



School of Management

MMBA558 INTERNATIONAL BUSINESS

Trimester 1, 2014

COURSE OUTLINE

Names and Contact Details

COURSE COORDINATOR

Professor Siah Hwee Ang

BNZ Chair in Business in Asia

School of Marketing and International Business

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Office hours: Wednesday (3.30-5 pm) or by appointment

PROGRAMME ADMINISTRATOR

Amanda Cunningham

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Trimester Dates

Teaching Period: Monday 3rd March – Friday 6th June

Study Period: Monday 9th June – Thursday 12th June

Examination Period: Friday 13th June – Wednesday 2nd July (inclusive)

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 14th March 2014.
2. The standard last date for withdrawal from this course is Friday 16th May 2014. After this date, students forced to withdraw by circumstances beyond their control must apply for permission on an “Application for Associate Dean’s Permission to Withdraw Late” including supporting documentation. The application form is available from Faculty’s Student Customer Service Desks.

Class Times and Room Numbers

- Saturday 29 March 2014, 9.00am – 4.00pm (Room RHG01)
- Saturday 5 April 2014, 9.00am – 4.00pm (Room RHG01)
- Saturday 24 May 2014, 9.00am – 4.00pm (Room RHG01)
- Saturday 31 May 2014, 9.00am – 4.00pm (Room RHG01)

Course Delivery

The course comprises 4 modules with a total of 24 contact hours. Class size is limited to 30 students and sessions will be interactive. These sessions will include formal lectures by faculty, participative discussions of readings, in-class tasks, case discussions and student presentations. In addition, students are expected to devote at least an equivalent amount of learning time in private and group study of course materials. Students are required to read the assigned readings and cases before the class, and participate actively in class discussions.

Expected Workload

Workload expectations for this course are 150 hours in total, with 24 contact hours conducted in 4 modules.

Course Learning Objectives

On successful completion of the course, students should be able to:

1. understand frameworks and concepts relevant to international business;
2. use such frameworks to critically evaluate information and develop appropriate strategies for international business;
3. appreciate various constraints managers face in their internationalisation process and international operations; and
4. possess knowledge of advanced and latest thinking in the international business field.

Learning from Cases

There are a few things that you can do to get the most out of the cases:

1. Prepare. It is important that you come to the class prepared by having read the case. This will facilitate both small group and class discussions.
2. Participate. You should participate actively in discussions, both expressing your views and challenging the views of others. Case discussion is as much as learning from your fellow classmates as from the teaching staff. Expressing your views allows you to learn if your thoughts are consistent with what others are thinking and if deviate, why is that so.
3. Share your related experience. If you feel that you have an experience that is highly related to case discussion, always feel free to share. Your classmates and teaching staff appreciate learning from your experience too.
4. Constantly relate the topic and case at hand to your business. Always attempt to relate no matter how distant this topic might seem from what you are doing in your organisation. You should try to establish possible links, which will broaden your perspective.
5. Actively apply what you are learning to your own, specific management situations, past and future. This will further relevance. For example, thinking forward as to what your organisation can achieve with what is learnt from the case.

Course Content

There is no prescribed textbook for this course. The readings assigned for each module are compulsory readings. Students are required to read them as preparation for the class. These

readings are accessible from our online databases. The cases and the questions for consideration in preparing them will be distributed via blackboard or email two weeks in advance of the module. Additional readings are also provided should the student has deepened interests in a particular module.

Readings

Module 1: Contemporary International Business (29 March)

Readings

- Alexander M, Korine H. 2008. When you shouldn't go global. *Harvard Business Review*, 86(12): 70-77.
- Gino F, Pisano GP. 2011. Why leaders don't learn from success. *Harvard Business Review*, 89(4): 68-74.
- Stalk G, Michael D. 2011. What the West doesn't get about China. *Harvard Business Review*, 89(6): 25-27.

Cases

- Mini Case 1: Play it Safe at Home, or Take A Risk Abroad
- Case 2: Levendary Café: The China Challenge

Module 2: International Competitive Dynamics and Institutions (5 April)

Readings

- Porter ME. 2008. The five forces that shape your strategy. *Harvard Business Review*, 86(1): 78-93.
- Guillén MF, García-Canal E. 2012. Execution as strategy. *Harvard Business Review*, 90(10): 103-107.
- Ghemawat P. 2011. The cosmopolitan corporation. *Harvard Business Review*, 89(5): 92-99.

Cases

- Case 1: The Liner Shipping Industry
- Mini Case 2: Culture Clash in the Boardroom
- Case 3: Zespri

Module 3: International Capabilities and Growth Strategies (24 May)

Readings

- Lessard D, Lucea R, Vives L. 2013. Building your company's capabilities through global expansion. *MIT Sloan Management Review*, 54(2): 61-67.
- Kumar N, Puranam P. 2011. Have you restructured for global success? *Harvard Business Review*, 89(10): 123-128.
- Chua RYJ. 2012. Building effective business relationships in China. *MIT Sloan Management Review*, 53(4): 27-33.

Cases

- Case 1: Michael Hill International
- Case 2: Fonterra and the Milk Contamination Crisis in China
- Mini Case 3: Will Our Partner Steal Our IP?

Module 4: Trends in International Business (31 May)

Readings

- Markides CC. 2012. How disruptive will innovations from emerging markets be? *MIT Sloan Management Review*, 54(1): 23-25.
- Washburn NT, Hunsaker BT. 2011. Finding great ideas in emerging markets. *Harvard*

Business Review, 89(9): 115-120.

Javidan M, Teagarden M, Bowen D. 2010. Making it overseas. *Harvard Business Review*, 88(4): 118-122.

Cases

Case 1: ZARA: Fast Fashion

Mini Case 2: The Corporate Brand: Help or Hindrance?

Additional Readings

Module 1

Bower JL, Gilbert CG. 2007. How managers' everyday decisions create or destroy your company's strategy. *Harvard Business Review*, 85(2): 72-79.

Guillén MF, García-Canal E. 2010. How to conquer new markets with old skills. *Harvard Business Review*, 88(11): 23-25.

Bach D, Allen DB. 2010. What every CEO needs to know about nonmarket strategy. *MIT Sloan Management Review*, 51(3): 41-48.

Module 2

Ang SH. 2008. Competitive intensity and collaboration: Impact on firm growth across different technological environments. *Strategic Management Journal*, 29(10): 1057-1075.

Zahra SA, Chaples SS. 1993. Blind spots in competitive analysis. *Academy of Management Executive*, 7(2): 7-28.

Coyne KP, Horn J. 2009. Predicting your competitor's reaction. *Harvard Business Review*, 87(4): 90-97.

Bhattacharya AK, Michael DC. 2008. How local companies keep multinationals at bay. *Harvard Business Review*, 86(3): 84-95.

Bryce DJ, Dyer JH. 2007. Strategies to crack: Well-guarded markets. *Harvard Business Review*, 85(5): 84-92.

Module 3

Ang SH, Michailova S. 2008. Institutional explanations of cross-border alliance modes: The case of emerging economies firms. *Management International Review*, 48(5): 551-576.

Kullman E. 2012. DuPont's CEO on executing a complex cross-border acquisition. *Harvard Business Review*, 90(7/8): 43-46.

Dyer JH, Kale P, Singh H. 2004. When to ally and when to acquire. *Harvard Business Review*, 82(7/8): 109-115.

Radjou N, Prabhu J. 2012. Mobilizing for growth in emerging markets. *MIT Sloan Management Review*, 53(3): 81-88.

Johnson B. 2011. The CEO of Heinz on powering growth in emerging markets. *Harvard Business Review*, 89(10): 47-50.

Thompson SJ. The perils of partnering in developing markets. *Harvard Business Review*, 90(6): 23-25.

Module 4

Wakayama T, Shintaku J, Amano T. 2012. What Panasonic learned in China. *Harvard Business Review*, 90(12): 109-113.

Paine LS. 2010. The China rules. *Harvard Business Review*, 88(6): 103-108.

Jullens J. 2013. How emerging giants can take on the world. *Harvard Business Review*, 91(12): 121-125.

Ichii S, Hattori S, Michael D. 2012. How to win in emerging markets: Lessons from Japan.

Harvard Business Review, 90(5): 126-130.

Supplementary books

- Ariely D. 2009. *Predictably Irrational: The Hidden Forces that Shape Our Decisions*. London: Harper.
- Bensoussan BE, Fleisher CS. 2012. *Analysis Without Paralysis: 12 Tools to Make Better Strategic Decisions*. NJ: FT Press.
- Davenport TH, Harris JG. 2007. *Competing on Analytics: The New Science of Winning*. Boston, MA: HBS Press.
- Finkelstein S, Whitehead J, Campbell A. 2008. *Think Again: Why Good Leaders Make Bad Decisions and How to Keep It from Happening to You*. Boston, MA: HBS Press.
- Pfeffer J, Sutton RI. 2006. *Hard Facts, Dangerous Half-truths and Total Nonsense: Profiting from Evidence-based Management*. Boston, MA: HBS Press.
- Rosenzweig P. 2007. *The Halo Effect ... and The Eight Other Business Delusions that Deceive Managers*. NY: Free Press.
- Sheth JN. 2007. *The Self-destructive Habits of Good Companies ... and How to Break Them*. NJ: Wharton School Publishing.
- Tichy NM, Bennis WG. 2007. *Judgment: How Winning Leaders Make Great Calls*. NY: Portfolio.

International business article sources

Whether you are searching for research articles relevant to your project area or for broader understanding of concepts and thinking in the strategic management field, the best work is likely to be found in the following academic journals.

Academy of Management Executive
Academy of Management Journal
Academy of Management Perspectives
Asia Pacific Journal of Management
California Management Review
Corporate Governance – An International Review
Harvard Business Review
Journal of International Business Studies
Journal of Management Studies
Journal of World Business
Management International Review
MIT Sloan Management Review
Strategic Management Journal

Materials and Equipment

Computers are allowed in the in-class case study test. Students will have to bring their own laptop for this purpose should they choose to use the laptop instead of a handwritten manuscript.

Assessment

Task	Assignment	Weight	Date
1	In-class case study test	25%	24 May
2	In-class participation	15%	All sessions

3	Individual project 1 (1,250 words)	15%	10 May
4	Individual project 2 (3,500 words)	45%	6 June

MBA Learning Goal	MBA Learning Objectives	Assessment Task			
		1	2	3	4
LG1 Creative Thinking Our graduates will be innovative and creative thinkers	a) Graduates will display innovative and entrepreneurial thinking	√	√	√	√
	(b) Graduates will display creative thinking when proposing solutions to real business issues/problems	√	√	√	√
LG2 Critical Thinking Our graduates will apply critical and analytical thinking skills to business problems	(a) Graduates will appraise and compare business problems using a case- and real-world scenarios	√	√	√	√
	(b) Graduates will support business decisions using appropriate quantitative and qualitative techniques	√	√	√	√
LG3 Communication Our graduates will be effective communicators	(a) Graduates will convey key business concepts concisely in an appropriate written format	√		√	√
	(b) Graduates will display articulate oral communication skills		√		
	(c) Graduates will be able to co-operate in teams to effectively present business information				
LG4 Global Perspective Our graduates will have a global perspective	(a) Graduates will extend their knowledge of local and national business environments and construct business strategies from a global perspective	√	√	√	√
LG5 Leadership Our graduates will recognise, support and display leadership	(a) Graduates will recognise, support and display leadership in group settings				
	b) Graduates will recognise ethical dilemmas in business and diagnose appropriate courses of action	√	√	√	√
LG6 Management-specific skills Our graduates will acquire, integrate and utilise advanced knowledge of organisations, management and the business environment	a) Graduates will display a holistic appreciation of interrelationships and interdependencies of managerial and organisational functions	√	√	√	√

In-class case study (25%)

This will test on your engagement with the concepts in the course, and your ability to apply these and be able to communicate using coherent arguments.

The rubrics for in-class case study:

Grade	Assessment Criteria
A range	The student demonstrates in-depth understanding of the case and applies the relevant concepts very well to address the issues. In addressing the issues, he/she makes the efforts to justify all recommendations proposed. The student has clearly grasped the essence of case analysis.
B range	The student demonstrates in-depth understanding of the case and applies the relevant concepts sufficiently to address the issues. In addressing the issues, he/she shows some efforts to justify all recommendations proposed. The student has some grasps on the essence of case analysis.
C range	The student demonstrates good understanding of the case and applies the relevant concepts to address the issues. In addressing the issues, however there is minimum effort in justifying all recommendations proposed. The student has some lack of grasp of the essence of case analysis.

In-class participation (15%)

Individual participation in the class will be assessed. The grade given here will depend on (1) evidence of preparation for classes through engagement with the readings (to what extent do you prepare?), and (2) on engagement in discussions and group exercises in the class itself (to what extent do you engage?).

The rubrics for in-class participation:

Grade	Assessment Criteria
A range	The student actively engages in class activities. Participation in class discussions and group-work demonstrates preparation through pre-reading of required materials. Exercises a positive influence on the learning of others in class discussions and group-work through a more critical, creative or contextualised contribution. Makes connections with the thoughts of other students, adding value to what others say.
B range	The student actively engages in class activities. Participation in class discussions and group-work demonstrates preparation through pre-reading of required materials. Shows a proactive engagement with class discussions and group-work. Contributes thoughts which show good focus on the in-class discussion.
C range	The student engages less enthusiastically in class activities. Participation in class discussions and group-work demonstrates limited preparation through pre-reading of required materials. Only asks questions when doesn't understand something in the readings or notes.
D range	The student has unexplained absences from class, regularly arrives late, or leaves the class before it finishes. Often fails to take responsibility for own learning because doesn't read the required readings in advance of class. Is a 'passenger' or disruptive to the learning of others in group-work.

Individual Project 1 (15%) and 2 (45%)

This will test all the learning outcomes. Please see additional document on the scope, expectations and format of this assessment.

The rubrics for individual project:

Grade	Assessment Criteria
A range	The student demonstrates in-depth understanding of the topic area. He/she is also well aware of the structure of project and has the necessary elements well covered. The argument is highly compelling or creative. The logic or argument for/against the analysis and recommendations are well researched and thought through. The work is highly readable, enhancing the power of ideas presented. Skillful, reflective editing of key points and wording makes for a high level of persuasiveness. The student has clearly grasped the essence of the course.
A range	The student demonstrates in-depth understanding of the topic area. He/she is also well aware of the structure of project and has the necessary elements well covered. The argument is highly compelling or creative. The logic or argument for/against the analysis and recommendations are well researched and thought through. The work is highly readable, enhancing the power of ideas presented. Skillful, reflective editing of key points and wording makes for a high level of persuasiveness. The student has clearly grasped the essence of the course.
B range	The student demonstrates good understanding of the topic area. He/she is also well aware of the structure of project and has the necessary elements decently covered. Reviews ideas with good, critical faculty or shows evidence of insights into the problem. The work is highly readable, enhancing the power of ideas presented. The student has some grasps of the essence of the course.
C range	The student demonstrates some understanding of the topic area. He/she is also well aware of the structure of project and has the necessary elements decently covered. Performance could be improved through more extensive reading or more critical thinking about the literature or the specific situation. Deeper reflection on relevant theory or more vigorous engagement with the ideas of others would lead to improvements in key parts of the argument. The student has minimum grasps of the essence of the course.

From Trimester 1, 2014, a revised Assessment Handbook will apply to all VUW courses: see <http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

In particular, there will be a new grade scheme, in which the A+ range will be 90-100% and 50-54% will be a C-.

<i>Pass/Fail</i>	<i>Grade</i>	<i>Normal Range</i>	<i>Indicative Characterisation</i>
Pass	A+	90%-100%	Outstanding performance
	A	85%-89%	Excellent performance
	A-	80%-84%	Excellent performance in most respects
	B+	75%-79%	Very good performance
	B	70%-74%	Good performance

	B-	65%-69%	Good performance overall, but some weaknesses
	C+	60%-64%	Satisfactory to good performance
	C	55%-59%	Satisfactory performance
	C-	50%-54%	Adequate evidence of learning
Fail	D	40%-49%	Poor performance overall, some evidence of learning
	E	0-39%	Well below the standard required

Academic integrity and plagiarism

Academic integrity means that university staff and students, in their teaching and learning are expected to treat others honestly, fairly and with respect at all times. It is not acceptable to mistreat academic, intellectual or creative work that has been done by other people by representing it as your own original work. Academic integrity is important because it is the core value on which the University's learning, teaching and research activities are based. Victoria University's reputation for academic integrity adds value to your qualification.

The University defines plagiarism as 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, you must acknowledge your sources fully and appropriately. This includes:

- Material from books, journals or any other printed source
- The work of other students or staff
- Information from the internet
- Software programs and other electronic material
- Designs and ideas
- The organisation or structuring of any such material
- Find out more about plagiarism, how to avoid it and penalties, on the University's website: www.victoria.ac.nz/home/studying/plagiarism.html

Penalties

In fairness to other students, work submitted after the deadline will be subject to a penalty of 5 marks (out of the total 100 marks available) per day (or part thereof) the assignment is submitted late. Assignments more than one week late will not be accepted. A "zero" mark will be applied. In the event of unusual, unforeseen circumstances (e.g., serious illness, family bereavement), students should discuss waiver of the penalty with the course co-ordinator prior to the deadline.

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 online plagiarism prevention tool which compares submitted work with a very 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 material on behalf of the University for detection of future plagiarism, but access to the full text of submissions is not made available to any other party.

Class Representative

A class representative will be elected in the first class, and that person's name and contact details made 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

Additional information or information on changes will be announced in class and posted on Blackboard and/or e-mailed to students, depending on the situation. It is imperative that students monitor Blackboard regularly as well as their student e-mail accounts.

Link to general information

For general information about course-related matters, go to
<http://www.victoria.ac.nz/vbs/studenthelp/general-course-information>

Note to Students

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 academic audit. The findings may be used to inform changes aimed at improving the quality of VBS programmes. All materials used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.