Seminar in International Entrepreneurship MGT 748

Spring 2017
San Diego State University
College of Business Administration
Department of Management
Professor Martina Claasen Musteen, PhD

**COURSE INFORMATION**

<table>
<thead>
<tr>
<th>Class Days: Thursdays</th>
<th>Office Hours: Thursday, 2:45-3:45 pm (and by appointment)</th>
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</thead>
<tbody>
<tr>
<td>Class Times: 4:00 - 6:40 pm</td>
<td>Office Hours Location: SSE 3302</td>
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<tr>
<td>Class Location: E-427</td>
<td>Units: 3</td>
</tr>
</tbody>
</table>

**Course Overview**

This course provides students with an understanding of the complexities faced by entrepreneurs doing business in a global environment and provides knowledge that will help them identify opportunities in international markets. The course is designed for students who may, at some point, be interested in pursuing managerial careers in the international entrepreneurial sector or in internationally oriented social entrepreneurship. Its focus is the development of skills helpful in identifying and pursuing entrepreneurial opportunities in a global setting.

**Program Learning Outcomes**

MBA students will:

- Develop a solid foundation in theoretical concepts and managerial skills needed to lead business organizations.
- Be able to analyze environments in which managers make and implement business decision.
- Be able to formulate, communicate, and coordinate strategies to solve business problems and pursue opportunities.

MGT 748 contributes to these goals through its student learning outcomes. Specifically, after taking this class, students should be able to:

- Discuss contemporary theoretical and practical developments in the area of international entrepreneurship.
- Analyze and explain the effect of national cultures on business dealings and communication.
- Systematically evaluate entrepreneurial conditions in various countries.
- Identify, describe and assess entrepreneurial opportunities in the global environment.
- Compare and contrast the nature of opportunities in developed vs. emerging economies
- Describe the unique features of the bottom-of-the-pyramid markets
- Devise a plan for foreign market entry by a small venture or a medium-sized entrepreneurial firm.
- Assess the impact of globalization trends on entrepreneurship in the U.S. and around the world.
- Integrate international business and entrepreneurship concepts gained in other courses and apply them in analyses of cases based on complex, real-life situations.

**Work Load**

As a rule of thumb in college education, for every hour spent in class, the students should spend, at minimum, 2-3 hours of preparation/research outside of class. This course is no exception requiring substantial commitment outside of class. **Thus, if you cannot make this commitment in terms of time, this class may not be for you.**

**Course Materials**

**Required Text:**

- ONE of the following texts:
The following cases Ivey Publishing and HBP articles (please purchase the cases online at http://cb.hbsp.harvard.edu/cbmp/access/59306894):

- Henry Tam and MGI
- ResourcePro
- IT Rations’s Quest for Growth
- Kaskazi Network
- Lightspeed Venture Partners – International Expansion
- Ferro Industries
- Protecting Intellectual Property in China

The following case and text will be posted on the Blackboard by the instructor:


Additional Recommended Text Supporting Class Lectures:

- Articles accessible in a pdf. format free of charge via SDSU library:
  - Gupta & Govindarajan. 2002. Cultivating a Global Mindset, Academy of Management Executive, 16(1)

- Books:

Course Structure and Conduct

Class Participation/Case Discussion:

Class participation consists of both regular attendance and active participation during both case discussions and lectures. Mere presence in the class does not guarantee a full participation grade. Students are expected to read all the assigned readings and cases before they come to class.

The following scheme will be used in evaluating participation grade:

A = present, asking/answering questions, high quality comments and active participation in discussion
B = present, asking/answering questions, actively engaged
C = present, listening, but not sharing ideas
D = unexcused or unnecessary absences, minimal engagement
F = limited attendance, comes in late/leaves early

Case analyses are essential in learning to apply new concepts to real-life situations but the case method is only as effective learning tool as is the class discussion, which relies heavily on preparation. Thus, spending several hours to appropriately prepare for a case discussion is not unusual.

**IBOD (International Opportunity Development) Project**

Since entrepreneurship is an extremely context-dependent phenomenon, there are limitations to learning about it solely in a classroom setting. That is even particularly true when it comes to international entrepreneurship, a process that, by definition, spans national boundaries. The IBOD (International Business Opportunity Development) project is designed to simulate some of the challenges that international entrepreneurs experience while searching for entrepreneurial opportunities and working in international teams dispersed around the globe.

Students will be assigned one of several types of IBOD projects. Typically, they work with an international entrepreneurial company assisting it as it strives to develop market in the U.S. In other projects, students may be involved with helping U.S. entrepreneurs to tap international markets. The responsibilities/tasks related to the IBOD assignment may include some of the following:

- Market research
- Assessment of cultural, negotiating and business norms, etc.
- Surveys and interviews
- Import restrictions, tariffs and requirements
- Industry analysis
- Competitor matrix
- Assessment of market potential, opportunities and threats
- Cultural considerations and business norms
- Compilation of a list of potential clients and contact details
- Visit potential clients
- Development of a plan for entry into the U.S (or foreign) market

Regardless of the type of a project, students will be required to turn in a weekly report documenting their progress and follow pre-determined milestones. Approximately half-way through the semester, the groups will present on the status of their progress formally to the class in 10 minute long oral presentation.

The conclusions of their research and recommendations will be summarized in a 15-20 page write-up and presented at the end of the semester. Each team will have a team leader who selects his/her team members. The selection of team leaders will follow a protocol that I will detail in class.

The evaluation criteria of the IBOD projects will include the quality (and timeliness) of the written and oral reports, resourcefulness and creativity in completing the tasks, feedback from the group members as well the involved company founders/managers. The key objective of the project is to assist companies in reaching their goals AND providing a comprehensive, value-added, executable plan for market entry.

**Exams**

There will be two exams given during the course of the semester – the first will be given close to the middle of the semester and the second at the end of the semester during the final examination period. The midterm exam will be comprehensive and comprised of multiple choice, true-or-false, and essay questions relating to the material covered in the text as well as in class (no aids are allowed for the midterm exam). The final exam will consist of a case analysis (one page of written notes is allowed as an aid for the final exam). A make-up for any of the exams will be given only under extreme circumstances in case of a documented emergency. The format and difficulty of the make-up will not necessarily be equivalent to the exam given on a scheduled day.

To contest a grade on an exam, a written request describing the reasons for re-grading the exam is required within 48 hours after the exam was made available.
Late Assignments:

Late work will NOT be accepted. If you know that you will not be present on the day an assignment is due, complete it and turn it in early.

Group Work:

Teamwork is very important in today’s business world, particularly in an entrepreneurial setting. Working in a group can be an extremely rewarding as well as extremely frustrating experience. Students should put forth a full effort on the group project considering that other students’ grades may be affected by it. Each student will have the chance to evaluate the individual contributions of his/her team members at the end of semester. I will take your evaluations into account when determining the final grades.

Communication:

Being able to communicate clearly and persuasively is a must in order to achieve success in the business world and in life in general. In the written assignments, students should concentrate on the clarity and logical development of their arguments. In the IBOD project, they will be required to use the latest communication technology (e.g. Skype, instant messaging). It is strongly recommended that they become familiar with these technologies early in the semester.

Keeping attention of the audience is an important aspect in the oral presentations (merely reading ideas out loud is not an effective delivery). While staying within the limits of professional behavior, I encourage original and creative oral presentations. Fun and learning are not mutually exclusive.

Class Etiquette and Guest Speakers:

In order to get a feel for how real entrepreneurs meet the challenges of the increasingly inter-connected world, there will be several guest speakers coming to the class to share their insights. Students' participation in these sessions is required. Questions regarding the guest speakers' presentations may appear in the exams.

While the guest speakers represent the San Diego business community (and sometimes other countries), you as a student represent the San Diego State University. As a result, I expect that, especially in front our guests, you will behave and dress in a manner that reflects professionalism and makes a positive impression.

As a matter of courtesy to all class participants, I ask you that your cell phones are turned off during all classes. You may use your laptops solely for the purpose of taking class notes.

Social Network Media Policy:

Increasingly, social network media such as Facebook and LinkedIn are becoming an important part of our personal and professional lives. I recommend that students use those tools in developing and growing their networks and leverage them for their entrepreneurial ventures. While I use LinkedIn with students extensively, I tend to keep Facebook primarily as a means for private networking. Thus, I encourage students to connect with me via LinkedIn. I do not discourage Facebook connection with students; however, it is my personal preference to establish such a connection only in cases where a deeper, personal mentoring relationship develops.

Students with Disabilities

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services at (619) 594-6473. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

Academic Honesty

The University adheres to a strict policy regarding cheating and plagiarism. These activities will not be tolerated in this class. Become familiar with the policy (http://www.sa.sdsu.edu/srr/conduct1.html). Any cheating or plagiarism will result in [insert your policy on cheating or plagiarism, e.g. failing this class and a disciplinary review by Student Affairs.]

Examples of Plagiarism include but are not limited to:
• Using sources verbatim or paraphrasing without giving proper attribution (this can include phrases, sentences, paragraphs and/or pages of work)
• Copying and pasting work from an online or offline source directly and calling it your own
• Using information you find from an online or offline source without giving the author credit
• Replacing words or phrases from another source and inserting your own words or phrases
• Submitting a piece of work you did for one class to another class

If you have questions on what is plagiarism, please consult the policy and this helpful guide from the Library

**Turnitin**

Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. You may submit your papers in such a way that no identifying information about you is included. Another option is that you may request, in writing, that your papers not be submitted to Turnitin.com. However, if you choose this option you will be required to provide documentation to substantiate that the papers are your original work and do not include any plagiarized material.

**Assessments and Grading**

**Table 1. Your course grade will be based on the following weighted components**

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Class Participation</td>
<td>5%</td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
</tr>
<tr>
<td>IBOD Project</td>
<td>40%</td>
</tr>
</tbody>
</table>

**Table 2. Your course grade will be based on the following evaluation scheme**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-95%</td>
</tr>
<tr>
<td>B+</td>
<td>87-90%</td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
</tr>
<tr>
<td>C+</td>
<td>77-80%</td>
</tr>
<tr>
<td>Etc.</td>
<td></td>
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</tbody>
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**Grade of Incomplete.** A grade of Incomplete (I) indicates that a portion of required coursework has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified, reasons and that there is still a possibility of earning credit. It is your responsibility to bring pertinent information to the instructor and to reach agreement on the means by which the remaining course requirements will be satisfied. The conditions for removal of the Incomplete shall be reduced to writing by the instructor and given to you with a copy placed on file with the department chair until the Incomplete is removed or the time limit for removal has passed. A final grade is assigned when the work agreed upon has been completed and evaluated. An Incomplete shall not be assigned when the only way you could make up the work would be to attend a major portion of the class when it is next offered. Contract forms for Incomplete grades are available at the Office of the Registrar website
Tentative Course Schedule

Table 3. The course schedule, including topics and class activities listed by week, is presented in the following table, please see more details for required readings and/or home assignments and due deliverables on the Blackboard.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Cases/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: January 19</td>
<td>Introduction to IE</td>
<td>IBOD administrative issues</td>
</tr>
<tr>
<td>2: January 26</td>
<td>IE Process; Entrepreneurship and the Role of the Local Environment</td>
<td>IBOD bio, vita &amp; cover letters due January 30</td>
</tr>
<tr>
<td>3: February 2</td>
<td>Cross-cultural aspects of IE</td>
<td>IBOD Group Leaders announced</td>
</tr>
<tr>
<td>4: February 9</td>
<td>Cross-cultural aspects of IE</td>
<td>Henry Tam and MGI; IBOD Takeoff</td>
</tr>
<tr>
<td>5: February 16</td>
<td>Opportunities for Ventures in the Developed World</td>
<td>ResourcePro</td>
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<td></td>
<td></td>
<td>Guest speaker: Zach Dillworth, Aztec BPO</td>
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<tr>
<td>6: February 23</td>
<td>Opportunities for Ventures in Emerging/Developing Markets</td>
<td>IT-Ration’s Quest for Growth</td>
</tr>
<tr>
<td>7: March 2</td>
<td>Opportunities for Ventures in Emerging/Developing Markets</td>
<td>Importance of Frugal Engineering</td>
</tr>
<tr>
<td>8: March 9</td>
<td>Opportunity and Market Assessment</td>
<td>Kaskazi Network</td>
</tr>
<tr>
<td>9: March 16</td>
<td>Internationalization Process: Timing, Partnerships</td>
<td>IBOD Updates/Review</td>
</tr>
<tr>
<td>10: March 23</td>
<td>Internationalization Process: Exporting, Payments</td>
<td>Guest speakers: Paul Goodman and Griffin Thall, Pura Vida Bracelets</td>
</tr>
<tr>
<td>11: March 30</td>
<td>Spring Break</td>
<td></td>
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<tr>
<td>12: April 6</td>
<td>Midterm Exam</td>
<td>Protecting Intellectual Property in China</td>
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<tr>
<td></td>
<td>IP Protection in International Context</td>
<td></td>
</tr>
<tr>
<td>13: April 13</td>
<td>International deal-making, negotiations and networking</td>
<td>Ferro Industries</td>
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<tr>
<td>14: April 20</td>
<td>International Venture Capital, Crowdfunding and Microfinance</td>
<td>Lightspeed Venture Partners</td>
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<td></td>
<td></td>
<td>Guest speaker: Peter Shaw, Shaw Management Advisors</td>
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<tr>
<td>15: April 27</td>
<td>Review</td>
<td>Reflection one-pager due</td>
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<tr>
<td>16: May 4</td>
<td>IBOD presentations</td>
<td>IBOD reports due</td>
</tr>
<tr>
<td></td>
<td>Final Exam</td>
<td>See SDSU Calendar</td>
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Changes to the course schedule, if any, will be announced in class.