



**Carleton University**

**Sprott School of Business and European Russian and Eurasian Studies**

**BUSI 4704A / EURR 4704A**

**“The Business Environment in Europe”**

**Winter Term: January – April 2016**

**Mondays: 11:35 - 14:25: Southam Hall #409**

**Instructor: Jan Fedorowicz**

**Office: TBD**

**Office hours: 5:00-6:00 p.m. Mondays**

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#### **COURSE CALENDAR DESCRIPTION FROM THE 2015/2016 UNIVERSITY CALENDAR:**

The economic, political, legal, and cultural environment for doing business in the European Union and other regions in Europe. Patterns of foreign trade and investment, market characteristics, science and technology, regulation and European integration, and business culture.

Prerequisite(s): third-year standing.

#### **COURSE DESCRIPTION:**

With a population of more than half a billion and a GDP amounting to almost a quarter of the world's total, the European Union is the largest single economy in the world. Moreover, it is a highly advanced economy with most of its members ranking near the top of the Human Development Index. This reality means that Canada cannot afford to take Europe for granted. Canadian business has tended to focus on the United States because of its size and proximity. More recently, it has turned its interest to the vast and emerging Chinese economy. In all of this, however, the huge, dynamic European market, which has strong cultural and historical ties to Canada, is often overlooked. This course seeks to fill in that gap by focusing on conditions and opportunities for business in the European Union. The objective of the course will be to identify a promising business opportunity for Canada in the European Union. To do this, participants will study the sectors, companies and the business environment. They will present their findings to the rest of the class for comment and critique. And they will use their findings to write a business case outlining a potentially profitable business opportunity worthy of pursuit.

## **COURSE OBJECTIVES:**

1. Develop an understanding of the conditions for doing business in the European Union;
2. Become familiar with political, legal, economic, social and cultural institutions that affect the EU environment for business;
3. Identify major areas of opportunity for business in the European Union; and
4. Develop an understanding of the constraints and opportunities involved in Canada's relationship with the European Union.

## **COURSE STRUCTURE:**

**Contact:** If you want to contact me quickly, please use the following email address: [jfedorowicz@sympatico.ca](mailto:jfedorowicz@sympatico.ca). This is the best way of getting to me since I have this address open all the time. I only check my Carleton address once a day. I will be available in my office at the stated time. I can also make myself available for longer conversations in the evenings using Skype. If you want to set up a Skype conversation, contact me by email and we can set a time.

**Course Website:** The portal for entering the course is located at <http://www.carleton.ca/culearn/>. When students go to this site and log in, the courses that they are enrolled in will be listed and they can then enter the 4704 course site. Tech support is available at: <http://www5.carleton.ca/culearnsupport/students/>.

**Course Format:** The course will be conducted as a seminar. That means attendance and participation will be factored into your final grade. Every participant is expected to make a presentation on their research and the rest of the class is expected to provide a reasonable critique of that presentation. Keeping up with readings and distributed materials is essential for success. Students are expected to use Power Point presentations to report on their research findings. These presentations should be posted to the course site a day in advance of the class to allow others to review the material and come prepared with their own comments.

## **COURSE READINGS:**

Course participants should purchase this recent text:

**Terrence R. Guay, *The Business Environment of Europe* (Cambridge University Press, 2014).**

Additional readings for the course will also be posted on the cuLearn site as will URLs to other useful sites and additional reading materials. Communication with other students can take place using either the site's email or using regular emails.

**Materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).**

## **EVALUATION:**

The focus of the assignments will be to identify promising opportunities for Canadian business in the European Union. Participants will study the business environment, specific countries and specific companies. They will present their findings to the rest of the class for comment and critique. These findings will be used to write a business case outlining a potentially profitable business opportunity worthy of pursuit.

1. **Sector report:** Examine any business sector, focusing particularly on its economic structure and opportunities that it presents for structuring a profitable business between Canada and Europe. Report and presentation to class - 20%.
2. **Company report** Examine any significant European company, focusing specifically on the opportunities it presents to Canadian companies in terms of partnership, supply arrangements or sourcing. Report and presentation to class: 20%.
3. **Business environment:** Focus on one aspect of the business environment or business infrastructure in the EU. This could involve an aspect such as Law, Regulations, Corporate Structures, Taxation, Finance, Marketing, etc. Report and presentation to class - 20%.
4. **Identification of Business Opportunity and Business Case:** 30%
5. **Participation in class and comments on other presentations:** 10%.

Students can cluster the assignments around an opportunity that they have identified and wish to pursue. That means they are free to select a country and company appropriate to the opportunity.

The length of time available for in-class presentations will depend on the number of students enrolled in the course. This will be determined in the first class and a sheet will be circulated to record when presentations are to be made. The dates of the presentations and submitted work will be determined at that time.

More detailed information on topics and guidelines for assignments appears at the end of this syllabus. This course will be governed according to the *Regulations Governing All Business Courses*.

All essays are to be submitted electronically by the due date, using the course website. When submitting electronically, you **MUST** use MS Word (**do not zip files and do not convert them to PDFs because it is impossible to make editorial emendations to PDFs**). Those using Macs or other software **MUST** convert their files to MS Word formats.

You **MUST** upload it to cuLearn using the appropriate link posted in the session falling on the date when the assignment is due. Assignments will be returned electronically with comments after marking by uploading them back onto the cuLearn site. You will be notified when they are available. I will make every attempt to hand assignments back promptly.

## COURSE SCHEDULE:

Class-room sessions will consist of two parts. The first part will address the general topic for that session and the readings assigned to it. The second part will consist of presentations by participants detailing their ideas and supporting research.

### **SESSION 1 (JANUARY 11): INTRODUCTION: THE ORIGINS OF THE EUROPEAN UNION**

- The original European vision after 1945 and its evolution since.
- The interaction of different levels of jurisdiction and their political structures.
- The tension between European and national institutions.

*Readings:* Guay, Chapters 1, 2.

### **SESSION 2 (JANUARY 18): POLICIES**

- The major policies that define the European Union including issues such as the common market, common currency, borders, and migration.
- The EU as a trading bloc and its relationship to other trading entities.
- Contrasts between ideals and reality, strengths and weaknesses as well as current challenges.

*Readings:* Guay, Chapter 3

### **SESSION 3 (JANUARY 25): THE MARKET**

- Demographics
- Distribution of wealth
- Patterns of consumption
- Distribution of production

*Readings:* Guay, Chapter 4

### **SESSION 4 (FEBRUARY 1): TRADING RELATIONSHIPS**

- Exports (what and where to)
- Imports (what and from whom)
- Trade volumes and trends

*Readings:* Guay, Chapter 5

### **SESSION 5 (FEBRUARY 8): STARTING A BUSINESS 1:**

- Forms of entry into the European market
- Types of partnerships or other forms of collaboration
- Legal requirements

*Readings:* Guay, Chapter 6

<b>FEBRUARY 15 – 19: WINTER BREAK. NO CLASS</b>
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**SESSION 6 (FEBRUARY 22): STARTING A BUSINESS 2**

- Business registration,
- Human Resources requirements and regulations
- Acquiring property
- License and permits

*Readings:* Guay, Chapter 7

**SESSION 7 (FEBRUARY 29): MARKETING AND PROMOTION**

- Advertising channels
- Regulations affecting marketing

*Readings:* Guay, Chapter 8

**SESSION 8 (MARCH 7): LEGAL AND REGULATORY ENVIRONMENT**

- Business law
- Enforcing contracts
- Collections
- Insolvency
- Recourse

*Readings:* Guay, Chapter 9

**SESSION 9 (MARCH 14): TAXATION**

- Types of taxation
- Tax rates
- Duties on trade
- Other charges and fees

*Readings:* Guay, Chapter 10

**SESSION 10 (MARCH 21): FINANCING**

- Financial markets
- Availability of capital
- Credit rules, restrictions
- Investor protection

*Readings:* Guay, Chapter 10

**SESSION 11 (MARCH 28): BUSINESS INFRASTRUCTURE**

- Telecommunication
- Transportation
- Utilities
- Logistics and distribution

*Readings:* Guay, Chapter 11

**MARCH 25, 2016. STATUTORY HOLIDAY, UNIVERSITY CLOSED.**

**SESSION 12 (APRIL 4): RELATIONSHIP WITH CANADA**

- Treaties and agreements governing the trading relationship.
- Ease of access for Canadians
- Success stories and examples

*Readings:* Guay, Chapter 12

**BUSINESS CASE DUE APRIL 8, 2016**

**COURSE ASSIGNMENTS**

Your fundamental assignment is to propose a way for making money from the economic relationship between Canada and Europe. Think of the rest of the class as the Board of Directors of a company that you want to convince to provide financing for your proposed move into Europe. Through a series of presentations on the sector, on the companies and on the business environment, you will build the case for your business idea. The ultimate output of the course is a Business Case providing the background and rationale for your proposal. The other course assignments constitute inputs into the Case and build on each other as part of your overall plan.

**Assignment 1: Sector Report (20%)**

Select a sector of activity that you feel holds out some promise for business between Canada and Europe. There is no restriction on the sector you choose, but look for sectors comprised of elements where Canada is strong in some aspects and the Europeans are strong in others. This is the best basis for a lasting business relationship.

**Assignment 2: Company Report (20%)**

Review the companies active in your chosen sector and pick a combination of a Canadian and a European company that you feel represent complementary interests that could form the basis of a profitable business relationship. Prepare a profile of each company, focusing on the way they complement each other in the business you have elected to pursue.

**Assignment 3: Business Environment (20%)**

Address the salient aspects of the business environment that have a direct bearing on your idea. Think about the impact of taxation, regulatory policy and science policy on your idea. Depending on the proposal, you may also have to consider issues such as logistics and distribution, transportation, marketing and communication, to name but a few. Try to present a comprehensive view of all of the factors that you need to consider in making your venture a success.

#### **Assignment 4: Business Case (30%)**

On the basis of the work done for the previous assignments, prepare a business case arguing for your business idea.

#### **ASSIGNMENT FORMATS**

The Assignments consist of two parts: a written submission and a class-room presentation. The class-room presentation should be in Power Point. It should take about 20-25 minutes to deliver, leaving a comparable period in which to discuss the idea and the presentation.

Assignments are expected to be well-written and concise, conforming to correct grammar and spelling. All material submitted in this course must be your own work, written specifically for this course. You must always reference the ideas of others, as well as paraphrases and direct quotations. The use of the Chicago Manual of Style is mandatory. References must be footnoted or end-noted.

#### **All Assignments MUST follow these instructions:**

- Submit ONE file only! DO not create separate files for title pages or bibliographies.
- The name of the file should contain your last name and brief indication of the topic.  
WARNING: “ESSAY” OR “ASSIGNMENT” ARE NOT ACCEPTABLE AS FILE.  
What we need, for example, is:
  - Kowalski-EUMarketing.doc
  - Krishnamurti-Siemens.doc
- Include a Title Page with a real title reflecting your topic. REPEAT WARNING: “essay” or “assignment” are NOT acceptable titles. Under no circumstances should the title page be in a separate file different from the body of your essay.
- Use page numbers
- A header with your name on every page
- The introduction should set out your main argument
- Proper references (footnotes): use Chicago Manual of Style.
- Bibliography (at end) of sources used. Sources drawn from the Internet should include the URL and the date accessed.
- All of the above should be in Microsoft Word. Do not submit Mac, PDF or ZIP formats.

A penalty of 3% per day will be assessed on late work. No extensions will be given on or after the due date.

**FND:**

To reduce instances of miscommunication Carleton introduced a grade FND (Failure with No Deferral) to be assigned to students who fail to meet the minimum in-term performance standards explicitly set out in the outline and applied consistently (i.e., there is no other hidden criteria).

**Satisfactory In-term Performance**

1. Unless otherwise stated below in item #2, the requirement for Satisfactory In-term Performance is set at 50% of all, not each, pre-final term work (i.e. assignments, participation marks, tests etc.).
2. The criterion/criteria and the standard(s) for Satisfactory In-term Performance are as follow(s):
  - a. Class-room participation
  - b. Prompt submission of assignments
  - c. Submission of Final Business Case
3. Unsatisfactory In-term Performance in this course will lead to failure in this course (regardless of the performance at the Final exam or final project)

Yes X No

## ADDITIONAL INFORMATION

### Course Sharing Websites

Student or professor materials created for this course (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the author(s). They are intended for personal use and may not be reproduced or redistributed without prior written consent of the author(s).

### Required calculator in BUSI course examinations

If you are purchasing a calculator, we recommend any one of the following options: Texas Instruments BA II Plus (including Pro Model), Hewlett Packard HP 12C (including Platinum model), Staples Financial Calculator, Sharp EL-738C & Hewlett Packard HP 10bII

### Group work

The Sprott School of Business encourages group assignments in the school for several reasons. They provide you with opportunities to develop and enhance interpersonal, communication, leadership, follower-ship and other group skills. Group assignments are also good for learning integrative skills for putting together a complex task. Your professor may assign one or more group tasks/assignments/projects in this course. Before embarking on a specific problem as a group, it is your responsibility to ensure that the problem is meant to be a group assignment and not an individual one.

In accordance with the Carleton University Undergraduate Calendar (p 34), the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52

F = Below 50

WDN = Withdrawn from the course

ABS = Student absent from final exam

DEF = Deferred (See above)

FND = (Failed, no Deferred) = Student could not pass the course even with 100% on final exam

### Academic Regulations, Accommodations, Etc.

University rules regarding registration, withdrawal, appealing marks, and most anything else you might need to know can be found on the university's website, here:

<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>

### Requests for Academic Accommodations

*For Students with Disabilities:*

The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity

Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your ***Letter of Accommodation*** at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (*if applicable*). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. The deadlines for contacting the Paul Menton Centre regarding accommodation for final exams for the December 2015 exam period is November 6, 2015 and for the April 2016 exam period is March 6, 2016.

*For Religious Obligations:*

Students requesting academic accommodation on the basis of religious obligation should make a formal, written request to their instructors for alternate dates and/or means of satisfying academic requirements. Such requests should be made during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist, but no later than two weeks before the compulsory event.

Accommodation is to be worked out directly and on an individual basis between the student and the instructor(s) involved. Instructors will make accommodations in a way that avoids academic disadvantage to the student.

Students or instructors who have questions or want to confirm accommodation eligibility of a religious event or practice may refer to the Equity Services website for a list of holy days and Carleton's Academic Accommodation policies, or may contact an Equity Services Advisor in the Equity Services Department for assistance.

*For Pregnancy:*

Pregnant students requiring academic accommodations are encouraged to contact an Equity Advisor in Equity Services to complete a letter of accommodation. The student must then make an appointment to discuss her needs with the instructor at least two weeks prior to the first academic event in which it is anticipated the accommodation will be required.

## **Academic Integrity**

Violations of academic integrity are a serious academic offence. Violations of academic integrity – presenting another's ideas, arguments, words or images as your own, using unauthorized material, misrepresentation, fabricating or misrepresenting research data, unauthorized co-operation or collaboration or completing work for another student – weaken the quality of the degree and will not be tolerated. Penalties may include; a grade of Failure in the submitted work and/or course; academic probation; a refusal of permission to continue or to register in a specific degree program; suspension from full-time studies; suspension from all studies at Carleton; expulsion from Carleton, amongst others. Students are expected to familiarize themselves with and follow the Carleton University Student Academic Integrity Policy which is available, along with resources for compliance at:

<http://www2.carleton.ca/sasc/advisingcentre/academic-integrity/>.

## **Sprott Student Services**

The Sprott student services office, located in 710 Dunton Tower, offers academic advising, study skills advising, and overall academic success support. If you're having a difficult time with this course or others, or just need some guidance on how to successfully complete your Sprott degree, please drop in any weekday between 8:30am and 4:30pm. Our advisors are happy to discuss grades, course selection, tutoring, concentrations, and will ensure that you get connected with the resources you need to succeed! <http://sprott.carleton.ca/students/undergraduate/support-services/>

Be in the know with what's happening at Sprott: Follow @SprottStudents and find us on Facebook SprottStudents Sprott.

### **Important Information:**

- Students must always retain a hard copy of all work that is submitted.
- All final grades are subject to the Dean's approval.
- For us to respond to your emails, we need to see your full name, CU ID, and the email must be written from your valid CARLETON address. Therefore, it would be easier to respond to your inquiries if you would send all email from your Carleton account. If you do not have or have yet to activate this account, you may wish to do so by visiting <http://carleton.ca/ccs/students/>

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