

**Business P700
Business, Government and the Global Environment
2025 Winter Course Outline**

**Strategic Management Area
DeGroot School of Business
McMaster University**

COURSE OBJECTIVE

This course expands the environment of the firm beyond the boundaries set out in traditional strategy models and provides students with the latest tools to assess, map, and quantify sociopolitical factors and stakeholder opinions to effectively integrate them into strategy formulation and implementation on a multinational scale. It also offers behavioral skills critical for engaging public (i.e., government) and private stakeholders including trust building, strategic communications, and shaping organizational culture.

COURSE AND INSTRUCTOR CONTACT INFORMATION

Tuesdays 8:30am-11:30am RJC

Dr. Peter P. Constantinou
Instructor
peter.constantinou@rogers.com

Office Hours: by appointment
Happy to arrange throughout the week
Tel: 647-278-8790

**Course TA
Sarah Guyatt**
gutatts@mcmaster.ca

ELEMENTS

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

COURSE INFORMATION

Lectures: 3 hours x 1/week

Course Delivery Mode: In-person

Course Description: This course equips students with an understanding of the domestic and international institutions, 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.

IMPORTANT LINKS

- [Mosaic](#)
- [Avenue to Learn](#)
- [Student Accessibility Services - Accommodations](#)
- [McMaster University Library](#)

COURSE 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.
- Apply theoretical concepts and evaluate how historical and current events shape geopolitical and social risk for business;
- Assess, map, and quantify the impact of sociopolitical factors and stakeholder opinions on multinational strategy formulation;
- Exercise due diligence to insulate the firm from geopolitical and social risk
- Evaluate the business case for stakeholder initiatives and collaborations, and engage stakeholders;
- Become an engaged and informed critical reader/analyst of the media in its various forms;
- Further develop critical, evidence-based and interdisciplinary thinking skills; and
- Work effectively/collaboratively in teams to achieve key deliverables – presentations, strategy documents, reports.

COURSE LEARNING GOALS

Upon completion of this course, students should:

- Appreciate the importance of accounting for the geopolitical and social context in developing strategy;
- Understand the impact of globalization, geopolitical, and social issues on multinational business;
- Understand cross-national differences in political, economic, legal, and socio-cultural systems;
- Appreciate the importance of government and engaging stakeholders and of effective corporate diplomacy.

REQUIRED COURSE MATERIALS AND READINGS

AVENUE for course content, readings, and other materials.

\$ FREE

- <http://avenue.mcmaster.ca>

OPTIONAL COURSE MATERIALS AND READINGS

Henisz, W. J. (2017). *Corporate Diplomacy: Building Reputations and Relationships with External Stakeholders*. Routledge.

\$ VARIES

McCaffrey, C. R., Henisz, W. J., & Jones, O. (2024). *Geostrategy by Design: How to Manage Geopolitical Risk in the New Era of Globalization*. Disruption Books.

CLASS FORMAT

This is an in-person 3-hour course. The three hours will consist of rapid problem-solving, mini-lectures, lengthier discussions, and more in-depth applied exercises (not necessarily always in this order). There will be a short break part way through at a convenient time based on what we are working on. Please use this time to take care of personal needs of various kinds.

COURSE 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 adjusted by peer evaluation. Your final grade will be calculated as follows:

Components and Weights

In-class Participation	In-class Contribution (individual)	10%
Discussion Board Contributions (2)	Online (individual)	10%
Quizzes	2 In-class online Quizzes 5% each (individual)	10%
Geopolitical and Social Risk Analysis/Market Entry Report	Report (group)	25%
Geopolitical and Social Risk Analysis/Market Entry Presentation	Presentation (individual)	5%
Strategic Communications Briefing Note	Briefing Note format (individual)	10%
Government Relations and Stakeholder Engagement Plan	Case Report (group)	25%
Government Relations and Stakeholder Engagement Plan	Presentation (individual)	5%
Total		100%

Grade 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	POINTS
A+	90-100	12
A	85-89	11
A-	80-84	10
B+	75-79	9
B	70-74	8
B-	60-69	7
F	00-59	0

COURSE DELIVERABLES

In-class Participation

In-class participation accounts for **10%** of your final grade and will be marked individually.

In order to stimulate a dynamic and enjoyable learning environment, this course is designed to leverage the unique knowledge, skills, and abilities of each student. As such, student participation is not only strongly encouraged, but is also required in order to benefit the entire group as well as students on an individual basis.

You are expected to be an active participant and to make meaningful comments on the material being discussed. Hence, participating adequately contributes to developing and improving abilities to present and defend positions, as well as competencies related to managing the process of evaluation and debate—skills and competencies that have practical implications for future managers and leaders. If you are disruptive or unprofessional (e.g., talks with others; falls asleep; surfs the web), points will be deducted. If you do not attend, you forfeit the opportunity to earn points. The following provides a general guideline for assessment:

Grade	Participation level
9-10	Consistently making quality comments and sharing ideas with the class; Integrating course concepts and material into comments
8-8.9	Regularly attending, preparing for class and making solid contributions when called on during class
7-7.9	Speaking very rarely, being ill-prepared to make meaningful contributions
6-6.9	Almost no spontaneous contributions to class; frequently absent
Less than 5.9	Absent often and no in-class contributions

I encourage you to schedule a meeting with me if issues arise related to regular participation.

Class starts on time. Lateness to class will result in a penalty of half of the day's total attendance points. Your first two absences may be counted as excused (e.g., religious holidays, job interviews, family needs, health days). **To be excused, you should send an email ahead of the class to TA with legitimate reasons for your absence.** You are still responsible for submitting other assignments on time, so please plan ahead. Note that the excused absences may not be used for the day of a presentation or quizzes.

Name cards and class pictures are used to help give credit for your participation. You must have a name card with your name clearly written and displayed in front of you for every class.

Discussion Board Contributions

Discussion board contributions account for **10%** of your final grade and will be marked individually.

At least once during the semester, you must post to Avenue (in your section's discussion board) an external link to a best or worst practice example of managing sociopolitical risk, government relations, or stakeholder engagement, with a short (150-word) discussion of how class concepts can be used to analyze or understand the situation. Examples might include the use of geopolitical and social risk assessment, stakeholder mapping and analysis, measurement of the financial returns to stakeholder engagement, efforts to build relationships and trust with external stakeholders, effective communication strategies with external stakeholders or cross-sector partnerships. We will try to highlight some of the most relevant material, debates and tools in class discussion. This post will account for **5%** of your final grade.

In addition, at least once during the semester, you must choose to comment on or discuss (also in 150 words) an example posted by your peers. This post accounts for **5%** of your final grade.

Quizzes

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 (8th edition). The quizzes accounts for **10%** of your final grade and will be marked individually and will be open book.

Geopolitical and Social Risk Analysis/Market Entry Report Report and Presentation

Self-selected groups of 4-6 students 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.

Report Format

The report should be between 20-25 pages double spaced (12 font, 1-inch margins, plus appendices, if desired). The reports should be well-organized and integrated. All external research sources should be correctly cited. Refer to the APA Manual or the Academy of Management Journal (AMJ) style guide for the styles of citations and references (<http://aom.org/publications/amj/styleguide>).

Presentation Format

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.

The general structure and timeline of this of this assignment will be as follows:

Week	Description
3	Student groups must be formed, and report proposal approved
4	Optional consultation with instructor and/or TA on preliminary report for feedback
6	Final report and presentation

Strategic Communications Briefing Note

This is an individual assignment. Students will participate in a group 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 and focus on a Canadian Ministry at the Federal or the provincial level.

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 and Stakeholder Engagement Plan and Presentation

The stakeholder/government relations plan and presentation account for **25%** of your final grade. The report will be marked in group format (**20%**) and the presentation will be marked individually (**5%**).

Self-selected groups of 4-6 students (preferably maximizing diversity in background, functional expertise, etc.) that can be, but do not have to be, different from those groups having completed the previous group exercise.

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.

Report Format

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.

Presentation Format

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.

LATE ASSIGNMENTS

Late assignments will not be accepted. Ensure you complete all assignments as required.

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.

Courses with an Online Element

All courses use some online elements (e.g., e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, 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.

Students may be required to use the Respondus LockDown Browser and Respondus Monitor. The Respondus LockDown Browser is a downloadable program that allows a student to take an Avenue to Learn quiz in a secure environment. Quizzes can be set to use LockDown Browser or LockDown Browser.

For more details about McMaster's use of Respondus Lockdown Browser please go to <https://avenuehelp.mcmaster.ca/exec/respondus-lockdown-browser-and-respondus-monitor/>

The available information is dependent on the technology used. Continuation in a course that uses online 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.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

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, Teams, 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.

Attendance

Arriving late or missing class disrupts the learning experience for both you and your peers. Punctuality and attendance are crucial to maintaining a respectful, professional and productive environment for everyone, including our faculty.

Instructors may use Top Hat in their course in a variety of ways, including to capture attendance in their classes. Attendance is recorded by submitting a unique 4-digit code displayed in your physical classroom using your personal device.

Missed Academic Work

Missed Mid-Term Examinations / Tests / Class Participation

Please do not use the online [McMaster Student Absence Form \(MSAF\)](#) as this is for Undergraduate students only. The MBA program will not accept an MSAF.

When students miss regularly scheduled term work which contributes 10% or more to the final grade, for legitimate reasons as determined by the Student Experience Academic Office (SEAO [Student Experience Academic Office]), the activity necessary to compensate for the missed work will be determined by the course instructor. The compensatory activities assigned will vary with the nature of the course and the missed requirement. They include, but are not restricted to, an alternative assignment, a rescheduled midterm exam, or re-weighting the marks for the missed component to other mark components. Documentation explaining such missed work **must be provided to the SEAO within five (5) working days** of the scheduled date for completion of the work.

Acceptable reasons for missed work, along with the [Petition for Missed Term Work](#) and the [MBA Student McMaster University Student Health Certificate](#), can be found on the DeGroot MBA Student website (mbastudent.degroot.mcmaster.ca). Please direct any questions about acceptable documentation to the MBA Academic Advisors (askmba@mcmaster.ca).

University policy states that a student may submit a maximum of three (3) [Petition for Missed Term Work](#) per academic year, after which the student must meet with the Director of the program. If term work is missed without an approved reason, students will receive a grade of zero (0) for that component.

Missed Final Examinations

Students must be available for the duration of the posted exam period regardless of their personal exam schedule. This is to ensure student availability throughout the entire exam period in the event that an exam must be rescheduled due to unforeseen circumstances (university closure, power outage, storm policy, etc.). A student who misses a final examination without valid reason will receive a mark of 0 on the examination.

Students who have missed a final exam for a valid reason can apply to the SEAO (Student Experience Academic Office) to write a deferred examination by submitting an [Application for Deferring a Final Exam](#) with supporting documentation. The application must be made within five days of the scheduled exam.

The [Application for Deferring a Final Exam](#) and the [MBA Student McMaster University Student Health Certificate](#) can be found on the DeGroot MBA Current Student website (mbastudent.degroot.mcmaster.ca).

Deferred examination privileges, if granted, are normally satisfied during the examination period at the end of the following semester. In select cases, the deferred examination may be written at a time facilitated by the SEAO and agreed to by the course instructor. Requests for a second deferral or rescheduling of a deferred examination will not be considered.

Academic Accommodation for students with disabilities

Student Accessibility Services (SAS) offers various support services for students with disabilities. Students are required to inform SAS of accommodation needs for course work at the outset of term. Students must forward a copy of such SAS accommodation to the instructor normally, within the first three (3) weeks of classes by setting up an appointment with the instructor. If a student with a disability chooses NOT to take advantage of an SAS accommodation and chooses to sit for a regular exam, a petition for relief may not be filed after the examination is complete. The SAS website is:

<http://sas.mcmaster.ca>

Use of Test Accommodations at McMaster University Burlington Campus Ron Joyce Centre

Whereas Student Accessibility Services (SAS), on Main Campus, determines all MBA student accommodations, the MBA Faculty Office manages the coordination of accommodations for tests, midterms, and exams at the Ron Joyce Centre in Burlington.

Process for Students

- Students must activate their accommodation(s) (e.g., extra-time, memory aid, etc.) for each upcoming test, midterm, or exam, at least two weeks in advance. Students can do this by emailing their Instructor and the DeGroot MBA SAS scheduling office at DSBSAS@mcmaster.ca. If a student cannot meet this deadline, they should contact DSBSAS@mcmaster.ca to discuss alternative arrangements. The program is committed to exploring flexibilities where possible to support students.
- All tests, midterms, and exams are booked synchronously with the class's start time. Any deviations from the start time (e.g. start earlier than the class to enable completion at the same

end time) requires a discussion with their instructor on protocol at the time of accommodation activation.

- Students will leverage the accommodation (e.g., extra-time, memory aid, etc.), in a designated testing room. Rooms will be booked according to the student's SAS accommodation. Unless the accommodation states otherwise, students should expect that they will be writing in a room with other students. One or more invigilators will always be in the room.
- Following the request to activate the accommodation(s), dsbsas@mcmaster.ca will reach out to the student with their test, midterm, or exam details, including the date, time, and room number. As there may be other students writing tests in the room, we ask that students enter the room quietly and leave all personal items at the front of the room.

All policies and procedures, including restroom access, how extra-time is allocated for assessments under Universal Design, and the submission of memory aids in advance, are consistent with those of SAS on Main Campus. The only variance in procedure is communication around, and physical location of, assessment. There is not a dedicated testing space at RJC. Existing classrooms and lecture halls will be used for most testing. All SAS-approved accommodations will be honoured by our staff; however, core testing elements are not eliminated in alternative testing formats. Students should expect and plan for invigilation, incidental noise, and other potential distractions.

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 the SEAO **normally within 10 working days** of the beginning of term in which they anticipate a need for accommodation. 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.

Potential Modification to the Course

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the

responsibility of the student to check their McMaster email and course websites during the term and to note any changes.

Acknowledgement of Course Policies

Your registration and continuous participation (e.g. on A2L, in the classroom, etc.) to the various learning activities of MBA P700 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.

Artificial Intelligence

Students may use generative AI for editing/translating/outlining/brainstorming/revising 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 its stated use 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.

COURSE SCHEDULE

**Business P700
Managing Geopolitical & Social Risk
Winter 2025 Course Schedule**

Class	Date	Topic	Assignments/Readings
1	Jan 7	Course Outline review What is international business Theories of international trade and investment	Introductions, review of course outline and assignment summaries
2	Jan 14	Globalization and international trade Project Proposals due (Country/Company name/Product)	Dinu, A. (2018) International market Entry Strategies
3	Jan 21	Culture and ethics in international business	Hofstede, G. The Business of International Business is Culture.
4	Jan 28	Group Presentations - Teams will present their findings and advice	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	Feb 4	Quiz #1 – Business and the Global Environment – Quiz in the first hour of class, class starts in the second hour Guest Speaker – The dynamics of International Business (No in-person class – Synchronous, On-line via ZOOM)	Materials provided by each group
6	Feb 11	An introduction to Government and Government Relations Quiz #2 – How Canadians Govern Themselves - Quiz in the first hour of class, class starts in the second hour	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)
	Feb 18	READING WEEK – NO CLASS	
7	Feb 25	Issues Management – How to write Briefing Note	On Briefing Ministers Hogwood and Gunn, Chapters 5, 6 & 7
8	Mar 4	Stakeholder Engagement Briefing Note Assignment Due	State of Victoria, Department of Education and Early Childhood Development (2011)
9	Mar 11	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	Mar 18	Supervised group work session	
11	Mar 25	Group Presentations – Government Relations plans	Report Due at the start of class
12	Apr 1	Guest speaker – Lobbyist/politician No in-person class - On-line, synchronous via ZOOM	