# COURSE OVERVIEW

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The forces of globalisation have increased the permeability of traditional boundaries around countries, economies and industries. These forces include the expansion of international trade and investment, the growth of multinational corporations (MNCs), significant improvements in communication and transportation technologies. These technological and transportation advances have facilitated the appearance of a whole new set of international entrepreneurs who, taking advantage of the reduced distance across markets, have been extremely successful in spawning off a new breed of born global ventures and initiatives. Being able to identify and capitalise on the opportunities arising from this new world order is something that cannot be learned without being exposed more intensely to the new global business environment.

However, these forces shrinking the “distance” between countries have not emerged without controversy, and thus they have failed to transform our world into a fully integrated “global village”. Tensions across ethnic, religious and linguistic divides as well as other home-grown regulatory efforts protecting local interests have counterbalanced these centripetal forces creating a more complex, uncertain, and competitive business environment than ever before. The resulting “semi-globalised” world represents an environment where socioeconomic and political boundaries have a central and enduring role in shaping the activities of MNCs and international entrepreneurs. This new reality also calls for a reassessment of what it means to be a manager within MNCs. Managers are now pressed, to not only provide benefits from commonalities across markets, but to also embrace differences among them. It is this need to be aware and to fully comprehend these differences that requires a new type of MNC’s leader or entrepreneur: what is called a cosmopolitan leader.

This course offers one possible path toward the personal developmental processes AGSM students need to embrace in becoming cosmopolitan leaders. This course combines different in-class activities with experiential learning based on first-hand encounters with businesses environments that are culturally, physically and institutionally distant from the typical experiences of managers and entrepreneurs working in Australia. While the chosen locations (i.e. countries) may vary each time this course is delivered, the activities executed locally and in the countries visited remain aligned with the course aims described in the ensuing section.
Course aims

• Develop in students a working knowledge of the global business environment including its economic, political, legal, and socio-cultural components.
• Analyse the challenges that businesses face when entering foreign markets and competing against local firms and other international companies.
• Foster in students the ability to interact effectively in a culturally novel context and with culturally different others.
• Develop in students the ability to think strategically about leveraging various country differences to create worldwide competitive advantages.

Course structure

This course is structured in two stages associated with two different contexts. The first stage is completed locally, before departing for the field-study. The second stage unfolds as part of a highly interactive and profoundly transformative first-hand experience of two, distinctive, distant business environments.

During stage one, students will interact with AGSM faculty and their classmates during a one and a half day workshop before departure composed of a set of short lectures, activities and exercises. These activities are designed to better understand and apply key conceptual frameworks for assessing different business environments across the world, including their economic, political, legal and socio-cultural dimensions. Additionally, specific discussions and exercises will focus on starting to develop intercultural competences and gain insights on specific aspects of international strategy, organisational structures across the globe and managing people in a global context. A brief list of topics to be covered during these sessions are synthesised below:

1. The Global Business Environment
   a. Semi-Globalisation & International Business
   b. Global Organisational Structure
2. Managing People in a Global Context
3. Cross Cultural Management
Additionally, these sessions will allow students to meet other students in the class with whom they will work throughout the whole course. The teams to be created by the faculty in charge of the course have as main objective to give the students the opportunity to experience first hand how they might need to adapt their work routines and leadership styles in order to work effectively within a highly diverse (gender, ethnicity, age, professional background, etc) team. Additionally working within these teams will help students to be better prepared to deal with the challenges of encountering different business environments and cultures during the second stage of the course.

The second stage will consist of a ten-day overseas field study across different business environments (i.e. countries, regions, cities). During this field study students will not only experience first hand an encounter with two distinctively different business environments but also will participate in presentations and discussions with local industry leaders, government officials and academic experts, including visiting a number of local (including Australian subsidiaries) organisations. Significant efforts will be made to give the students the opportunity to network with local business leaders and Australian expatriates and businesspeople so they can extend their professional networks beyond Australian national borders.

Differences in the business environment in each of the countries visited means that activities and site visits will vary in each of these contexts. Details and logistics for each field trip will be provided. In its first few years of implementation this course has visited the following locations: Korea-Japan; China-Hong Kong; Chile-Brazil. Course materials and learning resources vary for each of these visited locations so they are listed separately in the sections below.
### Key dates

<table>
<thead>
<tr>
<th>Approximate Dates</th>
<th>Activity</th>
<th>Description</th>
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<tbody>
<tr>
<td>90 days before departure</td>
<td>Travel Plans &amp; Registration (Including payment of field study)</td>
<td>Students to start discussion with team members online, identifying preferences for country and industry selection for group assignments</td>
</tr>
<tr>
<td>45 days before departure</td>
<td>Due via email 12.00PM</td>
<td>Registered students fill out background form (required for team construction)</td>
</tr>
<tr>
<td>15 days before departure</td>
<td>Materials for Sydney sessions (Stage 1) posted in Moodle</td>
<td>Course Coordinator make all the materials required for Stage 1 available for participating students</td>
</tr>
<tr>
<td>3 days before departure</td>
<td>Stage 1 Sessions</td>
<td>Activities and Exercises in classroom before departure</td>
</tr>
<tr>
<td>Departure Day</td>
<td>Follow specific logistic for each field study trip</td>
<td>Field Study starts</td>
</tr>
<tr>
<td>10-day Field Trip</td>
<td>Visits, presentations, conversations, interactions with local &amp; expatriates business leaders</td>
<td>See specific trip (see specifics in learning and teaching activities)</td>
</tr>
<tr>
<td>10 days after Return Date</td>
<td>Self Reflection Report Due</td>
<td>Synthesis of the lessons learned throughout Stage 1 &amp; 2 are presented individually in written format</td>
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### Learning outcomes

At the successful completion of this course you should be able to:

- Articulate key aspects of the global business environment and the multinational firm.
- Compare and contrast the international context with your home business context.
- Understand the management problems facing firms during international expansion.
- Appreciate the influence of culture and other non-economic forces (e.g. legal and political factors) on doing business in the global context.
- Become more aware your own cultural predispositions and those of others interacting with you as a first step toward becoming more interculturally competent.
The approach to learning

This course is largely experiential in its approach. Background readings and pre-departure training in the classroom leverage students’ previous experiences for the encounter with the two distant business environments to be visited. On site discussions and daily debriefing sessions with the instructors combined with diary keeping and the work associated with the preparation of the team presentation, help students reflect upon their experiences and draw specific lessons that can be applied to their current and future professional practice.

Students must prepare for class and discussion during the tour and be an active participant during interactions within the class and with external parties during the field study tour. Preparation involves (i) reviewing the assigned readings thoroughly, (ii) reviewing the information the company/organisation before each visit, and (iii) applying concepts/ideas/research findings to real business situations observed during the field study tour.

Course materials

Compulsory preparatory readings will be available on Moodle. You will also have access to various on-line learning resources (e.g. videos, supplemental readings, etc)

Student teams

Students will be assigned to teams of approximately 5 persons each, at the start of the course. Each team will complete 1 group assignment and 1 group self-assessment activity (more details provided in the assignment section below).
In order to pass this course, you must:

- Achieve an aggregate (overall) mark of at least 50%; and
- Satisfactorily attempt each piece of assessment.

<table>
<thead>
<tr>
<th>Assessment 1: Attendance &amp; Participation in Activities</th>
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<tr>
<td>Due: Multiple Sessions</td>
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<tr>
<td>Weight: 25%</td>
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<tr>
<th>Assessment 2: Team Project Presentation</th>
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<tbody>
<tr>
<td>Due: Last Day before returning to Sydney</td>
</tr>
<tr>
<td>Weight: 30%</td>
</tr>
<tr>
<td>Length: 15 minute presentation</td>
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<tr>
<th>Assessment 3: Daily Reflection Journal</th>
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</thead>
<tbody>
<tr>
<td>Due: Multiple Sessions</td>
</tr>
<tr>
<td>Weight: 20%</td>
</tr>
<tr>
<td>Length: 1 page minimum per day overseas</td>
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<table>
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<tr>
<th>Assessment 4: Self-Reflection Report</th>
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</thead>
<tbody>
<tr>
<td>Due: 10 days after returning from field study trip</td>
</tr>
<tr>
<td>Weight: 15%</td>
</tr>
<tr>
<td>Length: 10 pages</td>
</tr>
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<tr>
<th>Assessment 5: Team Dynamic Activity Attendance &amp; Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Weight: 10%</td>
</tr>
<tr>
<td>Due: Following the Team Project Presentation on the final day.</td>
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**Summary of requirements**

- Achieve an aggregate (overall) mark of at least 50%; and
- Satisfactorily attempt each piece of assessment.
Assignment 1: Attendance & Participation in Activities

Students are required to attend all schedule activities (Stage 1 & 2). Additionally, they are expected to actively and enthusiastically contribute with all discussions and exercises locally and during the field study trip. Contributions to Stage 1 will receive up to 10% mark while Stage 2 contributions will earn up to 15% of the mark for participation.

The instructors will assess the participation of individual students systematically relying on the ensuing criteria:

1. Being present at all activities.
2. Be fully prepared for engaging in a productive discussion of the topics at hand.
3. Consistent & meaningful contribution to each activity.
4. Actively listening and constructively commenting on the contributions and insights offered by classmates.

Assignment 2: Team Project Presentation

Each student will work with a team of classmates to analyse the (global and local) business environment affecting a particular investment proposition (company, industry and mode of entry to be chosen by each team) within one of the countries being visited during Stage 2 of the field study tour. The objective of the task is to integrate research on the particular contexts students performed at the individual and team levels with the experience they gather while visiting these countries in order to more fully appraise a specific investment opportunity.

Each team is required to develop 15 minute presentation synthesising all the research they have performed separately and together assessing the particular context of their choice, explicitly addressing how the information gathered from publicly available information and their first-hand experience during the trip have been integrated in the analysis and recommendations being offered.

Assessment criteria for this assessment include:

1. Presenters clearly identify relevant and insightful issues appropriate to the investment opportunity being assessed (including the use of the frameworks discussed in class) – up to 8%.
2. Presenters display evidence that the information used for their analysis is well-documented and comes from reliable & diverse sources – up to 8%.
3. Evidence of critical thinking and evaluation of the investment
opportunity – up to 4%.

4. Presentation is successful in engaging the audience & conveying expertise/coordination and being delivered within the time allotted – up to 6%.

5. Presenters convincingly address the questions & different viewpoints of the audience and the instructors – up to 4%.

Assignment 3: Daily Reflection Journal

Each student will be required to keep a daily self-reflection journal in which they record their experiences while in the field study trip. Each of these journals should expose how the occurrences and interactions they have experienced that day can be transformed in lessons for his/her professional practice and/or how these experiences can reveal new insights in terms of the assessment of the investment opportunity being evaluated by his/her team. These journals can be recorded in written, audio or video format but eventually need to be submitted in one or multiple electronic word documents (each occupying up to 1 page), clearly differentiating the entry for each day in the field study trip. It is important to note that these journals need to go deeper than a mere recount of the events of the day. It needs to interpret the new information and integrate it with past experiences, and specifically, engage with the framework discussed in this class as well as discuss its personal implications in terms of professional development of the student as an “in-training” cosmopolitan manager.

Assessment criteria for each entry of this assessment include:

1. Entry explicitly links daily experiences with previous discussions, experiences and frameworks discussed in class (up 1%).
2. Entry shows that the student risks asking deep probing questions about self & others including explicit self-appraisal pondering both, opportunities for growth and challenges faced (up 1%).

A total of 10 journal reflection submissions are expected to complete this assessment.

Assignment 4: Self-Reflection Report

At the conclusion of the field study trip the students are required to submit an encompassing self-reflection report synthesising the lessons learned from the whole experience (Stage 1 + Stage 2 activities). This report should not be longer than 5 pages and is required to be submitted no latter than 10 days after the return of the group to Australia. Although this report needs to use the daily reflection journal for inspiration it is not supposed to be simply a synthesis of those journal entries. Instead, it needs to discuss explicitly how this whole experience has changed the student’s previous standpoint on how
to do business in other countries (in general terms and specifically on each of the countries visited).

Additionally, this report needs to specifically address how he or she has changed at a personal level, if at all, explicitly attending to whether, as a consequence of this whole experience, he or she feels more prepared to effectively work with people from a different cultural background to himself/herself. Finally, the report needs to identify a few critical next-steps the student might want to engage with in terms of his/her professional development as an in-training cosmopolitan manager.

Assessment criteria for this assessment include:

1. Report expresses clearly and cogently how this whole course (or particular experiences within it) has informed the student in terms of how to conduct business internationally (and specifically in the two countries visited) – up to 5%.
2. Report discuss explicitly how the experiences within this course has affected, if at all, his/her perceived development of intercultural competences – up to 5%.
3. Report shows that the student risks asking deep probing questions about self & others including explicit self-appraisal in terms of continuing personal and professional development as an in-training cosmopolitan manager – up to 5%.

Assignment 5: Team Dynamic Activity Participation

At the conclusion of the field study trip the students are required to participate of an activity designed to reflect on the lessons learned as a team and as a member of a highly diverse team. By reflecting upon the contribution of each of the teammates in all of these tasks, each student on this course will have the opportunity to provide meaningful feedback to their teammates on their performance. In other words, each student will have the opportunity to: evaluate how each of the other students comprising his/her team contributed to the tasks performed by the team; and assess his/her own contribution to the work accomplished by his/her own team.

Assessment criteria this task will entail:

1. Openly and respectfully sharing the student’s viewpoint on the performance of each of his/her teammates throughout the course, contrasting the feedback received from teammates with those emerging from a deep self-reflection of one’s contribution – up to 4%.
2. Teammates’ evaluations of the individual student’s contributions and their active and positive participation in all the team activities will result on a contribution mark of up to 6%. 
Submitting your assessments

All written assignments must be submitted via Turnitin on your course Moodle site. Upload instructions will be provided on Moodle.
Resources

Learning resources (General IB emphasis)

You have three major resources to help you learn:

1. The required readings to be posted in the Moodle site for the course. You are expected to read these pieces and come prepared to class in order to discuss your own understanding of key concepts discussed within these papers and book chapters as well as to apply some of these concepts in specific cases and activities in class.

2. The two sets of sessions in an intensive workshop format to be delivered before the field study trip. The instructors’ job is to facilitate your learning by conducting class discussion, answering questions that might arise from your preparation, providing insights from his or her own practical experience and understanding of the frameworks discussed in class. Instructors will also provide you with feedback on your assignments, and direct traffic in the inevitable discussions and debates that will occur between you and your co-participants in the classroom and on the field (across the two countries to be visited).

3. Your co-participants. Your colleagues in the classroom are an invaluable potential source of learning for you. Their work and life, and industries and their willingness to question and argue with the course materials, the instructor and your own views, represent a great learning opportunity. MBA (Executive) participants bring much valuable insight to the learning experience. You can use this MBA (Executive) course to take a major step in broadening your appreciation of the challenges and opportunities in international business.

Learning resources (Country specific)

Japan & Korea

Chile & Brazil


China


Learning resources (Suggested additional readings)

The following books are recommended, but not required for this course:


Although the aforementioned are general resources, the instructors of the course also suggest the following books for people who are particularly interested in further developing their intercultural abilities:

Palgrave Macmillan.

**eLearning**

To access eLearning@AGSM MBA, go to [http://telt.unsw.edu.au/](http://telt.unsw.edu.au/) and select Login to UNSW Moodle.

Login to the web Single Sign On (wSSO) using these details:

Username: zNumber
Password: zPass

**Moodle eLearning support**

Should you have any difficulties accessing your course online, please contact the eLearning support below:

For *login* issues:

**UNSW IT Service Centre**

Hours:  Monday to Friday: 8.00am – 8.00pm  
         Saturday and Sunday: 11.00am – 2.00pm

Email:  [ITServiceCentre@unsw.edu.au](mailto:ITServiceCentre@unsw.edu.au)

Phone:  Internal: x51333  
        External: 02 9385 1333  
        International: +61 2 9385 1333

For assistance in using Moodle, including how to upload assessments:

**The AGSM eLearning Coordinator**

Hours:  Monday to Friday: 9.00am – 5.00pm

Email:  [elearning@agsm.edu.au](mailto:elearning@agsm.edu.au)

Phone:  Internal: x19541  
        External: 02 9931 9541  
        International: +61 2 9931 9541
For help with technical issues and problems:

**External TELT Support**

Hours:  Monday to Friday: 7.30am – 9.30pm  
        Saturdays and Sundays: 8.30am – 4.30pm

Email:  externalteilsupport@unsw.edu.au

Phone:  Internal: x53331  
        External: 02 9385 3331  
        International: +61 2 9385 3331

**Administrative support**

**Student Experience**

If you have any administrative queries, they should be addressed to Student Experience.

Student Experience  
AGSM MBA Programs  
UNSW Business School  
SYDNEY NSW 2052

Tel:  +61 2 9931 9400  
Fax:  +61 2 9931 9205

Email:  studentexperience@agsm.edu.au
Additional student resources and support

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

• **UNSW Business School – Education Development Unit (EDU)** ([https://www.business.unsw.edu.au/students/resources/learning-support/consultations](https://www.business.unsw.edu.au/students/resources/learning-support/consultations)). Academic writing, study skills and maths support specifically for UNSW Business School, AGSM and MBT students. Services include workshops, online and printed resources, and individual consultations. EDU Office: Level 1, Quadrangle Building; Ph: +61 2 9385 5584; Email: [edu@unsw.edu.au](mailto:edu@unsw.edu.au)

• **UNSW Learning Centre** ([www.lc.unsw.edu.au](http://www.lc.unsw.edu.au)) Academic skills support services, including workshops and resources, for all UNSW students. See website for details.

• Library training and search support services ([http://info.library.unsw.edu.au](http://info.library.unsw.edu.au))

• **UNSW IT Service Desk** Technical support for problems logging in to websites, downloading documents etc. Library, Level 2; Ph: +61 2 9385 1333
Website: [www.its.unsw.edu.au/support/support_home.html](http://www.its.unsw.edu.au/support/support_home.html)

• **UNSW Counselling Service** ([www.counselling.unsw.edu.au](http://www.counselling.unsw.edu.au)) Free, confidential service for problems of a personal or academic nature; and workshops on study issues such as ‘Coping With Stress’ and ‘Procrastination’.
Office: Level 2, Quadrangle East Wing; Ph: +61 2 9385 5418

• **Student Equity & Disabilities Unit** ([http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)) Advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning.
Office: Ground Floor, John Goodsell Building; Ph: +61 2 9385 4734
A number of international standards are embedded into the program to ensure the courses you study are high quality. At present this includes specific design to meet AACSB accreditation standards (through measurement of students’ program-level learning outcomes), and the United Nations Principles for Responsible Management Education (UNPRME). EQUIS accreditation is also held by UNSW Business School.

**Associated governing bodies:**
- AACSB: [http://www.aacsb.edu](http://www.aacsb.edu)
- EQUIS: [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)
- UNPRME: [http://www.unprme.org](http://www.unprme.org)

**Program-level learning goals and outcomes assessed for AACSB accreditation**

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 Course Learning Outcomes will also help you to achieve at least some of the overall Program Learning Goals that are set for all postgraduate coursework students in AGSM programs.

However, course-level learning outcomes are not sufficient to fully describe a student’s skills as they complete the qualification, and so we add an additional set of Program Learning Goals. These specify what we want you to have achieved by the time you successfully complete your degree. As an example, for the Teamwork learning goal we specify: ‘Our graduates will be effective team participants’.

You demonstrate that you have met these Program Learning Goals by achieving specific Program Learning Outcomes that are directly related to each goal. These indicate what you are able to do by the end of your degree. In the case of the Teamwork goal, the related outcome includes: ‘participate collaboratively and responsibly in teams’. Note that the ability to meet these program-level learning goals and outcomes will be measured in each capstone course for your degree program.

This course contributes to the development of the MBA (Executive) Program Learning Goals, which are the qualities, skills and understandings we want you to have by the completion of your degree, as indicated in the table.
below.
**MBA Program Learning Goals and Outcomes**

**Learning Goal 1: Business Management Knowledge**
Students should be able to identify and apply current knowledge of disciplinary and interdisciplinary theory and professional practice to general management and business within diverse situations.

**Learning Goal 2: Critical Thinking**
Students should understand and be able to identify, research and analyse complex issues and problems in business and develop appropriate solutions.

**Learning Goal 3: Communication**
Students should be able to produce written documents and oral presentations that communicate effectively complex disciplinary ideas and information for the intended audience and purpose.

**Learning Goal 4: Teamwork**
Students should be able to participate collaboratively and responsibly in teams and to reflect upon their own contribution to the team and on the necessary processes and knowledge within the team to achieve specified outcomes.

**Learning Goal 5: Responsible Business**
Students should be able to appraise ethical, environmental and sustainability considerations in decision making and in practice in business.

Students should be able to consider the social and cultural implications of management practices and of business activities.

**Learning Goal 6: Leadership**
Students should be able to reflect upon their own personal leadership style and the leadership needs of business and of teams.

**Learning Goal 7: International Perspective**
Students should understand the needs of undertaking business within a global context.

Students should be able to apply business management knowledge to business situations within global markets with due recognition for differences in cultural, legal, commercial and other issues.

**Learning Goal 8: Risk Management**
Students should be able to demonstrate an understanding of the limits in precision and the risks associated with business models.

Students should be able to appraise risk and to develop risk mitigation strategies applicable to business undertaken within uncertain and volatile environments.

Program Learning Goals are developed throughout the program of study. Each course will not necessarily address all Program Goals or develop them to an equal extent.
Continual course improvement

Our courses are revised each time they run, with updated course overviews and assessment tasks. All courses are reviewed and revised every three years and significant course updates are carried out in line with industry developments, and the latest academic research.

The AGSM surveys students via the UNSW CATEI system each time a course is offered. The data collected provides anonymous feedback from students on the quality of course content and materials, class facilitation, student support services and the AGSM program in general. This student feedback is taken into account in all course revisions.

All material used will be treated as confidential and these processes will have no bearing on course grades.
Course teaching team

Dr Ricardo Flores

(CHILE AND BRAZIL)
PhD, University of Illinois at Urbana-Champaign
Lecturer in the School of Management, UNSW Business School

Dr Flores’s areas of expertise are global strategy (with a focus on foreign location choices) and innovation management. He has studied the foreign activities of large organisations headquartered in North and South America, Europe and South East Asia. Since moving to AGSM he has also worked with multinational firms (large and small) headquartered in Australia and New Zealand.

He obtained his PhD from University of Illinois at Urbana-Champaign (Organizational Theory) and pioneered research on foreign location and global strategy. He is a regular speaker in key global conferences focus on global strategy and has published his work in several book chapters and academic papers. Before entering the academic arena, Dr Flores worked for many years in the oil & gas industry in technical and managerial functions (from Engineering to Corporate Finance) in three different countries.

Dr Flores is a Lecturer in the School of Management at UNSW Business School. He has taught at University of Illinois and UNSW courses focused on globalization, global comparative management and strategic management to undergraduate and postgraduate students. He has also taught organizational theory to PhD students.

Dr Flores is currently one of the chief investigators in a research project studying one pivotal part of the Australian National Innovation System by focusing on the emergence, evolution and performance of key accelerators, incubators and other training and seed funding organisations focused on supporting start-ups founders.

Tim Harcourt

(ALL TOURS)

Tim Harcourt joins us from a distinguished career as Chief Economist at Austrade (the Australian Trade Commission), having previously worked for the Australian Council of Trade Unions, the Australian Industrial Relations Commission (now Fair Work Australia) and the Reserve Bank of Australia. He has a BEc (Hons) from the University of Adelaide, a Master of Arts in Economics from the University of Minnesota, and also graduated from the Trade Union Program at Harvard.

He is exceptionally well connected with business and government, both in Australia and internationally, but is perhaps best known for his popular book “The Airport Economist”. In this book, Tim Harcourt travelled the globe in chase of Australian international business success and to unravel the
economic life of the many countries he visited.

He talked to business leaders, entrepreneurs, employees, government officials, academics, farmers and celebrities to uncover the world of export beyond economic text books and financial spreadsheets (see www.theairporteconomist.com).

Tim is an active commentator in the Australian and international media on economic and trade issues, and appears regularly on TV and radio shows including Lateline Business, Bloomberg, and CNBC Asia. Tim also writes for a number of major publications including The Australian Financial Review, The Sydney Morning Herald, The Age, The Australian and The OECD Observer.

The J.W. Nevile Fellowship is named in honour of Emeritus Professor John Nevile, who commenced his employment at UNSW in 1965. Amongst his contributions to the University, he has been Dean of the Faculty of Commerce and Economics, Head of the School of Economics, and Director of the Centre for Applied Economic Research.

Dr Hokyu Hwang
(Japan and Korea)
PhD Stanford University
Senior Lecturer in the School of Management, UNSW Business School

Hokyu's research focuses the role of organizations in contemporary global society.

His research has been published in management and sociology journals including the Administrative Science Quarterly, International Sociology, Journal of Management Inquiry, M@n@gement, Nonprofit and Voluntary Sector Quarterly, Research in the Sociology of Organizations, and Voluntas. He also edited (with Gili Drori and John W. Meyer) Globalization and Organization: World Society and Organizational Change, published by Oxford University Press.

Hokyu has taught courses on East Asian business and management, global business environment, strategy, leadership, and organization theory. Before joining the UNSW Business School, he was a senior social science researcher at the Graduate School of Business, Stanford University and taught in the Department of Strategic Management and Organization in the University of Alberta School of Business in Edmonton, Canada.
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