



SCHOOL OF MARKETING AND INTERNATIONAL BUSINESS

IBUS 406
ADVANCED STRATEGY AND ORGANIZATIONAL DEVELOPMENT
Trimester 2 2006
[15 points]

COURSE OUTLINE

COURSE CO-ORDINATOR:

Dr. Joanna Scott-Kennel
Rm 1110, Rutherford Hse, 23 Lambton Quay
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OFFICE HOURS:

Wednesday 11.30am - 12.30pm RH 1110
Other times by appointment

LECTURE TIMES AND ROOMS:

Wednesday 1.40 – 4.30pm RWW315

***Tuesday 2.40 - 5.30pm RWW128**

*Please note that for weeks 4, 5 and 10, classes will be held on both Wednesdays and Tuesdays.
No classes in weeks 6, 7, and 12.

PREREQUISITES:

The prerequisite for this paper is IBUS 301.

TEXTBOOK:

The textbook required for this course is Akoorie, M.E.M. and Scott-Kennel, J. (2005). *International Business Strategy: A New Zealand Perspective*. Auckland: Pearson Education.

COURSE 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 centred on the exploration and discussion of case studies as a key learning medium.

COURSE CONTENT:

IBUS 406 is concerned with three strategic perspectives in the context of international business knowledge and research. Firstly, it deals with the multinational enterprise (MNE) perspective – that is, the organisational and operational facets of global and regional enterprise. Part I begins with an introduction to the strategy / structure interface in the global context, and then focuses on the range of entry modes employed internationally, including alliances. Particular emphasis is given to the strategy and (inter-) organisational structures underlying such entry modes. The final session in Part I considers MNEs and International/ Industrial Relations. The theme of this session is to examine how MNEs manage their multiple relationships with various industrial relations jurisdictions and the extent to which it is possible to centralize or devolve Industrial Relations policies and practices.

Secondly, it deals with the importance of international trade to both strategy and structure of the international enterprise. Part II examines four key issues pertaining to international trade: practice, theory, geography and policy. Trade Practice discusses letters of credit and invoice terms, focusing especially on FOB and CIF. Trade Theory covers Linder demand-based trade and supply side theories (ie, Ricardian comparative advantage and Heckscher-Ohlin factors of production based comparative advantage). Trade Policy covers tariffs, quotas, non-tariff barriers, anti-dumping, and the WTO. The first topic provides students with key terms and mechanics, together with the conceptual understanding of international institutions. The second shows how trade theories fit together, and what this implies for firm strategy. The last topic is the most strategic as it deals with firms' interactions with government.

Thirdly, it deals with recent issues in internationalisation and competitiveness from the perspective of small to medium-sized enterprises (SMEs) operating internationally. Part III considers the development of international entrepreneurship, with a particular emphasis on the emergence of the field international entrepreneurship based on work from more well-established disciplines. The course then considers the role of clusters in the development and internationalisation of SMEs, drawing on examples of clusters in New Zealand and internationally. This leads us to consider competing theories of internationalisation and whether entrepreneurs and management teams employ systematic planning and strategy formulation or whether strategies are emergent and crafted within organizational and environmental circumstances to meet broad goals. The final session of the course will question the way in which business schools consider and teach the issue of 'success' for international firms. It will argue that success can be measured in various ways; not least of which by entrepreneurs and management teams – that may differ from conventional approaches.

The three parts of the course are linked by the changes in global investment and trading environment and strategic and organisational paths taken by MNEs and SMEs in response to these changes. 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 at the forefront of international business research such as MNE structures and strategies, international trade, entrepreneurship, industry clusters and internationalisation.

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 peer review, 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 and analysis, peer review, seminars, and research and review of the extant 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 (company) 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 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 based on the assigned case (max. 60 minutes). Another student(s) will then give constructive criticism on the case (max. 10 minutes) followed by class discussion. The second part will be used to provide an overview of the topic under discussion, drawing on assigned readings, and additional relevant material where appropriate. This will generally be led by an academic involved in research in this area, and will include opportunities for student involvement, 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 Margaret Boon in RH1121, from 9am - 3pm daily.

Generally, there will be three prescribed readings each week – one text book chapter, 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.

Preparation for Each Session: In preparation for each session, you need to read each of the assigned readings, the textbook chapter and the case, as described below.

Textbook

The textbook chapters provide the starting point for understanding the topic and issues for strategy. These chapters are particularly important for students not majoring in IBUS.

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 for strategy based on your assessment of the case and the integration of themes, concepts, and theories from the literature

ASSESSMENT REQUIREMENTS:

The paper will be assessed on the basis of 100% coursework. The coursework comprises a 2-page **proposal** for case research of an organisation or group of organisations of your choice (10%), a **seminar** which will involve presenting and leading class discussion on a case study selected from the course outline, and submitting a 2-page summary of additional material on the case organisation/s to blackboard (20%), **suggestions for case development** and **annotated bibliographies** on each of two topics selected from the course outline (15% each), an **individual report and presentation** of a case study researched and written by the student (30%), and **case development commentary** for another student (10%). In summary:

Course work (100% of final grade):

- 1. Proposal for case research of an organisation/s of choice (10%);
- 2. Class seminar/leading discussion of a case, including a summary of additional material (individually or in pairs) (20%);
- 3. Annotated bibliographies on two topics selected from the course outline (15% each = 30%);
- 4. Individual report of a case study researched and written by the student (30%);
- 5. Two case commentaries and suggestions for case development for two other student's cases (including brief typewritten notes) (10%).

NOTE: The individual case research organisation/s should be different from the cases listed in the course outline. Details of each of the coursework assessments are given below.

ASSESSMENT CONTENT:

Case Study 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 date for Proposal

Week 3

Seminar/leading class discussion on cases

In week one you will be assigned a topic for your seminar/case study presentation. 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 three. These will generally be conducted in pairs, but you may choose to work independently – this will depend on final student numbers and available sessions. You should aim for the seminar to take approximately 1 hour, 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. This can be arranged immediately following the Wednesday class.

IMPORTANT: In order for your peers to review and make suggestions on your case, your summary material needs to be posted on Blackboard (Assignments) by 9am of the morning of the presentation at the latest.

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 (including annotated bibliography) is given below.

Seminar Marking Criteria

Name:

Date:

Topic:

Grade:

Delivery

Audible/speed, continuity and confidence, clarity of communication of ideas /10

Effective use of visuals, class interaction and interest and understanding, style and effective presentation skills, provision of notes to class (via blackboard) /10

Content

1. Identification of objectives of seminar/issues/key facts and issues of case study /5

2. Stimulation and facilitation of class discussion on points of interest or contention in the material, and /10

3. Demonstration of ability to ask and address questions informatively /10

4. Addressing of the issues and arguments, in-depth discussion and reasoning, ability to stick to the topic /10

5. Extent of additional supporting material, depth and breath of ideas or concepts in the relevant areas, /10

6. Logical presentation of the material/argument, structured around key points or academic arguments from the literature /10

7. Acknowledgement of limitations, future research issues, complexities within the argument(s) /10

8. Annotated bibliography /15

Mark out of 100 /100

Comments

Annotated Bibliographies

Each student will prepare an annotated bibliography on **eight** 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 (your seminar) and the other will be on the case presented in another student(s) seminar. The annotated bibliography will include articles from the reading list and any additional articles needed to make up the eight. 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 double spaced) 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 evident from your overall synthesis of the articles.

For each article:

- Full reference details.
- An annotation of approximately 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.

The annotated bibliography should be no longer than 3000 words, including annotations.

Case Development Commentary

Each student will prepare two brief commentaries to facilitate improvement and development of the cases presented by your fellow students. The first will be on the case assigned to the topic of your annotated bibliography (but not the one on your seminar topic). The second will be assigned to you following the submission of case studies in Week 10.

Summaries of the cases, or the cases themselves, will be posted on Blackboard no later than 9am on the morning of the presentation. Your commentary will be presented following the seminar/case, with brief, typewritten notes given to the student(s) presenting and the course co-ordinator. The commentary should take no longer than 5 minutes and include:

- The key points made in the case presentation.
- Suggestions for improvement: ie. Consider material presented, argumentation, organisation, ability to link relevant literature, evidence of further research, suitability and feasibility of recommendations etc.

Students will have the opportunity to improve their cases based on this feedback, and the best will be published as teaching cases.

Case Research

The case study research should be different to that of your seminar, and those given in the course outline. Your ideas 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 undertake the research.

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 4000 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, 2 October (12 noon)

Assessment of the Case Research

The following criteria will be considered in the overall assessment of the case study report (including the presentation):

Content

- 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

Presentation

- Structures the case research report logically
- Demonstrates creative and original thinking
- Applies referencing style guidelines
- Writes clearly and presents the case research report professionally

Case Presentations and Commentaries

Students will be required to make a 15-minute presentation on their case research, structured in a similar way to that described for the report. Further details will be given in class, and presentations are scheduled for Week 11.

Students are expected to read all the cases assigned to their group (of 6). In addition to their own presentation each author will be expected to give a brief constructive suggestions on another's case (5 minutes) (see case commentary above). The objective is to help your classmates improve the cases prior to final grading.

To find out which case and group you have been assigned to, and to review the cases, please visit blackboard, under assignments. A round table discussion will follow each initial summary and case development. The resulting discussions and summary guidance by the course co-ordinator will provide a new form of in-depth feedback. The process is repeated for each case in your 3 hour session.

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 <http://www.vuw.ac.nz/ibproject/referencing.htm>. 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 the beginning of class on the date specified. Assignments may be handed in at class times, or e-mailed to the course coordinator prior to the class. Note that case studies must be posted on Blackboard by 9am the day of the presentation at the latest.
- 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 be handed in, or e-mailed, to the course coordinator.

WORKLOAD:

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

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. Students should also place a copy of their cases on blackboard for peer review and case development.

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.

YOUR NOTES:

Faculty of Commerce and Administration Offices

Railway West Wing (RWW) - FCA Student and Academic Services Office

The Faculty's Student and Academic Services 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. To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

Easterfield (EA) - FCA/Education/Law Kelburn Office

The Kelburn Campus Office for the Faculties of Commerce and Administration, Education 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 is available for the following:

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

To check for opening hours call the Student and Academic Services Office on (04) 463 5376.

General University Policies and Statutes

Students should familiarise themselves with the University's policies and statutes, particularly the Assessment Statute, the Personal Courses of Study Statute, the Statute on Student Conduct and any statutes relating to the particular qualifications being studied; see the Victoria University Calendar available in hard copy or under 'About Victoria' on the VUW home page at www.vuw.ac.nz.

Student 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 are to be taken if there is a complaint. For information about complaint procedures under the Statute on Student Conduct, contact the Facilitator and Disputes Advisor or refer to the statute on the VUW policy 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; class representatives may be able to help you in this. If you are not satisfied with the result of that meeting, see the Head of School or the relevant Associate Dean; VUWSA Education Coordinators are available to assist in 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 at 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. The University defines plagiarism as follows:

The presentation of the work of another person or other persons as if it were one's own, whether intended or not. This includes published or unpublished work, material on the Internet and the work of other student or staff.

It is still plagiarism even if you re-structure the material or present it in your own style or words.

Note: It is however, perfectly acceptable to include the work of others as long as that is acknowledged by appropriate referencing.

Plagiarism is prohibited at Victoria and is not worth the risk. Any enrolled student found guilty of plagiarism will be subject to disciplinary procedures under the Statute on Student Conduct and may be penalised severely. Consequences of being found guilty of plagiarism can include:

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

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

Students with Impairments

The University has a policy of reasonable accommodation of the needs of students with disabilities. The policy aims to give students with disabilities the same opportunity as 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, 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 (DSS) to discuss your individual needs and the available options and support on a confidential basis. DSS are located on Level 1, Robert Stout Building, telephone (04) 463 6070, email disability@vuw.ac.nz. The name of your School's Disability Liaison Person is in the relevant prospectus or can be obtained from the School Office or DSS.

Student Support

Staff at Victoria want students to have positive learning experiences at the University. Each Faculty has a designated staff member who can either help you directly if your academic progress is causing you concern, or quickly put you in contact with someone who can. Assistance for specific groups is also available from the Kaiwawao Māori, Manaaki

Pihipihinga or Victoria International.

In addition, the Student Services Group (email student-services@vuw.ac.nz) is available to provide a variety of support and services. Find out more at www.vuw.ac.nz/st_services/.

VUWSA employs 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 (tel. 04 463 6983 or 04 463 6984, email education@vuwsa.org.nz) is located on the ground floor, Student Union Building.

Manaaki Pihipihinga - Maori and Pacific Mentoring Programme (Faculty of Commerce and Administration)

This is a mentoring service for Maori and Pacific students studying at all levels. Weekly one hour sessions are held at the Kelburn and Pipitea Campuses in the Mentoring Rooms, 14 Kelburn Parade, and Room 210 and 211, Level 2, Railway West Wing. Sessions cover drafting and discussing assignments, essay writing, and any questions that may arise from tutorials and/or lectures. A computer suite networked to Cyber Commons is available for student use.

To register with Manaaki Pihipihinga, please contact one of the following:

Puawai Wereta
Room 210, Level 2
Railway West Wing
Tel. (04) 463 8997
Email: Puawai.Wereta@vuw.ac.nz

Fa'afai Seiuli
Room 109 B
14 Kelburn Parade
Tel. (04) 463 5842
Email: Faafoi.Seiuli@vuw.ac.nz

IBUS 406 Lecture Outline 2006 (2/3)

Lecturer	Week	Date	TOPIC	Proposed CASE (Country, Industry)	Case presenter (Commentator)	WORK DUE
Part I: MNEs and Global Strategy						
Joanna Scott-Kennel Peter Dowling	1	12 Jul	Introduction to the Course International Strategy / Structure Interface	None		
Joanna S-K	2	19 Jul	The MNE as a Global Actor: International Entry Strategy and Alliances	<i>Bendon</i>	Joanna Scott-Kennel	
Peter Dowling	3	26 Jul	MNEs and International Industrial Relations	<i>Walmart</i> (U.S., retail)	Hamish, Michelle (Christina, John)	Case Proposal
Part II: International Trade						
Adrian Tschoegl	4	1 Aug	International Trade Practice	<i>Valley Farms</i> (M. East, Agriculture)	Peter, Steve (Nadine, Michelle)	
		2 Aug	International Trade Theory	<i>BRL Hardy</i> (Australia, wine)	Azi, John ()	
	5	8 Aug	The Geography of International Trade	<i>McDonalds</i> (U.S., fast food)	Boris, Mario (Hamish, Pete, Bridgette)	
		9 Aug	International Trade Policy	<i>Beijing Jeep</i> (China, automobiles)	Anatasia, Yi, Holly (Steven, Laura, Churu)	
	6		<i>No class</i>			
<i>21 Aug – 3 Sept</i>	<i>Mid trimester break</i>		<i>No class</i>			
	7		<i>No class</i>			
Part III: SME Strategy						
Leo Paul Dana	8	13 Sep	International Entrepreneurship		Laura, Chen (Yi, Holly, Anatasia, Azi)	
Joanna S-K	9	20 Sep	The role of Clusters and Networks in SME strategy	<i>Synergy International</i> (N.Z., IT services)	Bridgette, Nadine (Kai)	
David Crick	10	26 Sep	Internationalisation Strategies – Emergent or Planned?	<i>S.A. Chupa Chups</i> (Spain, Confectionary)	Christina, Churu (Mario, Boris)	Case Research
		27 Sep	‘Successful’ Internationalisation – What is it?	<i>SOEI</i> (N.Z., Software)	Silviu, Kai (Chen)1’’	
Joanna S-K	11	<i>tba</i>	Case Presentations and Development		All	Presentations/ Commentaries
	<i>Week 12</i>		<i>No class</i>			

