



International Entrepreneurship (Period 2)
Master's programme International Management
2018|2019

Master of Science in Business Administration

Master of Science in Business Administration
International Management programme

Vrije Universiteit Amsterdam
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2018 – 2019

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1 COURSE DESCRIPTION STUDY GUIDE

Weblink to course description online	
Course Name	International Entrepreneurship (IE)
Course Code	E_BA_INTE
Period	2
Credits	6
Language	English
Course Coordinator	Dr. Florian Zapkau
Teacher	Dr. Florian Zapkau
Course Objectives	<p>Located at the intersection between International Business and Entrepreneurship, International Entrepreneurship (IE) focuses on firms which cross national borders in an innovative, proactive, and risk-seeking fashion to create value. A major focus of IE is on new ventures internationalizing rapidly and proactively shortly after their inception. However, the full scope of IE is broader and includes firms' entrepreneurial internationalization irrespective of their size and age.</p> <p>The course aims to deepen students' understanding of theories, concepts, and methods in the field of IE. Students will learn to recognize, analyze, and evaluate critical challenges during a firm's entrepreneurial internationalization. Completing this course enables students to:</p> <p>Have thorough knowledge of relevant theory and methods, and an evidence-based approach to solving complex business problems:</p> <ul style="list-style-type: none"> - Students show a critical mastery of core IE theory and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline (e.g., by defining IE and understanding the field's focal concepts and theories or by understanding the antecedents, consequences, and boundary conditions of IE strategies as well as by knowing research methods in IE) - Students design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of IE (e.g., by analyzing strategic decisions of entrepreneurial internationalizers or by critically evaluating IE research) <p>Have the professional and social skills to interact with other professionals:</p> <ul style="list-style-type: none"> - Students demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts (e.g., students can discuss IE management topics as well as methodological issues in IE research knowledgeably).

Content	The course is organized around the seminal articles in IE research dealing with the antecedents, consequences, and boundary conditions of entrepreneurial internationalization. The course addresses core concepts such as born globals and topics such as resources (particularly knowledge), networks, learning, or institutional challenges in IE and investigates also the outcomes of entrepreneurial internationalization. The course has a focus on young and/or knowledge-intensive firms. Throughout the course, we pay attention to how researchers study IE. The tutorials foster the practical application of the lecture content in the form of presentations and a case study.
Form of Tuition	Lectures Tutorials
Assessment	Individual: written exam (50%) Team-based: assignments (50%)
Literature	Scholarly articles as listed in the course manual
Entry Requirements	not applicable
Recommended knowledge	International / strategic management, multivariate statistical methods
Remarks	

2 COURSE COORDINATOR AND TEACHING TEAM

Coordinator: Dr. Florian Zapkau
Room: Main Building, 4th floor, A-wing; Management & Organization department
Mailbox: M&O Secretary, 4th floor of main building
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Dr. Florian Zapkau



Course coordinator, lecturer and tutorial teacher (florian.zapkau@vu.nl)

Dr. Florian Zapkau is an Assistant Professor of International Business at the department of Management and Organization at the VU Amsterdam. Before joining the VU, he was a postdoctoral researcher at the University of Düsseldorf, Germany. Florian obtained his doctoral degree from the University of Giessen, Germany. Prior to becoming a researcher, he co-founded a university startup firm. Florian's main research interests are International Business, Entrepreneurship, and International Entrepreneurship. More specifically, he focuses on firms' strategic decisions in the internationalization process and their performance implications. Florian's research often has a lens on young firms and/or on small and medium-sized enterprises (SMEs). His work appears in academic journals such as the Journal of Management Studies (JMS), Journal of International Business Studies (JIBS), Entrepreneurship: Theory & Practice (ET&P), or the Journal of Small Business Management (JSBM). In the classroom, you will meet Florian in the course "Growth Strategies & Organizational Challenges" in the S&O Master as well as in the "International Entrepreneurship" course in the IM Master. Florian is also the master's thesis coordinator for the IM program.

More information: <https://research.vu.nl/en/persons/florian-zapkau>

3 WHAT TO EXPECT FROM THIS COURSE?

Located at the intersection between entrepreneurship and international business, international entrepreneurship explicitly integrates theories and concepts from both domains. Initially, “international entrepreneurship” highlighted recent technological advances and cultural awareness that opened previously unexplored foreign markets to recently established firms. Building on the growing interest in fast internationalization in the popular business press, Oviatt and McDougall (1994) provided a theoretical foundation for the study of international new ventures, firms “that, from inception, [seek] to derive significant competitive advantage from the use of resources and the sale of outputs in multiple countries” (p. 49).

More recently, the scope of international entrepreneurship broadened toward firms’ entrepreneurial cross-border expansion irrespective of their age and size. A domain ontology of research on international entrepreneurship (Jones, Coviello, & Tang, 2011) revealed three focal areas of study: 1) Entrepreneurial Internationalization, 2) International Comparisons of Entrepreneurship and 3) Comparative Entrepreneurial Internationalization. Type 1 research includes thematic areas such as: venture types, antecedents and outcomes of (early and/or entrepreneurial) internationalization, networks and social capital, SME internationalization, top management teams, entry modes, cognition, corporate entrepreneurship, knowledge management, venture financing, or learning. Type 2 research consists of cross-country and cross-cultural comparisons of entrepreneurship. Type 3 consists of studies that compare entrepreneurial internationalization across countries or cultures.

The International Entrepreneurship course in the IM program focusses on the first area (entrepreneurial internationalization), which can be understood as a combination of “innovative, proactive, and risk-seeking behavior that crosses national borders and is intended to create value in organizations” (McDougall & Oviatt, 2000, p. 903). The course is organized around the seminal articles in IE research and addresses core topics such as born globals, resources, networks, learning, or institutional challenges in IE and investigates also the outcomes of entrepreneurial internationalization. Throughout the course, we pay particular attention to how (methodologically) researchers study IE. Thus, the course touches also the topic of “evidence-based management”, i.e., an approach to making better organizational decisions through the systematic use of empirical evidence. The tutorials foster the practical application of the lecture content in the form of presentations and a case study.

ROLE IN BUSINESS ADMINISTRATION MASTER

This course represents a core element of the International Management program within the Business Administration master. It builds upon the P1 courses “International Management” and “Culture and International Organizations”. The course addresses an important and interesting area of study from a research as well as from a practical perspective. The IE course also aims at preparing students for their master thesis projects. We will put serious effort into reading, understanding, and presenting academic literature (content- and method-wise). Students will get in touch with several academic theories and evidence-based methods enabling them to apply this “toolbox” during the rest of the curriculum on their way to becoming an academic professional. To prepare students for their professional careers, the course also pays particular attention to the practical application of lecture content through a case study as well as to students’ communication and presentation skills.

CHANGES TO THE COURSE BASED ON LAST YEAR’S EVALUATION AND EXPERIENCES

Given the favorable student evaluations in the previous academic year, the IE course has been modified only to a minor extent compared to 2017-18. This includes especially the integration of a more interesting and relevant case study. However, your constructive feedback / suggestions are highly appreciated to further improve the course. Please also participate in the evaluation of the course.

4 THE INTERNATIONAL MANAGEMENT LEARNING PATHWAY

4.1 PLACE OF THIS COURSE IN THE INTERNATIONAL MANAGEMENT PROGRAMME

The IE course builds upon the P1 courses “International Management” and “Culture and International Organizations” in the IM program. The course specializes on International Entrepreneurship, representing a current and interesting core topic in the field of international management. That is, the course wants to provide a better understanding of the “innovative, proactive, and risk-seeking behavior that crosses national borders and is intended to create value in organizations” (McDougall & Oviatt, 2000, p. 903). Given the course’s research-based teaching approach, the IE course explains relevant theories and methods in international management (with a focus on IE) and, thus, also serves as a preparation for students’ master thesis projects. However, the integration of a relevant case study ensures that students can also apply their knowledge to the real-life challenges of a born global firm.

4.2 COHESION AND INTEGRATION OF THIS COURSE IN THE INTERNATIONAL MANAGEMENT PROGRAMME

Both IM courses in period 1 are introductory courses on theory and practice in International Management. The IE course uses theories and methods from both courses and applies them to the more specialized area of International Entrepreneurship. While the neighboring P2 course in the International Management program focusses on “emerging markets”, the IE course has a particular focus on “emerging firms” that internationalize in an entrepreneurial manner often right after their inception. The IM course follows a research-based teaching approach (using scientific papers and methods) helping students to select and investigate a research topic for their subsequent Master thesis.

5 LEARNING OBJECTIVES



Have the advanced academic and research skills to contribute to the body of knowledge
Students demonstrate a command of the academic and research skills necessary to make academic, professional and societal significant contributions to the disciplines of strategic management and organization studies.



Have thorough knowledge of relevant theory and methods, and an evidence-based approach to solving complex business problems

- Students show a critical mastery of core IE theory and quantitative and qualitative methods, and of state-of-the-art thinking about the discipline (e.g., by defining IE and understanding the field's focal concepts and theories or by understanding the antecedents, consequences, and boundary conditions of IE strategies as well as by knowing research methods in IE).
- Students design substantiated solutions to complex practical problems and find opportunities to formulate innovative ideas based on appropriate theories, methods, and techniques commonly used in the field of IE (e.g., by analyzing strategic decisions of entrepreneurial internationalizers or by critically evaluating IE research).



Have the professional and social skills to interact with other professionals

- Students demonstrate excellent social and communication skills both orally and in writing in multi-stakeholder contexts (e.g., students can discuss IE management topics as well as methodological issues in IE research knowledgeably).



Have a broad horizon beyond the professional area
Students formulate their own opinion on Master's related issues from the perspective of an academic, a professional and a member of society, and based on deliberate decision making and ethical concerns.



Are self-reflective professionals
Students take responsibility for their own learning and critically reflect on their own aspirations, strengths and challenges.

6 STUDY MATERIAL

6.1 COURSE LITERATURE

The papers for the plenary lectures and tutorials can be downloaded from the VU library website (<https://www.ub.vu.nl/nl/index.aspx>) or from Google Scholar (<https://scholar.google.com>). Other course materials will be available as PDF documents on the course site on Canvas.

Week 1 (CW 44):

Plenary lecture 1: Introduction / IE and performance

- Schwens, C., Zapkau, F. B., Bierwerth, M., Isidor, R., Knight, G., & Kabst, R. (2018). International Entrepreneurship: A Meta-Analysis on the Internationalization and Performance Relationship. *Entrepreneurship Theory and Practice*, 42(5), 734-768.

Tutorial 1: Evidence-based management

- Briner, R. B., Denyer, D., & Rousseau, D. M. (2009). Evidence-based management: concept cleanup time? *Academy of Management Perspectives*, 23(4), 19-32
- Pfeffer, J., & Sutton, R. I. (2006). Evidence-based management. *Harvard Business Review*, 84(1), 62-74.
- Rousseau, D. M. (2006). Is there such a thing as “evidence-based management”? *Academy of Management Review*, 31(2), 256-269.

Week 2 (CW 45):

Plenary lecture 2: Firm capabilities and Survival

- Mudambi, R., & Zahra, S. A. (2007). The survival of international new ventures. *Journal of International Business Studies*, 38(2), 333-352.
- Sapienza, H. J., Autio, E., George, G., & Zahra, S. A. (2006). A capabilities perspective on the effects of early internationalization on firm survival and growth. *Academy of Management Review*, 31(4), 914-933.

Tutorial 2: Firm capabilities and Survival

(Papers available for student teams' research paper presentations)

- Brouthers, K. D., Nakos, G., & Dimitratos, P. (2015). SME entrepreneurial orientation, international performance, and the moderating role of strategic alliances. *Entrepreneurship Theory and Practice*, 39(5), 1161-1187.
- Dai, L., Maksimov, V., Gilbert, B. A., & Fernhaber, S. A. (2014). Entrepreneurial orientation and international scope: The differential roles of innovativeness, proactiveness, and risk-taking. *Journal of Business Venturing*, 29(4), 511-524.
- Gerschewski, S., Rose, E. L., & Lindsay, V. J. (2015). Understanding the drivers of international performance for born global firms: An integrated perspective. *Journal of World Business*, 50(3), 558-575.
- Hakala, H., Sirén, C., & Wincent, J. (2016). Entrepreneurial Orientation and International New Entry: The Moderating Role of Autonomy and Structures in Subsidiaries. *Journal of Small Business Management*, 54(S1), 90-112.

Week 3 (CW 46):

Plenary lecture 3: Knowledge and Learning

- Bruneel, J., Yli-Renko, H., & Clarysse, B. (2010). Learning from experience and learning from others: how congenital and interorganizational learning substitute for experiential learning in young firm internationalization. *Strategic Entrepreneurship Journal*, 4(2), 164-182.
- Fernhaber, S. A., Mcdougall-Covin, P. P., & Shepherd, D. A. (2009). International entrepreneurship: leveraging internal and external knowledge sources. *Strategic Entrepreneurship Journal*, 3(4), 297-320.

Tutorial 3: Knowledge and Learning

(Papers available for student teams' research paper presentations)

- De Clercq, D., & Zhou, L. (2014). Entrepreneurial Strategic Posture and Performance in Foreign Markets: The Critical Role of International Learning Effort. *Journal of International Marketing*, 22(2), 47-67.
- Hutzschenreuter, T., Kleindienst, I., Guenther, C., & Hammes, M. (2016). Speed of internationalization of new business units: the impact of direct and indirect learning. *Management International Review*, 56(6), 849-878.

- Naldi, L., & Davidsson, P. (2014). Entrepreneurial growth: The role of international knowledge acquisition as moderated by firm age. *Journal of Business Venturing*, 29(5), 687-703.
- Wu, A., & Voss, H. (2015). When does absorptive capacity matter for international performance of firms? Evidence from China. *International Business Review*, 24(2), 344-351.

Week 4 (CW 47):

Plenary lecture 4: International experience and Location choice

- Fernhaber, S. A., Gilbert, B. A., & McDougall, P. P. (2008). International entrepreneurship and geographic location: an empirical examination of new venture internationalization. *Journal of International Business Studies*, 39(2), 267-290.
- Reuber, A. R., & Fischer, E. (1997). The influence of the management team's international experience on the internationalization behaviors of SMEs. *Journal of International Business Studies*, 807-825.

Tutorial 4: International experience and Location choice

(Papers available for student teams' research paper presentations)

- Casillas, J. C., & Moreno-Menéndez, A. M. (2014). Speed of the internationalization process: The role of diversity and depth in experiential learning. *Journal of International Business Studies*, 45(1), 85-101.
- Gallego, Á., & Casillas, J. C. (2014). Choice of markets for initial export activities: Differences between early and late exporters. *International Business Review*, 23(5), 1021-1033.
- Musteen, M., Datta, D. K., & Butts, M. M. (2014). Do international networks and foreign market knowledge facilitate SME internationalization? Evidence from the Czech Republic. *Entrepreneurship Theory and Practice*, 38(4), 749-774.
- Vandor, P., & Franke, N. (2016). See Paris and... found a business? The impact of cross-cultural experience on opportunity recognition capabilities. *Journal of Business Venturing*, 31(4), 388-407.

Week 5 (CW 48):

Plenary lecture 5: Networks and Social capital

- Yli-Renko, H., Autio, E., & Sapienza, H. J. (2001). Social capital, knowledge acquisition, and knowledge exploitation in young technology-based firms. *Strategic Management Journal*, 22(6-7), 587-613.
- Yu, J., Gilbert, B. A., & Oviatt, B. M. (2011). Effects of alliances, time, and network cohesion on the initiation of foreign sales by new ventures. *Strategic Management Journal*, 32(4), 424-446.

Tutorial 5: Networks and Social capital

(Papers available for student teams' research paper presentations)

- Domurath, A., & Patzelt, H. (2016). Entrepreneurs' assessments of early international entry: The role of foreign social ties, venture absorptive capacity, and generalized trust in others. *Entrepreneurship Theory and Practice*, 40(5), 1149-1177.
- Milanov, H., & Fernhaber, S. A. (2014). When do domestic alliances help ventures abroad? Direct and moderating effects from a learning perspective. *Journal of business venturing*, 29(3), 377-391.
- Nowiński, W., & Rialp, A. (2016). The impact of social networks on perceptions of international opportunities. *Journal of Small Business Management*, 54(2), 445-461.
- Prashantham, S., & Birkinshaw, J. (2015). Choose your friends carefully: Home-country ties and new venture internationalization. *Management International Review*, 55(2), 207-234.

Week 6 (CW 49):

Plenary lecture 6: SME internationalization

- Brouthers, K. D., & Nakos, G. (2004). SME entry mode choice and performance: A transaction cost perspective. *Entrepreneurship Theory and Practice*, 28(3), 229-247.
- Hollender, L., Zapkau, F. B., & Schwens, C. (2017). SME foreign market entry mode choice and foreign venture performance: The moderating effect of international experience and product adaptation. *International Business Review*, 26(2), 250-263.

Tutorial 6: SME internationalization

(Papers available for student teams' research paper presentations)

- Baum, M., Schwens, C., & Kabst, R. (2015). A latent class analysis of small firms' internationalization patterns. *Journal of World Business*, 50(4), 754-768.

- Galkina, T., & Chetty, S. (2015). Effectuation and networking of internationalizing SMEs. *Management International Review*, 55(5), 647-676.
- Hilmersson, M., & Johanson, M. (2016). Speed of SME internationalization and performance. *Management International Review*, 56(1), 67-94.
- Nakos, G., Brouthers, K. D., & Dimitratos, P. (2014). International Alliances with Competitors and Non-Competitors: The Disparate Impact on Sme International Performance. *Strategic Entrepreneurship Journal*, 8(2), 167-182.

7 TEACHING AND LEARNING ACTIVITIES

7.1 LECTURES

The IE course consists of six plenary lectures. **Lecture 1** presents an overall introduction to the course and addresses the relation between internationalization and firm performance in IE. Further, the lecture brings with Marcus Schmalbach, CEO of RYSKEX GmbH (www.ryskex.com), an international entrepreneur to our course. Marcus will introduce RYSKEX and explain the case study assignment with RYSKEX as focal firm to the students. Lastly, this lecture will also feature a Q&A session with RYSKEX's CEO. **Lecture 2** conveys the influence of different firm capabilities on (young) firms' performance and survival, whereas **lecture 3** focusses on the roles of knowledge and learning for firms' entrepreneurial internationalization. The importance of international experience and location choice in IE is emphasized in **lecture 4**. **Lecture 5** centers on firms' networks and social capital as enabler of entrepreneurial internationalization. The last **lecture 6** concentrates specifically on the internationalization of small and medium-sized enterprises (SMEs).

7.2 TUTORIALS

The IE course features weekly tutorials. In the first tutorial in week 1, students will be given an introduction to evidence-based management (i.e., an approach to managerial decision-making based on empirical evidence). In tutorials 2-6, the first part of each tutorial will be research-based facilitating a better understanding of the relevant concepts, theories, methods, and research questions in IE. In the research sections of tutorials 2-6, you (as a group of students) are asked to present selected scholarly articles as if you were on a research conference and to guide a group discussion.

A research paper presentation should follow the structure of a scientific article and should include the following elements: i) the research question (based on a theoretical gap) and the article's contribution to extant literature, ii) the article's theoretical framework (incl. hypotheses if applicable), iii) the methodological approach applied to validate the framework, iv) key results (e.g., hypotheses testing or developed research propositions in a conceptual article), and v) key points from the article's discussion section (e.g., theoretical / practical implications, limitations).

Each student group has to present one article throughout the entire IE course. For each tutorial 2-6, four different articles are available for presentation (i.e., the articles pertaining to the tutorials as presented above in the course manual's chapter 6.1). It is strongly recommended that everyone reads all articles for each seminar to allow better understanding of the subject and because the grade for each group (and, thus, your own grade) will partly be dependent on the quality of the discussion.

The second part of each tutorial 2-6 has a more applied orientation and gives student groups the opportunity to work and receive feedback on the case study assignment (see below). Here, the IE course aims at bridging theory and practice by trying to find better informed answers to practical questions by considering what research and theory has to offer. Theories often help decision-makers to critically evaluate and understand practical problems and find solutions. One of the tutorial sessions will also feature a "conference call" with Marcus Schmalbach, CEO of RYSKEX GmbH, giving students the opportunity to obtain relevant information for solving the case study assignment.

Attendance in the tutorials is strongly recommended.

7.3 GROUP FORMATION

Throughout the course, students will work on different assignments in a team. Teams are formed randomly over each tutorial group and will work on all team-based assignments (i.e., research paper presentation, case study) together. Thus, it is necessary that all team members are registered via VUnet and on Canvas for the same weekly tutorial group (i.e., WC01, WC02, or WC03). The course coordinator reserves the right to change/build teams in case some students are left without a group.

8 ASSESSMENT

The assessments of the course are based on the requirement that students need to understand relevant IE theory, apply the theory to solve practical problems, work in teams, and communicate their ideas to various audiences. The IE course includes three specific assessments, both individual (50%) and team-based (in total 50%).

ASSESSMENT OVERVIEW

Format	Minimum required	Deadline	% of grade	Resit
1) Written exam	5	19.12.2018, 18:30-21:15, TenT blok 3 and TenT blok 6	50%	t.b.a.
2) Research paper presentation	5	Before the start of the respective tutorial	20%	
3) Case study assignment	5	14.12.2018, 23:59	30%	
Overall Course Grade	5.5		100%	

8.1 ASSESSMENT 1

Written exam

Your task: You have to complete the written exam on December 19th, 2018 from 18:30-21:15 in the TenT blok 3 and blok 6. A more detailed plan will be shared ahead of the exam. You are not allowed to use articles or notes during the exam. The written exam will include questions related to content of the articles discussed in the plenary lectures. The exam will be “digital” meaning that students will answer most questions on a computer. However, some answers may still have to be provided on paper.

The exact date and time of the resit exam will be announced via Canvas (presumably, the resit will be in March 2019). Please note that the grade from the resit exam is not capped. However, for those students who participate in the resit, the resit grade will be counted towards the final course grade even if the grade from the resit is lower than the grade from the first exam.

8.2 ASSESSMENT 2

Team-based research paper presentation

In your team, you are asked to present one research paper out of all the suggested readings for the tutorials 2-6. You can choose which of the provided papers (see section 6.1, readings for tutorials 2-6) you would like to present. Slots are allocated on a first-come-first-serve basis. Per tutorial group (i.e., WC01, WC02, or WC03), a paper presented by one group cannot be presented by another group. All papers deal with some aspect of the tutorial’s topic and have a comparable difficulty.

Your task: Prepare a 20 minutes presentation about the paper. While you have to make yourself familiar with all the papers for the respective session, present the paper assuming that the audience has not read it in depth: explain clearly and accessibly, do not lose yourself into incomprehensible details, focus on what is important, exclude what is not so important (e.g. side-points). Thus, imagine we are at a real research conference discussing each other’s work. The presentation should follow the structure of a scientific paper and include at least the following points:

- What are the key problems (research gaps) and the specific research question(s) the paper addresses? What is the paper’s contribution to the extant literature?
- What are the core (theoretical) arguments of the paper? Which theoretical mechanisms are behind the proposed hypotheses?
- What are the paper’s core results and how did the authors come up with these (methodologically)?
- What are the implications (i.e., what is the answer to the paper’s research question and what are important takeaways from the paper (e.g., the message that sticks; something that challenged the way

you thought about the problem before)) and limitations of the paper (i.e., beyond the limitations as outlined in the paper, was there anything you think is wrong or where you do not agree with what the authors are saying)?

- What are 2-3 questions about the paper that you would like to discuss with the audience?

After the paper presentation (20 minutes), students have another 10 minutes to guide a group discussion about the paper. Do not exceed the maximum time (i.e., 20 minutes) for your presentation. Test run and practice your presentation before to avoid exceeding the time.

Assessment criteria: 20% of overall grade; see assessment matrix in the appendix.

Submission: Upload your presentation (PowerPoint file) in the respective assignment section on Canvas before your presentation slot (i.e., before the respective tutorial starts). The tutorial classrooms are equipped with a beamer and a PC. However, please bring other necessary presentation equipment (i.e., USB drive, adapters, etc.) to the classroom.

8.3 ASSESSMENT 3

Team-based case study assignment:

The team-based case study assignment focuses on assessing students' ability to apply IE theory to practical problems, developing creative solutions, and communicating their insights. Greater details on the case study assignment will be provided during the **first** lecture featuring an exclusive introduction by the case study firm's CEO Marcus Schmalbach (RYSKEX GmbH).

Students have to work on an organizational challenge of the born global firm RYSKEX GmbH as introduced by Marcus Schmalbach, the firm's CEO. Student teams are expected to prepare an advisory report in PowerPoint in a pyramid writing style. The advisory report should be evidence-based. That is, students have to select at least one relevant theoretical perspective for problem analysis and the suggested advice. Students need to support their arguments and recommendations with research evidence. To this end, student teams have to collect evidence for their proposed solutions.

Assessment criteria (30% of overall grade):

1. Quality and clarity of the problem analysis and the suggested advice;
2. Extent and quality of the evidence on which students rely on for their proposed solutions;
3. Quality and clarity of the reporting in pyramid style.

Submission: Upload your case study assignment (PowerPoint file) in the respective assignment section on Canvas until December 14th, 23:59. The limit is 20 slides. Do not exceed the page limit.

ASSESSMENT MATRIX

Format	% of grade	Academic and Research Skills	Knowledge of theory + methods and solving complex problems	Professional Social Skills	Horizon Beyond the Professional Area	Self-Reflective Professional
<i>Assessment 1 (Written exam)</i>	50%		X			
<i>Assessment 2 (Team-based research paper presentation)</i>	20%		X	X		
<i>Assessment 3 (Team-based case study assignment)</i>	30%		X	X		

8.4 PROCEDURES & DELAY POLICY

The procedure for the written exam (assignment 1) is described above. Assignments 2 and 3 need to be submitted until the respective deadlines as outlined in this manual. Late submissions will, without any exceptions, be capped at a maximum grade of 6.0.

8.5 PLAGIARISM

What is plagiarism?

If you do not include proper references in your work, you could be accused of plagiarism: passing off others' work, ideas or arguments as your own. Plagiarism is regarded as fraud and is taken very seriously in the academic world. If you commit plagiarism during your studies, you could face serious punishment including exclusion from a course or even expulsion from the university. For academics, plagiarism can mean the end of their career.

What is regarded as plagiarism?

The following are clear examples of plagiarism:

- Handing in somebody else's work as if it is your own.
- Copying passages, long or short, from a source without acknowledging it.

But the following also count as plagiarism:

- 'Borrowing' somebody else's words or ideas without acknowledgement.
- Making just a few changes to a text, graph or diagram and then claiming it as your own.
- 'Forgetting' to put quotation marks around a literal quote.
- Not including a reference every time you draw upon a particular source; this is equivalent to passing off part of the information used as your own work.
- Using so many words or ideas from a source that they make up the bulk of your paper – even if you do credit the source!

(Source: <http://webcursus.ubvu.vu.nl/>)

The university is very strict about the conduction of plagiarism. It can lead to exclusion of the Master BA program without graduating. For these reasons, every assignment is checked for plagiarism with the help of SafeAssignment software.

We often notice that students in some cases do not exactly know that they have plagiarized. As a result, the university has developed an online course "How do I incorporate literature in my reports?" for students to participate in. Please note that this information excludes the ability of students to protest that they were uncertain about the fact that they plagiarized. Please follow the link for further information: http://webcursus.ubvu.vu.nl/cursus/default.asp?lettergr=klein&cursus_id=85&module_id=259

9 DETAILED COURSE SCHEDULE

Week	Date	Format	Theme/Topics	Preparation
1	30.10.18, 17:30-19:15	Plenary lecture (all)	Course introduction; IE and performance; case study introduction by Marcus Schmalbach, CEO of RYSKEX GmbH	Suggested readings
	31.10.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 01.11.18 13:30-17:15 (WC03)	Tutorial (groups)	Evidence-based management	Suggested readings
2	06.11.18, 17:30-19:15	Plenary lecture (all)	Firm capabilities and Survival	Suggested readings
	07.11.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 08.11.18 13:30-17:15 (WC03)	Tutorial (groups)	Firm capabilities and Survival; case study assignment (introduction to writing in pyramid style for the case study advisory report)	Suggested readings
3	13.11.18, 17:30-19:15	Plenary lecture (all)	Knowledge and Learning;	Suggested readings
	14.11.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 15.11.18 13:30-17:15 (WC03)	Tutorial (groups)	Knowledge and Learning; case study assignment	Suggested readings
4	20.11.18, 17:30-19:15	Plenary lecture (all)	International experience and Location choice	Suggested readings
	21.11.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 22.11.18 13:30-17:15 (WC03)	Tutorial (groups)	International experience and Location choice; case study assignment	Suggested readings
5	27.11.18, 17:30-19:15	Plenary lecture (all)	Networks and Social capital	Suggested readings
	28.11.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 29.11.18 13:30-17:15 (WC03)	Tutorial (groups)	Networks and Social capital; case study assignment (conference call with Marcus Schmalbach, CEO of RYSKEX GmbH)	Suggested readings
6	04.12.18, 15:30-17:15	Plenary lecture (all)	SME internationalization	Suggested readings
	05.12.18, 09:00-12:45 (WC01), 13:30-17:15 (WC02); 06.12.18 13:30-17:15 (WC03)	Tutorial (groups)	SME internationalization; case study assignment	Suggested readings
7	14.12.18, 23:59	Deadline case study assignment (assessment 3)		
8	19.12.18, 18:30-21:15	Exam (assessment 1)		Topics from the plenary lectures

10 COMMUNICATION AND CONTACT OPPORTUNITIES

This IE course encourages an open communication among students and with the course coordinator. Please feel free to ask all questions you may have before, during, or after the lectures / tutorials. Another opportunity is to contact the course coordinator by email (florian.zapkau@vu.nl). **Please, familiarize yourself with the course manual before you ask a question.** This usually resolves most issues. Thank you!

11 APPENDICES

Assessment matrix for assessment 2: Research paper presentation

Level  Criterion 	<i>Presentation does not meet the basic qualification level (<6.0)</i>	<i>Basic qualification level is a point of attention (6.0-6.5)</i>	<i>Presentation meets the basic qualification level (7.0-8.0)</i>	<i>Presentation exceeds the basic qualification level (≥ 8.5)</i>
Problem and research question: <i>Students are able to identify and explain the key problems (research gaps) and research question(s) as well as the contribution of a selected article in their own words.</i>	Students are not able to identify the key problems and research questions addressed in the article. Further, students are unable to identify the article's contribution to extant work.	Students have identified the research questions, but are not able to explain in their own words the key problems that are addressed in the article as well as its contribution.	Students have identified the key problems addressed and the research question and can explain their relevance as well as the article's contribution in their own words and comprehensible for the audience.	Students identified and also critically evaluated in their own words the worth of the problems, research questions, and contribution for the topic of strategic growth and organizational challenges.
Core argument and takeaway: <i>Students are able to identify the core (theoretical) argument(s) raised by the author and can explain them to the audience in their own words.</i>	Students do not summarize the main points or fail to distinguish them from side points. Or they fail to demonstrate a sufficient understanding of the key line of argument by the author.	Students summarize the main points but clearly miss understanding the underlying ideas of the argument by the author.	Students summarize the main points in their own words and comprehensible for the audience. The elements of the author's line of argumentation can be clearly recognized.	Students provide a concise summary of the main points and include a critical reflection on the quality of the authors' arguments.
Methods and results: <i>Students are able to identify the applied methods to solve the research questions as well as the key results and can explain them to the audience in their own words.</i>	Students fail to summarize the key methods / results. Or they fail to demonstrate a sufficient understanding of the article's key methods / results.	Students are able to correctly summarize the article's main methods / results.	Beyond a correct summary, students identify and correctly explain the methods / results in their own words and comprehensible for the audience.	Students identify and correctly explain the methods / results in their own words and comprehensible for the audience and offer a critical appraisal of the article's arguments regarding methods and key results.
Critical appraisal: <i>Students are able to reflect on the implications, limitations and societal relevance of the article and put the findings into a larger context.</i>	Students miss to reflect on the implications, limitations and societal relevance of the article and are not able to put the findings into a larger context.	Students provide a mere summary of the findings of the article, but miss to move towards an analysis and interpretation of the findings and their implications including limitations.	Students provide a thoughtful analysis of the findings and connect them to broader implications / limitations for the role of business in society.	Students provide a comprehensive analysis and critical appraisal of the article and clearly show problematic aspects and/or societal and research implications / limitations.
Questions: <i>Students are able to formulate several critical and interesting questions about the argument of the selected article or its implications.</i>	Students do not formulate any critical questions about the argument of the article but rather restate pre-existing questions.	Students formulate several questions about the argument of the selected article but the questions logically do not follow the issues raised in the article.	Students formulate several critical questions that clearly and logically follow the line of argumentation by the author.	Students formulate several critical questions that provide material for an in-depth discussion in class.