

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui



School of Marketing & International Business

**IBUS 401
Advanced International Business**

Course Outline

**First Trimester
2005**

Contact Details

Course Co-Ordinator:

Associate Professor Val Lindsay
Rm 1109, Rutherford House, 23 Lambton Quay
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Office Hours:

Wednesday 10am – 12 pm Rutherford House Rm 1109

Class Times and Room Numbers

Lecture Times And Rooms:

Thursday 9.30am-12.20pm RLWY 126

Prerequisites:

The prerequisite for this paper is IBUS 301.

Exam period 1st-trimester, 2004

11-26 June

Course Objectives

The objective of the course is to examine and explore some of the key issues associated with organisations undertaking international business, and to apply critical thinking to these issues. The issues will lend themselves to the application of theories and concepts of international business covered in earlier courses.

Course Content

The course is concerned with three main strands of international business knowledge and research. Firstly, it covers important aspects of the global environment in which organisations operate and the implications for organisations interactions with this environment. This includes investigation of the role of the political environment, multilateral institutions, economic integration and the free trade debate, and culture and society. Secondly, the course considers the strategies that international businesses might develop in response to, or anticipation of, the global environment and future trends. For example, this includes ways in which firms might internationalise, or enter new markets, and the drivers for these choices. Finally, the course considers some of the key issues for the management of a business operating internationally, including issues associated with organisational forms and structures, and managing people in an international context. These topics and issues are relevant to multinational enterprises (MNEs), large firms, and small and medium sized firms (SMEs), as well as the manufacturing, technology and service sectors. With the key role played by political environments and policy influences, consideration is also given to the role of the public sector, and public sector organisations.

Learning Outcomes:

While reading materials are provided and guidance is given on learning resources, students are expected to apply self-directed learning during the course. Key to learning at this level is the application of critical inquiry to your reading, to discussions, and to situations and experiences that you encounter in regard to international business, both inside and outside the class setting.

The course will use a mixture of lectures, student-led discussions, seminars, and reviews of the literature. Students who complete this course should:

- be able to think critically about the issues relating to international business, drawing on existing knowledge and theories and concepts to help understand the issues and underlying phenomena
- be able to critically evaluate others' research based on wider acquired knowledge in the area;
- have an in-depth knowledge and understanding of at least two key areas in the course through preparing a seminar, with an accompanying annotated bibliography and a research project-orientated literature review;
- develop independent research capability, and be able to pursue an area of research from setting initial research questions to making conclusions;
- develop a proposal outlining a line of enquiry about a particular research topic of interest;
- develop skills for leading class discussion on topics of interest, and to stimulate and answer questions from a knowledgeable audience
- participate meaningfully in class discussion and debate and be able to draw on existing ideas as well as those presented in the course to support your arguments;
- develop reasoning ability in order to ascertain the important issues in today's international business environment; and
- be able to deal with new information critically and systematically and be able to use it to develop ideas and projects.

Course Structure:

This course is student centred. The three hours per week are typically divided into two parts. The first part will be devoted to a discussion and critique of the readings assigned for that week. From week three, a student(s) will lead this discussion in the form of an interactive seminar. The second part will be used to provide an overview of the topic under discussion. This will generally be in a lecture format led by the course coordinator, with opportunities for student discussion and comment.

Readings

Readings for this course will be distributed prior to the material being covered in class. If you are unable to collect the readings in class, they may be collected from the course lecturer during office hours, or from Margaret Boon in RH1121, from 9am - 1pm daily.

Generally, there will be three prescribed readings each week. These readings should be considered as the starting point for wider reading in preparation for seminars and the literature review. To this end, a number of additional references are included with the readings each

week, although you are expected to undertake your own search for wider reading as well. Students are thus encouraged to make use of the library databases, books and periodicals, as well as web resources (below) to obtain further reading material relevant to this course.

Web Resources:

Blackboard. Students should consider the Blackboard site for IBUS 401 as a first point of call for answers to questions about course dates, times, announcements, assignments, and grades. You need to be enrolled to be able to access this site.

IBUS Web Site: The website for international business resources can be found at www.vuw.ac.nz/ibresources

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

Comments, suggestions and additions for the website should be sent to the course coordinator at val.lindsay@vuw.ac.nz.

Preparing for the Each Session:

In preparation for each session, you need to read each of the assigned readings. You should critique each reading and trying to understand it in terms of:

- the key messages
- the main theories/concepts and underlying literature that are used
- the research approach applied
- the strengths and weaknesses of the article
- the research gaps that are signalled – either explicitly or implicitly.

You should also be prepared to comment on the group of papers as a whole, recognising any patterns or themes, contrasts etc that may be apparent.

Assessment Requirements

The paper will be assessed on the basis of 70% coursework, described below, and an exam worth 30% of the final grade. Students must obtain 40% in the final exam in order to pass this course.

The course work comprises a 2-page **proposal** for exploring an area of interest through a literature review to be conducted separately (10%), a class **seminar**, leading the class discussion in a topic nominated in the course outline, and including an **annotated bibliography** (20%), and a **literature review**, including discussion of research implications (40%). In summary:

Course work (70% of final grade):

- Proposal for a literature review (10%)
- Class seminar/leading discussion of a topic, including an annotated bibliography (20%)
- Literature review, including a discussion of research implications (40%)

Exam (30% of final grade):

- Details will be provided at a later date.

Details of each of the coursework assessments are given below.

NOTE: The seminar and the literature review should be based on different subject areas within the course.

Proposal

You are required to write a proposal detailing the nature of a topic that will be the subject of your literature review and presentation. This should outline the topic chosen for the literature review, the area of theory or existing literature which provides context to the topic and a (set of) specific research question(s) that will guide the literature review. Approximate length two pages, typed in Times New Roman 12 point font.

Feedback about this proposal will be given by the course controller, prior to the student embarking fully on the literature review.

Due dates for Proposal

Thursday 17 March

Seminar/leading class discussion

In week one you will be assigned a topic and date for your seminar. Seminars will take the form of leading the class discussion on the topic assigned for the week. They are held at the beginning of each lecture session, starting from week three. These will generally be conducted in pairs, but you may choose to work independently – this will depend on final student numbers and available sessions. You should aim for the seminar to take approximately 1 to 1½ hours, including class discussion time.

The purpose of the seminar is twofold. First, it encourages you to read more widely, and report back on the specific topic assigned for the week. Hence you will be expected to not only cover the assigned readings for that week, but also to read more widely into the topic (you should aim to read and review at least 4-6 new readings in preparation for the seminar – these may include those referenced on the assigned readings sheet). You will then be expected to report your findings back to the class. Your seminar should attempt to address the areas noted above (see ‘Preparing for Each Session’) for each reading, and for the readings collectively. You may also like to develop your own line of enquiry – and are encouraged to do so. The objective is for you to provide the class with an in-depth perspective on the selected topic, and to be able to develop your own research, reporting and presentation skills.

The way you present the seminar is over to you, but it should include the following:

- A brief summary of the assigned readings,
- Class discussion on the readings (see ‘Preparing for Each Session’),
- An in-depth review of the subject area, derived from the collection of readings that you have covered
- An annotated bibliography is to be submitted on the chosen seminar date. These are to be photocopied and distributed to the other class members immediately prior to the presentation.

You might like to be creative with your class discussion, for example assigning activities or ‘quizzes’ to draw out key points, stimulating debate, or facilitating small group discussion around specific questions.

NOTE: In the week prior to the seminar, the student(s) presenting should make a time to meet with the course lecturer to discuss how they will lead the session.

Annotated Bibliography (to accompany Seminar)

Each student will prepare an annotated bibliography on ten articles. These will include those used for your seminar, and additional relevant articles to make up the ten. You may choose the additional articles on the basis of one of the authors of the provided articles, or on the basis of the subject area being covered. The annotated bibliography should contain the following:

An introduction (one page) detailing the articles used, the basis on which the additional articles have been selected, the broad topic/research area/s covered by the articles, the major themes discussed or emerging from the articles (collectively) and the key research gaps/issues/questions that are evident from your overall synthesis of the articles.

For each article:

- Full reference details
- An annotation of approximate 150-200 words long. This should concentrate on the article’s strengths and weaknesses, a brief description of the research approach used (e.g. case studies, survey-based, experimental etc) and its contribution to the literature.

The annotated bibliography should be done using Endnote, which will be available on computers in the computer lab.

Due Dates for Seminar and Annotated Bibliography: **tba**

Assessment of the seminar will be done for the pair of presenters. However, the annotated bibliography must be undertaken and written individually. The marking schedule for the seminar and annotated bibliography is given below.

Seminar/ Annotated Bibliography Marking Criteria

Name:	Date:
Topic:	Grade:

Delivery

Audible/speed, continuity and confidence,
clarity of communication of ideas /5

Effective use of visuals, class interaction and

interest and understanding, style and effective presentation skills, provision of notes to class /5

Presentation and Content

1. Identification of objectives of seminar/issues/key facts /5
 2. Addressing of the issues/objectives, in-depth discussion and reasoning, ability to stick to the topic /10
 3. Extent of supporting material, depth and breath of ideas or concepts in the relevant areas, background knowledge /10
 4. Type of supporting material, use of academic material, facts and statistics, non-academic material, supporting case/country studies, examples /5
 5. Logical presentation of the material/argument, structured around key points or academic arguments /10
 6. Acknowledgement of limitations, future research issues, complexities within the argument(s) /5
 7. Stimulation and facilitation of class discussion on points of interest or contention in the material, and address the questions informatively /15
 8. Annotated bibliography (according to requirements noted above) /30
- Mark out of 100 /100

Comments

Literature Review

The topic for the literature review should be different to that of your seminar, and should be presented to the course co-ordinator in the form of your **Proposal** (see earlier) prior to commencing. The course co-ordinator will discuss the topic and your suggested approach before you commence.

The objective of the literature review is to provide an opportunity to explore and synthesise published research in an area of interest, and identify research gaps and questions. It should provide the foundation on which subsequent theoretical framework for further investigation can be based (Sekaran, 1984)¹. The literature review should be quite focused (i.e. not too broad) and enable you to understand the state of knowledge in the area, and the implications

¹ Sekaran, U. (1984) *Research Methods for Managers: A Skill-building Approach*, John Wiley & Sons: NY

of this for the research field in question.

In considering how to write your literature review, the points made by Easterby-Smith et al (2002)² are well worth noting. “It is not sufficient to provide either a good description of others’ work or a good account of data gathered; it is important to go beyond what is immediately presented by providing some form of critical reflection.” (p 153). You should be able to demonstrate the application of the following elements in your literature review: critical evaluation, synthesis and integration, comprehension and knowledge

Consistency is important in the literature review. It should contain “one, or more, clear arguments which are supported by evidence presented the document... The title of the literature review may be important, because it gives an indication of the degree of clarity and focus that is likely to ensue in the rest of the document.” (Easterby-Smith et al 2002, p153-4).

When critically appraising the research included in your literature review, it is important not to be sharply critical of the work of others, but be constructively critical, and give logical support for your argument or the stance that you are taking.

The attached document provides some further advice on doing a literature review.

The expected length of the literature review is approximately 5000 words. The following is a suggested outline for your literature review:

INTRODUCTION:

Introduce the literature review, its purpose and your principal area of study. You should also provides some rationale for your choice of topic.

LITERATURE REVIEW:

This section contains of the body of the literature review. It would be sensible to break this section down into relevant themes that emerge from your review of the literature

CONCLUSIONS

You should draw conclusions on the overall findings of your literature review, including any limitations of your own approach (e.g. in relation to the scope or scale of your investigation)

RESEARCH IMPLICATIONS

This is where you should consider the overall status of research in the area, and identify specific research gaps, or research questions that emerge from the study. You should be able to suggest areas of further research that would contribute to the field of knowledge in the area, and indicate the nature of the contribution that this could make.

Due date for Literature Review

Thursday 26 May

Assessment of the Literature Review

The following criteria will be considered in the overall assessment of the literature review:

² Easterby-Smith, M., Thorpe, R. and Lowe, A. (2002) *Management Research: An Introduction*, 2nd Ed, Sage Publications Ltd: London, UK

Criteria	Good	Satisfactory	Poor
Content			
Provides clear introduction to the topic, with well explained rationale for choice of topic			
Covers the key literature effectively and demonstrates sound knowledge of the research area			
Shows evidence of critical evaluation of the literature			
Synthesises and integrates the literature and identifies significant themes			
Highlights limitations of particular articles			
Shows evidence of comprehension of the literature, and ability to explain ideas in own words			
Highlights and discusses significant research gaps, or research questions emerging from the literature review			
Provides relevant conclusions			
Presentation			
Structures the literature review logically			
Demonstrates creative and original thinking			
Applies referencing style guidelines			
Writes clearly and presents the literature review professionally			

Exam

The exam will comprise a question or questions based on the readings and additional material covered in class. Further advice on the exam will be given to students in class.

Guidelines For Written Assignments:

Students are encouraged to use the 'SMIB Guidelines for Written Material and Referencing' for information as to how to present, submit, organize and reference their work. These guidelines, including examples, of appropriate essay, report, and academic research formats are available on-line at www.vuw.ac.nz/ibproject/referencing. In addition, students at Honours level are encouraged to use ENDNOTES software for referencing.

Grading Of Assignments:

As a general guide the grading of assignments follows the criteria set out below:

A A well written, logically structured piece of work. Makes an original contribution or develops new relationships between existing ideas. Demonstrates breadth of knowledge. Generally free from error and well written.

B Competent. Well structured. Understands the issues and shows evidence of reasoning ability. Generally free from error.

C Generally weak piece of work. Below Part 4 standard.

Submission Of Assignments:

- a) The assignments are due on Thursdays at 9.30am, and are to be handed in at the beginning of the lecture.
- b) The assignments can be handed in late with the following penalties applying: 1 day late: 5% penalty, then a further 5% penalty for each subsequent day
- c) All work handed in must have the course name, title and topic of the assignment, and your name and ID number.
- d) 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 coordinator.
- e) Work where extensions have been granted or work that is late is be handed in to the course coordinator, or the SMIB Office RH 1121.

Links Between Teaching And Research:

The staff involved in delivering this course are involved in ongoing research or study in the area of international business. Val Lindsay has been teaching and researching in the area of international business and strategic management for 12 years, at The University of Auckland, Warwick Business School, UK, and Victoria University of Wellington. Her PhD thesis examined export strategies of New Zealand manufacturing firms. She has published in the areas of exporting, SMEs, internationalisation of service firms, networks and clusters, knowledge and strategic management. Guest lecturers will contribute to the course, providing a range of research experience in the form of seminars and lecture sessions.

Workload:

You should expect to spend at least 12 hours per week on this course (including class contact hours).

Mandatory Course Requirements

Students must obtain 40% in the final exam in order to obtain a pass this course.

Communication of Additional Information

Additional information relating to the course will be provided in class and via e-mail and Blackboard.

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.

**IBUS 401
Schedule**

DATE	WEEK	TOPIC	SEMINAR/ DISCUSSION LEADER	TO BE SUBMITTED*
	Part 1	The Global Environment of International Business: Impact and Future Trends		
24 Feb	1	Introduction to the Course Issues of Globalization	tba	
3 Mar	2	The Role of the Political Environment and Multilateral Institutions	tba	
10 Mar	3	Economic Integration and the Free Trade debate	tba	
17 Mar	4	Culture And Society: Issues For International Business	tba	Proposal
	Part 2	Strategies for International Business		
24 Mar	5	Global Strategies: Current Thinking And Emerging Trends	tba	
		EASTER BREAK		
14 Apr	6	Internationalisation Processes: Beyond The Stages Approach	tba	
21 Apr	7	Market Entry Strategies: Strategic Implications	tba	
	Part 3	The Management of International Business		
28 Apr	8	Internationalisation Of Services: Theoretical And Practical Considerations	tba	
5 May	9	Global Management: The Status Of Current Thinking	tba	
12 May	10	Global R&D and Technology: Management Issues		
19 May	11	International Human Resource Management: Issues and Implications	tba	
26 May	12	Future Research Issues Review	tba	Literature Review

- The discussion leader must submit their Annotated Bibliography at the time allocated for their seminar (tba)