

Course Outline

RSM 411 H1 F

International Entrepreneurship

Summer 2022

Class time: Mondays and Wednesdays 10 am to 12 pm

Room: RT142

Instructor: Becky Reuber
Email: becky.reuber@rotman.utoronto.ca
Course webpage: <https://q.utoronto.ca>
Office Hours: Over Zoom, by appointment
Teaching Assistant: Eugenia Volk
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Course Scope and Mission

Pursuing international opportunities is essential to the growth of entrepreneurial ventures, particularly in Canada and other countries with a small domestic market. But internationalization can be challenging for the leaders of young high-growth firms because of their financial and managerial resource constraints. This course highlights the challenges they face in internationalizing and the mechanisms they use to overcome them. It differs from a traditional international business course because it focuses on the early internationalization issues of young firms, rather than the issues of managing established multinational corporations. Students will have the opportunity to work collaboratively in teams to apply the concepts of the course to the development of an internationalization plan for a real-world company.

The learning objectives of the course are to sharpen your ability to:

- Recognize the opportunities and challenges of internationalization for young or small firms;
- Recognize how these may vary by firm, industry and geographic location;
- Understand steps managers can take to mitigate the challenges;
- Develop a growth-oriented internationalization plan for an existing business.

Course Prerequisites

RSM 392H Strategic Management; 9.0+ Credits

Required Readings

The Course Package, containing 6 cases and 2 readings, can be purchased through Ivey Publishing [here](#). You will need to log in or create an account. Access to your course pack via your Ivey Publishing account is for a period of 30 days from date of purchase. For help contact Ivey directly at 1-800-649-6355 or cases@ivey.ca. This course pack is for your personal use only and is not to be shared or distributed in any form. It costs \$37.62. The use of these materials complies with all University of Toronto policies which govern fees for course materials.

The rest of the course material is available free-of-charge. It is posted on Quercus, and some items are also available online directly through links on this outline. Sometimes the library's link to an article changes, and so in case that happens, I've given you enough information to be able to retrieve it through a search or help from library staff. Additional material may be posted on Quercus throughout the course.

Holly Inglis, a librarian at Rotman's Milt Harris Library, will visit Class 3 on May 16 to talk about the library resources that can provide useful information for the course deliverables.

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 they have command of the course materials.

Work	Weight	Due Date
Class Participation	20%	Ongoing also (includes RSM411 survey due May 10 and short in-class presentation of potential company for project on May 25)
Class Prep Assignment 1	5%	May 15 @ 6 pm
Class Prep Assignment 2	5%	May 17 @ 6 pm
Class Prep Assignment 3	5%	June 5 @ 6 pm
Case Analysis	35%	June 13 during class
Internationalization Plan (team)	30%	June 20 @ 10 am
Slide deck 20%		
Presentation/Q&A 10%		

Graded Component of the Course

Class Participation (20%; individual; ongoing)

Students are expected to prepare thoroughly and make every effort to attend every class. Participation in the class discussions (as opposed to simply attending sessions) is an essential part of this course. I will usually call on a couple of people to summarize the previous class so please spend a few minutes before class thinking about the takeaways from the class before.

The ability to clearly articulate your own ideas, constructively explore the implications of others' ideas, and present well-reasoned arguments in favor of a position are critical managerial skills. This course will provide you with ample opportunity to practice and hone these capabilities. In-class activities and cases will provide the impetus for discussions. My expectation is that you come to each class prepared to discuss the assigned readings and ready to contribute. *Keep in mind that the quality of your contributions is more important than the quantity.*

In evaluating contributions to class discussion, I will use the following criteria:

- *Analysis*: Do the comments include analysis, or do they simply restate the facts?
- *Responsiveness*: Do the comments relate to, and build upon, the previous discussion?
- *Originality*: Do the comments bring a new perspective (test new ideas) to the issues?
- *Clarity*: Are the comments succinct and understandable?
- *Integration*: Do the comments integrate material from readings and past classes?

There are two course activities that are not separately graded that will be included in your class participation assessment: (1) submission of the RSM411 Survey (set up as a quiz on Quercus), due on May 10 @ 6 pm; and (2) a short informal presentation of a potential company for the internationalization plan project, in class on May 25.

The guest speakers are all busy people and have come to class because they are interested in talking with you. The speakers from South Africa and Ireland are coming from a different time zone. The speakers are all extremely approachable. Please make the most of these sessions. If you spend some time before class finding out about the speakers, you'll be able to participate more meaningfully in the discussion.

Class Prep Assignment 1 (5%; individual; due May 15 @ 6 pm)

Read up on PocketHealth and its space in the US healthcare market. Based on information you can find online, answer the following two questions: (1) Who do you expect PocketHealth's main competitor(s) in the US to be and why? (maximum of 2 competitors); and (2) What do you think PocketHealth will prioritize in entering the US and why? (maximum of 3 priorities). This is not expected to be a research-intensive assignment. Your answer should be at most 450 words in a Word file and fit on one page (font size at least 12; single- or double-space; 1-inch margins).

Class Prep Assignment 2 (5%; individual; due May 17 @ 6 pm)

Read the case "Mobile Banking for the Unbanked" and the class reading "Distance still matters: The hard reality of global expansion." WIZZIT was successful in South Africa and Tanzania, while M-PESA was successful in Kenya but not in South Africa and Tanzania. Based on the information in the case and information about these country markets you can find online, use the CAGE framework from the reading to briefly explain these outcomes. This is not expected to be a research-intensive assignment. Your answer should be at most 450 words in a Word file and fit on one page (font size at least 12; single- or double-spaced; 1-inch margins).

Class Prep Assignment 3 (5%; individual; due June 5 @ 6 pm)

Zoom is a company that has grown rapidly throughout the world during the pandemic. It generates a large and growing proportion of total revenue from the EMEA (Europe, the Middle East and Africa) and APAC (Asia Pacific) regions. Overall, in 2021 the company reported an impressive 3-year compound annual growth rate (CAGR) of over 210% for those two regions, to reach about US \$820 million. Why was Zoom able to grow so quickly internationally? The obvious answer, growth in demand – fueled by the pandemic and aging competitors such as Skype and Cisco Webex – is only part of the story. Based on information you find online, what are other reasons for Zoom's ability to grow so rapidly during the pandemic? This is not expected to be a research-intensive assignment. Your answer should be at most 450 words and fit on one page (font size at least 12; single- or double-space; 1-inch margins).

Case Analysis (35%; individual; due June 13 @ noon)

A case will be posted on Quercus at 10 am on June 13, along with several questions to answer. Your answers to the questions are due at 12 pm noon, submitted through Quercus. Reading the case and answering the questions is expected to take 90 minutes. You have been provided with an additional half hour to allow for accommodation and other circumstances for which you may need extra time. This assignment is open book and all aspects of it are to be completed individually. You may choose where to complete it, in the classroom or elsewhere.

Internationalization Plan (30%; team; due June 20 @ 10 am)

Working collaboratively in teams, you will take on the role of consultants developing an internationalization plan for a young and/or small company with high growth potential. One objective of the assignment is to deepen your understanding of the course concepts by applying them to a real company. A second objective is to give you an interesting real-world project to talk about in recruiting interviews.

Before starting the project, you will need to form teams (2-4 students per team) and identify a company to study. This company does not need to be located in Canada. In order to facilitate these choices, I will give you time in class to introduce yourself and tell us about a company that you believe might make an interesting project. Your projects should be defined and your team formed by Monday May 30. Each team should submit an Internationalization Plan Proposal by 11:59 pm Wednesday June 1. A template of the proposal is posted on Quercus. It includes information about the content of the project (e.g. the company) as well as the team and the ground rules you've set for teamwork. The proposal is not graded, but it is important to meet as a team to do it, to get the project off to a strong start. You will have time in class on May 30 to work on this.

There are two deliverables for the internationalization Plan. Both are due at 10 am on June 20. The first deliverable (20% of course grade) is a slide deck describing and justifying your recommendation. The second (10% of course grade) is a 10-minute in-class presentation of your project, followed by a Q&A session. Greater detail on these deliverables is posted on Quercus in the file Internationalization Plan Deliverable.

Course Format and Expectations

Written Assignments and Presentations

All of the assignments are intended to help you develop your communication skills. How well you communicate your ideas, in writing or orally, will be considered in the evaluation of the assignments. In written assignments, you should aim for clarity, strong organization, concision, professionalism, and correct grammar. Your presentations should reflect strong planning and organization, clarity of speech, and an engaging demeanor. Sources, whether in written or presentation assignments, should always be correctly attributed.

Support is available through the RC Centre for Professional Skills (CPS) for students who would like help or feedback on their writing or speaking (presentations). CPS offers both individual and group appointments with trained writing instructors and presentation coaches who are familiar with the RC program and common types of business assignments. You also can access your college Writing Centres for help with written assignments.

To book with a writing or presentation coach, visit uoft.me/writingcentres, and for more information about writing centres, student supports, and study resources, see the [Writing and Presentation Coaching academic support page](#).

Team or Group Assignments

The Internationalization Plan requires students to work in teams of 2 to 4 people. Learning to work together in teams is a crucial transferrable skill you will use not only in your coursework,

but also in your future careers. Support is available if you encounter common teamwork challenges such as:

- Team members feeling left out of the team.
- Team members not responding in a timely manner to communication.
- Division or quality of work among team members being unequal or unfair.

Consult the [Centre for Professional Skills Teamwork Resources page](#) for tips, strategies, and best practices. You can also book an appointment with one of RC's teamwork mentors to help you resolve or mitigate conflict, strategize on planning, or improve team communication.

To book an appointment with a teamwork mentor, go to: uoft.me/writingcentres.

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, consult with your Accessibility Advisor about the teamwork in this course.

Missed Tests and Assignments (including mid-term and final-term assessments)

Students who miss a test or assignment for reasons entirely beyond their control (e.g. illness) may request special consideration.

In such cases, students must:

1. Notify the instructor AND the Rotman Commerce Program Office **on the date** of the missed course deliverable, e.g. missed test, final assessments, assignment or class (in the case of participation marks).
2. Complete a [Request for Special Consideration Form](#) and submit it along with your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) within **2 business days** of the originally scheduled course deliverable.

Students who do not provide this information will be given a grade of 0 (zero) for the missed course deliverable.

If the student is excused from doing a Class Prep Assignment, the 5% will be allocated to the other Class Prep Assignments. If the student is excused from the Case Analysis on June 13, they will be given a make-up case analysis to do.

Late Assignments

All assignments are due at the time and date specified in the course outline and on Quercus. A late Case Prep Assignment will not be accepted because we will have discussed the answer in class. A late Case Analysis will be penalized by 20% if the assignment is late by 2 hours or less. After 2 hours, Case Analysis will not be accepted. 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 assignments.

Statement on Equity, Diversity and Inclusion

The University of Toronto is committed to equity, human rights and respect for diversity. All members of the learning environment in this course should strive to create an atmosphere of mutual respect where all members of our community can express themselves, engage

with each other, and respect one another's differences. U of T does not condone discrimination or harassment against any persons or communities.

Commitment to Accessibility

The University is committed to inclusivity and accessibility, and strives to provide support for, and facilitate the accommodation of, individuals with disabilities so that all may share the same level of access to opportunities and activities offered at the University.

If you require accommodations for a temporary or ongoing disability or health concern, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible at accessibility.services@utoronto.ca or studentlife.utoronto.ca/as. Obtaining your accommodation letter may take up to several weeks, so get in touch with them as soon as possible. If you have general questions or concerns about the accessibility of this course, you are encouraged to reach out to your instructor, course coordinator, or Accessibility Services.

Academic Integrity

Academic Integrity is a fundamental value essential to the pursuit of learning and scholarship at the University of Toronto. Participating honestly, respectfully responsibly and fairly in this academic community ensures that the U of T 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](#) 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 procedures outlined in the *Code of Behaviour on Academic Matters*. If you have any question about what is or is not 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 U of T or RC resources such as the RC Centre for Professional Skills, the 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 U of T 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 ACORN. For more information visit <http://help.ic.utoronto.ca/category/3/utmail.html>

Forwarding your utoronto.ca email to a Gmail or other type of email account is not advisable. In some cases, messages from utoronto.ca addresses sent to Gmail 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.

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. Students who have been previously granted permission to record lectures as an accommodation for a disability are excepted. This includes tape recording, filming, photographing PowerPoint slides, Quercus materials, etc.

If permission for recording 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 any way. It is forbidden for a student to publish an instructor's notes to a website or sell them in any other form without formal permission.

Weekly Schedule

You are expected to have prepped the material **before** class starts. It is helpful to find and watch a short video from or about the company in a case, so you can better visualize it.

The last day you can drop this course without academic penalty is June 6, 2022.

Session & Date	Class Topic	Class Prep, Assignments Due and Speakers	Class readings
Class 1 May 9	Course overview and introduction	Case: Filli Café: Going Global Website: http://fillicafe.com/ Find a short video about or from the company so you can visualize it. Prep questions: Why is Filli Café a success to-date? How should Rafih expand internationally?	Yoder, S., Visich, J.K. & Rustambekov, E. Lessons learned from international expansion and failures , <i>Business Horizons</i> , March 2016.

			Isenberg, D.J. The Global Entrepreneur. <i>Harvard Business Review</i> , December 2008.
Class 2 May 11	Global business models and replication	<p>Case: Freshii: Scaling Up Culture Website: https://www.freshii.com/ca/en-ca/home Find a short video about or from the company so you can visualize it. Prep questions: What are the challenges of an international franchising model as a company grows and expands internationally? Assignment: RSM411 Survey due at 6 pm Tuesday May 10 (night before class) – on Quercus; ungraded, but submitting it on time counts towards Class Participation Guest: Paul Riedlinger, serial entrepreneur and franchisee.</p>	<p>Szulanski, G. & Winter, S. Getting it right the second time. <i>Harvard Business Review</i>, January 2002.</p> <p>Reuber, B. A fresh approach to franchising. <i>Globe & Mail</i>, 2010.</p> <p>Christensen, C., Bartman, T. & van Bever, D. The hard truth about business model innovation, <i>MIT Sloan Management Review</i>, Fall 2016.</p>
Class 3 May 16	Entering the US	<p>Case: PocketHealth Website: https://www.pockethealth.com Assignment: Class Prep Assignment 1. Due at 6 pm Sunday May 15 (night before class) Guest: Allison Macleod, Head of Product Marketing, PocketHealth</p> <p>Guest: Holly Inglis from the Milt Harris Library at Rotman will come to the first part of the class and talk about the library resources you can draw on for your Internationalization Plan.</p>	<p>Silcoff, A. How Toronto's PocketHealth learned to sell technology to cash-strapped Canadian hospitals, <i>Globe & Mail</i>, March 31, 2022</p> <p>Deloitte, 2022 Global Health Care Outlook, (p. 26-29 in particular)</p>
Class 4 May 18	Differences across markets	<p>Case: Mobile Banking for the Unbanked Websites: wizzit.com/; www.safaricom.co.ke/m-pesa Assignment: Class Prep Assignment 2. Due at 6 pm Tuesday May 17 (night before class) Guests: Professors Helena Barnard and Anastacia Mamabolo, GIBS, University of Pretoria, Johannesburg</p>	Ghemawat. P. Distance still matters: The hard reality of global expansion. <i>Harvard Business Review</i> , September 2001.
Class 5 May 25	Liability of outsidership	<p>Case: Phenicoptere: Channel Strategy for International Expansion Website: https://glov.co/en/ Prep question: Why has Phenicoptere been able to enter 44 countries and derive 90% of revenue from foreign markets so soon after start-up?</p> <p>Additional prep: <i>Come to class prepared to speak for about 1 minute about a possible company for the Internationalization Plan.</i></p>	Moore, D. Natural pet food maker Open Farm unleashes global expansion , <i>Globe & Mail</i> , June 11, 2021.

Class 6 May 30	Group formation	Prep: Think about which of the presented companies are likely to be most interesting to you to work on. We will use the class time to form teams and start working on the International Plan Proposal (due 11:59 pm on Wed June 1). Before class, you should watch the video mentioned in the posted specifications for it.	Review requirements of the posted Internationalization Plan Proposal and Internationalization Plan Deliverable.
Class 7 June 1	Location selection and sequencing	Case: Home Essentials: Building a Global Service Business with Local Operations Website: www.homeessentials.com.hk/ Prep questions: What aspects of Home Essential's business model help or hinder it from becoming global? What characterizes a good location for it? Guest: Carlos Hernandez, Chief Revenue Officer, SSIMWAVE	Brennan, L. How Netflix expanded to 190 countries in 7 years . HBR.org, October 2018.
Class 8 June 6	Building for global scale	Assignment: <i>Class Prep Assignment 3. Due at 6 pm Sunday June 5 (night before class)</i>	Reuber, B., Tippmann, E. & Monaghan, S. Scaling business globally, <i>Rotman Magazine</i> , Winter 2022.
Class 9 June 8	Global scaling	Case: Qualtrics: Rapid International Expansion Website: www.qualtrics.com Video: www.youtube.com/watch?v=kzBjXAO9jig Prep questions: What are key benefits and risks for Qualtrics in rapid internationalization? How should the company analyze and prioritize foreign markets? Guest: Professor Esther Tippmann, National University of Galway, Ireland	Sullivan, T. Blitzscaling. <i>Harvard Business Review</i> , April 2016. McIntyre, S. What U.S. startups get wrong about expanding into Europe . HBR.org, February 2021
Class 10 June 13	Hand-in case analysis	The case and questions will be available at 10 am on Quercus. Your case analysis is to be submitted by the end of class at 12 pm through Quercus. This exercise is expected to take 90 minutes. You have been provided with half an hour of extra time to allow for circumstances for which you may need extra time. You may choose where to complete this assignment (in the classroom or elsewhere). It is open book, but you are not expected to get information from other sources (e.g. online searches). All aspects of this assignment are to be completed individually.	
Class 11 June 15	Project work	Teams meet in the classroom to work on their plans. They will also meet with the instructor or the TA to review the progress of their projects.	
Class 12 June 20	Presentation of plans	Each team will present their Internationalization Plan and answer questions afterwards.	

Other Useful Links

Become a volunteer note taker - [Volunteer Notetaking](#)
 Accessibility Services – [Note Taking Support](#)
[Credit / No-Credit in RSM courses](#)
 Rotman Commerce – [Academic Support](#)