



## **Course Outline 2017**

### **BUSADMIN 783: INTERNATIONAL BUSINESS (15 POINTS)**

#### **Quarter 3 (1176)**

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### **Course Prescription**

Creates understanding of the strategic aspects and actual delivery of international business development within today's multi-cultural organisations. Focuses on the challenges faced by businesses. Emphasis on the preparation and negotiation of contracts and partnerships across borders and (corporate) cultures.

### **Programme and Course Advice**

*Prerequisite: BUSADMIN 768 or 778*

### **Goals of the Course**

This course focuses on the practice of starting-up an international business from a New Zealand origin, an issue important to the New Zealand economy. The goal is to prepare students to assess the global business environment, its associated risks, and to operate effectively within it.

### **Learning Outcomes**

By the end of this course it is expected that the student will be able to:

1. Recommend how a New Zealand company should either enter an international market, or build on an existing business in that market;
2. Articulate how the company's business should be developed over a 5-year horizon, taking into account detailed decisions required to operate effectively in a foreign business culture;
3. Identify, examine and quantify risks that may impact market entry or on-going operations;
4. Develop personal reflective understanding of working under stress in an international context, e.g., while proactively managing team dynamics and maintaining positive intra-group, cooperative working relationships.

### **Content Outline**

- Session 1: Lean internationalisation
- Session 2: Internationalisation of NZ SMEs
- Session 3: Project scope presentations
- Session 4: International competition; doing research overseas
- Session 5: Doing business in Viet Nam
- Session 6: First presentations; feedback from expert panel
- Session 7: Cross-culture communications
- Session 8: In-market project activities; ongoing lecturer support (as required)
- Session 9: Project coaching (optional)
- Session 10: Final presentations; feedback from expert panel

## Learning and Teaching

There will be teaching sessions in OGGB, which will focus on a combination of teaching on issues relevant to international business development, class discussion of projects and cases, and presentations by guest speakers. This will be followed by a week spent in-market in Viet Nam, when student groups will collect data and contact business partners, supported by daily sessions with teaching staff. Except under extraordinary circumstances, students cannot pass this paper without taking part in the visit. In addition to attending classes, students should spend about another seven hours per week in activities related to this course, including required readings, working with the selected client company, cultivating potential business contacts in Viet Nam, and preparing for assignments.

## Teaching Staff

### **Daniel Vidal** (course coordinator)

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## Learning Resources

There is no required textbook for this course.

There is a web-based BUSADMIN783 course page that you can access from Canvas. This course page will allow us to link to readings of interest as we move through the course. You will also be expected to find material appropriate to your project from library databases, the web or elsewhere.

## Assessment

1. Project scope (Group, due Tue 4 July and Sat 8 July)	5%
2. Presentations	
• First presentation to panel (Group, due Tue 25 July 2017)	10%
• Final presentation to panel (Group, due Tue 22 August 2017)	15%
3. Report (Group, due Fri 25 August 2017)	30%
4. Reflective journal (Individual, due Tue 29 August 2017)	20%
5. Peer review (Group, due Tue 29 August 2017)	20%
Total	<hr/> 100%

Peer assessment is your opportunity to communicate to your peers about their contribution toward the hands-on project. You will allocate marks across your team mates and qualitative feedback to help them understand your judgement of their performance. It is important that you raise the evaluation of people who worked hard for the good of the team and lower the evaluation of those you perceived not to be working as hard. Those who contributed should receive the full worth of the final project grade; those who did not contribute fully should only receive partial credit.

It is your responsibility to other members of your team to provide feedback to them because they also take the time and care to evaluate your contribution. Timely and thoughtful participation in the peer review process is an element of your individual performance and contribution to the team's collective effort. So, in short, you must complete the peer assessment on time to be awarded any grades for this assessment component. If you fail to complete the peer assessment by the due date, you will be awarded zero marks for this component.

Lecturers retain the final authority to moderate the peer evaluation.

The broad relationship between these assessments and the course learning outcomes is as follows:

<b>Learning Outcome</b>	<b>Project scope Report</b>	<b>Presentations</b>	<b>Report</b>	<b>Reflective journal</b>	<b>Peer review</b>
1	x	x	x		
2		x	x		
3		x	x		
4				x	X

## **Cheating And Plagiarism**

The University of Auckland regards cheating as a serious academic offence.

Plagiarism is a form of cheating. In coursework assignments submitted for marking, plagiarism can occur if you use the work and ideas of others without explicit acknowledgment. Work can be plagiarised from many sources, including books, journal articles, the internet, and other students' assignments. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.

The way of avoiding plagiarism is to reference your work properly. If you are in doubt about how to reference properly, ask someone – your lecturers, tutors and the Student Learning Centre are good places to start. Please refer to the following website for further information about academic referencing: [www.cite.auckland.ac.nz/](http://www.cite.auckland.ac.nz/)

The document *Guidelines: Conduct of Coursework* provides further advice on how to avoid plagiarism. It can be found at: [www.business.auckland.ac.nz/conductcoursework](http://www.business.auckland.ac.nz/conductcoursework)

The penalties for plagiarism can be severe, including losing some or all of the marks for the assignment. Major offences can be sent to the University's Discipline Committee, where further penalties can be imposed.

## **Inclusive Learning**

Students are urged to discuss privately any impairment-related requirements face- to-face and/or in written form with the course convenor/lecturer and/or tutor.

## **Student Feedback**

### **Formative feedback surveys**

During the early part of the quarter (usually Week 3 or 4), short feedback surveys are administered to all students to get a snapshot of how they are coping with their new courses. This qualitative data, which is administered, collected and collated by the Programme Office, is designed as an 'early warning' system of any significant issues with the course that might need addressing quickly. Lecturers are asked to provide a brief report to the Director GSM MBA on key items identified and proposed actions. Lecturers are also asked to provide a verbal report to the class, proposing any solutions as appropriate.

### **Course and teaching evaluations**

The University of Auckland evaluates the quality of teaching and of courses by using the Summative Evaluation Tool, or SET. Summative evaluation is formal, summative evaluation of teaching undertaken according to University policy and is conducted at the end of a semester/quarter through the use of the formal University SET instruments. Summative evaluation is used by teachers to reflect on their teaching practice, and is also used by the University for quality assurance of teaching and courses.

## **In the Event of an Unexpected Disruption**

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators will make every effort to provide you with up to date information via canvas and the university web site.