



Gustavson
School of Business
University of Victoria

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Summer Graduate Business Studies (SGBS) Syllabus

Admission Requirements

Students must:

- be graduate students
- be currently enrolled in, and recommended by, officially recognized universities/colleges
- have a minimum TOEFL score of 500 (paper-based) or 173 (computer-based) or an equivalent proof of English language ability, if the primary language of your home country is not English
- provide medical insurance proof for the duration of the program

Global Strategy

Equivalent to 2.5 North American credit hours

32.5 lecture hours and academic projects

Description

Today's environment forces business enterprises to increasingly cross national borders and, more generally, engage in business activities in numerous countries that are often very different from each other. This has been necessitated by changes in technology, transportation, communications, and political alliances which have significantly internationalized business. Firms now compete in multiple foreign markets at both the product and supply-chain levels. Consequently the need to understanding the challenges associated with global business activity, and developing skills in these areas, have become essential requirements for success. This Global Strategy module is designed to provide students with the skills, knowledge, and sensitivity required to create, maintain, and renew sustainable competitive advantage within a global environment.

In this module, we will approach international business issues from an integrated firm-level perspective. The lens we will adopt is the strategic management perspective, which in turn will highlight the following topics from this perspective: the analysis of industry and environmental forces, the competitive context in which companies operate in global industries, creating and sustaining global competitive advantage, the characteristics of various international strategies, international entry strategies, global strategic alliances, the role of global organizational structures, and the importance of global strategic control. The course material used in this course will help you develop your analytical and decision-making skills and also highlight the reality of uncertainties influencing decision making in the global context. The material will also seek to develop your capacity to identify issues, to reason carefully through various options and improve your ability to manage the organizational process by which decisions get formed and executed. In addition to case analyses we will also read and discuss additional articles on strategic issues relevant to operating in a global context. In particular we will adopt a real time debating approach that will highlight these, at times, conflicting and competing needs. Thus, students will develop both, historical and current, and theoretical and practical, perspectives on operating in a global context. Thus in a very real sense, this module is designed to introduce these complex issues, to students who seek to work in, or with, firms that operate in many different countries.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- perform country, region and firm analyses in an international setting
- evaluate the effectiveness and sustainability of international and global corporate strategies
- compare the relative merits of different modes of global market entry
- understand the underlying conditions and at times competing dynamics of the international economy that influence global competitive behavior activity such as economic, legal, political and cultural differences, exchange rates, comparative national advantage, national economic policy

Schedule and Content

Topic	Content
Introduction to IB / Globalization	<ul style="list-style-type: none"> • Travels of a T-Shirt in the Global Economy (In folder) • Planet Money Makes a T-Shirt: http://apps.npr.org/tshirt/#/title
Free Trade Theory	<ul style="list-style-type: none"> • Class slides • Trading exercise (in class)
Internationalization entry mode and strategy	<ul style="list-style-type: none"> • Class slides
Financial Integration / Crises Debate: Greece Debt Crisis debate	<ul style="list-style-type: none"> • Class slides • http://news.blogs.cnn.com/2011/09/19/a-greek-tragedy-how-the-debt-crisis-spread-like-a-virus-in-contagion/comment-page-5/?iref=allsearch • http://globalpublicsquare.blogs.cnn.com/2012/09/28/euro-crisis-entering-dangerous-third-phase/?iref=allsearch • http://www.bbc.com/news/business-13798000 • http://www.npr.org/sections/money/2012/06/04/154282337/the-crisis-in-europe-explained • https://knpr.org/knpr/2013-10/euro-crisis
Semi-globalization	<ul style="list-style-type: none"> • Ghemawat: Chapters 1 and 2 (In folder)
Administrative and Institutional Differences	<ul style="list-style-type: none"> • Class slides
Debate: AIDS in Africa	<ul style="list-style-type: none"> • Class slides • http://en.wikipedia.org/wiki/HIV/AIDS_in_Africa#cite_note-ReferenceB-43
Liability of Foreignness / Culture Debate: CNOOC	<ul style="list-style-type: none"> • Class Slides • CNOOC • Who's Afraid of China Inc. (In folder) • Dubai Ports (In folder) • Kuwait Danish Dairy (In folder)
Global strategy and BOP issues Debate: Monsanto	<ul style="list-style-type: none"> • Class Slides
Firm strategic response – global issues	<ul style="list-style-type: none"> • Class Slides
Group Assignment	<ul style="list-style-type: none"> • Rana Plaza Tragedy
IB Strategy Case	<ul style="list-style-type: none"> • Case – Walmart and Bharti: Transforming Retail in India (In folder)
Transnational Mindset	<ul style="list-style-type: none"> • Class slides

The Course pack is available through Executive Programs.

Evaluation Elements

Students will be evaluated on the following deliverables:

Deliverable	Description	Group/Individual	Value
Western Companies Supply chain ethics	Eight pages (hard copy) written description of the relevant ethical concerns	Group	25%
Presentation on supply chain ethics	In class oral presentation of the points described in your group report	Group	25%
Class and Debate participation	Active and informed participation in class discussions and debates on various debate topics	Individual	50%

Group Assignment

Team projects will be collectively evaluated on the material submitted and the presentation, which means that all members of the group with their names on the submitted reports will receive the same grade. During the first class, teams will be formed for the purpose of completing the final group project. **The written assignments must be handed into the professor by the due date.** Any assignments turned in late will be penalized one full letter grade (e.g., B to C) for each day it is late. Assignments will not be accepted online. Students that turn in only an electronic version of the assignment will be asked to also turn in a printed document and will be penalized for a late assignment.

Grading Scale

Graded material in this course will be marked and reported using percentages. The percentage grade, the corresponding letter grade and comparative grading information will be displayed on student transcripts (official and administrative). The following table demonstrates the equivalent letter grades:

Grades	Grade Point Value	Percentage Range	Description
A+	9	90 – 100	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self- initiating, exceeds expectation and has an insightful grasp of the subject matter.
A	8	85 – 89	
A-	7	80 – 84	
B+	6	77 – 79	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73 – 76	
B-	4	70 – 72	
C+	3	65 – 69	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
C	2	60 – 64	
D	1	50 – 59	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
E	0	TBD	Conditional supplemental.
F	0	0 – 49	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

Academic Integrity

As a program which helps to create business and government leaders, the Gustavson School of Business has an obligation to ensure academic integrity is of the highest standards. Students are expected to carefully review the following points discussing academic integrity and group projects that have been adopted by our Faculty.

Acts of academic dishonesty include, but are not limited to, the following:

- using the exact words of a published or unpublished author without quotation marks and without referencing the source of these words.
- duplicating a table, graph or diagram, in whole or in part, without referencing the source.
- paraphrasing the conceptual framework, research design, interpretation, or any other ideas of another person, whether written or verbal (e.g. personal communication, ideas from a verbal presentation) without referencing the source.
- copying the answers of another student in any test, examination, or take-home assignment.
- providing answers to another student in any test, examination, or take-home assignment.
- taking any unauthorized materials into an examination or term test (crib notes).
- impersonating another student or allowing another person to impersonate oneself for the purpose of submitting academic work or writing any test or examination.
- stealing or mutilating library materials.
- accessing test prior to the time and date of the sitting.
- changing name or answer(s) on a test after that test has been graded and returned.
- submitting the same paper or portions thereof for more than one assignment, without discussions with the instructor(s) involved.

Standards of Professional Behavior

<http://www.uvic.ca/gustavson/about/about/standards/index.php>



Cross-Cultural Management

Equivalent to 2.5 North American credit hours

32.5 lecture hours and academic projects

Text

Steers et al. (2013) *Managing Across Cultures: Developing Global Competencies* (2nd ed.); Cambridge University Press

Course Objectives and Descriptions

The purpose of this course is to help students understand the complexity and dynamics of doing business across national borders. Cross-national management is quite a challenge because of cultural differences that affect business and management practices. Successful cross-national management, therefore, requires a good understanding of cultural differences. Effective global (or cross-national) managers should have the global mind-set, perspectives and attitudes. Furthermore, they should be trained with important cross-cultural management skills such as: (1) cultural awareness and sensitivity, (2) cross-cultural communication and interaction, (3) managing diversity, (4) cross-cultural negotiation, and (5) cross-cultural adaptation. This course is designed around these five cross-cultural skills.

Course Format

Lecture, Discussion, and Group Activities

Evaluation Elements:

Learning Cell	30%
Group projects	70%

Total	100%
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Recommended Readings

It is highly recommended that you regularly read current business periodicals to learn current issues and management practices in other countries. Some examples are: *The Globe and Mail*, *Canadian Business*, *Asian Wall Street Journal*, *The Economist*, *Business Week*, *Fortune*, or *Forbes* magazines. Also use internet and the electronic library to gather information about countries of our interest.

Requirements for Graded Work:

Learning Cell* Session (30%)

It is very important for you to be well-prepared for and actively participate in class discussions. To facilitate your preparation and participation, you are required to read assigned chapters carefully and answer two questions in writing (1 page, typed, single-space). Your questions and answers will be used as the basis for your "learning cell" sessions and class discussions.

In this course, the term "learning cell" will refer to a procedure in which the students will meet in small units (of four students each) during a class period to question each other and discuss an assignment which each has prepared beforehand. The aims of this procedure are:

- a. to get all of you actively involved in the learning process
- b. to develop your ability to think critically about what you read
- c. to have you gain, through first-hand experience, and appreciation for the multiplicity of approaches to fundamental questions.
- d. to enable you to test your ideas and opinions about the readings with those of others from a variety of backgrounds
- e. to develop an appreciation of learning as an ongoing cooperative endeavour in which the emphasis is on fruitful questions rather than facile answers.

It should be emphasized that the ability to reflect critically is an acquired skill; hence, it is expected that you will get better at it as you go along. Please note, as well, that reflecting critically on a text does not necessarily mean disagreeing with it. Rather, it involves a sensitive and careful analysis in which one engages in evaluation while avoiding distortion. The nature of the analysis will depend to some extent, of course, on the type of material being considered.

On the whole, you will be striving to:

- identify the author's aims
- focus on key themes and ideas (theories and concepts)
- reconstruct and evaluate theoretical arguments
- point out any presuppositions or assumptions
- consider the significance of the material for managerial implications

The Learning Cell in Action: On the dates for which there are to be learning cell sessions, please form yourselves into small GROUPS OF 4-5 students per cell, taking care that you vary the cell as much as possible from one time to the next (i.e., please try not to have exactly the same people in your group). Discussion can begin as soon as a cell forms and the members introduce themselves. There is no need to wait for the instructor to come around. Each student in turn should pose a review and discussion question to the other students in the group. This should be followed by a discussion, the purpose of which is to have you help each other understand the material better (NOT to win arguments). If a student's answer is poorly phrased or is unclear, the other students should indicate this and help in its clarification. If members of a cell have widely differing questions, the cell might discuss why this has happened. THE ESSENTIAL POINT IS TO HAVE A USEFUL EXCHANGE OF VIEWS IN WHICH EACH MEMBER OF THE CELL PARTICIPATES FULLY. If at all possible, the prepared answers should be incorporated into the discussion, instead of simply being read aloud. Each cell has approximately 20 minutes for the

discussion session (You may discuss the most interesting 2-3 questions of your cell's choice).

It is important to be well prepared and contribute actively to each group discussion. **Your team will evaluate each member's performance by choosing the best one or two at the end of each discussion session. The weight of your written assignment is 70%, and the weight of your discussion 30%.**

While the cells are working on the questions and answers, the instructor will circulate to listen in on the discussions. Unless there is a special problem or the instructor chooses to enter the discussion, the cell should continue the dialogue ignoring the instructor's presence. The latter merely wants to ensure that the cell is dealing with the essential issues and that each unit members is having the opportunity to participate. Attendance may be recorded at this time.

Although attendance will not be marked, attending class is an important part of the learning process in this course. Attendance exposes you to material not in the readings, to your classmates' insights and helps clarify material that can lead to better performance in the course. Being present of course also gives you the opportunity to participate actively.

You have to submit your assignment yourself after participating in learning cell session. Submitting your assignment through someone else could result in failing the course. No late assignment will be accepted.

Team Projects (70%): Each group is expected to conduct in-depth research on a country of special interest, focusing on important cross-cultural management issues and problems (what we have learned so far and beyond). Integrate the major concepts and theories you have learned from this course in this project. Suppose your team has been asked to offer a pre-departure orientation and training program for a group of expatriate managers and their family members who will move to the country soon. Your goal is to help the expatriates avoid potential problems and enhance their chance of overseas success by providing them with relevant and practical information. It is important for your team to be able to identify and analyze (explain why) real (not hypothetical) cross-cultural problems that expatriate managers and their family members are likely to experience. Offer practical solutions and suggestions based on valid and reliable data. Do not be hypothetical in your suggestions. Create a *documentary* (10 minutes long) about the country based on your research. Prepare one-page executive summary of the highlighting points of your documentary for your classmates. Hand in both CD/DVD and the executive summary.

Your contribution to the team process and outcome will be evaluated by the other members in your team. The peer evaluations will be reflected in determining your grade.

Grading Scale

All grades are reported to the Registrar as letter grades. Graded material in this course will be marked using percentages. The following equivalents will be used to convert percentages to letter grades:

Percentage Range	Letter Grade
90-100%	A+
85-89%	A
80-84%	A-
76-79%	B+
72-75%	B
68-71%	B-
64-67%	C+
55-63%	C
50-54%	D
0-49%	F

All grades are reported to the Registrar as letter grades. Graded material in this course will be graded using letter grades.



Social Entrepreneurship

Equivalent to 2.5 North American credit hours

32.5 lecture hours and academic projects

About the Course

Social entrepreneurship is a rapidly developing field of business where government, business and civil society cross boundaries and where entrepreneurs are finding opportunities to help solve social and environmental challenges otherwise ignored or missed by the business community and often addressed (but not always successfully) by the not-for-profit sector. This field includes “social intrapreneurship,” where employees in businesses are developing new income streams for their firms by addressing social and environmental challenges in a profitable, scalable manner. Using the social enterprise concept, it is now increasingly possible for major companies to make a positive difference in a community and move social responsibility from a cost center to a profit center.

It is critical that business students understand the opportunities and challenges in this emerging landscape. Through guest speakers, case discussion, lecture and student presentations this course will explore Social Entrepreneurship. The course will be examine three elements that will be interwoven throughout:

1. Drivers of social innovation
2. Resources and business structures used by social entrepreneurs
3. The mechanics, challenges, and realities of starting and/or managing a social enterprise

We will also examine the emergence of “social intrapreneurism’ and the potential for scaling social and environmental solutions profitably throughout the business sector.

Learning Outcomes

Upon successful completion of the course, students will be able to:

- Identify Social Entrepreneurship ventures based on their business models
- Analyze a Social Entrepreneurship venture for performance and impact
- Develop an idea for a Social Entrepreneurship venture and build an investor oriented pitch to fund the venture.

The course strives to be eminently practical and applicable to a variety of contexts. For this reason, we will analyze cases referring to different types of social enterprises, across different sectors, on different continents, addressing a variety of challenges with a wide range of approaches, and displaying the main challenges faced by social entrepreneurs in different phases of organizational development.

Texts

Specific readings are described in the course Schedule (below in this document). There are two sources for required readings – printed materials and others resources that can be found online.

If resources are available online, links to the resources are provided in the Schedule below. Where readings are not available online, they have been printed in a course pack.

Evaluation elements:

Students will be evaluated on the following deliverables:

Deliverable	Description	Group/Indiv.	Value
Social Venture Idea	One page written description of the social venture idea.	Individual	20%
Social Venture Business Model Assessment	One page assessment of one of the Social Entrepreneurship companies we visit/hear about	Individual	20%
Social Venture Pitch to Investors	20 minute oral presentation or pitch of your social venture idea to potential investors	Group	60%

Group Assignment

Note that **all members** of a group are expected to contribute to team assignments, building on the strengths and learning objectives of each student. Together, you should produce better work than any one individual would produce alone. Team projects will be evaluated on the material submitted, with no consideration of the process by which the group came up with the material. This means that all members of the group with their names on the submitted reports will receive the same grade. During the first class, groups of 2 to 3 students will be formed for the purpose of completing the final group project described below. Students may choose their own groups.

Schedule

Topic	Reading
What is Social Entrepreneurship? Why are we interested?	ESSAY: Dees, JG (2001): The Meaning of "Social Entrepreneurship", (pp. 1-5). Read at: http://csi.gsb.stanford.edu/sites/csi.gsb.stanford.edu/files/TheMeaningofsocialEntrepreneurship.pdf
Social Entrepreneurship Models Idea Generation	BOOK: Elkington, J. & Hartigan, P. (2006): <i>The Power of Unreasonable People</i> , Ch.1, "Creating Successful Business Models" (pp. 29-54). See Course pack.
Company Visit – TBA	
Company Visit – Blue Roots Farm	
Design Thinking for Social Entrepreneurship	Stanford Social Innovation Review: https://ssir.org/articles/entry/design_thinking_for_social_innovation
Design Thinking Continued	
Guest Speakers	Habitat for Humanity The Dock
Work Period	

Presentation Skills for Entrepreneurs: Delivering Your Best Pitch	Harvard Business Review: Going from suck to non-suck as a public speaker. https://hbr.org/2013/02/going-from-suck-to-non-suck-as
Work Period	
Final Presentation Preparation	
Final Presentations	

Appendix 1 ADDITIONAL RESOURCES:

1. Skoll Foundation: <http://www.skollfoundation.org>
2. Center for Advancement of SE: <http://www.fuqua.duke.edu/centers/case/>
3. Schwab Foundation: <http://www.schwabfound.org/>
4. Ashoka: <http://www.ashoka.org>
5. Stanford Social Innovation Review: <http://www.ssireview.org/>
6. Santa Clara University Global Social Benefit Incubator: <http://www.scu.edu/socialbenefit/index.cfm>
7. An initiative of Root Cause: <http://rootcause.org/social-innovation-forum>
8. An initiative led by the United Nations Development Programme UNDP
<http://www.growinginclusivemarkets.org/>
9. Microcredit Summit: <http://www.microcreditsummit.org/index.html>
10. KIVA (loans that change lives): <http://www.kiva.org>
11. RaisingMoney: <http://www.raisingmoremoney.com>
12. The National Network of Grantmakers: <http://www.nng.org>
13. National Committee for Responsive Philanthropy (NCRP): <http://www.ncrp.org>
14. Acumen Fund: <http://www.acumenfund.org/>
15. Social Impact Exchange, scale innovation: <http://socialimpactexchange.org/>
16. Social Enterprise Knowledge Network: <http://www.sekn.org>
17. Social Enterprise Alliance: <http://www.se-alliance.org/>
18. Social Venture Partners International : <http://www.svpi.org>
19. World Business Council for Sustainable Development: <http://www.wbcsd.ch>
20. Echoinggreen: <http://www.echoinggreen.org/>
21. KL Felicitas Foundation: <http://www.klfelicitasfoundation.org/index.php/>

Appendix 2 - Assignments

Social Venture Business Model Assessment Value: 20%

We will visit several social venture companies and will have guest speakers talk about additional social ventures here in Victoria. Choose one company and assess their business model. Criteria for assessment will be handed out in class July 5.

Social Venture Idea

Value: 20%

The deliverable for this assignment is a two page outline for a social business venture. We will start this assignment in class with a brainstorming and idea generation session. You will then carry on to outline your idea. Ideas will be graded on the following criteria:

1. Is this really a social venture?
 - a. What social venture model will you follow?
 - b. What social good will you produce?
2. Why is this a good idea?
 - a. Who will it help
 - b. What will it achieve
3. Is the market you will launch in a healthy one?
 - a. What are the growth trends?
 - b. Use a SWOT analysis to demonstrate external support
4. Do you have passion/expertise in the area this venture falls into?
 - a. Provide evidence of your experience or identify people in your network who can help you.

This assignment should be typed and care should be taken with spelling, punctuation and grammar. This is your first opportunity to sell your business idea, so appearances count.

Group Project: A Social Innovation Pitch

Value: 60%

The presentation should include the following 5 key components:

1. Social Enterprise Profile (25% of presentation grade) • Organization name, number of employees (and/or members if relevant), organizational form (publicly traded corporation; privately owned company, cooperative, NGO, etc.).

- Headquarters location; geographic region where it delivers products/services
- Organizational mission
- Major products, and/or services
- Primary customers and beneficiaries (Who will pay for the products/services and who are they delivered to? For social enterprises, beneficiaries may or may not be the same as customers.)
- Key sources of costs
- Key sources of revenues
- What industry does the organization operate in and who are 2-3 major competitors?

2. Strategic Analysis of Impacts & Risks (25 % of presentation grade)

- Identify the major environmental and/or social issues that the organization intends to address and what impact it has in these areas.
- Describe the organization's major risks related to achieving these impacts or other significant risk factors that you notice that may impede the organization's success.

- Think strategically about likely current and future threats and risks inherent in the current venture's strategies and processes. Describe competitive threats if relevant, either from incumbents or from upstarts (new ventures). This section should reflect your team's critical thinking, insights, and strategic analysis of the impacts and risks important to the long term strategy, financial viability, brand value, and competitive position of the social enterprise, supported by data.

3. Partnering (10 % of presentation grade)

What, if any, organizations are important partners for this enterprise? Describe what types of resources, products or services these organizations offer that are complimentary to the work of the enterprise you want to start. Describe the key objective(s) of each partnership. If there are no partnerships, explain why.

4. Performance Measurement / Key Performance Indicators (KPIs) (25 % of presentation grade)

Describe and evaluate how the enterprise will evaluate its performance. What are its Key Performance Indicators (KPIs)?

Is it possible to compare their performance on the same indicators against competitors (or organizations with similar missions)? If so, make the comparison. If not, what is your assessment of this organization's performance vs. its competitors (maximum of 3 competitors)?

You may want to rate the competitors on performance criteria that you identify yourself. If so, be able to justify why you've selected these criteria and what data you are using to determine or estimate performance. Use a rating scale of 1-5 to rate the performance on each criteria that you feel are most important.

5. Your ask. (15% of presentation grade)

What, if anything do you want from funders or investors? Be specific.