

The Government of the Russian Federation  
Federal State Autonomous Educational Institution  
of Higher Professional Education  
National Research University Higher School of Economics

Faculty of Business and Management  
School of Management and Business Administration

Course Syllabus

## **International Entrepreneurship and Global Business**

for the Bachelor's program "Marketing and Market Analysis"

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*This program cannot be used by other divisions of the University and other higher education institutions  
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## 1 The area of implementation and references of regulation

The present syllabus establishes minimum requirements for the knowledge-base and skills of the student and determines the content and types of education sessions and grading. The program is designed for professors and tutors who instruct this course, teaching assistants and students in the areas of training/specialization for the Bachelor's program "Marketing and Market Analysis".

## 2 Course Mission and Objective

Entrepreneurship is one of the most vital driving forces behind economic growth, social development, as well as individual and regional wealth. Entrepreneurship is occurring in developed as well as in emerging markets, across all sectors of economy, and in different political regimes. In BRICS countries the speed of entrepreneurial growth is outpacing that in traditional entrepreneurial hotspots such as Silicon Valley and New York. Although the U.S. is still on top according to the Global Entrepreneurship and Development Index (GEDI), the gap is rapidly narrowing.

This International Entrepreneurship course and Global Business will explore many dimensions and challenges of global venture creation and development. The course views its **mission** in offering a framework for understanding the entrepreneurial process in global contexts and demonstrates students the key issues and problems related to international start-ups and large corporations. As the rate of globalization increases, this course sets as an **objective** to (1) encourage students to consider exploring entrepreneurial activities outside the domestic setting, (2) train them to identify vast global opportunities, and (3) equip them with necessary skills for tackling complex global challenges.

## 3 Competences of the student, formed as a result of learning the course

Upon successful completion of this course, students will have skills to:

- Explain the driving forces, benefits and drawbacks of international business.
- Identify major external environmental factors influencing international business, including cultural, legal, political and economic systems.
- Analyze resources for international trade and economic development, including emerging markets, to facilitate global business.
- Compare the advantages and disadvantages of foreign market entry strategies.
- Examine the viability of products and services for foreign markets.
- Analyze the international monetary and financial environments relevant to the international managers and global entrepreneurs.
- Identify the skills necessary for an international manager and global entrepreneur to successfully develop a global enterprise.
- Develop a feasible business plan.

## 4 The course place in the bachelor program structure

This course is mandatory in the structure of the Bachelor's program "Marketing and Market Analysis". The teaching is conducted in the third year when students have already passed the program's basic courses. The acquired skills and knowledge will enable them to develop a successful career in an international company or launch an individual enterprise, domestically or abroad.

## 5 Topic plan of the course

№	Topic	Academic hours total	Auditorium academic hours			Independent work
			Lectures	Seminars	Practice	
1.	Basic Concepts of Entrepreneurship. Globalization and International Environment. International Opportunity Recognition and Selection. Entry Strategies. Five Forces Model. Expanding Global Venture. Sources of Capital for New Ventures.	16	2	2		12
2.	Cultures and the International Entrepreneurship. Global Business Ethics. Global Social Responsibility	16	2	2		12
3.	Tentative Guest Speaker/Global E-Commerce	16	2	2		12
4.	Business Plan Development: The Concept. Global Marketing and R&D Management. Global Human Resources Management. Basic Financial Reporting in Global Context	2	2			
5.	Business Plan Presentation	64		12		52
	Total	114	8	18		88

## 6 Students knowledge control means and methods

Type of control	Mean of control	The 3 <sup>rd</sup> year				Control tool
		1	2	3	4	
Current	Class assignment				3	Online test
Current	Home assignment				1	Group presentation

### 6.1 Grading criteria for students’ skills evaluation

In their group work, students should prepare and present a qualified business plan. It should contain the following main sections:

1. Executive summary
2. Company description
3. Products and services
4. Market analysis
5. Strategy and implementation
6. Organization and management team
7. Financial plan and projections

Evaluation of this form of current control exhibited by the 10-point scale.

### 6.2 Course grading system

The tutor evaluates students’ work during seminars and practical classes, including the activity of the students in class discussions and exercise practice. The tutor conducts a grading roll and marks grades for every student. Cumulative assessment is defined on a 10-point scale for the activity at seminars.

The tutor evaluates the independent work of students, based on the results of their written exam [Exam Grade], seminar activities [Individual Class Work], group work [Group Presentation], and individual attendance [Attendance]. Grades are put in the working roll. The cumulative score on the 10-point scale for homework is determined before the interim. The cumulative grade for current control takes into account the results of the student performance as follows:

$$[\text{Final Grade}] = 0.4 \times \text{Exam Grade} + 0.3 \times [\text{Group Presentation}] + 0.2 [\text{Individual Class Work}] + 0.1 [\text{Attendance}]$$

The rounding of the accumulated assessment of final grading is arithmetic.

The student may not receive the opportunity to retake the low results for the current control or seminar activity and homework.

On the retake the student is not given the opportunity to receive extra grading points to compensate for the assessment of the current control grade.

## 7 Course topics and their contents

1. Basic Concepts of Entrepreneurship. Globalization and International Environment. International Opportunity Recognition and Selection. Entry Strategies. Five Forces Model. Expanding Global Venture. Sources of Capital for New Ventures

Required Reading: Main course book: Ch. 1, 2, 5, 7, 11

Study questions:

- How has a concept of entrepreneurship developed over time?
- What is globalization?
- What are the traits of an international entrepreneur?
- Where do great ideas come from?
- What makes up great opportunities and challenges?
- What is a good business opportunity?
- How does one recognize a good international business opportunity?
- What is specific about global market analysis?
- What are the advantages and disadvantages of each entry strategy?
- How to organize and structure an international venture?
- What is specific in global market penetration?
- What are the practical implications of the Five Forces Model?
- What sources of capital are available to new ventures?
- How can one get access to capital for new ventures?

Case study: Home Essentials: Building a Global Service Business with Local Operations

Required Reading: *HBR*. (2015). [Companies don't go global, people do.](#)

Case study: Rent-the-Runway

Blue Ocean Strategy (No required reading)

Required Reading: *HBR*. (2016). [Blitzscaling](#) – an Interview with R. Hoffman.

Forbes. (2015). [Under 30 top young investors of venture capital.](#)

Kickstarter. *Most Funded*. <https://www.kickstarter.com/discover/most-funded>

2. Cultures and International Entrepreneurship. Global Business Ethics.

Global Social Responsibility

Required Reading: Main course book. Ch. 3

- How does culture impact IE?
- What are the key differences between international and domestic entrepreneurship?
- What are global business ethics?
- Why does social responsibility matter in a global context?



Case study: International vs. domestic entrepreneurship

Required Reading: Isenberg, D. (2008). [The Global Entrepreneur](#). *HBR*.

### 3. Global E-Commerce

Required Reading: Main course book: Ch. 1, 2, 5, 7, 11

Study questions:

- What is e-commerce?
- What is specific in e-commerce compared regular trade?
- What is global e-commerce compared to domestic one?
- How can one conduct market opportunity analysis for online firms?

Case study: Digital Marketing in the Music Industry

Required Reading: Deighton, J. and Kornfeld, L. (2009). [Nettwerk: Digital Marketing in the Music Industry](#). *HBR*.

### 4. Business Plan Development: The Concept

Required Reading: Main course book. Ch. 4, 8, 9, 10

Study questions:

- What is a business plan?
- What is specific about a global business plan?
- What makes a good business plan?
- What are the best marketing strategies?
- What is specific in global marketing compared to domestic one?
- What is specific in global R&D compared to domestic R&D?
- How does culture impact HR?
- Which financial indicators should a business plan include?
- How should one present financial justification of a global business plan?

## 8 Education technologies and methods

In the process of teaching, various types of training will be used including well-established educational technologies, such as the analysis of practical problems, case studies, and computer simulation. Meetings with successful entrepreneurs will be conducted in a form of masterclasses.

## 9 Educational and informational supply tools for the course

### 9.1 Main course text book

Hisrich, R.D. (2013). *International Entrepreneurship: Starting, Developing, and Managing a Global Venture*. 2nd ed. SAGE Publications.\*\*

Note: \* Book is available on Kirpichnaya Ulitsa 33; \*\* Book is available on Myasnitskaya Ulitsa 20.

### 9.2 Additional literature

Articles:

*Harvard Business Review*. (2016). [Blitzscaling](#) – an Interview with R. Hoffman.

*Harvard Business Review*. (2015). [Companies don’t go global, people do, an interview with A. Molinsky](#).

Deighton, J. and Kornfeld, L. (2009). [Nettwerk: Digital Marketing in the Music Industry](#). *Harvard Business Review*.

Yoo, Y. & Kim, K. (2015). [How Samsung became a design powerhouse](#). *Harvard Business Review*.

Isenberg, D. (2008). [The Global Entrepreneur](#). *Harvard Business Review*.

*Books:*

Carraher, S.M., & Welsh, D.H. (2015). [\*Global Entrepreneurship\*](#). Kendall Hunt.

DePalma, D. A. (2016). [\*Business without Borders - A Strategic Guide to Global Marketing\*](#). John Wiley & Sons, Inc.

Samli, A.C. (2010). [\*International Entrepreneurship: Innovative Solutions for a Fragile Planet\*](#). New York: Springer.\*\*

Scarborough, N.M. (2016). [\*Essentials of Entrepreneurship and Small Business Management\*](#). Pearson.\*

*Electronic sources:*

Cogman, D., Jaslowitzer, P., Rapp, M.S. (2015). [\*Why Emerging-Market Companies Acquire Abroad\*](#). McKinsey Insights.

Global Entrepreneurship Monitor (2018). [\*2017/2018 Global Report\*](#).

### **9.3 IT Support**

No special software needed. Students are required to use the HSE LMS system at [lms.hse.ru](http://lms.hse.ru)

### **10 Other required materials and supplies**

For lectures and seminars it is necessary for the tutor to have a computer or laptop, overhead projector and screen. Other technology in the classroom should only be used when relevant to the material being discussed. Students are discouraged from using their laptops and other electronic devices during class time to engage in non-class-related activities.

### **11 Disability Services**

Any student who feels she may need special facilities based on the impact of a disability should contact the tutor in advance to discuss specific needs.