GIE-6087 : Global Business Design
NRC 85158
Automne 2012

Temps consacré : 6-0-3
Crédit(s) : 3

We have entered into a global digital economy characterized by the organizational
network, the virtual organization and the electronic business. In order to prosper in this
new economy, managers must be able to think and manage in a global manner the
marketing process and network, production, procurement, logistics and technological
development of the company. This course aims to build the knowledge base to enable
students to develop as global managers, contributing significantly and proactively in the
implementation of the companies with which they associate.

Enseignant : Benoit Montreuil

Plage horaire :

Cours en classe

Site de cours : https://www.portaildescours.ulaval.ca/ena/site/accueil?idSite=32483

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Course Description

Introduction

Business Design involves the design of new businesses or business units, as well as the dynamic design of existing businesses and business units, enabling their improvement, innovation, transformation or reinvention as strategically pertinent for insuring their sustainable survival and prosperity. The course is about Global Business Design. Here, the term global is used with four distinct yet complementary meanings.

First, global business designs consider the world as their terrain. They market, sell and support their offers of products, services and experiences across the globe. They consider and deal with suppliers from around the world. They build, exploit and nurture relationships with international partners of various types. They engage in their worldwide organizations personnel from various origins, cultures, education and experience, having to interact in person or virtually. Ultimately they do not perceive themselves as a nationally anchored business operating in many countries, they rather perceive themselves as world corporate citizens serving world spread markets, with bases, suppliers and partners distributed worldwide.

Second, global business design entails fundamental missions, reasons for being, visions that aim to significantly contribute to addressing globally important issues and solving globally important problems. These may take many forms. Current examples often tackle widely recognized issues such as the environment, energy sourcing, fair trading, sustainable development, curing critical illnesses, improving citizen security, and recovering from major catastrophes. Others deal with more social and cultural issues such as enabling social networking, transforming education to exploit digital capabilities, moving toward ever more interactive entertainment. Yet others aim to significantly improve the ways we get our clothing and our food, gain access to mobility, and so on. Usually this involves interacting with multiple other players, getting embedded through world initiatives and networks, as each business can provide only part of global solutions and infrastructures.

Third, global business design aims towards global performance in achieving its mission. It always involves financial performance metrics and objectives, yet these are only part of the performance scope that encompasses economic, societal and environmental sustainability. Global performance involves understanding the values, needs and expectations of the business stakeholders and bilateral evaluation of how much value the business creates for each stakeholder and how much value each stakeholder brings to the business. There are usually a wide number of stakeholders, such as clients, investors, suppliers, employees, executives, partners, media, governments, agencies, and so on. Some are vital for the business to survive and be able to fulfill its mission. Others dynamically vary in importance. Global performance is thus wide reaching, highly dynamic and inherently complex. This focus on global performance applies both to for-profit and non-profit organizations.

Fourth, global business design dynamically defines the business in a global, holistic, both comprehensive and deep way. The wide scope, large scale, strong complexity, fast speed and high risks of global businesses as here defined combine to quasi insure failure if the business is not well designed from a global perspective, with all its offers, capabilities, processes, networks and assets well aligned while being agile and adaptable. Such design seamlessly, efficiently and sustainably integrates how the business gets to market, sells, delivers, distributes, produces, supplies, innovates, finances itself, hires, learns, and so on. Such global business design involves modeling and simulating, exploring and pilot testing, on a continuous basis. The business design must thus include not only how it will operate and deliver value, but also how it will continually improve itself, adapting, innovating, to shape the business it will be in the near and farther future.

The course tackles head on the demanding challenge of teaching global business design to the students. As will be made clear thereafter, it does so by a resolute engagement in a learning-by-doing, experiential approach.

Target Clientele

This multidisciplinary course targets MBA students, widely open to all specializations. The course is mandatory for MBA Laval students specializing in Global Business and International Management. Graduate students from other graduate programs that are interested by the course are welcome, subject to approval by the professor after examination of their academic preparation and experience, and discussion about their interests, motivations and engagement willingness. It should be clear that the course is not intended to student having no or minimal business administration education and experience.
General Objectives

This course aims to develop key competences and capabilities for the students to contribute to global business design processes and initiatives, preparing them to gradually take more responsibilities and eventually lead such processes and initiatives.

Detailed Objectives

Specific course objectives include enabling the students to:

- Assess global trends and their impact on what a business can and should become;
- Develop, analyze and assess a global business model, including its multiple interlaced components;
- Contribute to global business model design and innovation;
- Analyze the values, needs and expectations of key business stakeholders and ensure that the business design enables it to excel in concurrently creating value for these stakeholders and the business;
- Develop the value proposition, the value cluster and the offers of the business and align them with the other facets of the global business design;
- Exploit communications and information technologies, as well as other novel technologies to open the design space for business model innovation.

Alignment between Courses and Program Objectives

Since the course is designed to be part of the coursework of students of the MBA program, the capabilities and competences developed through this course make a clear contribution to the acquisition of the program goals, each at a specific level. In particular, the following table indicates the degree of advancement toward the acquisition of each of the program goals.

MBA Programme Matrix:

<table>
<thead>
<tr>
<th>Goal of MBA program</th>
<th>Degree of achievement in the course&lt;sup&gt;1&lt;/sup&gt;</th>
<th>Performance-based measures&lt;sup&gt;2&lt;/sup&gt;</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Resolve complex problems in a context of uncertainty.</td>
<td>Under development</td>
<td>Team project workshops Final project report Academic works</td>
</tr>
<tr>
<td>2. Communicate effectively.</td>
<td>Integration</td>
<td>Team presentations Group discussions</td>
</tr>
<tr>
<td>3. Manage work teams.</td>
<td>Integration</td>
<td>Team project workshops Final project presentation Team member performance evaluations</td>
</tr>
<tr>
<td>4. Recognize key issues at the local and international levels.</td>
<td>Integration</td>
<td>Academic works Team project workshops Final project report Final project presentation</td>
</tr>
<tr>
<td>5. Show leadership abilities.</td>
<td>Under development</td>
<td>Team project workshops Final project presentation</td>
</tr>
<tr>
<td>6. Use information and communication technologies in organizational design, development and management.</td>
<td>Integration</td>
<td>Team project workshops Final project presentation</td>
</tr>
<tr>
<td>7. Encourage socially responsible behaviour.</td>
<td>Integration</td>
<td>Team project workshops Final project report</td>
</tr>
</tbody>
</table>
Instructional Approach

The course exploits the following pedagogical methodologies and means:

- Rigorous reading assignments sequenced throughout the semester;
- Experiential and interactive classes focused on conceptual, methodological and instrumental learning;
- Home works focused on conceptual, methodological and instrumental learning;
- A team project with milestones, reports and presentations;
- A learning space with videos, presentations, papers, and selected web site access;
- An enforced collaboration between students from distinct teams through openness among teams;
- Virtual bureaus to support team work;
- Collective workshops involving presentations by students, open discussions and coaching by the professor and his assistant;
- Project presentation in front of a jury composed of seasoned business executives, consultants and/or investors.

Relations with the Pedagogical Team

The pedagogical team is composed of Professor Benoit Montreuil and Teaching Assistant Sebastien Caisse. The team communicates through five means:

- The main contact between the students and Professor Montreuil is during the highly interactive classes given throughout the semester, held in room 1325 PAP (except potentially some evening workshops and the final presentation). It is easy to ask questions, address issues, make appointments while in the classroom.
- Private personal and team communications with the pedagogical team are to be held through ENA email, normally addressed to both Benoit Montreuil and Sebastien Caisse. The pedagogical team aims to respond within 24 hours during weekdays.
- Out-of-classroom public communications (here meaning open to the entire class) are to be held through the appropriate forums on the course ENA site. This includes announcements, questions and comments meant for the entire class to know about.
- When in-person appointments cannot be made in due time, then it is possible to schedule an appointment via Skype with Benoit Montreuil or by email with Sebastien Caisse.
- For important urgent matters, team members can be reached by phone: Benoit Montreuil at 418-656-3124.

Course Content

Le tableau ci-dessous présente les semaines d'activités prévues dans le cadre du cours.

<table>
<thead>
<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Session 01:</td>
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<tr>
<td>Session 02:</td>
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<td>Session 03:</td>
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<td>Session 04:</td>
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<td>Session 11:</td>
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<td>Session 12:</td>
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</table>
Evaluations & Grading

Learning-by-doing Project Activities

The course immerses students in the practice of global business design through a team project.

In order to put a realistic context around the projects, students act as members of the GoForIt Global Venturing Corporation (fictional entity), hired to help design a set of business models for ventures in business domains targeted by the corporation. The designs have to be presented to the board by mid December at the latest. This fall, ten such ventures are to be designed.

Each student is assigned to a venture-specific team based on a combination of his interests, competences and experiences. Team members will have to work together to study, explore and analyze their assigned domain, the environment and the business models of potential competitors and partners, and then to conceive, flesh out and document their global business design. Yet they will not work as an isolated silo as will be described hereafter.

Project work is structured around four sequential phases, in line with the business model design process schemas presented in pages 248-249 and 165 of the course's mandatory Business Model Generation book. The four phases are described below, including deliverable deadlines and devoted class times:

1. MOBILIZATION
   Ideally completed by 2012-09-06 at 18h20 and at the latest by 2012-09-13
   - Team identification and mobilization around a targeted global business domain or idea

2. RESEARCH AND ANALYSIS
   Preliminary presentation: 2012-09-27
   Final presentation: 2012-10-25
   Report: 2012-10-25 23h59
   - Research and analysis preparing the terrain for the design phase;
   - Environment, market, business models of current actors: past, present, future

3. DESIGN
   Work-in-progress presentation: 2012-11-15
   Private work session with pedagogical team to be scheduled
   Report: 2012-12-13 23:59
   - Generation - Generation and filtering of potential business model ideas
   - Elaboration - Canvas elaboration for a set high potential business models; Selection of the business model to be prototyped as the team’s proposition
   - Proposition - In-depth design of the business model proposition, including a well-rounded financial model

4. FINAL PRESENTATION
   The presentations will most likely be spread around two days on 2012-12-17 and 2012-12-18, to be confirmed according to availability of board members. Presentation document should be transmitted before the beginning of the first presentation.
   - Presentation of project in front of a board composed of industry experts, followed by a Questions & Answers session

The presentation requires physical presence of the team in the to be-specified classroom of Pavilion Palasis-Prince, Université Laval, Québec.

Each team has access to a virtual workspace in ENA for easing interaction amongst members, filing and exchanging documents, and so on. All documents should be versioned and filed to enable monitoring of the evolution of the project through time. The professor and his support team must have access to all virtual bureaus.

Team preparation for the final presentation is crucial. Student teams have to prepare for presenting and defending their global business design and recommendations at the December meeting of the board of GoForIt Global Venturing Corporation. The board is composed of seasoned business executives, consultants and/or investors. During the board meeting, board members
watch each team’s presentation. After each presentation, they question and critic the team’s design, work and presentation as judged pertinent. After all venture teams have been processed, the board members meet in a private room to drive toward a final decision regarding each venture project (such as GREEN LIGHT, DROP, EXPLORE FURTHER or PROCEED WITH PILOT) and provide a consensus assessment of each team’s presentation and project, each on a 0-to-10 scale. They then come back to meet the teams, providing them with their decisions and offering them final feedback and advice.

For each delivered report, students will have to evaluate quantitatively and qualitatively the performance of each of their team members, including themselves, using a provided form. The evaluations influence the score given by the professor to each team and each student. This is an enriching learning experience that has the clear advantage of helping motivate students to contribute their best to the project. Failure to deliver the evaluation implies penalties. Presence for the entire duration of the final presentation event with board members is mandatory. Furthermore, every student will have to fill the same evaluation form as the board members for every presentation, including his/her own team. These evaluations are mandatory, with penalties for not delivering them. The evaluation for the final presentation to the board is compiled through a weighted average of the board’s scores, the students’ scores and the professor’s scores.

Throughout the years, the best teams have proven to be those that start early, get momentum fast and motivate themselves to keep the flame ablaze even in tougher parts of the semester. Experience has taught us that there is a strong value added by significant cultural and professional diversity. At the same time, there are significant challenges in managing such cultural and professional diversity as well as in dealing with differences in project management and engagement philosophy. The best teams tackle those issues early on and address concerns on the spot throughout the duration of the project, asking for advice from the teaching team as needed.

In extreme parasite cases where a student in a team does not contribute adequately to the project and thus unethically profits from the work of the other students, the other team members have the right to unanimously expulse the student, with justifications to be approved by the professor. The expelled student then has to be accepted in another team or to complete the project alone.

Graded Assignments

Sommatives

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<th>Mode de travail</th>
<th>Pondération</th>
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<tbody>
<tr>
<td>Global Business Design Report (Somme des évaluations de ce regroupement)</td>
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Formatives

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<th>Mode de travail</th>
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Student Profile

As this course groups students from various backgrounds, it makes sense for each student to present his/her profile to the class so as to add a nice human touch and ease the meshing amongst students.

Each student profile has to be entered in the Our class zone of the course web site. Profiles include your name, country of origin, picture, program (e.g. MBA in International Management), academic background, key competences (e.g. marketing, strategy, accounting, operations), work experience, industries and domains of interest, countries you have lived in and visited, preferred leisure activities or sports, long term professional ambitions, a short statement about your passions, and the quote which you feel describes you best (for example: “no pain, no gain”).

Your student profile should be completed by September 13th, 2012, at 9:00 a.m. A 1% bonus is added to your course grade if your profile is completed in full on time. In case of lateness, a student suffers a 2.5% penalty, subtracted from his/her course grade. If your profile is not completed by September 20th at 9:00 a.m., an additional penalty of 2.5% is substracted from your total course grade.

GBDC & WWGD

The Global business design Championships related works and the What Would Google Do (WWGD) exercise are aimed at insuring that students rigorously appropriate the global business design and modeling concepts, frameworks and methods, while being strongly anchored in business reality. Winning Championship entries from previous years cannot be used again. The Global business design Championships and WWGD deliverables are detailed further in an autonomous document available on the course web site. They jointly account for 40% of the total evaluation.

Participation
As this course is meant to be interactive and experiential, the proactive and engaged participation of every student contributes significantly to the course’s excellence. Accordingly, 5% of the evaluation is devoted to student participation.

Use of English & Timeliness

All documents have to be delivered in English in widely accessible digital format through Internet. Microsoft Word, Excel and PowerPoint formats should be used for text, spreadsheet, and presentation documents respectively.

The use of English must reflect the quality of language expected from MBA-level students on a global stage. For every documents delivered, the professor will take off 1.5% of the grade per page containing more than two language errors or suffering from serious form deficiencies, up to a maximum penalty of 25% per deliverable.

No lateness will be tolerated for presentation, report or homework deliveries. Lateness implies a zero grade for the evaluation of the assessed item. Special cases with rigorous justifications should be addressed to the professor as soon as discovered.

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Course Language Policy

Students have the possibility of handing in their papers and answering their exams in French with no consequences on their grade. However, course materials, instructions and exams will not be translated and will be available in English only.

Plagiarism

The FSA does not tolerate conduct that does not comply with its ethical standards. The Règlement disciplinaire à l’intention des étudiants de l’Université Laval lists some 20 academic infractions that are subject to penalty. Everyone knows the most common errors, but are you aware that copying a few sentences from a work on paper or a website without inserting quotation marks or citing the source are two of the infractions? Or that summarizing an author’s original idea in your own words without citing the source, and translating a text in part or entirely without stating its origin, are also prohibited? To avoid exposing yourself to consequences ranging from failing a course to expulsion from the university, consult the following website:

http://www.fsa.ulaval.ca/plagiat. You’ll find everything you need to avoid plagiarism.

Disciplinary Regulations

Any student who is found to have committed a violation of the Règlement disciplinaire à l’intention des étudiants de l’Université Laval (Université Laval student disciplinary regulations) in this course, especially involving plagiarism, will be subject to the penalties set out in the regulations. Students should familiarize themselves with sections 28 to 32 of the disciplinary regulations.

These can be found (in French only) at the following web address:


Students with disabilities, learning difficulties or mental health problems

Students who have a letter of Attestation d’accommodations scolaires [English: certificate of academic accommodation] issued by a counsellor from the Accueil et soutien aux étudiants en situation de handicap section [French acronym: ACSESH; English: students with disabilities support services section] must inform their professor or instructor at the start of the session so that accommodation measures in the classroom or during examinations can be put in place by their program administration.
Students with a functional impairment or disability who do not have this letter must contact the ACSESH at 656-2880 as soon as possible.

ACSESH strongly recommends that you take advantage of all the services to which you are entitled in order to succeed in your program, without discrimination or special privileges. For more information, please see the Procédure de mise en application des mesures d’accommodations scolaires [English: application for accommodation measures] at: https://www.aide.ulaval.ca/cms/Accueil/Situations_de_handicap.

Deadlines and Overdue Work

There are exceptional circumstances that may prevent a student from submitting an assignment on time. In such cases, it is the student’s responsibility to inform the teacher as soon as possible to discuss an extension or plan an alternative.

Laptop and Software Requirements

Students are expected to have a laptop compatible with the FSA’s IT environment in order to participate in course activities both inside and outside the classroom (e.g. management simulations, online quizzes, Securexam, etc.).

Minimum software requirements for compatibility with the FSA’s environment:

- Operating system:
  - Windows 7, Vista or XP
- Office Suite:
  - Microsoft Office 2007, 2003, XP or 2000:
    - Word, Excel, PowerPoint
- Browser:
  - Internet Explorer 7.0 or later

Course Evaluation

At the end of the course, the Faculty will conduct a summative evaluation, by soliciting your comments and suggestions, to determine whether the teaching method achieved its goals and your degree of satisfaction. During the session, a link to the course evaluation questionnaire will be uploaded to the course website home page. This evaluation is very important, as it will allow us to improve the course. The course supervisors thank you in advance for your collaboration. Please note that this evaluation is confidential.

- Link to the course evaluation system.

Teaching Materials

Required Materials

- Business Model Generation: A Handbook for Visionaries, Game Changers and Challengers
  Auteur : Osterwalder, A. & Pigneur, Y.
  Éditeur : Wiley(2010)
  ISBN : 9780470876411

- What would Google do? (1st ed édition, ix tome)
  Auteur : Jarvis, Jeff, 1954-
  Éditeur : Collins Business(New York, NY, 2009)
  ISBN : 9780061709715

Documents prepared by the pedagogical team and made available on the learning space of the course ENA web site.

Supplemental Materials
Suggested references


For those who want a refresher on the advances of information and communication technologies, especially Web 2.0, influencing the new business reality:


For those who want a refresher on financial business modeling using spreadsheets:


Complementary references

- Thull, J., Mastering the Complex Sale: How to Compete and Win when the Stakes are High!, Wiley, NY, USA, 2003.

References and Appendices

References

See Teaching Materials