

**VICTORIA UNIVERSITY OF WELLINGTON**

*Te Whare Wānanga o te Ūpoko o te Ika a Māui*



**FCOM 110**

**THE NEW ZEALAND COMMERCIAL ENVIRONMENT**

**2006**

**COURSE OUTLINE**

**TRIMESTER ONE  
21 FEBRUARY – 30 MAY**

## **COURSE OBJECTIVES**

The purpose of this course is to give an introductory survey of the trends, issues and evolving challenges of the contemporary business environment. The principal focus of the course is on the New Zealand commercial environment in the global setting. It is intended to give a foundation for future studies in a range of disciplines within the Commerce Faculty. Students are expected to consider the material critically rather than simply summarise the opinions of others. For this purpose, tutorials will be devoted to enhancing critical thinking. In addition, the course will assist students in acquiring a suitable level of essay writing and referencing skills.

The topics to be studied are set out below in Course Content.

Students who successfully complete this course will be able to:

1. Research and critically discuss selected topics in commercial law.  
*This topic will be assessed by the Assignment (worth 20% of the course marks)*
2. Discuss critically the nature of globalisation and its effects on contemporary business and governmental initiatives.  
*This topic will be assessed by Essay 1 (worth 20% of the course marks)*
3. Discuss critically the impact of information systems in business.  
*This topic will be assessed by Essay 2 (worth 20% of the course marks)*
4. Discuss critically the impact on business of current developments in the following areas:
  - a. Political Trends
  - b. Marketing
  - c. Management*These topics will be assessed by the Test (worth 30% of the course marks)*
5. Reach a satisfactory first year University standard in essay writing and referencing.  
*This will be assessed by the writing component (worth 10% of the course marks)*

Students should note that additional Mandatory Requirements (usually called 'Terms') must be met for a pass in this Course. These include attendance at seven or more of the ten tutorials, submission of all pieces of assessment including the Writing Exercises and sitting the Course Test. The mandatory course requirements are described in full on page 15.

## **COURSE INFORMATION**

All notices will be posted on Blackboard (<http://www.blackboard.vuw.ac.nz>) and also in the foyer of the Faculty of Commerce Kelburn Campus Office, Ground Floor Easterfield (next to EA LT 006). For further information on Blackboard please see the pamphlet attached at the end of this document, "Blackboard Online Learning". You must check the FCOM 110 notices regularly and keep abreast of any changes or additional information that may be posted from time to time.

Where course notes and/or overheads are provided in this course, they will be posted on Blackboard. However, it is essential that you attend all lectures and tutorials to gain full benefit from the course. Interaction with the lecturers, tutors and fellow students plays an important part in developing your critical competence.

## **COURSE CONTACT LIST**

All emails sent to staff must have the following words at the beginning of the subject line: "FCOM 110". Put your specific subject after that. This is so that your email can be distinguished from 'Spam' (unsolicited email) by staff.

## **COURSE COORDINATOR**

### **Dr. Michael Cash**

Room: EA 128, Easterfield Building, Kelburn Campus  
Faculty of Commerce Kelburn Campus Office, Ground Floor Easterfield  
(next to EA LT 006). To find EA 128 go up the stairs in this Office and  
turn hard right at top of stairs  
Phone: 463 5233 ext 8155  
Email: Michael.Cash@vuw.ac.nz

## **COURSE ADMINISTRATOR**

### **Michelle Chan**

Room: EA 128, Easterfield Building, Kelburn Campus  
Faculty of Commerce Kelburn Campus Office, Ground Floor Easterfield  
(next to EA LT 006). To find EA 128 go up the stairs in this Office and  
turn hard right at top of stairs  
Phone: 463 6674  
Email: Michelle.Chan@vuw.ac.nz

## **WRITING COURSE CO-ORDINATOR**

### **Jan Stewart**

Room: KK 012, New Kirk Building, Kelburn Campus  
Phone: 463 5995  
Email: Jan.Stewart@vuw.ac.nz

## **LECTURERS**

### **Dr. Nicholas Ashill**

Room: RH 1116, Rutherford House, Pipitea Campus  
Phone: 463 5430  
Email: Nicholas.Ashill@vuw.ac.nz

### **Leslie Brown**

Room: RH 715, Rutherford House, Pipitea Campus  
Phone: 463 6787  
Email: Leslie.Brown@vuw.ac.nz

### **Dr. Antong Victorio**

Room: RH 1004, Rutherford House, Pipitea Campus  
Phone: 463 5709  
Email: Antong.Victorio@vuw.ac.nz

### **Eusebio Scornavacca**

Room: EA 203, Easterfield Building, Kelburn Campus  
Phone: 463 6697  
Email: Eusebio.Scornavacca@vuw.ac.nz

### **Dr. Chris Eichbaum**

Room: RH 830, Rutherford House, Pipitea Campus  
Phone: 463 5675  
Email: Chris.Eichbaum@vuw.ac.nz

### **Dr. Michel Rod**

Room: RH 1126, Rutherford House, Pipitea Campus  
Phone: 463 5152  
Email: Michel.Rod@vuw.ac.nz

### **A/Prof. Dai Gilbertson**

Room: RH 905, Rutherford House, Pipitea Campus  
Phone: 463 5145  
Email: Dai.Gilbertson@vuw.ac.nz

## LECTURE TIMES AND LOCATION

You must attend the lecture stream that you are enrolled in unless permitted by the Course Coordinator, who will sign a Change of Course form, to change into another stream. Personal convenience is not an acceptable basis for switching streams.

### Times for the Lectures are:

<b>Stream L1:</b> (CRN 6684)	Monday:	9am - 9.50am
	Wednesday:	9am - 9.50am
	Thursday:	9am - 9.50am

<b>Stream L2:</b> (CRN 6691)	Monday:	12noon - 12.50pm
	Wednesday:	12noon - 12.50pm
	Thursday:	12 noon - 12.50pm

<b>Stream L3:</b> (CRN 10983)	Monday:	3.10pm - 4pm
	Wednesday	3.10pm - 4pm
	Thursday	3.10pm - 4pm

<b>Stream L4:</b> (CRN 6696)	Monday:	4.10pm - 5pm
	Wednesday:	4.10pm - 5pm
	Thursday	4.10pm - 5pm

All lectures take place at Maclaurin Lecture Theatre 103 (MC LT 103). Students are expected to be in the lecture theatre promptly for their lecture. Because of the size of this class it is important that students be seated before class starts. Please note that the Occupational Health and Safety Act prohibits people sitting in aisles in situations such as this.

## TUTORIAL ALLOCATIONS

**YOU MUST SIGN UP FOR TWO TUTORIALS: AN FCOM 110 TUTORIAL AND A WRITING SEMINAR TUTORIAL.**

**Tutorial sign ups will be made available on Blackboard from Thursday 24<sup>th</sup> February at 9am.**

**You must sign up for a tutorial before 5pm on Friday 25<sup>th</sup> February.**

Students should sign up for tutorials on Blackboard by following these steps:

**Step 1:** On your Internet browser, go to [www.blackboard.vuw.ac.nz](http://www.blackboard.vuw.ac.nz). Use your SCS user name (the first 6 letters of your surname and 4 of your first name) and your student ID number to log in.

**Step 2:** Choose the subject “FCOM 110” from the list of subjects you are enrolled in, and click on ‘Discussion Board.’ On this page is ‘Tutorial Sign-up’. Click on this and you will see a list of all the tutorial times. There are 80 tutorials to select from.

**Step 3:** Look at the days, times and rooms available, noting how many students have already signed up in the one you are interested. For FCOM 110 there should be **no more than 16 students** per tutorial.

**Step 4:** If there is fewer than the maximum number of names already there, click on your choice of time. This is important. (Do NOT click on Michelle Chan’s name or on any one else’s name). You will then go to another screen, where you can sign up for a tutorial by clicking on the reply button, to the right of the screen. Blackboard requires you to enter some text, so enter “XX” before actually replying. DO NOT enter any other text. If you have followed the instructions correctly, your name will appear on the list.

**Step 5:** Check the list to make sure that you are enrolled in the tutorial you meant to choose. If you have made a mistake, click on your name so that you bring up your original message, and hit the “remove” button. You will then have to re-sign for another tutorial. Don’t forget to note the details in your diary.

**Step 6:** The following day, please check your name is still on the tutorial list you signed up to. Your name may have been removed if it exceeded the maximum 16 students. For example, although at the time of signing up there were less than 16 students, another student may have been signing up at the same time as you and beaten you to it!

**Step 7:** Repeat steps 1-6 to sign up for a Writing Seminar, (click on ‘Writing Seminar Tutorial Sign Up’). These will take place for weeks 3-6 inclusive.

**NOTE:** If you do not see the required subject (FCOM 110) as one of your subjects then send an email to [Michelle.Chan@vuw.ac.nz](mailto:Michelle.Chan@vuw.ac.nz) and she will add you to Blackboard, but not sign you up for a tutorial. You must do this yourself. If you cannot access

Blackboard at all, then contact the Student Helpdesk on level 2 of the Murphy Building.

Confirmation of your tutorial group (including Writing Seminars) will be posted on Blackboard on or before Wednesday 2<sup>nd</sup> March.

If you are allocated to a Monday, Tuesday, Wednesday, or Thursday tutorial then your tutorials start in the **third week of lectures** (starting Monday 7<sup>th</sup> March).

If you are allocated to a Friday tutorial then your tutorials start on Friday 4<sup>th</sup> March (the **second week of lectures**). Note that you will not have a tutorial on Friday 25<sup>th</sup> March and your tutorials resume (after the break) on Friday 30<sup>th</sup> April.

## **COURSE CONTENT AND LECTURE SCHEDULE**

1. Course Requirements and Introduction, (lecture 1), (Nick Ashill, Michael Cash)  
*21 February*
  - FCOM 110 Connections Diagram (attached)
2. Law and Commerce, and Ethics (lectures 2-8), (Leslie Brown)  
*23 February, 24 February, 28 February, 2 March, 3 March, 7 March, 9 March*
  - How the Sovereign governs the market
  - The concept of legal capacity
  - How legal actors interact (contracts)
  - How we treat inputs into legal decisions (Fair Trading Act 1986)
  - Competition in the product market place
  - Ethics in business, triple bottom line reporting.
3. Globalisation and its impacts on Business (lectures 9-13), (Antong Victorio)  
*10 March, 14 March, 16 March, 17 March, 21 March*
  - The nature of globalisation, and the globalisation agenda
  - The controversy about globalisation and its effects
  - The opportunities for and the threats to employment, the movement of financial capital across nations and its impact on the earnings and well being of workers
  - What governments do and can do to enhance the positive effects and to ameliorate the adverse effects of globalisation.
4. Trends in Information Technology (lectures 14-18), (Eusebio Scornavacca)  
*23 March, 24 March, 11 April, 13 April, 14 April*
  - Information - a valuable asset for any organisation
  - Managing information to gain competitive advantage
  - The role of Information Systems in modern business
  - Electronic Business
  - Mobile Business

5. Government and Policy Trends (lectures 19-23), (Chris Eichbaum)  
*18 April, 20 April, 21 April, 27 April, 28 April,*
  - Political Ideas
  - The New Zealand Constitution
  - The Public Sector and the Policy Process
  - The MMP electoral system
  - Election 2005 - implications for the business sector.
  
6. The Contemporary Marketing and Business Context (lectures 24-28), (Michel Rod)  
*2 May, 4 May, 5 May, 9 May, 11 May*
  - The New Zealand marketing environment
  - Buyer behaviour in New Zealand
  - Marketing communications
  - Physical distribution and logistics.
  
7. Innovation and Entrepreneurship, Employment Trends (lectures 29-34), (Dai Gilbertson)  
*12 May, 16 May, 18 May, 19 May, 23 May, 25 May*
  - What do we export?
  - Understanding other cultures
  - Demographics and employment
  - Innovation and entrepreneurship
  - The challenge to New Zealand.
  
8. Wrap-up (lecture 35), (Nick Ashill)  
*26 May*

## **COURSE READINGS**

The essential Readings for this course are included in the FCOM 110 Course Readings. This book must be purchased from Student Notes (Ground Floor, Student Union). Some additional material and readings may be distributed at lectures. Do not purchase a second-hand book of Readings, as it will not fit this year's course.

Students need to study the readings closely, and make full use of them in their tutorials and written assignments. In marking assignments, it will be assumed that you have studied the relevant readings, reflected on them, and formed a considered view of the issues raised. This is what is meant by "critically" as set out in the Course Objectives. Note that the Course Criteria for marking the Essays in this Course includes marks for "...showing evidence of completing the relevant readings".



## **COURSE ASSESSMENTS**

There are five (5) Assessments in this course:

Assessment One:     **Legal Assignment (20%)**  
Due: Tuesday March 22<sup>nd</sup> by 10am

Assessment Two:     **Writing Component (10%)**  
First four weeks of tutorials (weeks 3-6 inclusive)

Assessment Three:   **Essay One on Globalisation (20%)**  
Due: Tuesday April 19<sup>th</sup> by 10am

Assessment Four:    **Essay Two on Information Technology (20%)**  
Due: Tuesday May 10<sup>th</sup> by 10am

Assessment Five:     **The Test (30%)**  
Saturday, May 28<sup>th</sup> from 9.30am to 11.30am

There is **no final examination** in this course.

Details of the Assessments are set out below.

## **ASSESSMENT MARKING**

Your tutor will mark and provide appropriate feedback for the Assessments. If you feel that the mark or feedback you received is unfair, then you must discuss this matter with your tutor, who may remark your Essay. If you still feel that you have been treated unfairly then take your Assessment (signed by your tutor) to Dr. Michael Cash in EA 128 who will review the mark.

Requests for remarking must be made within ten (10) days of the Assessment being handed back. Note that both your tutor and Dr. Michael Cash may increase or decrease your grade if you request a remark.

## **CRITERIA FOR MARKING**

The criteria for marking the Essays are that they should:

1. Succeed in answering the Question(s) asked
2. Show a good understanding of the relevant issues
3. Give evidence of knowledge of relevant readings and research
4. Demonstrate the ability to critique ideas
5. Attain a good first-year University level of presentation of academic writing and research (including both APA and in-text referencing).

The marking schedule is included as an appendix to this document. Note that each criterion has three sub-sections. Failure to comply with any of a criterion's sub-sections could result in the loss of all of the marks for that criterion.

**There will be equal weighting given to each criterion.**

Refer to page 25 for a sample Essay Marking Sheet.

The marking criteria for Assessment One and the Test will be based on the first four criteria above (each worth 25% of the allocated mark). While students will not be expected to use APA referencing, marks will be deducted for poor presentation.

**The overall course standard for academic writing and referencing for all Assignments will be indicated clearly in the Writing Seminars. The criteria for this part of the course will be made clear in the first writing Seminar.**

## **PLAGIARISM**

Your essays will be checked for plagiarism, so you need to carefully read the section on plagiarism (page 23). All references from your readings or from the Internet must be cited correctly and fully, even if they have been "changed". Plagiarised material will be given 0 marks.

**ASSESSMENT ONE: LEGAL ASSIGNMENT (20%)**

**Legal Assignment based upon seven (7) lectures conducted by Leslie Brown:**

To submit your work for this Assessment you will need to provide an envelope big enough to fit an A4 page unfolded (together with your example from Activity B of Tutorial 2). Your answers to A), C), and D) may be typewritten.

In the envelope you should include-

A)

Explain why it is important to know whether the books and articles you find in a library search are 'popular, trade or scholarly'. In which sort are you more likely to find new knowledge? (200 words maximum, 2%)

B)

Provide your example of a similar or 'look-alike' product packaging from Activity B of Tutorial 2, together with your explanation of what the similar or look-alike aspect is. (300 words maximum, 4%)

C)

Many years ago a President of the United States said "the business of government is business". Do you think this is, or is not, a satisfactory (if very brief) description of what governments are for? Why? (300 words maximum, 4%)

D)

Victoria University Press has published a book called "Tarzan Presley". It is a novel by a New Zealand writer, Nigel Cox. It is about a character raised by gorillas in the jungles of New Zealand who gets a record deal with Elvis Presley's producer and has Number 1 hit records.

Argue either for or against whether the law should allow the representatives of Edgar Rice Burroughs (creator of Tarzan), or the estate of Elvis Presley to stop the novel being sold? (700 words maximum, 10%)

**Please enclose your assignment in a sealed A4 envelope together with a hard copy of your assignment and also on a floppy disc or CD. Place it in your tutor's box and put your tutor's name and tutorial number on the front. Boxes are located on the second floor of the Murphy Building.**

**Marks will be deducted from assignments exceeding the word limit by more than 10% of the prescribed word count.**

**Length 1500 words.**

**Due: Tuesday March 22<sup>nd</sup> (10am)**

## **ASSESSMENT TWO: WRITING COMPONENT (10%)**

The business writing course, as an important part of the FCOM 110 course, aims to provide all Commerce students with:

- The core writing communication skills required for success in working life
- The basic writing skills necessary for many of the assessment requirements of university work.

There are 4 writing seminars:

Week 1 of writing seminars	Friday 4 <sup>th</sup> March – Thursday 10 <sup>th</sup> March
Week 2 of writing seminars	Friday 11 <sup>th</sup> March – Thursday 17 <sup>th</sup> March
Week 3 of writing seminars	Friday 18 <sup>th</sup> March – Thursday 24 <sup>th</sup> March
Week 4 of writing seminars	Monday 11 <sup>th</sup> April – Friday 15 <sup>th</sup> April

If your Writing tutorial is on a Friday, then your Writing Seminars will take place from 4<sup>th</sup> March in the **second week of lectures**. You will not have a Writing Seminar on Friday 25<sup>th</sup> March (Good Friday).

If your Writing tutorial is on a Monday, Tuesday, Wednesday, or Thursday, then your Writing Seminars will take place from the 7<sup>th</sup> March in the **third week of lectures**.

Attendance at writing sessions is worth marks so please choose times carefully and check you are on tutorial lists at your first session. Because of the large numbers involved and the desire to keep classes small, the **swapping of writing seminars is NOT permitted**.

**Assessment requirements are:**

- 1. Attendance - 4 seminars** = 4%
  - 2. Complete and hand in for marking 2 short Writing Exercises.**  
Your writing exercises can gain a mark of 3, 2, 1 or 0
    - (a) Compiling an APA Reference list** = 3%  
Due at your writing seminar, on the week beginning Friday 11 March
    - (b) Writing an introductory paragraph for Essay One (Globalisation)** = 3%  
Due at your writing seminar, on the week beginning Monday 11 April
- TOTAL** = 10%

**NOTE: The Writing Course is run by Student Learning Support Service for the Faculty of Commerce and all queries should be made to SLSS on the Ground Floor of New Kirk Building or phone 463 5999. Assessment exercises must be handed in to the Writing tutor at your writing seminar the week they are due.**

### **ASSESSMENT THREE: ESSAY 1: GLOBALISATION (20%)**

#### **Essay Assignment on Globalisation, based upon five (5) lectures conducted by Dr Antong Victorio:**

Globalisation is an economic force that affects the amount of trade between countries, the amount of jobs that are available to all of them and the value of each country's currency relative to those of the others.

Consider an analysis of two **fictitious** countries, a rich one that is similar to New Zealand, Australia, the United Kingdom, the United States or any other country you may have read about, versus a poor one that is similar to Haiti, Nigeria, Botswana, Laos or likewise any other poor country you may also have read about. Let the rich country be defined as the one that has a lot of high-skilled workers, very few low-skilled workers and which uses very advanced technology for the products that it produces at home. Let the poor country be defined as the one with a lot of unskilled workers, very few skilled workers and which uses hardly any technology at all.

In an essay not exceeding 1500 words, answer the following questions:

- a.) Explain how trade between the two countries, which is increasingly common with globalisation, can be beneficial to each one of them.
- b.) Explain how the outsourcing of production by the rich country can be either beneficial or costly (harmful) to each of the two. Explain what you think are some of the benefits and the costs.
- c.) Explain how and why rapid and unanticipated changes in the value of each of the country's currencies can be harmful.
- d.) Recommend and explain what you think the government of each country should do in order to moderate any harmful effects that may result from outsourcing. Do the same for any harmful effects that may result from rapid changes in currency values.

The assigned readings and the lectures on globalisation are adequate to complete the essay, but you should feel free to include any additional references in support of your explanations.

**Please enclose your assignment in a sealed A4 envelope together with a hard copy of your assignment and also on a floppy disc or CD. Place it in your tutor's box and put your tutor's name and tutorial number on the front. Boxes are located on the second floor of the Murphy Building.**

**Marks will be deducted from assignments exceeding the word limit by more than 10% of the prescribed word count.**

**Length 1500 words.**

**Due: Tuesday April 19<sup>th</sup> (by 10am)**

**ASSESSMENT FOUR:      ESSAY 2:      INFORMATION      TECHNOLOGY  
(20%)**

**Essay Assignment on Information Technology (IT) and e-business, based upon five (5) lectures conducted by Eusebio Scornavacca:**

Information is no longer just a management control tool, but a key organisational resource as important as raw materials, capital or human resources. In an essay not exceeding 1500 words, answer the following questions:

- a.) How is information technology changing the way people do business?
- b.) Explain why it is important for modern businesses to effectively manage information.
- c.) What are the opportunities that e-business is bringing to organisations?
- d.) Is e-business suitable for all organisations?
- e.) In your opinion, what is the future role of information systems and e-business in our society?

Please make sure you support your answers with examples. The assigned readings and lectures on IT and e-business are adequate to complete the essay, but you should feel free to include any additional references in support of your explanations.

**Please enclose your assignment in a sealed A4 envelope together with a hard copy of your assignment and also on a floppy disc or CD. Place it in your correct Tutor box and put your tutor's name and tutorial number on the front. Boxes are located on level 2 of the Murphy Building.**

**Marks will be deducted from assignments exceeding the word limit by more than 10% of the prescribed word count.**

**Length 1500 words.**

**Due: Tuesday May 10<sup>th</sup> (by 10am)**

**ASSESSMENT FIVE:      THE TEST (30%)**

The Test will consist of three (3) questions testing your understanding of and considered view about issues and topics raised in the lectures and readings on Political Trends, Marketing and Management.

**This Test will take place at the Kelburn campus on Saturday, May 28<sup>th</sup> (from 9.30am to 11.30am). Make sure you keep this time free for your Test. Information as to the specific room locations will be provided closer to that date.**

## **LATE ASSESSMENTS**

Late Assignments and Essays will have their total mark reduced by 1 mark for each day it is overdue unless prior permission has been granted. Late Assignments and Essays are to be brought to Michelle Chan in EA 128.

Late Writing Exercises must be handed in no later than ten (10) days from the due date. After this time, your assessment will NOT be accepted. You should do this at the Student Learning Support Services (SLSS) reception, Level 0 Kirk Wing. However, you need to understand that these will not be marked and you will be awarded 0% for this exercise.

Assignments and Essays submitted over ten (10 days) late will not be marked and you will be awarded 0% for this assessment.

## **MANDATORY COURSE REQUIREMENTS (Terms)**

To complete the mandatory requirements for this course you must:

- a) Attend at least seven of the ten tutorials and be marked off as present by your tutor. If you arrive late to a tutorial then your tutor may not award you with 'attendance' for that tutorial.
- b) Submit all Assessments.

The Legal Assignment and two Essays must be put into your tutor's marked box on the second floor of the Murphy Building with your name, Student ID number, your tutor's name, and your tutorial number on the front.

The Writing Exercises must be handed in to your writing seminar tutor during your writing seminar with the cover sheet filled out and attached to the front.

- c) Sit the course Test.

Students who fail to satisfy the mandatory requirements for passing the paper will not receive a graded result, and their records will show a "Q" (an ungraded fail).

## TUTORIAL SCHEDULE

As outlined above, if you are allocated to a Monday, Tuesday, Wednesday, or Thursday tutorial then your tutorials start in the **third week of lectures** (starting Monday 7<sup>th</sup> March). If you are allocated to a Friday tutorial then your tutorials start on Friday 12<sup>th</sup> March (the **second week of lectures**). Note that you will not have a tutorial on Friday 25<sup>th</sup> March (Good Friday) and your tutorials resume (after the break) on Friday 15<sup>th</sup> April.

If you are allocated to a Monday tutorial, due to ANZAC Day on 25<sup>th</sup> April, make sure you go to another tutorial that week. Attendance will be recorded by the tutor.

The tutorials aim to provide you with general assistance with the course requirements. Tutors will give you guidance about how to approach the set Assessments, and give you feedback on the Essays. You will be expected to think for yourself and develop your own view on the issues raised in the course. Your tutors will help you to debate and discuss these issues.

### **Law and Commerce, and Ethics**

#### ***Week Three***

Question One: Introduction to FCOM 110: Self Paced Library Tutorial

You and the other participants in your tutorial can use this time to share with the group how you are progressing through the FCOM110 Self Paced Library Tutorial.

\*Preparation: You should have your own copy of the handout “Self Paced Tutorial for FCOM 110 Library Research Skills”, and have made some progress through it.

Question Two: “Law is best made by Parliament and not by Judges”

Your tutor will divide the group in two. The leader of one group will be the Prime Minister, and of the other the Chief Justice. The topic is: “Law is best made by Parliament and not by Judges”.

\*Preparation: This Activity deals with the roles of executive, legislature, and judiciary drawing on the material covered in the first few lectures.

#### ***Week Four***

Question One: Self-paced tutorial for FCOM 110: Library Research Skills

Your tutor will lead a short reflection on this self paced tutorial. Some emphasis will be placed on how you evaluate what you find in a library search and on the difference between academic or scholarly material and other material you may find.

\*Preparation: You should have completed the “Self paced Tutorial for FCOM 110: Library Research Skills” and be able to contribute to a discussion about evaluating



what you find in a library and on the difference between academic or scholarly material and other material in a library

Question Two: Marketplace

Consumer product markets commonly feature products (from different manufacturers) that have similar or 'look-alike' packaging or appearance or taste and so on. Find and bring to your tutorial at least one example of a consumer product that has similar or 'look-alike' packaging or appearance to another product – NOTE you will need to keep your example and include it in the envelope containing your Assessment One.

You and the other participants in your tutorial will display the examples of similar or 'look-alike' product packaging that you have found. Discuss how section 9 Fair Trading Act 1986 might be applied to your example.

## **Globalisation and its impacts on Business**

### ***Week Five***

In "Globalisation: The Concept, Causes and Consequences", by John Williamson, the author is led to conclude that a "broader policy agenda than simply liberalization" (pg 6) is needed for dealing with globalisation. Based upon all of the other readings that were assigned, why do you think that the author is led to such a conclusion?

### ***Week Six***

For each of the following policy areas, explain why globalisation can be regarded as both an opportunity and a threat:

- a.) Total employment within a country
- b.) The movement of financial capital across nations and
- c.) The earnings and well being of workers.

Discuss why globalisation is such a contentious issue.

## **Trends in Information Technology**

### ***Week Seven***

Questions 1-3 are based on The Economist (2004, 15 May) "A Survey on e-commerce. *The Economist*, 3-16.

1. What is e-business?
2. What is the role of e-business and information systems in our society?
3. How can New Zealand companies increase profits with e-commerce?

Questions 4-5 are based on Based on: Telecom New Zealand. (2003). "Mobile sales solution: Wireless recipe for sales success." Retrieved 10 December 2004, from [http://www.telecom.co.nz/binarys/mobjjs\\_cookiestime.pdf](http://www.telecom.co.nz/binarys/mobjjs_cookiestime.pdf)

4. How is Cookie Time using mobile technology to gain a competitive advantage?
5. In your opinion, what are the current major m-commerce (mobile commerce) limitations in New Zealand? Which ones do you think will be overcome in 5 years? Which ones will not?

## **Government and Policy Trends**

### ***Week Eight***

A political ideology combines elements of an analysis of the way things are, a sense of how they should be, and a political strategy for making the transition from where we are now, to where we 'should be'. How many coherent political ideologies can you detect in contemporary New Zealand politics (start with the parties represented in the New Zealand Parliament)?

1. What are the various elements of New Zealand's constitutional arrangements?
2. Should New Zealand have a single written constitution?
3. What is public policy?
4. How does public policy impact on you as a student?
5. How does public policy impact on the New Zealand business sector?
6. What are the arguments advanced variously in support of, or in opposition to, the First Past the Post (FPP), and the Mixed Member Proportional (MMP) electoral systems?

## **The Contemporary Marketing and Business Context**

### ***Week Nine***

“Buy New Zealand Made”

Few New Zealanders are aware that by purchasing imports over locally made goods, they are potentially creating more unemployment in New Zealand, resulting in the need for higher taxes. Also, when New Zealanders buy imports, they are contributing to a trade deficit, thereby reducing the value of their dollar and its buying power. In contrast, when people buy products made in New Zealand, they are reducing unemployment in New Zealand, and contributing to a strong national economy. If every New Zealander spent \$2 more each week on New Zealand goods and services, this would create 6 204 jobs.

The “Buy New Zealand Made” campaign was initiated by the Board of New Zealand Manufacturers’ Federation, with the objective of encouraging buyers to behave in a way that helps the national interest of New Zealanders. A problem, however, is that foreign manufacturers are using penetration pricing to enter the New Zealand market, at the expense of New Zealanders. An election promise of the Labour Government was to provide financial support for the Buy New Zealand Made campaign; yet in 2003, there was still a lack of government support.

An advertisement was designed to read as follows:

**New Zealand can make it.  
(You simply have to buy it)**

**We make great, competitive products in this country that stack up against any in the world. And when we choose to buy them, we're also helping New Zealand. Not just today, but also encouraging and supporting growth and jobs for tomorrow. Please look for the Buy New Zealand symbol next time you shop. Buy it, and we can make it.**

**If we all bought New Zealand made, we'd be made.**

**Buy New Zealand.**

The problem was the lack of funding to increase awareness sufficiently, in order to influence consumer behaviour.

The campaign currently raises money through membership fees. Firms which comply with the "Made in New Zealand" definition, as per the Fair Trading Act, may pay an annual fee of \$10 (plus GST) per employee, licensing them to use the distinctive Buy New Zealand Made logo, which consists of a red kiwi in a blue and white triangle. An alternative logo is in black and gold. The goal is that these logos be perceived to be synonymous with quality.

In 1988, Buy New Zealand Made had 2000 members, in 2003; there were only 34 large members, and 516 small-scale enterprises (the latter with fewer than 15 employees each).

The campaign has one dedicated staff member along with the President. The campaign also has access to staff at Business New Zealand.

Questions:

1. If buyers, in theory, always favour goods and services that offer the greatest value and satisfaction (economic models), when would they be willing to pay more for a locally made product than for an imported equivalent?
2. Making reference to the psychoanalytical model, prepare a marketing programme for a Buy New Zealand Made campaign. Your objective is to influence attitudes and consumer behaviour.
3. A recent passenger on Air New Zealand was surprised to find that the woollen blankets provided in the First Class cabin were imported from Europe. How does it reflect on New Zealand when the national flag carrier buys woollen blankets from Europe, rather than blankets made in New Zealand? How would the use of locally made blankets on Air New Zealand change perceptions and consumer behaviour as well?
4. A recent study found that 76% of New Zealanders preferred to buy locally made products, rather than imports. Would you prefer to pay a little less

- for an imported product, or are you willing to pay more for a New Zealand product? What are the long term costs of buying imported goods?
5. How might peer-group members change perceptions about locally made products?

Marketing Principles in New Zealand, 3rd edition, Craig Walters and Leo-Paul Dana, Pearson/Prentice Hall, 2004.

### ***Week Ten***

“Sustainable development through marketing”

Overpopulation, increasing poverty and persisting degradation of the ecosystem are a reality today. If such trends continue to escalate at the predicted rates, then what will the historical records show?

Over consumption, overuse and an overwhelming desire for more than we need is behind this bleak outlook. Unfortunately, many marketers have exploited the psychology of consumer behaviour and have encouraged unsustainable values and buying practices. People have embraced campaigns that have made greed acceptable. Marketers and consumer behaviour specialists can and should be catalysts in reversing these unsustainable ways of acquiring, consuming and disposing of goods and services.

Through the bombardment of advertisements, products and services, marketers have helped influence our ways and heightened our degree of consumption. By introducing new and so-called “improved” ways of using products and services, older, more sustainable alternatives are often no longer options. There are but a few places in the developed world where milk is still sold in glass bottles – which not only makes the milk taste better, but also involves virtually no waste in the consumption. People used to do their grocery shopping in open-air markets within walking distance of their homes. Purchases were placed into hand woven individual baskets. It is now quite common to put fruits and vegetables into small plastic bags and affix adhesive pricing stickers to them, then seal them shut so that they cannot be reused. Afterwards, we put the small bags into bigger ones for transportation. The larger bags are sometimes reused but often are just thrown away. We generally drive to stores, even if they are within walking distance. Most of our weekly groceries are wrapped in expensive amounts of non-reusable packaging. How much of this is for protection and how much is pure marketing?

Consumer adaptation happens when we have repeated experiences with stimulus. Seemingly, many of us have become used to the convenience of new ways, but are these ways sustainable? Marketers must re-tool their ways and be conscious of directing their energies toward creating positive stimuli to change society’s mindset, so that people demand fewer of the products that are harming our environment.

*Economically friendly, environmentally safe, not tested on animals, recycled* – these are buzz words and phrases that have been plastered on products and advertisements in recent years. They represent efforts that are creating awareness of the environmental problems our planet is facing today. Some businesses are making

strides in finding ways to reduce wastage and become more environmentally sound. Unfortunately, there are not many incentives in place to force more companies to take such actions. Efforts that have been made are regrettably, few and far between. Entrepreneurs, however, are noted for their ability to find ways of creating opportunities in states of disequilibrium and as such will be instrumental in achieving a sustainable economic, social and cultural environment. Sustainability must be a part of business and marketing thinking and therefore must be instituted early on in people's educational development.

“If ‘green marketing’ is to succeed, it is critical that marketers identify those consumer groups whose attitudes are most favourable to greater environmental responsibility”. (Solomon, 1996). Often, recycled goods cost more because governments have not yet attached a price (value) to non-renewable resources and natural resources.

It is up to business to create overwhelming demand for environmentally friendly products as well as ways of sustainable consuming and disposing of these goods. The problems we now facing are considerably larger than those posed by personal consumption. Empires have been built around the exploitation of non-renewable resources. It is such “empires” that must be helped to change direction. For such changes to take place, governments must be supportive of research and development, and consumers must be made aware of the repercussions of their actions. When they band together, informed buyers can have an incredible influence on the state of our planet's health. There are informed companies that have energy saving technologies, but refuse to market these because the demand is low. People are not willing to give up convenience easily – so let's make convenience sustainable.

Environmentally safe technologies to replace those that are considerably less so already exist. These include electric cars, photovoltaic cells, organic farming and natural materials. Electric cars do not produce pollutants, photovoltaic cells generate electricity directly from sunlight, organic farming does away with toxic chemicals and the effective use of natural materials reduces the need for synthetic products from the petrochemical industry. Companies can have first-mover advantage with the electric cars and organic farmers can obtain the same economic returns as conventional farmers (with a lower debt burden) (Commoner, 1992). Commoner also goes as far as saying that if the “US would produce enough photovoltaic cells to satisfy existing markets in developing countries, the balance of trade could be improved”. Naturally, we need governments to help kick start such industries!

It is imperative that dollar profits should be turned into sustainable profits, so that everyone wins. The government must encourage the production of electric cars and photovoltaic cells. But we must also express demand for such a change in direction.

For the next hundred years, we must find gratification in a global effort to save our globe – then the generations that follow will know what was done and it will be their duty to not repeat the mistakes of the past. The field of marketing can and should be a stepping stone to a more encompassing and lasting field entailing sustainable business practices.

The 4 Ps should be supplemented by 4 Rs: Reduce, Reuse, Repair, Recycle. We must make haste and reverse the trends of environmental degradation, for the greater good of every living organism on this planet. Perhaps we are not completely responsible for the past, but we are definitely responsible for the future.

Questions:

1. In answering the question, “Can modern economics be restructured against the criteria of sustainability” MacNeil (1989) wrote that “Such restructuring would require changes in societal values and goals, changes in incentives and changed in the dominant processes of decision making”. Comment on this statement.
2. What responsibility does business have to the environment?
3. Evaluate the environmental record of firms operating in New Zealand.

Marketing Principles in New Zealand, 3rd edition, Craig Walters and Leo-Paul Dana, Pearson/Prentice Hall, 2004.

## **Innovation and Entrepreneurship, Employment Trends**

### ***Week Eleven***

Describe a new venture you would like to make happen. Identify who the market is and how you will deliver a winning proposition. What action steps would you take to make it happen?

### ***Week Twelve***

What are some of the personal attributes of entrepreneurs you have gleaned from all of the websites you have visited? What websites were most useful to you personally? Why? Based on the websites, make a list of the qualities; attitudes and life experiences entrepreneurs seem to share. Rate yourself as an entrepreneur.

## 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](http://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](http://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](http://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 organisation 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](http://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](http://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](mailto: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/](http://www.vuw.ac.nz/st_services/) or email [student-services@vuw.ac.nz](mailto: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](mailto:education@vuwsa.org.nz).



## SAMPLE MARKING SHEET

<b>Student ID#:</b>	<b>FCOM 110: <i>Essay 1</i></b>	
<b>Tutor:</b>	<b>Tutorial Number:</b>	
<b>Assessment Criteria and Comment - The student has...</b>	<b>Out of</b>	<b>Marks</b>
...sufficiently answered all of the questions Ideas on topic? Good balance of answers to the sub-questions? To the point? (no 'padding')	4	
...shown a good understanding of the relevant issues Issues clear? Scope of the issues appreciated? Ideas on the issues sufficiently developed?	4	
...shown evidence of completing the relevant readings Readings referred to? Readings used and challenged effectively? Minimal direct quotation?	4	
...provided a critical response to the questions Ideas thought through? Alternative views discussed? Original thought or a personal perspective shown?	4	
...presented the essay appropriately Well structured? Writing clear, accurate, and appropriate? Referenced properly?	4	
	<b>Recommended total</b>	/20
	Less marks for . . . days lateness	
	Plus/Less marks for moderation	
	<b>Actual total</b>	/20