



Rotman Commerce UNIVERSITY OF TORONTO

Course Outline

RSM490H1S

International Business

Summer 2015

Course Meets: Mon & Wed, 7pm / Classroom WO30

Instructor:	Jan Klakurka
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Course Scope and Mission

This course examines how organizations, their divisions, business units, subsidiaries and partners succeed in reaching their goals through design and implementation of competitive strategies and tactics outside of their original borders. Success in the global marketplace is achieved by a leveraging of formal strategic processes, commonly-applied market entry techniques, and spontaneous creativity of the people across diverse jurisdictions, which together sum to growth through internationalization. Similarly, this course will address what can be done for those domestic players that now face enhanced competition from international companies that have set their sights on new markets. In this course, students will spend each class analyzing the institutional and resource-based constraints that enhance or detract from global competitiveness. This is a course within the Strategy Departments, so we will hone traditional strategic analysis skills, apply the principles of Integrative Thinking, and approach global business with the role of “futurist” in analyzing each business case studied weekly – where to expand/retract, how to stay true to corporate values, while evolving for new realities, and what global lessons can make the corporation a stronger innovator. Looking at globalizing business development and execution from a multi-dimensional perspective, this course will address the analyses and resulting decisions undertaken to capitalize on opportunities. The source of these international opportunities will be revealed to be an optimization of relationships, people, strategy, structure, technologies, governance, and financing, operating with common Corporate Centre objectives to lead in a competitive world today and tomorrow.

Course Prerequisites

Prerequisite: RSM392H1

Required Readings and Materials

Global Business, Third Edition. 2013. Michael W. Peng. South-Western Cengage Learning. ISBN-13: 9781439042243; ISBN-10: 1439042241

Students may purchase the ebook through Nelson Brain at the following link:

<http://www.nelsonbrain.com/shop/isbn/9781439042243#basicModalContentFocus>

Each week, a PowerPoint presentation will be delivered to students covering the material required and testable on the quizzes and non-case portion of the final exam. The **presentation will not repeat textbook material** that is assumed to be pre-read in detail by all students. The text is also a source of testable material. Following the presentation, class will discuss their **pre-prepared solutions** to a variety of business cases. Cases include eight from the text and four to be separately purchased from Ivey (see class schedule and order instructions below). Global business models will be discussed as part of these materials. Case learning points will be summarized weekly, as key “take-aways” from the class discussion. Other materials the instructor wishes to hand-out will be distributed on an as-needed basis.

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>Date</u>
Class Participation	15%	Daily
Case Assignments (x 2)	30%	Selected from Course Timetable by student
Group Industry Assignment	25%	August 10 th , 2015
Final Exam	30%	Final exam period Aug 11 th -17 th , 2015

Please submit all work in .pdf, .doc and/or .ppt to save trees and facilitate use of TTS by instructor.

Participation: To maximize your participation grades – and overall learning – students should attend all classes to maximize opportunities to speak to their colleagues and concentrate on providing class comments which:

- Move the analysis along and/or take it to a “higher” level
- Provide insight that others may not have seen
- Are relevant to the class discussion
- Leverage prior learnings and other references, of your choice, in the context of the case discussion
- Add clarity to course PowerPoint slides (required reading) in the context of the case
- Challenge colleagues in a professional and logical manner
- Draw similarities to previous learnings and demonstrates their relation to the current case scenario being discussed

Grade review: The instructor does not discuss grades without a substantive reason. Substantive reasons include errors made during grading. If you would like a re-evaluation of your grade in any component of the course, you should follow the proscribed procedures as set out in the document [Student Guidelines for Requesting Grade Reviews](#) available on the Rotman Commerce portal

(https://portal.rotmancommerce.utoronto.ca/myAccount/academics/information/Guidelines_for_Grade_Reviews.htm).

The instructor is responsible for your grade in RSM490 but not responsible for any administrative decisions that may make use of your grade in RSM490. If you believe that your grade requires review, please follow the procedure above.

Final Examination

The final exam will consist of 5-10 short answer/multiple choice-type questions and one case, which test your knowledge of the material that is discussed in class sessions and found in the PowerPoints, readings, and case learnings. The final exam date will not be known until the final exam schedule is released by the Faculty of Arts and Science. The Instructor reserves the right to make the final exam a take-home exam due during the exam period. *Do not book any travel before August 18th, 2105.*

Requirements and Criteria

Performance in the course will be evaluated using a variety of methods that support the objectives identified above. A combination of exams, individual participation, group presentation, and case summary assignments will be used to evaluate participants on a number of different levels.

The criteria for success, in no particular order, are:

- Comprehension of the material
- Demonstration of an ability to think cross-functionally
- A willingness to participate for the benefit of oneself and fellow participants
- Strong work ethic to “pull your weight” in group assignments

These criteria will be applied to written and verbal work throughout the term.

Participants will be evaluated on the following activities, as listed in the table below:

<i>Activity</i>	<i>Percentage of Grade</i>	<i>Description</i>
Final Exam	30%	This exam will be 3-hours in length and contain two parts, as shown below. Aides allowed: A single, double sided “cheat-sheet” allowed during the exam: <ol style="list-style-type: none"> 1. An open-book, medium-length comprehensive case testing all course material <i>and</i> application of summary lessons captured at the end of each session 2. Several (8-10) short answer / multiple choice questions testing material from the weekly PowerPoint presentations
Participation	15%	Preparation for class case discussion, as demonstrated by; <ul style="list-style-type: none"> • willingness to lead and actively participate class discussions in a professional manner • providing valuable insights and analysis • responding to “cold-calls” • Using blackboard / PowerPoint / Excel spreadsheets to present analyses and findings

<p>Case Assignment (x 2)</p>	<p>30% (15% each, 1 of which is due by July 24th, 2015)</p>	<p>Individually-prepared case analysis of a <i>two</i> case, which will be selected by students from among those done in class. Students can select the cases of their choice, as suits their schedule and interest area(s). Case analyses will be handed-in at the beginning of class. The case write-up should be no more than ten pages (double-spaced, 12-point Arial font) in length, with a maximum of seven exhibits. The student should write the case assignment from the perspective of the main character in the case whose business issue requires a solution or the perspective of a consultant advising on the next steps for the company. The case-writing tools presented in class, in the text, and delivered on Blackboard as supplementary readings should be used to “crack the case”. The case assignment should include the following:</p> <ul style="list-style-type: none"> • Identify the main character in the case and their strategic business issue(s) or how to compete internationally • Summarize the key case “question(s)” from the perspective of the main character, asking the question “what needs to be done now, soon, this year, in 3 years, in 10 years to successfully grow in a new market(s)”? • Major institutional and resource-based opportunities & constraints in the home and new country markets as they affect strategic competitiveness • Using the text, course tools, and supplementary tools and information, conduct an analysis of the firm, its current and future geographic scope, competitors, market, products, finances, people, operations, innovativeness, culture, and other business areas, to determine the root causes of the case issue(s) and/or identify potential globalizing factors and their firm impacts • Sufficiently analyze and answer all case questions posed (for textbook cases) in an integrative and professional report-style • Go beyond the case facts in theorizing what the industry might look like once the geographic “footprint” has expanded, where the internationalization will/may occur, what the firm will be like in 2015 and 2025, and what the organization can do to stay relevant in diverse markets, grow through new global initiative and customers; ask what this company is doing/can do to become sustainable, how create uncontested market space, develop wealth for stakeholders, and enhance profitability/other objective measurements, and how such strategic goals are homogeneous or not across the firm’s global operations • Propose a solution(s) to the business problem(s) and/or assessment of the firm international competitiveness, as the case circumstances require. Create a detailed plan of action for the character/company to execute in order to solve their problem, enhance their competitiveness, and “win in the globalized/globalizing marketplace”, including the 5 W’s of how to execute on the plan
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Group Assignment	25% (5% Proposal, 15% Written Assignment, 5% Summary Presentation)	<p>A complete country and firm globalization analysis will be undertaken by five or six (approximate) groups of six students, to be completed by August 10th, 2015. Groups will select an industry to study and will work together on their own time and should allocate the work effort evenly to each of the team members. The assignment details are as follows:</p> <p>Objective: To analyze the globalization opportunities for a firm and industry of choice. Groups will select a firm that is of interest to them that may or may not be serving international markets. Through a detailed assessment of the firm, Groups will determine where opportunities for globalization may occur and should provide a critique of any such actual globalization efforts done to date. Groups will select one (or more) countries to focus their proposed globalization effort. The country will be analyzed using the Peng and other related International Business frameworks to assess market attractiveness. A competitive assessment is recommended when describing the global market opportunities. Describe the competitive rationale and need giving rise to internationalization of a [known] firm <i>of your choice</i>, including a detailed and analytical description of one of the main global (country) markets and the international and local competitors that operate within each. Conduct your analysis from the perspective of where the industry has been and grown from (the domestic market), where it is today (either fully globally competitive, expanding into new markets globally, or simply at the cusp of contemplating internationalization. Identify why globalizing is impacting this company and what are its prospects for the future. Answer questions such as:</p> <ul style="list-style-type: none"> • Will this company and industry grow, shrink, become extinct, as a result of the international choices made now? How does it define innovation and how is this driven by international market needs? • How is this industry evolving across the globe? What will it look like in 5 years? In 10 years? Which nations are leading? Which governments are supporting/detracting from these opportunities? • Who or which organizations hold the power in this industry’s value chain? How “global” is the value chain? Is this power evenly distributed among all jurisdictions in which the company operates? • Where is the industry/company on the product life cycle? Are all markets at the same junction? Can the home country approach be used or must it be modified? If modified, to what extent? How might the company leapfrog existing technologies in order to win new markets? • How is value created for shareholders/other stakeholders in this industry? How are stakeholders dispersed around the globe and how does this impact market entry, retraction, repatriation of profits, etc.? • What should be done by the main competitor to stay competitive, to drive growth, to “creatively destruct” itself? What does this mean for incumbents? For Upstarts? • What’s the market size for global opportunities? Which ones are best? Where should global expansion happen first? Later? • What regulatory obstacles need overcoming? How would you
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implement the plan to move into this country. A detailed assessment of the market entry requirements and summary is required.

Tools: Groups should utilize the PowerPoint slides and any standard textbook on strategic management (e.g. Peng) to structure the written assignment and presentation. Students should be prepared to apply the Peng framework introduced in the text, well-known strategic frameworks like “Porter 5 Forces” and other models, as deemed necessary, in depth during this group assignment. Analyses will be enhanced by making use of the tools presented on during class. The structure of the analysis should include customized versions of several of the models described in the class to show applicability of the models to this real-life industry analysis. These tools will be complemented by an effective presentation discussion early in term.

Components of Assignment: Each group will be responsible for submitting several components of the overall assignment as follows:

- *Proposal:* Due July 22nd, 2015 and worth 5% of group assignment mark. This proposal will be a 4 double-spaced, 12-point Arial font, page Word document that summarizes the analyzes to be undertaken. An accompanying PowerPoint can also be delivered. It will include:
 - Choice of firm to be analyzed and why chosen within the context of globalizing business?
 - Table of contents of final written report
 - Research tools being utilized & description of deliverables
 - Roles of each group team member and questions to be answered by analyses
- *Written Report – Country Analysis:* Due August 10th, 2015 and worth 10% of group assignment mark. This portion of the written report will be 15 double-spaced, 12-point Arial font, pages maximum in Word format. It will describe and analyze the country(ies) of choice being targeted by the firm-of-choice, the focal point of globalization efforts, its comparative advantages, regulatory environment, institutional perspective (from Peng framework), cultural uniqueness, and prospects for the future, based on an application of the tools described above. Report to follow proposal Table of Contents.
- *Written Report – Firm & Industry Analysis:* Due August 10th, 2015 and worth 10% of group assignment mark. This portion of the written report will be 5 double-spaced, 12-point Arial font, pages maximum in Word format describing results of an analysis of your chosen firm, its industry (both home and international markets), and why is should globalize now (and/or an evaluation of globalization efforts to date such as why to scale-back global efforts).
- *Appendices and Exhibits:* Due August 10th, 2015 and worth 2.5% of group assignment mark. No more than ten pages of appendices and exhibits should be included to illustrate results of the analyses undertaken and should include any assumptions made.
- *15-Minute Summary Presentation:* Completed by all/some members to

the class during the final week of class, worth 2.5% of group assignment mark. Presentation should not exceed fifteen slides and should summarize all aspects of both components of the written report. (NB: To expedite presentations by ~five teams in two hours, all summary presentations are to be e-mailed to Jan Klakurka by noon on August 10th, 2015)

- *Multimedia Component:* Groups are strongly encouraged to incorporate a multimedia component in their final report/presentation.

Total	100%
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POLICIES AND PROCEDURES

Missed Tests, Quizzes and Assignments (including midterm examinations)

Students who miss a test or 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 one week 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).

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.

If a student is excusably absent from a quiz, the value of the final examination will be re-weighted to reflect the value of the quiz (5% per quiz). If a student is excusably absent from the final exam, a deferred exam will be completed at a date and time set by the Faculty of Arts and Sciences.

Course Work & Academic Honesty

Attendance in Class – Physical presence in class and active engagement in daily discussions is expected of all students. Material presented in class may be testable as part of the evaluations noted above.

Each class will follow a three-part agenda focused on increasing understanding of course material, applying course material and analytical tools to the case, and summarizing our key lessons learned, in a list, for later use (on exams, assignments, etc.). The three areas will be addressed according to the following timeline:

- Topical Discussion on the PowerPoint slides (required readings), led by Lecturer with class participation
- Commence Case Discussion
- 5-10 minute break and time to write on-going formal feedback about the class
- Commence Summary Learning Point List Creation
- Class Ends and Office Hours Commence for 1 hour

A variety of techniques will be used to encourage participation, including “cold-calls”, assigning specific sections of the case analyses at the start of class, and “numbering-off” of all participants to request answers.

NOTE: The consistency of your participation comments, knowledge of the previously-delivered material, and quiz/assignment results will be addressed holistically. Students should prepare all weekly cases and assignments individually to maximize their learning and demonstrate the required level of understanding of the material.

Students and lecturer at the end of the class will list summary learning points. These points will be important study notes for future

Respect for fellow students is expected and mandatory (see Standard of Conduct section below) and required to encourage participation by all. Respect will further ensure that all relevant case concepts are raised, therefore increasing the depth of the analysis and discussion. Respect encompasses the following concepts:

- Attend all classes and arrive on time
- Allow and encourage others to participate
- Refrain from “cat-calls” or derogatory comments – if students disagree with an analysis or comment, it is fully expected that counter arguments will be presented in a clear, concise, and professional manner
- Coming to class prepared, including having read the case in detail and having prepared any relevant analysis yourself

Group Involvement: For the group assignment, groups should allocate the work evenly among each team member. All team members should be familiar with all aspects of the materials developed and presented. A single mark will be awarded to each member of a group. Groups should meet after hours to complete their group assignment, discuss findings, determine applicable textbook and resource guide approaches to use, analyze results, develop the written report and appendices, and rehearse their final group presentation. Groups can determine if each member will speak during the final presentation or if a single spokesperson will present or some derivation thereof. Ten percent (10%) of your group project mark (equivalent to 3% of overall mark) will be based on results of a peer review survey developed, delivered and interpreted by the Instructor. So, work well together and actively contribute.

The Group Industry Project requires 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 differences:

Conflicts can – and do – occur. Conflicts are part of the team’s process of learning how to work together effectively and can actually generate exciting debate and creative solutions – if managed appropriately.

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 instructor 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.

Feedback to Instructor

Please send any written or oral feedback to the instructor whenever you feel it is necessary. After session #2, I will ask for your written feedback (just use a blank piece of paper) on any issues you have or things you want to see addressed in the class. This feedback should be confidential, so there is no need to provide your name unless you feel you would like to do so. This type of feedback will then be welcomed at any point during the term. The feedback will be addressed and used to improve the course and your learning experience. During the mid-point of term, a formal feedback survey will be conducted on Zoomerang seeking your feedback on the course to-date with a view to implementing suggestions for improvement for the second part of term.

During the final weeks of term, you are requested to complete the Course Evaluation survey online when made available by the Faculty of Arts & Science.

Submission of Assignments - All assignments are due at the beginning of class on the date specified in the course outline. Late submissions of any assignment may be considered; however, a resolution may be determined at the instructor’s discretion and will include an academic penalty of 2%/day off the grade otherwise obtained. 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.

Standard of Conduct in this Course

Since this course is part of a degree designed to give you a broad understanding of the world of business, we aim to run the course in a way which will be consistent with the world of business - where many of you will spend your working lives. We strive to provide accurate information,

quality materials and good service, consistent with our obligations to maintain the high academic standards of the Rotman School of Management.

In return we expect that you will conduct yourself in a way that prepares you for the world of work.

- 1 We start on time, so please do not arrive late and disrupt others.
- 2 Leaving class early is also disruptive to your colleagues and will not be permitted unless you have made prior arrangements with the instructor.
- 3 Turn off your cell phone, pager, and watch alarm.
- 4 Keep up to date. Make sure that you know the class schedule. Check on the course web page for updates and posted materials.
- 5 During the class, respect the learning opportunities of others. Don't distract others by chatting to your neighbour. Our expectation is that you will not only contribute in class to your own learning, but also to that of others.

Given that there are multiple sections, please understand that with limited seats in the assigned classroom, those students registered in the section always maintain first right to a seat and priority in classroom space. You are allowed to move between sections provided that you are not taking a seat of a peer already registered in the section. Also, slight variations may be expected between the lecture and/or case discussions, depending on the nature of participation, class discussion, and/or lecturer choice.

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 Behaviour on Academic Matters

<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm> outlines the behaviours 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 Behaviour 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.

RSM490S Tentative Course Schedule (Note: Additional required and/or supplementary readings may be assigned weekly on Blackboard to be prepared before class for in-class discussion)

INSTRUCTOR WILL NOT USE LECTURE TIME TO REVIEW TEXTBOOK MATERIAL, but will answer any questions about material covered.

POWERPOINT PRESENTATIONS WILL GO "BEYOND" THE TEXT, COVERING CURRENT ISSUES/NEWS, COUNTRY ANALYSES USING ECONOMIST INTELLIGENCE UNIT WEBSITE, AND PERSONAL EXPERIENCES.

Session	Date	Topics and Country Focus	Chapter & Case
1	Jun 29, 2105	<ul style="list-style-type: none"> • Course Overview • Introduction to Globalizing of Businesses • Introduction to Case Analysis • Group Assignments (max. 6 students per class) • Student Intros / What do you want out of this course? / Bios (hand-in) • HONG KONG S.A.R. 	<ul style="list-style-type: none"> • Text: Ch. 1 • Case: Hong Kong's Ocean Park: Taking on Disneyland (Ivey, 9B06M075)
2	Jul 6, 2105	<ul style="list-style-type: none"> • The Institutions of Global Business: From Political Economy to Cultural Norms • SAUDI ARABIA 	<ul style="list-style-type: none"> • Text: Ch. 2-3 • Case: Medical Equipment in Saudi Arabia (Ivey, 9B07C042)
3	Jul 8, 2105	<ul style="list-style-type: none"> • Leveraging What Your Best in the World At • Trading Internationally • CHINA 	<ul style="list-style-type: none"> • Text: Ch. 4-5 • Case: Chinese Fireworks Industry – Revised (Ivey, 9B11M006)
4	Jul 13, 2105	<ul style="list-style-type: none"> • Foreign Direct Investment • Foreign Exchange Exposure and Management • BRAZIL 	<ul style="list-style-type: none"> • Text: Ch. 6-7 • Case: Brazil: Leading the BRICS? (HBS, 711024)
5	Jul 15, 2105	<ul style="list-style-type: none"> • Integration Across Regions • KENYA 	<ul style="list-style-type: none"> • Text: Ch. 8 • Case: The Dutch Flower Cluster (HBS, 711507)
6	Jul 20, 2105	<ul style="list-style-type: none"> • From Entrepreneur to International Firm • Group Assignment Proposal Due • AUSTRIA 	<ul style="list-style-type: none"> • Text: Ch. 9 • Case: Zotter - Living by Chocolate (HBS, 810091)
7	Jul 22, 2105	<ul style="list-style-type: none"> • Entering Foreign Markets • Facing Global Competition • LEBANON 	<ul style="list-style-type: none"> • Text: Ch. 10-11 • Case: Chabros International Group: A World of Wood (Ivey, 9B10M100)

8	Jul 27, 2105	<ul style="list-style-type: none"> JV's & Other Strategies International Mergers & Acquisitions Global Leadership INDIA 	<ul style="list-style-type: none"> Text: Ch. 12-13 Case: Eli Lilly in India: Rethinking the Joint Venture Strategy (Ivey, 9B04M016)
9	Jul 29, 2105	<ul style="list-style-type: none"> Global Functional Strategies Outsourcing Strategy RUSSIA, ESTONIA, FINLAND & SWEDEN 	<ul style="list-style-type: none"> Text: Ch. 14-15 Case: Tallink: Connecting Estonia to Finland, Sweden and Russia (Ivey, 9B05E016)
10	Aug 5, 2105	<ul style="list-style-type: none"> Global Governance Global Finance & Treasury QATAR 	<ul style="list-style-type: none"> Text: Ch. 16 Case: Corporate Governance Standards: Qatar Telecom Acquires Wataniya Telecom (Ivey, 9B09M048)
11	Aug 10, 2105	<ul style="list-style-type: none"> Social Responsibility in the International Context Group Assignment Due Group Presentations FIJI 	<ul style="list-style-type: none"> Text: Ch. 17 Case: FIJI Water and Corporate Social Responsibility - Green Makeover or Greenwashing? (Ivey, 9B09A008) Group Presentations (x 6)
Final Exam	TBD	<ul style="list-style-type: none"> Final Examination 	<ul style="list-style-type: none"> All course PowerPoint material will be testable on the final exam

Your Lecturer

Jan Klakurka is a full-time Professor at Huron University College, Western University, Consultant to SME's, and Sessional Lecturer in Strategy at the Rotman School of Management, University of Toronto. He is former Director, Corporate Planning and Business Development of the Wasteco Group of Companies, specializing in waste management and recycling services, based in Toronto. At Wasteco, he led strategy, long-term and operational planning, change management, and development activities reporting to the founder-owner-President. Prior to Wasteco, Jan was Corporate Controller and Director, Process Improvement for U.K.-based infrastructure and construction services company, Carillion with responsibility for Corporate taxation, and was a senior project manager with the strategy consulting practice of Deloitte & Touche LLP, leading transformation engagements with Fortune 500 companies globally for over five years. Jan's professional experience also includes working for both General Motors of Canada and McCarney Greenwood, an entrepreneur-focused CA firm.

Jan taught Strategic Management at UTM between 2005-2009 and Rotman (2012 - 2105 Summers), Management Control at UTSC in Winter 2011, and most recently International Business (2012, 2013 and 2105 Summer) and Management Consulting at Rotman Commerce (2011-2105) He also regularly teaches Introduction to Management at Rotman Commerce (half in summer 2011/2014/2015 and the full course in 2012 and 2013). He recently completed the second offering of Strategy in the European Context, a U of T Summer Abroad course at Masaryk University in Brno, Czech Republic. He has also taught the general management Ivey LEADER (Leading Education in Emerging Regions) program in Dnepropetrovsk, Ukraine and Minsk, Belarus, has spoken on leadership, consulting, and finance at Brock University and the Ivey Business School, taught on the topic of wines at the Independent Wine Education Guild, and has developed and delivered training programs to Deloitte Consulting staff on a range of topics.

A graduate of UTM's Commerce program, Jan went on to complete his CA and CMC designations, and obtained his MBA from the Richard Ivey School of Business. His favourite business book is *Competing for the Future*, by Hamel and Prahalad, he enjoys skiing, white-water kayaking, golf, and strategic investments. His greatest project is having fun with his two daughters who are nine and seven years-old. In 2006, he was awarded the AIWS designation, joining 2,500 others worldwide that have completed the Diploma in Wines & Spirits from the Wine & Spirit Education Trust based in London and in 2009 began the long road in pursuit of the Master of Wine designation. Jan has earned the Chartered Director's designation offered at the Director's College, Degroote School of Business, McMaster University.



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