MGMT5601
GLOBAL BUSINESS AND MULTINATIONAL ENTERPRISE

Course Outline
Semester 1, 2016

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities and Support
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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Instructor/Tutor: Professor Joe Cheng
Office: Business School Building East Tower Room 574
Phone No: 9385-8806
Email: joecheng@unsw.edu.au
Consultation Time: Monday 15:30-16:00 or by appointment (Week 2 to Week 12)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lecture  Mon  18:00-19:30  Mathews Theatre C
Seminar  Mon  16:00-17:30  Mathews 113
Seminar  Mon  19:30-21:00  Mathews 125

*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 examines the key environmental issues and challenges that multinational enterprises (MNEs) face when conducting business across national borders. Its main objective is to develop an understanding about the complex dynamics at play that drive the changing world economy and their implications for global competition among firms and nations. Special attention will be given to exploring both the positive and negative impact of various environmental issues and challenges on international business activities, particularly as it relates to firms and nations in the Asia-Pacific region.

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

- to develop in students a working knowledge of the global business environment including its economic, cultural, political and legal components;
- to provide students conceptual frameworks for analysing business opportunities globally and across countries in different stages of economic development;
- to analyse the challenges that businesses face when entering foreign markets and competing against local firms and other international companies.

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>
<tr>
<td>1 Knowledge</td>
<td>Understand and explain concepts and theories concerning the global business environment. Explain and discuss the seminal and contemporary international business literature.</td>
<td>• Project report  • Project presentation  • Case analysis  • Exams</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>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.</td>
<td>• Project report  • Project presentation  • Case analysis  • Exams</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Demonstrate improved skills in independent research and communication.</td>
<td>• Project report  • Exams</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Demonstrate improved skills in independent research and communication.</td>
<td>• Project presentation  • Part of seminar participation mark but not separately</td>
</tr>
</tbody>
</table>
Explain and discuss the seminal and contemporary international business literature.

4 Teamwork
Understand the processes of working within a team or group and show evidence of ability to collaborate with others.

- Not specifically assessed

5a. Ethical, environmental and sustainability responsibility
Explain and discuss the seminal and contemporary international business literature.

- Not specifically assessed

5b. Social and cultural awareness
Explain and discuss the seminal and contemporary international business literature.

- Part of project report and case analysis, but not specifically assessed

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.
• 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>Weight</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm Exam 1</td>
<td>20%</td>
<td>60 minutes</td>
<td>Week 6</td>
</tr>
<tr>
<td>2. Midterm Exam 2</td>
<td>30%</td>
<td>75 minutes</td>
<td>Week 13</td>
</tr>
<tr>
<td>3. Group country report</td>
<td>25%</td>
<td>5 pages (double-spacing, 12-point font)</td>
<td>Designated week</td>
</tr>
<tr>
<td>4. Group report presentation and class discussion facilitation</td>
<td>10%</td>
<td>60 minutes</td>
<td>Designated week</td>
</tr>
<tr>
<td>5. Participation</td>
<td>15%</td>
<td>N/A</td>
<td>On-going</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Midterm exam 1 and 2 (50% total)
Both exams will be in-class, open-book, open-notes, but no computers are allowed. They may include true/false, multiple-choice, case analysis, and/or short-answer questions. Details will be communicated in due course.

2. Group country report (25%)
Students will form their own groups of 3-5 persons each, with a maximum of 6 groups total for each seminar. Each group will select a topic from the six listed in the syllabus for the period 14 March to 9 May and apply relevant contents from the chapters assigned for that topic to analyse the business conditions in a country (other than Australia) of their choice, with preference in the Asia-Pacific region. If more than two groups are choosing the same topic and/or country, selection will be granted on a first-come-first-served basis according to the order in which the email request is received.

The early groups will get “first-mover” bonus points. The bonus points are 5% for the first group (week 3), 3% for the second group (week 4), and 1% for the third group (week 5). For
example, if the first group got a mark of 70/100, the final mark with bonus points would be 74/100 (=70+70*5%).

Specifically, the analysis and resulting country report (text no longer than 5 pages, double-spacing, 12-point font) will seek to answer the following four questions:

- As for the topic concerned (e.g., cultural foundation), what are the three most distinctive features of the country selected relative to other countries? In what specific ways are these features distinctive? (1 page)
- Do these distinctive features offer an advantage or disadvantage to the domestic firms based in the selected country? Why and how? (1 page)
- Do these distinctive features offer an advantage or disadvantage to foreign firms that conduct business in the selected country? Why and how? (1 page)
- On balance, would you recommend the selected country to Australian firms as a potential location for international expansion involving foreign direct investment? Why or why not? (1-2 pages)

A hard copy of the country report is due at the beginning of the seminar on the scheduled date of presentation.

The country report will be evaluated using the following criteria:

- Each of the four questions is answered directly and fully. (20%)
- The answer is logical and well argued. (20%)
- The answer incorporates relevant contents (concepts, theories, research findings, etc.) from the assigned chapters. (50%)
- The report is well written and organized. (10%)

3. **Group country report presentation (10%)**

The group will give a 30-minute presentation of their country report and facilitate a 30-minute class discussion (including Q&A) following the presentation. Each member of the team is expected to take part in the presentation and discussion.

The marking criteria for the report presentation are provided on Page 11 of PART A of this outline. The instructor may adjust the marks of individual group members if there is substantial evidence that they did not contribute to the group presentation.

4. **Participation (15%)**

Much of the learning in this course comes from in-class interactions. Hence, students are expected to prepare for the lectures and seminar sessions by reading the weekly assigned chapters. Participation 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 important 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):

The Moodle course module contains essential resources for students. Please check regularly for updates. The website for this course is on Moodle at: https://moodle.telt.unsw.edu.au/login/index.php.

Textbook:


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
Internet resources:
- Economist (www.economist.com)
- BusinessThink (https://www.businessthink.unsw.edu.au/Pages/businessthink-home.aspx)
- Financial Times (http://www.ft.com/)
- BBC (http://www.bbc.co.uk/news/business/)
- McKinsey Quarterly (www.mckinseyquarterly.com/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>READINGS FOR THE WEEK</th>
</tr>
</thead>
<tbody>
<tr>
<td>29 Feb</td>
<td>1</td>
<td>Course Introduction Video: Boeing vs. Airbus</td>
<td><strong>NO SEMINAR</strong></td>
<td></td>
</tr>
<tr>
<td>7 March</td>
<td>2</td>
<td>Globalization and International Business (IB) Case: Who Makes the Apple iPhone?</td>
<td>Background information Discussion of assignments Forming teams/team agreement</td>
<td>Chapter 1</td>
</tr>
<tr>
<td>14 March</td>
<td>3</td>
<td>Economic Foundation of IB</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 2 &amp; 6</td>
</tr>
<tr>
<td>21 March</td>
<td>4</td>
<td>Cultural Foundation of IB Case: Siemens Bribery Scandal</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 4 &amp; 5</td>
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<td></td>
<td></td>
<td><strong>Mid-semester break</strong> 25 March – 2 April</td>
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<tr>
<td>4 April</td>
<td>5</td>
<td>Political and Legal Foundations of IB</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 2 &amp; 3</td>
</tr>
<tr>
<td>11 April</td>
<td>6</td>
<td><strong>MIDTERM EXAM 1</strong></td>
<td>Mid-semester review</td>
<td></td>
</tr>
<tr>
<td>18 April</td>
<td>7</td>
<td>Government Intervention in IB</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 7 &amp; 10</td>
</tr>
<tr>
<td>25 April</td>
<td>8</td>
<td><strong>Anzac Day public holiday</strong></td>
<td><strong>NO SEMINAR</strong></td>
<td></td>
</tr>
<tr>
<td>2 May</td>
<td>9</td>
<td>Regional Economic Integration</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 1 &amp; 9</td>
</tr>
<tr>
<td>9 May</td>
<td>10</td>
<td>Foreign Direct Investment Case: Indonesia – The Next Asian Giant?</td>
<td>Group country report &amp; presentation</td>
<td>Chapters 8 &amp; 15</td>
</tr>
<tr>
<td>23 May</td>
<td>12</td>
<td>Managing Multinational Operations</td>
<td>Video presentation and discussion: “Doing Business in China”</td>
<td>Chapters 17 &amp; 18</td>
</tr>
<tr>
<td>30 May</td>
<td>13</td>
<td><strong>MIDTERM EXAM 2</strong></td>
<td><strong>NO SEMINAR</strong></td>
<td></td>
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</table>
## 8 ASSESSMENT COVER SHEETS

### COUNTRY REPORT PRESENTATION ASSESSMENT

<table>
<thead>
<tr>
<th>Name of Student</th>
<th>Student ID</th>
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<tbody>
<tr>
<td>(1)</td>
<td>(2)</td>
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<tr>
<td>(3)</td>
<td>(4)</td>
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</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>
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<tr>
<td>Quality of analysis</td>
<td></td>
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<tr>
<td>Comprehensiveness</td>
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<tr>
<td>Use of evidence/support</td>
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<tr>
<td>Research effort</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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<tr>
<td>Style (clarity, enthusiasm, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Creativity (format, visual aids, etc.)</td>
<td></td>
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<tr>
<td><strong>Class discussion (30%)</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Overall design of discussion sections</td>
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<tr>
<td>Stimulating audience involvement</td>
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<tr>
<td>Responding to questions raised</td>
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</tbody>
</table>

**Mark:**

**Comments:**
## COUNTRY REPORT ASSESSMENT

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

<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>Each of the four questions is answered directly and fully</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Answer is logical and well argued</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Incorporation of relevant contents from assigned chapters</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Structure and organisation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing style</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Grammar and spelling</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
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</tr>
</tbody>
</table>

**Mark:**

**Comments:**
ASSIGNMENT COVER SHEET

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

Instructor: PROFESSOR JOE CHENG
Tutor: PROFESSOR JOE CHENG

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: □□□□□□□□□
PEER REVIEW FORM

Name: ..........................................................................................

ID: ........................................ Signature........................................

Please rate other members of your group on the basis of their contribution to the preparation of the country report and presentation. This evaluation is confidential so please reply honestly. Use the following scale:

SCALE:
5 = Outstanding  4 = Good  3 = Average  2 = Poor  1 = Very poor

<table>
<thead>
<tr>
<th>Other Group members</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to preparation of the country report</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contribution to the report presentation</td>
<td></td>
<td></td>
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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 COUNTRY OF BIRTH (if different from nationality):

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

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

WORK EXPERIENCE DURING PAST THREE YEARS, EVEN IF IT WAS ONLY INFORMAL OR WITHOUT PAY:

DESCRIBE THE REASON/S FOR TAKING THIS COURSE:

DESCRIBE WHAT YOU WOULD LIKE TO LEARN FROM THIS COURSE:

DESCRIBE YOUR DREAM JOB (at least, industry and country):

CAREER OBJECTIVES FOR NEXT FIVE YEARS:

ADDITIONAL INFORMATION THAT INSTRUCTOR SHOULD KNOW ABOUT YOU:
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.

<table>
<thead>
<tr>
<th>Business Postgraduate Coursework Program Learning Goals and Outcomes</th>
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<tr>
<td><strong>1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.</strong></td>
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<tr>
<td>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.</td>
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<td><strong>2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.</strong></td>
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<td>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.</td>
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<td><strong>3. Communication: Our graduates will be effective communicators in professional contexts.</strong></td>
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<tr>
<td>You should be able to:</td>
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<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
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<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
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<tr>
<td><strong>4. Teamwork: Our graduates will be effective team participants.</strong></td>
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<td>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.</td>
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<tr>
<td><strong>5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and</strong></td>
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</tbody>
</table>
**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.

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](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](http://subjectguides.library.unsw.edu.au/elise)

To see if you understand plagiarism, do this short quiz: [https://student.unsw.edu.au/plagiarism-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](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](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](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 website. 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