MNGT6583
INTERNATIONAL BUSINESS EXPERIENCE
CHINA (INCLUDING HONG KONG)
July to October 2018

COURSE OVERVIEW

AGSM @ UNSW Business School
COURSE OVERVIEW

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We welcome ideas to improve these course materials. Please email suggestions to coursematerials@agism.edu.au.
### Course schedule

<table>
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<tr>
<th>Approximate Dates</th>
<th>Activity</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 July 2018</td>
<td>Materials for Sydney sessions (Stage 1) will be available in Moodle</td>
<td></td>
</tr>
<tr>
<td>7 August 2018</td>
<td>Stage 1 engagement begins in Moodle</td>
<td>Assessment 1 (Part A) – Participation: Engagement is assessed across multiple online activities and on the study tour (15%)</td>
</tr>
<tr>
<td>29 August 2018</td>
<td></td>
<td>Assessment 1 (Part B) – Participation: Pre-departure work including Reading report and ‘Getting to know you’ slide due by 3pm Sydney time (20%)</td>
</tr>
<tr>
<td>4 September 2018</td>
<td></td>
<td>Comment in the Moodle forum on each other’s Pre-departure report (part of Assessment 1 Part A)</td>
</tr>
<tr>
<td>5 to 15 September 2018</td>
<td>Field study trip starts (Stage 2). Visits, presentations, conversations, interactions with local and expatriate business leaders</td>
<td>Assessment 2 – Team presentation (15%) Assessment 3 – Student teams will facilitate daily visits with the support of the Course Facilitator (20%)</td>
</tr>
<tr>
<td>12 October 2018</td>
<td></td>
<td>Assessment 4 (Parts A and B) – Deep reflection exercise due by 3pm Sydney time (30%)</td>
</tr>
<tr>
<td>19 October 2018</td>
<td></td>
<td>Comment in the Moodle forum (part of Assessment 1 Part A) on other class members’ Post-tour opinion pieces – Assessment 4 Part A</td>
</tr>
</tbody>
</table>
Course objectives

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), and 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 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 in which 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 leader or entrepreneur: what is called a cosmopolitan leader.

This course offers one possible path towards 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 1, students will interact with their classmates and AGSM faculty online before departure. In Moodle, they will watch a set of short lecture videos, and engage in activities and exercises. These activities are designed to help students 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 competencies and gaining 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 is synthesised below:

1. The Global business environment
   a. Semi-globalisation and International Business
   b. Global Organisational Structure

2. Innovation and technology disruption in different geographical markets
3. Cross-cultural management
4. Managing people in a global context

Additionally, these online activities will allow students to e-meet other students in the class with whom they will work throughout the whole course. The main objective of the teams that will be created by the faculty in charge
of the course is to give 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.) group. 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 Stage 2 of the course.

Stage 2 will consist of an overseas field study tour across different business environments (i.e. countries, regions, cities). During this study tour, students will not only encounter two distinctively different business environments, but will also 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 students the opportunity to network with local business leaders and Australian expatriates and business people, so they can extend their professional networks beyond Australian 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.

**Course learning outcomes**

After you have completed this course, you should be able to:

1. articulate key aspects of the global business environment and the multinational firm
2. compare and contrast the international context with your home business context
3. understand the management of problems faced by firms that are undergoing international expansion
4. be aware of business systems in the wider world and be actively committed to recognising and respecting the cultural norms, beliefs and values of others, and apply this knowledge to interact, communicate and work effectively in diverse environments
5. work in teams, openly sharing your views on performance of team mates and working constructively with their feedback on your own performance
6. present in an engaging manner, conveying expertise
7. analyse and evaluate investment opportunities in global business contexts
8. analyse and evaluate innovation and technology disruption in different geographical markets
9. determine possible paths to becoming a culturally competent leader.
The program is aligned to a number of international standards, to ensure the courses you study are high quality. At present, this includes designing courses to:

- meet AACSB accreditation standards, through the measurement of students’ program-level learning outcomes (see below)
- align with the United Nations Principles for Responsible Management Education (UNPRME).

EQUIS accreditation is also held by UNSW Business School.

**AACSB:** [http://www.aacsb.edu](http://www.aacsb.edu)
Association to Advance Collegiate Schools of Business

**EQUIS:** [https://www.efmd.org/accreditation-main/equis](https://www.efmd.org/accreditation-main/equis)
European Quality Improvement System

**UNPRME:** [http://www.unprme.org](http://www.unprme.org)
UN Principles of Responsible Management Education

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**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.

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.
# Links between assessment and learning goals and outcomes

<table>
<thead>
<tr>
<th>MBA Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following MBA Executive learning goals and outcomes (see the section above for a description of each)</strong></td>
<td><strong>On successful completion of the course, you should be able to achieve the following learning outcomes (see the section above for a description of each outcome)</strong></td>
<td><strong>The learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td>Business management knowledge</td>
<td>1</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>Critical thinking</td>
<td>7, 8</td>
<td>Assessment 2</td>
</tr>
<tr>
<td>Communication</td>
<td>6</td>
<td>Assessments 1 and 2</td>
</tr>
<tr>
<td>Teamwork</td>
<td>5</td>
<td>Assessments 2 and 3</td>
</tr>
<tr>
<td>Responsible business</td>
<td>4</td>
<td>Assessment 4</td>
</tr>
<tr>
<td>Leadership</td>
<td>9</td>
<td>Assessment 4</td>
</tr>
<tr>
<td>International perspective</td>
<td>1, 2, 3, 7, 8</td>
<td>Assessment 4</td>
</tr>
</tbody>
</table>
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 distant business environments to be visited. On-site discussions and daily debriefing sessions with the Course Facilitator, combined with informal diary-keeping (to assist you when preparing Assessment 4) 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 active participants during interactions within the class and with external parties during the field-study tour. Preparation involves (i) reviewing the course materials thoroughly, (ii) reviewing the information about 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 course materials will be available in Moodle, as well as other learning resources (e.g. videos, details about supplementary readings, etc.).

Student teams

Students will be assigned to teams of approximately five persons each at the start of the course. Each team will complete one Project presentation (Assessment 2) and work together in a Daily facilitation group for Assessment 3 (more details are provided in the Assessment Details document).
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.

The AGSM surveys students 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 program in general. This student feedback is taken into account in all course revisions.

Student evaluations from the last presentation of the course

Students comment that city diary submissions were overwhelming during the study tour.

Coordinator’s response

This assessment item has been replaced by a pre-departure reading report.
International travel information

For the duration of the trip you will be covered by UNSW Travel Insurance. However, please note that this policy does not cover loss or damage to any personal electronic or digital equipment such as

- mobile phones
- computers, iPads, tablets
- all related peripherals, media and data

For further information, see:
https://www.fin.unsw.edu.au/sites/default/files/content/businesstravelfaqstudent_ut.pdf

In addition to this, you have access to International SOS (https://www.internationalsos.com/). This provides information, analysis and risk assessments for global destinations, including the latest political, security and travel health situations. The UNSW membership number is: 12AYCA086931

Smart Traveller – students can regularly check for any updates regarding travel and visas http://www.smartraveller.gov.au/

Please note that this course involves group travel arranged by an external travel company. Therefore, independent travel arrangements are not possible for the duration of the tour. All travel arrangements will be managed by a third-party travel company and participants will be required to comply with the directions of that organisation and their staff at all times.
Resources

Learning resources (General IB emphasis)

You have three major resources to help you learn:

1. The course materials to be posted in the Moodle site for the course. You are expected to read these materials and be prepared to discuss your own understanding of key concepts, as well as to apply some of these concepts in specific cases and activities while in class (both online in Moodle and on the field-study tour).

2. Interaction in the online class before the field study tour. The Course Facilitator’s role is to facilitate your learning by conducting online class discussion, answering questions that might arise from your preparation, and providing insights from their own practical experience and understanding of the frameworks discussed in class. The facilitator will also provide you with feedback on your assessments, and guide discussions and debates in Moodle and while on the field-study tour.

3. Your co-participants. Your colleagues in the classroom are a valuable source of learning for you. Their work and life, the industries they work in, and their willingness to question and argue in regard to the course concepts, which may contrast with 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)

Information about the readings you need to seek out will be available in Moodle.
Learning resources (Suggested additional readings)

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


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

• Johnson, R & Oberwise, R 2012, *Developing global leaders a guide to managing effectively in unfamiliar places*, 1st edn, Palgrave Macmillan.


Other resources

UCo

UCo is AGSM’s Campus in the Cloud, a social platform that connects students, staff and faculty – enabling you to engage with each other across your courses and the AGSM outside of the formal Moodle setting. AGSM also uses this private network to communicate with you about extracurricular opportunities and events, and general updates on programs and courses. Enrolled students can access UCo using their zID and zPass at https://uco.agsm.edu.au/

BusinessThink

BusinessThink is UNSW’s free, online business publication. It is a platform for business research, analysis and opinion. If you would like to subscribe to BusinessThink, and receive the free monthly e-newsletter with the latest in research, opinion and business, go to http://www.businessthink.unsw.edu.au.
Key policies, student responsibilities and support

Academic integrity 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 and ELISE Plus 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://www.business.unsw.edu.au/Students-Site/Documents/referencing.pdf.

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.

AGSM MBA Programs and UNSW policies


UNSW policies apply to staff and students of AGSM MBA Programs. Where there are additional points or procedures which apply specifically to AGSM MBA Programs they are set out on the AGSM website: https://www.business.unsw.edu.au/agsm/students/resources/students-rights-responsibilities.

If students are in doubt about the policy or procedure relating to a particular matter they should seek advice from AGSM Experience.
Workload
It is expected that you will spend 10–12 hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, 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.

Attendance
For information on UNSW policy, see: https://student.unsw.edu.au/attendance

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://my.unsw.edu.au/student/atoz/BehaviourOfStudents.html.

Occupational 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/.

Keeping informed
You should take note of all announcements made in class and on the course website. From time to time, the University will send important announcements to your university email 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.
Special consideration and supplementary examinations

Any student dealing with exceptional circumstances due to illness, misadventure or business critical work/travel that affects submission of assessments or exams (performance or attendance), should complete an application for Special Consideration via the UNSW online system – see: https://student.unsw.edu.au/special-consideration.

A Professional Authority Form also needs to be completed prior to the online submission – see: https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf.

These applications are assessed by AGSM Experience.

Applications for Special Consideration must be received no later than three working days after an assessment task due date, or exam date.

Note that work, family, sporting and social commitments are not generally seen as being beyond a student’s control, and so would not normally be accepted as grounds for special consideration.

If your course has an exam, please note that students who are unwell are advised to not attend the exam, and instead obtain documentation from their doctor supporting their need to be absent from the exam. UNSW advises use of the Professional Authority Form – https://student.unsw.edu.au/sites/all/files/uploads/group47/forms/ProfessionalAuthority.pdf – in this instance. They can then apply for Special Consideration to sit the Supplementary Exam (usually held seven days later). Once students see an exam, they cannot re-sit the exam for that course in the same session.
eLearning

To access Moodle, go to: https://moodle.telt.unsw.edu.au/login/index.php

Login with your student zID (username) and zPass (password).

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: 8am – 8pm  
Saturday and Sunday: 11am – 2pm

Email: ITServiceCentre@unsw.edu.au

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

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: externalteltsupport@unsw.edu.au

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

Administrative and eLearning support

**AGSM Experience**

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

**AGSM Experience**

AGSM MBA Programs
UNSW Business School
SYDNEY NSW 2052
Phone: +61 2 9931 9400
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:

• AGSM – Digital Resources and Tutorials

• Business School Learning Consultations
  https://www.business.unsw.edu.au/students/resources/learning-support/consultations
  Book a one-to-one or small group consultation with a learning assistant/advisor with expertise in numeracy, literacy or accounting. Get feedback on your writing, understanding of specific assignment requirements or general approach to and techniques in studying.

• Business School Learning Resources
  https://www.business.unsw.edu.au/students/resources/learning-support
  Provides up-to-date details on resources and services available to support your studies, e.g. communication resources, a Moodle site dedicated to Business students’ needs, including critical thinking, argument mapping, academic writing, preparing to present orally and participating in debates.

• 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

• 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: +61 2 9385 5418.

• 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
Dr Jane XJ Qiu
(China)
PhD, UNSW | BBus, Sun Yat-sen
AGSM Fellow, Academic Lead International (AGSM), UNSW
Business School

Jane’s research focuses on corporate mindfulness, work meaningfulness, international strategy and multinational corporations (MNCs). She has published in top-tier journals such as the Journal of Business Ethics, Journal of Management Studies, the Academy of Management Perspectives, Long Range Planning and Management International Review.

Jane teaches courses on international business, China business and management, MNCs and global strategy. She has a broad range of industrial experience in both private and public sectors in China. She has held positions in foreign affairs, business consulting and project management. In her position as a government official in foreign direct investment, Jane assisted MNCs such as CSR, LG, Siemens and P&G to establish or expand their operations in China.