UNIVERSITY COLLEGE DUBLIN IRELAND

Lochlann Quinn School of Business

American University Summer Internship Programme

IRELAND'S INTERNATIONAL BUSINESS ENVIRONMENT 2022 (BMGT 30280)

Venue: Lecture Theatre: Q012, Lochlann Quinn Building, Belfield.
Day & Time: See schedule p. 9.
Lecturer: Dr John Cassidy; E: john.cassidy@ucd.ie
Programme Manager: Ms. Giuliana Rocca E: giuliana.rocca@ucd.ie

Course Description
Ireland is a small but highly globalized economy with respect to trade, investment, and migration. It is a member of the European Union (28 member states and 507 million population) and the Eurozone (19 member states and 334 million population). In recent years Ireland received rave reviews for the dynamism of its economy ratcheting up high annual growth rates. Several years of double-digit GDP/GNP growth in the mid / late 1990s led to comparisons with the tiger economies of East Asia, and accordingly the 'Celtic Tiger' term was coined.

Ireland has proven an attractive location for multinationals not least American with respect to accessing the EU market. The Irish business environment has been seen as facilitative for FDI in terms of low corporate tax rate of 12.5% and transparent institutions. But Ireland is not just a passive location for multinationals. M&A data shows that for every $100 dollars invested in Ireland, $80 is invested in the US market by Irish companies. This is mirrored globally by comparable levels of inward and outward FDI. The domestic enterprise system is dynamic and, by dint of necessity, very internationalised. The balance of payments tells the story of how internationalised all aspects of Ireland enterprise system is. Yet excessive emphasis of on the international side may mean that domestic enterprise is not sufficiently prioritised.

However, membership of the Eurozone resulted - arguably - in lower interest rates and - less arguably- high inflation, and fundamental competitiveness issues due to a rapidly appreciating currency vis-à-vis the dollar. Recycled cheap international capital flooded the Irish banking system particularly in the 2005-2008 period. Lax central bank oversight, government regulation, inadequate regulatory response, and low property taxation facilitated the creation of an asset bubble. Its collapse, catalysed by the Lehman Brothers' collapse of September 2008, destroyed the Irish banking system, and undermined the sovereign creditworthiness of the economy. The economy returned to growth in 2013, and the economic outlook is relatively positive. Nevertheless, clouds on the horizon are the ever-present danger of Euro crises; Brexit; Covid-19; and waves from potential changes in the US and China, and its impact on the international trading environment. Finally, the potential impact of Russian Sanctions on the global economy is ever-present.

This module is a core International Business module with the geographical focus being Ireland. It provides contextual information on the Irish business environment, on Ireland as a successful location for international business, and internationalising dimensions of Irish SMEs. The key factors pertaining to international business in Ireland will be examined: political economy, institutional capacities, culture, and ethics; the Irish economy and enterprise system; cross-border trade and investment; and the international monetary system and the Euro. Moreover, given that the students will be living abroad for a period of time, there is also a strong acculturation dimension which is explored through a learning journal assignment.
This is a 5-credit module. The assessment criteria are as follows: an individual pre-arrival introductory paper (20%); a group project (40%); an individual learning journal (30%); and individual class participation / attendance (10%).

Learning Outcomes

On completion of this module, students are expected to be able to:

• Develop critical thinking about international business and integrate prior knowledge, skills, abilities, and attitudes to develop a broader understanding of doing business internationally.

• Develop skills and experience in the identification, analysis, processing of organisational and institutional factors that influence doing business internationally and specifically in Ireland.

• Broaden their cultural empathy and communication skills to function effectively in the global world of work developed through their daily life and through a learning journal reflection assignment.

• Internalise and apply all the above through class participation, the completion of a group project on an international business in Ireland and an assignment essay.

Skills & Competencies

A key goal of this module is the inculcation of an international business perspective on 'Doing Business in Ireland'. The key skills and competencies that are promoted within this module are:

• Effective oral and written communication.

• The development of fundamental student abilities with respect to reflective, critical, analytical, and evaluative thinking in an international context.

• The development of Cross-Cultural Intelligence.

These will be attained through:

• A group project (team-work and written assignment).

• Class participation (oral).

• Pre-assignment and Individual Essays (written).

Learning Goals

Above all, from a pedagogical perspective, the key Learning Goals of this 'Ireland's International Business Environment' module are to:

• Engender effective communication – oral and written.

• Promote strategic thinking among students.

• Develop students' analytical skills – weight and cons.

• Equip students for the world of work with appropriate job skills.

• Foster students' reflective learning.

Course Requirements

• Successful completion of all assignments.

• 100% attendance at all lectures, presentations, and site visits in Dublin during the academic program.

• Active participation in class discussions and cases.

Module Prerequisites

This is an applied International Business / Global Business / International Management module. Students are expected to be pursuing a business degree with first- and second-year business modules behind them.

Assignments and Grading

The Ireland's International Business Environment module (formerly the Doing Business in Ireland module) has been developed by the Lochlann Quinn School of Business, University College Dublin in association with its partner universities in the USA. The grading system is based on the University College Dublin grading system (see appendix and assignment folder in Brightspace. All course requirements stated on the syllabus must be met in order that the student may receive a passing letter grade. Assignments are graded by the host school faculty member (Dr John Cassidy & Dr Elena Sannikova)).

Upload all assignments to Brightspace: Click on the Content Section in the left-hand menu of Brightspace. You will see the relevant file.

Assignments

Assessment involves three assignments plus class participation. Please see Brightspace Content / Assessment Folder for details on all assignments. Assignment specifics will also be emailed directly to students.

	Assignment	Word Length*	Grade Weighting	Deadline
1	Pre-Arrival Introductory Paper	1500	20%	9am 13 June
2	Group Project	6000	40%	11.30pm 3 August
3	Learning Journal	2000	30%	11.30pm 10 August
4	Class Participation & Attendance**		10%	

*Word Length: This is a guideline. 200 words more or less is no problem.

**Attendance at all sessions is mandatory. Failure to attend any required session results in a failing grade for the course. In the event of illness, extenuating factors, please inform both Programme Manager Ms Raghad Abu Shammala and the module lecturer.

Editing Style

As with any style guide, consistency is the key. The Harvard Style Guide is recommended by the UCD library. Please consult the relevant site: http://libguides.ucd.ie/academicintegrity/harvardstyle Suggestion: Please use 1.5 spacing and 12 point. But please feel free to use your own university style, and preferred font. Consistency is the key.

Class participation

The mark allocation for class participation is 10%. Attendance is compulsory. In the event of not being able to attend a class, please inform Ms Raghad Abu Shammala, programme director. Students are expected to contribute to dialogue in class. The students who contribute most to class discussion in terms of quality of analysis (not volume) will receive the highest grades for class participation. See appendix 1 for detail on grading system at UCD.

- **Class participation will be graded in the following manner based on the UCD grading system:**

NG = Student did not attend class. (Provide reason to Programme Director)
C = Student attended class but did not participate.
B = Student attended class and provided very good input to class discussion.
A = Student attended class and provided excellent input to class discussion.

I would like this class to be a discursive subject allowing students to participate at a high level. Whilst all participation is laudable, please ensure that you are not hogging up all the time and listen and reflect on what your classmates have to say.

Selected Readings

Alfaro, Laura, McIntyre, Stephen, Dev, Vinati. 2005. Foreign Direct Investment and Ireland's Tiger Economy (A), Harvard Business School, Prod. No.: 706007-PDF-ENG

Barry, F., and Kearney, C. 2006. MNEs and industrial structure in host countries: a portfolio analysis of Irish manufacturing, Journal of International Business Studies (2006) 37, 392-406.

Brown, Lorraine and Holloway, Immy, 2008. The adjustment journey of international postgraduate students at an English university: An ethnographic study, Journal of Research in International Education, 7; 232.

Cassidy, J. F., Barry, F., and Van Egeraat, C. (2009). Porter's diamond and small nations in the global economy: Ireland as a case study. In van Buckle, D. Verbeke, A., Yuan, Welong eds. Handbook on Small Nations in the Global Economy: The Contribution of Multinational Enterprises to National Economic Success. Cheltenham UK, Northampton MA, USA: Edward Elgar Publishing.

Honohan, Patrick, 2009. What went wrong in Ireland? Trinity College Dublin. Paper prepared for World Bank.

Irwin, Rachel, 2007. Culture shock: negotiating feelings in the field, Anthropology Matters Journal, University of Oxford, 9(1).

Keating, M.A., Martin, G.S., 2007. 'Leadership and Culture in the Republic of Ireland'. In Jagdeep S. Chhokar, Felix C. Brodbeck, Robert J. House eds. Culture and Leadership Across the World: The GLOBE Book of In-Depth Studies of 25 Societies (Series in Organization and Management) [Hardcover], New Jersey: Psychology Press.

• International Business Textbooks – available in Library

Hill, Charles, 2011. (8th Edition) International Business: Competing in the Global Marketplace, Published by McGraw Hill.

Grant, R. 'Contemporary Strategy Analysis' (5th or 6th edition), Blackwell. Copies of this book are available in the library.

Bartlett, C. Choshal, S. Beamish, P. 'Transnational Management Text, Cases and Readings in Cross-Border Management' 5th edition, McGraw-Hill International Edition. Copies of this book are available in the library.

• Supplemental Readings

Bartlett and Goshal, 1989. Managing Across Borders. Harvard Business School Press.

Porter, Michael, 1990. The Competitive Advantage of Nations. Free Press, New York.

Lewis, Richard D., 1999. When Cultures Collide, Nicholas Brealey Publishing, London.

Hofstede, Geert, 2001. Culture's Consequences: Comparing Values, Behaviours, Institutions, and Organizations Across Nations. 2nd Edition. Sage Publications, London.

Buckley, Peter J. & Ghauri, Pervez N., 1993. The Internationalization of the Firm: A Reader. Academic Press, London.

• **Historical Readings**

Foster, RF (Roy), 1988. Modern Ireland 1600-1972, Allen Lane.

Brown, Terence, Ireland: a Social and Cultural History 1922-2002, Harper Perennial.

Colley, Linda, 2014. Acts of Union and Disunion, Profile Books.

• **Journals**

Main academic journals: Journal of International Business Studies, Management International Review, International Business Review, Academy of Management Journal, Strategic Management Journal, Administrative

Science Quarterly, Organization Science

Practitioner-oriented journals: Harvard Business Review, Sloan Management Review, Academy of Management Executive.

• **Course Material on Brightspace**

Summary lecture notes are available on Brightspace in advance of lectures.

• **UCD Dublin E-library:** http://www.ucd.ie/library/e-lib/business.html

Please familiarise yourselves with the E-library, navigable from your login interface. A multitude of databases are available, ProQuest, Datamonitor, Financial Times, to name but a few. Key academic journals may also be accessed. This will be discussed in more detail in class.

• **USA Commercial Services:**

This is a particularly useful resource. You can search by country. You may sometimes encounter difficulties. In this event, go to the US embassy website for that country, and check the commercial section: http://www.buyusa.gov/home/export.html

• **Google Scholar**

Google in general is always a useful search engine. But do check out Google Scholar which provides a more focused and academic sources of information which will be particularly useful for your assignments and exam preparation.

http://scholar.google.com/

• **International Press:**

Inter alia: The Financial Times, The Wall Street Journal, Business Week, Fortune, and The Economist. Note that while you are enrolled at UCD you should be entitled to free online access to the Financial Times.

To avail of the FT free service, please register you must use your UCD Address at the dedicated UCD link . Scroll down to ==ACCESS FT ONLINE==: https://buselrn.ucd.ie/tools-technologies/financial-times/

• **International Institutions / Company**:

Consultancies / Investment Banks / International Organisations.

These are too numerous to list, but to highlight a few:

The World Trade Organisation: http://www.wto.org

IMF http://www.imf.org

World Bank http://www.worldbank.org

World Bank Doing Business Indicators: http://www.doingbusiness.org

United Nations Conference on Trade & Development: http://www.unctad.org

United Nations Development Programme: http://www.undp.org

Transparency International: http://www.transparency.org

Global Competitiveness Guide: http://www.weforum.org

McKinsey http://www.mckinsey.com

AT Kearney http://www.atkearney.com

Goldman Sachs http://www2.goldmansachs.com
JP Morgan Chase: http://www.jpmorganchase.com
US Country Commercial Guides: http://www.state.gov/e/eeb/rls/rpts/ccg
Global Opportunity Index – FDI – Milken Institute: http://www.globalopportunityindex.org/opportunity.taf

General References – Please check Brightspace for session specific readings
International Monetary Fund Ireland: http://www.imf.org/external/country/IRL/index.htm
The Economist Intelligence Unit Ireland Country Report 2012 – Available through E-Library; Hard copy in main library
Eurostat: http://epp.eurostat.ec.europa.eu/portal/page/portal/eurostat/home /
Global Market Information Database (Euromonitor) International statistical information and market analysis. Access information by country, company, consumer market/lifestyle etc. E-library database.
Nations of the World: A Political, Economic and Business Handbook, 2007.
Organisation for Economic Cooperation and Development (OECD) Ireland Documents
http://www.oecd.org/country/0,3377,en_33873108_33873500_1_1_1_1_1,00.html
Marketline (formerly Datamonitor) A business information database containing company, industry and country profiles. Data available includes key corporate information; SWOT analysis; business history; and company, industry and country rankings. E-library database.

Irish Government Websites
Central Statistics Office: http://www.cso.ie
Enterprise Ireland: Irish state development agency focused on indigenous industry.
http://www.enterprise-ireland.com/
ESRI- The Economic and Social Research Institute: http://www.esri.ie/
European Central Bank: http://www.ecb.int/home/html/index.en.html
Forfas – Ireland's national policy and advisory board for enterprise, trade, science, technology and innovation – spearheading competitiveness http://www.forfas.ie/
IDA- Industrial Development Agency: http://www.idaireland.com/home/index.aspx
Irish Central Bank: http://www.centralbank.ie/
Irish Embassy Washington USA http://www.embassyofireland.org/home/index.aspx?id=75860
National Development Plan (NDP 2007-2013): http://www.ndp.ie
Science Foundation Ireland: Implements National Development Plan on Research
http://www.sfi.ie/home/index.asp
Ireland's Competitiveness 2014:
http://www.forfas.ie/publications/featuredpublications/title,12472,en.php

Other Irish Sources
The Irish Times: http://www.irishtimes.ie
The Irish Independent: http://www.irishindependent.ie
The Sunday Business Post: http://www.sbpost.ie
Finfacts: http://www.finfacts.ie
Irish Economy Blog: http://www.irisheconomy.ie

U.S. Government Websites
U.S. State Department. http://www.state.gov
U.S. Commercial Office on Ireland: http://www.buyusa.gov/ireland/en/

Scoil Ghnó Lochlann Uí Chuinn UCD
UCD Lochlann Quinn School of Business

Guest Speakers – Provisional (Awaiting finalisation)

There are four / five guest speakers:
1. Industrial Development Authority: XXXX, Policy and Planning Executive, Industrial Development Agency, Ireland: http://www.idaireland.com/home/index.aspx
Background Reading
World Association of Investment Promotion Agencies: http://www.waipa.org/interviews.htm
Morisset, Jacques, 2003. Does a country need a promotion agency to attract foreign direct investment: a small analytical model applied to 58 countries, Volume. Policy, (World Bank) Research working paper series; no. WPS 3028:
http://econ.worldbank.org/external/default/main?pagePK=64165259&theSitePK=469382&piPK=6416542 1&menuPK=64166093&entityID=000094946_03051404103335
Barry, F., and Kearney, C, 2005. MNEs and industrial structure in host countries: a portfolio analysis of Irish manufacturing, Journal of International Business Studies (2006) 37, 392–406.

2. Corporate Taxation and Foreign Direct Investment: XXXX Tax Partner PwC: Provisional
PWC / World Bank: Paying Taxes 2019: https://www.pwc.com/gx/en/services/tax/publications/paying-taxes-2019.html
Kalle Pajunen 2008. Institutions and inflows of foreign direct investment: a fuzzy-set analysis, Journal of International Business Studies, June 2008, Volume 39, Issue 4, pp 652–669.
Corporate Tax: The Irish Inversion, Financial times, 29 April 2014:
http://www.ft.com/intl/cms/s/2/d9b4fd34-ca3f-11e3-8a31-00144feabdc0.html#axzz30rjWK3ll
Are Multinationals Getting Tired of Waiting for Corporate Tax Reform?
http://www.forbes.com/sites/beltway/2014/05/15/are-multinationals-getting-tired-of-waiting-for-corporate-tax-reform/
US bill would thwart corporate tax moves, Financial times, 20 May 2014.
http://www.ft.com/intl/cms/s/0/0993583c-e03b-11e3-9534-00144feabdc0.html#axzz33fK571CO
Base erosion and profit shifting (BEPS)- FAQ: http://www.oecd.org/ctp/beps-frequentlyaskedquestions.htm
Base erosion and profit shifting (BEPS): http://www.oecd.org/tax/beps.htm
Tax Advantages Raise Premiums in Cross-Border Deals: Wall Street Journal Online, 11 May 2014, http://online.wsj.com/articles/tax-advantages-raise-premiums-in-cross-border-deals-1399850770
Tobin, Gary and Walsh, Keith 2013. What Makes a Country a Tax Haven? An assessment of international standards shows why Ireland is not a tax haven, Policy Perspectives: Staff Publications 2013, Department of Finance. Economic and Social Review, September 2013. Online at: http://igees.gov.ie/wp-content/uploads/2014/02/What-makes-a-country-a-tax-haven.pdf
Walsh, Keith, 2010. The Economic and Fiscal Contribution of US Investment in Ireland, Journal of the Statistical and Social Inquiry Society of Ireland Vol. XL, Office of the Revenue Commissioners. Online at: http://www.tara.tcd.ie/xmlui/bitstream/handle/2262/62344/walsh%20pdf.pdf?sequence=1&isAllowed=y
Joseph P. Quinlan, 2013. The Irish-US Economic Relationship 2013: http://www.amcham.ie/1025/irish-us-economic-relationship-2013

3. European Union: XXXX
EU Membership and Ireland: http://ec.europa.eu/ireland/ireland_in_the_eu/index1_en.htm
European Commission: http://ec.europa.eu/index_en.htm

Impact of EU membership on Ireland:
http://ec.europa.eu/ireland/ireland_in_the_eu/impact_of_membership_on_ireland/index_en.htm
Euro-Zone Fiscal Colonialism, Philippe Legrain, April 21, 2014. New York Times:
http://www.nytimes.com/2014/04/22/opinion/euro-zone-fiscal-colonialism.html?smid=tw-share&_r=1
The Centre for European Policy Studies www.ceps.be

4. American Chamber of Commerce Ireland: Mr Mark Redmond, CEO.
Web: http://www.amcham.ie/
US Embassy: https://ie.usembassy.gov/
Ireland is ninth biggest source of inward FDI to the US
Close to 800 Irish companies employ 100,000 people in the US, says Enterprise Ireland Irish Times, Mar 11, 2018. Online at: https://www.irishtimes.com/business/economy/ireland-is-ninth-biggest-source-of-inward-fdi-to-the-us-1.3422803

5. Ryanair: Dr Eleanor O'Higgins, Smurfit School of Business
Writer: The Ryanair Case, one of the most popular business school case studies
Ryanair is the largest and most profitable airline in Europe. Its low cost model was influenced by Southwest in the USA. Its CEO Michael O'Leary has become legendary regarding ways in which Ryanair might profit from its customers.
Ryanair Corporate: http://corporate.ryanair.com/news/?market=en
Financial Times: Ryanair: http://www.ft.com/intl/topics/organisations/Ryanair
Marketline Advantage: Ryanair Holdings PLC (See Brightspace)
Marketline Advantage: Cheap but no longer nasty Evolution at Ryanair

Provisional Class Schedule: To be finalised.

Day / Date / Venue Q012	Time	Content
Monday 13 June	**9-12.30pm**	**Session 1**: Introduction: Globalisation, International Business, and Doing Business in Ireland
Tuesday 14 June	**9-12.30pm**	**Session 2**: Ireland: Culture, Politics and Legal System **Reflective Reading:** Hofstede, Schein, Brown & Holloway, and Irwin (see Brightspace)
Wednesday 15 June	**9-11am** **11-12.30pm**	**Session 3:** The Irish Economy: Economic Development **Session 4: Topic:** IDA Ireland: National Institution and Foreign Direct Investment **Guest Speaker:** XXX, Policy and Planning Executive, Industrial Development Agency
Thursday 16 June	**2- 4pm** **4-5.30pm**	**Session 5:** The Irish Economy: Trade and Foreign Direct Investment **Session 6: Topic:** Corporate Taxation in Ireland **Guest Speaker:** Mr Peter Reilly, Tax Director PwC Dublin
Friday 17 June	**2-5.30pm**	**Session 7**: The Irish Economy: Local Enterprise Development
Friday 1 July	**9-12.30pm**	**Session 8:** The Irish Economy: Local Enterprise Development: CRH Case and EU Overview. **Session 9: Guest Speaker:** XXXX, Deputy Head of Representation, European Commission Representation in Ireland
Tuesday 2 August	**9-9.30am** **9.30- 11am** **11-12.30pm**	**Session 10: Case Study XXXX and Guest Speaker 1.** **Topic:** The Internationalisation of the Irish Airline Industry **Case Study:** Ryanair – Largest European Airline **Guest Speaker:** XXXX Smurfit School of Business **Guest Speaker:** Mr. Mark Redmond CEO, American Chamber of Commerce Ireland Speaker
Wednesday 3 August	**9-12.30pm**	**Session 11:** Projects discussion and module overview

Appendix A: UCD Grading System

Grade	Description	Grade Point

A +		4.2
A	Excellent	4.0
A-		3.8
B+		3.6
B	Very good	3.4
B-		3.2
C+		3.0
C	Good	2.8
C-		2.6
D+		2.4
D	Acceptable	2.2
D-		2.0
E	Marginal	1.6
F	Fail (unacceptable, no compensation)	1.0
G	Fail (Wholly unacceptable; no compensation)	0.4
NG	Fail (Wholly unacceptable; no relevant attempt)	0.0

- Grade Descriptors

More specific grade descriptors are set out for your assessment components in the following pages. Table 4 below provides descriptors for the assessments 1 and 2 – please read them prior to submitting your work.

Table 2: Grade Descriptors – Pre- & Main Assignment

Grade	Characteristics

A	**Excellent** A comprehensive, highly-structured, focused and concise response to the assessment task, consistently demonstrating: - an extensive and detailed knowledge of the subject matter - a highly-developed ability to apply this knowledge to the task set - evidence of extensive background reading - clear, fluent, stimulating and original expression - excellent presentation (spelling, grammar, graphical) with minimal or no presentation errors
B	**Very Good** A thorough and well-organised response to the assessment task, demonstrating: - a broad knowledge of the subject matter - considerable strength in applying that knowledge to the task set - evidence of substantial background reading - clear and fluent expression - quality presentation with few presentation errors
C	**Good** An adequate and competent response to the assessment task, demonstrating: - adequate but not complete knowledge of the subject matter - omission of some important subject matter or the appearance of several minor errors - capacity to apply knowledge appropriately to the task albeit with some errors - evidence of some background reading - clear expression with few areas of confusion - writing of sufficient quality to convey meaning but some lack of fluency and command of suitable vocabulary - good presentation
D	**Satisfactory** An acceptable response to the assessment task with: - basic grasp of subject matter, but somewhat lacking in focus and structure - main points covered but insufficient detail - some effort to apply knowledge to the task but only a basic capacity or understanding displayed - little or no evidence of background reading - several minor errors or one major error - satisfactory presentation with an acceptable level of presentation errors

Note: *While the criteria detailed above refer to A – D grades (inclusive) only, please note that all bands will be used (A+, A and A-; B+, B and B- etc) for grading assignments.

UCD College of Business

APPENDIX A: GROUP WORK: BEST PRACTICE GUIDELINES FOR STUDENTS 2018/19

1. Rationale for group work:
There are many reasons for using group work as part of a learning or assessment strategy – e.g. enhancing peer learning, creating a participative learning environment, encouraging debate and discussion, promoting social interaction, and developing students' teamwork skills (e.g. negotiation, delegation and leadership).

2. Group formation:
Groups may be allowed to self-form or they may be constituted through some form of random assignment. In the latter case, the assignment process may be structured to achieve some diversity within groups – for instance across areas such as ability, cultural background and gender – or on the basis of class attendance.

3. Managing the group:
a) The onus is on the group to ensure that individual members fully contribute to the completion of the assigned task.
b) Students must familiarise themselves with the College of Business teamwork model – https://qsblc.ucd.ie/videos/the-college-of-business-teamwork-model/
c) Effectively managing the group process and addressing challenges encountered throughout the process is part of developing collaborative skills.
d) Groups must agree basic ground rules around communication procedures, performance targets, arranging and organising meetings, maintaining records of group activity, progress reports, solving problems, finalising the project and signing off on the final product. The group should also, at an early stage in the process, discuss issues around equity and fairness.
e) Groups should draw up a team agreement and set milestones to use as moments for the group to review and identify emerging issues and assess progress.
f) Groups should assign roles to each member (such as leader, convener, facilitator, editor).
g) Groups should maintain minutes of meetings, work plans etc.
h) Individual members should maintain a journal of their own contribution.

4. Assessment of group work:
a) The assessment of group work may involve the assessment of the '*product*' of group work (i.e. the content covered by the group work activity and assessed by the module coordinator) and/or the assessment of the group work '*process*' (i.e. participation in the group and assessed by group members).
b) An individual assessment component (e.g. peer evaluation, individual reporting) may be included.
c) Where group work contributes to a module grade, members will be awarded a grade that accurately reflects their contribution to the completion of the task. To address the problem of 'free-riders' within a group, differential grading may be applied by the Module Coordinator.

5. Dealing with problems within groups:
a) Any student who is concerned about a member's contribution to the group's work must firstly communicate this to the group members. It can be helpful for the student to communicate this concern in writing to the rest of the group. The group must strive to resolve the problem within the group.
b) The removal of a group member's name from the cover page of a piece of coursework can only be done with the advance approval of the Module Coordinator.
c) If a group member believes that his/her concerns have not been satisfactorily addressed within the group, the matter should be brought to the attention of the Module Coordinator in a timely manner. The Module Coordinator may request that this concern be raised with him/her in writing.
d) Group problems cannot be solved retrospectively by the Module Coordinator.

6. Additional Resources:
UCD College of Business #LearningInsights: Collaboration and Group work video resources:
https://qsblc.ucd.ie/channels/#learning-insights

APPENDIX B

Two Important Documents

You are advised to read the following important documents before you commence your studies on this module:

1. *Guidelines for the Late Submission of Coursework*
   This document provides a detailed outline of the rules and regulations surrounding the presentation, submission and marking of assignments. The guidelines provided must be adhered at all times to avoid an unnecessary loss of marks. Further details on

   www.ucd.ie/registry/academicsecretariat/late_sub.pdf

2. *A Briefing Document for Students on Academic Integrity and Plagiarism*.
   The University understands plagiarism to be the inclusion of another person's writings or ideas or works, in any formally presented work (including essays, theses, examinations, projects, laboratory reports, oral, poster or slide presentations) which form part of the assessment requirements for a module or programme of study, without due acknowledgement either wholly or in part of the original source of the material through appropriate citation. Further details please go to
   www.ucd.ie/registry/academicsecretariat/plag_pol_proc.pdf

   Plagiarism is a form of academic dishonesty. In any assignment, plagiarism means that you have presented information or ideas belonging to someone else falsely as being your own original thoughts on a subject.

All assessments/projects submitted must be the result of your own work.

The following statement must be included on the cover page of all assignments submitted:

I declare that all materials included in this essay/report/project/dissertation is the end result of my own work and that due acknowledgement have been given in the bibliography and references to ALL sources be they printed, electronic or personal.

Signed: Student name/s, student number
Date: