

School of Management

MMBA558 INTERNATIONAL BUSINESS

Trimester 1, 2016

COURSE OUTLINE

Prescription

The course examines the international business environment in which firms operate. It will provide an overview of the strategies available to firms operating internationally, and provide an understanding of how these firms can be managed in order to leverage from international opportunities.

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 work and 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 will be distributed via blackboard. Additional readings are also provided should you have further interest in a particular module.

Trimester Dates

Teaching Period: Monday 29th February – Friday 3rd June

Withdrawal from Course

1. Your fees will be refunded if you withdraw from this course on or before Friday 25th March 2016.
2. The standard last date for withdrawal from this course is Friday 20th May 2016. 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 either of the Faculty's Student Customer Service Desks or [online](#).

Names and Contact Details

COURSE COORDINATOR

Professor Siah Hwee Ang

BNZ Chair in Business in Asia

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PROGRAMME ADMINISTRATOR

Nicky McInnes

Senior Administrator – Post-experience Programmes

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Class Times and Room Numbers

- Saturday 19th March 2016, 8.30am – 5.00pm (Room GBG07)
- Saturday 9th April 2016, 8.30am – 5.00pm (Room GBG07)
- Saturday 7th May 2016, 8.30am – 5.00pm (Room GBG07)
- Saturday 28th May 2016, 8.30am – 5.00pm (Room GBG07)

Course Delivery

The course comprises 4 modules with a total of 30 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.

Readings

Module 1: Contemporary International Business (19 March)

Readings

Ang SH. 2014. Watch and learn market lessons. *New Zealand Herald*, Eye on Asia series, 3 October.

Ang SH. 2014. First get to know your market. *New Zealand Herald*, Eye on Asia series, 10

October.

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.

Cases

Case 1: Michael Hill International

- *Questions: (1) What do you think are the reasons for the failure of Michael Hill Shoes? (2) In your view, should Michael Hill International have entered the North America market using the same strategies as those it used in Australasia? Why or why not?*

Mini Case 2: Play it Safe at Home, or Take A Risk Abroad?

- *Question: Should Coe's expand to Mexico?*

Mini Case 3: Where to Launch in Africa?

- *Question: Should Benard begin his new packaging business in Nigeria or Malawi?*

Module 2: International Competitive Dynamics and Institutions (9 April)

Readings

Ang SH. 2014. Cultural fit not black and white. *New Zealand Herald*, Eye on Asia series, 24 October.

Ang SH. 2014. Where the going gets tougher. *New Zealand Herald*, Eye on Asia series, 31 October.

Ang SH. 2015. More than one way to win. *New Zealand Herald*, Eye on Asia series, 29 May.

Ang SH. 2015. Weighing risks key to going solo. *New Zealand Herald*, Eye on Asia series, 5 June.

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

Ghemawat P. 2011. The cosmopolitan corporation. *Harvard Business Review*, 89(5): 92-99.

Cases

Case 4: Zespri

- *Questions: (1) Does Zespri have a long-term sustainable business model? (2) How should Zespri look to grow its business? What challenges might it face in the process?*

Case 5: Leventary Café: The China Challenge

- *Questions: (1) What is your evaluation of the way Leventary Café has entered the China market? (2) What changes (if any) should Mia Foster make? Specifically, what should she do about Louis Chen? And what changes (if any) would you propose at headquarters?*

Module 3: International Capabilities and Growth Strategies (7 May)

Readings

Ang SH. 2014. Learning the rules of the game. *New Zealand Herald*, Eye on Asia series, 7 November.

Ang SH. 2015. Collaboration works, with care. *New Zealand Herald*, Eye on Asia series, 12 June.

Ang SH. 2015. Value chains shouldn't be a bind. *New Zealand Herald*, Eye on Asia series, 3 July.

Ang SH. 2015. More than one way to reach a market. *New Zealand Herald*, Eye on Asia series, 17 July.

Lessard D, Lucea R, Vives L. 2013. Building your company's capabilities through global expansion. *MIT Sloan Management Review*, 54(2): 61-67.

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

Cases

Case 6: Walmart around the World

- *Questions: (1) Evaluate Walmart's globalization strategy over the last two decades. Where did the retailer struggle? Where did it do well? Can location characteristics explain the differences in Walmart performance? (2) In terms of entry modes, what are the firm and industry characteristics that affect this decision?*

Mini Case 7: Will Our Partner Steal Our IP?

- *Question: Should Prime release the IP for its vehicle control unit?*

Module 4: Trends in International Business (28 May)

Readings

- Ang SH. 2014. Differences here to stay. *New Zealand Herald*, Eye on Asia series, 14 November.
- Ang SH. 2015. Experience still the best key to Asia. *New Zealand Herald*, Eye on Asia series, 24 July.
- Javidan M, Teagarden M, Bowen D. 2010. Making it overseas. *Harvard Business Review*, 88(4): 118-122.
- Jullens J. 2013. How emerging giants can take on the world. *Harvard Business Review*, 91(12): 121-125.

Cases

Mini Case 8: The Corporate Brand: Help or Hindrance?

- *Question: Should Lilypad's hotels be marketed under the corporate brand or their own brands?*

Case 9: Amazon in Emerging Markets

- *Question: (1) Did Amazon make sensible choices in its emerging markets entry strategies? Consider location, entry mode, and timing. (2) Considering the competitive landscape in China, India, and Latin America, how can home-grown firms best defend and win against large multinational entrants?*

Mini Case 10: Culture Clash in the Boardroom

- *Question: What should Liu Peijin do?*

Additional Readings

Module 1

- Bach D, Allen DB. 2010. What every CEO needs to know about nonmarket strategy. *MIT Sloan Management Review*, 51(3): 41-48.
- 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.
- Stalk G, Michael D. 2011. What the West doesn't get about China. *Harvard Business Review*, 89(6): 25-27.

Module 2

- Ang SH. 2008. Competitive intensity and collaboration: Impact on firm growth across different technological environments. *Strategic Management Journal*, 29(10): 1057-1075.
- Coyne KP, Horn J. 2009. Predicting your competitor's reaction. *Harvard Business Review*, 87(4): 90-97.
- Porter ME. 2008. The five forces that shape your strategy. *Harvard Business Review*, 86(1): 78-93.
- Zahra SA, Charles SS. 1993. Blind spots in competitive analysis. *Academy of Management Executive*, 7(2): 7-28.

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.
- Dyer JH, Kale P, Singh H. 2004. When to ally and when to acquire. *Harvard Business Review*, 82(7/8): 109-115.
- Kumar N, Puranam P. 2011. Have you restructured for global success? *Harvard Business Review*, 89(10): 123-128.
- Radjou N, Prabhu J. 2012. Mobilizing for growth in emerging markets. *MIT Sloan Management*

Review, 53(3): 81-88.

Module 4

- Ichii S, Hattori S, Michael D. 2012. How to win in emerging markets: Lessons from Japan. *Harvard Business Review*, 90(5): 126-130.
- Markides CC. 2012. How disruptive will innovations from emerging markets be? *MIT Sloan Management Review*, 54(1): 23-25.
- Wakayama T, Shintaku J, Amano T. 2012. What Panasonic learned in China. *Harvard Business Review*, 90(12): 109-113.
- Washburn NT, Hunsaker BT. 2011. Finding great ideas in emerging markets. *Harvard Business Review*, 89(9): 115-120.

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 International Business 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 Management
Journal of International Marketing
Journal of International Business Studies
Journal of Management Studies
Journal of World Business
Management International Review
MIT Sloan Management Review
Strategic Management Journal

Mandatory course requirements

None.

Expected Workload

Workload expectations for this course are 150 hours in total, with 30 contact hours conducted in 4 modules.

Assessment

The Assessment Handbook will apply to all VUW courses: see

<http://www.victoria.ac.nz/documents/policy/staff-policy/assessment-handbook.pdf>.

If you cannot complete an assignment or sit a test or examination, refer to

www.victoria.ac.nz/home/study/exams-and-assessments/aegrotat

Task	Assignment	Weight	Date
1	In-class case study test	25%	7 May
2	In-class participation	15%	All sessions
3	Individual project 1 (1,250 words)	15%	2 May
4	Individual project 2 (3,500 words)	45%	10 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 test (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 test:

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 projects 1 (15%) and 2 (45%)

This will test all the learning outcomes. Please see additional document on the scope, expectations and format required in these assessments.

The rubrics for individual projects:

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.

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.

<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
Fail	C-	50%-54%	Adequate evidence of learning
	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 on-line 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 submitted to Turnitin. A copy of submitted materials will be retained 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.

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.

Student feedback

Students in 2015 strongly agreed that the way this course was organised, and preparing for the assessments, helped them to learn. They were encouraged to think critically, stimulated to learn more and developed their communication skills. The amount of work was about right. They highly valued what they learnt, and overall rated the course as excellent. The students also appreciate the organisation of the sessions including the structure, materials, timing, thought provoking group and plenary discussions in class, exposure to new tools, the use of cases, and the engagement and insights from lecturer. The course will therefore be offered in a similar way for 2016.

Student feedback on University courses may be found at www.cad.vuw.ac.nz/feedback/feedback_display.php.

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 material used for such processes will be treated as confidential, and the outcome will not affect your grade for the course.
