BUSI2034
The Dynamics of European Business

“Without changing our pattern of thought, we will not be able to solve the problems we have created with our current pattern of thought.”
- Albert Einstein –

Course Description

The course provides an overview of business in Europe and an examination of specific issues related to foreign companies doing business in Europe. Specific topics include the European business environment, European Union institutions, legal framework and policies, the growth of the European Union, emerging European economies, business strategy for the European market, marketing strategy in Europe, managing cultural diversity in Europe, human resource management issues in Europe and corporate governance and control in Europe.

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Semester 1, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course URL</td>
<td><a href="http://programsandcourses.anu.edu.au/2015/course/BUSI2034">http://programsandcourses.anu.edu.au/2015/course/BUSI2034</a></td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>-</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>As listed in Programs and Courses</td>
</tr>
<tr>
<td>Course Convener</td>
<td>Dr Vesna Sedoglavich</td>
</tr>
<tr>
<td>Office Location</td>
<td>RSM, Room 1105</td>
</tr>
<tr>
<td>Phone:</td>
<td>6125 6737 or 6125 9839</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:vesna.sedoglavich@anu.edu.au">vesna.sedoglavich@anu.edu.au</a></td>
</tr>
<tr>
<td>Consultation hours:</td>
<td>Wednesday, 1-3pm or by appointment</td>
</tr>
<tr>
<td>Bio and research interests</td>
<td>PhD in international business; research interests: international strategies of SMEs, high-tech companies, clusters, entrepreneurship, knowledge management, absorptive capacity, internationalization process.</td>
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<td>---------------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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<tr>
<td>Tutor(s) (optional)</td>
<td>-</td>
</tr>
<tr>
<td>Student Administrators</td>
<td>Research School of Management Room 1088 Level 1, LF Crisp Building 26 Mon. – Fri. 9am – 5pm</td>
</tr>
</tbody>
</table>
COURSE OVERVIEW

Lectures/Seminars
Friday 12-3pm CBE (Building 26c), LT3

Public holidays during Semester 1:
- Monday, 9 March (Canberra Day)
- Friday, 3 April (Good Friday)
- Monday, 6 April (Easter Monday)
- Saturday, 25 April (ANZAC Day)
- Monday, 8 June (Queen’s Birthday)

The lectures introduce the key topics and themes in the course. The required reading for the course follows these topics and themes, but elaborates them in an alternative fashion. In other words, the lectures and the required reading overlap in some ways, but are not substitutes. Tutorial quizzes, and the final exam will be based on both the required reading and the lectures. You are therefore strongly advised not to skip any of the seminars.

Announcements: Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door to the relevant room.

Course Learning Outcomes

Course aims
The aim of the course is to enhance students’ understanding of the European business environment, the organisation of the European Union and its associated policies, and their impact upon the business and marketing strategies of firms in Europe.

This course uses an inquiry-based approach to engage students in the process of formulating questions and investigating issues that are relevant to their lives. The course also has a strong skills-based focus, aimed at enhancing the research and communications skills students need in their future careers as researchers and professionals. It draws on the wide variety of resources readily available at the ANU for the study of international business.

Learning outcomes:
Upon successful completion of the requirements for this course, students will be able to:
1. Understand, analyse and evaluate the organisation of the EU and the European business environment, particularly aspects of cultural differences and European integration, and its impact on the strategies, organisation and management of private firms in Europe;
2. Research and critically analyse the issues confronted by firms doing business in Europe; and,
3. Communicate effectively in oral and written forms about the diverse facets of Europe and how to do business in this part of the world, using appropriate concepts, logic and rhetorical conventions.

Research-Led Teaching
Research-led features of this course:
- Group research project, where students have to do research on the proposed topics.
- Case presentation - to answer the 3rd question students will need to do some research to understand what happened since the case was published.

Continuous Improvement
We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include the feedback students will be given in the following forms in this course:

- Research project – written comments/feedback to groups and individual students
- Discussion questions – verbal comments at tutorials
- Quizzes – correct answers on Wattle
- Case study presentation – comments will be communicated at tutorials
- Students will have the opportunity to get feedback on their final exam if they chose to have it.

**Student Feedback**

All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit [http://unistats.anu.edu.au/surveys/selt/students/](http://unistats.anu.edu.au/surveys/selt/students/) and [http://unistats.anu.edu.au/surveys/selt/results/learning/](http://unistats.anu.edu.au/surveys/selt/results/learning/)

**COURSE SCHEDULE.**

A mode of delivery of this course is blended learning. Students will have the course topics pre-recorded and available on Wattle. This is students’ responsibility to watch them and come to the seminars with the prepared questions. The lecturer will provide the answers to the questions, or alternatively open a debate, as well as explain the most important facts of a particular week’s topic during the seminars.

The lecturer will make use of PowerPoint slides. Students may download these slides in PDF format from Wattle before the lecture and bring prints into the lectures for further note taking. This material is not a substitute for attending lectures. It only contains prompts and cannot be understood without listening to the context of the lecture. Several lectures will make use of short videos on issues that substantiate the lecture topics. These videos are not available from Wattle.

<table>
<thead>
<tr>
<th>Week</th>
<th>Week starting</th>
<th>Topics and seminar tasks and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16 February</td>
<td><strong>Topics:</strong>&lt;br&gt;1. Introduction to the course&lt;br&gt;2. What is European business?&lt;br&gt;&lt;br&gt;<strong>Seminar activities:</strong>&lt;br&gt;We will outline the organisation of seminars, distribute the topics for the presentations and form groups of students for the presentations, and see what questions students have about business in Europe.&lt;br&gt;Prepare two questions about business in Europe that you would like to see answered in the course during the semester.</td>
</tr>
<tr>
<td>Week</td>
<td>Date</td>
<td>Topics</td>
</tr>
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<td>------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| 2      | 23 February | 3. The European Union: Integration and institutions  
4. European business in global context | **Topics:**  
3. The European Union: Integration and institutions  
4. European business in global context  

**Seminar activities:**  
| 3      | 2 March  | 5. The internal market of the EU  
6. Current integration issues in the EU | **Topics:**  
5. The internal market of the EU  
6. Current integration issues in the EU  

**Seminar activities:**  
Minimum readings: read Johnson & Turner (2006) ch. 2 & 3 and Senior Nello (2012) ch. 2 & 3, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1, 2 & 5 on p.57 of Johnson & Turner (2006) ch. 2, and questions 1 & 4 on p.79 of Johnson & Turner (2006) ch. 3.  
**Quiz:** Topics 3 & 4. | read Johnson & Turner (2006) ch. 2 & 3 and Senior Nello (2012) ch. 2 & 3, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1, 2 & 5 on p.57 of Johnson & Turner (2006) ch. 2, and questions 1 & 4 on p.79 of Johnson & Turner (2006) ch. 3.  
**Quiz:** Topics 3 & 4. |
| 4      | 9 March  | 7. Competition policy in the EU  
8. Industrial policy in the EU | **Topics:**  
7. Competition policy in the EU  
8. Industrial policy in the EU  

**Seminar activities:**  
Minimum readings: read Johnson & Turner (2006) ch. 4 and Senior Nello (2012) ch. 6, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1, 2, 3 & 4 on p.102 of Johnson & Turner (2006) ch. 4.  
**Quiz:** Topic 5 & 6. | read Johnson & Turner (2006) ch. 4 and Senior Nello (2012) ch. 6, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1, 2, 3 & 4 on p.102 of Johnson & Turner (2006) ch. 4.  
**Quiz:** Topic 5 & 6. |
| 5      | 16 March | 9. European Monetary Union, the Euro  
10. The Euro in world financial markets | **Topics:**  
9. European Monetary Union, the Euro  
10. The Euro in world financial markets  

**Seminar activities:**  
Minimum readings: read Johnson & Turner (2006) ch. 5 & 6 and Senior Nello (2012) ch. 7, 16 & 17, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Presentation:** student discussion of issue 3 (*The EU and Microsoft*) on pp.118-120 of Johnson & Turner (2006) ch. 5.  
**Quiz:** Topics 7 & 8. | read Johnson & Turner (2006) ch. 5 & 6 and Senior Nello (2012) ch. 7, 16 & 17, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Presentation:** student discussion of issue 3 (*The EU and Microsoft*) on pp.118-120 of Johnson & Turner (2006) ch. 5.  
**Quiz:** Topics 7 & 8. |
| 6      | 23 March | 11. Transportation and transport policies in the EU  
12. Energy policy in the EU | **Topics:**  
11. Transportation and transport policies in the EU  
12. Energy policy in the EU  

**Seminar activities:**  
Minimum readings: read Johnson & Turner (2006) ch. 8 and Senior Nello (2012) ch. 10 & 11, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 3 & 4 on p.164 of Johnson & Turner (2006) ch. 8.  
**Quiz:** Topics 9 & 10. | read Johnson & Turner (2006) ch. 8 and Senior Nello (2012) ch. 10 & 11, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 3 & 4 on p.164 of Johnson & Turner (2006) ch. 8.  
**Quiz:** Topics 9 & 10. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Seminar activities</th>
</tr>
</thead>
</table>
| 30 March | 13. Labour markets in the EU  
14. Social policy and industrial relations in the EU | Minimum readings: read Johnson & Turner (2006) ch. 9, 10 & 11 and Senior Nello (2012) ch. 14, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
Quiz: Topics 11 & 12. |
| 20 April | 15. Business and environmental policy in the EU  
16. Consumer protection in the EU | Minimum readings: read Johnson & Turner (2006) ch. 13 and Senior Nello (2012) ch. 8, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
Discussion questions: answer questions 1, 2, 3, 4 & 5 on p.309 of Johnson & Turner (2006) ch. 13  
Quiz: Topics 13 & 14. |
| 27 April | 17. The EU’s enlargement  
Quiz: Topics 15 & 16. |
<table>
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<tr>
<th></th>
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<th><strong>Topics:</strong></th>
</tr>
</thead>
</table>
| 10 | 4 May | 19. Cultural differences and marketing  
20. Cultural differences and management, particularly HRM |

**Seminar activities:**  
**Minimum readings:** read Johnson & Turner (2006) ch. 16 and Senior Nello (2012) ch. 19, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1, 2, 3, 4 and 5 on p.388 of Johnson & Turner (2006) ch. 16.  
**Presentation:** student discussion of issue 8 (*Emergence of a New Automotive cluster*) on pp.379-384 of Johnson & Turner (2006) ch. 16.  
**Quiz:** Topics 17 & 18.

| 11 | 11 May | **Topics:**  
21. Industrial structure in the EU, role of SMEs  
22. Business finance in the EU |

**Seminar activities:**  
**Minimum readings:** read Suder (2013) ch. 8 & 6, and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 2 and 3 on p.281 of Suder (2013) ch. 8, and questions 2, 3 and 4 on p.206 of Suder (2013) ch. 6.  
**Presentation:** student discussion of issue 9 (*Eurodisney*), available on Wattle.  
**Quiz:** Topics 19 & 20.

| 12 | 18 May | **Topics:**  
23. EU in the world economy: trade  
24. EU in the world economy: investment  
25. Australia – EU business relations |

**Seminar activities:**  
**Discussion questions:** answer questions 1, 2 & 3 on p.161 of Johnson & Turner (2006) ch. 7; questions 2 & 4 on p.226 of Harris (2008) ch. 7; and questions 1, 2, 3, 4 & 5 on p.407 of Johnson & Turner (2006) ch. 17.  
**Presentation 1:** student discussion of issue 10 (*Credit Lyonnais*) on pp.222-224 of Harris ch. 7.  
**Quiz:** Topics 21 & 22.  
**Quiz:** Topics 23 & 24.  
Summary, and the preparation for the final in-class exam.

| 13 | 25 May | **In-class long exam** |
Seminar organisation

Your lecturer will explain the organisation of the seminars in detail during 1 week. Each seminar will consolidate and extend the material covered in the pre-recorded lectures and in the nominated reading through:

- Questions and feedback from students on the lectures and reading material.

- Group discussion on the basis of review questions. All students attending a seminar/tutorial are expected to have done the reading and to have prepared answers to the review questions listed in the tutorial program. Students will be asked to give at least two answers in class throughout the semester. The tutors will not accept and mark written answers out of tutorial classes.

- Discussion of a key issue based on a case. This takes the form of a presentation prepared by two students of maximum 10 minutes, followed by group discussion on the presented issue. Students are expected to contribute to seminar discussions. The tutor will take note on the participation in the discussions, which will count towards your final mark.

- A short 5-minute assessable test of 6 multiple choice questions that relate to the material covered in the pre-recorded lectures and the nominated reading.

COURSE ASSESSMENT

Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the proposed assessment, those changes will be publicised on Wattle.

Assessment Summary

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Weight (% of Total Assessment)</th>
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</thead>
<tbody>
<tr>
<td>1. Weekly quizzes (individual)</td>
<td>10%</td>
</tr>
<tr>
<td>2. Case study presentation (group)</td>
<td>10%</td>
</tr>
<tr>
<td>3. Participation (individual)</td>
<td>10%</td>
</tr>
<tr>
<td>3. a) Review question 1 (individual) 5%</td>
<td>5%</td>
</tr>
<tr>
<td>3. b) Review question 2 (individual) 5%</td>
<td>5%</td>
</tr>
<tr>
<td>4. Research Project (group)</td>
<td>30%</td>
</tr>
<tr>
<td>5. In-class long exam (individual)</td>
<td>30%</td>
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<tr>
<td>Total</td>
<td>100%</td>
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</table>

All components of the above assessment are compulsory and must be submitted. To achieve an automatic pass grade in this course you must both:

(i) obtain 50% or more as a raw aggregate mark for the course as a whole and
(ii) obtain 50% or more as a raw aggregate mark for the % of the course that is individual assessment.

Learning Outcomes-Assessment

How well have you achieved the learning outcomes for this course? Your lecturer makes this judgement based on your assignments and examination papers. This table illustrates how each assessment item provides evidence about your achievements against each learning outcome.
Course Learning Outcomes
Upon successful completion of the requirements for this course, students will be able to:

<table>
<thead>
<tr>
<th></th>
<th>Class participation</th>
<th>Discussion questions</th>
<th>Research project</th>
<th>Weekly quiz</th>
<th>Case presentation</th>
<th>In-class exam</th>
</tr>
</thead>
<tbody>
<tr>
<td>Define, explain and illustrate the organisation of the EU and the European business environment, particularly aspects of cultural differences and European integration, and its impact on the strategies, organisation and management of private firms in Europe</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Research and critically analyse the issues confronted by firms doing business in Europe</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Communicate effectively in oral and written forms about the diverse facets of Europe and how to do business in this part of the world, using appropriate concepts, logic and rhetorical conventions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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</table>

Assessment Task 1: Weekly quizzes (10%)

**Details of task:** During each of the 11 seminar sessions (starting in Week 2) students will complete sets of 6 multiple choice quizzes. They are designed to encourage students to keep up with the required reading and attend the lectures and tutorials in the course.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 2-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Instructions**
Each week students will complete a short 5-minute assessable quiz of 6 multiple choice questions that relate to the material covered in the particular week topics, as specified in the tentative timetable in this course outline. There will be 11 quizzes in total.

**Purpose**
The quizzes are designed to encourage students to keep up with the required reading and attend the seminars during the semester. You are expected to arrive ready to begin class on time and to not leave until class is over.

Your seminar presence will not be recorded. Instead, each seminar will conclude with a quiz which will count towards your final mark. Missing a seminar means missing a quiz mark that counts towards your final mark. You will also miss an opportunity to test yourself about your knowledge of the material for the course.

**Marking criteria**
Your grade for this assessment will be based on your average of the 11 quizzes that will be administered.

Assessment Task 2: Case study/issue presentation (10%)

**Details of task:** As part of your assessment in this course you will be required to prepare 1 case study and present your analysis and findings to the class. To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their lecturer indicating what went well in their presentation and what they would change if they could do it again. Teams of two students
take turns each week to deliver a short presentation, using PowerPoint slides during the weekly sessions. This is an opportunity to put topical issues in the context of the course as well as practice, and demonstrate presentation skills.

Please note that all case study presentations will be timetabled in the first week of the semester.

The cases that are selected from the prescribed textbook are listed in the Tentative Teaching Timetable of this course outline. In relation to your chosen case study, you should identify and discuss the various issues and their implications. There are a number of questions at the end of each case, which can be used as a guideline for your case analysis and discussions. However, simply answering each question DOES NOT constitute a satisfactory presentation. Each presentation is expected to last for **10 minutes**, and **10 minutes** for questions and discussion time. The performance is assessed by your peer-classmates. Please study the marking criteria carefully when preparing your case study presentation.

The case study presentation will start from the **third** seminar session. You are required to make your presentation on the day you have specified. In the event that you are unable to present on the due date, you must: (1) inform your lecturer/tutor at least one week in advance with strong supporting evidence, and (2) negotiate with other groups to see if any group is happy to swap the presentation date with you. Failure to do so will result in a failure grade for this assessment. Any individual member who does not participate in his/her group presentation without a good reason will also receive a failure grade for this assessment.

Discussion of a key issue takes the form of an introduction prepared by two students of maximum 10 minutes, followed by group discussion on the presented issue. Students are expected to contribute to seminar discussions. The lecturer will take note on the participation in the discussions, which will count towards your final mark.

The presentation should address the following questions:
- What is the issue?
- How does it relate to the theme of the reading for that tutorial?
- How did the issue evolve since the publication of the case?

The presentation ends with a **discussion question**.

To answer the 3rd question students will need to do some research to understand what happened since the case was published. Research could involve skimming newspapers and magazines, or using the Factiva and/or ProQuest search engines available through the ANU library.

The performance of the groups will be assessed by the attending students and the lecturer.

Students will prepare and use PowerPoint (PPT) software for these presentations. As a courtesy to students attending the seminars, you could distribute in class a handout containing the slides, or key points, illustrations or tables and graphs. If you have never used PPT before, this is your opportunity to learn! It is very simple, but there are some basic rules. A basic PPT presentation with such rules can be found on Wattle and at: [http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt](http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt). If not sufficient, consider doing a course with the ANU’s Information Literacy Program ([http://ilp.anu.edu.au/](http://ilp.anu.edu.au/)).

To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their lecturer indicating what went well in their presentation and what they would change if they could do it again. The tutor will respond with feedback and the mark for the presentation.
Due Date | Weeks 3-12
---|---
Value or Weighting (%) | 10%

Instructions
Each tutorial (Weeks 3-12) a group of 2 students will present a case as specified in the tentative tutorial timetable in this course outline. The presentation is strictly limited to 10 minutes. In addition, the presenting team will also be in charge of leading a 10-minute class discussion immediately after the presentation. Poor time management might be penalised.

Purpose
The case presentations put topical issues of European Business in the context of the course as well as practice and demonstrate presentation skills. A key purpose is also to demonstrate your ability to engage and involve an audience.

This assignment serves several purposes, i.e. (1) to expose students to different business cases in different environmental frameworks/challenges, (2) to sharpen your critical thinking skills, (3) to improve your research skills, and (4) to allow you an opportunity to further develop your communication and time management skills.

Marking criteria
This component is intended to evaluate your understanding of the issue which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems, and to communicate your views effectively. The quality of your presentation is also assessed.

Each presentation will be marked and commented by all students attending the seminar.

Presentations are judged on four main criteria:
- Ability to clarify and explain,
- Insights and understanding,
- Method of delivery (penalties for reading from notes), and
- Class leadership.

Assessment Task 3: Participation (10%)
Details of task: Students are expected to contribute to seminar discussions, particularly after case study presentations.

Due date | On-going throughout the semester.
---|---
Value/Weighting (%) | 10%

Instructions
It is essential to your learning – and the learning of others in the class – that you are fully involved in the course. This means that you need to:

a) Attend class – though much learning will be done outside the classroom, class time is a valuable, scarce resource. You are expected to arrive ready to begin class on time; to not leave until class is over; and to attend all classes. If for any special reason you are unable to meet these requirements, please talk to the course convenor or the tutor about it.

b) Come prepared – it will be assumed that you have completed any assigned readings and prepared any assigned cases prior to class. You
are expected to read the case study to be analysed for each corresponding week, regardless whether you are presenting or not. This will allow you to actively participate in class discussion under the instruction of the case presenters and/or your lecturer.

c) Actively participate in the learning – we owe it to ourselves and our colleagues to participate as fully as possible in the tutorial sessions. Besides learning more – and contributing to the learning of others – you will also have more fun!

<table>
<thead>
<tr>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>To evaluate the issues.</td>
</tr>
<tr>
<td>This assessment aims to encourage students to actively participate in group discussions <em>during, after and beyond case presentations</em>, voice personal opinions to their peers, and at times take the leading role in small group discussion. Please also note that the materials from the cases and the knowledge associated with these cases are examinable.</td>
</tr>
<tr>
<td>Up to 10 marks will be awarded for your participation.</td>
</tr>
</tbody>
</table>

**Contribution to Seminar Discussions:** This component is intended to evaluate the level and quality of your contribution to seminar class discussions, which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems and to communicate your views effectively.

<table>
<thead>
<tr>
<th>Marking Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>This component is intended to evaluate the level and quality of your contribution to class discussions, which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems and to communicate your views effectively. Marks are awarded at the lecturer’s discretion.</td>
</tr>
<tr>
<td>Students are expected to contribute to class discussion constantly and actively throughout the semester. A guideline of participation marking is demonstrated on the scale below:</td>
</tr>
<tr>
<td>9-10 – very good and constant participation</td>
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<td>7-8 – good and regular participation</td>
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<td>5-6 – average participation</td>
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<tr>
<td>3-4 – occasional participation</td>
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<tr>
<td>1-2 – below average and minimum participation</td>
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<tr>
<td>0 – no participation</td>
</tr>
</tbody>
</table>

**Assessment Task 4: Review Question (10%)**

**Details of task:** All students attending a seminar session are expected to have done the reading and to have prepared answers to the review questions listed in Course Schedule. Students will be asked at random to share their answers to set questions related to the required reading with the whole group. The lecturer/tutor will mark these answers based on their completeness in the context of the required reading. The lecturer/tutor will not accept and mark written answers out of tutorial classes. Each student will answer *at least 2* questions in the course of the semester. However, students may be asked to, or may wish to attempt to answer more than 2 questions. The average grade will count toward the final grade. This is an opportunity to demonstrate their comprehension of the required reading.

This assessment aims to monitor your learning process and to ensure that you learn essential theories, concepts, and knowledge required for conducting analysis and research of the issues.
related to the course. The main task of assessment is to prepare for class discussions based on discussion questions selected from the prescribed textbook during the semester as specified in the Tentative Teaching Program.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 3-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Instructions</td>
<td>Each seminar (Weeks 3-12) students will be asked at random to share their answers to set questions as specified in the tentative tutorial timetable in this course outline and related to the required reading with the whole group. Each student will answer at least 2 questions in the course of the semester.</td>
</tr>
<tr>
<td>Purpose</td>
<td>This assessment component is designed to encourage students to keep up with the required reading and attend the tutorials during the semester.</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>Marks are awarded at the Lecturer’s/Tutor’s discretion.</td>
</tr>
</tbody>
</table>

**Assessment Task 5: Research Project – Group Assignment (30%)**

**Details of task:** Students write an essay of 4,000 words plus reference list and appendices, ±10% on the topics that relate to the course. This assignment is an opportunity for students to demonstrate their understanding of a specific issue related to the course, as well as practice and demonstrate skills to conduct research and synthesise relevant academic literature. The topics and the instructions for this assignment will be put on Wattle.

This is a group project, and you are well advised to start your preparation from the beginning of the semester so as to possibly complete this task with required quality and standard on time. The lecturer will further explain the instruction and provide you with constructive advice for preparing this assignment.

Students will be able to choose their team members and therefore have total responsibility for all group issues that might incur. Each group might want to elect a team leader. Each group should allocate project tasks suitable to the skills of individual members.

For example:

*Researching and writing tasks:* everyone in the group should be involved in researching for information (both primary and secondary) and writing up the research findings. Regular team meetings and frequent communication among the group will facilitate mutual understanding of the project-in-progress and help avoid repeating the same or duplicated information (hence a waste of time and efforts) in the report.

*Editing task:* there should be 2 editors, who are in charge of compiling, eliminating unnecessary information, and ensuring a smooth flow of arguments and data throughout the report. Editors have the right to ask for a revise-and-resubmit of the work submitted by individual members, where appropriate.

*Formatting task:* this task is suitable for an individual with high computer/graphic skills. This person will also take the lead for the development of the print material. All background information will be provided during seminar in Week 1. Questions for any further information should be directed to your lecturer. In addition, the lecturer, if required, will spend up to 10 minutes at the beginning of each seminar to discuss the progress of the project.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Monday, 4 May 2015, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>30%</td>
</tr>
</tbody>
</table>
### Suggested length

4,000 ±10% words excluding tables, figures, reference list, and appendix (if any).

### Instructions

This is a group work. Groups of 3 students are required to develop an essay addressing the issues described in the document put on Wattle.

The submission is to be an essay, with a cover page, abstract, the table of content, introduction, essay body, conclusions, reference list, and appendices. The essay should be formatted to 1.5 line spacing.

A good essay should demonstrate:
- Applications of relevant knowledge discussed during lectures and tutorials,
- Good structure: with appropriate headings and sub-headings, no grammatical errors, and within the word limit,
- Good usage of diagrams, tables and figures to illustrate and support arguments,
- Good referencing system,
- Good research, both primary & secondary data from a variety of information sources (NO Wikipedia), and
- Cohesiveness: the essay sounds like one person’s work, with equal contribution amongst members. The essay shows clear linkage between different sections, without repetitions of information and arguments. The arguments are insightful and convincing, with supporting implications for the firms in the European Union, and relevant recommendations where appropriate.

The group members will agree on and sign the group project peer assessment form and include it in the group project report (the form is put on Wattle).

### Purpose

This assessment is intended to further develop your research and analytical skills in issues related to the European business. Further, it aims to train students on the collaborating in a group environment, and researching /synthesising/justifying appropriate secondary and primary data.

### Marking criteria

See General Marking Criteria below.

### Submission / Presentation Details

Assignments are to be placed in the relevant assignment box in the RSM foyer opposite the main counter by **4 pm on the due date**. All assignments submitted through the RSM assignment boxes are date stamped and checked against class lists. The groups have to submit an electronic copy to Wattle as well.

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**Topics, sources**

To research your essay, you will have to explore relevant scholarly publications available from the ANU library and the National Library of Australia: monographs (books and working papers, which are in the library catalogues) and journal articles and book chapters (which are not in the library catalogues). Depending on your topic, an internet search may yield relevant documentation. However, be aware of the fact that there is also a lot of junk and rubbish on the internet. You are strongly encouraged to base your assignment on scholarly publications (books and journal articles) and on academic business journals (see below). Do not assume that research is the same as doing an internet search.

You could use the footnotes and bibliographies of articles in the reader to access additional sources in books, scholarly journals and leading business magazines. You can also consult the indices to serious business magazines, such as *Business Review Weekly, Business Week, The Economist,* and *Harvard Business Review.* Most of these are also online. For some
of them access is restricted to paying subscribers, but the ANU library has online subscriptions to several, which can be accessed on campus through the ANU library’s website. The ANU library subscribes to several powerful search engines that allow you to locate further reading, such as Factiva and ProQuest. Another way to identify useful readings is through the International Bibliography of the Social Sciences, which are both available online through the ANU library website (see “Online resources”, then “E-resources and databases”).

**General Marking Criteria**
Your lecturer may take into account the marking criteria specified in the following table when awarding marks for your research essay. It should help you understand what the lecturer thinks you are achieving in your work, and should also give you some indication of the kind of performance the lecturer expects from you. However, such guidelines can only ever be general, and many other factors may contribute to the lecturer’s final decision about the mark you should be awarded. **Please study the marking criteria carefully before preparing the report and during the process of report writing.**

<table>
<thead>
<tr>
<th>Grade/Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction 80% or above</td>
<td>Outstanding work showing an excellent command and understanding of the issues which approaches the postgraduate threshold. Original research (in terms of content and/or approach), with rigorous argument supported by evidences, which engages in detail with and is very well supported by extensive and appropriate reading (e.g. refereed journal articles, data, etc.). Structure almost flawless.</td>
</tr>
<tr>
<td>Distinction 70-79%</td>
<td>Excellent work showing a clear command and understanding of the issues. Evidence of independent thinking and some elements of original research. Essays usually contain a wealth of relevant information, and demonstrate wide reading of appropriate literature (e.g. refereed journal articles). Very well-structured work, very well supported by appropriate evidences (e.g. journal articles, data etc.).</td>
</tr>
<tr>
<td>Credit 60-69%</td>
<td>Work showing evidence of a good knowledge and understanding of the material, put together in a way which is, for the most part, clearly argued, well-written, and relevant to the task set. Answers are thoroughly competent and accurate, and, at the upper end of the class, and supported by appropriate evidences (e.g. journal articles, data, etc.), may occasionally show some originality of thought.</td>
</tr>
<tr>
<td>Pass 50-59%</td>
<td>Work which is competent and broadly relevant, but somewhat lacking in focus, organisation, or breadth of reference. One or more of the principal sources may have been overlooked, there may be over-reliance on a very minimum number of items (references) in the literature, some ideas may not have been clearly understood, or the argument may not be very clearly structured. Some aspects of the work may not be closely related to the task set.</td>
</tr>
<tr>
<td>Fail 40-49%</td>
<td>Work showing some knowledge of the material, but having serious shortcomings. It may demonstrate insufficient knowledge of the material, and/or poor understanding. It may be much too short, and is often muddled, unfocused, or poorly organised. Some essays may fail to answer the question set; others may contain a considerable amount of irrelevant information.</td>
</tr>
<tr>
<td>Fail 35-39%</td>
<td>Work showing some very elementary knowledge of the material, but which demonstrates very little breadth of reference, and lapses quickly into misunderstanding and incoherence, with no perceptible attempt at structuring an argument. The work is very superficial, and suggests either that little effort has been made to prepare the task set, or that the student is unable to comprehend the material he/she has used.</td>
</tr>
<tr>
<td>Fail 30-34%</td>
<td>Work which is irrelevant and incompetent, showing inadequate knowledge of the material and/or is superficial. Some key words or phrases.</td>
</tr>
<tr>
<td>Fail 20-29%</td>
<td>Only a rudimentary, poor knowledge of the subject, with serious and fundamental errors. Much irrelevant material and/or very superficial. Few key words or phrases.</td>
</tr>
<tr>
<td>Fail 10-19%</td>
<td>Weak. Little hint of any knowledge, almost totally irrelevant response.</td>
</tr>
<tr>
<td>Fail</td>
<td>No knowledge relevant to the question, but the candidate has made some effort.</td>
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</tbody>
</table>
Assignment Submission

Online Submission: Assignments are submitted using the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. Please keep a copy of the assignment for your records.

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit ANU Online.

Hard copy submission: Assignments are to be placed in the relevant assignment box in the RSM foyer opposite the main counter by 4 pm on the due date. All assignments submitted through the RSM assignment boxes are date stamped and checked against class lists. Assignments must include a cover sheet. Please keep a copy of tasks completed for your records.

The following are the College expectations about the presentation of assignments:

- Assignments are to be word-processed. The use of strict, professional expression is expected.
- The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html
- All assignments must have a cover sheet with all of the appropriate details completed. Assignment cover sheets are available from the course website or the RSM Office or website: http://cbe.anu.edu.au/schools/rsm/ Note: The BUSI2034 course uses a course-specific cover sheet available from Wattle.
- Group assignment cover sheets should be signed by each group member.
- Assignments must be stapled in the top left-hand corner. Please do not submit assignments in plastic pockets or folders, unless requested to do so by the lecturer. If you have a disk to submit as part of your assignment please use bulldog/fold back paper clips, which will be available from the School office upon request.
- All students are required to keep a copy of assignments. All assignments submitted through the RSM office are date stamped and checked against class lists. If an assignment is mislaid, you will be required to provide a copy.

Extensions and Penalties

Where an assignment is submitted after the due date, students are penalised by five per cent of the possible marks available for the assessment task per working day or part thereof.

Special consideration for assessments

Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.
Special Consideration applications must be completed before the due date of the affected assessment, or no later than three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications are only submitted online at special.consideration@anu.edu.au. You will be notified by the RSM office if an extension has been approved.

**Returning Assignments**
Assignments, once marked, will be handed back in seminars. However, if they are ready for collecting during a non-teaching period, assignments will be made available for collection from your lecturer during consultation hours or from the RSM office. Please refer to your course website for notification that assignments are ready to be collected. Queries regarding the marking or collection of assignments should be taken up with your tutor.
Assignments not claimed during tutorials will be kept at the RSM office. Students must present their ANU student card to collect an assignment. Assignments remaining in the RSM office at the beginning of week 3 in the following semester, are destroyed.

**Retention of Assignments**
You must keep a hard copy of your assignment and its related documents. If we cannot find your assignment, the responsibility is on you to provide a copy of the assignment.

You must keep your marked assignment. Any queries concerning the awarded mark can only be resolved with the original assignment document.

**Identify your Assignment with your Student Number only**
When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Use of Assignments as exemplars and grade moderation**
An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

**Examination - In-class long exam (30%)**
The final in-class long exam assessment will be a closed book one, and consist of a combination of multiple choice and short essay type questions. The exam duration will be 2 hours plus reading time. During this 2-hour written exam students are expected to demonstrate their level of understanding of the content of the course discussed during the lectures, contained in the required textbook and any distributed additional reading, as well as discussed during the seminar sessions. The exam will be comprehensive and will cover all topics covered in the course. Exam answers will be marked on the basis of marking criteria contained in the separate document.

The examination will be comprised of a section of multiple-choice questions and short essay questions, which are designed to test the in-depth of your understanding on some of the key issues covered in the course and the articulation amongst the key issues. **An exam briefing will be held in seminar in week 12.**

<p>| Date       | Week 13, 2 hours + 15 minutes reading time |</p>
<table>
<thead>
<tr>
<th>Value or Weighting (%)</th>
<th>30%</th>
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</thead>
<tbody>
<tr>
<td><strong>Instructions</strong></td>
<td>There will be two components in the exam, including:</td>
</tr>
<tr>
<td></td>
<td>- Multiple-choice questions (10 marks), and</td>
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<tr>
<td></td>
<td>- Short essay-type answer questions (20 marks): Students answer 2 questions. Each question is worth 10 marks.</td>
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<tr>
<td></td>
<td>All materials are examinable, including lecture notes, case studies (in tutorials), additional readings.</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>The exam questions aim to evaluate students’ overall understanding of the international strategic management principles.</td>
</tr>
<tr>
<td><strong>Marking Criteria</strong></td>
<td>The short essay-type answers are evaluated based on:</td>
</tr>
<tr>
<td></td>
<td>- Understanding of the key issue(s),</td>
</tr>
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<td></td>
<td>- Ability to provide clear examples,</td>
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<tr>
<td></td>
<td>- Structure of arguments,</td>
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<tr>
<td></td>
<td>- Evidence of critical thinking,</td>
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<td></td>
<td>- Relevant recommendations/suggestions for international firms (where appropriate), and</td>
</tr>
<tr>
<td></td>
<td>- Overall writing skills.</td>
</tr>
<tr>
<td><strong>Submission/Presentation Details</strong></td>
<td>Please start a new question on a new page. Unreadable handwriting will be penalised.</td>
</tr>
</tbody>
</table>

Regarding permitted materials for the final examination:
Electronic dictionaries are not allowed. Permission forms for English/foreign language dictionaries are available from the RSM Office foyer.

Exam scripts can be viewed after the release of end of semester grades. You must refer to the School website for dates and times that exam script viewing are held. You must provide your student identification card to view your exam script. Scripts cannot be taken from the Office area.

**Scaling**
Your final mark for the course will be based on the raw marks allocated for each assignment or examination. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed or equal the scaled mark of that student), and may be either up or down.

**Finalisation of Marks and Grades**
After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points
accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:

**Referencing Requirements**
The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html

**READING LISTS**
There is no prescribed text. Selected book chapters can be found on Wattle.


**COMMUNICATION**

**Email**
If necessary, the lecturers and tutors for this course will contact students on their official ANU student email address. Information about your enrolment and fees from the Registrar and Student Services' office will also be sent to this email address.

**Announcements**
Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door of the relevant room.

**Course URLs**
More information about this course may be found on:

- Programs and Courses (http://programsandcourses.anu.edu.au/2015/course/BUSI2034)
- the College of Business and Economics website (http://cbe.anu.edu/courses) and
- Wattle (https://wattle.anu.edu.au), the University's online learning environment. Log on to Wattle using your student number and your ISIS password.

**POLICIES**
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: https://policies.anu.edu.au/ppl/index.htm.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning