MGMT5601
GLOBAL BUSINESS AND MULTINATIONAL ENTERPRISE

Course Outline
Semester 1, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge/tutor: Dr Youngok Kim
Room: Business School Building 534A
Phone No: 9385 5835
Email: y.kim@unsw.edu.au
Consultation Times: Tuesday 13:00-13:30 or by appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lecture Tue 18:00-19:30 Chemical Sciences M11
Seminar Tue 16:00-17:30 Business School Building 219
Seminar Tue 19:30-21:00 Business School Building 118

Lectures commence in Week 1 (to Week 13).
Seminars commence in Week 2 (to Week 12).

NB: Times and locations are subject to change depending on student enrolment.

2.2 Units of Credit
The course is worth 6 units of credit.

2.3 Summary of Course
This course surveys the theory and practice of international business affecting the multinational enterprise (MNE). The course focuses on the changing international business environment, the process of globalisation and its impact on firms, the role of supranational organisations, and corporate social responsibility in the context of international business.

2.4 Course Aims and Relationship to Other Courses
The aims of this course are:

- to explore how MNEs’ strategic decisions and actions can be affected by many different types of external forces (political, economic, socio-cultural, technological) in the home and host countries in which MNEs operate;
- to assess the role of supranational organisations, especially the World Trade Organisation (WTO) and regional economic blocs as increasingly important stakeholders to MNEs; and
- to enhance students’ readiness to practice management beyond their specific national contexts.

This course is usually chosen by students fulfilling a requirement for their degree and/or specialisation or by students seeking to expand their management knowledge. Regardless of whether you take it as a requirement or as a choice, it is important to note that this course
only gives you some rudimentary tools to cope with a certain range of issues faced by MNEs. In order to gain a fuller picture of the challenges faced by these organisations and the tools required to handle them, it is suggested that you consider taking, at the minimum, the following courses:

- MGMT5602: Cross Cultural Management
- MGMT5603: Global Business Strategy and Management
- MGMT5609: Global Business Operations and Management

Additional courses might be needed if your interests are related to specific knowledge domains such as international finance, international marketing, etc.

### 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. After completing this course, students should be able to:

- understand and explain concepts and theories concerning the global business environment;
- apply conceptual frameworks and theories to current events in the global business environment and to actual behaviour of firms that engage in international operations;
- explain and discuss the seminal and contemporary international business literature;
- display improved skills in critical thinking, analysis, and problem solving;
- demonstrate improved skills in independent research and communication; and
- understand the processes of working within a team or group and show evidence of ability to collaborate with others.

The learning outcomes in this course also help you to achieve some of the overall program learning goals and outcomes for all postgraduate 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’).

### Business Postgraduate Coursework Program Learning Goals and Outcomes

**1. Knowledge:** Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

**2. Critical thinking and problem solving:** Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

**3. Communication:** Our graduates will be effective communicators in professional contexts.

You should be able to:

   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information
effectively for the intended audience and purpose.

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 ethical, social, cultural and environmental implications of business issues and practice.
You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
   b. Consider social and cultural implications of business and/or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed:

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course helps you to achieve the following learning goals for all BUSINESS SCHOOL postgraduate coursework students:</td>
<td>On successful completion of the course, you should be able to:</td>
<td>This learning outcome will be assessed in the following items:</td>
</tr>
</tbody>
</table>
| 1 Knowledge | Understand and explain concepts and theories concerning the global business environment. | | • Case report  
• Case presentation  
• Term paper  
• Exam |
| 2 Critical thinking and problem solving | Apply conceptual frameworks and theories to current events in the global business environment and to actual behaviour of firms that engage in international operations.  
Display improved skills in critical thinking, analysis, and problem solving. | | • Case report  
• Case presentation  
• Term paper |
| 3a Written communication | Demonstrate improved skills in independent research and communication. | | • Case report  
• Term paper |
| 3b Oral communication | Demonstrate improved skills in independent research and communication.  
Explain and discuss the seminal and contemporary international business literature. | | • Case presentation  
• Part of seminar participation mark but not separately assessed |
| 4 Teamwork | Understand the processes of working | | • Not specifically assessed |
within a team or group and show evidence of ability to collaborate with others.

<table>
<thead>
<tr>
<th>5a.</th>
<th>Ethical, environmental and sustainability responsibility</th>
<th>Explain and discuss the seminal and contemporary international business literature.</th>
<th>Not specifically assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>5b.</td>
<td>Social and cultural awareness</td>
<td>Explain and discuss the seminal and contemporary international business literature.</td>
<td>Part of case report and term paper, but not specifically assessed</td>
</tr>
</tbody>
</table>

### 3 LEARNING AND TEACHING ACTIVITIES

#### 3.1 Approach to Learning and Teaching in the Course

This course is based on the most recent research and practice regarding business and management issues related to MNEs. It combines multiple theoretical perspectives with practical cases, enabling students to understand how the conceptual tools work in practice.

The course is taught with a participant-centred approach. The core of the course is student participation in both lectures and seminars. Throughout group work, case studies, and class discussion, students will be able to bring in their existing knowledge and contextualise their theoretical analysis. Students with practical experience will be invited to share their experience with the class.

The course sets clear expectations, goals, and learning outcomes for students. These are centred on the expectation that students for their future careers will want to equip themselves with the skills to deal with corporate challenges in an international context. Students will therefore be encouraged to develop analytical and presentation skills through individual research and as part of a team.

Continuous assessment during the course is done with the aim to support students in developing these skills, with timely feedback provided by both instructor and peer students.

#### 3.2 Learning Activities and Teaching Strategies

The modes of teaching for this course are:

- Lectures which introduce theoretical and analytical concepts, and link the course content to current business practice.
- Seminars which allow students to link their own experience to new conceptual tools and modes of analysis.
- Individual/group assignments which allow students to develop skills to conduct in-depth research on a selected topic individually and in a group.
- Group presentation which allows students to present their work to other students and gain feedback from the class and instructor.
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
Read this section carefully to familiarise yourself with the requirements of the assessments.

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Final examination</td>
<td>20%</td>
<td>60 mins</td>
<td>Week 13</td>
</tr>
<tr>
<td>2. Individual case report</td>
<td>20%</td>
<td>1000 words max. per report excluding reflection</td>
<td>Weeks of own choice</td>
</tr>
<tr>
<td>3. Group case presentation</td>
<td>20%</td>
<td>60 mins</td>
<td>Weekly</td>
</tr>
<tr>
<td>4. Group term paper</td>
<td>30%</td>
<td>2000 words max.</td>
<td>Week 11</td>
</tr>
<tr>
<td>5. Participation</td>
<td>10%</td>
<td>N/A</td>
<td>On-going</td>
</tr>
<tr>
<td>6. Study team agreements (2)</td>
<td>2%</td>
<td>-</td>
<td>Week 4&lt;br&gt;Week 9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102%</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Final Exam (20%)
A 60-min final examination will be held during the lecture time in **Week 13, 2 June 2015, 6:00-7:30pm**. Details about the examination will be communicated in due course.

2. Individual case report (20%)
Weekly seminars are designed to enable students to apply the knowledge acquired in the course through business cases centred on real-world situations. Following the suggestions of past students, students are expected to prepare their own analysis and **required to submit two case reports of their own choice when they are not presenting** [One from Weeks 4-6; one from Weeks 7-8 & 10-11]. **Of the two reports submitted, only one (of own choice) will be marked.** The report CANNOT exceed 1000 words (double-spaced, minimum font size 11).

Individual case reports must be submitted through a **Turnitin link** on the dedicated Moodle site for this course beside the corresponding seminar (The hard deadline is set up by the Turnitin system on Tuesdays of each week at 2pm). **When submitting online, make sure to clearly indicate on the first page of the report if you want the report to be marked.** No subsequent preference change will be accepted.

When preparing the report, the following need to be considered. More details on the case analysis method will be provided in Week 3 seminars.
1) **Problem statement:**
The first step in any case analysis is to identify the core problem. To do this, you must understand all the critical facts (events, actors, data, etc.). Sometimes, the core problem(s) faced by the organisation under study is obvious, but at other times, apparent problems may simply be symptoms of a major problem. Once the problem(s) has been identified, indicate why it is the main problem.

2) **Analysis:**
The problem(s) are influenced by a number of factors that may be internal or external to the organisation, and involve individuals, groups or whole countries. You need to address how these issues affect the main problem. In doing so, apply relevant concepts and frameworks.

3) **Alternative solutions:**
There are usually a number of possible solutions to any problem. These alternative solutions should be explored and compared, with their strengths and weaknesses highlighted. When doing so, apply relevant concepts and frameworks.

4) **Recommendation(s) and Action plan:**
If the evaluation of alternative solutions in 3) has been thorough, this step is relatively simple. Just choose the best solution in the given circumstances! Make sure that your plan of actions for the recommendation(s) be as specific as possible.

5) **Reflection:** (This reflection does not count toward the word limit of 1000 words.)
Write a paragraph that explicitly shows how the knowledge you have gained through the lectures, readings, etc. have helped you ‘solve’ the case.

Individual case report will be assessed according to the following criteria:

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criteria</th>
<th>Expected outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Style</td>
<td>Written Communication (Formatting, Clarity &amp; Punctuality)</td>
<td>Professional and clear presentation (no typos or grammatical mistakes) in conformance to every guideline (format, punctuality, submission system, etc.) stipulated</td>
</tr>
<tr>
<td>Content</td>
<td>Problem statement</td>
<td>A synthesis of all the critical information of the case to identify the core problem(s)</td>
</tr>
<tr>
<td></td>
<td>Analysis</td>
<td>A complete analysis of the factors affecting the problem, explicitly integrating conceptual tools and knowledge from the course &amp; own experience</td>
</tr>
<tr>
<td></td>
<td>Alternative solutions</td>
<td>A thorough evaluation of alternative solutions with strengths and weaknesses highlighted, integrating conceptual tools &amp; knowledge from the course &amp; own experience</td>
</tr>
<tr>
<td></td>
<td>Recommendation (Plan of Action)</td>
<td>A clear, logical &amp; feasible recommendation(s) that ‘solves’ the problem(s) and issues, with specific action plans</td>
</tr>
<tr>
<td></td>
<td>Reflection</td>
<td>A reflection on how the knowledge gained in the course (lectures, readings, etc.) helped solve the case</td>
</tr>
</tbody>
</table>

3. **Group case presentation (20%)**

Students will be randomly divided into teams of three to four (team size is subject to change according to the number of students in each seminar). Each team should perceive themselves as business consultants of the company under discussion, and are asked to provide analysis and recommendation on the business of the company, industry, country in the weekly case.

- Teams will be asked to give a 30-minute presentation of their case analysis and facilitate a 30-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 15-minute discussion section.

- Presenters of each week should effectively lead and manage class discussion. Class discussion is an important assessment item in the presentation.
- The early presentation groups will get “first-mover” bonus points. The bonus points are 3% for the first group (week 4), 2% for the second group (week 5), and 1% for the third group (week 6). For example, if the first group got a mark of 70/100, the final mark with bonus points should be 72/100 (=70+70*3%).
- Please hand in a hard copy of overhead (PP) slides to tutor at the beginning of presentation.

The marking criteria for the case presentation are provided on Page 13 of PART A of this outline. The lecturer-in-charge may adjust the marks of individual group members if there is substantial evidence that they did not contribute to the presentation.

4. Group term paper (30%)

Students will also work in the same teams. For the term paper, each team is required to write a paper that analyses how the international business environment impacts MNEs in a particular industry. This will involve:

- Identifying and researching political/legal, economic/financial, socio-cultural, and technological changes and trends relevant to the chosen industry that have occurred recently, with a focus on developments over the past two to three years;
- Presenting an analysis of the identified environmental changes that incorporates relevant course concepts and theoretical frameworks;
- Predicting future environmental developments and/or consequences of the identified changes; and
- Highlighting managerial implications for MNEs in the chosen industry.

Students are required to choose one from the following industries:
1) banks & insurance
2) telecommunications
3) pharmaceuticals, life sciences, & biotechnology
4) automobiles & components
5) food & beverage

Students are welcome to write an overview of their chosen industry as a whole or to focus on a sub-sector of the industry.

- In the paper, students have to show that they have read the relevant literature and are aware of the major views documented on their chosen topic. They will then apply this knowledge to the analysis of their identified environmental changes and the discussion of implications for MNEs.
- Clear references in Harvard style (both in-text citations and the reference list) should be included in the individual paper.
- The maximum length is 2000 words, excluding references, figures, and appendices.
- A one-page abstract about the selected topic and the structure of the paper is due in Week 6 seminar. The abstract is a compulsory item, but will not be marked.
- The term paper is due in Week 11 lecture (6pm, 19 May 2015).
• It is expected that students will consult firstly newspapers, trade/industry reports and periodicals, and the popular press such as Business Review Weekly, The Economist, Financial Times, etc. to identify international business trends, forecasts and changes, and industry responses. Students should also use academic journals and commentary as sources for their analysis. Students should not solely rely upon internet sources.

Suggested paper structure

Your paper needs to contain the following sections:
1) The cover sheets included in this outline
2) Table of contents: list the main sections of the paper as well as any subheadings
3) Executive summary: a short explanation summarising the paper’s purpose, findings, conclusions and managerial implications
4) Introduction: outline the purpose and scope of the paper clearly. The introduction should also provide a brief outline of the rest of the paper. The introduction should also define key terms and provide a brief background to the topic.
5) Methodology: a brief description of how you researched the topic, particularly sources used
6) Body: this should be split into sections, each headed by a subheading. The precise breakdown of subheadings is a decision for the individual student and will depend on your key arguments and findings. A typical (but not necessarily optimal) breakdown of sections would be as follows: theoretical framework, political/legal environment, economic/financial environment, socio-cultural environment, technological environment, future developments, and managerial implications for MNEs.
7) Conclusion
8) Reference: both in-text citations and a reference list. Consult the Business School’s Education Development Unit (EDU) for a useful guide to referencing (also available on the Course website).
9) Appendices (if any)

Please see the assessment form on Page 14 of this outline for assessment criteria.

Students are also required to submit a confidential peer review form (for self & members) in Week 12 seminar. The peer review form is provided on Page 16 of this outline. The lecturer-in-charge may adjust the marks of individual group members if there is substantial evidence that they did not contribute to the term paper.

5. Participation (10%)

Much of the learning in this course comes from in-class interaction, so students are expected to prepare for the seminar sessions by reading the weekly cases. 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 (especially when you have experiential knowledge of the country or issue under study). Most issues, cases and problems related to management 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:

- The quality and frequency of contributions in class discussion AND
- The professionalism of your conduct (attendance, punctuality, readiness, and showing respect to all members).

### 4.3 Assignment Submission Procedure

Students should keep a copy of all assignments submitted and their marked assignments.

### 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

**Course website (Moodle):**


**Textbook:**


**Seminar cases:**

The seminar cases are available in the Weekly Cases Folder on Moodle.

**Supplementary reading:**

The supplementary articles are available in the Supplementary Reading Folder on Moodle. Students are encouraged to read these articles during the semester to improve their understanding of general issues in international business.
Recommended reading:
Students should read widely in order to get through the course material successfully. The following materials may be particularly relevant.

**Journals:**
- Journal of International Business Studies
- Journal of World Business
- Management International Review
- Harvard Business Review
- California Management Review
- International Business Review

**Internet resources:**
- Economist ([www.economist.com](http://www.economist.com))
- BusinessThink ([https://www.businessthink.unsw.edu.au/Pages/businessthink-home.aspx](https://www.businessthink.unsw.edu.au/Pages/businessthink-home.aspx))

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 Course and Teaching Evaluation and Improvement (CATEI) Process is one of the ways in which student evaluative feedback is gathered.

7 COURSE SCHEDULE
<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEK</th>
<th>LECTURE TOPIC</th>
<th>SEMINAR ACTIVITIES AND DUE DATES</th>
<th>TEXTBOOK CHAPTER</th>
</tr>
</thead>
<tbody>
<tr>
<td>2 March</td>
<td>1</td>
<td>Course Overview: International Business—What is it?</td>
<td>NO Seminar</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>9 March</td>
<td>2</td>
<td>Multinational firms in a globalised world</td>
<td>Background information Discussion of assignments Forming teams/team agreement</td>
<td>Chapter 2</td>
</tr>
<tr>
<td>16 March</td>
<td>3</td>
<td>State vs. firm? The political and legal environment</td>
<td>Case analysis method Sample case analysis</td>
<td>Chapters 7, 8</td>
</tr>
<tr>
<td>23 March</td>
<td>4</td>
<td>When in Rome: The socio-cultural environment</td>
<td>Case 1 presentation (Gazprom) Study team agreement (1) due</td>
<td>Chapter 6</td>
</tr>
<tr>
<td>30 March</td>
<td>5</td>
<td>Does size matter? The economic and financial environment</td>
<td>Case 2 presentation (Rakuten)</td>
<td>Chapters 3, 9</td>
</tr>
</tbody>
</table>

Mid-Session Break: 3-12 April

| 13 April  | 6    | Digital divides? Technology diffusion and innovation | Case 3 presentation (Haier) Abstract of term paper due in seminar     | Chapter 10       |
| 20 April  | 7    | Term paper discussion                                | Case 4 presentation (Merck)                                          |                  |
| 27 April  | 8    | International trade policy: WTO                      | Case 5 presentation (Netcare)                                        | Chapter 4        |
| 4 May     | 9    | The rise of the super-state? Regional economic integration | Term paper consultation Study team agreement (2) due                  | Chapters 3, 4    |
| 11 May    | 10   | The new Wild West? Doing business in transitional markets | Case 6 presentation (United Cereal)                                 | Chapter 3        |
| 18 May    | 11   | Ethics and social responsibility for international business | Case 7 presentation (Wal-Mart) Term paper due in lecture             | Chapter 12       |
| 25 May    | 12   | Course revision                                     | Seminar revision Teamwork reflection                                 |                  |
| 1 June    | 13   | Final exam                                          | NO Seminar                                                           |                  |

8 ASSESSMENT COVER SHEETS
# CASE PRESENTATION ASSESSMENT SHEET

**MGMT 5601**

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Student ID</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
</tr>
<tr>
<td>(3)</td>
<td>(4)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>RATING</th>
<th>Weak</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content/Analysis (40%)</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Use of evidence/support</td>
<td></td>
<td></td>
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<tr>
<td>Research effort</td>
<td></td>
<td></td>
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<tr>
<td><strong>Delivery (30%)</strong></td>
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<tr>
<td>Organisation (e.g. coordination, observing time limits, etc.)</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Style (clarity, enthusiasm, etc.)</td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creativity (format, visual aids, etc.)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

**Class discussion (30%)**

| Overall design of discussion sections |      |              |      |           |             |
| Stimulating audience involvement     |      |              |      |           |             |
| Responding to questions raised       |      |              |      |           |             |

**Mark:**  
/20

**Comments:**
TERM PAPER ASSESSMENT SHEET

MGMT 5601

Name of Student          Student ID

(1)                       (2)           (3)                     (4)

<table>
<thead>
<tr>
<th>Criteria/Rating</th>
<th>Weak</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Very good</th>
<th>Outstanding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Originality</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of analysis</td>
<td></td>
<td></td>
<td></td>
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Mark:  /30

Comments:
ASSIGNMENT COVER SHEET
MGMT5601

Student Number: _____________ Name: _____________________
Student Number: _____________ Name: _____________________
Student Number: _____________ Name: _____________________
Student Number: _____________ Name: _____________________

Lecturer: DR YOUNGOK KIM
Tutor: DR YOUNGOK KIM

Seminar Info:
Day: ___________ Time: _______

Word count: _____________ words (Please provide word count)

Date Due:

I declare that this assessment item is my own work, except where acknowledged, and has not been submitted for academic credit elsewhere, and acknowledge that the assessor of this item may, for the purpose of assessing this item:
a. Reproduce this assessment item and provide a copy to another member of the University; and/or,
b. Communicate a copy of this assessment item to a plagiarism checking service (which may then retain a copy of the assessment item on its database for the purpose of future plagiarism checking).
c. I certify that I have read and understood the University Rules in respect of Student Academic Misconduct.

Signed: ....................................................date: □ □ □ □ □ □
Please rate yourself and your group members on the basis of contribution to the group work. This evaluation is confidential so please reply honestly. Use the following scale:

**SCALE:**
A = Outstanding  B = Good  C = Average  D = Poor  E = Very poor

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<th>Group members (Name)</th>
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This peer review is due in Week 12.
PERSONAL BACKGROUND INFORMATION

FULL NAME & STUDENT ID (i.e., z #):

PREFERRED NAME IN CLASS:

SEMINAR: ☐ 4:00pm ☐ 7:30pm

NATIONALITY AND FAMILY BACKGROUND (if different from nationality):

COUNTRIES WHERE YOU HAVE LIVED (>= 1 year):

LANGUAGES YOU ARE FLUENT IN (in addition to English):

DESCRIBE YOUR PRIOR WORK EXPERIENCE (INDUSTRY, COUNTRY, ETC), EVEN IF IT WAS ONLY INFORMAL OR WITHOUT PAY

DESCRIBE THE REASON/S FOR TAKING THIS COURSE (Be as explicit as possible)

DESCRIBE WHAT YOU WOULD LIKE TO LEARN FROM THIS COURSE:

WHICH IS THE COUNTRY YOU CONSIDER AS ‘HOME’

DESCRIBE YOUR DREAM JOB (at least, industry and country):
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

9 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 Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.
   You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.
   You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.
   You should be able to:
   a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
   b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

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 ethical, social, cultural and environmental implications of business issues and practice.
   You should be able to:
   a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
10 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).

11 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.

11.1 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

11.2 Attendance

Your regular and punctual attendance at lectures and seminars 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
11.3 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

11.4 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://www.ohs.unsw.edu.au/.

11.5 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.

12 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 UG 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.
13 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](https://www.business.unsw.edu.au/students/resources/learning-support)
  The EDU provides 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 5584; Email: edu@unsw.edu.au.

- **Business Student Centre**
  [https://www.business.unsw.edu.au/students/resources/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](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](http://www.lc.unsw.edu.au)
  Provides 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/web/services/services.html](http://info.library.unsw.edu.au/web/services/services.html)

- **IT Service Centre**: Provides technical support for problems logging in to websites, downloading documents etc. [https://www.it.unsw.edu.au/students/index.html](https://www.it.unsw.edu.au/students/index.html) Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.

- **UNSW Counselling and Psychological Services**
  [https://student.unsw.edu.au/wellbeing](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.

- **Student Equity & Disabilities Unit** [http://www.studentequity.unsw.edu.au](http://www.studentequity.unsw.edu.au)
  Provides 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; Phone: 9385 4734; Email: seadu@unsw.edu.au