

IBUS 593: Doing Business in Europe (Sec. 1, 2)

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iLearn: <http://ilearn.sfsu.edu>

(transition to iLearn continues this semester—many materials and other elements are available here)

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Class meets Mon. BUS 138; 1610-1855 (Sec. 1), 1900-2145 (Sec. 2)

[note: it is NOT allowed to attend a different section to “make up” missing the one you are enrolled in].

COURSE DESCRIPTION

Main Objectives

The course’s objective is to provide students with the knowledge and skills that enable them to competently analyze the major factors affecting the conduct of contemporary business in Europe and its environs. Specifically, International Business (IBUS) 593 exposes students to the issues in the European business environment that impact country policies as well as sector and firm strategies. Our activities cover many current and past important Europe-related business-critical topics, for example, regional free trade agreements, national trade policies, rapidly emerging markets, and European HR and marketing issues. Students also focus on developing in-depth knowledge of a particular country, sector, and firm in a European country. The course combines elements of European market research (on regions, sectors and firms), Europe-related foreign-entry decisions, organizational behavior in Europe, Euro-entrepreneurship, and European business strategy. Important additional objectives include building students’ critical thinking, discussion, presentation, and writing skills while fomenting an environment in which students advance their understanding of European business, economic, political, and social factors affecting successful, far-sighted, and appropriate commercial conduct in Europe.

Learning objectives in detail

In addition to refining and expanding existing research and business skills, students add substantially to their knowledge of Europe and important issues pertaining to European countries. The following topics are covered:

- Background of the European Union
- Budgeting of European Union funds
- European Union enlargement strategies and potential newcomers
- Effect of developing European nations on the European Union

The Euro and its effect on Europe
The European Union and its relation to the world
The culture of Europe
Venture capitalism in Europe
Entrepreneurship, innovation and creativity in Europe

In addition to these topics, students are exposed to the dynamics of inter and intra-sector European competition. Becoming increasingly expert in a particular European country/firm, students apply their knowledge in class presentations and a series of papers. Many of the skills required to complete this course are relevant for executives in domestic and foreign organizations operating in today's Europe.

Students not only research businesses and the environment for operating in Europe, they organize their thoughts and present strategies which consider Europe-specific trends, competitive dynamics, and the future potential of particular European firm/country strategies.

Required Readings:

(1) Financial Times Newspaper, print edition. Students may also subscribe to the online edition. Daily reading IS required.

(2) Reader with current articles regarding European Business issues (Avail. at the bookstore).

(3) iLearn articles (free articles from the reader)

In addition to reading the FT, students are also expected to review leading business publications such as the Wall Street Journal, Business Week, The New York Times and the Economist for current, application-oriented treatments of Euro-business-related topics. This is an important part of the class, as students are expected to develop their own cases and examples for presentation and discussion of readings in class (see below). Additionally, students need to be very up-to-date regarding the present status of any firm, industry or country for which they are responsible in-class or in written submissions. Your performance will be improved with the regular reading (daily) of just ONE additional source as noted above—multiple sources are highly encouraged.

It is also required to scan the instructor's web page once per week minimum for announcements. Information critical to the class will regularly be posted there—Students are responsible for reading and acting on these announcements—which may not be repeated in class.

Evaluation Breakdown: Determinants of the Final Grade

All activities/assignments are graded on a scale of 1-10. The final grade is weighted as follows:

Activity/Assignment:	% weight in final grade	% from Peer Grade
a. Attendance—indiv.	5%	
b. Participation—indiv.	5%	
c. Readings presentations—Group (2)	18% = 2 x 9% each	33%
d. Final Project Presentation-Group	11%	33%
e. Final Project Paper—Group	11%	33%
f. Critical Notes—indiv. (top 3 of 4 count))	30% = 3 x 10% each	
g. Tests—indiv. (top 2 of 3 scores count)	20% = 2 x 10% each	
Total	100%	*

*Note: 13.3% of the final grade is based on group work (items c, d, and e, above) as suggested by your fellow group members (13.3% = 1/3 of the 40% that is the sum of items c., d., and e.). The instructor determines the remaining 67% of the group work grades (26.6% of the final grade). Also, excessive unexcused absences (more than 1) will lead to a reduction in the course grade.

On the other hand, if you are ill, do NOT come to class! Stay home and get better. Contact me via email to inform me. Catch up on what you missed by working with your group members. You are STILL responsible for any due assignments/graded activities unless arrangements are made with the instructor BEFORE class.

Generally, NO late submissions of any work are permitted.

Grading Breakdown:

a. 5%: Attendance of individuals. Attendance is taken at the end of each class by each student turning in an index card with name, signature, and an original, unanswered question from the class presentation written on it. Cards are passed out ONLY at the start of class (first 5 minutes) to encourage on-time attendance, and cards are collected ONLY at the end of class—students must turn in their own card each class. The grade is prorated from a 10 based on the fraction of all classes attended.

b. 5% Individual Participation. Individual participation during others' discussion leadership (when you are in the audience). Ask questions, challenge the presenters if you disagree, offer critical reflections. In every class, oral participation is monitored by the instructor and a sign-up list at the end of class.

c. 18%: In-class reading presentations. Group-based (2 @6% each). Your group will present one Part 1 and one Part 2 presentation during the semester. These will be discussed extensively in class. Here are the basics:

Part 1 is comprised of three tasks:

- reading summary (4-6 minutes)
- critique of the reading (something(s) your group disagrees with and why—justify your thoughts)
- Case that illustrates one aspect of the reading (may be an example or a counter-example). The case is a story from the real world, not a hypothetical firm or

country. Students may use a case from the book, but will get a higher grade for using outside material.

Part 2 has 2 tasks:

-Case (not from the book) illustrating one important aspect of the reading

-An exercise or activity that creates an ‘experience’ for students based on one of the ideas in the reading.

All topics above must be covered in each part 1 or Part 2 presentation. For Part 1 and Part 2, it is allowed to provide cases that contradict the reading convincingly, instead of supporting the reading.

Regarding when it is your group’s turn to lead the class discussion, you will be graded on the quality of your work (content, presentation), but you will also be graded on how well you stimulate relevant, insightful discussion among other students. This is an important part of the experience in the class—can you lead the other students to participate heavily and remain interested, engaged, and on-topic? See also * under the table above for how peer-evaluations of group-based assignments affect this element of evaluation.

d., and e.. 22%: Final Project (Group-based). Presentation (11%) and Paper (11%).

The Final Project consists of a detailed case (a real story, that your group researches in an original manner) that identifies a European business opportunity or problem and reports on the potential for exploiting this opportunity by looking at and analyzing the business environment and recommending (based on the readings) strategies for solving/exploiting the problem/opportunity. You must use and cite (in-text and in references at the end) TWO readings from the reader in your analysis. Outside readings may be used with the permission of the instructor.

Your analysis should be detailed and illustrate how a specific opportunity, problem or issue is addressed by analyzing the European business environment and making the appropriate recommendations. Your group may choose, for example, to research the potential for Brazilian firms to export shrimp to the UK., or to examine the potential for Krispy Kreme in Poland, or to analyze India’s attractiveness to European electric-power contractors.

THE BEST WAY TO GET A HIGH GRADE ON YOUR PROJECT IS TO GET STARTED WITH YOUR PROJECT NOW (EARLY IN THE SEMESTER)!

Thought on the Project: I have noticed that many of the best projects shy away from “major” firms everyone has heard of—better (sometimes) to research a small/medium-sized firm and analyze their strategy. Data is often easier to get and you can talk to founders and other top executives. Boutique industries (e.g., Tech. startups, energy drinks, haut couture, antiques, framing shops, restaurants, small hotels, etc.) are often more interesting to your fellow students. That said, the choice of firm remains up to your group. Remember, access to data is an issue, which sometimes is more challenging for

smaller firms (but not always).

Written paper (11%): Due last class meeting, start of class. Length: maximum 12 pages double-spaced text (~3500 words). Avoid penalties: Do NOT exceed the length requirements (either number of pages OR number of words). See also * above for how peer-evaluations of group-based assignments affect this element of evaluation.

Presentation (11%): Presentations will take place on the last day of class, and are to be no longer than 10 minutes, plus 5 minutes for student and instructor questions and critical reflections.

f. 30%: Critical notes (Individual) (3 x 10%) pertaining to specific readings in the textbook (and occasional other materials as mentioned in class). Critical notes examine how well the student thinks critically about the material before it has been discussed in class. Due: at start of any class, but it is not allowed to turn in a critical note AFTER a given reading has been discussed in class. No exceptions. This suggests a payoff to reading ahead and attacking the critical notes aggressively. Length--1 page MAX. double-spaced, Times Roman font, 12 point font minimum, 1 inch margins all around the page. Yes, that is a very short length--penalties (typically – 1pt.) apply for breaking ANY of these rules). This part of the class is an exercise in writing concisely to enable managers to quickly read and understand your thoughts. Do not submit a second page—it will not be read. Only the first page will be graded. No title pages, please. Individual efforts only for these submissions (do not work together). If you do not turn in the required 3 critical notes, any unsubmitted notes will be graded 0. You may turn in up to 4 critical notes, and only the three highest will be counted in your final grade. See the website for advice in the form of many hints and tricks regarding how to write a good critical note.

AT LEAST ONE CRITICAL NOTE IS REQUIRED TO BE SUBMITTED AT THE START OF EITHER CLASS MEETING 2 or 3—YOU MAY BE DROPPED FROM THE CLASS FOR FAILING TO MEET THIS REQUIREMENT. This is so I can get some idea as to the level of the class' writing and critical thinking skills. After that, it is up to individual students to decide for which readings they wish to write critical notes, and to manage their workloads.

As noted above, if you are unhappy with your grades for your critical notes (after you have turned in three notes), you may optionally submit up to one extra critical note, and the one lowest grade will be thrown out and your grade will only reflect your 3 highest-graded critical notes. All critical notes turned in under this condition must also meet the other requirements for critical notes stated above (notably, timing). That is, it is very possible to run out of time for submitting four critical notes, since the student is allowed to select the readings for which he/she submits notes—manage your time accordingly.

g. 20%: 3 tests on the readings, in class (Individual)——dates not announced! Be prepared!

NOTE: These tests are more “objective” answer than the other evaluation elements, in order to make certain that you are doing the reading. The format is T/F with an explanation (2-3 sentences) for EACH False answer required for credit). NO WARNING IS GIVEN AHEAD OF TESTS. ONLY YOUR TWO HIGHEST TESTS WILL COUNT at 10% of your final grade each=20%). This element of the class is designed to create an incentive for doing the readings in a timely manner. IMPORTANT: Tests may cover ANY reading up to and including the reading for class the day of the test—you are responsible for ALL readings assigned up to and including the readings for the day of the test.

For the group in-class presentations of readings, each group presents one Part 1 and one Part 2 (different readings, but may be the same class session, though this is not recommended).

Each group will be assigned (in the first class) their topics for presentation. For example, Group 5 might be assigned Topics J (Part 1) and C (Part 2) for their presentations. Groups that present more than twice may receive extra credit on a volunteer basis.

If, for an in-class group-based presentation of one of the readings, your group decides that the reading is outdated (it is possible) then tell us why it is outdated, and update us on the current situation and the relevance of the reading to the present situation. Be critical.

Policy on re-grading material.

Any material may be submitted for re-grade (except presentations). The conditions of the re-grade are as follows:

0. Before you submit something for re-grading, you should be aware, that once you submit it for a re-grade, the original grade may go UP OR DOWN. Your original grade is not “safe.”
1. Submit original work with instructor comments on it (if any). Also submit attached to the original work, a 1-page, typed, explanation of why the grade should be changed. No emails, faxes, orals, etc. DO NOT re-do the assignment.
2. Instructor will review materials submitted in this format. No material will be reviewed unless it conforms to this format for review.
3. Instructor will notify you of the results of the re-grade.

Deadlines

The relevant SFSU and College of Business Policies regarding adding and dropping courses are hereby incorporated into this document by reference. Become familiar with these policies to avoid getting a “W” or even an “F” grade. Pay attention to the deadlines for adding and dropping and act accordingly.

Details:

<http://www.sfsu.edu/deptpage/acal4.htm>

Religious Holidays

The SFSU policy on the observance of religious holidays indicates that, “The faculty of San Francisco State University shall make reasonable accommodations for students to observe religious holidays when such observances require students to be absent from class activities....” For your convenience, the following is a link to an Interfaith Calendar which lists “Primary sacred times for world religions”:
<http://www.interfaithcalendar.org/>

Complete details regarding this Policy, including implementation can be found on the Academic Senate Web Page at the following location:

<http://www.sfsu.edu/~senate/policies/F00-212.html>

Student Disability Issues

"Students with disabilities who need reasonable accommodations are encouraged to contact the instructor. The Disability Programs and Resource Center is available to facilitate the reasonable accommodations process."

More info on disability policies:

http://cob.sfsu.edu/COB/portal_faculty/disabilityaccess.cfm

Schedule

Part 1 | Part 2

<u>Date</u> (mtg. number)	<u>Reading</u> (from reader)	<u>Activities</u>	<u>Comment</u>		
31 Aug. (1) Note: No class 7 Sep.!	None	Introduction to the class, PBL lecture, Group formation, questions	Instructor-led. Attendance at the first class is <u>essential</u> . You <u>may</u> be dropped by Instr. for missing this class.		
14 Sep. (2)	Reading 1 Background	2 groups present as follows: Reading 1: Part 1, Part 2	Extra credit: +1 for grade if you present this day!		
21 Sep. (3)	Reading 2 EU Enlargement	2 groups present as follows: Reading 2: Part 1, Part 2	Assignment: Interact (email or brief meeting) with instructor re: final project problem ideas <u>before</u> 25 Feb.		
28 Sep. (4)	Readings 3 Regional Unions & Globalization; EU Friend or Foe	2 groups present as follows: Reading 3: Part 1, Part 2			
5 Oct. (5)	Reading 4 European Culture & the Competitive Advantage of Europe	2 groups present: Reading 4: Part 1, Part 2	Final Project update I: State firm, Problem 2 min. cases in Reading presentations (max.)		
12 Oct. (6)	Reading 5 The Euro, M&A, & Finance in Europe	2 groups present: Reading 5: Part 1, Part 2			
19. Oct. (7) Note no class 26 Oct.	Reading 6 Entrepreneurship, Innovation, & Creativity in Europe	2 groups present Reading 6, Part 1, 2			
2 Nov. (8) (Note: no class: 24, 31 Mar)	Reading 7 France & UK - Compare & Contrast	2 groups present Reading 7, Part 1, 2	Final project update II—2 min., 1 person, 1 transparency: SHOW PROGRESS vs. 1 st Update OK to have started over w/new firm/problem. 2 min. cases (max.)		
9 Nov. (9)	Reading 8 Netherlands & Estonia	2 groups present Reading 7, Part 1, 2			

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SCHEDULE, continued

Part 1 | Part 2

<u>Date</u> (mtg. number)	<u>Reading</u> (from reader)	<u>Activities</u>	<u>Comment</u>		
16 Nov. (10) Note: no class 23 Nov.	Reading 9 Turkey & Sweden	2 groups present Reading 9, Part 1, 2			
30 Nov. (11)	Reading 10 Russia & Ukraine	2 groups present Reading 10, Part 1, 2			
7 Dec. (12)	None.	Final Project Presentations I	Encouragement: turn in Final papers, group eval. (not req'd this day)		
14 Dec (13)	None.	Final Project Presentations II	Turn in project papers, peer evaluations— <u>final deadline</u> — start of class). No exceptions!		

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These outlines may help you with your final project. They are OPTIONAL (pick and choose what works for you and leave the rest—focus on solving your problem, not using these tools because you think the prof. wants you to use them).

Country Analysis: Example Structure (optional—this means you may use what works best for your project and ignore the rest—you must exercise your good judgment here).

General Background of Country

- Brief description of the Country: location, politics, people
- Main demographic (population) characteristics
- Main Social Practices (customs, attitudes)
- Main government activities to stimulate domestic & international business
- Main regulations impacting general business activities. (Business in General)

Domestic Environment & Sector Competitiveness

- Brief description of the **sector chosen**
- Any recent major government policy impacting the sector's outlook
- General regulation and/or deregulation activities
- Major national/local developments or projects impacting sector growth
- Competitiveness of the sector (between domestic)(& int'l firms)
- Importance of the sector to the economy (employment etc.)

Composition of the Sector (More Internal)

- General size of the sector (number of firms)
- Age & patterns of ownership; Main alliances, M&A activities.
- Main leaders, followers, & challengers
- Main management style & HRM factors of firms in the sector

Your firm and how it relates to the situation in the chosen country

- Describe your firm, and the implications your analysis has for it. Make some tentative suggestions.

The above analysis also focuses on the sector somewhat, but in a rather shallow manner. The next structure (bits of which could be used in your paper) offers more depth for a sector analysis:

Sector Analysis: Example Structure (optional—this again means you may use what works best for your project and ignore the rest—you must exercise good judgment here).

International Exposure of the Sector

- A brief description of the sector chosen (1 page version).
- Non-domestic markets served
- Importance of trade (exports/imports)
- Foreign Direct Investment (FDI) activity-Outward: Any impact
- Foreign Direct Investments- Inward (Foreigners): Any impact

Strategic Analysis of the Sector

- SWOT analysis of the sector: strengths, weakness, opportunities, & threats.
- Five Competitive Force Analysis** (Michael Porter)....**see below.**
 - [1. The threat of new entrants 2. The bargaining power of suppliers, 3. The bargaining power of customers, 4.The threat of substitute products and services, and 5. The intensity of rivalry between competitors.]
- Which forces rate “high” and require strategic responses?
- A brief discussion of the strategies of the most innovative firm(s) in the sector

Conclusion: Overall outlook for the sector and recommendations

- Main factors affecting change in the sector (future directions)
- Potential domestic & international performance
- Recommendation for your firm given the directions indicated by the analysis.

Grading of Projects:

A variety of references, tables & graphs, properly presented (in both presentations and written submissions) will improve the chances for a good grade. Factors affecting Paper Grade (in no particular order):

1. Citations
2. Bibliography
3. Structure
4. Content,
5. Presentation
6. Analysis

Important Info Regarding the Final Project:

I look for three things when grading for **content**. **These are the main grading criteria:**

1. Do your suggestions for action (recommendations) connect clearly (i.e., flow) from the two textbook readings you are using in your paper?

2. Do you have a coherent (short is fine) transition between the perspectives in the readings? Why does one reading fail to do the whole job? You need a reason to bring in the second reading—this is the transition.

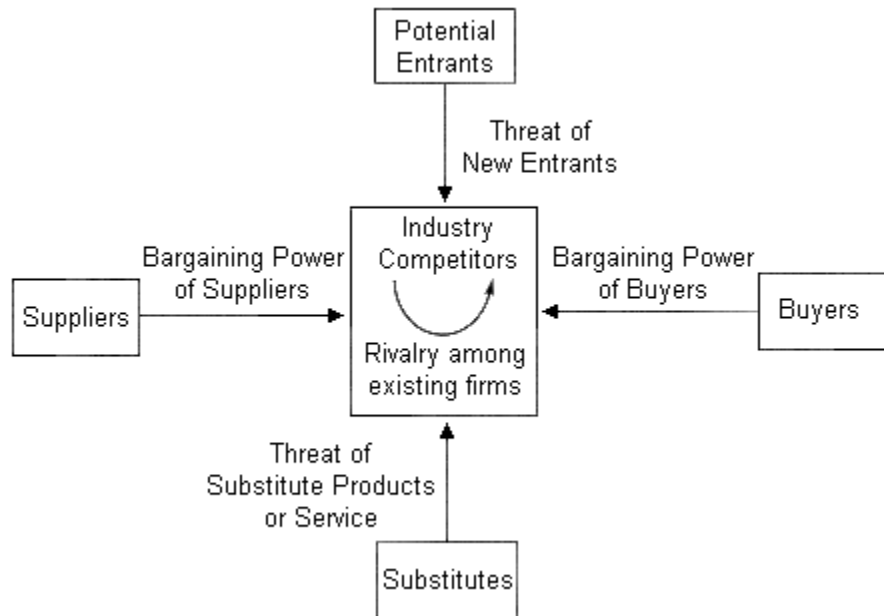
3. Is there some part of the paper (frequently at the end) that discusses issues around implementing your recommendations? Do you show an awareness of the fact that executing your suggestions in the real world is different than just writing down your suggestions? How would your group suggest dealing with this issue (be specific to your firm’s story).

This is a particularly useful (and somewhat pervasive) model for analyzing industries. As with the others it is OPTIONAL, but you should at least be familiar with it's proper use.

Michael Porter's Five Forces Model

Two works that influenced the development of Business Strategy Theory were published in *Competitive Strategy (1980)* and *Competitive Advantage (1985)* by **Michael Porter**.

In them, Michael Porter described a concept that has become known as the "five forces model". This concept involves a relationship between competitors within an industry, potential competitors, suppliers, buyers and alternative solutions to the problem being addressed.



In Discuss at least one factor from each category (if it is applicable).

<u>Entry Barriers</u>	<u>Supplier Power</u>	<u>Substitution Threat</u>	<u>Buyer Power</u>	<u>Rivalry</u>
Economies of scale, product differences, brand identity, switching costs, capital requirements, access to distribution, cost advantages, government policy, expected retaliation	Differentiation of inputs, switching costs, substitute inputs, supplier concentration, importance of volume, impact of inputs on cost or differentiation, level of supplier integration by main firms.	Relative price performance of substitutes, Switching costs, buyer's tendency to substitute	Buyer concentration, buyer volume, buyer switching costs, buyer information, ability to backward integrate, substitute products, price sensitivity, product differences, brand identity, impact of quality, buyer profits	Industry growth, trend of overcapacity, product differences, brand identity, switching costs, concentration, diversity of competitors, exit barriers

Appendix to the Syllabus: Reader Contents

Table of Contents

NOTE: THE REQUIRED READINGS IN **BOLD** CAN BE FOUND IN THIS READER. ALL OTHER REQUIRED READINGS CAN BE FOUND ONLINE AT **ILEARN.SFSU.EDU**.

Reading 1. Background

1. *The Delegation of the European Union to the United States* (2007) "The European Union: A Guide for Americans."
2. *European Commission* (2006) "Investing in our common future: The budget of the European Union."
3. *European Commission* (2008) "EU budget 2009."
4. **Calleo, David P. (Fall 2008) "The How Europe Could Save the World." *World Policy Journal***

Reading 2. EU Enlargement

1. *European Commission* (2008) "Enlargement Strategy and Main Challenges 2008-2009."
2. **Barber, Lionel. (September 16, 2005) "Turkey lashes out at France and the Netherlands." *Financial Times***
3. ***Applied Clinical Trials* (November 2007) "Bulgaria Adopts EU Regulations." p. 22**
4. **Treble, Patricia. (Aug 4-Aug 18, 2008). "The EU's most corrupt new member." *Maclean's* p. 32**
5. ***Economist* (November 29, 2008). "Stopping the rot." p.55-56**
6. **Champion, Marc. (July 24, 2008). "World News: EU Faults Bulgaria Over Organized Crime and Suspends Aid." *Wall Street Journal* p. A8**
7. **Pusca, Anca. (2008) "Visualizing the EU: the Central and East European Enlargement Experience." *Perspectives: Central European Review of International Affairs***
8. *European Commission* (2004) "European Neighborhood Policy."

Reading 3. Regional Unions & Globalization; EU Friend or Foe

1. *European Commission* (2002) "Making globalization work for everyone: The European Union and world trade."
2. *European Commission* (2002) "It's a better life: How the EU's single market benefits you."

3. **Thronhill, John. (December 27, 2008) "The lurking danger of nationalism for new model Europe." *Financial Times***
4. **Damodaran, Rupa. (August 11, 2008) "Malaysia poised to gain EU trade advantage for wood products." *New Straits Times* p. 31**
5. *European Commission* (2006) "The European Union and the United States: Global partners, global responsibilities."

Reading 4. European Culture & the Competitive Advantage of Europe

Section A. European Culture

1. *European Commission* (2001) "A Community of Cultures: The European Union and the arts."
2. *European Commission* (2004) "Many tongues, one family: Languages in the European Union."
3. *Compendium* (2008) "International Cultural Cooperation in Europe: Organisation and Trends."

Section B. The Competitive Advantage of Europe

4. *European Commission* (November 28, 2008) "The European Competitiveness Report 2008."

Reading 5. The Euro, M&A, & Finance in Europe

1. *European Commission* (2005) "The new SME definition: User guide and model declaration."
2. **Milne, Richard. (August 13, 2008) "European business is changing step by step." *Financial Times***
3. **Betts, Paul. (January 14, 2009) "Germany pushes consolidation of banking." *Financial Times***
4. **Anonymous. (January 2, 2009) "The Euro Decade and Its Lessons." *Wall Street Journal***
5. **Goodhart, Charles A. E. (January 6, 2007) "Currency Unions: Some Lessons from the Euro-Zone." *International Atlantic Economic Society***
6. *International Organisation for Knowledge Economy and Enterprise Development* (September, 2007) "The Role of Venture Capital, Global Trends and Issues from a Nordic Perspective." (reading is only required from pages 10-48)

Reading 6. Entrepreneurship, Innovation, & Creativity in Europe

Section A: Innovation and Creativity in Europe

1. ***Europolitics Energy*. (March 7, 2007) "European Research Council: Potocnik claims success as ERC launched."**
2. ***The Commission of the European Communities – Press Release* (December 14, 2007) "European Research Council awards its first prestigious grants to top researchers"**
3. **Anonymous. (July 30, 2008) "Russia: Medvedev calls on business to invest in innovation." *BBC***
4. **Owen, Geoffrey. (May 5, 2008) "Europe's innovation failure explained." *Financial Times***
5. *European Commission* (2006) "European Innovation Progress Report 2006" (reading is only required from pages 11-83 and pages 159-163)
6. *Pro Inno Europe* (February 2008) "European Innovation Scoreboard 2007: Comparative Analysis of Innovation Performance."
7. *Pro Inno Europe* (2008) "INNO-Policy TrendChart – Policy Trends and Appraisal Report"

Section B: Entrepreneurship in Europe

8. **Matlay, Harry and Paul Westhead. (2008) "Virtual Teams and the Rise of e-Entrepreneurship in Europe" *International Small Business Journal* p. 279-302**

Country Focus

Reading 7. France & UK

1. **Blitz, Roger. (June 21, 2008) "Storm clouds gather over UK travel industry." *Financial Times***
2. **Greenhalgh, Hugo. (September 13, 2008) "Business Briefing." *Financial Times***
3. **Peel, Michael. (December 16, 2008) "Clash over UK rail industry management." *Financial Times***
4. **Pimlott, Daniel. (January 5, 2009) "UK construction industry hits new low." *Financial Times***
5. ***Financial Times* (January 9, 2009) "Music industry must learn to play new tune."**
6. **Guthrie, Jonathan. (January 12, 2009) "Ceramics industry hopes to halt cracks." *Financial Times***
7. **Cookson, Robert. (January 22, 2009) "Hotel changes the landscape of building." *Financial Times***

8. Parker, Andrew. (June 5, 2008) "France Telecom on mission to woo sceptics." *Financial Times*
9. Pritchard, Stephen. (October 7, 2008) "Did IT work: An integration example to us all from Air France-KLM" *Financial Times*
10. Tieman, Ross. (December 8, 2008) "Toulouse: Airbus and farming help region fly high." *Financial Times*
11. Davies, Paul J. (January 22, 2009) "France demands stronger ratings supervision." *Financial Times*
12. Freitas, Isabel Maria Bodas and Nick von Tunzelmann. (2008) "Mapping public support for innovation: A comparison of policy alignment in the UK and France" *Research Policy*
13. Chahine, Salim, Igor Filatotchev and Mike Wright. (April/May 2007) "Venture Capitalists, Business Angels, and Performance of Entrepreneurial IPOs in the UK and France." *Journal of Business Finance & Accounting*

Reading 8. Netherlands and Estonia

1. Ward, Andrew. (April 20, 2006) "UPS seen as potential buyer for Netherlands' TNT." *Financial Times*
2. Bream, Rebecca. (May 23, 2007) "Undersea cable will allow energy to be shared with Netherlands." *Financial Times*
3. *EIU ViewsWire*. (May 2, 2008) "Netherlands/EU politics: Going Dutch."
4. Steen, Michael (November 17, 2008) "How the Netherlands became the Switzerland of the internet." *Financial Times*
5. Wright, Robert. (January 16, 2007) "Estonia completes rail renationalization." *Financial Times*
6. Dougherty, Carter. (October 10, 2008) "Estonia's Let-It-Be Economy Is Rattles by Worldwide Distress." *New York Times*
7. Southon, Mike. (December 27, 2008) "Try a Baltic Exchange." *Financial Times*

Reading 9. Sweden and Turkey

1. Ibison, David. (August 4, 2008) "Moves to let the alcohol flow in Sweden." *Financial Times*
2. Ibison, David. (December 3, 2008) "Sweden rules out taking over carmakers." *Financial Times*
3. Ibison, David. (December 19, 2008) "Finland shows Sweden benefit of joining club." *Financial Times*
4. Parker, Andrew and David Ibison. (January 21, 2009) "Ericsson looks to cash

in on rivals' weakness." *Financial Times*

5. **Thornhill, John. (April 27, 2008) "The danger in dashing Turkey's European dream" *Financial Times***
6. **Parker, Andrew. (November 7, 2006) "Gloves come off in battle for Turkey's mobile market" *Financial Times***
7. **Strauss, Delphine (September 25, 2008) "Turkey's nuclear tender falls flat." *Financial Times***
8. Napier, Glenda, Sylvia Schwaag Serger and Emily Wise Hansson. (December 2004) "Strengthening Innovation and Technology Policies for SME Development in Turkey: Opportunities for Private Sector Involvement." IKED (*International Organisation for Knowledge Economy and Enterprise Development*)

Reading 10. Ukraine and Russia

1. **Ciensi, Jan. (May 14, 2008) "Hospitality: Shaking off Soviet legacy." *Financial Times***
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