Dynamics of Business in the Middle East

BUSI-2024

Semester 1 2018  6 Units  In Person Delivery  Modified 02/03/2018

Contact Information

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Consultation by appointment

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Description

The course, which is presently delivered by the Centre for Arab and Islamic Studies on behalf of the ANU College of Business and Economics, provides an overview of business in the Middle East and an examination of specific issues for companies doing business in the region. The course focuses most on the Arab countries of the Middle East, but with some attention paid to Turkey, Israel and Iran as well. Specific topics include the Middle Eastern business environment, the cultural specifics of the region that impact on business, the legal framework, and specific strategies in international and cross-cultural marketing, human resource management, labour relations, logistics, and finance. Strategies for dealing with the public sector in the region also are covered, given the role of bureaucracies and state-owned enterprises in the region. The aim of the course is to enhance students' understanding of the Middle Eastern business environment and the ways in which various dynamics impact on business operations of firms in the region.

Requisites

To enrol in this course you must have completed or be currently studying BUSI2025

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

1. An understanding of the various factors that influence the business environment in the Middle East, including the political and economic environments;
2. A knowledge of the business culture of the Middle East and how this is related to the wider cultures of the region;
3. An understanding of several specific issues in Middle Eastern business; among these might include the dynamics of business leadership, human resources, marketing, banking and finance, logistics, e-business, and public relations; and
4. The ability to communicate their understanding of and knowledge about the above in a clear and concise way and in both written and oral formats.

Schedule

Research-Led Teaching:

This course brings into its coverage and the learning approach several research-led features and characteristics:

- The course convener includes in the course content some of their and/or others’ very recent and current research findings and theoretical concepts and arguments, giving students the opportunity to engage with several emerging ideas in Middle Eastern political economy and business
- Many of the course activities, and the course assessment, using enquiry-based learning formats that pose real-world examples of business issues and which require students to engage with and address these scenarios using scholarly approaches, methodologies, and sources, honing their research skills and analytical judgment in the process
- Regular group work in the weekly workshops encourage students to collaborate with each other in locating basic data, applying and assessing material, and refining and defending their ideas and arguments, enhancing their teamwork-based research skills.

Staff Feedback

This is a discussion-led course and students will receive feedback as part of the classroom dialogue. In addition, feedback will be provided on assessment as follows:

1. General feedback on tasks will be provided in lectures.
2. Aggregate feedback will be provided for the group presentations as early as week 3.
3. Extensive formative feedback will be provided on the essay assignment, which will be returned to students by week 11.

Details of feedback specific to each aspect of assessment can be found in the detailed course guide available on Wattle.

Continuous Improvement:

We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include:

- A change in the assessment, removing a mid-semester exam and replacing it with continuous, shorter assessment pieces.
- The weighting of the assessment has been changed, reducing the value of the final examination, to better balance different styles of assessment.
- A refinement of some weeks’ material, to bring out the themes more strongly and to engage the students in multiple way: e.g. some of the films and group work is the result of student feedback in 2013 and 2014.
- The film Syriana was trialed in 2012 and after excellent feedback was made a core element of the course as of 2013. It has since proved popular. It is a very different way of showing students some of the themes from the course.
| Seminar 1 | Course Introduction and Historical Overview | No set or required readings for this week. Although students with no background on the Middle East should acquaint themselves with the basic history, culture and politics of the region. Suggested texts are parts of one or more of the following introductory books:
- Peter Fromkin, *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East* (New York: Columbia University Press)
- Peter Mansfield, *A History of the Middle East* (Penguin, various/multiple editions and years)
| Seminar 2 | Economics, Trade, Investment and Globalisation in the Middle East | In class activity and preparation:
Students should prepare some basic facts and thoughts on two states, one a wealthy oil exporter in the Gulf and the other a lower-income non-oil republic, including having a basic grasp of their modern histories and economic structures at mid-20th century and now. These ideas will be used to inform and shape the group discussions.

- What economic and political problems did Middle Eastern countries experience at independence in general? How different was this for oil and non-oil states?
- Who is most to blame for historical problems (independence to late 20th century)? Colonial powers? Weak local leaders? A mix of local and foreign leadership failures over the long-term?
- Who do you blame for current problems, and why? Is it the same individuals/groups that were responsible for historical problems? Do you see history as a continuum to the present day?
- Why has a development model proved so elusive in the Middle East region as a whole?

**Required Readings:**

**Also Recommended:**
- Beverley Milton-Edwards, *Contemporary Politics in the Middle East* 2nd Ed. (Cambridge: Polity Press, 2006), Ch. 3 (pp. 7)
- Peter Fromkin, *A Peace to End All Peace: The Fall of the Ottoman Empire and the Creation of the Modern Middle East* pp. 558 - 568. |
| Seminar 3 | Religion, Culture and Business Practices | Readings:

**Also Recommended:**
### Seminar 4
#### Week 4
**Politics, Conflict, Change and the Risk Environment**

**In class activity and preparation:**

Students should prepare a brief assessment of risk issues for one of the following countries - the Egypt, Saudi Arabia, Turkey and more widely with the class. Small discussion groups will be formed by country, and groups asked to develop some specific ideas and observations on political risk (or an aspect of it) in/for that country.

**Readings:**


**Also recommended:**


### Seminar 5
#### Week 5
**19/03/2018 11:00 AM - 1:00 PM**

**International Business and Investment in the Middle East**

**In class activity and preparation:**

Students should prepare a brief set of thoughts on the investment environment in either Egypt, Iran, or the UAE, and be prepared to discuss this in groups and more widely. Consider the country's economic profile, investment laws, its trading rules, how safe property rights and other protections are, how “business friendly” the government and their policies towards foreign firms seem, etc. Key questions to address are:

1. On balance, would you advise for or against investing in the country you have looked at?
2. Why or why not – or if the answer depends on the economic sector or other conditions, explain these.

**Readings:**


**Also recommended:**

In class Activity and preparation:

To prepare for a group activity this week, students should think about the Middle East as a region for portfolio investment: If a major financial firm in Australia, and the firm wanted to have a product with exposure to frontier / high risk investments, how (compared to other such emerging and high risk markets), and why? Prepare a brief set of thoughts on this.

- If necessary, have a look at some Australian financial firms (large banks, investment companies, etc) and their managed riskier emerging or frontier markets, to get an idea of how these products are structured, priced, and marketed.
- In the lecture, a set of questions will be presented as discussion topics based around this scenario of an Australian man (small) part of one or two of their higher-risk products.

Readings:

For an overview of some of the banking and finance issues in the region, read:

- Look at some relevant websites, to get an up-to-date idea of how these markets work and how they have been performing in:
  - http://www.gulfbase.com/

On Islamic banking and finance, read:

- David Bassens, Ben Derudder, and Frank Witlox, "Oiling global capital accumulation: analysing the principles, practices, and geographical distribution of Islamic financial services", The Service Industries Journal, 31, 3, 2011, pp. 327-341. DOI: 10.1080/02642060802712830. Link: http://dx.doi.org/10.1
- Additional readings:
<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>
| Seminar 7    | Leadership and Human Resource Management in the Region | **In class Activity and preparation:**  
To prepare, look at the strategic consulting industry and get a basic idea of how consulting firms are structured, what they do  
Look also at websites on consulting as a career, which may be of use and provide some insights into the cultures of these firms, e.g.  
You are also encouraged to understand the evolving role of the consulting industry in the Middle East. See  
- [https://www.brookings.edu/blog/markaz/2016/05/11/saudi-arabias-mckinsey-reshuffle/](https://www.brookings.edu/blog/markaz/2016/05/11/saudi-arabias-mckinsey-reshuffle/)  
**Readings:**  
**Also Recommended:**  
- Shay Tzafrir et al, "HRM in Israel: new challenges" International Journal of Human Resource Management, 18, 1, 2007,  
| Week 8      | 23/04/2018 11:00 AM - 1:00 PM                        | **Film**  
**Essays are due on Wednesday at 4 PM.**  
- There are no set readings for this week.  
- This week a film will be shown (probably *Syriana* [2005], if most students have not seen it previously). The showing of a f Middle East, in a different way to the lectures, readings, and activities in other weeks.  
| Seminar 8    | Week 9 30/04/2018 11:00 AM - 1:00 PM                | **Business in Crisis: Managing public relations, scandals, and corruption issues in the Middle East**  
**Readings:**  
**Also Recommended:**  
- Mamoun Fandy, “Information technology, trust, and social change in the Arab world” *The Middle East Journal* 54, 3, 2000  
| Seminar 9    | Week 10 07/05/2018 11:00 AM - 1:00 PM               | **Readings:**  
**Also Recommended:**  
- Mamoun Fandy, “Information technology, trust, and social change in the Arab world” *The Middle East Journal* 54, 3, 2000  
|
Readings:
- Look at the marketing and sales advice online provided by the Australian Trade Commission (Austrade) [http://www.buyusainfo.net/z_body.cfm?dbf=ccg1%2Cbm%11%2Cmresearch1&search_type=2=int&avar=10999&region=Middle%20East&logic=and&loadnav=no] ar
- Saudi Arabia, Egypt, Israel, etc
- Sadig Sohail and Nasser Shaikh, "Internet Banking and Quality of Service: Perspectives from a developing nation in the UAE, Saudi Arabia, Egypt, Israel, etc [http://www.buyusainfo.net/z_body.cfm?dbf=ccg1%2Cbm%11%2Cmresearch1&search_type=2=int&avar=10999&region=Middle%20East&logic=and&loadnav=no]

Also Recommended:
- Peter Mansfield, *A History of the Middle East* (Penguin, various/multiple editions and years).

Students with no background in business or related areas should acquaint themselves with basic business terms and concepts.

**Referencing**

Either the Harvard or Chicago referencing styles may be used, but style should conform to usual practices and be consistent throughout the essay. Links to documentation on proper referencing methods are available on the course website or from the [ANU Library website](http://www.anu.edu.au/students/learning-development/academic-integrity).

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**Assessment Overview**

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td>L04 plus at least one of L0s 1-3</td>
<td>Group Assessment during Workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Date of presentation varies by group; groups to be determined in week 1 &amp; 2. Return of assessment date: brief written feedback provided within one week of submission (approx.)</td>
</tr>
<tr>
<td>Essay on assigned topic</td>
<td>50%</td>
<td>All of L0s 1-3 and the written aspect of L04</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Essay length: 2,000 - 2,500 words</td>
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<tr>
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<td></td>
<td>Due date: <strong>4pm Wednesday Week 9</strong> via Turnitin on Wattle.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Return of assessment date: within two weeks of submission (approx.)</td>
</tr>
<tr>
<td>Final Examination</td>
<td>40%</td>
<td>All of L0s 1-3 and the written aspect of L04</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>To be held in Examination Period</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Return of assessment: after release of final grades</td>
</tr>
</tbody>
</table>

**Grading Scale**

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

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

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**Assessment Items**

**Assessment Task 1: Group Presentation**
In Week 1, or later as necessary, students will be put into groups (number in each group determined by course convenor depending on student enrollment). Each group will prepare a brief workshop presentation for a set week and on a set question from the detailed course outline available on Wattle.

Each group should make a presentation at an agreed workshop:

- The topic, format and style should be agreed with the course convenor at least one week in advance. The topic may be drawn from one of the questions posed for the week, or it may be a summary or contrast of one or more of the week’s readings, or it may take another form as agreed with the convenor.
- Presentations should be of 10-15 minutes’ duration in total (i.e. plan on 3-5 minutes per group member, with 3-5 members in a group)
- All members of a team should play a role in the presentation

Each student is given a mark out of 10% for Assessment Task 1.

- The presentation mark is based on a mark out of 5% for the team overall (i.e. this mark is shared by all team members) and a mark out of 5% for the team member individually.
- The presentation mark is based on how fully and cleverly the topic is addressed or the question answered, the analytical quality and sophistication of the content, the effort that is evidenced to have gone into the presentation, and the clarity, precision, and engagement of the delivery.
- Some written feedback may be provided within approximately one week of the presentation.

**Assessment Task 2: Essay**

Each student is to submit a short written paper on an assigned topic:

- A choice of several topics will be posted to Wattle by the end of week 1 by the course convenor.
- The written paper should be presented in an essay format.
- The paper should be 2,000 to 2,500 words in length
- The written paper must be submitted by 4pm Wednesday Week 9 through a link on Wattle to Turnitin.

Each student is given a mark out of 50% for Assessment Task 2.

- The mark for the written paper is based on how fully the topic is addressed or the question answered, the analytical quality and sophistication of the content, the effort that is evidenced to have gone into it, and the technical quality of the paper.
- Written feedback will be provided on the paper within approximately 2 weeks of submission.

**Assessment Task 3: Final Examination**

The final examination will be scheduled during the final examination period. The final examination:

- Will be a 150-minute (two-and-a-half-hour) exam, plus 15 minutes reading time.
- Will consist of different types of questions, e.g. short answer questions, medium length answer questions, essay questions, scenarios or case studies, etc.
- It will cover material from across the entire course: e.g. readings, lectures, films, content from group activities, guest lectures, etc.
- Student suggestions on the structure of the exam are very welcome, and will be sought in one of the classes as well.

The final examination will be marked on the basis of the following:

- How accurately and fully the questions are answered, relative to the expected length and level of detail of the response. It is impossible to obtain a good mark without meeting this criterion.
- The strength and clarity of any argument, analysis or assessment required in the question and/or accuracy of the points made in support thereof (this criterion will depend on the actual format of the exam).
- The originality and insightfulness shown in some questions, as applicable.
- Technical quality is not a criterion, but exams must be legible.

Full details about the content, format, and style of the examination, and some hints on the types of questions and topics to expect, will be provided in class.
The final examination will count for 40% of the final course mark/grade. No written feedback will be provided on the final examination, but marked examination script books will be available for students after results are released, in accordance with ANU policy.

**Note on Participation in the Classroom**

Attendance at, and active participation in, the weekly workshops is expected. There are regular pieces of small assessment conducted in workshops, and students who are absent from more than two workshops risk their final course mark being affected where they miss one or more of these assessments. The workshops will also provide students with valuable advice that will assist their performance in the group assessment task and the final examination. Finally, some aspects of the workshops (e.g. films, guest lectures, group discussions) may not be recorded or otherwise accessible beyond the workshop.

Students who cannot commit to attending most workshops are, therefore, placing themselves at a disadvantage, and should consider whether taking the course this semester is advisable; it may be better to undertake it in a future year.

### Detailed Course Information

**ADDITIONAL COURSE COSTS:**

There are no additional costs that students taking this course incur.

### Course Expectations

#### Announcements

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

#### Tutorial and/or Seminar registration

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

When tutorials/seminars are available for enrolment:

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

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

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

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

#### Extensions and penalties

Extensions and late submission of assessment pieces are covered by the [Student Assessment (Coursework) Policy and Procedure](https://policies.anu.edu.au/ppl/document/ANUP_004604). You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for an extension via the RSM Office. Information on the application process can be found [here](https://www.rsm.anu.edu.au/education-programs/education-programs/notices-for-students/extension-application-procedure/).

The application must include all supporting documentation and will be assessed by the Research School of Management’s Deputy Director (Education). You will be notified by your Course Convenor if an extension has been approved.

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

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

Special consideration for assessments

Special consideration is the process by which an examiner takes extenuating circumstances into consideration during the marking of an assessment item.

Information on special assessment consideration and the application process can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

The application must include all supporting documentation and will be assessed by the Research School of Management’s Deputy Director (Education).

Identify your Assignment with your Student Number only

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

Resubmission of assignments

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

Returning assignments

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

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

Referencing requirements

See any specific requirements under Assessment Items.

The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the Academic Skills website: https://academicskills.anu.edu.au/resources/handouts/referencing-basics

Deferred examinations

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

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration for the marking of the examination.

Information on deferred examinations and the application process can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations

Decisions on applications relating to examinations are made by the Examinations Office. You will be notified by the Examinations Office if your application has been approved.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the Examination Office directly.

Finalisation of Marks and Grades

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

**Use of Assignments as exemplars and grade moderation**

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

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**ANU Policies**

ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University’s academic standards, and implement them. You can find the University’s education policies and an explanatory glossary at: [http://policies.anu.edu.au/](http://policies.anu.edu.au/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

**Assessment Requirements**

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University’s approach to managing Academic Integrity. For additional information regarding Turnitin please visit the [ANU Online](http://students.anu.edu.au/) website.

Students may choose not to submit assessment items through Turnitin. In this instance you will be required to submit, alongside the assessment item itself, copies of all references included in the assessment item.

As a further academic integrity control, students may be selected for a 15 minute individual oral examination of their written assessment submissions.

Any student identified, either during the current semester or in retrospect, as having used ghost writing services will be investigated under the University’s Academic Misconduct Rule.

**Student Feedback**

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


**Student Support Services**

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

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

The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor’s terms of service and/or privacy policy. Students should read these carefully.

In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU email address; and other information.

In cases where student end users are asked to submit ‘content’ to a database, such as an assignment or short answers, the database licensor may only use the student’s ‘content’ in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor.

Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy.

If any student chooses not to agree to the database licensor’s terms of service or privacy policy, the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.