

MGMT1101

Global Business Environment

Course Outline

Semester 1, 2017

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities
and Support

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

| Name | Contact Details | Consultation Hours |
|--|--|--------------------|
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2 COURSE DETAILS

2.1 Teaching Times and Locations

| Activity | Class | Section | Day/Start Time | Location |
|----------|-------|---------|-------------------|-------------------------------|
| Lecture | 5191 | C | Mon 09:00 - 11:00 | ChemicalSc M17 (K-F10-M17) |
| Lecture | 5190 | B | Tue 16:00 - 18:00 | Mathews Theatre A (K-D23-201) |
| Lecture | 5189 | A | Wed 12:00 - 14:00 | Ritchie Theatre (K-G19-LG02) |

| | | | | |
|----------|------|------|-------------------|--------------------------|
| Tutorial | 5192 | M11A | Mon 11:00 - 12:00 | UNSW Business School 118 |
|----------|------|------|-------------------|--------------------------|

| Activity | Class | Section | Day/Start Time | Location |
|----------|-------|---------|-------------------|--------------------------|
| Tutorial | 5195 | M11B | Mon 11:00 - 12:00 | Colombo LG02 |
| Tutorial | 5193 | M12A | Mon 12:00 - 13:00 | UNSW Business School 118 |
| Tutorial | 5196 | M12B | Mon 12:00 - 13:00 | Colombo LG02 |
| Tutorial | 5194 | M13A | Mon 13:00 - 14:00 | Colombo LG01 |
| Tutorial | 5197 | M13B | Mon 13:00 - 14:00 | UNSW Business School 118 |
| Tutorial | 5198 | M15A | Mon 15:00 - 16:00 | Mathews 226 |
| Tutorial | 5201 | M15B | Mon 15:00 - 16:00 | Mathews 231 |
| Tutorial | 5199 | M16A | Mon 16:00 - 17:00 | Mathews 226 |
| Tutorial | 5202 | M16B | Mon 16:00 - 17:00 | Mathews 231 |
| Tutorial | 5200 | M17A | Mon 17:00 - 18:00 | Mathews 226 |
| Tutorial | 5203 | M17B | Mon 17:00 - 18:00 | Mathews 231 |
| | | | | |
| Tutorial | 5204 | T13A | Tue 13:00 - 14:00 | Mathews 230 |
| Tutorial | 5207 | T13B | Tue 13:00 - 14:00 | Mathews 232 |
| Tutorial | 5205 | T14A | Tue 14:00 - 15:00 | Mathews 230 |
| Tutorial | 5208 | T14B | Tue 14:00 - 15:00 | Mathews 232 |
| Tutorial | 5206 | T15A | Tue 15:00 - 16:00 | Mathews 230 |
| Tutorial | 5209 | T15B | Tue 15:00 - 16:00 | Mathews 232 |
| | | | | |
| Tutorial | 5216 | W09A | Wed 09:00 - 10:00 | Mathews 230 |
| Tutorial | 5218 | W09B | Wed 09:00 - 10:00 | Mathews 232 |
| Tutorial | 5217 | W10A | Wed 10:00 - 11:00 | Mathews 230 |
| Tutorial | 5219 | W10B | Wed 10:00 - 11:00 | Mathews 232 |
| Tutorial | 5220 | W11A | Wed 11:00 - 12:00 | Morven Brown LG2 |
| Tutorial | 5221 | W11B | Wed 11:00 - 12:00 | Mathews 310 |

Both lectures and tutorials will start in Week 1.

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This Course focuses on key global business environmental factors and issues that affect firms with international operations. The main topics covered are: the development of firms with international operations, including multinational enterprises (MNEs); national differences in the economic, financial, political, social, and legal environments; cultural differences and their effects on international business; international trade policy and the World Trade Organisation (WTO); regional economic integration; and the impact of technology.

2.4 Course Aims and Relationship to Other Courses

This Course is designed to be an introduction to international business. It is one of the eight flexible core courses for the BCom degree and the first compulsory course for the International Business major. International Business can be taken as a single major or co-major in the Bachelor of Commerce and a co-major in the Bachelor of Economics. It is also offered to students majoring in International Business as part of a Bachelor of Arts/Bachelor of Social Science.

The aim of this course is to help students develop the ability to evaluate the impact of key business environmental factors on multinational firms and how these firms should respond to them. Students majoring in International Business will go on to take MGMT2101 (International Business and Multinational Operations) and MGMT3101 (International Business Strategy) in their second and third year of study.

More specifically, the aims of this Course are:

- ♦ To introduce students to the nature of international business and the internationalised firm;

- ◆ To analyse trends and changes in the current global business environment and debate the impact of globalisation;
- ◆ To show how international business is affected by the many different types of environments (i.e. economic, political, social, cultural, financial, technological) in which it operates;
- ◆ To discuss the relevance of international institutions, governments and non-governmental organisations to international business; and
- ◆ To analyse multinational firms' responses to threats and opportunities in the global business environment.

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 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 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:

- Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and
- 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:

- Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- 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 Items |
|---|--|---|---|
| <i>This course helps you to achieve the following learning goals for all Business undergraduate students:</i> | | <i>On successful completion of the course, you should be able to:</i> | <i>This learning outcome will be assessed in the following items:</i> |
| 1 | Knowledge | Explain concepts and theories concerning the global business environment; apply concepts about the global business environment to actual business situations; analyse business cases in the area of international business; research and write on contemporary international business topics; and build up a good foundation for further study of international business. | <ul style="list-style-type: none"> • Tutorial questions • Memos • Group presentation • Exam |
| 2 | Critical thinking and problem solving | Use the concepts and models of international business to interpret and analyse real problems in global business environment. | <ul style="list-style-type: none"> • Tutorial questions • Memos • Group presentation • Exam |
| 3a | Written communication | Construct written work which is logically and professionally presented. | <ul style="list-style-type: none"> • Memos |
| 3b | Oral communication | Communicate ideas in a succinct and clear manner and facilitate discussion on contemporary issues in international business. | <ul style="list-style-type: none"> • Group presentation • Tutorial discussion |
| 4 | Teamwork | Work collaboratively to complete tasks. | <ul style="list-style-type: none"> • Group presentation • Tutorial discussion |
| 5a. | Ethical, environmental and sustainability responsibility | Identify and assess environmental and sustainability in international business. | <ul style="list-style-type: none"> • Exam • Memos |
| 5b. | Social and cultural awareness | Identify and assess socio-cultural environments and their influences in international business. | <ul style="list-style-type: none"> • Exam • Memos |

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

This course has been designed to provide a supportive context for independent learning. As well as guiding students through the different topics of the course, teaching staff aim to assist students to 'learn how to learn' in a university environment. The structure of the course enables students to apply the international business theories and concepts they learn in lectures and the textbook to actual problems and real-life business situations.

3.2 Learning Activities and Teaching Strategies

Lectures do not simply reiterate material covered in the text but aim to extend it, and provide a more detailed and sophisticated analysis of both theoretical concepts and applied materials. In order to make the most out of lectures, the reading of textbook chapters should be completed prior to the lecture.

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 at all assessment tasks (see below).

4.2 Assessment Details

| <i>Assessment task</i> | <i>Weight</i> | <i>Length</i> | <i>Due Date</i> |
|--|-------------------------|--------------------------|---|
| 1 Individual memos: 1 (Weeks 3, 4 or 5) 2 (Weeks 6, 7, or 9) 3 (Weeks 10, 11, or 12) | 35% 8% 12% 15% | Maximum 500 words | <i>These are due (in hard copy to your tutor and via Turnitin) before your respective tutorial.</i> |
| 2 Group Presentation | 20% | 20-25 minutes | <i>To be arranged by your tutor. Will start from Week 4.</i> |
| 3 Class Attendance and Participation | 15% | Weekly | <i>5% for tutorial attendance; and 10% for participation.</i> |
| 5 Examination | 30% | 2 hour | <i>University examination period.</i> |

4.3 Assessment Format

1. Individual Memos (35%)

Throughout the session you are required to hand in 3 memos written for your “boss” in response to memo questions (see below in the tutorial schedule) and be prepared to discuss them each week. The purpose of the memos is to enable you to:

- ◆ prepare effectively for tutorials and think critically about lecture readings;
- ◆ reflect on what has been learnt from lectures and course readings and apply these insights to real life business situations and decisions;
- ◆ prepare for the final examination, as it ensures that you cover the required readings and exercises, and do not fall behind in your work;
- ◆ practise critical thinking, analysis and writing (also important for exam preparation).

All tutorial questions (memo and presentation questions) are provided in the course outline below in the tutorial schedule. You should come prepared to discuss the tutorial questions every week.

Answer Format

Your boss’s time is precious and so the memo should be written concisely and persuasively. You should open your memo with “I recommend that we...”, and use the rest of the memo to buttress and support your views. Professional business memos follow a specific format, and a sample format will be provided to you so that you can use it if you choose to. While memos do not usually contain references and in-text citations, it is important that you get into the habit of referencing for your future courses. As such, **you should reference any and every information that you get from an external source.** This is a practice of academic honesty, and citing your sources would add to the persuasiveness of your analyses and recommendations.

The written memo should be no more than 500 words (double spaced and using Times New Roman 12 point font). If necessary, you may use charts and graphs to support your case, and this will not be counted against the word limit. In parts of your memo, you may use point form (with sufficient explanations) for your answers, but remember that this is a piece of business writing, so it should be in a formal style.

Your first memo should be submitted between Week 3 and Week 5. The second memo is due between Week 6 and Week 9. And the last memo should be handed in between Week 10 and Week 12.

Your memos are due at the beginning of the tutorial for which you are writing a memo. **You should submit both a soft copy through a Turnitin link in Moodle and a hard copy to your tutor.** For the hard copy, please make sure that you attach a coversheet and include the word count in the first page of your text.

Marking Criteria

Answers will be assessed based on the following criteria:

- ◆ completeness of answer: soundness of recommendation backed by logical and reliable data and supporting arguments
- ◆ appropriate understanding and application of relevant international business concepts and theories; and
- ◆ evidence of critical thinking and ability to clearly state and justify your position.
- ◆ clarity and succinctness of written expression, in accordance to professional business writing style and referencing criteria.

2. Group Presentation (20%)

Groups of three to four students will be formed in **Week 2** tutorials. The exact size of groups will be determined by your tutor depending on the number of students in the tutorial. Tutors will then assign each group to present on one of the weekly presentation questions from the tutorials respectively from **Week 4 to Week 12**. The full presentation should be approximately 20 to 25 minutes, including discussion. The groups should present their findings and opinions. They should then lead and facilitate a well-designed class discussion to examine controversial issues of their presentation. Discussion facilitation is an important and useful skill. Formulating relevant discussion questions and engaging other students are essential to successful discussion facilitation.

Groups will be rated on their presentation style, ability to lead the class discussion and answer questions from other class members, and effectiveness of their own solution to the question(s). Your tutor will also briefly address the presentation guidelines in the Week 2 tutorial. The course coordinator may adjust the marks of individual group members if there is substantial evidence that there is disparity in the extent of contribution among group members in preparation of presentation.

3. Class Attendance and Participation (15%)

Students will be assessed by their respective tutors on their participation and quality of contribution towards class discussion in the weekly tutorials. Class Participation will be awarded based on three elements

- a) Attendance of both lectures and tutorials
- b) Discussion of tutorial presentations
- c) Discussion of tutorial memo questions

5. Examination (30%)

Examination will be held during the examination period (June 9-26) and the examination timetable will be released in April. The examination will be based on lecture topics from Week 1 to 12. Materials from the textbook, lectures, and tutorial activities will be covered.

4.4 Late Submission

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made in writing to the Course Coordinator **prior** to the due date. Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the extension sought. Late assignments which have not been granted an extension will incur a penalty of 10 per cent of the assigned mark per day.

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

MGMT1101 Moodle page:

<http://moodle.telt.unsw.edu.au>

Course Textbook:

Hill, C., Hult, T., Wickramasekera, R., Liesch, P., & Mackenzie, K. (2017). *Global Business Today. Asia-Pacific Perspective*. 4th Edition. McGraw-Hill.

The reading required for each week is detailed in the lecture and tutorial schedules. Students should come to the class having completed at least the essential reading in the textbook. The textbook has an Internet website that provides further resources and learning materials for students.

McGraw Hill Online Resources:

You can access the online resources at www.mheducation.com.au/student-smartbook and www.mheducation.com.au/student-connect with the registration code that accompanies the textbook.

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. UNSW's myExperience survey 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 responses.

7 COURSE SCHEDULE

LECTURES

| Week beginning | TOPIC | LECTURE READINGS |
|----------------------|--|---|
| 1 Feb 27 | Course Overview; International Business – What is it? | Chapter 1 |
| 2 March 6 | Multinational firms in a globalised world | Chapter 1; pp. 88-91; Chapter 11 |
| 3 March 13 | State vs. firm? The political and legal environment | Chapter 6 |
| 4 March 20 | When in Rome: The socio-cultural environment | Chapter 5 |
| 5 March 27 | Does size matter? The economic environment | Chapter 7 |
| 6 April 3 | Digital divides? Technology diffusion and innovation | pp. 20-23; 278-281; 536-541 |
| 7 April 10 | Money makes the world go round: Foreign exchange | Chapter 4 |
| April 17 | Mid semester break April 14-22 | |
| 8 April 24 | Anzac Day Holiday on April 25 | No class and tutorial this week. Optional on-line revision quizzes. |
| 9 May 1 | International trade policy: WTO and regional economic integration | Chapter 3 |
| 10 May 8 | The new Wild West? Doing business in transitional markets | pp. 325-336 |
| 11 May 15 | Corporate responsibility for international business | Chapter 8 |
| 12 May 22 | Course review | |

TUTORIALS

| WEEK BEGINNING | TUTORIAL QUESTIONS |
|---|--|
| 1 Feb. 27 | <p><i>Activities:</i></p> <ol style="list-style-type: none"> 1. Getting to know each other 2. Explaining expectation on presentation and memo questions 3. Explaining marking criteria |
| 2 March 6 | <p><i>Activities:</i></p> <ol style="list-style-type: none"> (1) Forming presentation groups (2) Assigning group presentation questions <p><i>Memo from boss:</i> As a new recruit of a multinational enterprise based in Australia, why do you think international business is important to the company, and what are the key challenges we face in conducting international business?</p> |
| 3 March 13 (submit memo 1 between Week 3 and 5) | <p><i>Activities:</i> Discuss the underlying logic of the Uppsala model (textbook, pp. 88-91) by drawing on an actual company's internationalisation process. Does this model explain the 'born-global' phenomenon well? Why/why not? Use an example of a born-global company in your explanation.</p> <p><i>Memo from boss:</i> The company has developed some valuable and innovative medical products and now wants to enter China or the U.K. Which of the two countries would you recommend? Once you have decided on a country, what entry mode would you suggest for the company? Briefly discuss your recommendations.</p> |
| 4 March 20 | <p><i>Group Presentation:</i> Multinational companies have always paid careful attention to political risk in developing markets. (1) Give examples showing how this is important in developing markets; (2) To what extent should MNEs monitor political risks in developed markets? (Background reading: Risky Business. The Economist: Sep 17, 2016, p. 59)</p> <p><i>Memo from boss:</i> Contractual disputes are common in international business. What factors should the company consider to minimise legal risks involved in signing a contract with a foreign firm?</p> |
| 5 March 27 | <p><i>Group Presentation:</i> Describe some cultural frameworks commonly used in academic research. Which framework do you think is most useful for international business? Use some real-life business examples to illustrate in your presentation.</p> <p><i>Memo from boss:</i> The company is soon scheduled to meet and negotiate with its potential foreign partner in Japan. What cultural dimensions do you recommend that the company consider for its initial negotiation meeting with the partner? Briefly justify your recommendation.</p> |
| 6 April 3 (submit memo 2 between Week 6 and 9) | <p><i>Group Presentation:</i> There are several macro-economic indicators MNEs use to evaluate the economic environment of a foreign country/market. Some of them include GDP, inflation, unemployment, and government deficit. How useful are they in assessing a country's economic attractiveness? Discuss.</p> <p><i>Memo from boss:</i> The company is considering establishing a plant in Brazil to produce cars for the local Brazilian market. Would you recommend the company's investment in the country, given Brazil's economic indicators? Why/why not? (Background reading: pp. 342-345)</p> |

| WEEK BEGINNING | TUTORIAL QUESTIONS |
|---|--|
| 7 April 10 | <p><i>Group presentation:</i> Briefly explain three recent innovations that you consider will change the business world in the near future. Elaborate on how they will impact on businesses.</p> <p><i>Memo from boss:</i> The company is looking into its valuable and innovative medical product again. To what extent do you think that multilateral efforts (e.g., TRIPS, WIPO, etc.) are effective in protecting our intellectual properties? What are the best ways to protect our intellectual assets?</p> |
| April 17 | Mid-semester break |
| 8 April 24 | No class and tutorial this week. Optional on-line revision quizzes. |
| 9 May 1 | <p><i>Group presentation:</i> The recent Eurozone crisis has been mainly attributed to the design and management of the euro (pp. 186-187). (1) Identify flaws in the single currency's design/management. (2) Given referendums (e.g., Brexit) by some member countries on their exit from EU, critically evaluate the sustainability of the regionally integrated market.</p> <p><i>Memo from boss:</i> The company is selling a piece of equipment to a buyer in India. The sale is for immediate delivery, but payment will only be due in 30 days time. What financial risks should we consider before deciding whether to go ahead with the sale? How to best protect ourselves? With this analysis, should we go ahead with the sale?</p> |
| 10 May 8 (submit memo 3 between week 10 and 12) | <p><i>Group presentation:</i> Given the popular support of the "American First" slogan put forwarded by the Trump Administration, critically re-evaluate the costs and benefits of trade protectionism.</p> <p><i>Memo from boss:</i> The company plans to export our products to France. Given France is part of EU/Eurozone, would you recommend exporting to this regionally integrated market? Why/why not? Highlight pros and cons of exporting to the market in your answer.</p> |
| 11 May 15 | <p><i>Group presentation:</i> Some transition economies have been more successful than others in their transition to a market economy. Select one successful and one less successful economy. Compare and contrast them by identifying and explaining factors that have led to their success or failure.</p> <p><i>Memo from boss:</i> We are thinking about expanding our business to Vietnam, and we are concerned about its status as a Transition Economy. Is it still risky to do business there after such a long period of economic reform? What should we watch out when doing business in Vietnam?</p> |
| 12 May 22 | <p><i>Group presentation:</i> What are some important ethical dilemmas that MNEs face? How do MNEs deal with ethical dilemmas? Illustrate with examples.</p> <p><i>Memo from boss:</i> The new CEO is rethinking the practice that the company only works with Thai contractors who adopt rigorous environmental protection measures, which are not required by the Thai government. This practice increases our operating cost and makes us non-competitive. Convince the new CEO whether we should continue or discontinue this practice.</p> |

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

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 will 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.

9 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:
<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see:
<https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:
<https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf>
<https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf>
<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>

10 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

10.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

10.2 Attendance

Your regular and punctual attendance at lectures and seminars or in online learning activities is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see: <https://student.unsw.edu.au/attendance>

10.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

10.4 Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://safety.unsw.edu.au/>.

10.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

11 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General Information on Special Consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of final exam special considerations), **not** by tutors.

5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

Business School Protocol on requests for Special Consideration for Final Exams:

The lecturer-in-charge will need to be satisfied on each of the following before supporting a request for special consideration:

1. Does the medical certificate contain all relevant information? For a medical certificate to be accepted, the degree of illness, and impact on the student, must be stated by the medical practitioner (severe, moderate, mild). A certificate without this will not be valid.
2. Has the student performed satisfactorily in the other assessment items? Satisfactory performance would require at least 50% and meeting the obligation to have attended 80% of tutorials.
3. Does the student have a history of previous applications for special consideration? A history of previous applications may preclude a student from being granted special consideration.

Special Consideration and the Final Exam in undergraduate and postgraduate courses:

Applications for special consideration in relation to the final exam are considered by a Business School Faculty panel to which lecturers-in-charge provide their recommendations for each request. If the Faculty panel grants a special consideration request, this will entitle the student to sit a supplementary examination. No other form of consideration will be granted. The following procedures will apply:

1. Supplementary exams will be scheduled centrally and will be held approximately two weeks after the formal examination period. The dates for Business School supplementary exams for Semester 1, 2017 are:

Tuesday 11 July 2017 Exams for the School of Accounting, Marketing

Wednesday 12 July 2017 Exams for the School of Banking and Finance, Management, Risk and Actuarial Studies

Thursday 13 July 2017 Exams for the School of Economics, Taxation and Business Law, Information Systems

If a student lodges a special consideration for the final exam, they are stating they will be available on the above dates. **Supplementary exams will not be held at any other time.**

2. Where a student is granted a supplementary examination as a result of a request for special consideration, the student's original exam (if completed) will be ignored and only the mark achieved in the supplementary examination will count towards the final grade. Absence from a supplementary exam without prior notification does not entitle

the student to have the original exam paper marked, and may result in a zero mark for the final exam.

The Supplementary Exam Protocol for Business School students is available at:
<http://www.business.unsw.edu.au/suppexamprotocol>

12 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
<https://www.business.unsw.edu.au/students/resources/learning-support>
The EDU offers academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 7577 or 9385 4508; Email: edu@unsw.edu.au.
- **Business Student Centre**
<https://www.business.unsw.edu.au/students/resources/student-centre>
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre**
www.lc.unsw.edu.au
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library services and facilities for students**
<https://www.library.unsw.edu.au/study/services-for-students>
- **IT Service Centre:**
<https://www.it.unsw.edu.au/students/index.html>
Provides technical support to troubleshoot problems with logging into websites, downloading documents, etc. Office: UNSW Library Annexe (Ground floor). Phone: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing>
Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418; Email: counselling@unsw.edu.au
- **Disability Support Services**
<https://student.unsw.edu.au/disability>
Provides assistance to students who are trying to manage the demands of university as well as a health condition, learning disability or have personal circumstances that are having an impact on their studies. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: disabilities@unsw.edu.au