MGMT5609
Global Business Operations and Management

Course Outline
Semester 2, 2015

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
# Table of Contents

PART A: COURSE-SPECIFIC INFORMATION 1

1  STAFF CONTACT DETAILS 1
2  COURSE DETAILS 1

2.1 Teaching Times and Locations 1
2.2 Units of Credit 1
2.3 Summary of Course 1
2.4 Student Learning Outcomes 1

3  LEARNING AND TEACHING ACTIVITIES 3

3.1 Approach to Learning and Teaching in the Course 3
3.2 Learning Activities and Teaching Strategies 4

4  ASSESSMENT 4

4.1 Formal Requirements 4
4.2 Assessment Details 4
4.3 Late Submission 7

5  COURSE RESOURCES 7

6  COURSE EVALUATION AND DEVELOPMENT 8

7  COURSE SCHEDULE 9
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Chanyoung (Young) Seo
Room QUAD 2107
Phone No: 9385 7158
Email: c.seo@unsw.edu.au
Consultation Times –by appointment

Lecturer: Zhenming (Kevin) Huang
Email: zhenminghuangkevin@gmail.com
Consultation Times –by appointment

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 (to Week 13): The Time and Location are:
Mon 18:00-19:30 Macauley Theatre (Quad 1027)

Seminars start in Week 2 (to Week 13). The Groups and Times are:
Mon 14:30-16:00 Business School Building 215
Mon 19:30-21:00 Business School Building 215

Note:
1. Time and venue of seminar is adjusted in Week 13, please refer to Course Schedule at the end of this outline.
2. 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 details please visit: https://my.unsw.edu.au/student/atoz/AttendanceAbsence.html).

2.2 Units of Credit
The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course
Global Business Operations and Management provides conceptual tools and insights to analyse how multinational corporations (MNCs) manage operations and business activities worldwide. Key topics of study include: the evolution and development of MNCs, the internationalization process of firms and their managerial challenges, MNC operations such as marketing, manufacturing, research and development (R&D), and partnership management.

2.4 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.
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’).

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 seminars and other activities):

<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 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 | Explain and analyse how MNCs manage business activities worldwide | • Exam  
• Case presentation  
• Conceptual video |
| 2 Critical thinking and problem solving | Use conceptual tools and real life knowledge to interpret and analyse real problems in MNC operations | • Exam  
• Case presentation  
• Conceptual video |
| 3a Written communication | Construct written work which is logically and professionally presented | • Exam |
| 3b Oral communication | Communicate ideas in a succinct and clear manner. Communicate to stimulate audience participation | • Case presentation  
• Seminar participation |
| 4 Teamwork | Work collaboratively to complete a task | Not specifically assessed |
| 5a Ethical, environmental and sustainability/responsibility | Identify and assess environmental and sustainability considerations in problems in MNC operations | • Exam  
• Case presentation |
| 5b Social and cultural awareness | Not specifically addressed in this course | • Exam |

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 MNCs. 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 contextualize 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 effort and as part of a team.

Continuous assessment during the course is done with the aim to support students in developing these skills. Feedback from both instructor and peer students will be provided.

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.
- Group assignment (Conceptual Video) which allows students to develop skills to conduct in-depth research on a selected topic.
- Group presentations which allow students to present their case analysis 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

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Final Exam (Individual)</td>
<td>35%</td>
<td>120 minutes</td>
<td>Week 13</td>
</tr>
<tr>
<td>Case Presentation (Group)</td>
<td>20%</td>
<td>60 minutes</td>
<td>Weekly</td>
</tr>
<tr>
<td>Conceptual Video (Group)</td>
<td>30%</td>
<td>3 minutes</td>
<td>Week 10</td>
</tr>
<tr>
<td>Tutorial Participation (Individual)</td>
<td>15%</td>
<td>Ongoing</td>
<td>Weekly</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. Exam (35%)
A 120 min exam will be held in Week 13 during the lecture/seminar time (18:00-20:00). The questions will be fact-based and may include recent business news or cases. Details about the exam and sample questions will be communicated in due course.

2. Case Presentation (Group, 20%)
Students will be randomly divided into teams of 2 to 4 (number of members in each team is subject to change according to the number of students in each seminar). Each team should perceive themselves as consultants of the company, and is asked to provide analysis and recommendation on the business of the company/industry in the weekly case.
• Teams will be asked to give a maximum 20-minute presentation of their case analysis and facilitate a minimum 30-minute class discussion. Extra 10 minutes are allowed for further class discussion. Note that the extra time is not to be used for the case presentation. Each member of the team will have to take part in the presentation. It is recommended that each main point in the presentation to be followed by a 5 to 10 min discussion section. Skills and methods to encourage class discussion are communicated in Week 2 seminar.

• High quality class discussion and audience engagement is the key to a good presentation. Presenters of each week should effectively lead and manage class discussion, the most important assessment item of the presentation. This includes 1) asking intellectually stimulating questions that facilitates discussion; 2) designing class activities that engage the audience; 3) coordinating discussions between class members; and 4) answering questions from the audience adequately.

• Up to 50% of the issues discussed in the presentation can be related to the case questions given to the whole class by the lecturer before the presentation. The rest of the issues (50%-100%) can be new questions and issues identified by the presentation group. To obtain feedback on your class discussion questions and overall presentation design, presenters please email the draft or final PPT slides to the instructor 3 days in advance to your presentation day.

• The early presentation groups will get “first mover” bonus points. The bonus points are 3% for the first group (week 3), 2% for the second group (week 4). 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%).

• Presenters please email your final PPT slides to your instructor 1 day in advance to your presentation. This course adopts environmentally-friendly practices, and thus a printed copy of the PPT slides is NOT needed by the instructor.

3. Conceptual Video (Group, 30%)

Students will need to proactively search for collaborators and group themselves into a team of 4-5 between Week 2 to Week 4. Each team should perceive themselves as a creative group of “business artists” who together produce a vivid 3-minute video to showcase a concept (or multiple concepts that are closely related) taught in this course. For example, the concept of “global integration” can be supported by how a computer is produced globally along the value chain. A number of sample videos about different concepts will be shown in the first lecture (Week 1).

• The list of the concepts/issues that will be discussed throughout the course will be posted on Moodle in Week 3. But other concepts and ideas are welcome as far as they are related to international business and MNC management.

• Teams should come up with a 1-page proposal of the concept(s) and ideas for the video, and upload the 1-page proposal, together with the name and student ID of all team members, to Moodle by the end of Week 5. The proposal template can be found in the attachment of this outline. If the ideas of two teams overlapped or are too similar, the first team that uploads the abstract has the right to go on with that topic/idea. More details about topic selection and arrangement will be discussed in Week 6. This proposal will not be marked but any late submission will generate penalty on the final mark of the Conceptual Video.
• Your team can change the topic anytime before final submission. To avoid the aforementioned overlapping problem, your team **SHOULD** email the updated proposal to the instructor before making an actual video. The ‘first come, first serve’ rule will be also applied to the topic change therefore you will be given a confirmation email if your newly selected topic is not yet taken by any other teams.

• The instructor will demonstrate a video posting in Week 6. Teams should upload the final video to Moodle before **5 Oct 24:00PM**.

• Each student will need to watch all videos carefully. The provision of feedback/comment on each video is not compulsory however it is highly recommended that the students exchange their thoughts about the video through a discussion forum attached to each video link.

• By the end of the semester, there will be a *People’s Choice Award* resulted from the votes of each student for her/his favourite video (except for the one created by her/his own team). The voting rule and procedure will be discussed in Week 12. The winner team (1st place) will get **full mark** of this assessment item (30%). This also applies to the situation in which there are multiple winner teams having the same number of votes.

• Marking criteria please see attachment of this outline. Note that the result of the People’s Choice Award will not affect your mark (except for a winning team) and your final mark will be determined by the instructor based on the marking criteria.

• Sources to learn about video production:
  - http://www.youtube.com/watch?v=7GREeD2icUo
  - http://www.youtube.com/watch?v=PZcfLjecyCc
  - http://www.youtube.com/watch?v=6HQocET1Jio

4. Participation (15%)  
Because much of the learning in this class comes from interaction between its members, participation is an important component. 15% of the participation is evaluated by student participation during the case presentation at seminar.

• To be eligible for getting this mark, students are required to hand in a **1-page answer** to the case questions available on Moodle. Each student should read and answer the questions independently. The answer sheet should be submitted via **Turnitin** before each seminar. **Originality check** will be conducted to make sure the answer does not overlap with other students’ answer and contents available on the internet.

• The weekly 1-page answer will not be marked, but it is a **compulsory item** to demonstrate an adequate level of preparation. A student will get **0** for this 15% of participation mark if he/she fails to submit **ANY** of the 1-page answer of each case. Starting from Week 4, each late submission (i.e., any time after the seminar in which the student enrolled has started) will generate a **penalty of 5%** of the total participation mark for case presentation (i.e., 0.75 point is deducted from final result for each late submission of 1-page answer).
- The Students are assessed by their **contribution to the discussion sections in weekly case presentations**. The consistency and quality of their contributions will be reflected in the marks for participation.

4.3 Late Submission
Late submission is penalised by 10% of the given mark of that assessment item per day. This applies to the submission of Conceptual Video Proposal and Conceptual Video.

**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

Moodle
The Moodle course module contains essential resources for students. Please check regularly for updates.

Textbook
**MGMT 5609 Course Textbook (E-book)**
This is a compulsory textbook that provides the theoretical insight and empirical knowledge for this course.

The link to purchase the E-book will be available in Week 1.

Supplementary reading
Available in the Supp. Reading folder on Moodle from Week 1. Please read the articles according to the Course Schedule.

Other reading
You should read widely in order to get through the course material successfully. However, students may find the following materials relevant:

**Journals**
- Journal in International Business Studies
- Journal of World Business
- Management International Review
- Harvard Business Review
- California Management Review
- Long Range Planning
Internet resources

- Economist (www.economist.com)
- Financial Times (http://www.ftchinese.com/)
- BBC (news.bbc.co.uk/2/hi/in_depth/asia_pacific/2004/china/default.stm)
- Knowledge@Wharton (knowledge.wharton.upenn.edu)
- 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. In this course, we will seek your feedback through end of semester CATEI evaluations.
## COURSE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture Topic</th>
<th>Tutorial Topic</th>
<th>Text book chapter/ Supplementary Reading</th>
<th>Other Activities/ Assessment and feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>27 July (J*)</td>
<td>No seminar</td>
<td>Chapter 1 / Article: Play it safe at home or take a risk abroad? / Is the bottom of the pyramid really for you?</td>
<td>Randomly form teams for case presentation in seminar</td>
</tr>
<tr>
<td>Week 2</td>
<td>Multinational Company: Why and how?</td>
<td>Form presentation group. Presentation skill and class discussion skill. Conceptual Video requirement.</td>
<td>Chapter 2 / Article: Making it overseas / Have you restructured for global success</td>
<td>Students form teams for Conceptual Video outside of classroom</td>
</tr>
<tr>
<td>Week 3</td>
<td>Setting up foreign operation: Practice of MNC managers</td>
<td>Case: Logoplaste: Global Growing Challenges</td>
<td>Chapter 4 / Article: BMW production time bomb / Supply chain risk and efficiency</td>
<td>Students form teams for Conceptual Video outside of classroom</td>
</tr>
<tr>
<td>Week 4</td>
<td>17 Aug (Y)</td>
<td>Global production</td>
<td>Chapter 5 / Article: How global brands compete / Marketing meets Web 2.0</td>
<td>Proposal of Conceptual Video upload to Moodle</td>
</tr>
<tr>
<td>Week 5</td>
<td>24 Aug (Y)</td>
<td>Global marketing</td>
<td>Chapter 5 / Article: Beyond offshoring / How GE is disrupting itself</td>
<td>Participation feedback provided</td>
</tr>
<tr>
<td>Week 6</td>
<td>31 Aug (Y)</td>
<td>Global R&amp;D and innovation</td>
<td>Chapter 2 / Article: Breaking up is never easy / New, improved Keiretsu</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>7 Sept (K)</td>
<td>Global partnership management</td>
<td>Chapter 6 / Article: Managing multicultural teams / Unmanageable star performer</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>14 Sept (K)</td>
<td>Global HRM</td>
<td>Chapter 6 / Article: Managing multicultural teams / Unmanageable star performer</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>21 Sept (K)</td>
<td>Global finance management</td>
<td>Article: TBA</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Mid-semester break: Saturday 26 September - Monday 5 October inclusive</td>
</tr>
<tr>
<td>Week 10</td>
<td>5 October (Y)</td>
<td>Public holiday/ No lecture</td>
<td>Chapter 2 / Article: Distance still matters / Globalization penalty</td>
<td>Vote for People’s Choice Award (Conceptual video)</td>
</tr>
<tr>
<td>Week 11</td>
<td>12 October (Y)</td>
<td>MNCs from the emerging economies</td>
<td>Article: Is your emerging market strategy local enough? / Learn from Brazilian MNC</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>19 October (Y)</td>
<td>Global expansion: Managerial challenges</td>
<td>Chapter 2 / Article: Distance still matters / Globalization penalty</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>26 October (Y)</td>
<td>Exam</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: “Y” = Young as instructor of the week. “K” = Kevin as instructor of the week*
Case Presentation Assessment (5609)

Name of Student

RATING | Weak | Satisfactory | Good | Very good | Outstanding
---|---|---|---|---|---
Class discussion and engagement (60%)
Overall design of class discussion sections (20%)
Stimulating audience involvement (20%)
Responding to questions/issues raised (20%)
Delivery/Style (20%)
Organisation (including observing time limits) (5%)
Style (clarity, enthusiasm, eye contact, etc.) (5%)
Use of visual aids, table and graphs (10 %)
Content/Analysis (20%)
Depth and comprehensiveness of analysis (10%)
Research effort and use of evidence/supporting data (10%)

Mark:  /20%

Comments:
Conceptual Video Assessment (5609)

Name of Student

1.
2.
3.
4.
5.

<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>Creativity and attractiveness (60%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Being creative in describing the concepts in ways that generates interest of the audience (30%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Creative use of animation, photo, cartoon, graphs, numbers, sound and colours to engage audience (30%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Application of concepts (20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relevance to concepts taught in this course (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linking real word phenomena and our daily life with business concepts (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quality of argument (20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logical connection between different parts of the video and the overall flow of argument (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Depth of argument (i.e., further analysis of concepts with supporting example and data) (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Mark:  /30%

Comments:
Conceptual Video Proposal (5609)

1. Student ID and Name

2. Working title of video

3. Brief description of main and sub-concepts

4. Outline (or storyline) of video

5. Visualisation method/tools