

SCHOOL OF MARKETING AND INTERNATIONAL BUSINESS

IBUS 412

Special Topic: Dynamic perspective on the globalisation of firms [15 points]

COURSE CO-ORDINATOR:

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LECTURE TIMES AND ROOMS:

Wednesday 9.30am-12.20pm RLWY 112

PREREQUISITES:

The prerequisite for this paper is IBUS 301.

PAPER OBJECTIVE:

The course serves to provide a dynamic perspective on the globalisation process of firms and thus to complement the traditional functional and more static view in international management. Globalisation is conceptualised as a historical process of increasing social and economic differentiation and integration, self-reinforcing and fuelled by this underlying evolutionary motor. Students are urged to actively explore different conceptual and case-related approaches to the globalisation process of firms, thus developing both a differentiated and holistic perspective on this complex phenomenon.

The course is structured along the three basic globalisation capabilities of firms: internationalisation, networking, and global firm evolution. Firstly, it deals with the internationalisation perspective – that is, issues and factors influencing changes in the worldwide level and dispersion of the firm's activities and structure. Internationalisation can be conceived as a process of entrepreneurship and will be approached as such. Traditional incremental 'internationalisers', 'born globals' and multinational enterprises (MNEs) will be examined from this perspective. The second perspective is on the integration of new activities, which are differentiated within processes of internationalisation. Globally dispersed activities have to be integrated internally within the MNE and embedded in globally nested external networks. Hence, global networks are examined both from an intra- and an interorganisational perspective. The basic dynamic perspective conveyed in this course is complemented by the third perspective, which illuminates the evolutionary characteristics and capabilities of firms in their globalisation process.

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 dynamics in 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 an organisational network, 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 reading assigned for that week. Student(s) will lead this discussion in the form of an interactive seminar. The second part will be used to apply the conceptual knowledge conveyed by the reading to a case study. Within the course, students have to present one reading and one case study, including the moderation of the following discussion.

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 two prescribed readings each week – one article 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 thomas.borghoff@vuw.ac.nz.

Preparing for the Each Session: In preparation for each session, you need to read each of the assigned readings.

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 60% coursework and 40 % final exam.

The coursework comprises two class **seminars**, leading class discussion on an article and a case study selected from the course outline, and including a 2-page summary of additional material on the article's topic and the case organisation/s, respectively (10% each). In an **individual assignment**, each student has to develop an essay on a conceptual topic or a case study (30%). The individual assignment should comprise 3000 words. In summary:

Course work (60% of final grade):

- class seminar/leading discussion of one article and one case, including a summary of additional material (individually or in pairs) (20%),
- individual assignment in form of an essay on a conceptual topic or a case study researched and written by the student (30%).

Final exam (40% of final grade)

Details of each of the coursework assessments are given below.

NOTE: The topics of the individual essays and case research organisation/s should be different from those listed in the course outline.

Seminar/leading class discussion on readings and cases

In week one you will be assigned one case study, one reading, and dates for your two seminars. Seminars will take the form of a presenting a conceptual paper or a case study and include the leading of the class discussion on this topic. The seminars start in week two. You should aim for the seminars to take approximately 1 to 1½ hours, including class discussion time.

The purpose of the seminars is twofold. First, they encourage you to read, understand and analyse the conceptual papers and case studies fully. Second, they help to develop skills in facilitating research- and 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 readings and case studies to other literature, you will be expected

to not only cover the assigned reading for that week, but also to read more widely into the topic. Your seminars should attempt to address the aspects noted above (see ‘Preparing for Each Session’) for each case or for the assigned article. You may also like to develop your own line of enquiry, and are encouraged to do so. The objective is for you to facilitate the discussion and provide the class with an in-depth perspective, 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 seminars is over to you, but it should include the following:

- a brief summary of your assigned reading or case in relation to the week’s topic;
- facilitation of class discussion on the case (see ‘Preparing for Each Session’),
- a review of the article or case in the context of links to the literature and any additional areas that it reveals,
- for case studies, 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 assigned article or case, 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.

Due dates for Seminars

tba

The marking schedule for the seminars and is given below.

Seminar 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

Individual assignment (essays or case study)

Within the individual assignment, each student has to prepare a text of about 3000 words. The student can either write an essay or a case study report. Essays include the exploration of a conceptual topic. Case studies focus on individual organisations or co-operative forms of organisation (e.g. interorganisational networks). Each student has to develop a proposal for the individual assignment until 11th August. Within the individual assignment, the student should explore the topic independently and provide an in-depth and comprehensive analysis. The student should develop and convey comprehensive knowledge of the underlying literature.

Alternative 1: Essay

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

All submitted essays will be graded, and feedback will be provided, within two weeks of submission.

Essays should be approximately 3000 words, clearly written and structured. They should include references to material you have quoted or used to write the essay and contain a bibliography or a reference list.

* You should provide at least 15 references to external sources (e.g. journal articles, books, other scholarly work) used in your essay.

The marking criteria for the essay are as follows:

Criteria	Good	Satisfactory	Poor
Provides clear, concise background and introduction to the topic			
Highlights the key aspects to be discussed i.e. demonstrates focus			
Explains these aspects clearly			
Utilizes relevant research literature and general information to support assertions			
Demonstrates a sound understanding of the topic and the issues			
Provides concluding remarks and recommendations that highlight the implications for managers			
Demonstrates creative and original thinking			
Writes clearly and presents the report professionally			

Alternative 2: Case Study Report

The purpose of this assignment is to provide an opportunity to independently research an assigned case organisation, and to investigate the way that it deals with some of the issues and challenges involved in international business. The case study is taken from your textbook, and you will be required to write a report, as outlined below. This will involve undertaking some independent research on the organisation from secondary sources available (e.g. Internet, book, articles etc).

Reports should be approximately 3000 words, clearly written and structured. They should include references to material you have quoted or used to write the essay and contain a bibliography or a reference list.

The marking criteria for the case study report are as follows:

Criteria	Good	Satisfactory	Poor
Provides clear, concise background and introduction to the topic			
Demonstrates sound analyses, and justifies assertions and conclusions			
Uses appropriate frameworks/ concepts/theories			
Identifies and explains key issues			
Integrates ideas and findings			
Demonstrates research beyond the			

case, and makes relevant use of this in the report	
Discusses implications and shows their relationship to the analyses	
Provides relevant conclusions and recommendations	
Demonstrates creative and original thinking	
Writes clearly and presents the report professionally	

The essay or case study report is due on the following date and has an assessment weighting of 30%.

Due Date for Essay or Case Study Report Start of lecture 5th October

Feedback and grades will be provided within two weeks of submission.

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 Wednesdays at 9.30am, and are to be handed in at the beginning of the lecture.

- b) 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.

WORKLOAD:

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

LECTURE OUTLINE:

The course conveys a perspective on the dynamics of globalisation and resulting demands to the management of firms. 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 412
Course Outline 2005 (2/3)**

DATE	WEEK	TOPIC	CASE	SEMINAR/ DISCUSSION LEADER	WORK DUE
6 th July	1	Introduction: A dynamic perspective on globalisation			
	Part 1	Internationalisation			
13 th July	2	International entrepreneurship: born globals and international new ventures	YAHOO! And EXCITE		
20 th July	3	International entrepreneurship: entrepreneurship in MNEs	Proctor & Gamble Japan: SK-II globalisation project		
27 th July	4	Internationalisation strategies	ESAB and GKN		
3 rd August	5	Internationalisation theory	ACER		
	Part 2	Global and local networks			
10 th August	6	Interorganisational level: local networks	Industrial districts: Prato, Ruhr Area		
31 st	7	Intraorganisational level:	DaimlerChrysler AG		

August		MNEs			
7 th Sept.	8	Intraorganisational roles in MNEs	VW in North America		
14 th Sept.	9	Integration of local and global networks	Scottish electronics cluster		
	Part 3	Global evolutionary dynamics			
21st Sept.	10	Institutionalisation in MNEs	Empirical study (no case)		
28 th Sept.	11	Knowledge in MNEs	Toyota		
5 th Oct.	12	Knowledge in the globalisation process	HeidelbergCement		

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.

Plagiarism

Victoria University defines plagiarism as the copying of ideas, organisation, wording or anything else from another source without appropriate reference or acknowledgement so that it appears to be one's own work. This includes published and unpublished work, the Internet and the work of other students and staff. Plagiarism is an example of misconduct in the Statute of Student Conduct. Students who have plagiarised are subject to a range of penalties under the Statute. See the website: www.vuw.ac.nz/policy/StudentConduct.

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, the following staff members will either help you directly or quickly put you in contact with someone who can.

Staff FacultyRoom number

Sue Dover Student Support Coordinator, FHSS 2 Wai-te-ata Road

Kirstin HarveyLaw Old Gvt Building room 103

Liz Richardson Science and Architecture and Design Cotton Building room 150

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.

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student Administration Office

The Student Administration Office is located on the ground and first floors of the Railway West Wing. The ground floor counter is the first point of contact for general enquiries and FCA forms. Student Administration Advisers are available to discuss course status and give further advice about FCA qualifications.

Easterfield (EA) - FCA/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce & Administration and Law is situated in the Easterfield Building - it includes the ground floor reception desk (EA005) and offices 125a to 131 (Level 1). The office, will be open from 9:00 am to 5:00 pm during Trimester 2, offers the following:

- ·Duty tutors for student contact and advice.
- ·Information concerning administrative and academic matters.
- ·FCA Student Administration forms (e.g. application for academic transcripts, requests for degree audit, COP requests).
- ·Examinations-related information during the examination period.

Please note:

There will be a Student Administration Adviser, from the RWW office, based in EA005 from Monday 27 June to Friday 1 July (9:00 am to 5:00 pm) and from Monday 4 July to Friday 22 July (11:00 am to 1:00 pm).