DYNAMICS OF EUROPEAN BUSINESS
BUSI-2034

Semester 1 2016  6 Units  In Person Delivery  Modified 09/02/2016

CONTACT INFORMATION

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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
Upon successful completion of the requirements for this course, students will be able to:

1. 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;
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.

TIMETABLE S1, 2016:

Seminar
THURSDAY 2:00 PM - 5:00 PM
CBE LT 3, Bld 26

Public holidays during Semester 1:
- Monday, 14 March (Canberra Day)
- Friday, 25 March (Good Friday)
- Monday, 28 March (Easter Monday)
- Monday, 25 April (ANZAC Day)
- Monday, 13 June (Queen’s Birthday)

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. However, 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.

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.

Textbook:
The textbook for this course is D. Johnson and C. Turner, European Business (Routledge, 2015, 3rd
<table>
<thead>
<tr>
<th>Week</th>
<th>Week starting</th>
<th>Topics and seminar tasks and activities</th>
</tr>
</thead>
</table>
| 1    | 15 February  | **Topics:**<br>1. Introduction to the course<br>2. What is European business?  
**Seminar activities:**<br>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.  
Prepare two questions about business in Europe that you would like to see answered in the course during the semester. |
| 2    | 22 February  | **Topics:**<br>3. The European Union: Integration<br>4. The European Union: Institutions  
**Seminar activities:**<br><strong>Minimum readings:</strong> read Johnson & Turner (2015) ch. 1, and prepare for the first quiz (Topic 2).  
**Discussion questions:** answer questions 1 & 2 on p.22 of Johnson & Turner (2015) ch. 1. |
| 3    | 29 February  | **Topics:**<br>5. The internal market of the EU<br>6. Current integration issues in the EU  
**Seminar activities:**<br><strong>Minimum readings:</strong> read Johnson & Turner (2015) ch. 3 & 4 and come prepared with questions about the lectures/topics designated for this week, and about the reading.  
**Discussion questions:** answer questions 1 & 4 on p.64 of Johnson & Turner (2015) ch. 3, and questions 1 & 4 on p.81 of Johnson & Turner (2015) ch. 4.  
**Presentation:** student discussion of issue 1 (<i>FIAT: A Troubled European Car Giant</i>) – available on WATTLE  
**Quiz:** Topics 3 & 4. |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topics</th>
<th>Seminar activities</th>
</tr>
</thead>
</table>
| 4    | 7 March    | 7. Competition policy in the EU
                    | 8. Industrial policy in the EU      | **Topics:**
                    |                                        | **Seminar activities:**
                    |                                        | **Minimum readings:** read Johnson & Turner (2015) ch. 5 and come prepared with questions about the lectures/topics designated for this week, and about the reading.
                    |                                        | **Discussion questions:** answer questions 1, 2 & 3 on p.104 of Johnson & Turner (2015) ch. 5.
                    |                                        | **Quiz:** Topic 5 & 6.               |
| 5    | 15 March   | 9. European Monetary Union, the Euro
                    | 10. The Euro in world financial markets | **Topics:**
                    |                                        | **Seminar activities:**
                    |                                        | **Minimum readings:** read Johnson & Turner (2015) ch. 6 & 7 and come prepared with questions about the lectures/topics designated for this week, and about the reading.
                    |                                        | **Discussion questions:** answer questions 1 & 2 on p.128 of Johnson & Turner (2015) ch. 6, and question 1 on pp.150 of Johnson & Turner (2015) ch. 7.
                    |                                        | **Quiz:** Topics 7 & 8.               |
| 6    | 21 March   | 11. Transportation and transport policies in the EU
                    | 12. Energy policy in the EU         | **Topics:**
<p>| |
|                                        |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Seminar activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>13. Labour markets in the EU</td>
<td><strong>Seminar activities:</strong></td>
</tr>
<tr>
<td></td>
<td>14. Social policy and industrial relations in the EU</td>
<td><strong>Minimum readings:</strong> read Johnson &amp; Turner (2015) ch. 10 &amp; 11, and come prepared with questions about the lectures/topics designated for this week, and about the reading.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Presentation:</strong> student discussion of issue 5 (Low-cost airlines … The single airline market) on pp.218-219 of Johnson &amp; Turner (2015) ch. 10.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Quiz:</strong> Topics 11 &amp; 12.</td>
</tr>
<tr>
<td>8</td>
<td>15. Business and environmental policy in the EU</td>
<td><strong>Topics:</strong></td>
</tr>
<tr>
<td></td>
<td>16. Consumer protection in the EU</td>
<td></td>
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</tbody>
</table>

**SEMESTER BREAK** (Monday, 4 April – Friday, 15 April)
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
</table>
| 9 25 April | 17. The EU’s enlargement  
18. Important cultural differences across Europe |
| 10 2 May | 19. Cultural differences and marketing  
20. Cultural differences and management, particularly HRM |

### Seminar activities:

**Minimum readings:** read Johnson & Turner (2015) ch. 14, 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.327-328 of Johnson & Turner (2015) ch. 14.


**Quiz:** Topics 13 & 14.

### Topics:

- 17. The EU’s enlargement
- 18. Important cultural differences across Europe
- 19. Cultural differences and marketing
- 20. Cultural differences and management, particularly HRM

### Seminar activities:

**Minimum readings:** read Johnson & Turner (2015) ch. 12 & 9, and come prepared with questions about the lectures/topics designated for this week, and about the reading.


**Presentation:** Student discussion of issue 7 (*BMW makes the case for environmental sustainability*) on pp.262-264 of Johnson & Turner (2006) ch. 12.

**Quiz:** Topics 15 & 16.

### Topics:

- 17. The EU’s enlargement
- 18. Important cultural differences across Europe
- 19. Cultural differences and marketing
- 20. Cultural differences and management, particularly HRM

### Seminar activities:

**Minimum readings:** read Johnson & Turner (2015) ch. 16, 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.377 of Johnson & Turner (2015) ch. 16.

**Presentation:** student discussion of issue 8 (*Emergence of a New Automotive cluster*) – available on WATTLE

**Quiz:** Topics 17 & 18.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
<th>Seminar activities</th>
<th>Minimum readings</th>
<th>Discussion questions</th>
<th>Presentation</th>
<th>Quiz</th>
</tr>
</thead>
</table>
| 11 9 May | 21. Industrial structure in the EU, role of SMEs (from Chapter 2) 22. Business finance in the EU | **Topics:**  
21. Industrial structure in the EU, role of SMEs (from Chapter 2)  
22. Business finance in the EU | **Seminar activities:**  
**Minimum readings:** read Suder (2013) ch. 8 & 6 (available on WATTLE), 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. | | | |
23. European business in global context  
24. Australia – EU business relations  
26. Summary, and preparation for the final in-class exam. | **Seminar activities:**  
**Minimum readings:** read Johnson & Turner (2015) ch. 2, and additional reading Harris (2008) ch. 7 (available on Wattle).  
**Discussion questions:** answer questions 1, 2, 3 & 4 on p.39-40 of Johnson & Turner (2015) ch. 2; questions 2 & 4 on p.226 of Harris (2008) ch. 7.  
**Presentation:** student discussion of issue 10 (*Credit Lyonnais*) on pp.222-224 of Harris ch. 7 (available on Wattle) | **Quiz:** Topics 21 & 22. | | |
| 13 23 May | **In-class long exam** | | | | | |

**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.

**Staff feedback:**

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:
- written comments/feedback to groups and individual students
- verbal comments in 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.

**ASSESSMENT OVERVIEW**

## Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weekly quizzes (individual)</td>
<td>10%</td>
<td>.....</td>
<td>Every week (week 2-12) during seminar sessions.</td>
</tr>
<tr>
<td>Case study presentation (group)</td>
<td>10%</td>
<td>.....</td>
<td>During seminar sessions.</td>
</tr>
<tr>
<td>Participation (individual)</td>
<td>10%</td>
<td>.....</td>
<td>During seminar sessions.</td>
</tr>
<tr>
<td>Review question 1 (individual)</td>
<td>10%</td>
<td>.....</td>
<td>Students are asked for answers at random during each of the weekly seminar sessions.</td>
</tr>
<tr>
<td>Review question 2 (individual)</td>
<td>10%</td>
<td>.....</td>
<td>Students are asked for answers at random during each of the weekly seminar sessions.</td>
</tr>
<tr>
<td>Research Project (group)</td>
<td>30%</td>
<td>.....</td>
<td>Due date: 4pm Monday 2 May 2016</td>
</tr>
<tr>
<td>Type</td>
<td>Weight</td>
<td>Learning Outcome</td>
<td>Notes</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--------</td>
<td>------------------</td>
<td>----------------------------</td>
</tr>
<tr>
<td>In-class long exam (individual)</td>
<td>30%</td>
<td>....</td>
<td>Week 13</td>
</tr>
</tbody>
</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:

1. Obtain 50% or more as a raw aggregate mark for the course as a whole; and

2. Obtain 50% or more as a raw aggregate mark for the % of the course that is individual assessment.

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**Grading Scale**

According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

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**ASSESSMENT ITEMS**
Weekly quizzes: 10%

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.

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.

Case study/issue presentation: 10%

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 15 minutes. In addition, the presenting team will also be in charge of leading a 15-minute class discussion immediately after the presentation. Poor time management might be penalised.

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.

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.

Participation: 10%

This assessment aims to encourage students to actively participate in group discussions during, after and beyond case presentations, voice personal opinions to their peers, and at times take the leading role in small group discussion.

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.

Every week each student will submit on a provided sheet of paper 3 pieces of information or ideas not mentioned in PPT, which have been learnt during particular session.

**Review Questions: 10%**

Each seminar (Weeks 2-12) 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.

This assessment component is designed to encourage students to keep up with the required reading and attend the tutorials during the semester.

**Research Project – Group Assignment: 30%**

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.

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.

Assignments are submitted using Turnitin in the course Wattle site. You will be required to electronically sign a declaration as part of the submission of your assignment. Please keep a copy of the assignment for your records.

**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.

**COURSE EXPECTATIONS**
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.

Tutorial and/or Seminar registration

Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

Extensions and penalties


You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for special consideration.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a course convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Students who are unable to submit their assessment 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
Special Consideration applications must be completed before the due date of the affected assessment. In exceptional circumstances applications for an extension may be accepted up to 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 must be submitted online at special.consideration@anu.edu.au (cdn-cgi/l/email-protection#a3d0d3c6c0cac2cf8dc0cccd0cac7c6d1c2d7caccde3c2cdd68dc6c7d68dc2d6).

You will be notified by your lecturer if an extension has been approved.

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.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

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 (http://anulib.anu.edu.au/lib_home.html)

Deferred examinations
A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration (http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration) for the marking of the examination. To apply for a deferred examination:

- Scan and attach all supporting documentation
- Email to examinations.officer@anu.edu.au (mailto:deferred.examinations@anu.edu.au)

Submit completed application no later than three working days after the scheduled examination.

Decisions on applications relating to final examinations are made by the Examinations Office.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the relevant ANU College or School.

**Finalisation of Marks and Grades**

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce 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 the scaled mark of that student), and may be either up or down.

**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.

**ANU 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: http://policies.anu.edu.au/ (http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
Students are expected to have read the ANU's Code of Practice for Student Academic Integrity before the commencement of their course. (https://policies.anu.edu.au/ppl/document/ANUP_000392)

The following is an extract from the Code of Practice for Student Academic Integrity:

Any work by a student of the Australian National University must be work:

- that is original
- that is produced for the purposes of a particular assessment task
- that gives appropriate acknowledgement of the ideas, scholarship and intellectual property of others insofar as these have been used.

It is the responsibility of each individual student to ensure that:

- they are familiar with the expectations for academic integrity both in general, and in the specific context of particular disciplines or courses
- work submitted for assessment is genuine and original
- appropriate acknowledgement and citation is given to the work of others
- they declare their understanding of and compliance with the principles of academic integrity on appropriate pro formas and cover sheets as required by the academic area, or by a statement prefacing or attached to a thesis
- they do not knowingly assist other students in academically dishonest practice.

All breaches, careless or deliberate, are addressed. Careless breaches are addressed through academic penalties, such as deduction of marks and resubmission. Deliberate breaches are subject to action under the Discipline Rules of the ANU (http://about.anu.edu.au/__documents/rules/disciplinerules.pdf).

Penalties for a deliberate breach may include failing the piece of work involved, failing the course, or having candidature terminated.

Further information can be found at http://academichonesty.anu.edu.au/ (http://academichonesty.anu.edu.au/)

Assessment Requirements

Where possible, assessment items are submitted online through Turnitin. 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 the ANU Online website (http://online.anu.edu.au/help_support/turnitin).
Student Feedback

ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.


Student Support Services

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU's student support services links to which can be found at [http://students.anu.edu.au/](http://students.anu.edu.au/), including:

- Academic Skills and Learning Centre at [https://academicskills.anu.edu.au/](https://academicskills.anu.edu.au/)
- the Counselling Centre at [http://counselling.anu.edu.au/](http://counselling.anu.edu.au/)

Library

- Information about the library can be found at [http://anulib.anu.edu.au](http://anulib.anu.edu.au)