

**Business P700  
Business, Government and the Global Environment  
Fall 2023 Course Outline**

**COURSE OBJECTIVE**

The goal of this course is to provide students with an understanding of the interdependence between business and government, and how their respective actions are shaped by the broader context of both the domestic and international environments. Throughout the course you will be encouraged to read the current business press. We are asking you to look at the *Globe & Mail* and/or the *National Post* and the *Economist* regularly. All can be found at Mills library and online.

**INSTRUCTOR AND CONTACT INFORMATION**

**Thursdays 2:30pm-5:30pm and 7:00pm-10:00pm**

**Dr. Peter P. Constantinou**  
[Peter.constantinou@rogers.com](mailto:Peter.constantinou@rogers.com)

Cell: 647-278-8790

Office Hours:

Before/after class or by appointment via Zoom/telephone

Course TA  
Sarah Guyatt  
[gutatts@mcmaster.ca](mailto:gutatts@mcmaster.ca)

Students who wish to correspond with instructors or TA directly via email must send messages that originate from their official McMaster University email account. This protects the confidentiality and sensitivity of information as well as confirms the identity of the student. Emails regarding course issues should NOT be sent to the Area Administrative Assistants

Credit Value: 3	Leadership: Yes	Innovation: Yes	Global view: Yes
Avenue: Yes	IT skills: No	Group work: Yes	Written skills: Yes
Participation: Yes	Ethics: Yes	Experiential: No	Oral skills: Yes
Evidence-based: Yes	Numeracy: No	Final Exam: No	Guest speaker(s): Yes

**Course Description**

This course equips students with an understanding of the domestic and international institutions (e.g. IMF, WTO, NAFTA, etc.), and forces that shape the environments facing business, not-for-profit, and public service organizations. This understanding comprises historical and current contexts, theory and the ability to devise strategic responses to the environment. Major topics include the structure and roles of government, culture and business ethics, international trade and investment, and foreign exchange. Great emphasis is placed on devising strategies to deal with these issues and opportunities proactively via government relations and stakeholder engagement plans.

### ***Learning Outcomes***

Upon completion of this course, students will be able to complete the following key tasks:

- Apply theoretical concepts and an understanding of historical and current events in interpreting business-government relations;
- Identify and describe the roles of major domestic and international economic institutions that shape the business environment;
- Describe the impact of the international and domestic economic environments on risk and currency exchange rates of individual countries;
- Describe and understand the role of government, the process used for making public policy, and government's options for implementing public policy;
- Understand the role of stakeholders and be able to create a strategic stakeholder engagement plan;
- Understand the structure and function of government and create a strategic government relations plan;
- Understand various approaches/tactics to influencing public policy outcomes in Canada;
- Understand the impact of globalization on business and government in Canada and internationally.
- Become an engaged and informed critical reader/analyst of the media in its various forms.
- Further develop critical, evidence-based and interdisciplinary thinking skills;
- Build into managerial decision making the role of government/regulation, stakeholders and their interests and ethical standards; and,
- Work effectively/collaboratively in teams to achieve key deliverables – presentations, strategy documents, reports.

### ***Required Course Materials and Readings***

All reading materials will be provided free of charge on the A2L course website

### ***Evaluation***

Learning in this course results primarily from discussion and participation in activities. The balance of the learning results from the lectures, related readings, and researching your presentation, assignments and projects. All work will be evaluated on an individual basis, except in certain cases where group work is expected. In these cases, group members will share the same grade, except in certain circumstances. Your final grade will be calculated as follows:

**Components and Weights**

Assignment	Due Date	Value
Quiz - Business and Global Environment (Individual)	Week 5	10%
Quiz - How Canadians Govern Themselves (Individual)	Week 6	10%
Participation (Individual)	Throughout the term	10%
Country Analysis Assignment (Group)	Week 4	25%
Country Analysis Assignment Presentation (Individual)	Week 4	5%
Briefing Note (Individual)	Week 8	10%
Government Relations Plan (Group)	Week 11	25%
Government Relations Plan Presentation (Individual)	Week 11	5%
<b>Total</b>		<b>100%</b>

**Conversion**

At the end of the course your overall percentage grade will be converted to your letter grade in accordance with the following conversion scheme.

LETTER GRADE	PERCENT
A+	90 - 100
A	85 - 89
A-	80 - 84
B+	75 - 79
B	70 - 74
B-	60 – 69
F	00 - 59

**Quiz #1 – Business and the Global Environment**

Students are asked to log into A2L on/at the start of class and complete a quiz. The quiz consists of multiple choice questions and is based solely on information in the reading for Online 1 (Quercus - Dinu and Hofstede).

**Quiz #2 – How Canadians Govern Themselves**

Students are asked to log into A2L on/at the start of class and complete a short quiz that will test their knowledge of the basics of how government works in Canada. The quiz consists of multiple choice questions and is based solely on information in the reading posted on Quercus: How Canadians Govern Themselves, by Eugene Forsey (8<sup>th</sup> edition).

**Participation**

For an active class discussion attendance is a must, but passive attendance will not be assessed positively. In order to be able to participate in class discussion, it is important that you do the readings in advance of each class. For this course to work, students must participate in class discussion. In a class of this size it is impossible for all students to participate all the time. Students should, however, strive to attend class, demonstrate that they have read the assigned readings, thought about the material and the discussion at hand, and add value to the

classroom discussion. The instructor may cold-call on anyone at any time during the class. Hence, it is imperative that you prepare for each class. Students will be provided with a participation rubric and have mid-term participation feedback available.

### **Country Analysis Report and Presentation**

Groups are asked to think about the challenge a foreign company has in preparing to enter the Canadian market. Groups are asked to select a Multinational Enterprise (MNE) that currently does not have a presence in Canada as part of its global operations. If you choose a MNE that currently has a presence in Canada, please assume they do not.

Conduct a comparative study of the home country of the MNE (where the head office is) and Canada (the country which the MNE intends to enter). Include an environmental analysis of the industry in which the MNE operates (make sure to highlight if differences exist between the home industry and the Canadian industry.)

The assignment should take the form of a report and presentation. The report should be between 20-25 pages double spaced (12 font, 1 inch margins, plus appendix if desired) and the presentation should be no longer than 15 minutes (plus Q&A if time permits) and between 12-15 slides (plus appendix if desired). Every member of the group is expected to present a relatively equal portion of the presentation. Both the **report and the slides are due at the start of class on presentation day**. Both the report and slides should include the following components:

#### **1. Company Analysis**

- Brief overview of the company (high level description of what the company does and what its vision is)
- What are the key strengths and weaknesses of the company?

#### **2. Market Analysis**

- This section consists of a comparison of the Canadian market to the selected international market. This will include, but is not limited to policies, currencies and government structures. Consider using PESTLE framework here to guide the analysis process.
- Analyze and compare the cultural environment of business in both countries.
- Analyze and compare the regulatory/political environment (basic political institutions/type and structure of government) in both countries.

#### **3. Industry Analysis**

- This section consists of a comprehensive Industry analysis including the markets it operates in and environmental analysis (use Porters Diamond model at minimum)
- Describe the industry the firm operates in. Is it growing/declining/mature? What is the future outlook?
- What skills and assets are necessary to succeed in this industry?
- Who are the main competitors?
- What are the opportunities and threats within this industry? How can the opportunities be exploited? Risks mitigated?

#### **4. Market Entry Recommendation**

- A recommendation on how the company can successfully enter the Canadian market without negatively affecting operations in its home country.
- Brief description of where, when and how to enter the Canadian market.

### **Briefing Note**

This is an individual assignment. Students will participate in a simulation designed to recreate the conditions under which policy officials prepare briefing material for ministers. After completing the simulation in groups, students will be assigned the individual task of preparing a briefing note on a newspaper article that raises an issue of concern to either the provincial or federal government in Canada. News articles should be no older than two weeks from the time of the simulation.

Assignments will follow the same format as the note used in the simulation. Briefing notes will be one-page documents and the specific details on the format and a helpful check list of things to look for will be provided in the simulation, explained in class and found on A2L.

### **Government Relations Plan and Presentation**

This group assignment asks participants to select a company/organization and an issue/opportunity and to prepare a government relations plan. The assignment will take the format of a strategic memorandum to your client and include, as a minimum, the following:

1. **Cover Page** – provide basic information (Title, names of participants, date, etc.)
2. **Introduction** - Summarize the company/organization and the issue/opportunity.
3. **Goal and Objectives** – List/describe the overall goal and four specific objectives of the government relations plan.
4. **Contextual Issues** – Describe the political/economic context that your client and this issue finds itself facing - The focus of this section will depend on what levels of government are involved or regulate the issue/opportunity and the company/organization.
5. **Key Government Stakeholders** - Identify six government stakeholders key to success in this endeavour – provide basic information about each (Level of government, position, responsibility/role, etc.)
6. **Key Messages** – Describe the three or four key messages (one sentence bullets) that you will use in all forms of communication with intended target audiences (politicians, civil servants, etc.)
7. **Tactics** – Describe the activities or efforts you will undertake to achieve this plan. The best way to think about this section is to go back to the objectives and develop your plan for achieving each one of them.
8. **Stakeholders' Analysis** – Present information on six key non-governmental stakeholders. This section should include:
  - Analysis using the SNRD Continuum
  - Stakeholder Strategic Value Matrix Question Table
  - Stakeholder Interest/Power grid analysis
  - Stakeholders' Goals and Objectives Table
9. **Roll out** – This section presents the order of your planned activities and can be presented in chart or table form. This section answers the question what are you going to do in what order?
10. **Summary** – This section is where you wrap up your analysis and advice.

Note: The strategic memorandum should be between 8 to 12 pages (single spaced plus appendix) and the presentation should be no longer than 15 minutes (plus Q&A if time permits) and between 10 to 15 slides (plus appendix). Every member of the group is expected to present a relatively equal portion of the presentation. **Both the memo and the slides are due and should be uploaded to A2L by the start of class on presentation day.**

*Please discuss the company/organization and issue/opportunity with the instructor before beginning. This assignment should not overlap with the focus of your stakeholder engagement plan assignment.*

### **Requesting Relief for Missed Academic Work**

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "[Requests for Relief for Missed Academic Term Work](#)" and the link below; <http://ug.degroote.mcmaster.ca/forms-and-resources/missed-course-work-policy/>

### **Generative AI**

*There are three approved statements on the use of AI in the classroom. Please choose the one that best fits your policy*

#### **USE PROHIBITED**

*Students are not permitted to use generative AI in this course. In alignment with [McMaster academic integrity policy](#), it "shall be an offence knowingly to ... submit academic work for assessment that was purchased or acquired from another source". This includes work created by generative AI tools. Also state in the policy is the following, "Contract Cheating is the act of "outsourcing of student work to third parties" (Lancaster & Clarke, 2016, p. 639) with or without payment." Using Generative AI tools is a form of contract cheating. Charges of academic dishonesty will be brought forward to the Office of Academic Integrity.*

#### **SOME USE PERMITTED**

##### **Example One**

*Students may use generative AI in this course in accordance with the guidelines outlined for each assessment, and so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use for each assessment and to be clear on the expectations for citation and reference and to do so appropriately.*

##### **Example Two**

*Students may use generative AI for [editing/translating/outlining/brainstorming/revising/etc] their work throughout the course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside the stated use of [editing/translating/outlining/brainstorming/revising/etc] without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the limitations for use and to be clear on the expectations for citation and reference and to do so appropriately.*

##### **Example Three**

*Students may freely use generative AI in this course so long as the use of generative AI is referenced and cited following citation instructions given in the syllabus. Use of generative AI outside assessment guidelines or*

***without citation will constitute academic dishonesty. It is the student's responsibility to be clear on the expectations for citation and reference and to do so appropriately.***

#### **UNRESTRICTED USE**

***Students may use generative AI throughout this course in whatever way enhances their learning; no special documentation or citation is required.***

#### **Academic Integrity**

You are expected to exhibit honesty and use ethical behaviour in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity. **It is your responsibility to understand what constitutes academic dishonesty.** Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behaviour can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

The following illustrates only three forms of academic dishonesty:

- plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- improper collaboration in group work.
- copying or using unauthorized aids in tests and examinations.

#### **Authenticity/Plagiarism Detection**

**Some courses may** use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

**All submitted work is subject to normal verification that standards of academic integrity have been upheld** (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to [www.mcmaster.ca/academicintegrity](http://www.mcmaster.ca/academicintegrity).

#### **Courses With an On-Line Element**

**This courses** uses on-line elements (e.g. e-mail, Avenue to Learn (A2L), web pages, Zoom, etc.). Students should be aware that, when they access the electronic components of a course using these elements, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course.

The available information is dependent on the technology used. Continuation in a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

### ***Conduct Expectations***

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms.

### ***Academic Accommodation of Students with Disabilities***

Students with disabilities who require academic accommodation must contact [Student Accessibility Services \(SAS\)](#) at 905-525-9140 ext. 28652 or [sas@mcmaster.ca](mailto:sas@mcmaster.ca) to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

### ***Academic Accommodation For Religious, Indigenous or Spiritual Observances (RISO)***

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the [RISO](#) policy. Students should submit their request to their Faculty Office **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests.

### ***Copyright and Recording***

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors. The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.



### ***Extreme Circumstances***

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.

### ***Research Using Human Subjects***

All researchers conducting research that involves human participants, their records or their biological material are required to receive approval from one of McMaster's Research Ethics Boards before (a) they can recruit participants and (b) collect or access their data. Failure to comply with relevant policies is a research misconduct matter. Contact these boards for further information about your requirements and the application process.

McMaster Research Ethics Board (General board): <https://reo.mcmaster.ca/>

Hamilton Integrated Research Ethics Board (Medical board): <http://www.hireb.ca/>

### ***Acknowledgement of Course Policies***

Your enrolment in Commerce September 16, 2021 will be considered to be an implicit acknowledgement of the course policies outlined above, or of any other that may be announced during lecture and/or on A2L. **It is your responsibility to read this course outline, to familiarize yourself with the course policies and to act accordingly.**

Lack of awareness of the course policies **cannot be invoked** at any point during this course for failure to meet them. It is your responsibility to ask for clarification on any policies that you do not understand.

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Class	Date	Topic	Assignments/Readings
1	Sept 14	<b>Course Outline review</b> What is international business Theories of international trade and investment	Introductions, review of course outline and assignment summaries
2	Sept 21	Globalization and international trade <b>Project Proposals due (Country/Company name/Product)</b>	Dinu, A. (2018) International market Entry Strategies
3	Sept 28	Culture and ethics in international business	Hofstede, G. The Business of International Business is Culture.
4	Oct 5	<b>Group Presentations - Teams will present their findings and advice</b>	Students are asked to log into A2L at the start of class and complete a quiz.  Review materials related to your country and company
5	Oct 12	<b>Quiz #1 – Business and the Global Environment – Quiz in the first hour of class, class starts in the second hour</b>  <b>Guest Speaker – The dynamics of International Business (No in-person class – Synchronous, On-line via ZOOM)</b>	Materials provided by each group
6	Oct 19	An introduction to Government and Government Relations  <b>Quiz #2 – How Canadians Govern Themselves - Quiz in the first hour of class, class starts in the second hour</b>	Students are asked to log into A2L at the start of class and complete a quiz.  How Canadians Govern Themselves  W.T. Stanbury, Describing Leviathan: A Governing Instruments Approach (Chapter 3)
7	Oct 26	Issues Management – How to write Briefing Note <b>(No in-person class - On-line Simulation via ZOOM)</b>	On Briefing Ministers Hogwood and Gunn, Chapters 5, 6 & 7
8	Nov 2	Stakeholder Engagement  <b>Briefing Note Assignment Due</b>	State of Victoria, Department of Education and Early Childhood Development (2011)
9	Nov 9	Designing Government Relations Plans: Format provided by instructor  Government Relations Plan Workshop	Darlene Burgess and Gail Warden, Principles, Strategies and Insights for an Effective Government Relations Program  Overholzer-Gee, Cantrill and Wu, Note on Lobbying, Harvard Business School.  Charles S. Mack, Lobbying and Government Relations: A Guide for Executives  Brooks & Stritch, The Impact of Federalism (Chapter 6)
10	Nov 16	Group work session – no class	
11	Nov 23	<b>Group Presentations – Government Relations plans</b>	<b>Report Due at the start of class</b>
12	Nov 30	<b>Guest speaker – Lobbyist/politician</b> <b>No in-person class - On-line, synchronous via ZOOM)</b>	

