

Course Outline

RSM 411 H1S

International Entrepreneurship

Summer 2021

Course Meets: Tuesdays and Thursdays 10 am to 12 pm

Course Delivery: The class time is 10 am-12 pm (Toronto time). All classes are synchronous, except for the classes on August 3, 5 and 10, which are asynchronous to allow teams to work on the project. However, you should keep class time free on those dates to ensure that your team has a time that everyone can meet and to meet with the instructor. Classes will be held on BB Collaborate.

Instructor: Becky Reuber
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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. However, internationalization is 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

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.

Required Technology

For Summer 2021, this course will be conducted entirely online. To participate fully and to complete the course successfully, you should ensure you have access to a computer that meets the University of Toronto guidelines. For further details, please visit this link: [Recommended Technology Requirements for Remote/Online Learning](#)

Required Readings

The Course Package, containing 7 cases and 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 \$34.40. 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.

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
Case Prep Assignment 1	5%	July 12 @ 6 pm
Case Prep Assignment 2	5%	July 21 @ 6 pm
Case Analysis	35%	July 29 during class time
Internationalization Plan	35%	August 9-13
Slide deck	20% (Aug 9 @ noon)	
Presentation/Q&A	10% (Aug 9 @ noon)	
Commentary	5% (Aug 13 @ noon)	

Graded Component of the Course

Class Participation (20%; individual; ongoing)

Participation in the class discussions (as opposed to simply attending sessions) is an essential part of this course. This includes participating in polls and working in breakout groups. 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: submission of the Where Have You Been? Exercise (July 6), and a short informal presentation of a potential company for the project (July 15). These will be included in your class participation assessment.

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.

Case Prep Assignment 1 (5%; individual; due July 12 @ 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 and fit on one page (font size at least 12; single- or double-space; 1 inch margins).

Case Prep Assignment 2 (5%; individual; due July 21 @ 6 pm)

Zoom is a company that has grown rapidly throughout the world during the pandemic. At its last year end, the company generated over 30% of its total revenue from the EMEA (Europe, the Middle East and Africa) and APAC (Asia Pacific) regions, up from 19% the previous year. 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? 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 did Zoom have in place to be able 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 July 29 in class; due at noon)

A case will be posted at 10 am on July 29, 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 1.5 hours. 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.

Internationalization Plan (35%; team; due August 9-13 – see schedule)

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 Thursday July 22. Each team needs to submit an Internationalization Plan Proposal by 2 pm that day. 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.

There are three deliverables for this project, all of which are assigned a team grade. The first deliverable (20% of course grade) is a slide deck describing and justifying your recommendation (due Aug 9). The second (10% of course grade) is a 10-minute recorded presentation to the client (due Aug 9), followed by a 10-minute live Q&A session (on Aug 12). Third, each team will take responsibility for the commentary on another teams' presentation (5% of course grade), which includes leading the Q&A after it and providing written feedback on the analysis (due August 13). Greater detail on these deliverables is posted on Quercus in the file Internationalization Plan Deliverable.

Written Assignments:

Please note that **clear, concise and correct writing** will be considered in the evaluation of all assignments. You may lose points for writing that impedes communication: poor organization, weak paragraph development, excessive wordiness, hard-to-follow sentence structure, spelling mistakes and grammatical errors. Students who require additional support and/or tutoring with respect to their writing skills are encouraged to visit the Academic Success Centre (<http://www.studentlife.utoronto.ca/asc>) or one of the College Writing Centres (writing.utoronto.ca/writing-centres). These Centres are teaching facilities – not editing services – where trained staff can assist students in developing their academic writing skills. There is no charge for the instruction and support.

Rotman Commerce Centre for Professional Skills Teamwork Support:

The Internationalization Plan requires students to work in teams of 2 or 3. Working as a team is challenging; this is true both in the real world and in your academic classes. However, learning to work together in teams is an important aspect of your education and preparation for your future careers. You are encouraged to review the teamwork resources available to all Rotman Commerce students at <https://rotmancommerce.utoronto.ca/teamwork-resources> while navigating these challenges, but keep in mind that supports are also available for when you think you may need extra help.

The Rotman Commerce Centre for Professional Skills (RC-CPS) offers appointments with Teamwork Mentors for any teams encountering challenges in their teamwork. Teamwork Mentors are recent alumni and upper-year students trained in facilitating teamwork—they work at arms-length from course instructors to provide a space for you and your team to discuss communication strategies or troubleshoot conflict. Some possible reasons you might book an appointment with a Teamwork Mentor include:

- Team members have identified constraints on their time, work or accommodations they require that conflict with team timelines.
- Teams are unsure how to divide their workload for a team project.
- Teams are concerned about how to integrate the individual contributions of each member and how to ensure team members are contributing equally.
- Teams feel one or more group members are not meeting expectations or submitting inadequate work.
- A team member or members feels left out or not included in the group.
- Teams are concerned about how to ensure all group members are aware of academic integrity guidelines (e.g. properly attributing sources) and follow them.
- Teams would like to be able to communicate more effectively with each other, particularly when navigating a remote work academic environment.

To book a meeting with a Teamwork Mentor, send an email to rotmancommerce.teamworkhelp@utoronto.ca with the course code RSM 411 in the subject line of the email. Any member of the team may reach out individually to book an appointment, but we also encourage teams to book their appointments as a team. You will normally receive a response within 24-36 hours, but note that during busy times of the semester the waiting period may be longer. Be proactive in booking your meeting, and do so **as soon as** challenges arise!

If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, you should consult with your Accessibility Advisor about this course. For considerations pertaining to teamwork and accessibility, please see information in the section on Accessibility Needs below under the Policies and Procedures heading.

Credit/No-Credit Option in Rotman Commerce

You may request to Credit/No-Credit (CR/NCR) an RSM course in the following cases only:

- The course will not be used for any specialist or focus, including the 8.0 RSM FCE requirement.
- The course does not have a group work component.

If you wish to request CR/NCR for an RSM course, you must contact a Rotman Commerce academic advisor by August 16, 2021.

Final approval is on a case-by-case basis with the permission of the Director, Rotman Commerce.

Weekly Schedule

The table below provides details of each class. You are expected to have prepped the case and read the assigned reading **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 August 2, 2021.

Session & Date	Topic and Class Visitor	Class Prep Assignment	Readings
Class 1 July 6	Course overview; Global business models	<p>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?</p> <p>Exercise: Where Have You Been? Please submit the spreadsheet for this exercise to Quercus by 8:00 pm July 6. It will not be graded, but submitting it on time will count towards your class participation grade.</p>	<p>Yoder, S., Visich, J.K. & Rustambekov, E. Lessons learned from international expansion and failures, <i>Business Horizons</i>, March 2016.</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 2 July 8	Replication Strategy	<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?</p> <p>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>Isenberg, D.J. The Global Entrepreneur. <i>Harvard Business Review</i>, December 2008. (both posted on Quercus)</p>
Class 3 July 13	Differences across markets	<p>Case: Mobile Banking for the Unbanked Websites: wizzit.com/; www.safaricom.co.ke/m-pesa Assignment: Case Prep Assignment 1. Due at 6 pm Monday July 12 (night before class)</p> <p>Guests: Professors Helena Barnard and Anastacia Mamabolo, GIBS, University of Pretoria, Johannesburg</p>	<p>Ghemawat, P. Distance still matters: The hard reality of global expansion. <i>Harvard Business Review</i>, September 2001. (posted on Quercus)</p>
Class 4 July 15	Liability of outsidership	<p>Case: Phenicoptere: Channel Strategy for International Expansion</p>	<p>Moore, D. Natural pet food maker Open Farm</p>

		<p>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: Please come to class prepared to speak for about 1 minute about a possible company for the Internationalization Plan.</p>	<p>unleashes global expansion, Globe & Mail, June 11, 2021.</p>
Class 5 July 20	Location selection and sequencing	<p>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?</p>	<p>Brennan, L. How Netflix expanded to 190 countries in 7 years. HBR.org, October 2018.</p>
Class 6 July 22	Building for global scale	<p>Assignment: Case Prep Assignment 2. Due at 6 pm Wednesday July 21 (night before class)</p> <p>Additional prep: Internationalization Plan Proposal due at 2 pm (ungraded).</p> <p>Guest: TBA</p>	
Class 7 July 27	Global scaling	<p>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?</p> <p>Guest: Professor Esther Tippmann, National University of Galway, Ireland</p>	<p>Sullivan, T. <i>Blitzscaling</i>. <i>Harvard Business Review</i>, April 2016. (posted)</p> <p>McIntyre, S. What U.S. startups get wrong about expanding into Europe. HBR.org, February 2021.</p>
Class 8 July 29	<p>Hand-in case analysis: The case and questions will be available at 10 am on Quercus. The 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.</p>		
Class 9-10 Aug 3-5	<p>During this week, you will be able to use the class time to meet as a group to discuss your Internationalization Plan. Each time should meet once with the instructor or the TA to talk about their progress. The slide deck of your Internationalization Plan and the video of your presentation are due August 9 at noon.</p>		
Class 11 Aug 10	<p>During this class, the teams will work asynchronously to prepare the Q&A for their assigned team's presentation. They should also draft a preliminary written commentary.</p>		
Class 12 Aug 12	<p>Presentations of Internationalization Plans. We will meet synchronously as a class. Teams will play their 10-minute recorded presentation, followed by a live 10-minute Q&A session. Your commentary on another team's plan is due within 24 hours (by noon on Friday August 13).</p>		

Policies and Procedures

Missed Tests and Assignments

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 supporting documentation this may include either your Absence Declaration on [ACORN](#) (please read the instructions on how to use the Absence Declaration in ACORN) or [Verification of Student Illness or Injury form](#) to the Rotman Commerce Office within **2 business days** of the originally scheduled course deliverable.

Students who do not provide appropriate or sufficient supporting documentation will be given a grade of 0 (zero) for the missed course deliverable.

Note that documentation must clearly establish that you were ill or had other circumstances that prevented you from attending on the date in question. After-the-fact reports are not sufficient.

If the student is excused from doing a Case Prep Assignment, the remaining Case Prep Assignment will be worth 10%. If the student is excused from the Caser Analysis on June 29, 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.

Accessibility Needs

The University of Toronto is committed to accessibility. 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. It is important that you get in touch with them as soon as possible because the process for obtaining your accommodation letter may take up to several weeks. 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.

If you're interested in helping make this course more accessible, consider volunteering to be a note taker. Accessibility Services needs dependable volunteer note takers to assist students living with a disability to achieve academic success. All you have to do is attend classes regularly and submit your notes consistently. Follow these steps:

1. Register online as a **Volunteer Note Taker** at <https://clockwork.studentlife.utoronto.ca/custom/misc/home.aspx>
2. Follow the link that says "Volunteer Notetakers"
3. Select your course and upload a sample of your notes
4. Once you have been selected as a note taker, you'll get an email notifying you to upload your notes.

If you have questions or require assistance, please email as.notetaking@utoronto.ca. Volunteers may receive co-curricular credit or a certificate of appreciation.

For courses with deliverables that require you to work in teams, please note the following. If you are a student registered with Accessibility Services, and extensions are one of your academic accommodations, requests for extensions impact everyone in the group. As a result, requests for late submissions of any component of teamwork will require compelling reasons, advance notice, and must work for everyone in the team. You are encouraged to discuss with your course instructor, Accessibility Advisor, and other team members what you need in order to successfully complete your coursework. Additionally, the Rotman Commerce Centre for Professional Skills offers Teamwork Mentors (see section above) who can help you and your team discuss how to support you effectively and how to develop a work plan that meets the needs and constraints of all team members.

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 following 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 resources such as College Writing Centres or the Academic Success Centre.

Email

At times, the course instructor may decide to communicate important course information by email. As such, all 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 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.

Quercus and the Course Page

The online course page for this course is accessed through Quercus. To access the course page, go to q.utoronto.ca and log in using your UTORid and password. Once you have logged in, you will be at the Quercus Dashboard. On this page you will see all of the courses you are presently enrolled in. If you don't see the course listed here but you are properly registered for the course in ACORN, wait 48 hours.

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.

This course, including your participation, will be recorded on video and will be available to students in the course for viewing remotely and after each session.

Course videos and materials belong to your instructor, the University, and/or other sources depending on the specific facts of each situation, and are protected by copyright. **Do not download, copy, or share any course or student materials or videos without the explicit permission of the instructor.**

For questions about recording and use of videos in which you appear please contact your instructor.

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.