undertake more advanced professional or academic contributions should discuss their interests with the Professor.

Organization of the Course:

1. Student Responsibility and Commitments:

Students must come to class prepared to actively discuss the day's assigned readings. Students are expected to attend all classes. If a student misses a class, the professor must be informed right away. It is the student's responsibility to keep up-to-date with class work, including missed classes.

2. Forming Teams for the Course:

There will be a maximum of three teams in this class. Depending on total class enrollment numbers, students will be required to form groups of THREE or FOUR per team. Students are advised to form heterogeneous teams representing SFEs from different regions, professional interests, background, passport countries, etc. Pairs (groups of 2) are NOT allowed.

3. Selection of Frontier Economy

Every student is required to select a frontier/emerging economy/ country to be used as the basis for Individual and Group Assignments and as a reference point for class activities, discussions and the achievements of the Learning Objectives as stated above. Every student will have *a different frontier economy*: no two or more students will choose the same country. Students are advised to choose a country or economy they feel passionate about either due to professional, personal or family interests or connections.

Drop Course Policy:

Students can drop a course up until the END of the second week of classes. Students that drop a class in the third week will receive a WDN but will automatically have the grade changed to ABS. A grade of ABS is considered a failing grade. A required course will have to be taken

again. Students with medical reasons and supporting documentation may petition the School to have the ABS grade changed back to WDN.

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.

Course Schedule:

Class 1: March 05, 2019: Introduction to Course, Frontier Economies and the MCI Framework.

- What are Frontier/Emerging Economies and Why Increasingly Important?
- Emerging Economies in the Global Economy & Global Society: Trade, Investment, Development/Foreign Aid, Demography & Migration, Security & Terrorism, Environment & Climate Change, Human Development, Public Health, Culture, Travel/Tourism, and Science & Technology.
- Models of Development: Linear Models; Flying Geese; Leap Frogging; Bootstrapping, (Washington Consensus Vs the Beijing Consensus).
- Introduction to the Market-Creating Innovations (MCI) framework: From Poverty (SDGs) to Prosperity; How Innovation can lift Nations Out of Poverty
- Selection of Individual Frontier Economies
- Students' Perspectives on Frontier Economies
- Assigned Group Work Based on Selected Frontier Economies (SFE)

Readings:

1. Read The Prosperity Paradox (PP)Chritensen, et al (2019):
 - Preface (South Korea and other Frontier economies: How to create prosperity, Nigeria ("Poverty Stops Here"), why prosperity? Book stakeholder
 - Chapter 1: An Introduction to the Prosperity Paradox, pp3-16 (Guide to the Book)
 - Chapter 2: pp17-43Not All Innovations are Created Equal (sustaining, Efficiency, Market-Creating innovations); Ford's Model T MCI in America.
 - Chapter 3: pp 45-71. In the Struggle Lies Opportunity: Nonconsumption and how to find it

Group Workout: Getting to Know Your Group and the Selected Frontier Economies; Team Building.

Class 2, March 12, 2019: MCI: Pull Vs Push Factors; Applications in Frontier Economies (Nigeria), USA, Japan & South Korea

Readings:

1. Read the Prosperity Paradox (PP)

- Chapter 4: pp 73-96 Pull Vs Push Development Strategies (Toilets in India, Noodles, Nollywood in Nigeria, M-PESA in Kenya), **Accessibility and Affordability**.
- Chapter 5: pp. 99-128: MCI and America's Innovations: Singer Sewing Machines; Eastman Kodak; Henry Ford, Bank of America,
- Chapter 6: MCI in Asia: Japan, South Korea, China (Sony, Toyota, Small motorcycles; Kia, Samsung, POSCO,

Group Workout: MCI and SFEs: Getting to Know Your SFE and Opportunities for MCI Applications.

Class 3, March 19, 2019:

Understanding and Assessment of Frontier Economies: Survey of Select Databases /Yearbooks Showing Key Indicators/Attributes Important for MCI and Sustainable Development

Read The Prosperity Paradox (PP)

- Chapter 7: Efficiency Problems & Frontier Economies: Mexico, SFEs, **Looking for opportunities in people's daily struggles**
 - **Collect data on SFEs from the databases below and identify possible drivers of MCI**
1. Global Competitiveness Report (GCR) 2017-2018. World Economic Forum;
www.weforum.org/competitiveness
 2. Human Development Report (HDR, 2017-2018). United Nations Development Program (UNDP);
www.undp.org/hdr (Human development for everyone).
 3. Doing Business in... Work Bank, 2017-Equal Opportunity for All
www.doingbusiness.org/reports...reports

Group Workout: Discuss the factors that make your SFEs attractive for doing Business/entrepreneurship in general and MCI in particular. Try to **develop an infographic page**.

Upload on CuLearn Individual Assignment

Class 4, March 26, 2019: Identifying and Overcoming Barriers to MCI

Read Prosperity Paradox (P&P)

- Read Chapter 8 pp 182-204: MCI Barriers Due to: **Institutions**, Culture, Innovations in Spite of Institutional Failure, **Vibrant Markets Precede Good Institutions**, Rationale for the Informal Economy.
- Read Chapter 9 pp 205-234 and Chapter 10 (pp:234-257). **MCI Corruption & Infrastructure: Push of Infrastructure that Never Delivers; Innovations before Infrastructure, MAREA subsea cable across the Atlantic (Microsoft, Facebook)...market-driven private sector infrastructure. Schools without Education, Hospitals without Health care, The Failure of Megaprojects...creating value; What Role for the State in Overcoming Barriers to MCI.**

Group Workout: Working with Barriers to MCI in SFEs and how to Overcome them (Institutions, Infrastructure, Corruption, etc.).

Class 5, April 02, 2019: Emerging Issues and Additional MCI Illustrations and Applications for Frontier Economies

Read Prosperity Paradox (PP)

- Chapter 11 pp261-278: Health Care & education, India; Five Principles of MCI (pp 270-274), **Reframing the Question/Problem**; The Wright brothers,
- Appendix pp 279-316: **Looking at the World Differently Through New Lens**: The Power of Outsiders; Portable Washing Machines in India, Affordable Drugs in Nigeria, Sanitation & Energy from Waste in Ghana, Mexican Electric Cars for Mexicans, Nigerian Tomato Paste, Disney World in Detroit, Housing Flooring in Rwanda, Power in Bangladesh, Moringa Tree in Ghana,
- The Role of Other Stakeholders: Development Practitioners---The IDP Foundation, One Acre Fund, Safe Water Network; Governments---The Philippines Business of Water, Rwanda Open for Business Under One Umbrella, Singapore Jobs Through Innovation, Mexico Exchange Trash for Food, India Fintech,
- MCI and other Issues: Climate Change and the Environment, Global Value Chain (GVC), Inclusive Human Development, Political Participation, Physical & Digital Infrastructure, other considerations.

Group Workout: In Preparation for the End of Term In-Class Presentations: MCI Projects in SFEs.

Upload on CuLearn: Take Home Final Exam and End of Term Group Project

Class 6, April 09, 2019: Shared Learning- From Poverty to Prosperity Through Market-Creating Innovation (MCI): Evidence From Selected Emerging Economies. Shared Prosperity, Shared learning and Reflections. The Way Forward: Where Do We Go from Here?

NOTE: Aspects of this Class Schedule may be changed if circumstances change, in which case the class will be advised accordingly.

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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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:

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. 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

^c 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/>

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

^c 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/>