



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM 490 H1F

International Business

Fall 2014

Course Meets: L0101-Fridays/9:00am – 11:00am /WO 35; L0201-Fridays/11:00am – 1:00pm. /WO 35; L0301- Fridays/11:00pm – 1:00pm /WO 35

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Teaching Assistant: N/A

Course Scope and Mission

The objectives of this course are (1) to introduce you to the core ideas and concepts used in the area of International Management, and (2) make you comfortable using different models when analyzing managerial decisions. You have reached a good understanding of the topic when you recognize when a particular model is useful, what its limitations are and how you can improve on models and/or create new ones.

Course Prerequisites

Prerequisite: [RSM392H1](#)

Required Readings

All students are required to have access to the readings & case packet used in the class. The packet is in the form of an ebook titled International Strategy available online from <https://create.mheducation.com/shop/>. The isbn-10 number is 1308272421. The default country for the page is the USA, be sure to change to Canada. There are supplemental readings listed in the weekly schedule available for free through the library.

Evaluation and Grades

Grades are a measure of the performance of a student in individual courses. Each student shall be judged on the basis of how well he or she has command of the course materials.

<u>Due Date</u>		
Individual Case Analysis	20 pts.	October 17 th , 2014
Individual Case Analysis	20 pts.	November 28 th , 2014
Group Project	40 pts.	December 2 nd , 2014
Final Exam [2 essay questions]	20 pts.	Based on end of chapter discussion questions

Points	Grade
90-100	A+
85-89	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Integrative Cases

There are two cases included in the course, One about NCsoft and one about Eli Lilly. Each student will write a case analysis dealing with the issues and questions raised in the case *at the time the case was written*. I suggest the following format for the paper:

Executive summary – one page describing the content and structure of the write-up

Case overview – one to two pages on the general issues raised by the case.

Case questions – eight to ten pages answering questions raised in the case.

Case summary – one to two pages summarizing your analysis of the issues involved in the case. I suggest 10-15 pages, double-spaced, 12 pt font.

Team Project

The class will self-organize into work groups. I recommend 4 to 6 students per group.

Each group will choose one of the two case companies (NCsoft and Eli Lilly) and write a position paper evaluating the companies international strategy *as of the time the evaluation is made* (November 2014). I suggest 20 – 30 pages, double-spaced, 12 pt font not including exhibits or appendices.

Evaluation Criteria and Grading. Grades for your team's project reports and individual case analyses will be determined using the four equally weighted criteria listed below:

1. Quality of analyses (rigor, originality, and brilliance of your ideas)

2. Integration with appropriate conceptual models (explicit links to course concepts and models)
3. Quality of presentation (organization of argument, presentation style, creativity in content/format)
4. Completeness of the proposed recommendations and/or steps for implementation

Please note that clear, concise, and correct writing will be considered in the evaluation of the case analyses. That is, you may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (www.asc.utoronto.ca) or one of the College Writing Centers (www.writing.utoronto.ca/writing-centres). These centers are teaching facilities – not editing services, where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

The integrative case analyses require students to work in teams of 4-6. Learning to work together in teams is an important aspect of your education and preparation for your future careers. That said, project-based teamwork is often new to students and you are therefore reminded of the following expectations with respect to behaviour and contributions to your team project.

1. Read the document entitled, “Working in Teams: Guidelines for Rotman Commerce Students” which is available on the RC portal under the Academic Services tab.
2. When working in a team, Rotman Commerce students are expected to:
 - Treat other members with courtesy and respect;
 - Honour the ground rules established by the team;
 - Contribute substantially and proportionally to the final project;
 - Ensure enough familiarity with the entire contents of the group project/assignment so as to be able to sign off on it as original work;
 - Meet the project timeline as established by the team.

3. Resolving conflicts:

Conflicts are part of the team’s process of learning how to work together effectively and when handled well can generate creativity and bring-multiple perspectives to the solution.

Student teams are collectively expected to work through their misunderstandings as soon as they arise (and prior to submission of the final project). In cases where teams are unable to arrive at a solution that works for all members, the team must meet with the Rotman Commerce Team Coach** as soon as possible. The Coach will listen to the team and help develop options for improving the team process. All members of the project team must commit to, and, utilize their action plans.

** For an appointment with a Rotman Commerce Team Coach, please contact Nikoleta Vlamis at nikoleta@nikoletaandassociates.com or Elaine Zapotoczny at elaine@nikoletaandassociates.com.

Nikoleta and Elaine are highly skilled at facilitating team dynamics and collaboration. Note that the Team Coach's role is to provide guidance, support and advice on team matters – not to formally evaluate or assess teamwork for academic purposes.

Final exam

The final exam consists of two questions based on the end of chapter questions contained in the ebook used in the class. The questions follow a short essay format. The same criteria used for marking the integrative case reports are used for marking the final exam essays.

POLICY AND PROCEDURE

Missed Tests and Assignments (including midterm examinations)

Students who miss an assignment for reasons entirely beyond their control (e.g. illness) may submit a request for special consideration. Provided that notification and documentation are provided in a timely manner, and that the request is subsequently approved, no academic penalty will be applied.

In such cases, students must notify Rotman Commerce on the date of the missed test (or due date in the case of course work) and submit supporting documentation (e.g. [Verification of Student Illness or Injury form](#)) to the Rotman Commerce Program Office within **48 hours** of the originally scheduled test or due date. Students who do not provide Rotman Commerce or the instructor with appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed test or course deliverable.

Note that the physician's report must establish that the patient was examined and diagnosed at the time of illness, not after the fact. Rotman Commerce will not accept a statement that merely confirms a report of illness made by the student and documented by the physician.

Late Assignments

Students who, for reasons beyond their control, are unable to submit an assignment by its deadline must obtain approval from the instructor for an extension. Supporting documentation will be required as per the policy on missed tests and assignments.

If the Integrative Case papers are not turned in on the due date a penalty of -1 point per day (up to 1 week) will be assessed. After 1 week it will not be accepted and 0 points will be assigned.

Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://www.accessibility.utoronto.ca/>.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarships at the University of Toronto. Participating honestly, respectfully, responsibly, and fairly in this academic community ensures that the UofT degree that you earn will continue to be valued and respected as a true signifier of a student's individual work and academic achievement. As a result, the University treats cases of academic misconduct very seriously.

The University of Toronto's Code of Behavior on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviors that constitute academic misconduct, the process for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document.

Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment (this includes collaborating with others on assignments that are supposed to be completed individually).

On test and exams:

- Using or possessing any unauthorized aid, including a cell phone.
- Looking at someone else's answers
- Misrepresenting your identity.
- Submitting an altered test for re-grading.

Misrepresentation:

- Falsifying institutional documents or grades.
- Falsifying or altering any documentation required by the University, including (but not limited to), medical notes.

All suspected cases of academic dishonesty will be investigated by the following procedures outlined in the *Code of Behavior on Academic Matters*. If you have any question about what is or not is permitted in the course, please do not hesitate to contact the course instructor. If you have any questions about appropriate research and citation methods, you are expected to seek out additional information from the instructor or other UofT resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all UofT students are required to have a valid UTmail+ email address. You are responsible for ensuring that your UTmail+ email address is set up AND properly entered on the ROSI system. For more information please visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Hotmail, Gmail, Yahoo or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Hotmail, Gmail or Yahoo accounts are filtered as junk mail, which means that important messages from your course instructor may end up in your spam or junk mail folder.

Blackboard and the Course Page

The online course page for this course is accessed through Blackboard. To access the course page, go to the UofT Portal login at <https://portal.utoronto.ca/> and log in using your UTORid and password. Once you have logged in, look for the My Courses module where you'll find the link to all your course websites. If you don't see the course listed here but you are properly registered for the course in ROSI, wait 48 hours. If the course does not appear, go to the Information Commons Help Desk in Robarts Library, 1st floor, for help, or explore the Portal Information and Help at www.portalinfo.utoronto.ca/students and review the Frequently Asked Questions.

Recording Lectures

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Canadian Copyright Act. Students wishing to record a lecture or other course material in any way are required to ask the instructor's explicit permission, and may not do so unless permission is granted (note: students who have been previously granted permission to record lectures as an accommodation for a disability are, of course, excepted). This includes tape recording, filming, photographing PowerPoint slides, Blackboard materials, etc.

If permission is granted by the instructor (or via Accessibility Services), it is intended for the individual student's own study purposes and does not include permission to "publish" them in anyway. It is absolutely forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

Session	Date	Topic	Case	Reading
1	Sep 12 th	Introduction; Globalization		Chapter 1, reading packet. Barney, Jay. 1991. "Firm Resources and Sustained Competitive Advantage". <i>Journal of Management</i> . 17: 99-120. University of Toronto Library, eJournals.
2	Sep 19 th	National Differences in Political Economy		Chapter 2, reading packet. Rizopoulos, Yorgos A., and Dimitrios E. Sergakis. 2010. "MNEs and Policy Networks : Institutional Embeddedness and Strategic Choice." <i>Journal of World Business</i> . 45: 250-256. University of Toronto Library, eJournals.
3	Sep 26 th	Political Economy and Economic Development		Chapter 3, reading packet
4	Oct 3 rd	Differences in Culture		Chapter 4, reading packet. Taras, Vas, Piers Steel, and Bradley I. Kirkman. 2012. "Improving National Culture Indices Using a Longitudinal Meta-Analysis of Hofstede's Dimensions." <i>Journal of World Business</i> . 47: 329-341. University of Toronto Library, eJournals.
5	Oct 10 th	Ethics in International Business		Chapter 5, reading packet. Judge, William Q., D. Bryan McNatt, and Weichu Xu. 2011. "The Antecedents and Effects of National Corruption: A Meta-analysis." <i>Journal of World Business</i> . 46: 93-103. University of Toronto Library, eJournals.
6	Oct 17 th	Case 1	Ncsoft Corporation	Broadband and video games: playing and winning together, reading packet
7	Oct 24 th	The Strategy of International Business		Chapter 13, reading packet
8	Oct 31 st	The Organization of International Business		Chapter 14, reading packet. Egelhoff, William G. 2010. "How the Parent Headquarters Adds Value to an MNC". <i>Management International Review</i> . 50: 413-431. University of

				Toronto Library, eJournals.
9	Nov 7 th	Entry Strategy and Strategic Alliances		Chapter 15, reading packet. Sirman, David G., and Peter J. Lane. 2004. "A Model of Cultural Differences and International Alliance Performance." <i>Journal of International Business Studies</i> . 35: 306-319. University of Toronto Library, eJournals.
10	Nov 14 th	Global Production, Outsourcing, and Logistics		Chapter 17, reading packet
11	Nov 21 st	Global Marketing, R&D, and HRM		Chapters 18 and 19, reading packet
12	Nov 28 th	Case 2	Innovation without walls: Alliance management at Eli Lilly and company	
EXAM	Exam Period			