

School of Marketing & International Business

IBUS 401 ADVANCED INTERNATIONAL BUSINESS

Trimester One 2010

COURSE OUTLINE

Contact Details

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Trimester Dates

Teaching period: Monday 1st March - Friday 4th June 2010

Study period: Monday 7th June – Thursday 10th June 2010

Final examination period: Monday 11th June to Wednesday 30th June 2010 (inclusive)

Class Times and Room Numbers

Wednesday, 14.40 – 17.30 (RHG03)

The two-hour final examination for IBUS 401 will be held during the Trimester 1 2010 examination period; the precise date and time will be advised during the trimester.

Withdrawal from Courses:

Information available via

Withdrawal dates: Late withdrawals with Associate Dean (Students) permission (See Section 8: Withdrawals - from the Personal Courses of Study Statute)

<http://policy.vuw.ac.nz/Amphora!~~policy.vuw.ac.nz~POLICY~00000001743.pdf>

Withdrawal dates: refunds:

<http://www.victoria.ac.nz/home/admisenrol/payments/withdrawalsrefunds.aspx>

Course Learning Objectives

IBUS 401 provides students with the opportunity to do in-depth and critical analysis of some of the major contemporary issues in the broad area of international business (IB). The IB issues listed in this course outline are not exhaustive, but should help students to identify key areas of interest for their own research.

By the end of this course, students should be able to achieve:

Learning objective 1 (LO1) - Examine and critically assess contemporary issues in the field of international business). (assessed by class discussion, literature review, and final examination)

Learning objective 2 (LO2) - Synthesize the conceptual and empirical literature on the management of these IB issues. (assessed by class discussion, literature review, and final examination)

Learning objective 3 (LO3) - Apply theory and concepts to real-life business scenarios. (assessed by class discussion, research report, and final examination)

Learning objective 4 (LO4) – Deliver oral presentation confidently, achieve competence in academic writing, develop leadership skills in class discussion (assessed by class discussion, oral presentation and research report).

Sessions will generally be conducted in a seminar format, with all students expected to take active roles in the discussion. Students should read recommended materials as well as search new materials relating to the assigned issue/topic of the week before the class. Students should plan on attending **each** session, and on being **thoroughly prepared** to make contributions to the class discussion.

Course Structure and Delivery

This course is student centred, and structured into two stages.

Stage 1 (weeks 1 - 6): The three hours per week are divided into two parts.

The first part will be devoted to a discussion of the issue/topic assigned for that week. Starting from week two, this discussion will be led by a group of two or three students in the form of an interactive seminar; the presenters present their research findings in relation to the issue/topic of the week and also lead the discussion after the presentation. Another two groups of students, two or three students in each group, will be assigned to be main discussants or critique groups, in the presentation; critique groups raise questions, critique and challenge the viewpoints of the presenters in a constructive way, for the purpose of mutual learning. The rest of the class are also expected to participate in the discussion. This part will last about one and half hours. Students will be evaluated

according to their performance in class participation, as either presenters, critiquers or general participants; the class participation is weighted 20% of the total course grade. Every student will present at least once, and act as a critiquer twice at Stage 1. Stage 1 can be also considered a warm-up stage for Stage 2 in which students will individually present their own work and lead the class discussion.

The second part of each Stage 1 lecture provides an overview of the topic under discussion (about one and half hours). This part will be led by the lecturer, with opportunities for student discussion and comment.

Stage 2 (weeks 7-11): The first two hours of the lecture are mainly led by individual students based on their literature review work requested in Assignment 1. Two or three individual student presentations and their led discussion will last about two hours; the lecturer will use the last hour to summarise the issue/topic, and make comments on students' performance in the presentation and discussion.

Expected Workload

You should expect to devote about 13 hours per week of independent study to this course.

Attendance at classes:	3 hours per week
Reading:	2-4 hours per week (Weeks 1-11)
Preparation for seminars and discussion:	2-4 hours per week (Weeks 2-11)
Literature review paper	3-4 hours per week (weeks 2-6)
Research report	3-4 hours per week (weeks 7-11)

Readings

There is no textbook for IBUS 401. A reference list of recommended readings will be provided.

Materials and Equipment

No additional equipment will be required for this course.

Assessment Requirements

The course will be assessed on the basis of 70% coursework and 30% final examination (two hours). The coursework embraces a 20% class participation and three interrelated individual assignments worth 50% of the total course grade. The class participation evaluation is broken down to three parts: group presentation (10%), critiquer participation (5%), general participation (5%). Among three individual assignments, the first one is a literature review paper on a self-chosen contemporary IB issue (worth 20%); the second assignment is an oral presentation of the literature review paper (worth 10%) in Stage 2 lectures; the third assignment requires secondary research in relation to the identified IB issue for a real-life business scenario of own choice (worth 20%). All pieces of assessment are individually assessed and will contribute to and test the course objectives.

Class participation	20%	evaluated throughout the course
Literature review	20%	due on 26 April
Oral presentation (Stage 2)	10%	28 April – 26 May
Research report	20%	31 May
Final examination	30%	11-30 June

Note: Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning objectives as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of FCA programmes. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.

Class Participation: In week one, you will be assigned one topic for Stage 1 group presentation and two topics for Stage 1 critique based on your own interests. Dates for group presentation will also be decided. Starting from week two, group presentations will take place. Apart from presenting the topic, the presenters are also responsible for leading the discussion in the class. Note that 'leading the discussion' does not imply a long, formal lecture. Rather, it implies the facilitation of the class' discussion of the selected issue of the week, along with open questions. Class participants, either as assigned critiquers or general discussants, are expected to actively and thoughtfully contribute to the class discussion.

The way of the presentation is over to individuals and the group, but it should include the following:

- A brief outline of the focal IB issue including the background and the importance of the issue in the field of IB;
- A summary of readings that address this issue;
- The main theoretical perspectives or approaches to address this issue;
- The strengths or weaknesses of each perspective or approach;
- Presenters' own view of the issue and their preferred theoretical perspectives.

Participation will be evaluated on the following criteria for presenters, reviewers and general participants:

Presenters:

- Demonstrated ability to analyse perspectives and concepts in readings;
- Integrated insights in the focal issue;
- Defence of arguments with evidence;
- Relevance of points in responding to questions;
- Ability to progress the discussion;
- Confidence;
- Communication capability;
- Leadership skills;
- Evidence of pre-session preparation and wider reading around topic.

Critiquers:

- Constructive comments on the presentation;
- Ability to identify overlooked approaches or perspectives by the presenters;
- Raising challenging questions;
- Engage with the presenters in a debate to progress understanding;
- Evidence of pre-session preparation and wider reading around topic.

General discussants:

- Session attendance;
- Ability to respond to presenters' or critiquers' questions;
- Proposing alternative perspectives
- Asking interesting questions;
- Evidence of pre-session preparation and wider reading around topic.

Literature Review (Assignment 1): A literature review paper is required as a key part of the course work (worth 20% of the total course grade). This literature review paper focuses on a particular contemporary IB issue of students' own interests. The key tasks include: (1) examining the academic literature and other sources of information (for example, media reports) in relation to an important contemporary IB issue; (2) synthesizing the conceptual and empirical literature on this issue; (3) developing *your own* research hypotheses or propositions that provide insights in the management of this issue from a multinational

enterprise perspective or a SME perspective. The paper should be written following the style of an academic article in a top-tier International Business journal (e.g., *Journal of International Business Studies*).

A written proposal of 1 page (12 point font and 1.5 spacing) introducing the topic of the literature review paper must be submitted **via email** to the course co-ordinator by **Monday, 22 March 2010**. The full-length paper will be due on Monday, **26 April 2010**. This paper should be a **maximum of 4000 words**, including any tables and figures in the text (approximately 10- A4 pages using 12 point font and 1.5 spacing) *but excluding references and appendices*.

The literature review paper should follow the structure below:

- Introduction: a brief outline of the focal IB issue in the paper including the background and the importance of the issue in the field of IB;
- A critique of theoretical arguments and empirical findings relating to this issue you reviewed;
- Presenting your own view of the issue and justifying it with theories;
- Further developing your arguments into research hypotheses or propositions that can be tested in future research;
- Conclusion: a summary of the main findings and arguments in the paper.

Oral Presentation (Assignment 2): Starting from **28 April 2010**, students will start to give oral presentations (worth 10% of the total course grade) based on their literature review papers in the class. Each presentation takes approximately twenty to twenty five minutes, followed by the class discussion of the presentation topic lasting about twenty to twenty five minutes. Two or three individual student presentations will be scheduled in each three-hour lecture. The presenter is responsible for leading the discussion with the class attendees. Both presentation and discussion leading/facilitation are assessed as key performance indicators of the presenter in this oral presentation task. These presentations will be made throughout the rest of the trimester.

Stage 2 oral presentations will follow the same evaluation criteria specified for Stage 1 presentations.

Research Report (Assignment 3): Each student will prepare a written research report worth 20% of the total course grade. The research report focuses on the practical relevance of the earlier identified IB issue. Each student is required to apply the theories/concepts identified in the literature review paper to a real-life company of own choice (New Zealand based companies preferably). The strong practical focus of the report means you need to start with choosing a real-life company that has expanded internationally. After a clear identification of the company's portfolio including its key products/services, major competitive advantages/disadvantages in its main overseas markets, and its internationalisation history, you will then relate the current IB issue that you have earlier discussed in your literature review project to this company. Following this situational analysis, you then critically analyse the existing theories in relation to the chosen company, and apply the most appropriate theories or concepts to the chosen business scenario in terms of how to tackle this contemporary issue. Lastly, you will need to examine other companies (either New Zealand-origin or foreign-origin)' practice reported in the media or academic literature to support your managerial recommendation for the studied company. This project is based on secondary research by nature, which means that you should not contact any person in the studied company for information and advice. You can only collect and analyse publicly accessible information (secondary data) for the purpose of writing this research report.

The research report will be due on **Monday, 31 May 2010**. This report should be a **maximum of 4000 words**, including any tables and figures in the text but excluding references (approximately 15 A4 pages using 12 point font and 1.5 spacing).

The research report should follow the structure below:

- Introduction: the selected company's background, internationalisation history, product/service portfolios, competitive advantages/disadvantages in the global market (this section should not take more than 15% space of the report);
- Reviewing the focal IB issue from the company's perspective;
- Evaluating alternative approaches for tackling this issue from the company's perspective;
- Identifying and justifying the most appropriate approach for the studied company;
- Making an expanded managerial recommendation for the company in tackling the focal IB issue;
- Examining other companies' practice in tackling the issue to support your managerial recommendation;
- Conclusion: a summary of the main findings and recommendations in the report.

Final examination: The final examination accounts for 30% of the total course grade, and students will be expected to draw on what they have learned from the readings, lectures and assignments. The examination will be based on selected IB issues covered in the course and closed-book.

The date and time of the two-hour final will be notified on official university exam timetables. Examination dates for trimester one: Monday 11 June to Wednesday 30 June 2010 (inclusive).

Penalties

Late work will be accepted without penalty only with good reasons (e.g., a medical certificate) and prior permission. In other cases, fifteen marks will be deducted (out of 100) for this assignment for each day, or part day if the assignment is late.

Mandatory Course Requirements

Students must obtain at least 50% in the final exam, and 50% overall, to obtain a pass grade for this course.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details will be available to VUWSA, the Course Coordinator and the class. The class representative provides a communication channel to liaise with the Course Coordinator on behalf of students.

Communication of Additional Information

Blackboard and student email addresses are the devices through which any additional information or changes regarding this course will be communicated. Please check Blackboard and your student emails frequently (every two days at least).

Additional Details

Return of assignments: First assignments (the literature review paper) will be returned in class. Second assignments (the research report) can be picked up from the SMIB office (RH1121). Uncollected assignments will be held by the SMIB office (RH 1121) for three months following the end of term, and disposed of after that time.

Guidelines for referencing: All of your referencing should follow the format of the Journal of International Business Studies. See: http://www.palgrave-journals.com/jibs/style_guide.html. For example:

Journal/periodical articles

Cosset, J., & Suret, J. 1995. Political risk and benefits of international portfolio diversification. *Journal of International Business Studies*, 26(2): 301-318.

Financial Times. 1996. Survey - Czech Republic: Message from the people. December 6: 3.

Books

Donahoe, J. D. 1989. *The privatization decision*. New York: Basic Books.

Papers

Harley, N. H. 1981. Radon risk models. In A. R. Knight & B. Harrad (Eds), *Indoor air and human health, Proceedings of the Seventh Life Sciences Symposium*, 29-31 October 1981, Knoxville, USA: 69-78. Amsterdam: Elsevier.

Chapters in edited books

Caves, R. E., & Mehra, S. K. 1986. Entry of foreign multinationals into the US manufacturing industries. In M. E. Porter (Ed.), *Competition and global industries*: 449-481. Boston, MA: Harvard Business School Press.

Dissertations

Salk, J. E. 1992. *Shared management joint ventures: Their developmental patterns, challenges and possibilities*. Unpublished PhD Dissertation, Sloan School of Management, Massachusetts Institute of Technology, Cambridge, MA.

Online documents

The Investment Company Institute. 2004. *Worldwide mutual fund assets and flows, third quarter 2003*. <http://www.ici.org>. Accessed 4 February 2004.

Online journal articles / advance online publication articles

Hutzschenreuter, T., & Voll, J. C. 2007. Performance effects of "added cultural distance" in the path of international expansion: The case of German multinational enterprises. *Journal of International Business Studies*, advance online publication August 30. doi:10.1057/palgrave.jibs.8400312.

Some Considerations for Writing

As a postgraduate student, you will be spending a considerable portion of your time writing. Your written work should always be clear and direct. Writing that is sloppy and imprecise conveys an image of cloudy thinking, and you should be working toward clarity in both your thinking and your writing. The following points are intended to assist you in communicating more effectively.

1. Spell-checking and proof-reading are crucial, despite the fact that they are extremely annoying to do. Be careful to leave yourself sufficient time to complete these important tasks prior to submitting your work. While the Word grammar-check is certainly not infallible, it is generally a good idea to have a second look at wording that the software has identified as problematic.
2. Make sure that you are writing to the proper audience. The literature review paper (Assignment 1) in IBUS 401 should be written for an academic audience while the research report (Assignment 3) should be written for a business audience.

3. Avoid using contractions in formal writing. Reports and papers that you submit in postgraduate classes should be considered formal writing.
4. The use of complete sentences is extremely important. It is often the case that phrases beginning with gerunds (e.g., 'Meaning that...') are difficult to make into complete sentences.
5. Proper punctuation makes your writing much easier to read. Remember to use commas to separate logical thoughts, and that the semicolon (;) should be used to separate two phrases that are each standalone sentences.
6. The typical convention is to spell out integers less than 10 (e.g., 'two', rather than '2'), and to use digits for integers greater than or equal to 10. In addition, it is best to avoid starting a sentence with digits (e.g., '59 percent of the respondents...').
7. Be sure that you have agreement with respect to numbers and verb tenses throughout your writing.
8. The proper use of possessives is not complicated. Simply remember that the apostrophe (inverted comma), followed by the letter 's', generally replaces 'belonging to'. Thus:
 - company's = belonging to the company
 - companies = more than one company
 - companies' = belonging to more than one company
 - MNE's = belonging to the MNE
 - MNEs = more than one MNE
 - MNEs' = belonging to more than one MNE.
9. English, of course, has its grammatical oddities. One that is the source of many errors is 'it's' vs. 'its':
 - it's = it is (see note 3, above)
 - its = belonging to it.
10. When choosing between 'which' and 'that', a useful rule of thumb is that 'which' generally follows a comma (e.g., 'the results, which were...').
11. Information taken from other sources should be properly cited and referenced. Failure to do so represents intellectual dishonesty, which is taken very seriously in the academic community. Cited references should be listed at the end of the paper, in a format that provides complete information, allowing the interested and motivated reader to delve into the finer details of your argument. Please note that this pertains to specific information. However, if you are using a particular section of a book as the justification for an argument, then you should point the reader to that part of the book.

Teaching Plan for IBUS 401 – Trimester One 2010

Date	Issues/topics covered in this course
Stage 1	
Wednesday 3 March Week 1	<p><i>Introduction to the course</i> <i>Lecturer: Dr Hongzhi Gao</i></p> <p>Topic 1: Defining International Business Research</p> <p>Topic 2: Emergence of intermediary organizations and hybrid organizational forms in the global market</p>
Wednesday 10 March Week 2	<p><i>Lecturer: Dr Hongzhi Gao</i></p> <p>Topic 3: Reverse knowledge transfers and knowledge seeking FDI in the global market</p> <ul style="list-style-type: none"> • Two group presentations • Lecturer summary
Wednesday 17 March Week 3	<p><i>Lecturer: Dr Revti Raman</i></p> <p>Topic 4: Internalization vs externalization of MNEs</p> <ul style="list-style-type: none"> • Two group presentations • Lecturer summary
Wednesday 24 March Week 4	<p><i>Lecturer: Dr Revti Raman</i></p> <p>Topic 5: Outsourcing for SMEs in low-cost economies</p> <ul style="list-style-type: none"> • Two group presentations • Lecturer summary
Wednesday 31 March Week 5	<p><i>Lecturer: Mr Yang Yu</i></p> <p>Topic 6: Culture clashes in international business</p> <ul style="list-style-type: none"> • Two group presentations • Lecturer summary
Wednesday 7 April	<i>No class meeting – mid-trimester break</i>
Wednesday 14 April	<i>No class meeting – mid-trimester break</i>
Wednesday 21 April Week 6	<p><i>Lecturer: Mr Yang Yu</i></p> <p>Topic 7: Industrial clusters and business networks and their impact on internationalized SMEs</p> <ul style="list-style-type: none"> • Two group presentations • Lecturer summary

Stage 2	<p><i>Topics to be selected from the following list:</i></p> <ul style="list-style-type: none"> • Moral challenges of globalization • Environmental issues and IB • The impact of financial crises on international business • Globalisation vs. regionalisation • Managing foreign exchange risks • Offshoring innovation and global race for talents • SMEs and born globals • Safeguarding intellectual property and brands in emerging markets • International expansion of emerging market enterprises
<p>Wednesday 28 April</p> <p>Week 7</p>	<p><i>Lecturer: Dr Hongzhi Gao</i></p> <p>Topics to be decided</p> <ul style="list-style-type: none"> • <i>Two or three individual presentations</i> • Lecturer summary
<p>Wednesday 5 May</p> <p>Week 8</p>	<p><i>Lecturer: Dr Hongzhi Gao</i></p> <p>Topics to be decided</p> <ul style="list-style-type: none"> • <i>Two or three individual presentations</i> • Lecturer summary
<p>Wednesday 12 May</p> <p>Week 9</p>	<p><i>Lecturer: Dr Revti Raman</i></p> <p>Topics to be decided</p> <ul style="list-style-type: none"> • <i>Two or three individual presentations</i> • Lecturer summary
<p>Wednesday 19 May</p> <p>Week 10</p>	<p><i>Lecturer: Dr Revti Raman</i></p> <p>Topics to be decided</p> <ul style="list-style-type: none"> • <i>Two or three individual presentations</i> • Lecturer summary
<p>Wednesday 26 May</p> <p>Week 11</p>	<p><i>Lecturer: Mr Yang Yu</i></p> <p>Topics to be decided</p> <ul style="list-style-type: none"> • <i>Two or three individual presentations</i> • Lecturer summary
<p>Wednesday 2 June</p> <p>Week 12</p>	<p><i>Conclusion of course</i></p> <p><i>Lecturer: Mr Yang Yu</i></p> <ul style="list-style-type: none"> • Overview of the course • Information about final examination

Use of Turnitin

Student work provided for assessment in this course may be checked for academic integrity by the electronic search engine <<http://www.turnitin.com>>. Turnitin is an on-line plagiarism prevention tool which compares submitted work with a large database of existing material. At the discretion of the Head of School, handwritten work may be copy-typed by the School and subject to checking by Turnitin. Turnitin will retain a copy of submitted materials on behalf of the University for detection of future plagiarism, but access to the full text of submissions will not be made available to any other party.

For the following important information follow the links provided:

Academic Integrity and Plagiarism

<http://www.victoria.ac.nz/home/study/plagiarism.aspx>

General University Policies and Statutes

<http://www.victoria.ac.nz/home/about/policy>

AVC (Academic) Website: information including: Conduct, Academic Grievances, Students with Impairments, Student Support

http://www.victoria.ac.nz/home/about_victoria/avcacademic/Publications.aspx

Faculty of Commerce and Administration Offices

<http://www.victoria.ac.nz/fca/studenthelp/>

Manaaki Pihipihinga Programme

http://www.victoria.ac.nz/st_services/mentoring/