

SCHOOL OF MARKETING AND INTERNATIONAL BUSINESS

IBUS 406 ADVANCED STRATEGY AND ORGANIZATIONAL DEVELOPMENT [15 points]

COURSE CO-ORDINATOR:

Associate Professor Val Lindsay
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OFFICE HOURS:

Monday 10am – 12 pm Rutherford Hse Rm 1109

LECTURE TIMES AND ROOMS:

Monday 1.40pm-4.30pm RHG01

PREREQUISITES:

The prerequisite for this paper is IBUS 301.

PAPER OBJECTIVE:

The objective of the course is to examine and explore some of the key issues associated with the strategic and structural decisions of 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.

The course is concerned with two organisational perspectives in the context of international business knowledge and research. Firstly, it deals with the organisational perspective – that is, issues and factors influencing primarily the organisation as a single entity. The factors influencing decisions concerning the strategies undertaken by organisations operating internationally are examined in a variety of contexts. In particular, the impacts of these strategies on structural options for the organisation are investigated. This leads to the second organisational perspective, that of inter-organisational arrangements. Increasingly, as competitive pressures increase, and technology windows reduce, organisational boundaries are extending and blurring across a range of both formal and informal inter-organisational settings. The evolution from single to multiple organisational perspectives increasingly reflects the organisational development trajectories of international businesses as environments become more complex and possibilities for the co-development of organisational competencies expand. The course considers these perspectives in the context of both MNEs and SMEs, and covers topics such as MNE network structures and strategies,

SME exporting variables and performance, industry clusters and international joint ventures. The course is centred on the exploration and discussion of case studies as a key learning medium.

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, case studies, 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 the strategic and structural issues facing international businesses, 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 one key area in the course through preparing a case-based seminar, with an accompanying annotated bibliography;
- develop independent research capability, and be able to pursue an area of research from setting initial research questions to making conclusions;
- develop an analysis of an organisation or organisational group (such as a network or cluster), based on secondary and/or primary research, providing links to key literatures and recommendations for development of the organisation/s.
- 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 case study 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, drawing on assigned readings, and additional relevant material. This will generally be led by the course coordinator, with opportunities for student discussion and comment.

COURSE READINGS:

Readings for this course will be distributed two weeks 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 – two articles and one case study. These readings should be considered as the starting point for wider reading in preparation for seminars and other work in the course. 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 406 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, including the case.

Articles

For the articles, you should critique each reading and try 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 articles as a whole, recognising any patterns or themes, contrasts etc that may be apparent.

Case Studies

You should analyse the case study. The following is a guideline on how to read and analyse case material:

- Start by reading the case thoroughly

- Identify key themes and issues exposed in the case
- Look for significant events, decisions, influences that appear in the case
- Consider a range of perspectives from the various actors in the case
- Construct themes and patterns of behaviour, performance, activity etc that might help to identify the key underlying issues
- Continually question the assumptions made in the case and by yourself and/or colleagues
- Construct links between the themes identified in the case with the various strands of the relevant literature with which you are familiar (with reference to the week's assigned readings)
- Construct an explanation for the situation described in the case, and make recommendations based on your assessment of the case and the integration of themes, concepts, and theories from the literature

ASSESSMENT:

The paper will be assessed on the basis of 100% coursework, described below,

The course work comprises a 2-page **proposal** for case research of an organisation or group of organisations of your choice (10%), a class **seminar**, leading class discussion on a case study selected from the course outline, and including a 2-page summary of additional material on the case organisation/s, (20%), **annotated bibliographies** on each of two topics selected from the course outline (20% each), and an **individual report and presentation** of a case study researched and written by the student (30%). In summary:

Course work (100% of final grade):

- Proposal for case research of an organisation/s of choice (10%)
- Class seminar/leading discussion of a case, including an summary of additional material (individually or in pairs) (20%)
- Annotated bibliographies on two topics selected from the course outline (20% each = 40%)
- Individual report of a case study researched and written by the student (30%).

Details of each of the coursework assessments are given below.

NOTE: The individual case research organisation/s should be different from the cases listed in the course outline.

Proposal

You are required to write a proposal detailing an organisation or group of organisations that you plan to research and write in your group work. This should outline the reasons for choosing the organisation/s, the topics from the course that it is expected to illustrate, and the planned sources of information for the case. Approximate length: two pages, double-spaced, 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 research..

Due dates for Proposal

Week 4

Seminar/leading class discussion on cases

In week one you will be assigned a case study and topic and date for your seminar. Seminars will take the form of leading the class discussion on the case study assigned for the week. The seminars are held at the beginning of each lecture session, starting from week two. 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, understand and analyse the case studies fully. Second, it helps to develop skills in facilitating case-based discussion, and aligning real-life information and situations with theoretical and conceptual research, as well as other reported findings in related areas. In linking the case study to the literature, you will be expected to not only cover the assigned readings for that week, but also to read more widely into the topic. Your seminar should attempt to address the aspects noted above (see ‘Preparing for Each Session’) for each case, and for the assigned articles. You may also like to develop your own line of enquiry related to the case, and are encouraged to do so. The objective is for you to facilitate the case discussion and provide the class with an in-depth perspective on the case, in terms of links with the week’s topic and assigned readings. The seminars should also enable 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 case in relation to the week’s topic
- Facilitation of class discussion on the case (see ‘Preparing for Each Session’),
- A review of the case in the context of the readings for the week, explaining the links to the literature and any additional areas that the case reveals.
- A summary of material on the case organisation/s additional to that provided in the case study, and discussion of its relevance to the arguments, issues etc.
- A summary of recommendations derived from the class discussion and your own assessment of the case material, emphasising the contribution drawn from the literature in making these recommendations.

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 Bibliographies

Each student will prepare an annotated bibliography on **ten** articles for each of two topics presented in the course outline. One of these should be the topic for which you are facilitating the case discussion. The other must be handed in immediately prior to the session covering the topic chosen for the annotated bibliography. The annotated bibliographies will include those articles 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)
- 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

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. Stimulation and facilitation of class discussion on points of interest or contention in the material, and /15
3. Demonstration of ability to ask and address questions informatively /15

4. Addressing of the issues and arguments, in-depth discussion and reasoning, ability to stick to the topic	/20
5. Extent of additional supporting material, depth and breath of ideas or concepts in the relevant areas,	/10
5. Logical presentation of the material/argument, structured around key points or academic arguments from the literature	/20
6. Acknowledgement of limitations, future research issues, complexities within the argument(s)	/5
Mark out of 100	/100

Comments

Case Research

The case study research 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 case and your suggested approach before you commence.

The objective of the case study research is to provide an opportunity to explore and synthesise published research on an organisation or organisational group of your choice, and identify how theories, concepts and models from the literature can help to explain the issues and situation associated with the case. The case research will help to develop skills in analysing and synthesising information relating to real international business situations, and in drawing these together in the form of a written case report. Details of the style and format are shown below.

The expected length of the case study report is approximately 5000 words. The following is a suggested outline for your report:

INTRODUCTION:

Introduce the case study organisation/s, the reasons why it has been chosen and what particular aspects of the literature you are aiming to illustrate with the case.

RESEARCH APPROACH

This brief section should outline the general approach that you took to gather and analyse the information on the case organisation/s.

THE CASE STUDY:

This section contains of the body of the case research findings. It would be sensible to break this section down into relevant themes that emerge from your review of the case organisation/s.

INTEGRATION OF THE LITERATURE

This section deals with linking the main findings of the case with theories, concepts, models

etc from the literature. The aim of this section is to provide a structured and grounded approach to the interpretation of the case study issues and situation. It will also help to provide some academic rationale for the recommendations that follow the analysis.

CONCLUSIONS AND RECOMMENDATIONS

You should draw conclusions on the overall findings of your case research, including any limitations of your approach (e.g. in relation to the scope or scale of your investigation; limitations of the information available).

RESEARCH IMPLICATIONS AND CONTRIBUTION

This section summarises the contribution made by the case to knowledge in the particular topic area. This is also where you should consider your analysis and recommendations in the light of the literature. You should be able to suggest the application of further academic research (e.g. themes) that would assist in either interpreting the information, or in enabling the organisation/s to achieve the recommendations made in your report.

Due date for Case Research

Monday, 11 October (5.00pm)

Assessment of the Case Research

The following criteria will be considered in the overall assessment of the case study report:

Criteria	Good Poor	Satisfactory
<i>Content</i>		
Provides clear introduction to the case, with well explained rationale with regard to its relationship to a specific topic		
Provides a clearly structured analysis of the case organization/s, drawing out the key themes and issues		
Integrates the case analysis with key theories, concepts, models etc from the relevant literature		
Draws relevant and informative conclusions and makes sound recommendations, based on both the case analysis and the literature		
Highlights limitations of the case research undertaken		
Highlights the key contribution made by the case to knowledge in the particular topic area		
Discusses the potential contribution of other academic research to the		

interpretation of the case study, or in the execution of recommendations	
<i>Presentation</i>	
Structures the case research report logically	
Demonstrates creative and original thinking	
Applies referencing style guidelines	
Writes clearly and presents the case research report professionally	

Presentation

Students will be required to make a 30-minute presentation on their case research, structured in a similar way to that described for the report.

Presentation dates

tba

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 by midnight on the date specified. Assignments may be handed in at class times, or e-mailed to the course coordinator
- b) The assignments can be handed in late with the following penalty applying:

5% per day deducted from the assignment mark

All work handed in must have the course name, title and topic of the assignment, and your name and ID number.

- c) 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.
- d) Work where EXTENSIONS HAVE BEEN GRANTED or work that is LATE is handed in, or e-mailed, to the course coordinator.

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. 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. Joanna Scott-Kennel has taught and conducted in the field of international business for over five years, gaining her PhD at Waikato University. Her main areas of research interest are in foreign direct investment and SMEs.

WORKLOAD:

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

LECTURE OUTLINE:

The course has two major themes: the organisation, as a single entity, and the inter-organisational context. Sessions will be based on exploring issues and recent developments associated with knowledge in these areas. It is assumed that students have a sound knowledge of the basic foundations of the topic areas from the earlier studies, which will provide a platform for more advanced study and discussion.

IBUS 406
Course Outline 2005 (2/3)

NOTE	WEEK	TOPIC	CASE	SEMINAR/ DISCUSSION LEADER	WORK DUE
	1	International strategy / structure interface			
	Part 1	Organisational Level			
Val	2	Competitive strategies of the MNE • MNE as a network structure	Jollibee Foods Corporation: International Expansion		
Val	3	Competitive strategies of the MNE • MNE/subsidiary interaction	Proctor & Gamble Europe: Vizar Launch		
Val	4	International strategies of SMEs • Export development	Coopers Creek		Proposal due
Adrian Tschoegl	5	International strategies of SMEs (tbc) • International expansion	S.A. Chupa Chups (tbc)		
Adrian Tschoegl	6	Strategies for cross-border knowledge management (tbc)	Skandia AFS: Developing Intellectual Capital Globally (tbc)		
Joanna	7	Clusters / industrial districts and networks in international development	The Optoelectronics cluster		
	Part 2	Inter-Organisational Level			
Peter Leitch / John Steen	8	International strategic alliances and IJVs	The INCAT-AFAI Joint Venture		
Carin Holroyd	9	Technology strategies of international firms: Technology in Japan	Dell Computer Corporation		
Carin Holroyd	10	Management, innovation and strategy in Asia and Japan	tbc		
Leo Dana	11	Recent perspectives on international strategy and competitiveness: • International Entrepreneurship	George Cohon		
Jo and Val	12	Review		None	

