

VICTORIA UNIVERSITY OF WELLINGTON

Te Whare Wananga o te Upoko o te Ika a Maui



School of Marketing & International Business

IBUS 201
Principles of International Business
(22 points)

Course Outline – Do Not Lose!!!!

First Trimester 2005

COURSE CONTROLLER:

Dr. Joanna Scott-Kennel
 Rm 1110, Rutherford Hse, 23 Lambton Quay
 Telephone: 463 6913, Fax: 463 5231, e-mail Joanna.Scott-Kennel@vuw.ac.nz

OFFICE HOURS:

Monday 11.30 am – 12.30 pm RH 1110

INTERNATIONAL 'Drop-In' TUTORIAL (OPEN TO EVERYONE)

Monday 10.30 - 11.20 am RLWY 128

TUTORS:

Christine Hamblin, e-mail hammy_or_hammer@hotmail.com
 Alexander Schnepel, e-mail Alexander.Schnepel@gmx.de
 Louise Nyberg, e-mail louisenyberg@yahoo.com
 Giselle Scantlebury, e-mail scantlgise@student.vuw.ac.nz
 Yi Ling Ooi, e-mail ylooi@hotmail.com

LECTURE TIMES AND ROOMS:

Monday, Wednesday, Thursday 9.30-10.20am RH LT 1

TUTORIAL TIMES AND ROOMS:

Tutorial rooms and times will be available on the second day of class, and students should sign up for ONE tutorial time after the lecture. Students who are not able to sign up for a tutorial should email Joanna.scott-kennel@vuw.ac.nz with possible times from the list of tutorial times posted on Blackboard.

PREREQUISITES:

The prerequisites for this paper are FCOM 110 or (ECON 130 and MGMT 101).

PAPER OBJECTIVE:

This paper is designed to introduce the principles of international business. The focus of the paper is the changing international environment faced by international businesses. Seven principal facets of the environment are examined: globalisation, trade and investment, culture, technology, economic trends, political/legal issues and national competitive strategy. The paper recognises that international businesses both influence, and are influenced by, the international business environment. The paper is taught through a combination of lectures, videos, tutorials and assignments.

LEARNING OUTCOMES:

Upon completion of this paper students will be able to:

- * recognise the drivers and obstacles to globalisation of international business;
- * describe the principal factors accelerating change in the international business environment;
- * analyse the nature of change in the economic, trade and investment, cultural, political and legal, technological and competitive environments;
- * undertake a S.T.E.P. analysis of the macro-environment;
- * understand the relationships between international corporate strategy and environmental change;
- * discuss likely future developments in the international business environment;
- * comment on and critically assess international events and trends in regard to the impact on international businesses, and
- * contribute to their own learning and interest of these areas through independent research.

The first six learning outcomes will be achieved through tutorials, lectures and the examination, whereas the last two will be achieved through the essay and international business portfolio (IBP) assignment.

REQUIRED TEXT:

The required text for this paper is Charles W.L. Hill. (2005). International Business: Competing in the Global Marketplace, 3th Ed, McGraw Hill Irwin. A copy of this text is available in the library on closed reserve. Previous editions of the text are acceptable alternatives.

This text comes with a CD-Rom and web-site support (see below). The CD-Rom includes near-complete versions of the chapters, video clips and assignments. You are encouraged to use the textbook and CD-Rom in conjunction with the lecture and tutorial material. Chapters are assigned for each topic (see below).

STUDENT NOTES:

In addition to your textbook, there are 'Student Notes' required for this course. The 'Student Notes' includes lecture material, readings and tutorial assignments. These are available from Pipitea Book Centre, in Rutherford House.

WEB RESOURCES:

Blackboard. Students should consider the Blackboard site for IBUS 201 as a first point of call for answers to questions about course dates, times, announcements, assignments, tutorials, and grades. You need to be enrolled to be able to access this site. Tutors will check the discussion boards regularly, however, urgent requests should be directed to them personally or to the lecturer.

IBUS Web Site: The website for this paper can be found at www.vuw.ac.nz/ibresources

This site suggests resources and web links to help you prepare your assignments.

Comments, suggestions and additions for the website should be sent to the course controller at joanna.scott-kennel@vuw.ac.nz.

Global Business Plan CD-Rom (comes with the Hill textbook): See web links, business around the world, and videos on-line from this CD. Useful for your tutorial assignments, especially the economic profile, S.T.E.P. and culture tutorials.

McGraw-Hill's On-Line Learning Centre. For extra learning activities, readings, news, and revision check out the web-site for your textbook. I would recommend the following:

- Chapter Summaries
- Multiple choice quiz
- This week in Global News (useful for your portfolio assignment)
- Additional Readings
- Powerweb

You can access this site via your CD-Rom that comes with the Hill text, under Hill International Business Web Site. You will need to register using the codes given with the textbook.

RECOMMENDED READINGS:

The textbook provides the starting point for reading. This should be considered the minimum necessary. Additional readings are provided in your IBUS 201 'Student Notes', some of which will be required reading for the tutorials. These readings will also be useful as background reading for the lectures and assignments. Additional readings and/or references can be obtained from:

- this paper outline,
- bibliographies of the readings and textbook,
- library electronic databases,
- IBUS 201 website,
- McGraw-Hill On-Line Learning Center, or
- may be requested from the lecturer.

Students are encouraged to make use of printed media (newspapers, magazines), academic material (journals and books), and resources available on the web (library databases, web pages of universities, companies, and international organisations, and media-related sites) as additional sources of reading and reference material. There are links to most of these sources on the IBUS webpage at www.vuw.ac.nz/ibresources

ASSESSMENT:

The paper will be assessed on the basis of 60% coursework and 40% final examination. It is required that students obtain at least 40 % in the final exam, and 50 % overall to obtain a pass grade (C) for this course.

The coursework comprises one Essay (20%), an International Business Principles (IBP) Portfolio (25%), and Tutorial Assignments (15%).

Essay

The purpose of the essay is to make you think critically about an issue or an event in the international business environment. You are to construct and support an argument throughout your essay, using illustrative examples and/or references where appropriate.

Essay topics will be given out during lectures and posted on Blackboard.

The essay is due on the following date and has an assessment weighting of 20%.

Essay 1	(Compulsory)	Due Date	13 April, 9.30am in class.
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Format

Essays should have a cover page clearly showing the essay topic, your name and ID number, your tutor's name, your tutorial time and room and a WORD COUNT.

Word Count

Essays for IBUS201 are to be 1500-1700 words - my advice is not to write less than the lower limit.

Headings (optional)

Main headings can be used to designate the introduction, discussion, and conclusion of an essay. Main headings should be centred on the page and typed in all capitals. Example:

CONCLUSIONS

DISCUSSION

Secondary headings can also be used to introduce key sections or points of an essay - this is optional, but can help you to structure your work clearly. These headings should be typed flush with the left margin, in lower case, and italicised or underlined, with major words beginning with capitals.

Example:

Financial Implications or
Financial Implications

References

Essays should include references to material you have quoted or used to write the essay, and contain a bibliography or a reference list. Students should follow the style and referencing guidelines for reports/assignments available at www.vuw.ac.nz/ibproject/referencing.htm

At 2nd year level I expect to see at least six references to external sources (ie. journal articles) used in your essay.

International Business Principles (IBP) Portfolio

The IBP Portfolio has a assessment weighting of 25% and is due on the following date:

IBP Portfolio (Compulsory) Due Date 18 May, 9.30am in class.

This assignment is designed to make you aware of the big wide world around you and its influence on international business. The purpose of the portfolio is to apply the principles, concepts, key ideas and theories of international business given in lectures to real world examples of companies, strategies, countries, and current events that influence the IB environment. It is also intended to help you remember the ideas about international business you will learn in this course - the key is to be able to apply these principles or concepts to your real world examples! By the end of this assignment you should be able to read/watch/surf the news and media and be able to comment on why and how this relates to international business.

The IBP Portfolio consists of FIVE individual reports on the international business environment facing multinational enterprises (MNEs) and small to medium sized enterprises (SMEs). These five reports are then joined together with a contents page and reference list to form the IBP portfolio.

You are encouraged to start collecting relevant examples from the first week of the trimester. The choice of which IB principles to apply and which examples to use is up to you, but there should be no repetition of principles, or examples. Examples given in the lectures, textbook, or tutorials should not be used in this assignment - we want you to come up with your own! Note that tutorials 3 and 7 ask for examples and concepts relating to trade and investment, and the political environment respectively.

The highest grades will be given to IBP Portfolios which:

- are *creative* in both their content and presentation;
- demonstrate a *solid understanding of a variety of IB principles* from different topic areas;
- critically evaluate* examples in light of the IB principle chosen, and discuss *implications/insights* for business strategy/managers/consumers/country welfare/non-government organisations (NGOs) etc. where appropriate;
- apply and explain highly relevant, *interesting, up-to-date*, and non-trivial examples;
- draw on a number of different media to find examples (i.e. use of magazines, newspapers, journals, web sites, company data, personal experience within a business context, case studies, advertisements, videos etc), and clearly display this example in the report;
- are presented using a clear and concise structure and writing style.

Each report should start with a brief definition/explanation of the IB principle being applied. The remainder should be devoted to applying your example specifically to this principle, then highlighting the implications for business (as above). A brief summary at the end of each report should reinforce the application of the concept to the example and summarize key points. An IB principle can include any model, theory, concept, or idea that has been discussed during the lectures, is in the readings, or in the textbook. You should indicate where the principle has been taken from by citing the source: ie. (Scott-Kennel, 2005, topic 3) or (Hill, 2005, p. 307).

NOTE: You will have the opportunity to submit individual IBP Portfolio reports in selected tutorials.

Format

Reports should have a cover page clearly showing the name of the assignment, your name and ID number, your tutor's name, your tutorial time and room.

The IBP Portfolio should also include a TABLE OF CONTENTS.

Length

The length of each report is expected to be approximately 600 words or the equivalent of two pages (1.5 line-spacing). The IBP Portfolio consists of five reports, therefore should be approximately 3000 words plus a contents page and references.

Headings

Main and secondary headings should be numbered. Example:

IBP REPORT 1. CULTURE IN BUSINESS NEGOTIATIONS

- 1.1 How culture influences business negotiations – a definition of 'cultural time'
- 1.2 Japanese culture and negotiations
- 1.3 The implications of different approaches to 'time' during negotiations between Sony and Universal Pictures

Referencing

The portfolio should include reference to quoted material where appropriate and contain a single bibliography or reference list for all five reports. You may also wish to include a contents page covering the topic of the five reports at the beginning of the portfolio. Students should follow the style and referencing guidelines for reports/assignments available at www.vuw.ac.nz/ibproject/referencing.htm.

Tutorials

Tutorials are designed to examine the principles introduced in classes in more detail, by looking at specific examples, case studies and assignments. This is your time to shine! You will get the most out of the tutorials if you participate fully in the discussions, presentations, debates and activities. They are also your key contact point for getting help with your assignments, or other questions you might have about the course. They will also help you prepare for the exam.

Tutorials start in the second week of the trimester, and are held each week, with the exception of the weeks when the first essay and the portfolio are due. All students are expected to prepare for and attend at least **six out of eight tutorials**, as well as contributing to the discussion in those tutorials.

Tutorial assignments are given in your 'Student Notes'.

Tutorial topics for the week beginning:*

21 February No tutorial. Get your student notes and textbook this week from the bookshop in the Old Government Buildings (Law School).

28 February 1. Introductory tutorial – please attend this tutorial (if you are unable to attend please email your tutor and s/he will assign you for next weeks assignment!)

7 March 2. Globalisation Debate - Friend or Foe? A debate that requires your team to examine and argue either for or against the globalisation phenomena.

14 March 3. Submission of an IBP Portfolio piece on the trade and investment environment (Chapters 4 and 6 of Hill, 2004). Your chance to practice writing a report for your end of term IBP Portfolio assignment, and present the key ideas to the class. Your tutor will assess your progress.

21 March 4. Culture - Dos and Taboos - Making a meal out of culture. Here you and a partner will demonstrate to the class the social etiquette of a country of your choice, as we partake in a dish from that country.

28 March Study Break

4 April Study Break

11 April 13 April First compulsory essay due - no tutorial.

18 April 5. Technological Learning in Korea's Electronics Industry. Assess how Korea's electronic companies gained, adopted and adapted Western technology. You are to critically evaluate the advantages and disadvantages of their strategies for the development of this industry.

25 April 6. Economic Profile - Selected Countries. Construct your own host country investment profile; key economic indicators as well as restraints and incentives for investment into your chosen country.

2 May 7. Submission of an IBP Portfolio piece on the political/legal environment of trade and investment (Hill, 2004, chapter 2 pp.49-55, chapters 5, 7 or 8).

9 May 8. S.T.E.P Analysis of the Russian automobile market. This assignment requires you to draw on what you have learnt about the Socio-cultural, Technological, Economic and Political environments in this course.

16 May 18 May IBP Portfolio due in class - No tutorial.

23 May Start revision for exams - No tutorial.

* Topics are subject to change at the discretion of the course controller.

Please note it is your responsibility to come prepared for, and attend, the tutorials. Failure to prepare your tutorial assignment OR attend the tutorial will result in a zero grade for that specific tutorial.

Final grades for tutorials will incorporate the combined marks for the best **five** tutorial assignments, as well as participation in tutorials. Participation marks are based on frequency of attendance and contribution towards discussion during the tutorials.

Exam

The final examination accounts for 40% of the assessment weighting for this course. The exam will consist of essay and short-answer questions at the discretion of the course-controller. The exam will expect students to draw on what they have learnt from the textbook, lectures, tutorials and assignments.

Previous examination scripts are given in your 'Student Notes' (at the back). Further details about the final examination will be given during lectures.

Final examinations for Trimester 1 will be held in the period 6-18 June 2005.

SUBMISSION OF ASSIGNMENTS

The essays and IBP Portfolio are due on **Wednesdays at 9.30am in class**, and are to be handed in before the lecture.

All work handed in must give the title and topic of the assignment, your name, ID number, your tutor's name, tutorial time and room, and a word count. This enables us to return your assignment in tutorials.

Late submissions of assignments. The essays and the IBP Portfolio can be handed in **late** with the following penalties applying:

<u>Day</u>	<u>Time</u>	<u>Penalty</u>	<u>Place</u>
Wednesday	9.40am - 4pm	5%	RH 1121
Thursday	Before 10am	10%	RH 1121
Thursday	before 4pm	15%	RH 1121
Thursday	after 4pm	will not be accepted	

WHERE WORK IS HANDED IN LATE OR EXTENSIONS HAVE BEEN GRANTED assignments must be handed in to the SMIB Office, RH 1121.

Please note late tutorial assignments WILL NOT be accepted.

Extensions must be applied for in advance. They will only be considered if a written application is made at least 24 hours prior to the due date, except where the student has a medical certificate, a note from the student counsellor, or some exceptional circumstance exists. Application for an extension must be made to the course controller. Note: There will be no extensions given for tutorial assignments.

Return of Assignments. All submitted assignments will be graded, and feedback will be provided within two weeks of submission. Where possible assignments will be returned to students in class

(during lectures or tutorials for example), or by the lecturer/tutor concerned at a pre-arranged time and place. All uncollected assignments will be held by the SMIB Office (RH 1121) for three months following the end of term, and then disposed of.

LINKS BETWEEN TEACHING AND RESEARCH

The staff involved in delivering this paper are involved in ongoing research or study in the area of international business. **Joanna** has been teaching and researching in the area of international business for ten years, and her PhD thesis examined the role of foreign direct investment in New Zealand industry. In addition, she has published several book chapters, articles and conference papers in the areas of foreign investment, industry development, privatisation, investment policy issues in New Zealand, business networks, and the internationalisation of small to medium sized firms. She is currently working on a co-authored book on International Business Strategy - a New Zealand perspective. She has been involved in course development and teaching at the University of Waikato and the Open University of Hong Kong.

The IBUS 201 tutors have all majored in International Business here at Victoria. **Christine** is from Canada and is in her fourth year of a double degree in Commerce and Biomedical Science. This is her third year as an IBUS 201 tutor. **Giselle** is a fourth year student completing a double degree in Law and Commerce. She comes from the sunny Bay of Plenty and is a keen Steamers supporter. **Yi Ling** is from Malaysia and is completing her final paper (IBUS 311) of a double major in International Business and Commercial Law. She is interested in issues concerning dispute resolution and international trade and is currently working on a paper relating to quality management in overseas procurement. **Alexander** is from Germany and is currently undertaking a BCA Honours in Information Systems with IBUS electives. He has tutored on four other courses in the FCA. **Louise** is from Wellington and is currently undertaking the IBUS Honours programme.

WORKLOAD

You should expect to spend some 10 hours per week on this paper (including class contact hours).

LECTURE OUTLINE**Introduction to IBUS 201 Principles of International Business**

- Introduction to the paper; lectures, tutorials, assessment, web resources.
- The growing complexity of the international business environment and its relevance to managing in a globalising business environment.

Aim: To discuss why an understanding of the international business environment is increasingly relevant to both managers and students of commerce.

Preparation: Buy your Hill textbook and 'Student Notes'.

Topic One: Globalisation of World Markets & Production

- Globalisation versus internationalisation
- Drivers of globalisation
- Limits to a global world

Aim: to identify the key issues, drivers and restraints to the globalisation phenomena. This sets the scene for the remainder of the paper by identifying the key facets of the international business environment; viz; economic, cultural, trade & investment, political, technological and competitive.

Readings:Hill Chapter 1.

Harris, S. (2002). *Globalisation in the Asia-Pacific context*. Research Paper No. 7 2001-02 Information and Research Services, Canberra: Department of the Parliamentary Library.

Fraser, J. and Oppenheim, J. (1997). What's new about globalisation? *The McKinsey Quarterly*, 2, 168-179.

Pires-O'Brien, J. (2000). The misgivings of globalisation. *Contemporary Review*, 2:1618, November, 264-.

Required reading for Tutorial Two:

Latham, M. (2000). Globalisation: Ending the tyranny of distance. *Quadrant*, December, 48-53.

Hines, C. (2000). Localisation: The post-Seattle alternative to globalisation. *The Ecologist Report*, September, 55-57.

Extra reading suggestions (optional):

Clark, M. S. and Williams, A. (1995). *New Zealand's Future in the Global Environment: A Case Study of a Nation in Transition*. Wellington: New Zealand Employers Federation, Chapter 2, 21-29.

Collier, P., and D. Dollar. (2002). *Globalisation, growth and poverty: Building an inclusive world economy*. Oxford: Oxford University Press. HC59. 72 P6 G562

Kelsey, J. (2002). *At the crossroads: Three essays*. Wellington: Budget Williams Books.

Legrain, P. (2002). *Open world: The truth about globalisation*. London: Abacus.

Van Den Bulcke, D. and A. Verbeke, Eds. (2001). *Globalization and the small open economy*. New Horizons in International Business. Cheltenham: Edward Elgar.

Video: Globalisation and the Seattle Trade Talks

Topic Two: MNEs, International Trade and Investment

- MNEs, trade and FDI - A force to be reckoned with?
- International trade and investment - theory, background and current issues
- The role of FDI and trade in the world economy – The case of South East Asia
 - The changing financial environment faced by international business

Aim: To understand and quantify the influence of MNEs in global economy, and explore emerging theories of trade and investment that help explain this.

Readings: Hill Chapters 4 and 6. (You may also wish to read Chapters 9, 10 and 11 depending on your background knowledge, for instance if you have not yet taken IBUS 202).

UNCTAD. (2004). *World Investment Report 2004 Overview: The shift towards services*. Geneva: United Nations, 1-38.

UNCTAD. (2002). Patterns of export competitiveness. *World Investment Report 2002: Transnational Corporations and Export Competitiveness*. Geneva: United Nations, 143-168.

Business Week. (2002). To Russia with love. *Business Week*, 16 September, 26-27.

Extra reading suggestions (optional):

Buckley, P. J. (2000). *Multinational firms, cooperation and competition in the world economy*. London: MacMillan Press Ltd.

The Economist. (1993). Everyone's favourite monsters: A survey of Multinationals. *The Economist*, 27 March.

Topic Three: The Cultural Challenge of International Business

- Cultural dimensions of international business
- Analysing culture - Hofstede's cultural dimensions
- Culture and competitive advantage
- Other perspectives of culture

Aim: to appreciate how cultural differences affect the management functions, to utilize cultural classification models to group similar cultures and to explore the use of different cultural traits as a distinct competence in the international organisation.

Readings: Hill Chapter 3.

Hickson, D. J. and Pugh, D. S. (1995). Managing and the cultures of societies. *Management Worldwide: The Impact of Societal Culture on Organisations Around the Globe*. Penguin, 12-46.

The Economist. (2001). A world empire by other means. *The Economist*. 22 December, 63-65.

Hofstede, G. (1994). The business of international business is culture. *International Business Review*, 3, 1, 1-14.

Hoeklin, L. (1994). The strategic value of cultural differences. *Managing Cultural Differences: Strategies for Competitive Advantage*. EIU/Addison Wesley, 50-91.

Recommended Reading for Tutorial Four: Doing Business in ... (your selected country), various titles available in the library.

Extra reading suggestions (optional):

Apfelthaler, G., H. J. Muller, and R. R. Rehder. (2002). Corporate global culture as competitive advantage: learning from Germany and Japan in Alabama and Austria? *Journal of World Business*, 37, 108-118.

Bjerre, B. (2000). Business leadership and culture: National management styles in the global economy. Cheltenham: Edward Elgar.

The Economist. (2002). Tongues of the web. *The Economist Technology Quarterly*, 16 March.

Video: Doing Business in China Part 1: Understanding China.

Topic Four: Innovation and Technology – Drivers of International Business

- MNEs and technological advantages
- Building technology capability - West versus East
- Protecting technology

Aim: To investigate the different approaches to the development and accumulation of technology, the dominance of MNEs in the commercialisation and protection of technology.

Readings:

Hart, S. L and C. M. Christensen (2002). The great leap: Driving innovation from the base of the pyramid. *MIT Sloan Management Review*, 44 (1), 51-56.

Sachs, J. (2000). A new map of the world. *The Economist*, 22 June.

Tang, H.K. and K. T. Yeo (1995). Technology, entrepreneurship and national development: lessons from Singapore. *International Journal of Technology Management*, 10 (7/8), 797-814. *Note: this reading is also useful for the competitive strategy section of the course.*

Required reading for tutorial five.

Ernst, D. (1998). Catching-up, crisis and industrial upgrading: Evolutionary aspects of technological learning in Korea's electronics industry. *Asia Pacific Journal of Management*, 15, pp. 247-283.

Topic Five: Economic Trends - Keeping pace with change

- Economic systems, growth, and development
- The rise (and demise) of the Asian dragons
- Economic disparity and the role of international business - The 'haves' and the 'have nots'

Aim: to become aware of the changing nature of the economic environment in different countries/regions, how this influences decision making by international managers, and how an analysis of economic indicators is performed.

Readings: Hill Chapters 2 and 8.

United Nations. (2004). Chapter 1 The World Economy in 2004, *World Economic and Social Survey 2004*, New York: United Nations, 3-23.

The Economist (2004). The dragon and the eagle: A survey of the world economy, *The Economist*, Oct 2.

Child, J., and D. K. Tse. (2001). China's transition and its implications for international business. *Journal of International Business Studies*, 32:1, 5-21.

Reynolds, C. (2001). A conceptual model of global business growth in Southeast Asia. *Journal of the Asia Pacific Economy*, 6:1, 76-98.

Extra reading suggestions (optional):

Ippai, Y. (2000). *Developing economies in the 21st Century*. Tokyo: Institute of Developing Economies, JETRO.

Lodovico, A. M., W. W. Lewis, V. Palmade, and S. Sankhe. (2001). India – From emerging to surging. *The McKinsey Quarterly*, 4.

The Economist. (2002). Democracy clings on in a cold economic climate. *The Economist*, 17 August, 32-33. (Latin America)

The Economist. (2002). Stitch by stitch to a different world. *The Economist*, 27 July, 24-26. (North Korea).

The Economist. (2002). A dragon out of puff. *The Economist*, 13 June. (China)

The Economist. (2001). Economic structure. *The Economist*, 5 September. (China)

Videos: Eastern Europe's Transition, Open for business: How India opened its economy to foreign markets.

Topic Six: The Political Environment of Trade & Investment

- Regional economic integration - 'regionalisation' not globalisation
- International trade & investment law and institutions

- Sources of political risk - the volatility of the political environment
- The impact of government on international trade and investment - Opposing objectives

Aim: To investigate the impact of the political and legal environment on the activities of MNEs, and how this might be countered using political risk assessment techniques, and to examine the reasons for the often conflicting objectives of states versus markets.

Readings: Hill chapters 2 pp.49-55, and chapters 5, 7 and 8.

Hedley, R. A. (1999). Transnational corporations and their regulation: Issues and strategies. *International Journal of Comparative Sociology*, May, 40:2.

TradeNZ (2001). *Research Synopsis – Assessing the presence and impact of non-tariff trade barriers on exporters*. A joint publication from TradeNZ, Standards NZ, Ministry of Economic Development, MAF, Ministry of Foreign Affairs and Trade: Wellington.

Extra reading suggestions (optional):

Enderwick, P. (2001). Terrorism and the international business environment. *AIB Insights - Special Electronic Issue* available at www.aibworld.com.

Ohmae, K. (1995). Epilogue: A swing of the pendulum. *The End of the Nation State: The Rise of Regional Economies*, Harper Collins, 141-149.

WTO. (2001). *Ministerial Conference, Fourth session Doha 9-14 November 2001*, Geneva:World Trade Organisation.

Australian High Commission (2002). *A brief history of Closer Economic Relations between Australia and New Zealand*. Wellington: Australian High Commission.

OECD. (1995). *Trade principles and concepts*. Paris: Organisation for Economic Co-operation and Development.

Topic Seven: National Competitive Strategy in the International Business Environment

- Determinants and stages of international competitiveness
- Porter's 5 - Industry-specific competitiveness
- Country-specific strategies – The case of Singapore

Aim: To understand the different approaches to competing in the global economy taken by regions, countries (ie. Singapore) and groups of firms. To identify what drives a country's competitiveness and how small firms are able to compete.

Readings:Hill Chapter 4, pp.139-141.

Lopez-Claros, A. (2004). Executive Summary. *Global Competitiveness Report*, World Economic Forum, xi-xxiii.

Porter, M. E. (1990). The Competitive Advantage of Nations. *Harvard Business Review*, March-April, 73-93.

The Porter recipe. (2001). *Export News*, 17 September, 4.

Extra reading at the library (optional):

Da Cunha, D. (2002). *Singapore in the new millennium: Challenges facing the city state*. Singapore: Institute of South East Asian Studies.

Porter, M. E. (2000). Location, competition and economic development: Local clusters in a global economy. *Economic Development Quarterly*, 14 (1), 15-34.

Overview of IBUS 201 Principles of International Business

Attendance at this final lecture is highly recommended. A review of the course will be given, along with advice for exam preparation.

GENERAL UNIVERSITY POLICIES AND STATUTES

Students should familiarise themselves with the University's policies and statutes, particularly those regarding assessment and course of study requirements, and formal academic grievance procedures.

Student Conduct and Staff Conduct

The Statute on Student Conduct together with the Policy on Staff Conduct ensure that members of the University community are able to work, learn, study and participate in the academic and social aspects of the University's life in an atmosphere of safety and respect. The Statute on Student Conduct contains information on what conduct is prohibited and what steps can be taken if there is a complaint. For queries about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor. This Statute is available in the Faculty Student Administration Office or on the website at: www.vuw.ac.nz/policy/StudentConduct.

The policy on Staff Conduct can be found on the VUW website at: www.vuw.ac.nz/policy/StaffConduct.

Academic Grievances

If you have any academic problems with your course you should talk to the tutor or lecturer concerned or, if you are not satisfied with the result of that meeting, see the Head of School or the Associate Dean (Students) of your Faculty. Class representatives are available to assist you with this process. If, after trying the above channels, you are still unsatisfied, formal grievance procedures can be invoked. These are set out in the Academic Grievances Policy which is published on the VUW website:

www.vuw.ac.nz/policy/AcademicGrievances.

Academic Integrity and Plagiarism

Academic integrity is about honesty – put simply it means no cheating. All members of the University community are responsible for upholding academic integrity, which means staff and students are expected to behave honestly, fairly and with respect for others at all times.

Plagiarism is a form of cheating which undermines academic integrity. Plagiarism is prohibited at Victoria.

The University defines plagiarism as follows:

Plagiarism is presenting someone else's work as if it were your own, whether you mean to or not.

'Someone else's work' means anything that is not your own idea, even if it is presented in your own

style. It includes material from books, journals or any other printed source, the work of other students or staff, information from the Internet, software programmes and other electronic material, designs and ideas. It also includes the organization or structuring of any such material.

Plagiarism is not worth the risk.

Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct (www.vuw.ac.nz/policy/studentconduct) and may be penalized severely. Consequences of being found guilty of plagiarism can include:

- an oral or written warning
- suspension from class or university
- cancellation of your mark for an assessment or a fail grade for the course.

Find out more about plagiarism and how to avoid it, on the University's website at: www.vuw.ac.nz/home/studying/plagiarism.html.

Students with Disabilities

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities an equal opportunity with all other students to demonstrate their abilities. If you have a disability, impairment or chronic medical condition (temporary, permanent or recurring) that may impact on your ability to participate, learn and/or achieve in lectures and tutorials or in meeting the course requirements, then please contact the Course Coordinator as early in the course as possible. Alternatively you may wish to approach a Student Adviser from Disability Support Services to confidentially discuss your individual needs and the options and support that are available. Disability Support Services are located on Level 1, Robert Stout Building, or phoning 463-6070, email: disability@vuw.ac.nz. The name of your School's Disability Liaison Person can be obtained from the Administrative Assistant or the School Prospectus.

Student Support

Staff at Victoria want students' learning experiences at the University to be positive. If your academic progress is causing you concern, please contact the relevant Course Co-ordinator, or Associate Dean who will either help you directly or put you in contact with someone who can.

The Student Services Group is also available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/ or email student-services@vuw.ac.nz.

VUWSA employs two Education Coordinators who deal with academic problems and provide support, advice and advocacy services, as well as organising class representatives and faculty delegates. The Education Office is located on the ground floor, Student Union Building, phone 463 6983 or 463 6984, email education@vuwsa.org.nz.