MGMT5603
Global Business Strategy and Management

Course Outline
Semester 1, 2015

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Allya P. Koesoema
Room 513
Phone No: 9385 7534
Email: a.koesoema@unsw.edu.au
Consultation Times – Tuesday, 16.00-17.00 (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 13): The Time and Location are:
   - Wednesday 18.00 – 19.30 at Mechanical Engineering 202

Tutorials start in Week 1 (to Week 13). The Groups and Times are:
   - Wednesday 15.00-17.30 at Quadrangle G026
   - Wednesday 19.30-21.00 at Mechanical Engineering 101

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

2.3 Summary of Course
This course introduces a set of contemporary strategy concepts and theories to help students identify important and consistent principles that a firm can use in making decisions that will affect its long term performance in an increasingly globalised business environment. You will be exposed to the leading scholarly and the current practice of global business strategy. Particular emphasis will be placed on strategic issues facing multinational enterprises today, including entry mode choice, international network and the impact of information technology. In addition,

   While these principles constitute the basis for systematic examination of global business strategy and management, they do not necessarily explain why a particular firm succeeded or failed. The successful application of the concepts and theories introduced in this course depends on your ability to use them in a particular situation that a firm faces. Students should therefore not only try to understand the theories, concepts and frameworks discussed in the lectures, but also make efforts to apply them in seminar discussions, presentations and assignments.

2.4 Course Aims and Relationship to Other Courses
This course is part of the Masters of Commerce program. It aims to provide students with knowledge about global business strategy and equip students with professional skills to use this knowledge in practice. The course builds on and extends concepts learned in MGMT 5601 (Global Business and Multinational Enterprises). STRE5603 focuses mainly on the business and corporate level strategic decisions faced by the firm. In order to gain a more comprehensive picture regarding the challenges and tools for conducting business in an international context, students may also consider taking the following courses:
   - MGMT 5602: Cross Cultural Management
   - MGMT 5609: Global Business Operations and Management, which focuses more on the operational
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. In this course, you will gain a set of tools, techniques, frameworks, and approaches to assist you in strategically and dynamically managing a competitive business organization in the international context. Furthermore, you will improve your action-oriented, decision-making approach based on rigorous analysis and critical thinking. By the end of the course, you should be able to:

1. Understand and explain how the conceptual and analytical tools of strategic management can be extended to the formulation and implementation of global strategy
2. Understand and explain the greater complexity that accompanies international operations for organizations, including alternative patterns of strategy, structure and operations appropriate to different and dynamic international contexts
3. Understand and explain concepts and theories from seminal and contemporary literature concerning global business strategy, including foundational themes such as resource based view, Industry analysis and frameworks on business /corporate level strategies
4. Understand and explain prominent strategic issues facing international organizations today, including pathways for internationalization, international strategic networks, the impact of information technology and non-traditional multinationals.
5. Apply the contemporary theoretical approaches introduced in the course together with their associated tools/frameworks to analyse business situations, formulate business strategies, reason carefully about strategic options, use what-if analysis to evaluate action alternatives, and make sound strategic decisions in the international business context
6. Explain and persuasively present a business analysis and strategy proposal
7. Work together in groups, seize the group’s advantages, overcome the potential hurdles of such teamwork, and be able to function effectively as part of a company’s strategy implementation team.
The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate students in the Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. ‘be an effective team player’). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. ‘participate collaboratively and responsibly in teams’).

For more information on the Postgraduate Coursework Program Learning Goals and Outcomes, see Part B of the course outline.

### 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 (they may also be developed in tutorials and other activities):
### Program Learning Goals and Outcomes

This course helps you to achieve the following learning goals for all Business postgraduate coursework students:

**On successful completion of the course, you should be able to:**

This learning outcome will be assessed in the following items:

| 1 | Knowledge | 1. Understand and explain how the conceptual and analytical tools of strategic management can be extended to the formulation and implementation of global strategy  
2. Understand and explain the greater complexity that accompanies international operations for organizations, including alternative patterns of strategy, structure and operations appropriate to different and dynamic international contexts  
3. Understand and explain concepts and theories from seminal and contemporary literature concerning global business strategy, including foundational themes such as resource based view, Industry analysis and frameworks on business /corporate level strategies  
4. Understand and explain prominent strategic issues facing multinational enterprises today, including pathways for internationalization, international strategic networks, the impact of information technology and non-traditional multinationals. | Case Study  
Individual Report  
Written Exam |

| 2 | Critical thinking and problem solving | 5. Apply the contemporary theoretical approaches introduced in the course together with their associated tools/frameworks to analyse business situations, formulate business strategies, reason carefully about strategic options, use what-if analysis to evaluate action alternatives, and make sound strategic decisions in the international business context. | Case Study report, presentation and discussion  
Written exam |

| 3a | Written communication | 6. Write and persuasively present a business analysis and strategy proposal. | Case Study report  
Individual report  
Written exam |

| 3b | Oral communication | 6. Write and **persuasively present** a business analysis and strategy proposal. | Case Study presentation |

| 4 | Teamwork | 7. Work together in diverse groups, seize the group’s advantages, overcome the potential hurdles of such teamwork, and be able to function effectively as part of a company’s strategy implementation team. | Not specifically assessed in this course |

| 5a | Ethical, social and environmental responsibility | Not specifically addressed in this course |

| 5b | Social and cultural awareness | 2. Understand and explain the greater complexity that accompanies international operations for organizations, including alternative patterns of strategy, structure and operations appropriate to different and dynamic international contexts | Case Study presentation/ discussion  
Individual report  
Written exam |

### 3 LEARNING AND TEACHING ACTIVITIES

The basic teaching and learning philosophy of the course is ‘we teach principles, you develop capabilities’. It is based on the expectation that students would want to equip themselves with skills required for strategic decision making in the international context.
To introduce the most salient principles, this course is based on the leading scholarly thoughts and current practice of global business strategy. The theoretical principles provide the basis of various conceptual frameworks and models, which in turn help us to make sense of a variety of strategic issues firms face in a complex and uncertain global business environment. You will learn about these concepts through lectures and readings, and you will have an opportunity to develop your own understanding of the concepts by applying them in case discussions.

Classroom discussion, case analysis and individual reports provide opportunities for students to reflect and build on their prior experiences and knowledge, challenge their current beliefs and develop new practices and understanding. Students with practical experience will be invited to share their experience with the class.

While the course facilitates learning by introducing theoretical frameworks and facilitating productive discussion/explorations of the knowledge concepts, students are responsible for their own learning. This is important to develop higher-order thinking skills such as the application of theoretical frameworks in global strategy for critical analysis, synthesis and evaluation in different business situations. A higher level of achievement will be that students will be able to design new conceptual frameworks and models based on the economic principles (ideas, concepts etc.) introduced in the course. This is encouraged and facilitated within both individual and team based learning activities, including independent research, case analysis and presentation.

Dialogue between students and instructors, and among students in and out of class, creating a community of learners is encouraged. This includes the provision of meaningful and timely feedback both from the instructor and in the form of peer evaluations of presentations.

3.1 Learning Activities and Teaching Strategies

The primary teaching activities of this course consists of two parts:

- Lectures introduce the underlying principles, concepts and frameworks of global business strategy and how they are linked to current business practices
- Seminars are designed for students to link their own experience and apply concepts and frameworks introduced in lectures through group presentation and discussion of case studies, as well as additional readings. Individual assignments are used to allow students to develop skills for in-depth research on selected business topics

Lectures and seminars are of equal importance to the subject program. They are supported with individual assignments and group presentations that facilitate the development of analytical and presentation skills and feedback delivery.

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

The course assessment comprises two components: individual work and group work. Assessment on individual work will be composed of seminar participation, individual report and quizzes. Assessment on group work will comprise seminar group presentation and a written group assignment.
<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Participation</td>
<td>15%</td>
<td>See 4.3.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Individual Report</td>
<td>25%</td>
<td>3000-4000 words</td>
<td>Week 11</td>
</tr>
<tr>
<td>Quiz 1</td>
<td>15%</td>
<td>90 minutes</td>
<td>Week 8</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>15%</td>
<td>90 minutes</td>
<td>Week 13</td>
</tr>
<tr>
<td>Group presentation</td>
<td>15%</td>
<td>20+40 minutes</td>
<td>Weekly</td>
</tr>
<tr>
<td>Group Writeup</td>
<td>15%</td>
<td>Max 3000 words</td>
<td>Weekly</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Seminar attendance record will be used to determine results at the margin.

4.3 Assessment Format

4.3.1 Individual Work (weighting 70 %)

Seminar Participation & Contribution (15%)
Class participation is worth 10% of total marks in the course: this comprises participation in seminar classes over the course of the semester. Adequate attendance will only go towards a pass for participation. Your mark will be based upon the quality, not quantity of your contributions. You will be rewarded for oral contributions which demonstrate that you have read the designated materials and reflected on the issues raised. This includes coming to class prepared with questions about issues that you have not understood or which you think require further discussion.

Criteria for Assessment of Class Participation
- Students are required to submit individual one page answer to case questions available on the course website before each seminar. The answer sheet should be submitted electronically via Turnitin in Moodle before the beginning of each seminar. These reports are not to be marked but is a compulsory item to demonstrate an adequate level of preparation
- Substantive dimensions of assessment are similar to those used in assessing written work. Students should seek to show that they understand the application of, and underlying reason for the use of, the skills emphasized in the seminars.
- Students will be assessed on the quality rather than the quantity of their contributions. Nevertheless, it is difficult to award marks to students who are absent or who do not participate in the seminar discussion and exercises.

We are aware that some students find it difficult to make oral presentations and speak in class. We would like to encourage all students to use the supportive environment of the classroom to practice their oral communication skills. Business demands an ability to communicate both in writing and orally - you must develop an ability to make vocal contributions in front of your peers.

Individual Report (25%)
You will be asked to write a strategic consulting report for an international company seeking to enter Australian market OR an Australian company seeking to enter a foreign market. More details including formats will be provided in the first seminar session in week two.

In the paper, students have to show that they have read the relevant literature and are aware of the major views held on their chosen topic. They will then apply this knowledge to a business setting (company/case/business scenario). Clear references in Harvard style
should be included in the individual paper. The minimum length is 3000 and maximum length is 4000 words excluding references and figures/tables. A one-page abstract about the selected topic and the structure of the paper is due on Week 8 seminar. The abstract is a compulsory item, but will not be marked. The individual paper is due via Turnitin before Week 11 lecture. More details will be communicated in due course.

**Quizzes (15% each)**
The quizzes will be designed to test your knowledge of concepts, frameworks, and theoretical foundations. They provide an incentive to review the reading, lecture, and case material that precede them. Exam structure will be discussed in detail during week 2 lecture. The exam will likely include a combination of multiple choice questions, short answer questions, essay questions, and short case analyses. The Quizzes will be completed in week 8 & 13 class (lecture period): you should arrive on time – late students will not be given extra time.

**4.3.2. Group work (weighting 30 %)**

In the first seminar in week one, students will be allocated into teams of three or more (number of members in each team is subject to change according to the number of students in each seminar). These teams will be the basis for seminar activities and for assessment on all group work. Each team will be assigned to present and report on one case study throughout the course. The weekly case study discussion will be the main framing for tutorial activities. How much you get out of a case depends on your preparation and active participation. Guidance information about the cases to be analysed, requirements and suggestions regarding the preparation of written case assignments will be discussed in class.

Part of the learning experience will involve your ability to work with your teammates. Teams do better when the members cooperate and help each other, rather than insisting on having their own way. Team friction almost always results in lower scores, no matter how smart each of you may be. Therefore, your first priority should be team organization. Effective teams surface more observations, ideas, and tactics than ineffective teams. In order for a group to do well, each member must be actively involved in the research, discussion, and preparation. Failure to actively participate cheats both you and your other team members. Thus, there is little tolerance for free riding. The incentive alignment mechanism will be peer evaluations. Individual members who have not contributed adequately to the group activities will have the final marks for group assignments adjusted to reflect their actual contribution level. The dates for submitting peer evaluations will be announced. Each team member may be rated on the following items:

1. Came to team meetings on time, well prepared, and ready to contribute to the decision making.
2. Contributed useful ideas to solve our team's problems.
3. Worked hard to become sufficiently knowledgeable of all aspects of the simulation or case.
4. Showed a willingness to listen to, and to consider, the ideas of others.
5. Made thoughtful contributions to the team's strategies.
6. Displayed leadership (i.e. provided some direction to others in the group) and/or accepted responsibility for specific aspects of the group's strategic initiatives.
7. Exerted individual effort in getting things done as needed.
8. Made sure that assigned responsibilities were understood and performed on time -- in a helpful manner.
9. Made a high contribution to the **overall** team effort and results.
**Group Presentation (15%)**
Each group will need to make a presentation in the seminar class, based on an allocated case study. Students should introduce the case first and then analyse the case questions through reference to course material as well as additional research (theoretical). About 50% of the issues discussed in the presentation should be related to the case questions given to the whole class by the lecturer the week before the presentation. Another 50% of the issues can be new questions and issues identified by the presentation group.

*You and your team members should assume the role of consultants employed to present your analysis and recommendations to the company’s senior management group (the rest of the class). Note: you **DO NOT** have the option of ignoring this assigned role.*

More details will be available later, but the general approach is that your group will lead the class discussion by presenting the results of your analysis to the class. As a suggestion, each case discussion may have three parts:

- Approximately 5 minutes identifying the problem(s) facing the company along with the symptoms of the problems;
- Approximately 15 minutes outlining the central issues confronting the company, analysing these issues using course concepts and frameworks, developing at least three alternatives for solving the problems facing the company/discussion questions, and recommending one of the alternatives along with a discussion of potential implementation issues;
- Approximately 30 minutes leading a discussion with the class – answering questions and trying to determine where they agree and disagree with your team’s analysis. This can be at the end of the presentation or incorporated within the presentation. For example, each main point in the presentation can be followed by a 5 to 15 min discussion section. You should defend your position, but also be willing to incorporate good suggestions from the class (your client).

All presenting group members must be present for the presentation, and all members must participate in the presentation. You should prepare some discussion issues for the class. A copy of the presenting group’s paper, presentation slides, and discussion questions should be **e-mailed to the tutor by 2 PM the business day before the scheduled presentation.**

For non-presenting groups: Each class member is expected to prepare for the discussion of all cases - comment, question, argue, and analyse. The contribution to case discussion will be reflected in your participation grade. Quizzes may also be given over case readings. Keep in mind, however, that the presenting group is expected to facilitate the discussion. Overall, the entire process is meant to generate a lively and productive discussion!

Your mark on the presentation will be based on the following factors:

a) **Content and analysis (40%)**
   a. Problem identification: The clarity and thoroughness with which your team identifies and articulates the problems facing the company and the issues which management needs to address.
   b. Quality of analysis: The depth and breadth of your team’s analysis of the company’s situation and demonstrated ability to use the concepts, frameworks, and tools of strategic analysis in a competent fashion.
   c. Quality of recommendations: The breadth, depth, and practicality of your team’s recommendations, degree of detail and specificity of recommended actions, quality of supporting arguments.
   d. Use of supporting evidence and research effort

b) **Delivery/Style (30%)**
a. Organization and structure (including compliance to time limits)
b. Use of visual and other presentation aid
c. The degree of preparation, professionalism, energy, enthusiasm, and skills demonstrated in delivering your part of the presentation.

c) Class Discussion and Engagement (30%)
   a. Overall design of discussion setup and stimulating involvement
   b. Responding to questions/issues raised (Every team member is expected to answer at least one question posed by the class.)

Group Report (15%)
Each group will also need to prepare a written assignment – a maximum 2,500 word (including bibliography) written report on a case study. Students should analyse the case through reference to concepts and frameworks introduced in the subject. Assignment case question and marking criteria will be provided on the course website. Written report should incorporate feedbacks obtained from peers and the lecturer.

In your case write-up, you need to follow the format:
Send by email to your tutor before your next tutorial after your presentation
- Title page with your group number, the names of your members, case being analyzed, class (STRE5603), word count, and date;
- Main text – 2500 word maximum in main text and bibliography. This is 6 to 8 pages (excluding title, tables, figures, appendices and references);
- 1-1/2 line spacing;
- Times New Roman 11-pitch font;
- 2.5 cm margin all around (i.e., top- bottom-, left- and right-hand margins);
- Use A4 paper;
- Use page numbers;
- Insert references/citations and footnotes.

An essential skill to develop during your university education is the ability to learn and work in a group setting. Apart from meeting the requirements for assessment, students should seek to develop ability to work in a group setting. It is completely up to group members to determine the ways through which your group work is coordinated and your group problems solved. If the problems become ‘unsolvable’ among the group members, students should discuss the matter with the lecturer-in-charge as early as possible. Under no circumstances can students choose to split the group or exclude any group member or withdraw from the group without seeking prior permission from the lecturer-in-charge.

4.4 Late Submission
Assignments are promptly due at the start of class or as otherwise stated in the course outline. Late assignments are not accepted and cannot be made up.

Individual members who have not contributed adequately to the group activities will have the final marks for group assignments adjusted to reflect their actual contribution level based on peer evaluations. These adjustments may deduct up to 20% of group marks.

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

Recommended Textbook:
Understanding Global Strategy
Susan Segal-Horn, Open University Business School David Faulkner, Royal Holloway College, University of London
Throughout this course students are expected to read all materials compiled in the Reading Folder and additional reading material provided in the lectures. In addition, students are strongly recommended to look at the following publications to enhance your knowledge.

Other books:

Recommended journals and periodicals;
- The Economist: http://www.economist.com
- Journal of International Business Studies: http://www.jibs.net/
- Management International Review: http://www.uni-hohenheim.de/~mir/

The website for this course is on UNSW Moodle at: https://moodle.telt.unsw.edu.au/login/index.php

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. In this course, we will seek your feedback through end of semester CATEI evaluation. Previous feedback from the CATEI process has been used to adjust the variety of topics and reading materials provided for the course.
# 7 COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>References</th>
<th>Other Activities/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>4 March</td>
<td>Introduction: the world of global business</td>
<td>Group formation</td>
<td>Introduction to Cases</td>
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<td>Chapter 1-3</td>
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<tr>
<td>Week 2</td>
<td>11 March</td>
<td>Strategic Management tools in Global Strategy</td>
<td>Case 1</td>
<td>Reading pack</td>
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<tr>
<td>Week 3</td>
<td>18 March</td>
<td>Organizing MNCs: Traditional MNCs vs What Matters Now</td>
<td>Case 2</td>
<td>Chapter 7, 15</td>
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<tr>
<td>Week 4</td>
<td>25 March</td>
<td>NO LECTURES</td>
<td>NO TUTORIALS</td>
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<tr>
<td>Week 5</td>
<td>1 April</td>
<td>The Internationalization process</td>
<td>Case 3</td>
<td>Reading pack</td>
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<td>Mid-semester break: Good Friday 3rd April -Sunday 12 April</td>
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<tr>
<td>Week 6</td>
<td>15 April</td>
<td>Designing a global organization</td>
<td>Case 4</td>
<td>Ch 8</td>
</tr>
<tr>
<td>Week 7</td>
<td>22 April</td>
<td>Special topic: Emerging players and SMEs</td>
<td>Case 5</td>
<td>Ch 4,6</td>
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<tr>
<td>Week 8</td>
<td>29 April</td>
<td>Quiz 1</td>
<td>Case 6</td>
<td>Individual Abstracts due</td>
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<tr>
<td>Week 9</td>
<td>6 May</td>
<td>Global network: Cooperation and Competition</td>
<td>Individual Abstract Workshop</td>
<td>Chapter 9-10</td>
</tr>
<tr>
<td>Week 10</td>
<td>13 May</td>
<td>Corporate Strategy: Diversification, Mergers and Acquisitions</td>
<td>Case 7</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Week 11</td>
<td>21 May</td>
<td>Global Innovation and Learning Strategies</td>
<td>Case 8</td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week 12</td>
<td>27 May</td>
<td>The future of the global firm: challenges and future scenarios</td>
<td>Class Review</td>
<td>Chapter 4,5, 16</td>
</tr>
<tr>
<td>Week 13</td>
<td>3 June</td>
<td>Quiz 2</td>
<td>Wrap-up</td>
<td>CATEI</td>
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</tbody>
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**Note**

The course schedule is tentative and may change. The instructor reserves the right to modify course requirements (e.g. scheduling and frequency of assessments) as circumstances dictate. If such a modification is needed, you will be notified in class, by e-mail, or through the course Web site.
PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

8 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 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 Undergraduate Program Learning Goals and Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Knowledge:</strong> Our graduates will have in-depth disciplinary knowledge applicable in local and global contexts.</td>
</tr>
<tr>
<td>You should be able to select and apply disciplinary knowledge to business situations in a local and global environment.</td>
</tr>
<tr>
<td><strong>2. Critical thinking and problem solving:</strong> Our graduates will be critical thinkers and effective problem solvers.</td>
</tr>
<tr>
<td>You should be able to identify and research issues in business situations, analyse the issues, and propose appropriate and well-justified solutions.</td>
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<tr>
<td><strong>3. Communication:</strong> Our graduates will be effective professional communicators.</td>
</tr>
<tr>
<td>You should be able to:</td>
</tr>
<tr>
<td>a. Prepare written documents that are clear and concise, using appropriate style and presentation for the intended audience, purpose and context, and</td>
</tr>
<tr>
<td>b. Prepare and deliver oral presentations that are clear, focused, well-structured, and delivered in a professional manner.</td>
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<tr>
<td><strong>4. Teamwork:</strong> Our graduates will be effective team participants.</td>
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<tr>
<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:</strong> Our graduates will have a sound awareness of the ethical, social, cultural and environmental implications of business practice.</td>
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<tr>
<td>You will be able to:</td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
</tr>
<tr>
<td>b. Identify social and cultural implications of business situations.</td>
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</tbody>
</table>
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.

9 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).

10 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.
10.1 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)

10.2 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](https://student.unsw.edu.au/attendance)

10.3 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](https://student.unsw.edu.au/conduct)

10.4 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/](http://www.ohs.unsw.edu.au/).

10.5 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.

11 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.

12 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
  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
  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. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **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 training and search support services**
  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 Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
- **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: 9385 5418.
- **Student Equity & Disabilities Unit**
  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