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. **STAFF CONTACT DETAILS**  
2. **COURSE DETAILS**  
   - 2.1 Teaching Times and Locations  
   - 2.2 Units of Credit  
   - 2.3 Summary of Course  
   - 2.4 Course Aims and Relationship to Other Courses  
   - 2.5 Student Learning Outcomes  

## PART B: LEARNING AND TEACHING ACTIVITIES  

3. **ASSESSMENT**  
   - 4.1 Formal Requirements  
   - 4.2 Assessment Details  
   - 4.3 Assessment Format  
   - 4.4 Assignment Submission Procedure  
   - 4.5 Late Submission  

4. **COURSE RESOURCES**  

5. **COURSE EVALUATION AND DEVELOPMENT**  

6. **COURSE SCHEDULE**  

7. **COURSE PROGRAM AND READING LIST**  

---
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge: Professor Chung-Sok Suh
Room: UNSW Business School Building 516
Phone No: 9385 5883
Email: c.suh@unsw.edu.au
Consultation Times: Thursday 4:00-6:00pm

Lecturer: Dr. Joseph Kim
Room: Quadrangle Building 1015C
Phone No: 9385 3764
Email: joseph.kim@unsw.edu.au
Consultation Times: Thursday 1:00-3:00pm

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures / seminars (combined) start in Week 1 (to Week 12):
The Time and Location are:
Thursday 6:00-9:00 (Col LG01)

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

2.3 Summary of Course
This is a capstone course for the Master of International Business degree program. Students are provided an opportunity to integrate, evaluate, and reflect on the knowledge and experiences gained from their studies in the program in the context of global business. The course will incorporate multi-dimensional approaches to cases, issues and challenges for international business in encountering different cultures, institutions, and organisations in varied environments and countries.

2.4 Course Aims and Relationship to Other Courses
As a capstone course for the Master of International Business degree program, this course aims to bring together in-depth disciplinary knowledge to identify and critically analyse complex issues and challenges in international business cases. It seeks to critically engage students in four central areas. Firstly, it reflects on practice in education and business in a global context. This will encompass the experience of education in a multi-cultural environment. Secondly, it integrates students’ knowledge in context of other disciplines, comparing differences and similarities in national understandings and approaches. Thirdly, it synthesises disciplinary knowledge and debates through addressing key trends in global business. Finally, it explores experiences in understanding careers in global business, mindful of institutional, cultural, social and political implications of international business. Students will gain an appreciation of the cultural and inter-cultural experiences in the program in addressing dynamics in national understandings, values, norms and business practice.
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.

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

<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>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.</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>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Communication: Our graduates will be effective communicators in professional contexts. You should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>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:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Consider social and cultural implications of business and/or management practice.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th>coursework students:</th>
</tr>
</thead>
</table>
| 1 | Knowledge | Demonstrate in-depth knowledge of international business theories and analyse current issues and challenges in the global business context.  
|   |   | • Group presentation  
|   |   | • Project report  
| 2 | Critical thinking and problem solving | Identify and analyse complex issues and challenges in international business cases and propose appropriate and well-justified solutions utilising relevant international business theories and research in the field.  
|   |   | • Group presentation  
|   |   | • Project report  
| 3a | Written communication | Construct written work which is logically and professionally presented.  
|   |   | • Project report  
| 3b | Oral communication | Communicate ideas in a succinct and clear manner.  
|   |   | • Group presentation  
|   |   | • Class participation  
| 4 | Teamwork | Work collaboratively to complete a task.  
|   |   | • Group presentation  
| 5a. | Ethical, social and environmental responsibility | Identify and assess ethical, social and environmental issues in the global business environment context.  
|   |   | • Group presentation  
|   |   | • Project report  
| 5b. | Social and cultural awareness | Identify and assess social and cultural awareness issues in the global business environment context.  
|   |   | • Group presentation  
|   |   | • Project report  

3 LEARNING AND TEACHING ACTIVITIES

This is a seminar style course with emphasis placed on critical and integrative thinking in discussion and peer-centred learning. The course integrates discussion of perspectives and insights to key theories in international business and critical analysis of contemporary international business cases. It requires comprehensive preparation, critical thinking and discussions of the reading materials by the students.

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>Class Participation &amp; Discussions</td>
<td>10%</td>
<td>See 4.3.1 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Group Presentation</td>
<td>20%</td>
<td>45 minutes presenting the case plus 25 minutes leading class discussion</td>
<td>In allocated weeks</td>
</tr>
<tr>
<td>Project Report</td>
<td>25%</td>
<td>3,000 words</td>
<td>10:00am on Monday 2 November</td>
</tr>
<tr>
<td>Final Exam</td>
<td>45%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.3 Assessment Format

4.3.1 Class Participation (10%)

Lectures will be interactive and it is expected that all students will actively engage and participate in class discussion thereby contribute to provide the peer learning platform. To be eligible for the Class Participation mark students must attend a minimum of nine (9) lectures. Exemptions may only be made on medical grounds/ and or official letter from employer due to work commitment.

Students are also expected to submit weekly reflective journals as an integral part of class participation. Details will be discussed in week 1 lecture.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Contribution</td>
<td>Attends 9 + lectures and actively participates in class discussions. Contributions in class reflect thorough preparation. Provides good insights; has clear and thoughtful views; and supports and argues for but is open to modifying positions. Submit weekly reflective journals on time.</td>
<td>8-10</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Attends 9 + lectures and participates in class discussions. Contributions demonstrate some preparation for class. Some contribution of facts or opinion.</td>
<td>5-7</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Attends 9 + lectures but is an unwilling participant, is observed to rarely speak in small group discussion and never voluntarily speaks in class discussions. For example: only speaks when directly addressed by a lecturer.</td>
<td>1-4</td>
</tr>
<tr>
<td>Does not meet</td>
<td>Students must attend a minimum of 9 lectures to be eligible for participation marks.</td>
<td>0</td>
</tr>
</tbody>
</table>
4.3.2 Group Presentation (20%)

The group presentation is designed to enhance students’ understanding of the selected topics / theories and provide a conducive and non-confrontational platform to develop their oral presentation skills.

In the first lecture, students will form presentation groups (consisting of 2-3 students). Each group will be allocated one case from the list (see pages 10-16) for presentation starting in Week 8. Groups should prepare oral presentation of 45 minutes ([i] presenting the case to the class; and [ii] discussions on the questions for 25 minutes). During the discussion time, the presenting groups should lead class discussion to engage the rest of the class to participate before presenting their answer to the case questions. Leading the class discussion by the presenting groups encourages collaborative thinking and attunes students to a multiplicity of viewpoints and perspectives. Class discussion can be in the form of class activities such as quiz, role play, Q&A etc. Overall, the groups should try to present their seminar case in an informative, professional, and interesting manner.

In addition to presentation, each group should also submit the printed presentation slides in the handout format (2 slides per page) to the lecturer on the day of the presentation with the cover sheet attached. The cover sheet will be available on the course website.

You will be assessed on the following criteria:

(i) Analysis
• Extent of Research (You are strongly encouraged to go beyond just answering the case questions. Any materials relating to the topic are considered within the scope of the presentation)
• Understanding of the key IB theories
• Answers to the Questions

(ii) Presentation
• Organisation (Structure, logical flow etc.)
• Style (Clarity, Creativity etc.)

(iii) Class Discussion
• Management of Class Discussion
• Response to Questions/ Issues raised

Complaint and Peer Review

The group presentation should represent an equal contribution by all group members, although the allocation of tasks involved is the prerogative of individual teams. Group work can be rewarding but requires considerable cooperation and coordination between team members. It is important to clarify your roles early in the project, make regular meeting dates, and establish time lines for finishing work. It is also essential that you maintain a “group diary”– a record of group discussions, email exchanges and meetings.

If a group has a complaint against one or more group members, the group should
approach the member(s) and try to resolve the matter. If the matter is still not resolved, then the group should take up the matter with the course coordinator. If necessary, a confidential peer review will be available for your project group to evaluate the contribution of each group member (including yourself) to the project report.

The peer review form is available in the course website. Any group that has disputes must submit completed forms latest by Week 9. All peer review will be treated as strictly confidential. If one of the group members receives an average score of Poor (2) or lower, investigation will be conducted by a lecturer. If there is sufficient evidence from the group diary (meeting minute, written record of meeting attendance, and etc.) showing that a group member is contributing little to the project, this group member will be removed from the group, and will submit the project report individually.

4.3.3 Project Report (25%)

The project report allows students to develop a deeper understanding of knowledge and frameworks examined in the course, as well as developing skills of logical evaluation and presenting an argument.

Submission of the project report: The project report should be no more than 3,000 words in length (excluding executive summary and references) and should be submitted in an electronic copy via the “Turn-It-In” link on the course website on or prior to the due date, 2 November by 10am.

Proposal of the project report: In addition to submitting the final version of the project report by the above due date, students must submit a proposal of the project report in a hard copy format to the lecturer on 24 September (week 9). For preparing the proposal of the project, students are expected to have conducted the data search and sufficiently thought through the structure and key arguments of the report. Students are strongly encouraged to select a case to which they can obtain relevant and recent data to help them conducting well-support analysis. In week 7 lecture, students will have opportunity to consult their selection of project report topics.

The proposal of the project report should include
(i) Brief introduction of the selected company;
(ii) Main headings of the project report; and
(iii) List of references of data sources.

Submission of the project report proposal is compulsory and students who do not submit the proposal by 24 September (week 9) will not be eligible to obtain mark for their project report assessment.

Topic for Project Report

Choose one multinational corporation from categories below;
(i) a western company that has entered the Asian markets
(ii) an Asian company that has entered the Western markets
(iii) an Australian company that has entered the global markets.

Conduct in-depth analysis of your chosen case by selecting one or more of following four themes covered in this course.
a. FDI decisions and/or internationalisation strategy of the company
b. Strategy and structure of the company
c. Joint venture and/or strategic alliance of the company
d. Global manufacturing of the company

Note. You may **not** choose the same cases covered during the lectures or the companies you selected for your Group Presentation assignment, in this subject or in any other subjects in the Master of International Business program at UNSW.

**Format:**
Your report must be formatted as per the requirements below:
- A separate page of Executive Summary (excluded from the word count).
- Electronic copy must be submitted via Turn-it-in on Moodle
- Use 11pt or 12pt font
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Student number and course code (MGMT 5610) to appear on every page
- Coversheet completed correctly and attached - coversheet available on course website. Please show the word count, along with all other details on the cover sheet.
- Use Harvard method for referencing - more information can be found on the Business School EDU website.

**Marking criteria:**
- Development of a consistent, clear and well-supported answer to the question
- Overall quality of analysis and critical thinking using appropriate IB theories
- Quality of academic research
- Appropriate structure (logical sequence; transitions between parts; well-developed paragraphs)
- Clarity of expression & grammar
- Correct format of in-text citations and bibliography using Harvard style (EDU Harvard Guide)

**4.3.4 Final Examination (45%)**
The final exam will be held during the University's final examination period. The exam is worth 45 per cent of the total grade and will assess the material in both the lectures and prescribed readings covering all topics in the course. The format of the final examination will be announced in Week 10 lecture, and the content may be discussed in Week 12 lecture.

**4.4 Assignment Submission Procedure**
The Project Report is to be submitted in an electronic copy via the “Turn-It-In” link on the Course website on or prior to the due date, 2 November by 10am. Each report should have a coversheet attached at the front and indicate the total number of words (excluding executive summary and references). Paper copy submission is not required.
All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will attract heavy penalty. Students' work will be cross-checked with the “Turn-It-In” database.

4.5 Late Submission

You must submit all assignments for your course. A penalty of 10% for each day the assignment is late will be applied. You should seek assistance early if you suffer illness or misadventure affecting your course progress. No extensions will be granted except in the case of serious illness or misadventure or bereavement which must be supported with documentary evidence.

Requests for extensions must be made to the lecturer-in-charge by email and be accompanied by the appropriate documentation no later than 24 hours before the due date of the assignment.

Note: A request for an extension does not guarantee that you will be granted one. If you require special consideration read the advice on UNSW policies and procedures listed in Part B of the course outline.

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.

<table>
<thead>
<tr>
<th>Quality Assurance</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

5 COURSE RESOURCES

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

The textbook for this course is:

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 (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students. In addition to the formal teaching and course evaluation, periodically student feedback on the course may be gathered and used to inform continual course improvement.
7 COURSE SCHEDULE

Lecture Schedule

Lectures start in Week 1 and finish in Week 12.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Contents</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 (30 Jul) [CS]</td>
<td>Introduction</td>
<td>• International Business Environment</td>
<td>Forming seminar groups</td>
</tr>
<tr>
<td>Week 2 (6 Aug) [CS]</td>
<td>Sources of Competitive Advantages</td>
<td>• Trade theories</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Industry-Based versus Resource-Based Views</td>
<td></td>
</tr>
<tr>
<td>Week 3 (13 Aug) [CS]</td>
<td>Foreign Direct Investment</td>
<td>• FDI Theories &amp; Process of Internationalisation</td>
<td></td>
</tr>
<tr>
<td>Week 4 (20 Aug) [CS]</td>
<td>Strategy/Structure Entry Mode (1)</td>
<td>• Strategy vs. Structure</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Entry Mode theory</td>
<td></td>
</tr>
<tr>
<td>Week 5 (27 Aug) [CS]</td>
<td>Entry Mode (2) &amp; Global Manufacturing</td>
<td>• JV &amp; Strategic Alliance</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Global Manufacturing &amp; Supply Chain</td>
<td></td>
</tr>
<tr>
<td>Week 6 (3 Sep) [CS]</td>
<td>Case Analysis 1, 2</td>
<td>• Internationalisation Strategies of Asian Companies</td>
<td>(Case 1) Class Presentations (Case 2) Guest lecture</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Entry Strategy to Asia</td>
<td></td>
</tr>
<tr>
<td>Week 7 (10 Sep) [JK]</td>
<td>Preparing Case Seminar &amp; Project Reports</td>
<td>• Preparations for the Case study Seminars</td>
<td>Group Study &amp; Consultation</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Selection of Project Report Topics</td>
<td></td>
</tr>
<tr>
<td>Week 8 (17 Sep) [JK]</td>
<td>Case Analysis 3</td>
<td>• FDI &amp; Globalisation Cases</td>
<td>Presentation 1, 2</td>
</tr>
<tr>
<td>Week 9 (24 Sep) [JK]</td>
<td>Case Analysis 4</td>
<td>• Strategy &amp; Structure Cases</td>
<td>Presentation 3, 4</td>
</tr>
</tbody>
</table>

*Project report proposal due*

Mid-semester break: Saturday 26 September - Monday 5 October inclusive

| Week 10 (8 Oct) [JK]     | Case Analysis 5                             | • JV & Strategic Alliance Cases               | Presentation 5, 6                   |
| Week 11 (15 Oct) [JK]    | Case Analysis 6                             | • Global Manufacturing, Supply Chain Cases    | Presentation 7, 8                   |
| Week 12 (22 Oct) [CS]    | Conclusion & Wrapping Up                    |                                               |                                     |
| Week 13 (29 Oct)         | NO LECTURE                                  | CS: Chung-Sok Suh                             |                                     |
|                         |                                             | JK: Joseph Kim                                |                                     |
8 COURSE PROGRAM AND READING LIST

WEEK 1 (30 JULY):
Introduction: International Business Environment

Reading:

WEEK 2 (6 AUGUST):
Topic: Sources of Competitive Advantages

Reading:

WEEK 3 (13 AUGUST):
Topic: Foreign Direct Investment

Reading:

WEEK 4 (20 AUGUST):
Topic: International Business Strategy & Organisation/ Entry Mode (1)

Reading:

WEEK 5 (27 SEPTEMBER):
Topic: Entry Strategy (2) JV, Strategic Alliance/ Global Manufacturing

Reading:


**WEEK 6 (3 SEPTEMBER):**

**Case Analysis 1: Asian Globalisation**

**Case Analysis 2: Exetel Communications (Pvt) Ltd in Sri Lanka** (Special lecture by Mr Brendon Cho, Commercial Manager [formerly Chief Financial Officer], Exetel Pty Ltd in Australia)

**Readings for Case Analysis 1:**


**Questions for Toyota:**

a) Explain the sources of the competitiveness of Toyota. What are the unique features’ of Toyota Management Style?

b) In general, Toyota’s foreign plants have achieved productivity levels similar to those in Japan. What conclusion can you draw from this about the role of national culture in shaping Toyota’s lean production system?

c) Then why such frequent recall’s in Toyota recently?

**Questions on Hyundai Motor Company**

a) Contrast the five major overseas plants of Hyundai Motor company, in terms of their major aim and performance.

b) Why was Canada plant a failure?
c) The success of HMC’s foreign plants began with the Indian plant. What were the differences before and after?
d) In your opinion, what are the main sources of HMC’s competitiveness?

**Questions on Geely**
a) Analyse the major characteristics of the Chinese automobile market and explain the Geely’s strategy in the domestic market in China.
b) What are the major motivations of Geely in acquiring Volvo?
c) Why are some commentators sceptical that this acquisition will bring major benefit to Geely? Do you share their scepticism?
d) What are the most important factors that would contribute to the success of Geely’s takeover of Volvo?

**WEEK 7 (10 SEPTEMBER)**
Topic: Preparations for the Seminar Case Presentation (Group Study) and Selection of Project Report Topics

**WEEK 8 (17 SEPTEMBER)**
Case Analysis 3: FDI & Globalisation (Group presentation 1 & 2)

**<Case A> FDI and Ireland’s Tiger Economy**

**Questions for Case A**
a) How important was FDI in the Irish economic success? Evaluate the role of IDA in the Irish economic growth.
b) Should countries offer special incentive to FDI? Does FDI help or hinder local entrepreneurship?
c) Do you think the economic growth of Ireland based on FDI is sustainable?
d) What are lessons other countries may learn from the Irish case? Can the Irish case model be replicated?

**<Case B> GreenWood Resources: A Global Sustainable Venture in the Making**

**Questions for Case B**
a) What was GreenWood’s rationale for entering China in 2005?
b) Explain GreenWood’s entry mode in China.
c) GreenWood spent more than five years investigating the opportunities in China prior to the opening of its Beijing office. Was it being too cautious or could it have moved more quickly and why? Should GreenWood have spent so much time working with the potential Chinese partners for the Luxi and Dongji projects?
d) Give your recommendation regarding the Luxi and Dongji projects based on the analysis taking into account economic, social and environmental dimensions.

**<Case C> Journey to Sakhalin: Royal Dutch/Shell in Russia**

**Questions for Case C**
a) Analyse the different dynamics of oil and gas markets. What are the most important differences between international oil and gas markets? How is Russia situated in those markets?
b) How much protection do Production Sharing Agreements (PSAs) provide for foreign investors? Why are PSAs so controversial in Russia?
c) Should Shell’s managers proceed with Sakhalin II, and invest another $10 billion in Russia, despite the fact that the project’s legal issues have not yet been resolved? How can Shell’s managers mitigate the risks associated with this project?

**WEEK 9 (24 SEPTEMBER)**
Case Analysis 4: Strategy & Structure (Group presentation 3 & 4)

**<Case A> P&G Japan: The SK-II Globalization Project**

**Questions for Case A**
a) There were two major changes in International business strategies in P&G since the 1980s. Explain the details of each strategy.
b) Analyse the environment – strategy – structure fit of P&G in each period.
c) Contrast P&G Japan's IB strategy and structure until the end of the 1980s and after the 1990s. What were the pros and cons of this strategy?
d) Can SK-II be a global brand?

**<Case B> ING Insurance Asia/ Pacific**

**Questions for Case B**
a) Analyse the environment – strategy – structure fit of ING Insurance Asia/ Pacific (AP) prior to April 2003.
b) Identify the key problems with ING Insurance AP process, strategy and structure.
c) Nevertheless, ING Insurance AP is doing well prior to the arrival of its new CEO Jacques Kemp. In the absence of a crisis, do you think it is necessary to change its process, strategy and organisational structure? Discuss this in terms of Global (Radical Structuring) vs Regional (Middle Ground) vs Local approach (Do Nothing).
d) Kemp’s key concern is how to create a coherent strategy that could be executed by the entire organisation. How should Kemp synthesise his strategy, structure and control system?

**<Case C> Kent Chemical: Organizing for International Growth**

**Questions for Case C**
a) Analyse the environment-strategy-structure fit of Kent Chemical since 2006.
b) Identify the key problems Kent Chemical encountered in implementing the international expansion strategy.
c) What do you think of Sterling Partners’ recommendations? How helpful do you think the recommendations of Sterling Partners will be in implementing the change in organisational structure?
d) Give your recommendations to chairman Ben Fisher.

**WEEK 10 (8 OCTOBER)**

**Case Analysis 5: Joint Venture & Strategic Alliance (Group presentation 5 & 6)**

**<Case A> Fiat’s Strategic Alliance with Tata**

**Questions for Case A**
- a) What business opportunities did India present to Fiat?
- b) Do you think Fiat and Tata make good partners? Compare the partnership with the Fiat-GM relationship.
- c) Evaluate the process and outcome of negotiation between Fiat and Tata.
- d) What would you recommend to Fiat to ensure that its alliance with Tata be successful?

**<Case B> Phase Separation Solutions (PS2): The China Question**

**Questions for Case B**
- a) Should PS2 enter the China Market? What is the general state of the global environmental industry?
- b) Is export a viable mode of foreign entry vis-à-vis FDI for the soil remediation and oil sludge recovery markets in China?
- c) Which options should the company pursue (NIES option or Nahai Option)?
- d) How should PS2 adjust its organizational structure to fit its internationalisation strategy?
- e) What are the implications of the China market to PS2’s global strategy?

**<Case C> CIBC Mellon: Managing a Cross-Boarder Joint Venture**

**Questions for Case C**
- a) What potential opportunities and risks were contemplated by both CIBC and BNY Mellon when considering whether to form a joint venture in 1996?
- b) Assess CIBC Mellon as a JV.
- c) In mid-September 2008, what steps should MacMillan and his senior management team take to protect the shareholders’ investment in the joint venture and ensure its survival?
- d) From the perspective of a board member from either CIBC or BNY Mellon, which is your preferred option for the JV: try and buy out your partner, try and sell out to your partner, or stay the course?
WEEK 11 (15 OCTOBER)
Case Analysis 6: Global Manufacturing, Supply Chain (Group presentation 7 & 8)

<CASE A> Li & Fung

Questions for Case A
a) At one time, many of Li & Fung’s customers performed their own logistics and purchasing functions in-house. Now they outsource those functions to Li & Fung. Why? What is the value added that an intermediary such as Li & Fung delivers to its customers?
b) Why do you think that Li & Fung has a policy of not owning any production facilities?
c) If Li & Fung is to execute on its promise to deliver value added to its customers, what skills and competencies must it have? How can the company further develop its internal resources to enhance competitiveness?
d) Do you think Victor Fung is correct when he states that it is unlikely that the Internet will ever connect the complete supply chain? Why might he be correct? What might happen in the long run?

<CASE B> Building the Boeing 787

Questions for Case B
a) What are the benefits to Boeing of outsourcing so much work on the 787 to foreign suppliers? What are the potential risks? Do the benefits outweigh the risk?
b) In 2007 and 2008 Boeing ran into several publicized issues with regard to its management of a globally dispersed supply chain. What are the causes of these problems? What can a company like Boeing do to make sure such problems do not occur in the future?
c) Some critics have claimed that by outsourcing so much work, Boeing has been exporting American jobs overseas. Is this criticism fair? How should the company respond to such criticisms?

<CASE C> VF Brands: Global Supply Chain Strategy

Questions for Case C
a) How has VF Brands’ manufacturing evolved over the two decades? How well aligned was its manufacturing operations and business strategy?
b) Evaluate the “Third-Way” sourcing strategy proposed in the case. Is it the “best of both worlds” or the “worst of both worlds”? For which kinds of products/brands would you pursue “Third-Way”? For which types would you pursue traditional sourcing and internal manufacturing? Why?
c) What are the implications of the statement made by the head of operations that “Today, apparel is produced just about everywhere on Earth, and we have basically run
out of new ‘low cost’ places to source production—until, of course, penguins learn to sew. We have to find cost savings by how we manage our supply chain.”

**WEEK 12 (22 OCTOBER)**

- Conclusion: Summary & Preparing for the Final Exam