



School of Marketing and International Business

IBUS 412 International Management

Trimester Two 2006

COURSE OUTLINE

Contact Details

COURSE CO-ORDINATOR:

Senior Lecturer Dr. Thomas Borghoff
Rm 1113, Rutherford House, 23 Lambton Quay
Telephone: 463 9992, Fax: 463 5231, e-mail thomas.borghoff@vuw.ac.nz

LECTURE TIMES AND ROOMS:

Tuesday 10.30am-13.20pm RLWY 139

Course Objectives

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 Content

The paper is based around three main processes in the globalisation of firms.

Internationalisation perspective:

1. International entrepreneurship: born globals and international new ventures
Reading: Knight, G.A./Cavusgil, S.T. (1996): The born global firm: a challenge to traditional internationalisation theory

- Case: Rindova, V.P./Kotha, S. (2001): Continuous ‘morphing’: competing through dynamic capabilities, form, and function. Case studies of YAHOO! and EXCITE
2. International entrepreneurship: entrepreneurship in MNEs

Reading: Birkinshaw, J.M. (1997): Entrepreneurship in multinational corporations: the characteristics of subsidiary initiatives

Case: Bartlett, C.A. (2003): P&G Japan: the SK-II globalization project
 3. Internationalisation strategy

Reading: Melin, L. (1992): Internationalisation as a strategy process

Case: Gustavsson, P./Melin, L./Macdonald, S: (1994): Learning to glocalise: cases of ESAB and GKN
 4. Internationalisation theory

Reading: Borghoff, T. (2004): Dynamic internationalisation theory

Case: Mathews, J.A. (2002): ACER (European Case Clearing House)

Network perspective:

1. Interorganisational level: local networks

Reading: Markusen, A. (1996): Sticky places in slippery space: a typology of industrial districts

Case: Grabher, G. (1993): The weakness of strong ties: the lock-in of regional development in the Ruhr area
2. Intraorganisational level: multinational enterprises (MNEs)

Reading: Sölvell, Ö./Zander, I. (1995): Organisation of the dynamic multinational enterprise

Case: Anwar, S.T. (2000): DaimlerChrysler AG: The making of a new transnational corporation
3. Intraorganisational roles in MNEs

Reading: Borghoff, T. (2004): Subsidiary roles in multinational enterprises

Case: Birkinshaw/Richie/Maclallan (1996): VW in North America (European Case Clearing House)
4. Integration of local and global networks

Reading: Welge, M.K./Borghoff, T. (2003): Innovation processes in local and global networks

Case: Rugman, A.M./D’Cruz, J.R. (2000): Multinationals as flagship firms: the Scottish electronics cluster

Evolutionary perspective:

1. Evolutionary processes:

Reading: Westney, D.E./Zaheer, S. (2001): The multinational enterprise as an organisation

Case: Malnight, T.W. (1996): The transition from decentralised to network-based MNC structures: an evolutionary perspective (Citibank)
2. Knowledge-based view:

Reading: Kogut, B./Zander, U. (1993): Knowledge of the firm and the evolutionary theory of the multinational corporation

- Case: Dyer, J.H./Nobeoka, K. (2000): Creating and managing a high-performance knowledge-sharing network: the Toyota case
3. Knowledge in the globalisation process
- Reading: Tallman, S./Fladmoe-Lindquist, K. (2002): Internationalisation, globalisation, and capability-based strategy
- Case: Mahnke, V./Venzin, M. (2003): Governance of knowledge-teams in the MNC: the case of HeidelbergCement

Expected Workload

You should expect to spend some eight hours per week on this paper, i.e. three hours attending classes, two hours reading and reviewing, and three hours doing assignments.

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 co-ordinator 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 Requirements

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) (30%),

- 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

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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 08th 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:

<i>Criteria</i>	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:

<i>Criteria</i>	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 10th October

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

Penalties

The individual assignments have to be handed in at the due dates. A delay leads to a mark-off of 10 per cent per day. After three days, the assignment will not be accepted without a granted extension.

Mandatory Course Requirements

In order to pass successfully, the student has to pass the final exam at least with a D (40% of the total marks in the final exam).

Communication of Additional Information

Additional information of information on changes will be conveyed on the blackboard. This includes the course outline, student notes, and other course materials.

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