UNSW Business School

School of Management

MGMT 2101
International Business and Multinational Operations

Course Outline
Semester 1, 2017

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.

Table of Contents

PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Allya P. Koesoema
Room 513
Phone No: 9385 7534
Email: a.koesoema@unsw.edu.au
Consultation Times – Wednesday 15.00-16.00 (or by appointment)

A full list of tutors will be posted on Course Website.

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12):
The Time and Location are:
Wed 11:00 - 13:00 at The Law Theatre G04

Tutorials start in Week 2 (to Week 13).
The Groups and Times are:

- Friday, 9.00 - 10.00 at Quadrangle G047 (K-E15-G047)
- Friday, 10.00 – 11.00 at Quadrangle G047 (K-E15-G047)
- Friday, 11.00 - 12.00 at Goldstein G01 (K-D16-G01)
- Friday, 12.00 -13.00 at Quadrangle G046 (K-E15-G046)
- Wednesday, 9.00 - 10.00 at Colombo LG01 (K-B16-LG01)
- Wednesday, 10.00 – 11.00 at Colombo LG01 (K-B16-LG01)
- Wednesday, 13.00 - 14.00 at Law Building 202 (K-F8-202)
- Wednesday, 14.00 -15.00 at Quadrangle G025 (K-E15-G025)

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

The aim of this course is to provide a theoretical and empirical understanding of how international companies manage value chains across borders. Students are presented conceptual frameworks of what determines competitive advantage; history of globalisation; the evolution and development of today's MNCs and their geographic sweep of international business activities; MNC value chain management; and the management of specific building blocks of competitive advantage - technology, procurement and manufacturing – within and across national borders.

2.4 Course Aims and Relationship to Other Courses

MGMT 2101 dwells on the international operations of international enterprises. It builds on, and extends the materials taught in the pre-requisite MGMT 1101 (covering environment issues facing the MNE). MGMT 2101 demonstrates how enterprises gain competitive advantage by internationalising their operations.

2.5 Student Learning Outcomes

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all undergraduate coursework students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

For more information on the Undergraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

Business Undergraduate Program Learning Goals and Outcomes

1. Knowledge: **Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.**
You should be able to select and apply disciplinary knowledge to business situations in a local and global environment**.**

2. Critical thinking and problem solving: Our graduates will be critical thinkers and effective problem solvers.
You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective professional communicators.
You should be able to:

- **a.** Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- **b.** Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.

4. Teamwork: Our graduates will be effective team participants.
You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.
You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Identify social and cultural implications of business situations.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
This course helps you to achieve the following learning goals for all Business undergraduate coursework students:		*On successful completion of the course, you should be able to:*	*This learning outcome will be assessed in the following items:*
1	Knowledge	Explain the assumptions of standard models of International Business. Use statistical skills to present data relevant to problems in international macroeconomics.	• Tutorial questions • Case Reports • In-tutorial Tests Exams
2	Critical thinking and problem solving	Apply standard models of international business to interpret and analyse real problems in global economy	• Tutorial Problems • Case Reports • In-tutorial Tests Exams
3a	Written communication	Construct written work which is logically and professionally presented.	• Case Report Exams
3b	Oral communication	Communicate ideas in a succinct and clear manner.	Part of tutorial participation mark
4	Teamwork	Work collaboratively and responsibly to complete a task.	Work as a member of a tutorial group to complete tasks by keeping in touch and regular interchanges
5a.	Ethical, social and environmental responsibility	Identify and assess sustainability considerations in international business.	• Exam Report
5b.	Social and cultural awareness	Evaluate welfare implications in international business activities.	In-group discussions and preparations

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The learning in this course consists of lectures and tutorials. Lectures expound the appropriate theoretical content and provide a nuanced analysis of both concepts and applied materials. Tutorials are strongly oriented towards interactive discussion of the text and cases.

3.2 Learning Activities and Teaching Strategies

During the second week, you will need to form small discussion groups (4 students/group) which will take turns in presenting the assigned cases each week. Students should explain how the material relates to the theory discussed in the text. All students are required to take active part in the discussions in class. In order to gain the most from the lectures and tutorial activities, the assigned text/reading should be read before the lecture to participate in the discussions

Format of tutorials
The arrangement of each week's tutorial will be as follows:

- The assigned group will make a formal presentation of the assigned case for the week bringing in "theoretical concepts" learned from lectures and textbook (15-20 min)
- This will be followed by an informal within-groups discussion (5 minutes)
- Thereafter, the class will be asked to add their own perspectives on the case (10 minutes)
- Students will be asked critical discussion questions to be posted on moodle. This will require participation by each and every student in the tutorial (10-15 min).

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve a composite mark of at least 50; and
- Make a satisfactory attempt of all assessment tasks (see below).
- Attain a combined pass mark of 50% in your mid-session test plus final exam combined (≥20 marks).

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Quiz 1	25%	2 hour	Week 7
Quiz 2	25%	2 hours	Week 13
Class Participation & Contribution	15%	1 hour	Ongoing
Case Presentation	15%	25 minutes	Ongoing
Case Write-up	15%	1250 words	Ongoing
Team Reflective Journal	5%	One page	Week 11

4.3 Assessment Format

Quizzes
The quizzes will be designed to test your knowledge of concepts, frameworks, and theoretical foundations. They provide an incentive to review the reading, lecture, and case material that precede them.
Quiz structure will be discussed in detail during week 1 lecture. The quiz will likely include a combination of multiple choice questions, short essay questions, and short case analyses. The Quizzes will be completed in week 7 & 13 class (lecture period): you should arrive on time – late students will not be given extra time.

Class Participation & Contribution (15%)
A minimum attendance of 80 percent is compulsory.

Attending tutorials classes other than the assigned one will not be counted. . Adequate attendance will only go towards a pass for participation. **<u>Absence from more than three tutorial sessions during the semester will result in a zero participation grade</u>.**

Class participation is worth 15% of total marks in the course: this comprises participation in lecture and tutorial classes over the course of the semester
Your mark will be based upon the quality, not quantity of your contributions. You will be rewarded for oral contributions which demonstrate that you have read the designated materials and reflected on the issues raised.
This includes coming to class prepared with questions about issues that you have not understood or which you think require further discussion.

Criteria for Assessment of Class Participation

- Students are required to submit ***individual one page answer to seminar questions available on the course website before each seminar***. The answer sheet should be submitted electronically via Turnitin in Moodle before the beginning of each seminar. These reports are not to be marked but is a compulsory item to demonstrate an adequate level of preparation
- Preparation should include a **'learning journal'** which contains your notes and other relevant information, which may be used for in-group work, and, class discussions. Your tutor will periodically inspect this learning journal for the purpose of determining your level of participation in the subject. Learning journal may be done in hard copy or soft copy.
- Substantive dimensions of assessment are similar to those used in assessing written work. Students should seek to show that they understand the application of, and underlying reason for the use of, the skills emphasized in the seminars.
- Students will be assessed on the quality rather than the quantity of their contributions. Nevertheless, it is difficult to award marks to students who are absent or who do not participate in the seminar discussion and exercises.

We are aware that some students find it difficult to make oral presentations and speak in class. We would like to encourage all students to use the supportive environment of the classroom to practice their oral communication skills. Business demands an ability to communicate both in writing and orally - you must develop an ability to make vocal contributions in front of your peers.

Groupwork

In the first tutorial in week two, students will be allocated into a teams of three or more (number of members in each team is subject to change according to the number of students in each seminar). These teams will be the basis for seminar activities and for assessment on all group work. Each team will be assigned to present and report on one case study throughout the course. The weekly case study discussion will be the main framing for tutorial activities. How much you get out of a case depends on your preparation and active participation. Guidance information about the cases to be analysed, requirements and suggestions regarding the preparation of written case assignments will be discussed in class.

Part of the learning experience will involve your ability to work with your teammates. Teams do better when the members cooperate and help each other, rather than insisting on having their own way. Team friction almost always results in lower scores, no matter how smart each of you may be. Therefore, your first priority should be team organization. Effective teams surface more observations, ideas, and tactics than ineffective teams. In order for a group to do well, each member must be actively involved in the research, discussion, and preparation. Failure to actively participate cheats both you and your other team members. Thus, there is little tolerance for free riding. It is primarily your responsibility to eliminate free riding.

Group Case Presentation with Write-up (30%)
Groups will be selected for specific case presentations. You and your team members should assume the role of consultants employed to present your analysis and recommendations to the company's senior management group (the rest of the class). Note: you ***DO NOT*** have the option of ignoring this assigned role.

More details will be available later, but the general approach is that your group will lead the class discussion by presenting the results of your analysis to the class. Each case presentation will have two parts:

1. Approximately 15 minutes outlining the central issues faced in the case, analysing these issues using course concepts and frameworks, developing at least two alternatives for solving the problems facing the company, and recommending one of the alternatives along with a discussion of potential implementation issues;
2. Approximately 10 minutes leading a discussion with the class – answering questions and trying to determine where they agree and disagree with your team's analysis. You should defend your position, but also be willing to incorporate good suggestions from the class (your client).

Note: All group members must be present for the presentation, and all members must participate in the presentation. You should prepare some discussion issues for the class. A copy of the presenting group's paper, presentation slides, and discussion questions should be **submitted to Moodle via Turnitin by 2 PM the business day before the scheduled presentation.**

Your mark on the presentation will be based on six factors:

a) The clarity and thoroughness with which your team identifies and articulates the problems facing the company and the issues which management needs to address.
b) The depth and breadth of your team's analysis of the company's situation and demonstrated ability to use the concepts, frameworks, and tools of strategic analysis in a competent fashion.
c) The breadth, depth, and practicality of your team's recommendations, degree of detail and specificity of recommended actions, quality of supporting arguments.
d) The quality and effectiveness of your PowerPoint slides.
e) The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation.
f) Your personal contributions to your team's answers to the questions posed by the class—how well you defend and support your team's analysis and recommendations during the Q&A period. (Every team member is expected to answer at least one question posed by the class.)

Each class member is expected to prepare for the discussion of all cases - comment, question, argue, and analyse. The contribution to case discussion will be reflected in your participation grade. Keep in mind, however, that the presenting group is expected to facilitate the discussion. Overall, the entire process is meant to generate a lively and productive discussion

In addition to the oral presentation, each group is also expected to submit a typed analysis for their case. This analysis should focus on the case questions and class frameworks. It should consist of a problem statement, analyses, recommendations for a solution, and a brief discussion of implementation issues. This case will be assigned from the class case list and is intended to encourage in-depth discussion with the presenting group on the case. The deadline for these write-ups would be 2 PM the business day before the presentation of the relevant case.

The criteria for marking both case write-ups include:

a) Identification of key problems/strategic issues.
b) Use of appropriate analytical tools techniques, including the use of charts and tables where appropriate. You are expected to demonstrate that you can use the frameworks, tools, and techniques of strategic analysis presented in the chapters. Both breadth and depth of analysis will be evaluated.
c) Presenting realistic, workable, well-supported recommendations for action.
d) Use of good communication skills—failure to use good grammar, spelling, and other written communication skills will result in substantial score reductions.
e) Evidence of adequate preparation, pride of workmanship, and display of professional attitude and approach (including citing the work of others).

In both your case write-ups, you need to follow the format:

- Title page with your group number, the names of your members, case being analyzed, class (MGMT2101), word count, and date;
- Main text – 1250 word maximum in main text. This is 3 to 4 pages (excluding title, tables, figures, appendices and references);
- 1-1/2 line spacing;
- Times New Roman 12-pitch font;
- 2.5 cm margin all around (i.e., top- bottom-, left- and right-hand margins);
- Use A4 paper;
- Use page numbers;
- Insert references/citations and footnotes if necessary.

Team Reflective Journal and Peer Evaluations (5%)

In trying to improve your capability to function as members of a diverse team of colleagues, each team member have to learn to appreciate the processes involved in working in a culturally diverse and multifunctional team. Therefore, the process of self-reflection and analysis of team dynamics will be assessed through individual reports. The team reflection journals are expected to be submitted via **Turnitin** before 11 PM the Saturday of Week 11.

The report would be a maximum of one page (A4, font size 12), and should represent a thorough analysis of the key challenges within the team dynamics and any plan to overcome these challenges. A good reflective journal should cover two key areas:

- Own team role and participation
  - Strengths and weaknesses.
  - Suggest realistic and thoughtful improvements to own future teamwork participation, justified by analysis.
- Team processes
  - Strengths and weaknesses, any issues encountered and how they were addressed.
  - Suggest feasible, thoughtful improvements to future teamwork processes, justified by analysis.

In addition to team reflective journal, the class will include a simple peer evaluation mechanism to gauge the contribution of each team member and help avoid free-riding within teams. These peer evaluation activities are scheduled in week 11, and together with the team reflective journals are used to weigh the group activities within the course assessments.

Individual members who have not contributed adequately to the group activities will have the final marks for group assignments adjusted to reflect their actual contribution level based on peer evaluations. These adjustments may deduct up to 15% of group marks.

4.4 Assignment Submission Procedure

Assignments are submitted via Turnitin in Moodle unless otherwise specified.

4.5 Late Submission

Assignments are promptly due at the start of class or as otherwise stated in the course outline. In general, assignments are promptly due as stated in the course outline. With the exceptions of severe circumstances detailed below, late assignments are given 3% penalty per day.

Extensions for any assessments may only be granted on medical or compassionate grounds under extreme circumstances. Requests for extensions (with the exception of incidental medical or other significant events) must be made in writing to the course lecturer at least 2 days prior to the due date with accompanying evidence of justifiable cause.

Quality Assurance
The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential.

5 COURSE RESOURCES

Recommended Textbook:
Charles Hill, International Business (current edition), McGraw Hill.

Other Reference Books:

- Bartlett C and Sumantra Ghoshal (2003) Transnational Management: Text, Cases and Readings on Cross Border Management, 3rd. edition, McGraw Hill.
- Daniels, J.D., L.H. Radebaugh, and D.P. Sullivan (2004), International Business: Environment and Operations, 10th edition, Upper Saddle River: Pearson Education.
- Dunning, J. (1993), Multinational Enterprises and the Global Economy, Addison-Wesley.
- Dunning, J., The key literature on IB activities: 1960-2000, in Rugman and Brewer, Handbook of international business, 2008, 36-68.
- Hymer, S., The international operations of national firms: A study of direct foreign investment Cambridge: MIT Press, 1976.

Additional materials provided in Moodle

There will be cases, articles and lectures that will be provided on moodle. However, getting detailed lecture notes is not an automatic entitlement for students doing this subject. Note that this is not a distance learning course, and you are expected to attend lectures and take notes. This way, your learning outcomes will be enhanced through class interaction and demonstration.

Recommended Internet sites

- UNSW databases
- Business Week
- The Economist
- Fortune

Useful Journals:

- Journal of International Business Studies
- Journal of World Business
- Management International Review
- International Business Review
- Academy of Management Executive
- Academy of Management Review
- Harvard Business ReviewThe website for this course is on Moodle at:
- http://moodle.telt.unsw.edu.au

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback. The MyExperience Procedure is one of the ways in which student evaluative feedback is gathered. In this course, we will seek your feedback through end of semester MyExperience evaluation.

7 COURSE SCHEDULE

COURSE SCHEDULE			
Week	Lecture Topic	Tutorial Topic	References
Week 1 27 February	Globalisation and international business Ethics in International Business	*NO TUTORIALS*	Hill Ch:1-3, 5 and on Moodle
Week 2 6 March	Global Trade and Investment	INTRODUCTION	Hill Ch:6-9 and on Moodle
Week 3 13 March	International competitive dynamics	CASE 1	Hill Ch:6-9 and on Moodle
Week 4 20 March	The Multinational Enterprise	CASE 2	Hill Ch:13-15 and on Moodle
Week 5 27 March	Global value chain management	CASE 3	Hill Ch:5, 13-15 and on Moodle
Week 6 03 April	Emerging market enterprises and dragon multinationals	CASE 4	On Moodle
Week 7 10 April	QUIZ 1	NO TUTORIALS	
Mid-semester break: Friday 14 – Saturday 22 April inclusive			
Week 8 24 April	Global manufacturing	CASE 5	Hill Ch:16/17 and on Moodle
Week 9 1 May	Global customisation	CASE 6	Hill Ch:17/18 and on Moodle
Week 10 8 May	Global innovation for mass markets	CASE 7	Hill Chapter 18 and on Moodle
Week 11 15 May	Global HRM, Accounting and Finance	CASE 8	Hill Ch.19/20 and on Moodle
Week 12 22 May	REVIEW & Competitive Advantage of Nations	CASE 9	
Week 13 29 May	QUIZ 2	NO TUTORIALS	

Note
The course schedule is tentative and may change. The instructor reserves the right to modify course requirements (e.g. scheduling and frequency of assessments) as circumstances dictate. If such a modification is needed, you will be notified in class, by e-mail, or through the course Web site