



**Carleton**  
UNIVERSITY

**SPROTT**  
SCHOOL OF BUSINESS

**IBUS 5712 D**  
**Business and Government in Emerging Economies**  
**Winter 2020, W2**  
**March 05-April 09, 2020**

Instructor: **Moses N. Kiggundu**  
Office: **1726 DT**  
Office Hours: **Thursday 5:00-5:55 pm and by appointment**  
Class Hours: **Thursday 6:05pm-8:55pm**  
Classroom: **Check Online Class Schedule**  
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Teaching Assistant: **TBA**

**Course calendar entry from 2019/2020 graduate calendar:**

**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: Advancing Responsible Management Through Innovation in Emerging Economies: Business & Government in Partnership.**

## <sup>c</sup> Learning Objectives:

1. Discuss the growing importance, role and dynamic nature of emerging economies in the context of globalization & deglobalization: Economic (business), social (poverty, inequality, inclusion), demographic (aging, youths, migration), and environmental (climate change) with a focus on the UN 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 principles of Responsible Management and innovation in emerging economies.
3. Present concepts, business models, illustrations and applications of **Frugal Innovations approaches** and the contributions of business and government (in partnership) in advancing responsible management, sustainable development and prosperity creation through **innovative business, social and environmental development** in select emerging economies.
4. Drawing on **empirically available assessment tools**...indicators, databases, and other sources... **identify, evaluate and discuss determinants of Innovation** (Drivers, Barriers) **and how to promote or overcome them** (e.g. Institutions, corruption, Infrastructure, culture, human development, technology) in select emerging economies.
5. Work both **individually and in teams** to **identify innovative and appropriate Frugal Innovations solutions** to **specifically identified areas of significant economic (business), social or environmental challenges** facing select emerging economies with **a focus on sustainable and inclusive improvements to clearly identified segments of the population.**

## Textbook(s)/ Assigned Readings:

See Below

## Useful Databases /Yearbooks:

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

(2017 or most recent).

**NOTE: Notes and additional readings will be posted on CuLearn**

**Grading Scheme:**

1. **Individual Attendance and Participation:** Active, informed, and constructive in-class participation and contributions to collective learning and reflection.....15%
2. **Individual Assignment:** Summary of innovation challenges and opportunities for SEE.....20%  
**(This can be handed in anytime before April 02, 2020)**
3. **Group:** End of Term Group Presentation: Synthesis of Innovations in Group SEEs.....30%  
**(All Groups to present in-class on Thursday April 09, 2020)**
4. **Individual:** Final Take-Home Examination: Focus on Individual SEE.....35%  
**(Due Thursday, April 16, 2020, 8:55pm)**

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**Total: 100%**

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

**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. This is a graduate course therefore students are expected to draw on and bring to class relevant professional, academic or personal background and interests.
5. 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 five 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 SEEs from different regions, professional interests, background, passport countries, etc. Pairs (groups of 2) are **NOT** allowed.

## 3. Selection of Emerging Economies

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 emerging 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. A list of suggested emerging economies will be posted on CuLearn.

### 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.

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## Course Schedule:

### Class 1: March 05, 2020: Introduction to Course, Attributes of Emerging Economies.

- Introduction to Course
- What are Emerging Economies and Why Increasingly Important?
- Responsible Management, Sustainable Development Goals (SDGs), Business & Government
- 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, Science & Technology, and **Global Innovation**.

- Individual Selected Emerging Economies (SEEs)
- Students' Perspectives on Selected Emerging Economies
- Assigned Group Work Based on Selected Emerging Economies (SEEs)

Readings:

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

Readings:

1. Focus on Emerging Economies
2. Community for Responsible Research in Business and Management: Strive for useful and credible knowledge. Available at [www.rrbm.network](http://www.rrbm.network)
3. United Nations 2015. Transforming Our World: the 2030 Agenda for Sustainable Development. Resolution Adopted by the General Assembly 25 September 2015. [https://sustainabledevelopment-un-org.proxy.library...](https://sustainabledevelopment.un.org.proxy.library...)
4. PwC 2015. Make it your business: Engaging with Sustainable Development Goals. <https://www.pwc.com/px/en...>
5. SDG Compass: The guide for business on the SDGs. 2015. New York. GRI, UNGS, & WBCSD, <https://sdgcompass.org/wp-content...> (Also SDG Compass Inventory Business Indicators).
6. Bansal P. (2019). Sustainable development in an age of disruption. *Academy of Management Discoveries*. 5(1) 8-12. Available in University Library.
7. Assessing Countries' Attractiveness (see **Global Strategic Management**, P. Lasserre, cap 6)

**Class 2, March 12, 2020: Stretch (BHAG): Big Hairy, Audacious Goals:** See *Built to Last*, Jim Collins and Jerry I. Porras, 1994 HarperBusiness) Goals in Business and Government: Focus on Emerging Economies

Read:

1. Sitkin, Sim B. Miller Chat C, & See K.E. (2017). The Stretch goal paradox: Ambitious targets are widely misunderstood and widely misused. *Harvard Business Review*. 95(1). Jan-Feb, 92-99. Available in the University Library
2. Weick K. E. (1984). Small Wins: Redefining the scale of social problems. *American Psychologist*, 39, 40-49.
3. Meet The New Boss: The Rules of Management are Being ripped up. CEOs Need to Adapt <https://www.economist.com/leaders/2020/02/06/what-it-takes-to-be-a-ceo-in-the-2020s>

Group Workout: Management & Leaderships Challenges of your SEE for the 21 and How to Prepare for Them.

**Class 3: March 19, 2020: Innovation in Emerging Economies: Drivers and Barriers What Can Business & Government do Together?**

Read:

1. The Global Innovation Index 2019...Focus on Your SEE and Select Notes.
2. Christensen, Clayton. *Disruptive Innovation: The Innovator's Dilemma*. Select Readings.
3. Walz, Rainer, et al. (July 2017). Innovations for reaching the green sustainable goals-- Where will they come from? *International Economics and Economic Policy*, Vol. 14, No. 3, pp 449-480. (DOI.1007/s/10368-017-0386-2.)

**Group workout: Identify the drivers and barriers to innovation in your SEE and the SEEs of your Group. What needs to be done by Business, Government ...and others (e.g. Non-profit sector, international organizations, indigenous organizations/communities, etc.)) individually and in partnership to advance the drivers and overcome the barriers? Select sectors of your choice.**

**Class 4: Class 4 March 26, 2020: Frugal Innovations: Appropriate Innovations for Emerging Economies?**

**Read/ View:**

### **YouTube**

**Novi Radjou: Creative Problem-solving in the face of extreme limits**

<https://www.youtube.com/watch?v=cHRZ6OrSvvI>

1. Olayinka David-West, Nkemdilim Iheanachor and Immanuel Ovemeso Umukoro (2019). Mobile Money as a frugal innovation for the bottom of the pyramid—Cases of selected African countries. *Africa Journal of Management*, Vol 5 No.3 pp 274-302. <https://doi.org/10.1080/23322373.2019.1652023>
2. Basu, R.R., Bnerjee, P.M. & Sweeny, E.G. (2013). Frugal innovation: Core competencies to address global sustainability. *Journal of Management for Global Sustainability*, 1(2), 63-82. Doi:10.13185/JM2013.01204
3. Hossain, Mokter (2017). Mapping the frugal innovation phenomenon. *Technology in Society*. 51, 199-208.E. & Dillon, K.
4. Hossain, M. (May 2018). Frugal innovation: A review and research agenda. *Journal of Cleaner Production*, Vol 182, pp 926-936. <https://doi.org/10.1016/j.jclepro.2018.02.091>

Group Workout: Discussions of Cases (or potentials thereof) of Frugal Innovations in your SEEs

**Class 5 April 02: SDGs As Stretch (BIHAG) Goals, Responsible Management/Sustainable Development, Frugal Innovations and the Role of the State, Business & the Third Sector.**

Read/Review:

1. 4 CEOs Who are Making Frugal Innovation Work (Navi Radjou and Jaideep Prabhu, *Harvard Business Review* November 28, 2014.
2. Review: Weick (1984) above; Sitkin et al. (2017) above, Clayton Christensen...Disruptive Innovation: The Innovator's Dilemma (1997).
3. Market creating Innovations (MCI)...see Clayton Christensen, Ojomo, E. & Dillon, K. Cracking Frontier Markets. *Harvard Business Review*, Vol.97, Jan-Feb 2019, pp90-101.

Group Work out: Open for Assignment 1

**Class 6 April 09, 2020: Shared Experiential Learning: Group Presentations, Reflections of Responsible Management, Sustainability, and Inclusive Improvements in SEEs Human Conditions.**

**NOTES:**

- ◇ Instructions on the submission and return of assignments and essays. Note that the granting of student requests for any term work deferral must conform to University Rules. See section 4.4 Deferred Term Work at: <https://carleton.ca/curriculum/regulations-reorganization/#2.6>
- ◇ A reminder to the student to always retain a **hard copy** of all work that is submitted
- ◇ A statement about final grades: Note that Final Grades are subject to the Dean's approval.
- ◇ All university policies governing academic accommodation (**as provided by Faculty Services**) apply.

**IMPORTANT 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, followership 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: <https://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: <https://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](mailto: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](http://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: <https://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](http://students.carleton.ca/course-outline)



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### **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/>

### **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](http://carleton.ca/csas)

### **Important Information:**

- 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/>

### **Important dates and deadlines**

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