

School of Management

MGMT3110 **Integrative Seminar in Global Business**

Course Outline **Semester 2, 2017**

Course-Specific Information

The Business School expects that you are familiar with the contents of this course outline. You must also be familiar with the Course Outlines Policies webpage which contains key information on:

- Program Learning Goals and Outcomes
- Academic Integrity and Plagiarism
- Student Responsibilities and Conduct
- Special Consideration
- Student Support and Resources

This webpage can be found on the Business School website:

<https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

Table of Contents

<u>COURSE-SPECIFIC INFORMATION</u>	<u>2</u>
<u>1 STAFF CONTACT DETAILS</u>	<u>2</u>
<u>2 COURSE DETAILS</u>	<u>2</u>
2.1 Teaching Times and Locations	2
2.2 Units of Credit	2
2.3 Summary of Course	2
2.4 Course Aims and Relationship to Other Courses	2
2.5 Student Learning Outcomes	3
<u>3 LEARNING AND TEACHING ACTIVITIES</u>	<u>4</u>
3.1 Approach to Learning and Teaching in the Course	4
3.2 Learning Activities and Teaching Strategies	4
<u>4 ASSESSMENT</u>	<u>5</u>
4.1 Formal Requirements	5
4.2 Assessment Details	5
4.3 Assessment Format	8
4.4 Assignment Submission Procedure	9
4.5 Special Consideration, Late Submission and Penalties	9
<u>5 COURSE RESOURCES</u>	<u>9</u>
<u>6 COURSE EVALUATION AND DEVELOPMENT</u>	<u>9</u>
<u>7 COURSE SCHEDULE</u>	<u>10</u>

COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Dr. Steven Lui
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Phone No: 9385 7139
Email: steven.lui@unsw.edu.au
Consultation Times –by appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations

Both Lectures and tutorials start in Week 1 (to Week 12): The Time and Location are:

Lecture	Day	Time	Location
8245	Tuesday	15:00-17:00	Central Lecture Block 3 G04

Seminar	Day	Time	Location
8247 (T14A)	Tuesday	14:00-15:00	Mathews 303
8246 (T17A)	Tuesday	17:00-18:00	Mathews 228

2.2 Units of Credit

The course is worth 6 units of credit.

2.3 Summary of Course

This is a compulsory core course for the Bachelor of Commerce (International) degree program. This course provides students with an opportunity to reflect on, and evaluate, the knowledge and experiences gained in the study periods in Australia and overseas, as required for the program.

2.4 Course Aims and Relationship to Other Courses

Students will normally take this course in the semester following the completion of the Commerce Overseas Program. Drawing students with different study abroad experiences together and taking a cross disciplinary approach, this course aims to help students integrate and reflect on the content of their academic program and their recent international study-abroad experience. Specifically, this course seeks to engage students in three themes: reflecting on practices in education and business in a global context and comparing differences and similarities in national approaches to business knowledge and practices; integrating and synthesizing their knowledge and experience in the context of other disciplines in addressing important and emerging trends in global business; exploring experiences in understanding careers in global business, with a particular focus on social, cultural, and ethical contexts.

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 Program Learning Goals and Outcomes, see the School's Course Outlines Policies webpage available at

<https://www.business.unsw.edu.au/degrees-courses/course-outlines/policies>

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
<i>This course helps you to achieve the following learning goals for all Business undergraduate coursework 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	demonstrate in-depth knowledge of international business concepts and theoretical frameworks	<ul style="list-style-type: none"> • Case study paper • Case study presentation
2	Critical thinking and problem solving	identify and analyse business problems from varying perspectives engage in critical self-reflection and professional development	<ul style="list-style-type: none"> • Case study paper • Study-abroad reflection paper • Case study presentation
3a	Written communication	demonstrate high level written communication skills	<ul style="list-style-type: none"> • Case study paper • Study-abroad reflection paper
3b	Oral communication	demonstrate high level oral communication skills	<ul style="list-style-type: none"> • Study-abroad presentation • Case study presentation
4	Teamwork	demonstrate effectiveness in working in groups and teams	<ul style="list-style-type: none"> • Teamwork reflection paper • Peer evaluation • Case study presentation
5a.	Ethical, social and environmental	appreciate and analyse ethical and environmental issues and	<ul style="list-style-type: none"> • Case study paper

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
	responsibility	stakeholders of modern business environment by evaluating different ethical approaches	
5b.	Social and cultural awareness	identify and analyse social and cultural factors of modern business environment by evaluating different cultural principles.	<ul style="list-style-type: none"> • Study-abroad reflection paper • Case study paper

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

The teaching approach adopted in this course is based on my belief that an instructor cannot force students to learn, but can and has the responsibility to create an environment in which learning can take place. Based on principles of adult learning, I believe long-lasting learning comes from applying knowledge to real life situations. Therefore, we take an active, adult-learning approach that stresses interactive teaching and learning. I create such opportunities in class by using case studies, assignments related to real events, along with discussions and reflection on your own work and life experience. Consequently, your participation and contributions are essential. While I will provide theoretical knowledge specific to the subject, I expect you to contribute to the learning process by critically evaluating the information presented and by relating the concepts discussed in class to your own knowledge and experience. In order to succeed in this course, you must be an active participant in the classroom. Learning in a class setting is a collective responsibility that requires you to read, reflect, listen, question, reformulate, and critique. If you have suggestions for making our time more engaging, please let me know. Your active participation will be one way to show that you are meeting the objectives of the course. "I'm shy" or "I'm not comfortable speaking in class" are not valid excuses for not contributing to class discussion.

3.2 Learning Activities and Teaching Strategies

The variety of teaching strategies adopted in this class takes into account the fact that different people have different learning styles. This is why the class format includes:

Lecture led by the course instructor with a combined focus on sharing theoretical concepts and real world practices. The lecture will also include presentations, exercises, videos, and discussions.

Debate, discussion, and presentation led by you and facilitated by the course instructor. We will focus on practicing and expanding concepts and ideas discussed in lectures using your study-abroad experience, extra readings, case studies, individual, and/or group activities. The tutorial requires not only your attendance but your active engagement and participation.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- Achieve an overall mark of at least 50
- Complete **all** assessment tasks (see below) and
- Attend at least 80% of classes

4.2 Assessment Details

	Assessment tasks	Weighting	Length	Due date
1	Commentaries on readings	5%	300 words	Week 3-5
2	Study-abroad presentation	10%	7 min.	Week 6-8
3	Study-abroad reflection paper	10%	1,000 words	Week 9
5	Case/concept presentation (by group)	25%	50 min.	Week 9-12
4	Case report	30%	1,500-2,000 words	Week 9-12
6	Teamwork reflection form	10%	-	Week 13
7	Class participation	10%	-	continuous
	Total	100%		

What the marks mean and the criteria associated to each mark:

My main concern is to make sure your mark reflects your learning as described in the learning outcomes. Your final mark will be computed by integrating the marks obtained on all assessment methods described above. The meaning of marks is explained below:

**HD
85-100** Outstanding work, showing total mastery of the subject-matter, with a highly developed and mature ability to analyze, synthesize and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection, and the work demonstrates some originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.

**DN
75-84** Excellent work, showing a high degree of mastery of the subject-matter, with a well-developed ability to analyze, synthesize and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.

**CR
65-74** Good work, showing a sound and thorough grasp of the subject-matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.

**PS
50-54** Fair work, showing grasp of major elements of the subject-matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited.

Little critical reflection. Some confusion in expression of ideas.

FL
<50

Work below the acceptable standard, showing some familiarity with the subject-matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. There is little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Lack of critical reflection on an argument or viewpoint. Ideas are not clearly expressed and unstructured.

Details for each assessment task

1. *Commentary on readings 5%*

Write a short commentary on two of the three readings assigned for Week 3-5. Each commentary will account for 2.5%. You could submit a maximum of three commentaries and the best two will be counted towards your scores. For each commentary, briefly explain your understanding on the reading, how the reading relates to your work or life experience, and how would that affect your future work behaviour. The commentary should be relatively short about 300 words. Submit the commentary online via turnitin. Please bring along a hardcopy of the commentary to class during the week when the reading will be discussed.

Marking criteria:

1. A good understanding of the concept and argument proposed in the reading (1.5%)
2. Translating the reading into lessons learned (1%)
3. Written communication –clarity, organization and structure, logical flow of ideas.

2. *Study-abroad presentation 10%*

Present to the class three most important skills/lessons you learned from your overseas semester. Why are these skills/lessons important? And how did you come to learn them? Reflections should be evidence-based, including specific examples from the study abroad experience to illustrate points. You will have a maximum of **7 minutes** for the presentation, including a brief Q&A session. Your presentation will be in Week 5-8 (for the 1400 seminar) and Week 6-8 (for the 1700 seminar).

Marking criteria:

1. Relevance and vitality of the lessons learned (5%);
2. Effective oral communication – Students should be able to communicate clearly and coherently, engage audience through professional delivery, and use presentation tools and technologies effectively (5%)

3. *Study-abroad reflection paper 10%*

Reflect on your study abroad experience as it relates to your academic and professional developments. In particular, focus your reflection on the following issues. What is the most challenging aspect of the time you spend abroad? Why do you find this challenging? What is the most rewarding aspect of the time you spend abroad? Why do you find this rewarding? What useful life lessons have you learned from your study abroad experience that could affect your future life and career? The reflection

paper should be about 1,000 words. Submit your paper online via turnitin before or in Week 9.

Some tips on how to write a reflective paper is available at:

<http://www.port.ac.uk/media/contacts-and-departments/student-support-services/ask/downloads/Reflective-writing---a-basic-intro.pdf>

Marking criteria:

4. Awareness of the social and cultural factors of a new environment (5%)
5. Self-reflection and life lessons of dealing with new problems in life (5%)
6. Written communication –clarity, organization and structure, logical flow of ideas.

4. Case/Concept presentation 25%

This is a team assignment. Students will be divided into teams of four (team size is subject to change according to the number of students in each seminar). Each team should perceive themselves as business consultants, and are asked to provide analysis and recommendation on the business of the company in the weekly case, or a new business concept valuable to a multinational company.

Teams will be asked to give a 30-minute presentation of their case analysis and facilitate a 20-minute class discussion. Each member of the team will have to take part in the presentation/discussion. It is recommended that each main point in the presentation be followed by a 5 to 10-minute discussion section. Presenters of each week should effectively lead and manage class discussion. Class discussion is an important assessment item in the presentation. Please hand in a hard copy of overhead (powerpoint) slides to the lecturer before the presentation. Case presentation will be in Week 9-12.

Marking criteria:

1. Presenting an analysis of key issues of the case/concept, incorporating relevant international business concepts and theoretical frameworks (10%);
2. Applying the knowledge to provide well-justified solutions to problems (10%).
3. Oral communication – leading class discussion, clarity, organization and structure, logical flow of argument (5%)

5. Case report 30%

You will choose to analyse a case **different from** the case that you will present with your team. You should perceive yourself as a business consultant, and are asked to provide analysis and recommendation on the business of the company in the weekly case.

The report will combine academic research and consulting skills and also enhance your skills in business consulting and writing. The aims of the case report are for you to 1) apply theoretical concepts to a real-world example and 2) practice and improve your research skills. The final report should be about 1,500 – 2,000 words. You should also include appendices and a reference section (excluded from the word limit). Submit your report online via turnitin before the week the case is discussed during class.

Marking criteria:

1. Presenting an analysis of key issues of the case, incorporating relevant international business concepts and theoretical frameworks (10%);

2. Applying the knowledge to provide well-justified solutions to problems (10%).
3. Explicitly considering ethical, environmental, and/or sustainability responsibility for the case (5%);
4. Effective written communication. Students should be able to communicate clearly and concisely, write logically and coherently, and present the paper professionally and reference sources accurately (5%).

6. Teamwork reflection form 10%

Based on your team experience, you will evaluate your team members' contribution and performance in the case study presentation with 5 points in a peer evaluation form. In the form, you will briefly evaluate the contribution of each member against the team's processes (their strengths and weaknesses, issues encountered and how they were addressed), and your own team role and participation (suggestions on improvement for own future teamwork participation). Your evaluations on team members will be kept anonymous. Individual participation mark may be moderated based on the peer evaluation.

Marking criteria:

1. Analyse and evaluate own team participation (5%);
2. Analyse team processes and problem encountered based on evidence (5%)

7. Class participation 10%

Participation during the lectures and tutorials provides an opportunity to develop oral communication skills, to present your ideas concisely and persuasively, and to respond effectively to the comments of others. I encourage you to offer insights and thoughts on the material assigned. Most issues, cases and problems related to management and the behaviour of human beings within organizations do not have one "right" answer, though some answers are definitely more insightful than others. Therefore, there is no need to worry about being "right" or "wrong" when participating. I am interested in your view regardless of whether your view fits with the class' consensus or not. Critically listening to the arguments of your fellow students is critical to your learning experience in this class. If you disagree with any opinion conveyed in the class, please speak up and explain respectfully how and why your viewpoint differs (especially if you believe that others are misusing the frameworks learned in the class). Class participation assessment will be based on:

1. The quality and frequency of contributions in class and tutorial.
2. The professionalism of your conduct (attendance, punctuality, readiness, and showing respect to all members).

It is my expectation that you read all course material suggested, and come to class prepared with questions and comments, even if you are not part of the team presenting that week. You will only benefit from the discussions if you come prepared. In the first tutorial we will discuss in detail how to work with case studies and how to benefit the most from tutorial activities.

4.3 Assessment Format

You should adopt a consistent referencing style in your written assignments.

4.4 Assignment Submission Procedure

All written assignments should be submitted through turnitin in moodle. It is essential that you complete and submit all your assessment tasks on time, as indicated above. Please keep a copy of all work submitted for assessment. You might also want to keep written feedback received for future reference.

4.5 Special Consideration, Late Submission and Penalties

Late submission is not an option and will not be accepted.

Individual exceptions may be granted on medical grounds, or on compassionate grounds under special circumstances. Medical certificates or other supporting documents will be required. For information on Special Consideration please refer to the Business School's [Course Outlines Policies webpage](#).

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

There is NO prescribed textbook for this course. We will draw extensively from Harvard business cases and academic papers that are made available in moodle via UNSW library. However, the following textbooks provide a good overview of the content of the course.

1. Dereksy, H. 2014. International Management: Managing across Borders and Cultures. Text and cases. Essex, England: Pearson.
2. Gooderham, P., Grogard, B., & Nordhaug, O. 2013. International Management: Theory and Practice. Edward Elgar.
3. Thomas, D.C. & Inkson, K. 2009. Cultural Intelligence. Living and Working Globally. San Francisco, CA: Berrett-Koehler.

Required readings and case studies are provided on MOODLE.

Class notes: PowerPoint slides will be posted on MOODLE before the lecture.

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. Feedback from previous students indicated they preferred (1) fewer group presentations so that they have more time to prepare for a more in

depth presentation, and (2) more structured lectures to review major international business concepts. As a result of this feedback, I have structured one group presentation and extended the lectures from three to six weeks this year.

7 COURSE SCHEDULE

COURSE SCHEDULE		
Week	Lectures	Seminars
Week 1 25 July	Introduction and course overview	NO seminar meeting Self reading of course materials
Week 2 1 August	Cultural intelligence 1	Forming groups
Week 3 8 August	Cultural intelligence 2	Reading and discussion
Week 4 15 August	Global team 1	Reading and discussion
Week 5 22 August	Global team 2	Reading and discussion (for 1700 class) Self reflection presentations (for 1400 class)
Week 6 29 August	Transnational organisation 1	Self reflection presentations
Week 7 5 September	Transnational organisation 2	Self reflection presentations
Week 8 12 September	Preparing a good resume	Self reflection presentations
Week 9 19 September	Guest speaker	Case 1 presentation
Mid-semester break: 23 September – 2 October inclusive (2 Oct = Labour Day Public Holiday)		
Week 10 3 October	Concept A presentation	Case 2 presentation
Week 11 10 October	Concept B presentation	Case 3 presentation
Week 12 17 October	Concept C presentation	Case 4 presentation