



## **IBUS 5715 D**

### **Foreign Markets: Selection, Assessment and Entry Strategies**

**WINTER 2015**

**(March 2 to April 8, 2015)**

**INSTRUCTOR:** David J. PEIPPO

**OFFICE:** Mondays from 5:30 pm to 7:00 pm or by appointment; Dunton Tower 1009

**EMAIL:** [david.peippo@sympatico.ca](mailto:david.peippo@sympatico.ca); david.peippo@pwgsc.gc.ca

**CLASS HOURS:** Wednesdays 18:05-20:55

**CLASSROOM:** Dunton Tower 701

#### **Course Description:**

**IBUS 5715 [0.25 credit]**

**Foreign Markets: Selection, Assessment and Entry Strategies**

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 Prerequisite(s):**

BUSI 5701.

#### **Credits:**

0.250 Credits

#### **Drop Course Policy:**

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

#### **Required reading:**

Professor's Powerpoint slides on chapters in *International Business – Environment and Operations* - see CU Learn

**Optional reading:**

Daniels, John D., Lee H. Radebaugh, and Daniel P. Sullivan *International Business – Environment and Operations*, 14<sup>th</sup> ed., Pearson Prentice Hall

**Final exam date: April 15, 2015**

**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**.

**Grading Scheme:**

**Individual work**

Participation	10%
Individual short cases (2 cases x 15%)	30%
Final exam	20%

**Group work**

Group Memoranda (2 cases x 20%)	40%
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**Total: 100%**

**1. Participation (10%)**

Individual class participation are based on quality of participation and contribution to in-class discussion of assigned cases. Class attendance is required.

**2. Individual short cases (2 x 15% = 30%)**

Each student is required to answer the questions at the end of **Trying to Create a Stir: Opening a coffee shop in Korea** and **Ruth's Chris**.

**3. Final Exam (20%)**

The final examination will be a closed book case exam. It will be held during the regular class time slot during the MBA exam week.

**4. Group Memoranda (2 x 20% = 40%)**

Groups of 4 students are required to write a memo on two cases: **Sun Life Financial: Entering China** (due at start of class on March 25) and **Eli Lilly in India: Re-thinking the joint venture strategy** (due at the start of class on April 8).

Each memo advises the company chairman on critical issues facing the company. They must set out a clear understanding of the issues, the pros and cons of different options and provide a convincing argument to support a recommended course of action. The analysis should incorporate concepts from the course. Memos are no more than 10 pages, double-spaced, excluding appendices and graphs. Margins should be 1” and font size should be no smaller than Times Roman 12.

**Submission of assignments:**

Always retain a hard copy of all work that is submitted.

**A signed declaration of academic integrity must accompany each group submission.**

*Example of Declaration of Academic Integrity*

**IBUS 5715D –Winter 2014: Declaration of Academic Integrity (Group)**

Report on Company (ies): \_\_\_\_\_

The University Senate defines plagiarism in the regulations on instructional offenses as: “to use and pass off as one’s own idea or product work of another without expressly giving credit to another.”

I/we declare that the work submitted herewith is my/our work. All sources have been referenced in the footnotes and listed in the bibliography. This work has not been shared with anyone outside this group. This work is the intellectual property of each of the group members and will be returned to any one of the group members to be shared with the other group members.

Student Number	Student Name	Signature of Student (everyone must sign to receive a grade)

**Final exam date: April 15, 2015**

**Preparation and participation:**

The final exam will use a business case format. Using a firm or organization in a particular sector, students will be assessed on their application of different analytical theories and tools to analyse and assess the relative attractiveness of various foreign markets as well as to analyse and assess the appropriateness of different entry modes and strategies for those selected markets. Students will be assessed on their ability to use the foregoing analysis and assessment to formulate and defend a recommended foreign market entry or expansion strategy across key foreign markets for the firm's products and/or services.

**Missed assignments and deferred examination:**

If a student is absent from class when an assignment is due, then the student must submit their assignment by email on the due date, or in the case of a medical certificate, they must submit their assignment by email before midnight on the day following the day on which their medical certificate was issued.

For deferred final examinations, the student must make arrangements with the professor to write the final examination within a reasonable time after the date on which the final examination was written.

**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. Deferred exams are not granted for students who have made travel arrangements that conflict with examination schedule.

## COURSE SCHEDULE

It is the responsibility of students to keep up-to-date with changes announced in class.

	Date	Theme	Ch.	Cases & Assignments
1	Mar 04	Globalization and International Business Cultural Environments Facing Business	1 2	Review background videos on Identifying key foreign markets for Canadian business; BRICs vs. MINT <b>Read reports in red</b>
2	Mar 11	Political, Legal and Economic Environments Facing Business <b>Guest speaker: Mexico</b>	3 4	<b>Cameron Auto Parts (A) and (B)</b>
3	Mar 18	International Trade Theory and Government Influence on Trade Cross-National Cooperation and Agreements <b>Guest speaker: Indonesia</b>	6 7 8	<b>Trying to Create a Stir: Opening a coffee shop in Korea</b> written <b>INDIVIDUAL</b> assignment due in class
4	Mar 25	Strategy of International Business <b>Guest speaker: Nigeria</b>	11	<b>The Espresso Lane to Global Markets</b> written <b>GROUP</b> assignment due in class
5	Apr 01	Country Evaluation and Selection <b>Guest speaker: Turkey</b>	12	<b>Ruth's Chris</b> written <b>INDIVIDUAL</b> assignment due in class
6	Apr 08	Export and Import Strategies; Direct Investment and Collaborative Strategies	13 14	<b>Eli Lilly in India: Re- thinking the joint venture strategy</b> written <b>GROUP</b> assignment due in class

## PEDAGOGICAL APPROACH

Cases are used to illustrate different situations to support learning by “doing”. In this way, the classroom becomes a laboratory for testing decision-making and communication skills. To be an effective learning process, each student must come to class prepared to discuss each case. Prompt and reliable attendance and careful preparation are essential.

Each student’s contribution in class should:

- improve the class understanding;
- build on previous analysis and commentary;
- understand the comments of others;
- add value to class discussions; and
- respect the views and contributions of others

Cases should be prepared in detail BEFORE class: identify the issues, assess the pros and cons of alternatives, and be able to defend your conclusions and recommendations IN class. Students will be able to evaluate their respective analysis and recommendations with respect to the class sessions. There is more than one good approach to a particular case analysis. If one's approach differs from that in class, it is not necessarily wrong. When assessing their analysis, students should consider:

- If their arguments are logically consistent
- If they are using relevant concepts appropriately
- If they have failed to consider a major factor in the case
- If they have placed the wrong emphasis on a particular issue in the case

The following is a suggested approach or guidelines for the group memo assignment:

**MEMO GUIDELINES**  
(Susan Greenfield, N.A., M.B.A., Ph.D.)

The object of a memo is to achieve DENSITY, not BREADTH. There are many interesting and, in peripheral ways, relevant factors in a case. Your task, however, is to distill out the small set of core issues or problems around which the case (and, hence, the good memo) is built.

**Heading:** State the recipient, originator and date.

**Subject:** The subject reads like a title. It gives as much specific information about the memo content as is consistent with acceptable title length. Do not give a set of objectives.

**Problem:** The memo should begin with a statement of the strategic issue/problem you will address. This definition is the most important factor you will consider because it determines the direction that the rest of the memo will take. The terms "issue" and "problem", in this context, do not mean general, overall situation descriptions. Do not give a brief summation of the case. Do not cram the case into one or two questions. Do not recount the decision option(s). Do not make the mistake of thinking that the problem is obvious. It is not. You will discover it only at the end of an in-depth analysis. Study the case carefully and ask what symptoms of malaise (or potential malaise) and what causes for these symptoms lie at its heart. A good problem definition, given at the beginning, keeps the memo tightly structured because everything you discuss after that point, in both the recommendation and analysis sections, must relate to that problem.

**Recommendation:** State what solution you recommend. It must relate back to the symptoms and causes you have defined above. If the word limit permits, elaborate with brief details. Do not argue your point in this section. Because the reader knows what your recommendation is, he or she has a reference point from which to understand your issue discussion. Thus, the recommendation, given up front, also helps to keep the memo tight.

**Discussion of Alternatives and Recommendations:** State concisely what other alternatives you have considered, briefly giving factors in favor and the reasons for your rejection. If the alternatives have arguments in common, group the discussion issues together to save on words. This part of the memo can be a gloss. Also argue in favor of your recommendation, giving as much concrete detail (facts, figures, numerical calculations) as possible. Indicate briefly that you understand whatever drawbacks may exist to the solution you have chosen. Remember that this solution and the arguments you make for it must address the problem you have defined. Show how they address the problem better than the options that you have rejected. BE EXPLICIT. Do not simply recount case facts and assume that their relevance is obvious.

**Implementation:** Give a practical (in terms of constraints outlined in the case) plan for implementing your recommendation. Whenever possible, answer "who", "what", "when", "where", "how much". Do not omit damage control suggestions. If there are major threats or risks to your solution, state how you plan to surmount them.

**Appendices:** The core of the case must be well explained. It must be able to stand alone without benefit from the appendices; otherwise, the function of the memo is negated. The appendices are included for the convenience of the reader and should not require arduous effort on his or her part. The reader must be able to see fairly quickly the relevance of the appendix you have cited, to the point you are making in the memo. Hence, appendices will consist of excerpted numbers, truncated lists of key facts, numerical calculations, charts and graphs. It is useful to put a short summary statement on the presented data, at the bottom of each appendix.

#### **Guidance on Citations/Bibliography:**

##### ***Footnotes:***

Every source for citations, statistics, tables, etc. should be sequentially referenced to a footnote at the bottom of the page. Full information should be provided to allow a reader to know exactly where you obtained the data, remembering that direct quotations require the specifics of page number. When a subsequent citation is made to the exact same one that proceeds you may identify it as *ibid* (for more details see [http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13\\_sec064.html](http://www.chicagomanualofstyle.org.proxy.library.carleton.ca/16/ch13/ch13_sec064.html) ).

##### ***Bibliography:***

It is important that you follow a recognized style to present a comprehensive bibliography that ensures an integrated alphabetical order and recognizes multiple citations to same year documents from a common source.

Be consistent when ordering your citation sources so that like items are grouped together. For example, Natural Resources Canada may also be referred to as NRC (both of which are acceptable), however in ordering citations from multiple NRC documents select one format and list consecutively by date (from oldest to most recent).

Guidance provided by the Academy of Management in its Style Guide may be found at:

[http://journals.aomonline.org/amj/style\\_guide.pdf](http://journals.aomonline.org/amj/style_guide.pdf) - see from page 4 for details (disregard the *in-text, in-parenthesis* identification, as the required use of footnotes replaces this format). It is strongly recommended that you designate an editor for your Capstone report to validate the coherence of your document, ensure that all required elements have been included and that all citations are accurate and correctly included in the bibliography.

## **GENERAL RULES FOR ANALYZING A CASE**

1. Be concise and to the point. Do not write discursively with an essay-like style.
2. You can use lists and points if you introduce them logically, and conclude on them.
3. Avoid excessive use of the passive voice; take responsibility for your own recommendations.
4. Make sure you read the case carefully.
5. Do not invent major facts or data. If you make assumptions- state what they are.
6. Demonstrate proper use of concepts and make convincing arguments to support your recommended course of action.
7. Alternatives – Identify and discuss the merits of legitimate alternatives but not at the expense of proving your recommendation. The primary task on your memo is to prove your recommendation.
8. Analysis – Each memo should have an analysis section that uses the techniques of the course (or techniques you have learned in other courses) to assess the situation.
9. Appendices – Appendices can be used should you feel that more specific information is needed to support key arguments set out in the main body of the memo.

## **ASSIGNMENT QUESTIONS**

### Cameron Auto Parts (A)

1. Should Cameron have licensed McTaggart or continued to export?
2. Was McTaggart a good choice for licensee?
3. Was the royalty rate reasonable?
4. What are alternatives to licensing?

### Trying to Create a Stir: Opening a coffee shop in Korea

1. Evaluate the decision of Kim and Andes to open a coffee shop in Korea, Is a coffee shop a good fit for them as entrepreneurs? Is Korea the right market for yet another coffee shop? How are they trying to quantify what seems like a personal decision? What other things should they be considering before making a final decision?
2. Given that Kim and Andes seem to be set on opening a coffee shop in Korea, what factors should influence their mode of entry decision? What are the trade-offs between franchising and other choices?
3. If Kim and Andes decide to open their own coffee shop (i.e. not a franchise), what can they do to differentiate it from all the existing market entrants?

### The Espresso Lane to Global Markets

1. Conduct a CAGE (cultural, administrative, geographic and economic) analysis
2. Create a SWOT analysis
3. What does analysis of the CAGE and SWOT show you? Based on these results, which international market should Espressamente pursue next?
4. Conduct analysis using the GE matrix and the BCG Matrix. What do you learn from them?
5. Which variables from the case are the most important in Reale's decision-making?
6. How should Reale prioritize the foreign markets?

### Ruth's Chris: The High Stakes of International Expansion

1. What did Hannah do to make a first cut in the list of potential countries? How did he get from 200 to less than 35 potential new markets? Which variables seemed more important in his decision-making? Which unused variables might have been useful?
2. What would be your choice for the top five opportunities? The top 10? What equation did you use to reach that conclusion and why?
3. Hannah was focused on franchising as his mode of entry. Do the critical variables change if a different mode of entry is employed?
4. What are some of the internal and external challenges Hannah will face in moving from a list to actually opening restaurants?

### Eli Lilly in India: Rethinking the Joint Venture Strategy

1. Did Eli Lilly pursue the right strategy to enter the Indian market?
2. Carefully consider the evolution of the joint venture. Evaluate the three successive IJV leaders.  
Identify the unique challenges faced by each.
3. How would you assess the overall performance of the JV? What did the partners learn from the IJV?
4. What action would you recommend regarding the Ranbaxy partnership? What are the implications of your recommendation? How would you implement this?

### **GUEST SPEAKERS: Doing business in the MINT countries**

In 2013, Jim O'Neil, the Goldman-Sachs economist who coined the term "BRIC" coined a new term – "MINT", which is short for Mexico, Indonesia, Nigeria and Turkey – which he believes are the "next BRIC countries".

Given the increased attention that the MINT countries are receiving, our course will have a MINT focus to ensure that students are not only aware, but they also understand and appreciate the future potential trade and investment opportunities in this increasingly important group of countries. Market selection, assessment and entry strategies will be applied to these countries. As part of the learning experience, a representative from the Embassy or High Commission of each MINT country will be a guest speaker.

Date	Guest speakers
March 11	Mexico: Mario Rodriguez-Montero, Minister, Head of Trade and Investment, Embassy of Mexico, Ottawa
March 18	Indonesia: Hikmat Moeljawan, Economic Counsellor, Embassy of the Republic of Indonesia, Ottawa
March 25	Nigeria: to be determined
April 1	Turkey: Suleyman Canidemir, Commercial Consul/Atache, Consulate General of the Republic of Turkey, Toronto

Course videos	
Identifying key foreign markets for Canadian business	DFATD - Foreign Affairs, Trade and Development Canada Home page <a href="http://www.international.gc.ca/media/index.aspx?view=d#">http://www.international.gc.ca/media/index.aspx?view=d#</a>
BRICs vs. MINT	<p>General links: Tradestart.ca <a href="http://www.tradestart.ca/">http://www.tradestart.ca/</a></p> <p>BC Trade and Invest <a href="http://www.britishcolumbia.ca/export/why-export.aspx">http://www.britishcolumbia.ca/export/why-export.aspx</a></p> <p>Export Development Canada <a href="https://www.edc.ca/EN/About-Exporting/Pages/default.aspx">https://www.edc.ca/EN/About-Exporting/Pages/default.aspx</a></p> <p>Recommended trade links <a href="http://www.tradestart.ca/recommended-trade-links">http://www.tradestart.ca/recommended-trade-links</a></p> <p><b>**Global Markets Action Plan: The Blueprint for Creating Jobs and Opportunities for Canadians through Trade</b> <a href="http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/plan-eng.pdf">http://international.gc.ca/global-markets-marches-mondiaux/assets/pdfs/plan-eng.pdf</a></p> <p>The BRICs The world need better economic BRICs - Brazil Russia India <a href="http://www.youtube.com/watch?v=AqXsuVJOQIk">http://www.youtube.com/watch?v=AqXsuVJOQIk</a></p> <p>Davos 2014 - BRICS in Midlife Crisis? <a href="http://www.youtube.com/watch?v=TxSksDmU2h8">http://www.youtube.com/watch?v=TxSksDmU2h8</a></p> <p>Outlook 2014: A year in the global economy <a href="http://www.youtube.com/watch?v=mUL54z8qRVU">http://www.youtube.com/watch?v=mUL54z8qRVU</a></p> <p>Davos 2014 - The Global Agenda 2014 <a href="http://www.youtube.com/watch?v=CZia3QZGHVQ">http://www.youtube.com/watch?v=CZia3QZGHVQ</a></p>

	<p>Emerging economies economist.com/video  <a href="http://www.youtube.com/watch?v=iyCPqyHRqbo">http://www.youtube.com/watch?v=iyCPqyHRqbo</a></p> <p>Davos 2014 - Next Steps for Emerging Economies  <a href="http://www.youtube.com/watch?v=jNKzksT3n_8">http://www.youtube.com/watch?v=jNKzksT3n_8</a></p> <p>The Mint countries: Next economic giants?  <a href="http://www.bbc.co.uk/news/magazine-25548060">http://www.bbc.co.uk/news/magazine-25548060</a></p> <p><b>**HSBC Global Connections Report</b>  Canada Trade, February 2013  <a href="http://globalconnections.hsbc.com/downloads/hsbc-trade-forecast-ca-february-2013.pdf">http://globalconnections.hsbc.com/downloads/hsbc-trade-forecast-ca-february-2013.pdf</a></p> <p>Canada Trade Forecast Report - HSBC Global Connections  October 2013  <a href="https://globalconnections.hsbc.com/united-kingdom/en/tools-data/trade-forecasts/ca">https://globalconnections.hsbc.com/united-kingdom/en/tools-data/trade-forecasts/ca</a></p>
Market Selection Market Entry	<p><b>**HSBC Global Connections: Market Selection</b>  <a href="https://globalconnections.hsbc.com/canada/en/strategies/market-selection">https://globalconnections.hsbc.com/canada/en/strategies/market-selection</a></p> <p><b>**HSBC Global Connections:</b>  <a href="https://globalconnections.hsbc.com/canada/en/strategies/market-entry">https://globalconnections.hsbc.com/canada/en/strategies/market-entry</a></p> <p><b>**Strategies for entering a new market</b>  <a href="https://globalconnections.hsbc.com/canada/en">https://globalconnections.hsbc.com/canada/en</a></p>
Mexico	<p>Mexico - Brave New World  <a href="http://www.bbc.co.uk/programmes/b03nsrhw">http://www.bbc.co.uk/programmes/b03nsrhw</a></p> <p>"MINT" nations: A closer look at Mexico's and Indonesia's economies  <a href="http://www.youtube.com/watch?v=C1ih7WffN3Y">http://www.youtube.com/watch?v=C1ih7WffN3Y</a></p> <p>Mexico's position as an emerging market  <a href="http://www.youtube.com/watch?v=9_Jn_5vlqJ0">http://www.youtube.com/watch?v=9_Jn_5vlqJ0</a></p> <p>Mexican Congress approves controversial oil and gas bill  <a href="http://www.bbc.co.uk/news/world-latin-america-25350993">http://www.bbc.co.uk/news/world-latin-america-25350993</a></p>

Indonesia	<p>Indonesia - Commodity Curse  <a href="http://www.bbc.co.uk/programmes/b03p81z7">http://www.bbc.co.uk/programmes/b03p81z7</a></p> <p>BRIC+Indonesia  <a href="http://www.youtube.com/watch?v=9-GpnmwQcN0&amp;list=PL4ABF6768C78B474D">http://www.youtube.com/watch?v=9-GpnmwQcN0&amp;list=PL4ABF6768C78B474D</a></p> <p>The Future of Indonesia  <a href="http://www.youtube.com/watch?v=GuYmtQ5D7n8">http://www.youtube.com/watch?v=GuYmtQ5D7n8</a></p> <p>Indonesia : Largest Economy in Southeast Asia  <a href="http://www.youtube.com/watch?v=LMRzVNQBzIA">http://www.youtube.com/watch?v=LMRzVNQBzIA</a></p> <p>INDONESIA THE LARGEST ECONOMY IN SOUTHEAST ASIA - G20 MEMBER  <a href="http://www.youtube.com/watch?v=Q7b5beLuB7c">http://www.youtube.com/watch?v=Q7b5beLuB7c</a></p>
Nigeria	<p>Nigeria - Africa's Hope  <a href="http://www.bbc.co.uk/programmes/b03p824m">http://www.bbc.co.uk/programmes/b03p824m</a></p> <p>"MINT" nations: The economies of Nigeria and Turkey at a  <a href="http://www.youtube.com/watch?v=9cfkvEkchGc">http://www.youtube.com/watch?v=9cfkvEkchGc</a></p> <p>Nigeria named part of MINT economies  <a href="http://www.youtube.com/watch?v=vd5lclFfTzc">http://www.youtube.com/watch?v=vd5lclFfTzc</a></p> <p>Economist Jim O'Neill on the growing economies of Nigeria  <a href="http://www.youtube.com/watch?v=L2YN8E7e-RI">http://www.youtube.com/watch?v=L2YN8E7e-RI</a></p> <p>Nigeria could 'very soon' be the next African BRIC  <a href="http://www.bbc.co.uk/news/business-16096031">http://www.bbc.co.uk/news/business-16096031</a></p>
Turkey	<p>Turkey - Beyond the Silk Road  <a href="http://www.bbc.co.uk/programmes/b03p8311">http://www.bbc.co.uk/programmes/b03p8311</a></p> <p>Turkey`s present economy [2013]  <a href="http://www.youtube.com/watch?v=tj5sP3xSuZM">http://www.youtube.com/watch?v=tj5sP3xSuZM</a></p> <p>Turkey's economy records the biggest growth among OECD  <a href="http://www.youtube.com/watch?v=abpHbceT9sM">http://www.youtube.com/watch?v=abpHbceT9sM</a></p> <p>TURKEY : One of The Fastest Growing Economy in The World  <a href="http://www.youtube.com/watch?v=E3ZwAz_BLqI">http://www.youtube.com/watch?v=E3ZwAz_BLqI</a></p>

## Academic Articles on Market Selection and Entry Strategies

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<b>Subject</b>	<b>Academic Articles</b>
Culture	<p>Lee, Cheong-A.; Bang, Ho-Yeol; Ha, Jong-Wook; and Lee, Joo Young (2009), "Culture and Foreign Market Entry Mode in Korean Firms", <i>International Journal of Business Strategy</i>, Vol. 9, No. 2, pp. 192-199.</p> <p>Murphy, Micah (2012), "An Integration of Cultural Frames of Reference with the Market Entry Decision", (2012), <i>Journal of International Business Research</i>, Vol. 11, No. 1, pp. 43-57.</p> <p>Soares, Ana Maria; Farhangmehr, Minoo; and Shoham, Aviv (2007), "Hofstede's dimensions of culture in international marketing studies", <i>Journal of Business Research</i>, Vol. 60, pp. 277-284.</p> <p>Stevens, Charles E. and Dykes, Bernadine J. (2013), "The Home Country Cultural Determinants of Firms' Foreign Market Entry Timing Strategies", <i>Long Range Planning</i>, 46, pp. 387-410.</p>

<p><b>Market Entry Mode and Strategies</b></p>	<p>Ahsan, Mujtaba and Musteen, Martina (2011), "Multinational enterprises' Entry Mode Strategies and Uncertainty: A Review and Extension", <i>International Journal of Management Reviews</i>, Vol. 13, pp. 376-392.</p> <p>Canabal, Anne and White, George O. (2008), "Entry mode research: Past and future", <i>International Business Review</i>, Vol. 17, pp. 267-284.</p> <p>Claver, Enrique; Rienda, Laura; and Quer, Diego (2007), "The Internationalisation process in family firms; choice of market entry strategies", <i>Journal of General Management</i>, Vol. 33, No. 1, PP. 1-14.</p> <p>Ekeledo, Ikechi and Jayachandran, C.(2009), "Entry Mode Strategies of International Retailers: A Conceptual Framework and Research Propositions", <i>International Journal of Business Research</i>, Vol. 9, No. 5, pp.156-170.</p> <p>Martinez, Paloma Almodovar and Lopez, Jose Emilio Nava (2009), "Making Foreign Market Entry Decisions" <i>Global Business &amp; Organizational Excellence</i>, Vol. 28, No. 2, PP. 52-29.</p> <p>Morschett, Dirk; Schramm-Klein, Hanna; and Swoboda, Bernhard (2010), "Decades of research on market entry modes: What do we really know about external antecedents of entry mode choice?", <i>Journal of International Management</i>, Vol. 16, pp. 60-77.</p> <p>Pehrsson, Anders (2008), "Strategy antecedents of modes of entry into foreign markets", <i>Journal of Business Research</i>, Vol. 61, pp. 132-140.</p>
<p><b>Market Selection</b></p>	<p>Danciu, Victor (2009), "The Use of the Multi-factorial Grid in the Selection of the Entry Strategies of OMV AG in the Romanian Market", <i>Annals of the University of Oradea, Economic Science Series</i>, Vol. 18, No. 4, pp. 624-628.</p>

## **IMPORTANT ADDITIONAL INFORMATION**

### **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**

Students with disabilities requiring academic accommodations in this course are encouraged to contact a co-ordinator at the Paul Menton Centre for Students with Disabilities to complete the necessary letters of accommodation. After registering with the PMC, make an appointment to meet and discuss your needs with me at least two weeks prior to the first in-class test or ITV midterm exam. This is necessary in order to ensure sufficient time to make the necessary arrangements. Please refer to <http://www.carleton.ca/pmc/> for all PMC information.

### **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://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

**Important Dates and Deadlines** can be found at:  
<http://sprott.carleton.co/students/mba/dates-deadlines/>