

COURSE INFORMATION

Course title:	International Business Management		
Course code:	COMM 498	Credits:	3
Session and term:	2024W2	Class location:	ANGU 039
Section(s):	201	Class times:	Mon Wed 2:00 pm – 3:30pm
Course duration:	2025-01-06 - 2025-04-07	Pre-requisites:	All of COMM 396 (formerly COMM 390) , COMM 395 . Fourth-year standing.
Division:	Strategy and Business Economics	Co-requisites:	N/A

INSTRUCTOR INFORMATION

Instructor:	Ilan Vertinsky	Office location:	David Lam 511
Phone:	+1 604.822.9406	Office hours:	Mon Wed 3:40 – 4:40pm
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Teaching assistant: Izzy Zhou
Office hours: TBD
Email: zhouzhiy@student.ubc.ca

COURSE DESCRIPTION

The global physical, economic and political environments are becoming increasingly volatile, uncertain and complex, hence both domestic and multinational businesses must adapt their strategies and managerial practices. This course focuses on key issues that businesses face as they adapt to this new environment and it contributes to the development of a better understanding of these issues as well as skills to deal with them.

The course focuses in particular on the international business strategy of firms. We will start by examining the scope, nature, and social, political, and economic consequences of the processes of rapid globalization that took place in the three decades before 2008 (characterized by the rapid growth of international trade and investment and the development of ever longer and more complex supply chains). This process shaped, to a large extent, the strategies of internationalization of firms and the strategies of multinational enterprises. Globalization has created both benefits to societies (e.g. lifting large populations from poverty) and costs (e.g. increased inequalities between and within nations). Assessments of these factors help us to understand the various tensions that shape the policy responses of governments in regulating the behavior of their own multinationals and the multinationals hosted by their countries. Such understandings provide an important input to the development of both market and nonmarket strategies (i.e. strategies that affect the competitiveness of the firm and strategies that aim to gain advantage by influencing regulators to provide a more advantageous regulatory environment for the firm).

We will also examine the causes for the changes seen since 2008 that saw a sluggish growth in international trade and investment relative to GDP (described by some as “Slowbalization”) followed by a decline of international trade and investment relative to the global GDP (described by some as “Deglobalization”). We will assess the strategic and organizational changes that multinationals need to adopt in order to meet the complex and uncertain emerging environment of IB. This environment has

become even more challenging with the impacts of what economists call a zero sum game between the two largest economies in the world (China and the USA), both competing for dominance in strategic technology fields such as digitization, robotics, and artificial intelligence (This competition led into the bifurcation of global markets, with significant implications for multinational strategies and government policies regarding international trade and investment. We will complete the set of introductory lectures/discussion based classes with a review of the economic, political and institutional frameworks, and processes within which international trade and investment now take place, focusing on the impacts of the occurrence of the COVID 19 pandemic, the invasion of Russia into the Ukraine, and the potential impacts of President Trump's recent reelection.

The classes that follow this first section will take more of a workshop format where class members participate in problem solving using real life case analyses of key strategic decisions by multinationals. Classes and cases will focus first on the development of a firm's internationalization grand strategies. We will then look at specific strategic choices including evaluation and selection of locations for entry and choice of modes of entry. We will pay special attention to the options available for direct foreign investment. In particular we will examine the advantages and disadvantages of using mergers or acquisitions versus "greenfield investment" and consider decisions concerning whether to invest independently or collaborate.

Typically, case sessions will start with the presentation of an analysis of an assigned case by a student team. This will be followed by class discussions facilitated by the instructor concerning specific issues related to the case. Short lectures will be presented at the beginning of class to provide a framework for the discussion and/or at the end of the case discussion to help draw out its implications.

The final section of the course will then turn to the assessment and analysis of key dimensions of the business environment of candidate host countries. These will include technology, political risk and cultural fitness (or compatibility). We also will discuss actions that need to be taken to mitigate political risks and reduce cross cultural friction.

Following this, we will examine the ethical issues that arise when value systems of your home country clash with those of a host foreign country where you operate or plan to enter, and the social responsibilities of multinational enterprises (MNEs).

The team project assignment will provide students with the opportunity to apply the knowledge that you and other team members acquired in this and other related courses you have taken in the past.

COURSE FORMAT

The classes will be in person. The format of the course will be a combination of discussions of current events that impact the international business environment, lectures that address the theoretical and practical aspects of key strategy decisions of multinationals, and a combination of class discussions, debates, exercises, and case analyses. Class participation will be encouraged in all aspects of the course.

LEARNING OBJECTIVES

1. Develop your knowledge of key aspects of the international business environments (social and political)

2. Develop your knowledge of international institutions (e.g. the World Trade Organization, regional free trade agreements)
3. Equip you with tools to analyze national and international environments of business
4. Equip you with analytical tools that will help you to develop an internationalization strategy and provide you with guidance about international business strategic management decisions

ASSESSMENTS

Summary

Component	Weight	Graded as
Class participation	20%	Individual
Individual Report (In-box Exercise)	15%	Individual
Quizzes (3-5, unannounced, open-written notes)	20%	Individual
Current Event Presentation and Discussion	5%	Group
Group Case (1 case)	15%	Group
Final Group Project (Report15%, Presentation10%)	25%	Group
Total	100%	

Details of Assessments

Class Participation (20%)

Your participation mark will be determined based on: **a)** attendance in all classes; and **b)** contribution to the class discussions. The active participation in case discussions will have a high weight in the assessment of participation.

- **Attendance:** Participate in in-class activities including iClicker questions.
- **Preparation/ Readings:** Your prime responsibilities to prepare for classes will be to read all assigned articles and book chapters that are marked as required readings, study the cases assigned for the class and be prepared to be called to discuss any part of the case, and reflect on the questions provided about each case. You will be graded on the quality of your contributions to class discussions and case analyses. You should be ready to discuss the questions assigned for each case and be ready to respond to them when invited to do so during the class.

Individual Report: “In-Box” Exercise (15%)

All students will develop a report related to the “In-Box” Case study. Please submit the report by **March 29th (Saturday) 23:59pm.**

In the case named “In-Box”, you are presented with the “In-Box” case of Richard Evans, general manager of the Siam Chemicals Company (SCC), the Thai subsidiary of the Swiss-based group Chimique Helvetique Ltd. (CHL). Richard Evans arrived at SCC recently with the task to improve the productivity and expand the company’s customer base in the region. He spent two weeks travelling around other CHL subsidiaries in the region to get familiar with the territory. Returning from the trip, Richard found almost a hundred unread emails in his in-box. However, later that morning he was due to fly back to CHL’s headquarter in Basel, which left him with less than an hour to answer the most urgent queries in his in-box before leaving for the airport. This was challenging since he needed to read each email carefully in order to grasp the complex social interactions and working structures behind the apparently simple statements and requests made by his local managers.

You will need to provide your suggestions for responses to the emails. In particular, your report should respond to the following questions:

- What is your assessment of the situation faced by Richard Evans? In what order of importance should he tackle the issues facing him?
- If you were Evans, what alternative approaches and solutions would you suggest to resolve these issues? What additional information would you seek before making a final decision?
- What steps could Evans take to become more comfortable within his new environment? How difficult will it be for him to change the organization to fit with the group's objectives – why?
- How should managers define “urgency” and “importance” when operating in a foreign culture? How can Evans distinguish between them?
- What do you think should be the requirements that guide selection of managers to take the charge?

Quizzes (20%)

To encourage informed participation in class discussions, especially case analyses, 3 to 5 unannounced quizzes will be conducted during classes. A typical quiz may include questions related to the case and/or be based on the readings assigned for that week. You'll be allowed to use printed/written notes developed by you (i.e. not digital copy or notes of others or AI).

Groups

An important part of the assignments in this class will be performed by teams of **3 to 6 members**. The teams will be assigned by the instructors to maintain diversity (the exact size of the team will be decided once the number of students in the class is confirmed). The team tasks include preparation of the project report, project presentation, one case group presentation, current event presentation, and any in class exercises or tasks requiring the formation of break out groups. **Groups' memberships will be announced on Canvas after Add/Drop deadline of the semester (January 17th).**

Current Event Presentation and Discussion (5%)

Starting from Week 4, each class will begin with a discussion of a current event that influences international business that is identified and presented by an assigned group (10 min). Each of the groups will be responsible for one presentation only. The assigned group will identify, describe, and analyze a current event (that has occurred within the last three weeks of their assigned day) that they believe may have an impact on international business. This presentation will be followed by a class discussion.

Group Case Presentation and a Written Report (15%)

Each group will be assigned one case to present and also prepare a written report of their analysis. We will announce the case assignments on Canvas in the morning of **January 20th (Monday of Week 3)**. For the group presenting the first case (Boeing versus Bombardier), the instructor will provide special introductory guidance and extra help.

The presentation and the written report will be based on the information provided in the written case. A Q&A session will follow the presentation. The group presentation should be planned for 20 minutes and the Q&A for about 10 minutes (some flexibility in the time constraints will be provided to allow full exploration of more complex cases). **Group case reports will be submitted before the class**

presentation. Given the short time for preparation for the first group, it need not submit the written report, but only submit the presentation slide.

The group presentation and case report should include 5 sections:

- 1) identification of the problem,
- 2) situation analysis,
- 3) generation of alternatives,
- 4) evaluation of alternatives, and
- 5) recommendations.

The students should apply knowledge and analytic tools learned in the current and previous courses or from the reading materials assigned in preparing the case. Each report must not exceed 8 pages (double spaced, 12pt font and 1-inch margins). Appendices 1a and 1b summarize the guidelines and evaluation criteria for the case reports.

Group Final Project (Presentation 10%; Report 15%)

The project will involve researching and writing a strategic report from the perspective of a real life multinational firm seeking further international expansion (normally, the selected company should be a public Canadian or American company). The project will consist of researching, writing and presenting a report on the company's international expansion strategy through foreign direct investment. The report will be written assuming that the group was assigned by the senior management of the company to develop the report and present recommendations. You will have to make a convincing case as to why the company should enter or expand its operations into the host country chosen, and what strategies it should adopt to achieve its goals. The completed report must not exceed 16 pages double spaced (excluding reference lists, graphs tables and appendices) and **should be submitted to the instructor no later than 23:59pm, April 14th**. The presentation will be scheduled during the final exam period by the administration scheduled as the final test. Appendices 2a and 2b summarize the guidelines and evaluation criteria for the report and presentation.

Your report will be evaluated on the basis of the inclusion and quality of the following features:

1. Analysis of the business model of the company and identification of the objectives of the international expansion and international capabilities of the firm
2. Selection of 3 promising candidates on the basis of the most important 2-3 characteristics of the company, its objectives and business model (i.e. scanning the world or specific regions to select suitable candidates for further evaluation).
3. Identification and assessment of each country candidate characteristics (e.g. political risk, cultural fit, local market size, access to other markets, importance of skilled and unskilled labor access to key inputs, market competition, etc.) that are important to the success of this internationalization step given the business model and the objectives of the expansion.
4. In depth evaluation of the 3 selected candidates and choice of the most promising candidate.
5. For the chosen candidate, evaluation of alternative modes of FDI entry (e.g. green field or acquisition/merger: going solo or collaboration). Do not forget to provide arguments as to why FDI is the way to go, as opposed to exporting or licensing given your particular country choice and context.

Your group will normally be awarded a single grade for the written report. Some adjustment in the presentation grade will be possible if there are compelling reasons to do so. The presentation grade will be awarded based on your ability to succinctly convey the information you deem most relevant to your project, your professionalism throughout the presentation, and your ability to respond to questions from the class, the instructor or TA during a brief question period. We encourage you to attend office hours as a group to address any questions or concerns as they arise. We also suggest the whole group meeting with the instructor twice to discuss the project; One meeting when the preliminary plan of action is developed by the group, and the second one to provide feedback closer to the submission date.

- Approval of project proposals: All project proposals (containing the name of the target firm and a few lines providing basic information about it) will be submitted to the instructor for approval to ensure suitability and diversity of presentations. In case of duplication the first proposal to be submitted will be chosen if approved. All proposals need to be presented to the instructor **no later than Monday, February 3rd**.
- Group Internal Evaluation: Groups' projects necessarily require collaboration and support among members. By the last class, every group member should fill an evaluation form that will be provided in Canvas. This form will be confidential and will be used to allocate participation credits among group members as well in some cases be used to adjust project and case presentation related grades.

INSTRUCTION ON CLASS READINGS AND CASES

Assigned readings include class readings for each lecture and all the cases that need to be purchased. Class readings are organized according to the corresponding lecture and are identified as required or optional. We may add or edit some reading materials later in the course as needed. Assigned readings for each class (A) and the customized course package of cases (B) can be accessed by following the instructions below.

A. **The library Online Course Resources** can be found in the left column of the head page of the course on Canvas, which contains links to short articles from The Economist, The Global and Mail, The Financial Times, and The New York Times, assigned for many of the classes. There are also some longer articles from HBR, one book chapter from Daniels et al. International Business: Environments and Operations, and one chapter from Charles W.L. Hill International Business: Competing in the Global Marketplace. Also included is a book by Keith Head entitled Elements of Multinational Strategy from which a few chapters are assigned (Chapter 2, Gains from Trade, for Class 5; Chapter 5, Trade Rules, for Class 6; Chapter 11, Political Risk, for Class 19).

B. The customized course packages of cases need to be purchased. It can be accessed online or a printed package can be ordered as instructed below:

Course: COMM 498 201 - International Business Management

Professor: Ilan Vertinsky

Starting: January 6, 2025

Ending: April 7, 2025

1. Go to the Ivey Publishing website at www.iveypublishing.ca
2. Log in to your existing account or click "Register" to create a new account and follow the prompts to complete the registration. If registering, choose the "Student" role.

3. Click on this link or copy into your browser: <https://www.iveypublishing.ca/s/ivey-coursepack/a1ROF000002jje92AA>
4. Click "Add to Cart".
5. Go to the Shopping Cart (located at the top of the page), click "Checkout", and complete the checkout process
6. When payment has been processed successfully, from the Order Confirmation screen, click on "Access Purchases", then click "Downloads".
7. If the coursepack contains Digital learning Experience or Multimedia materials, click on "Go to Course" or "Go to Simulation".

IMPORTANT: Access to downloadable files will expire on the course end date, so be sure to save a copy on your computer. The downloadable file is a PDF document that can be opened using Adobe Reader. This material is for your personal use only and is not to be shared, reproduced, or distributed in any form.

Case Title	Presentation Date
Boeing Versus Bombardier: Conflict Over Tariffs	January 27 th
Amazon Goes Global 2020	February 5 th
Zara: fast fashion	February 12 th
Lenovo: Is The Cultural Integration Template Reuseable?	March 3 rd
Alibaba Group: Acquiring Lazada To Win The Southeast Asia E Commerce Battle	March 12 th
Vale: Global Expansion in the Challenging World of Mining	March 19 th
The In-box	March 31 st
Apple and its Suppliers: Corporate Social Responsibility	April 7 th

QUESTIONS TO MOTIVATE CASE STUDIES DISCUSSIONS

The questions are provided to encourage you to reflect on important themes we'll discuss in class during case analyse. You are not required to provide any written answers.

Boeing

- What legal options did Boeing have for seeking resolution of its complaint after the ruling by the USITC?
- Was it beneficial for Boeing to press ahead with its allegations of dumping against Bombardier on various platforms?
- How could Boeing gain a foothold in the market for small planes?
- How did Boeing's competitive position change in the US market for small aircraft after Airbus acquired the C Series program from Bombardier?

Amazon

- Why did Amazon initially consider international expansion? Is international expansion a key success factor in Amazon's industry?
- Why did Amazon choose the United Kingdom as its first foreign entry location and not other countries such as Canada and Australia? What strategies did Amazon use in the United Kingdom?
- Why did the company choose to enter Japan after the United Kingdom and Germany? What strategies did Amazon use in Japan? Did these strategies make sense?
- Why did Amazon fail in China?
- Was there any pattern across Amazon's international entries?
- Given Amazon's overall performance domestically and globally, the outbreak of COVID-19, and the company's mission, vision, and strategic plan, what step should it take next? Should Amazon continue global expansion into new markets? What should Amazon do with its less successful international operations?

Zara

- Evaluate the specific sources of ZARA's competitive advantage (if any). Is ZARA's competitive advantage sustainable and can it be leveraged?
- How well does Zara's advantage travel globally?
- Does the proposed strategy of focusing on Europe, and in particular Italy, make sense? More broadly, what do you think about the strategy of focusing on Europe versus making a major commitment to another region?
- Describe and evaluate ZARA's international strategy in terms of modes of entry, localization, and the standardization of its marketing approach.
- Why would ZARA favour wholly owned outlets, where possible?

Lenovo

- What were the characteristics of the cultural integration between Lenovo and IBM?
- Into how many stages can the cultural integration process between Lenovo and IBM's PC division be divided? What type of cultural integration practice did Lenovo and IBM adopt at each stage?
- Why did Lenovo and IBM adopt these cultural integration practices at each stage?
- What was the scope of the company's cultural integration at each stage? What role did critical individuals play in the cultural integration process?
- What results did cultural integration cause at each stage?
- Should Lenovo apply its previous integration experiences to integrating IBM's x86 Server?

Alibaba Group

- What are the pros and cons of doing e-commerce business in Southeast Asia?
- What are the motivations and strategic rationales for Alibaba to invest in Southeast Asia?
- Which of Lazada's strategic assets are useful for Alibaba?

- Was the acquisition of Lazada the best way for Alibaba to enter the e-commerce market in Southeast Asia, or should Alibaba have allied with Lazada or, instead, made a greenfield investment in the region? What possible reactions could other e-commerce players have to this strategic move?
- Following the acquisition, should Alibaba integrate Lazada or employ a partnering approach to realize the greatest benefit from each company?
- After the acquisition, how could Alibaba and Lazada achieve and maintain a leadership position in the Southeast Asian e-commerce market?

Vale

- Under Agnelli, VALE engaged in a strategy of product and geographic diversification. Does VALE have a core competence that would support this strategy?
- Should VALE vertically integrate into steel production in Brazil?
- Should VALE own its own ships, and if so should they buy the Chinese vessels?
- Would you agree that VALE has managed political risk better abroad than in Brazil? What could they do better in their own market?

Apple

- Identify the multiple levels of analysis at play for Apple as it addresses the CSR challenges in its supply chain
- Is Apple responsible for the alleged human rights violation that occurred?
- Would onshoring, insourcing, or a combination of the two represent a suitable response to Apple's problems?
- If apple continues on the current path, what should it do differently?
- Is it reasonable for Apple to apply different ethical standards to different countries?
- Should firms such as Apple maximize their profits, or should they sacrifice some profits to do good?
- Have these CSR problems at Apple had a meaningful impact on the bottom line?
- What is the role of media, including social media, in shaping CSR expectations?
- Does Apple face an industry-specific issue, or do the same issues appear in other industries?
- If you were in the position of Jeff Williams, what, if anything, would you do differently?

COURSE SCHEDULE




Week	Class	Date	Topics
Week 1	Class 1	January 6 th	Introduction to International Business and the course
	Class 2	January 8 th	Globalization: the factors that accelerated its progress and the factors that inhibited it, the scope of globalization and its consequences.
Week 2	Class 3	January 13 th	"Slowbalization" and "Deglobalization" after 2008.

			The technology race and the processes of decoupling and bifurcation of the global markets
	Class 4	January 15 th	Pandemic and the post pandemic world, the impacts on IB of the invasion of Russia to the Ukraine, and President Trump's reelection. MNE's strategies in the emerging IB environment.
Week 3	Class 5	January 20 th	Gains and costs from trade; the political economy of trade
	Class 6	January 22 nd	Regulation and protectionism; multilateral trade regimes (WTO and rules of trade)
Week 4	Class 7	January 27 th	Case study: Boeing Versus Bombardier: Conflict Over Tariffs
	Class 8	January 29 th	Developing internationalization plans
Week 5	Class 9	February 3 rd	Evaluating and choosing foreign host locations
	Class 10	February 5 th	Case study: Amazon Goes Global 2020
Week 6	Class 11	February 10 th	Choosing entry modes Part 1: exporting and licensing
	Class 12	February 12 th	Case Study: Zara: fast fashion
Week 7		February 17 th	Reading Week - No class
		February 19 th	
Week 8	Class 13	February 24 th	Choosing entry modes Part 2: Foreign Direct Investment (M&A versus Green field investment; solo versus collaboration, forms of collaboration)
	Class 14	February 26 th	Continue with Foreign Direct Investment
Week 9	Class 15	March 3 rd	Case Study: Lenovo: Is The Cultural Integration Template Reuseable?
	Class 16	March 5 th	Global and regional strategies
Week 10	Class 17	March 10 th	Technology disruptions (robotics and AI)
	Class 18	March 12 th	Case Study: Alibaba Group: Acquiring Lazada To Win The Southeast Asia E Commerce Battle
Week 11	Class 19	March 17 th	Political Risk: assessment and mitigation
	Class 20	March 19 th	Case Study: Vale: Global Expansion in the Challenging World of Mining
Week 12	Class 21	March 24 th	Cross Cultural Management I: theory and cultural analysis, managing cultural differences.
	Class 22	March 26 th	Cross Cultural Management II: cross border communications and negotiations
Week 13	Class 23	March 31 st	Case Study: The In-box Exercise

	Class 24	April 2 nd	Ethics when value clash and social corporate responsibilities of MNEs
Week 14	Class 25	April 7 th	Case Study: Apple and its Suppliers: Corporate Social Responsibility
Final Group Presentation		TBD	

SUSTAINABLE DEVELOPMENT GOALS (SDGS)

At UBC Sauder, we are committed to responsible business practices that can have transformative impacts on society. One of the ways we are reinforcing our commitment to responsible business is by showcasing relevant content in our courses via the lens of the [United Nations Sustainable Development Goals](#). In this course, we will touch on topics that relate to the following goals:

Sustainable Development Goal	Description of how and when the goal is covered in the course.
Goal 9: Industry, Innovation and Infrastructure 	In Week 10, we discuss technology innovation.
GOAL 12: Responsible Consumption and Production 	In Week 13, we discuss both the social responsibility of MNEs and ethic issues that MNEs face when working outside of their home countries.
Goal 13: Climate Action 	In Week 13, we discuss social responsibility of MNEs including climate actions.

NO DISTRIBUTION OF RECORDINGS

There is no distribution of recordings of class. Classes are designed as and are intended to be in-person. Your attendance is expected. If you are unable to attend, the policy regarding missed classes described in this syllabus applies. It is your responsibility to ensure that you have the materials you need for missed classes. It is strongly recommended that you make arrangements at the start of the semester for materials in case you miss class. For instance, you may wish to exchange contact information with a classmate who can provide you with notes in the event you miss class. If you believe you are an exceptional case that merits special consideration, please promptly reach out to your instructor to advise them of your circumstances.

ACADEMIC CONCESSIONS

Requesting Academic Concession

If you experience unanticipated events or other circumstances that constitute valid grounds for academic concession as defined by [UBC's Academic Concession Policy](#), complete the [concession request webform](#). Concessions are time-sensitive and the webform should be submitted within 48 hours of the missed deadline. Upon submission, your request will be recorded in the UGO and you will also receive an email with further instructions. Please read this email carefully and refer to the relevant course syllabus for each concession you have requested. Please know that you should continue to work on the coursework for the course(s) which you submitted a concession for. You should anticipate being asked to submit work or write an exam as soon as the circumstances affecting your ability to fulfil your academic responsibilities are resolved.

All concessions requests require that a webform be submitted to the UGO. This means that a record of all concessions is collected by the UGO. This record is meant to provide data on the number/type of requests and, as necessary, some detail on individual student cases. However, the UGO will not be reviewing all requests that are submitted.

The UGO will only review whether a student is eligible for a concession in the following instances of missed attendance or coursework:

- Absences of 2 or more weeks for 3-credit courses; 1 or more weeks for 1.5-credit courses
- A coursework component that is worth 15% or more of the total course grade (this excludes minor assessments, i.e. coursework worth less than 15% such as participation, attendance, clicker, individual quizzes or assignments); or
- Any midterm or final exam regardless of course grade weight

In any other case that is not described above, such as for shorter absences or missed minor assignments, the instructor will evaluate the concession request. It will not be the UGO deciding in these instances.

COURSE-SPECIFIC POLICIES AND RESOURCES

Missed or late assignments, and regrading of assessments

Late assignments will normally NOT be accepted except with **a)** approval by the instructor or **b)** approval from the Undergraduate Office (e.g., through academic concessions). There are no make-up quizzes. However, students who informed the instructor before the classes where a quiz is given about medical conditions that prevent them to attend the class will have the opportunity to take a make-up exam in the end of the course. The make-up exam will cover a broader area than the missing class.

ACADEMIC ACCOMMODATIONS

Centre for Accessibility

The [Centre for Accessibility](#) (CFA) facilitates disability-related accommodations and programming initiatives designed to remove barriers for students with disabilities and ongoing medical conditions. If you are registered with the CFA and are seeking academic accommodations, provide a copy of your letter of accommodation as soon as possible and preferably within the first 2 weeks of class. It is your responsibility to book your exam writing with the CFA using its [exam reservation system](#): for midterm

exams or quizzes, at least 7 days in advance; and final exams, 7 days before the start of the formal exam period.

OTHER COURSE POLICIES AND RESOURCES

Attendance: Students are expected to attend class regularly, as required in the [UBC Sauder BCom Statement of Professionalism and Code of Conduct](#). Students who miss more than 20% or more of their lectures or tutorials, measuring from the second week of class, regardless of whether absences are excused or unexcused, may be considered unable to meet learning outcomes of the course and may be excluded from the final assessments (including presentations), removed from the class with a “withdrawal” or “fail” standing or given a mark of zero for participation.

POLICIES APPLICABLE TO UBC SAUDER UNDERGRADUATE COURSES

At UBC Sauder, professional behaviour aligns with the school’s guiding values – rigour, respect and responsibility – and is upheld in the [UBC Sauder BCom Statement of Professionalism and Code of Conduct](#).

Respectfulness in the classroom

Students are expected to always be respectful of our community, including community members, faculty, staff and peers. This means being attentive and conscious of words and actions and their impact on others, listening to people with an open mind, treating all UBC Sauder community members equally and understanding diversity. Students who act disrespectfully toward others will be asked to leave the class and be marked as absent for the day. They may also be removed from a team, lose credit for in-class assessments and activities, or be asked to complete a group assignment individually. Incidents of misconduct or suspected misconduct will be investigated.

Respect for Equity, Diversity, and Inclusion

The UBC Sauder School of Business strives to promote an intellectual community that is enhanced by diversity along various dimensions including Indigeneity (including identification as First Nation, Métis, or Inuit), race, ethnicity, gender identity, sexual orientation, religion, political beliefs, social class, and/or disability. It is critical that students from diverse backgrounds and perspectives be valued in and well-served by their courses. Furthermore, the diversity that students bring to the classroom should be viewed as a resource, benefit, and source of strength for your learning experience. It is expected that all students and members of our community conduct themselves with empathy and respect for others.

UNIVERSITY POLICIES AND RESOURCES

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual violence. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious observances. UBC values academic honesty, and students are expected to acknowledge the ideas generated by others and uphold the highest academic standards in all their actions. Details of the policies and how to access support are available on the UBC Senate website at <https://senate.ubc.ca/policies-resources-support-student-success>.

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the university policies and codes of conduct regarding academic integrity. At the most basic level, this means consistently submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work; nor should you help others to do the same. For example, it is prohibited to: share your past assignments and answers with other students; work with other students on an assignment when an instructor has not expressly given permission; or spread information through word of mouth, social media, or other channels that subverts the fair evaluation of a class exercise, or assessment. Violations of academic integrity (i.e. misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise, and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

Use of Artificial Intelligence

Generative AI Permitted Where Specified With Attribution

For this course, students may use generative artificial intelligence (AI), including ChatGPT, for specific assessments or coursework, where it is expressly specified by the instructor. In these cases of permitted use, students must disclose any use of AI-generated material as per the assessment guidelines and keep a record of how it was used. At a minimum, this will include proper attribution, including in-text citations, quotations and references.

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ACKNOWLEDGEMENT

UBC's Point Grey Campus is located on the traditional, ancestral, and unceded territory of the x̱məθḵw̱əy̱əm (Musqueam) people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.

Appendix

1a) Guidelines for Group Case Report

1. Identify the problems

- a. Identify the surface/specific problems
- b. Identify the underlying issues
- c. First and last paragraphs of a case provide clues

2. Situation analysis

a. External environmental analysis

- i. Think only about the environment and not any specific company
- ii. Tools (use one or more than one)
 1. Opportunity and threat from SWOT
 2. PESTLE (Political, Economic, Sociological, Technological, Legal and Environmental) analysis
 3. CAGE
- iii. Outcome – an external analysis establishes the Key Success Factors – what it takes for ANY firm in the industry to succeed

b. Internal company analysis

- i. Think only about the company
- ii. Tools (use one or both)
 1. Porter's Generic Competitive Strategies (cost, differentiation, niche)
 2. S and W from SWOT
- iii. Outcome- an internal analysis provides insight into the company's Firm Specific Advantages (FSAs)

c. Strategic GAP Analysis

- i. Compare the industry Key Success Factors (KSFs) with the company's FSAs
- ii. What the company lacks in KSFs = the Strategic GAP
- iii. Strategic GAP is also called the Root Cause to the underlying problem

3. Alternative generation and evaluation

- a. Generate alternatives to solve the GAP (thus also solving the underlying problem)
- b. Establish Criteria for evaluating alternatives

- i. Criteria must be appropriate for the problem being solved
- ii. Criteria must evaluate the alternatives' ability to solve the strategic GAP
- c. Evaluate and compare specific alternatives against criteria
- d. Perform a quantitative analysis as much as possible
- e. If a quantitative analysis is not possible, perform an advantage/disadvantage analysis for the alternatives
- f. Select the best alternative

4. Recommendations

- a. Articulate the selected alternative as the recommendation for the specific issue
- b. Articulate how this also serves to provide greater strategic benefits to the organization
- c. Specify the potential challenges in implementing the recommendation

1b) Rubric for the Group Case Report (see below)

This rubric table is provided only to highlight the expectations from the group case report. The evaluation of the report, however, will be done holistic basis and no breakdown by each quality type will be provided.

Content	Level 1	Level 2	Level 3	Level 4
Critical Issue Identification	Specific and underlying issues identified	Specific and underlying issues identified and explained	Specific and underlying issues explained well	Specific and underlying issues explained very well with strong insights
Situation analysis	Weak industry analysis	Appropriate internal and external analyses	In addition to level 2, correctly defines key success factors in the industry and strategic gap of the firm	In addition to level 3, key success factors and strategic gap analysis are tied tightly to recommendations
Use of Appropriate Tool	No use of appropriate tools	Uses SWOT or similar tool Insufficient depth or not tied to analysis	Uses tool appropriately and tools are partly tied to analysis	Tool used well, backed by data from the case and tied tightly to analysis
Alternative generation and comparison	Provide alternatives Weak comparisons among alternatives	Provide alternatives Pros and cons of each alternative adequately explained	In addition to level 2, very clear criteria in alternative comparison	Exceed expectations by providing fresh perspectives on alternatives
Recommendations	Makes recommendations but not necessarily clearly tied to issues raised	Makes recommendations tied to analysis but not adequately justified	Recommendations follow clearly from analysis and issues raised	Recommendations logical, follow from analysis and tied to issues raised.
Diagram or Appendices Spelling, Grammar, Form	Directions followed in part	Directions followed, Appendix (ices) provided but not necessarily tied to analysis	Directions followed, appendices provided tied to case, few errors of grammar or form	Exceeds expectations in all regards.

2a) Guidelines for Group Final Projects

Your report will be evaluated on the basis of the inclusion and quality of the following features:

- 1) Analysis of the business model of the company, identification of the objectives of international expansion and identification of the key characteristic of location for success.
- 2) Identification and assessment of the country characteristics (e.g., political risk, cultural fit, local market size, access to other markets, importance of skilled and unskilled labour, access to key inputs, market competition, etc.) that are important to the success of this internationalization step given the business model and the objectives of the expansion.
- 3) Selection of 3 promising candidates on the basis of the most important 2-3 characteristics identified in step 1 (i.e. scanning the world or specific regions to select suitable candidates for further evaluation)
- 4) In-depth evaluation of the 3 selected candidates and choice of the most promising candidate.
- 5) For the chosen candidate, evaluation of alternative modes of FDI entry (e.g. green-field or acquisition/merger: going-solo or collaboration). Do not forget to provide arguments why FDI is the way to go, as opposed to exporting or licensing, given your particular country choice and context.

(Please do not skip any of the steps above!)

2b) Guidelines for Group Presentations

Present for 20 minutes and leave 10 minutes for Q&A

Presentation

- Creativity
- Verbal communication
- Written communication
- Use of time

Substance

- Summary of key concepts
- Applications to the organization of your choice
- Lessons learned

Questions/answers

- Length and quality of responses