



EGADE Business School
Tecnológico de Monterrey

Course Name/Course number
International Entrepreneurship

Instructor Name:
Sascha Fürst (PhD)

Course name	International Entrepreneurship (International Elective)
Course Dates	EGADE Business School Location: Online (Canvas, Zoom) Day: 28 July; 2, 4, 9, 11, 16 August 2021 Time: 18:00-21:30 hours
Level	Elective
Credits	6 units
Instructor	Sascha Fürst (PhD)
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Course Description

Conventional firm internationalization is increasingly challenged by the internationalization behavior of young entrepreneurial firms that rapidly conquer markets abroad soon after their inception. Such development is spurred by technological advances, in particular exponential technologies, and the globalization forces of markets. Furthermore, a connection exists between the entrepreneurial behavior of the firm and its business performance. The study of international entrepreneurship addresses the intersection between the fields of international business and entrepreneurship and is defined as the discovery, enactment, evaluation, and exploitation of opportunities across national borders to create future goods and services (Oviatt & McDougall, 2005).

This course familiarizes the student with the international entrepreneurship phenomenon and integrates theories and concepts from the international business, entrepreneurship and strategic management literatures. Key characteristics of the international entrepreneur are analyzed, and the internationalization process of young entrepreneurial ventures is studied using network, institutional, and business model perspectives.

Educational intention

This course is offered as an advanced-level course of the MBA program and intended for the student to acquire a critical understanding regarding the factors that trigger and facilitate entrepreneurial internationalization at multiple levels (i.e. entrepreneur/manager, firm, ecosystem). The acquired knowledge is applied to different organizational, industry, and country contexts allowing the student to analyze and evaluate the opportunities and challenges related to the internationalization of an entrepreneurial venture. As a result of the learning process, the student will be able to create innovative business models intended for international or global markets. The course requires previous knowledge of entrepreneurship.

Learning outcomes

Upon completion of the course, the student will be able to understand the antecedents, processes, and outcomes of entrepreneurial internationalization. Furthermore, the student will be able to apply, analyze, and evaluate internationalization strategies for entrepreneurial ventures.

Pedagogies Used

Type	% of Course
Online lecture	40%
Case and reading discussions	40%
Invited guest-speakers	20%

Performance Evaluation

Grading

Grading for this course will be rigorous. Course grading is composed of the following elements:

Contribution to class discussions (including reading preparations) (individual evaluation)	40%
Case analysis and presentation (group evaluation)	40%
Reflective memo (individual evaluation)	20%

Grading scale

0-100 pts.

70 Minimal approval

Description of course projects & deliverables

Deliverable	Due Date	% of grade
Contribution to class discussions (including reading preparations)	Includes all class sessions	40
Case analysis and presentation	See Course Outline	40
Reflective memo	22 August	20

Case analysis and presentation

Deliverable:

A case study presentation that demonstrates your ability to analyze the process and the facilitating elements for entrepreneurial internationalization.

Learning outcomes:

Gaining insights into the process of entrepreneurial internationalization in the context of an international new venture in Latin America.

Description:

As part of your learning process during the course, each group of students is asked to conduct an analysis of a previously assigned case study and to present it in class.

Please introduce the case to the rest of the group by presenting the company, where it is located, what products/services it offers, which countries it operates in, and who the founders are. Then, please share with the rest of the class:

- 1) The process that led to the establishment of the new venture;
- 2) The characteristics and role of the founders during that process;
- 3) How the country or region context shaped the development of the business.

Please pay particular attention to the context of Latin America as such that led to the creation/detection of the opportunity and what it is that makes the company a 'Latin American international new venture'.

Please provide **an update about the company** on what they are doing today – about their current products/services, markets they operate in, etc. For that, you might want to consult their website, search for news on the Internet, or contact the company directly.

Please make sure that every member of the group gets involved in the presentation of the case study.

You can take about 20 minutes for your presentation and 10 minutes for discussion.

The following case studies are discussed in class:

- **Nubank: Democratizing financial services**
- **Ubits (A): Feed your skills**
- **The rise of Mercado Libre**
- **Algramo**

The case studies are available for purchase from the Harvard Business Publishing coursepack webpage: <https://hbsp.harvard.edu/import/844344>

Reflective memo

Deliverable:

A reflective memo on the learning throughout the course.

Learning outcomes:

Identifying and recognizing the learning throughout the course.

Description:

You are asked to reflect about the learning during the course (maximum 3 pages) by addressing the following questions.

1. What characterizes an international entrepreneur? What particular knowledge and skills do you already possess or would you need to develop in order to become a successful international entrepreneur?
2. How would you go about creating an international new venture in order to explore and exploit international business opportunities?
3. What do you feel you learned during the course for your own professional career?

In addition and **voluntarily**, you can provide feedback about how the course was run. What was good, what was bad, what you contributed yourself, what others contributed (e.g., students, invited guest-speakers, course instructor), and suggestions of how the course could be developed in the future. **The voluntary feedback you provide does not impact the grading of the memo!**

Please submit your memo latest on Sunday 22nd of August at 23:59 hours through Canvas/Assignments/Reflective memo.

Assessment criteria

Contribution to class discussions (including reading preparations)

Criteria\Level	Exemplary	Effective	Unsatisfactory
Level of engagement	<p>Contributes to class activities by offering quality ideas and asking appropriate questions on a regular basis.</p> <p>Constructively challenges the accuracy and relevance of statements made.</p> <p>Effectively identifies and summarizes main points.</p>	<p>Contributes to class activities by offering ideas and asking questions on a regular basis.</p> <p>Challenges the accuracy and relevance of statements made.</p> <p>Identifies and summarizes main points.</p>	<p>Fails to contribute to class activities.</p> <p>Demonstrates little understanding of main points.</p> <p>Does not identify or summarize main points.</p>
Preparedness	<p>Always prepared for class with assignments and required materials.</p> <p>Accurately expresses foundational knowledge pertaining to issues raised during the discussion.</p>	<p>Usually prepared for class with assignments and required materials.</p> <p>Expresses basic foundational knowledge pertaining to issues raised during the discussion.</p>	<p>Consistently unprepared for class.</p> <p>Expresses no relevant foundational knowledge.</p>

Case analysis and presentation

Criteria\Level	Excellent	Good	Unsatisfactory
Content presented	The content presented responds fully to the instructions and structure provided for the case analysis and presentation.	The content presented responds partially to the instructions and structure provided for the case analysis and presentation.	The content presented does not respond to the instructions and structure provided for the case analysis and presentation.
Clarity of the presentation	The presentation is clearly readable, provides an uninterrupted flow of information, and is fully understandable.	The presentation is readable with some minor faults, provides an acceptable flow of information, and is understandable.	The presentation is difficult to read, the flow of information is frequently interrupted, and is difficult to understand.
Engagement of class participants	Course participants are easily motivated and fully engage in the discussion of the case.	Course participants are motivated and engage in the discussion of the case.	Course participants are difficult to motivate and rarely engage in the discussion of the case.

Reflective memo

Criteria\Level	Excellent	Good	Unsatisfactory
Clarity	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.	Minor, infrequent lapses in clarity and accuracy.	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.
Analysis	The reflection moves beyond simple description of the course content to an analysis of how the learning contributed to student understanding of course concepts.	The reflection demonstrates student attempts to analyze the course content but analysis lacks depth.	Reflection does not move beyond description of the course content.

Required Course Material

Much of the class material relies on a mix of journal articles and case studies. The required readings will be provided through Canvas by class session.

Student Responsibilities

We seek to generate an environment of respect and trust that is optimal to foster learning and reach the objectives of this course. Professors and students' behavior will be guided by Tecnológico de Monterrey's code of ethics. All subjects related to academic integrity will be ruled by Chapter IX of the Graduate Students Bylaw.

Code of ethics: <https://secure.ethicspoint.com/domain/media/en/gui/36326/code.pdf>

Graduate Students Bylaw: <https://tec.mx/sites/default/files/2019-03/RegAcadPosgEng.pdf>

It is expected that students participate in all class sessions. Please inform the course instructor in case you are not able to attend a particular session or arrive late/leave earlier.

Course Outline

Topics may change slightly due to the availability of new material, scheduling conflict with an expected guest speaker, or other reasons. Please refer to Canvas for the most up-to-date class schedule and assignments. All readings are to be completed before class begins. **The required readings for each class session will be announced on Canvas!**

Session One Wednesday, 28 July (18:00-21:30 hours)	Entrepreneurial internationalization: An introduction <ul style="list-style-type: none"> • Concept of the international new venture and its characteristics. • Key drivers and factors influencing international entrepreneurship at the international/global as well as the regional level in Latin America. • Models, concepts and frameworks that explain entrepreneurial internationalization.
Assignment	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ○ Isenberg, D.J. (2008). The global entrepreneur. <i>Harvard Business Review</i>, Reprint R0812J, pp. 107-111. ○ Fuerst, S. (2013). Dewak: The positioning and growth of a born global software firm from a developing country. In Prem Ramburuth, Christina Stringer, & Manuel Serapio (Eds.), <i>Dynamics of International Business: Asia-Pacific Business Cases</i>, (pp. 63-72). Cambridge: Cambridge University Press. • Deliverable/Class Activity: <ul style="list-style-type: none"> ○ Discussion of assigned reading
Session Two Monday, 2 August (18:00-21:30 hours)	The current context for international entrepreneurship <ul style="list-style-type: none"> • Digital Globalization • Fourth Industrial Revolution • Exponential Technologies • COVID-19
Assignment	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ○ McKinsey & Company (July, 2021). <i>Trends that will define 2021 and beyond: Six months on</i>. • Deliverable/Class Activity: <ul style="list-style-type: none"> ○ Discussion of assigned reading ○ Case presentation and discussion: Nubank

<p>Session Three</p> <p>Wednesday, 4 August (18:00-21:30 hours)</p>	<p>The international entrepreneur</p> <ul style="list-style-type: none"> • The international entrepreneur versus the manager. • Concepts of entrepreneurial orientation, global mindset, and international entrepreneurial culture. • Causal and effectual decision-making during the process of entrepreneurial internationalization.
<p>Assignment</p>	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ◦ Sarasvathy, S. (2006). <i>What makes entrepreneurs entrepreneurial</i>. Retrieved from: https://www.effectuation.org/wp-content/uploads/2016/05/what-makes-entrepreneurs-entrepreneurial-sarasvathy.pdf ◦ Big Think Interview with Saras Sarasvathy (2012). Retrieved from: https://www.youtube.com/watch?v=3xvKkvdAzYs&t=1s • Deliverable/Class Activity: <ul style="list-style-type: none"> ◦ Discussion of assigned reading ◦ Case presentation and discussion: Ubits
<p>Session Four</p> <p>Monday, 9 August (18:00-21:30 hours)</p>	<p>The role of networks for entrepreneurial internationalization</p> <ul style="list-style-type: none"> • Different types of networks: Social versus business networks. • The importance of networks and relationships for entrepreneurial internationalization. • The learning-networking interactions during entrepreneurial internationalization.
<p>Assignment</p>	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ◦ Harris, S. & Wheeler C. (2005). Entrepreneurs' relationships for internationalization: Functions, origins and strategies. <i>International Business Review</i>, 14(2), 187-207. • Deliverable/Class Activity: <ul style="list-style-type: none"> ◦ Discussion of assigned reading ◦ Case presentation and discussion: Mercado Libre
<p>Session Five</p> <p>Wednesday, 11 August (18:00-21:30 hours)</p>	<p>Institutions and ecosystems for international entrepreneurship</p> <ul style="list-style-type: none"> • Differences in international entrepreneurial activities among countries. • The role of ecosystems and the impact of institutional factors on international entrepreneurship.
<p>Assignment</p>	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ◦ Reading • Deliverable/Class Activity: <ul style="list-style-type: none"> ◦ Discussion of assigned reading ◦ Case presentation and discussion: Algramo

<p>Session Six</p> <p>Monday, 16 August (18:00-21:30 hours)</p>	<p>Global scaling</p> <ul style="list-style-type: none"> • What is global scaling about? • Facilitators of rapid international growth • Facilitators of replication of a global business model
<p>Assignment</p>	<ul style="list-style-type: none"> • Reading/Videos <ul style="list-style-type: none"> ○ Giraldo-Diaz, J.M. & Fuerst, S. (2019). Shipstra: The lean start-up of a digital freight-forwarding marketplace. <i>Global Business and Organizational Excellence</i>, 38(5), 6-17. ○ Reuber, A. R., Tippmann, E., & Monaghan, S. (2021). Global scaling as a logic of multinationalization. <i>Journal of International Business Studies</i>, 52(6), 1031–1046. • Deliverable/Class Activity: <ul style="list-style-type: none"> ○ NA

General course bibliography

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- 4) Dimitratos, P. & Plakoyiannaki, E. (2003). Theoretical foundations of an international entrepreneurial culture. *Journal of International Entrepreneurship*, 1(2), 187–215.
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Sascha is Research Professor in Entrepreneurship and Innovation with EGADE Business School at Tecnológico de Monterrey, Mexico. He holds an affiliation as researcher in international entrepreneurship with Turku School of Economics at the University of Turku in Finland. In addition, he is a visiting lecturer at Eberhard Karls Universität Tübingen in Germany teaching business in the context of Latin America. He received a PhD degree with distinction in International Business from University of Turku and a Master degree in Business and Engineering from Technische Universität Kaiserslautern in Germany. His research interest is focused on the intersection of entrepreneurship, strategy, and international business.