



Summer Graduate Business Studies (SGBS)

2021

Admission Requirements

Applicants are eligible to apply if **all** of the following criteria are met:

1. Currently a graduate student.
2. Currently enrolled in, and recommended by, an officially recognized university/college.
3. English proficiency: (**one** of the below)
 - a. Achieved a minimum TOEFL score of 500 (paper-based); **or**
 - b. Achieved a minimum TOEFL score of 173 (computer-based); **or**
 - c. An equivalent proof of English language ability, if the primary language of your home country is not English.
4. Secure medical insurance for the duration of the program.

UVic acknowledges with respect the Lekwungen-speaking peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

UVic is committed to promoting, providing and protecting a supportive and safe learning and working environment for all its members.



Cross-Cultural Management

Textbook (Provided): Steers & Osland (2020) Managing Across Cultures: Challenges, Strategies and Skills (4th ed.); Cambridge University Press.

About the Course

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

Evaluation Elements

Learning Cells	40%
Team Project	60%
Total	100%

Requirements for Graded Work

Learning Cell* (40%): It is very important for you to be well-prepared for and actively participate in class discussions. To facilitate your preparation and participation, you are required to read assigned chapters carefully and answer two questions in writing (one page, typed, single-space). Your questions and answers will be used as the basis for your "learning cell" sessions and class discussions. In this course, the term "learning cell" will refer to a procedure in which the students will meet in small units (of four students each) during a class period to question each other and discuss an assignment which each has prepared beforehand. (* Thanks for Dr. Monika Langer for this idea)

The goals of this aspect are:

- For everyone to be actively involved in the learning process;
- To develop your ability to think critically about what you read;
- Through first-hand experience, gain an appreciation for various approaches to fundamental questions;
- Test your ideas and opinions about readings with those of others from a variety of backgrounds; and
- Develop an appreciation of learning as an ongoing cooperative endeavour in which the emphasis is on fruitful questions rather than facile answers.

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

Overall you will be striving to: *identify the author's goals, focus on key themes (theories and concepts), reconstruct as well as evaluate theoretical arguments, identify presuppositions/assumptions, and consider the significance of the material for managerial implications.*



Learning Cell in Action: On the dates for which there are to be learning cell sessions, you will be assigned to group of about six students per cell on a random basis. When you get together,

- Write down the full names all the names of participants.
- Appoint a spokesperson. This individual will play the role of leader, facilitator and timekeeper (30 minutes) during the discussion.
- When the discussion is completed, each team member will evaluate the other team members' performance and choose confidentially the best two (BQ: the best question from your point of view and BA: the best answer to your question). Briefly describe your rationale.
- The spokesperson will summarize the key lessons and takeaways from the discussion and share them with the whole class after the discussion is over.

Submission of Your Assignments (late assignments will not be accepted):

1. Your name, team number, and two questions (no answers)
2. The names of all participants
3. Your choice of BA & BQ (full names with brief description of your rationale for choosing)

Team Project: Solving Real-Life CCM Problems (60%): Imagine your team is a group of CCM consultants. Identify your client company (a German or MNC) that experiences challenges related to managing cultural diversity (e.g., multicultural team, motivation, conflict, racism, discrimination, stereotypes, etc.). Conduct in-depth research (e.g. interviews with key individuals) on your company to analyse root causes. Your goal is to help your client solve the problems by offering practical solutions and suggestions based on **valid and relevant data, concepts and theories**. Try to integrate major concepts and theories you have learned from this course in your analysis and recommendations.

- **Your team is expected to create a documentary** (10 minutes long) about the problems of your client company, your analysis and recommendations. What matters is the quality of your message (e.g., originality, based on real problems, realistic, specific and meaningful solutions and suggestions, etc.). It is equally important that your video is technically good (e.g. sound, images, background music, etc.).
 - **Prepare One-page Executive Summary:** This should highlight the points of your documentary. Submit both your video file (or you can post it on YouTube) and the one-page executive summary on the day of presentations. I also strongly recommend your team to deliver your final video to your client company to get their feedback for the sake of learning. Your ability to work in a team is of paramount importance as a future global manager. Your contribution to the team process and outcome will be evaluated by other team members. The peer evaluations will be reflected in determining your grade.
 - **Preliminary Presentations:** Make a 10-minute presentation on the background of your client company and their major CCM problems and issues. Explain why they experience the problems and offer your preliminary recommendations. Explain how your team will collect valid data (e.g., benchmarking, interviews, survey, etc.) to support recommendations. The main purpose of this is to share your ideas together with the class, and help one another by seeking feedback.
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Global Strategy

Textbook (Provided): "The Global Business Environment (5th Edition): Towards Sustainability" by Janet Morrison. E-book version ISBN 9781352008982.

About the Course

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

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

Learning Outcomes

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

- Perform country, region and firm analyses in an international setting;
- Evaluate the effectiveness and sustainability of international and global corporate strategies;
- Compare the relative merits of different modes of global market entry; and
- Understand underlying conditions and at times competing dynamics of the international economy influencing global competitive behavior such as economic, legal, political, cultural differences, exchange rates, comparative national advantage, and national economic policy.



Evaluation Elements

Deliverable	Description	Type	Value
Debate: Assigned Topic #1	Four pages (hard copy) position paper written description of the relevant concerns.	Group	30%
Debate: Assigned Topic #2	Four pages (hard copy) position paper written description of the relevant concerns.	Group	30%
Class and Debate participation	Active and informed participation in class discussions and debates on various debate topics.	Individual	40%

Group Assignment

Team projects will be collectively evaluated on the material submitted and the presentation, which means that all members of the group with their names on the submitted reports will receive the same grade. Teams will be formed for the purpose of completing the group assignments by the Uvic Executive Programs staff. The written assignments must be submitted on Brightspace by the listed deadline. Any assignments turned in late will be penalized one full letter grade (e.g., B to C) for each day it is late.

Course Content:

Each session will be accompanied by applicable materials posted to the shared learning platform, Brightspace.

Topics	Content
Introduction to IB / Globalization Organizations in the globalized world	Textbook: Chapters 1 & 2 Planet Money Makes a T-Shirt: http://apps.npr.org/tshirt/#/title
Global Systems: Political, Legal, and Economic	Read Chapters 4, 5, and 6 from textbook (skip Ch.3) Watch Khan Academy Video (link available in BrightSpace) Watch Joseph Stiglitz Video (link available in BrightSpace)
Drivers of International Business	Read Chapter 7 (skip chapters 8 and 9) from textbook Watch WTO history Video (link available in BrightSpace)
Strategy in a globalized environment	Read Hitt, Ireland, Hoskisson 13 th edition Chapter 8 (link online) Prepare for IKEA Case Discussion (pdf file link available in BrightSpace) Watch IKEA Video (link available in BrightSpace) Watch video by Sudhir (link available in BrightSpace)
Structure in a Globalized Environment	Read Hill 13 th edition Chapter 14 (pdf file link available in BrightSpace) Work on Org Structure case (pdf file link available in BrightSpace) Watch Org Structure Video (link available in BrightSpace)
Government Policies in a Globalized World <ul style="list-style-type: none"> Debate: Assigned Topic 	Debate in synchronous session. Topics will be pre-assigned Read Chapter 13 from textbook Read additional background material provided in Brightspace
Internationalization Entry Mode and International Strategy	Read Hill 12th edition Chapter 15 (pdf file link available in BrightSpace) Starbucks Foreign Entry Strategy (pdf file link available in BrightSpace) Watch Starbucks Video (link available in BrightSpace)
Ethics and Sustainability in a Globalized World <ul style="list-style-type: none"> Debate: Rana Plaza 	Debate in synchronous session. (Rana Plaza Debate) Read Chapter 11 from textbook. Read additional background material provided in Brightspace Watch CBC short doc on Rana Plaza Case.



Social Entrepreneurship

Readings: Specific readings are described in the course. Links to relevant articles and other readings will be available on the online learning platform, Brightspace.

About the Course

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

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

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

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

Learning Outcomes

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

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

Evaluation Elements

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



Group Assignment

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

Appendix 1- Additional Resources

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

Appendix 2 - Assignments

Social Venture Business Model Assessment (20%)

We will visit with two companies doing social ventures and will have guest speakers to talk about additional social ventures here in Victoria. Choose one company and assess their business model. Criteria for assessment will be on Brightspace.

Social Venture Idea (20%)

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



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

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

Group Project: A Social Innovation Pitch (60%)

The presentation should include the following 5 key components:

1. Social Enterprise Profile (20% of presentation grade)

- Organization name, annual revenue, number of employees (and/or members if relevant), organizational form (publicly traded corporation; privately owned, cooperative, NGO, etc.).
- Headquarters location; geographic region where it delivers products/services.
- Organizational mission.
- Major brands, products, and/or services.
- Primary customers and beneficiaries (Who will pay for the products/services and who are they delivered to? For social enterprises, beneficiaries may or may not be the same as customers.)
- Key sources of costs.
- Key sources of revenues.
- What industry does the organization operate in and who are 2-3 major competitors

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

- Identify the major environmental and/or social issues that the organization intends to address and what impact it has in these areas.
- Describe the organization's major risks related to achieving these impacts or other significant risk factors that you notice that may impede the organization's success.
- Think strategically about likely current and future threats and risks inherent in the current venture's strategies and processes. Describe competitive threats if relevant, either from incumbents or from upstarts (new ventures). This section should reflect your team's critical thinking, insights, and strategic analysis of the impacts/risks important to long term strategy, financial viability, brand value, and competitive position of the social enterprise, supported by data.

3. Partnering (5 % of presentation grade)

What, if any, organizations are important partners for this enterprise? Describe what types of resources, products or services these organizations offer that are complimentary to the work of the enterprise



you're studying. Describe the key objective(s) of each partnership. If there are no partnerships, explain why and make suggestions about potentially beneficial partnerships that the organization could pursue.

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

- Describe and evaluate how the enterprise evaluates its performance. What are its Key Performance Indicators (KPIs)?
- Is it possible to compare their performance on the same indicators against competitors (or organizations with similar missions)? If so, make the comparison. If not, what is your assessment of this organization's performance vs. its competitors (maximum of 3 competitors)?

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

5. Your Ask: (10% of presentation grade)

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

6. Group Effort (15% of presentation grade)

- Look and act like a well-developed team. This is hard to achieve in just a few days, but it makes a strong impression on the funder and can make the difference between getting funding and not.

Course Content:

Topics	Content
What is Social Entrepreneurship? Why are we interested? (Synchronous) Social Entrepreneurship Models	ESSAY: Dees, JG (2001): The Meaning of "Social Entrepreneurship", (pp. 1-5). Read at (link) . WATCH: Video: course intro: course outline, deliverables, structure of each day DO: Respond to the Discussion Forum
Social Entrepreneurship Models Idea Generation (Synchronous) Idea Salon	READ: Elkington, J. & Hartigan, P. (2006): <i>The Power of Unreasonable People</i> , Ch.1 "Creating Successful Business Models" (pp. 29-54). See PDF on Brightspace. WATCH: Video on Social Entrepreneurship models DO: Post to the forum – your idea for a social venture
Social Entrepreneurship Field Trip	Meet some social businesses and talk to social entrepreneurs
Measuring Impact (Synchronous) Discussion of what matters and why we measure it.	READ: Measuring Value: a guide to SROI WATCH: Videos on evaluating Social ventures for impact DO: Post to the discussion forum on Brightspace
Design Thinking for Social Entrepreneurship	Stanford Social Innovation Review: https://ssir.org/articles/entry/design_thinking_for_social_innovation
Design Thinking Continued (Synchronous, Asynchronous)	Small group work on design thinking problems. Continue your work in groups to build out your social venture
Work Period	Work on your Social Enterprise Proposal and post to the forum
Presentation Skills for Entrepreneurs: Delivering Your Best Pitch	Harvard Business Review: Going from suck to non-suck as a public speaker. https://hbr.org/2013/02/going-from-suck-to-non-suck-as WATCH: Video about structuring your presentation (Brightspace)
Preparation for Final Presentations	Asynchronous: Practice your Presentations
Final Presentations	Synchronous



Information Applicable for All Modules

Online Course Format: Lecture, Discussion, and Group Activities

Grading Scale

Graded material in this course will be marked and reported using percentages. The following table demonstrates the equivalent letter grades:

** Please note Grade Point Average (GPA) is based on the 9.0 scale.*

Percentage Range	Letter Grade	GPA *
90-100%	A+	9
85-89%	A	8
80-84%	A-	7
77-79%	B+	6
73-76%	B	5
70-72%	B-	4
65-69%	C+	3
60-64%	C	2
50-59%	D	1
0-49%	F	0

Schedule of Sessions

Executive Programs will provide comprehensive schedules of the modules upon student enrollment.

Standards of Professional Behavior:

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

Institutional Policies

Refer to the University of Victoria's [policy on academic integrity](#).