International Management is an introductory unit dealing with the globalisation of business. The focus is on those business activities that cross national boundaries including movements of goods, services, capital, personnel and technology. The unit presents conceptual frameworks for the analysis of international business problems and issues encountered by multinational corporations as well as small and medium-sized enterprises engaged in exporting and other forms of international business. This includes such topics as the interaction of international business firms with host country economic, political, social and cultural environments; political and business risk analysis; formation and management of international joint ventures; multinational organisation structure and design; formulation of global business strategies, policies and planning and control systems; the characteristics of international managers and their selection, training and career management; the management of expatriate and foreign workforces; ethics and international business.
Your Lecturer: Charlie Gunningham  MBA  BA(Hons)  PGCE

Charlie has 18 years' management teaching & business experience in the UK, Singapore, China, Indonesia and Australia. Charlie holds an MBA from UWA, a degree in Economics and a Postgraduate Teaching degree from UK. He was Head of Economics near London then Head of Business at the United World College of S.E. Asia in Singapore. He is a self-confessed "cricket nut" & represented Singapore seven times in their national cricket team. Since turning 40, he now plays in the lowest possible cricket league in Perth, and plays golf.

In 1997, Charlie and his Singaporean wife, Lisa, moved to Perth. He did the MBA full-time & won prizes for OBL, Accounting, Business Strategies for Asia-Pacific, Consumer Behaviour and Management & Consulting. He was awarded the GMA Prize for Top MBA Student in 1999. A few months after graduating, he set up aussiehome.com Pty Ltd (www.aussiehome.com), an Internet real estate business, with a fellow MBA graduate. The Company won the Asia-Pacific IT Award for Best E-Commerce Innovation in 2000, Business of the Year and People's Choice Award in 2002. In 2003, Charlie was awarded a Business News "40 under 40" award. It was recently been recognised as a BRW Upstarts List 2000-2004 as a Top 40 Australian start-up company, and in its first foray offshore has a joint venture about to launch in Jakarta (www.iproperti.com).

In 2001, Charlie commenced a part-time lecturing position delivering the OB programme in Jakarta and International Management units in Singapore, Shanghai & Perth. This is the tenth time he has presented the IM unit and the 5th time in Singapore. In 2002, Charlie became the first ever Adjunct Lecturer at the GSM to earn a UWA "Excellence in Teaching" Award.

Charlie is President of the Graduate Management Association (www.gma.asn.au), the MBA Alumni body of the GSM, and has sat on the Board of the Graduate School of Management.

Contact Details

<table>
<thead>
<tr>
<th>Email:</th>
<th><a href="mailto:charlie@openaccess.com.au">charlie@openaccess.com.au</a></th>
<th>My home email - I check it daily and only receive 4 or 5 messages/day here. Guaranteed answer within 24 hours.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consultation Hours: in person</td>
<td>During Teaching Block sessions, or possibly during the day (Fridays) by appointment</td>
<td></td>
</tr>
</tbody>
</table>

"Please feel to contact me at anytime regarding your studies. I wish you all the very best with this unit, and if there's anything you need, please do not hesitate to contact me. The best way is via a quick email, and if we need to meet up, that can be easily arranged."

- Charlie

May 2005

Your Tutor

Mr Lim Tai Toon
Introduction

International Management is an introductory unit dealing with the globalisation of business.

We hear so much about globalisation (both good and bad):

- What does it all mean?
- Where has it come from?
- What forces are at work?
- What are the implications for managers in an international context?
- Is management in an international arena much different from managing "at home"?

Sounds like you've heard this all before?

You may have come across and discussed these (& related) questions in other MBA units. We aim not to merely repeat these themes, but recognition must be given to the fact that many are coming across them for the first time and this is also an introductory unit. Even if you think you’ve “heard this all before” allow yourself to be open to fresh ways of thinking about some things you take as “given”.

This is important for all MBA courses if you are going to get the most out of them.

In this unit, the focus will be on those business activities that cross national boundaries including movements of goods, services, capital, personnel and technology. The unit presents conceptual frameworks for the analysis of international business problems and issues encountered by multinational corporations as well as small and medium-sized enterprises engaged in exporting and other forms of international business.

Competing in international markets has become a crucial activity for most corporations and even for many small to medium size companies. Even organisations which have "stayed home" have found themselves competing against "intruders" from abroad. As we are finding, our home market is everyone else’s export market. Managers in many organisations need to adapt and change to meet the demands created by the new environment they face. Management is now a "global" issue.

To confuse things a little however, while the economic environment that has expanded globally, the political and cultural environment have perhaps remained nationally defined.

We will concentrate upon international business and its management generally but places some emphasis on the area of most importance to Singapore - i.e. S.E. Asia and the US.

Practical

Should you ever find yourself working for an international enterprise or having to deal with these enterprises in the course of your career, the knowledge and experience you gain through the completion of this unit should give you a sound base for success in such activities. If you already work (or have worked) in such an enterprise this unit should give you additional knowledge and understanding of their operation and management, and help ground your skills. We also want to hear from you and learn from your valuable experience.
Not easy to know what to think
Students of International Management must realise, however, that much of the information they study about how to do business in the global arena does not fit into nice, neat categories. Research results are often conflicting, and serious questions can be raised about previously accepted findings. In addition, the area is very dynamic and the workable solutions of today are often not applicable tomorrow. Nonetheless, this unit should provide a good starting framework for the student or manager interested in the topic.

Goals

We will learn from each other - as a collective exercise. This may be different to how you've been taught before - but this is the style of this course and research has shown that the learning process is best enhanced with this methodology. Don’t be shy - if we all speak up, we all benefit the most.

We will also learn from research, thinking and the assignments. The accent will be on active learning. Passive learning (such as merely reading and taking notes) is not enough. With a more active approach, you will learn far more than a few theories and interesting case studies, and this will serve you well in understanding international management.

Many of the theories are abstract and difficult to bring to life in the lecture situation, so this course adopts an experiential approach:

- class discussions,
- case studies,
- group work,
- guest speakers,
- exercises

The assumption is that much of the “expertise” is in the room. Treat your “lecturer” as a facilitator of learning (someone who helps you learn), not someone who spoon-feeds you knowledge. Your lecturer is a resource and has both academic and practical experience, but it is you who will need to work hard to gain as much from the course as you can.

You are required to pre-read and prepare for the teaching sessions, attend and participate actively in those teaching sessions and hand in assignments on time, doing your fair share in group work. Class rolls of attendance will be kept at the teaching sessions, and the extent and quality of your participation will be assessed.

How’s this Unit Structured?

The unit has been structured in modular form with the following principles in mind:

- Clearly expressed objectives that reflect the unit content.
- An emphasis on learning rather than teaching and on learning from each other.
- The “lecturer” does not have all the answers in regard to managing internationally – so please feed in your ideas and comments.
- Considerable scope for student participation and activity in a supportive environment where a touch of humour is not considered unseemly.
- Opportunity for students to work independently and at more or less their own pace.
- Final assessment based on an accumulation of marks from a variety of sources, in both individual and team environments.
There are eight modules of learning:

1) Going International
2) The Global Manager
3) Cultural Issues & their application
4) Strategic Planning and Managing Risk
5) Systems, Structures & Management
6) Leading & Motivating
7) International HRM
8) Social Responsibility, Law & Ethics

   Plus: Best Practice in, and Future of, International Management

It should be noted that failure to understand material at first contact is no great concern -- uncertainty, tentativeness and questioning are acceptable initial responses in regard to unit content and presentation.

Active response in some form is more desirable than passive acceptance. You are perfectly at liberty to disagree with any/all of the discussions – “managed conflict” is desirable!

**Prerequisites**

There are no prerequisites.

**Broad Learning Outcomes**

At the completion of this Unit, students should be able to:

1. Explain the 'what', 'why' and 'how' of the internationalisation process and the impact of this process on international trade and business.

2. Discuss the major strategic, organisational and operational issues facing managers in companies with international operations and explain how these issues affect management processes and results.

3. Explain the impact that cultural differences have upon organisational and management behaviour in international enterprises.

4. Discuss how the various functional tasks are integrated to achieve objectives in international enterprise operation.

5. Examine case studies involving international enterprise operation and analyse them in order to identify problems and opportunities they have faced and the effectiveness of their responses to them.

6. Produce written evidence in the form of a major report that indicates their understanding of at least one significant aspect of international management.

7. Work productively in a group to produce and present a report on a business that has gone (or could go) international.

8. Confidently discuss the issues raised by globalisation and its wide-reaching impacts on the whole arena of international business.
9. Work in an international enterprise, or in an environment which includes international enterprises, with an understanding of the complexities involved and with basic knowledge of what to expect in terms of management behaviour.

Pack of Readings and Cases

There is no set textbook for this course; rather you will need the pack of prescribed main readings, case studies and supplementary readings. Please bring (at least the relevant sections of) the pack to the teaching sessions.

The main readings are taken from the following four core texts in International Management, and are highlighted (e.g. ‘H+L’ in the schedule below):


Useful Web Sites

Some helpful general sites on international management:

- International Business resources on the web – [http://globaledge.msu.edu/ibrd/ibrd.asp](http://globaledge.msu.edu/ibrd/ibrd.asp)
- (USA) Industry Trade Association – [www.ita.doc.gov](http://www.ita.doc.gov)
- Institute of SE Asian Studies (Singapore) - [http://www.iseas.edu.sg](http://www.iseas.edu.sg)

Citing Your Sources… Harvard Style

The correct format for citing sources can be found at the UWA Library web site (see link below). If you are not aware of how to cite sources correctly in assessed work, please take a few minutes to learn the required format.

This is especially critical if you are new to the MBA.

Available on line at:

<table>
<thead>
<tr>
<th>Day</th>
<th>Topic</th>
<th>TO BE READ BEFORE CLASS (readings/cases are in your pack)</th>
<th>Presentation</th>
<th>Video / Other</th>
<th>Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>7pm-10pm</td>
<td>June 30th 1. Introduction Going International</td>
<td>&quot;Worldwide Developments&quot; (H+L) Study Guide, Intros, Bios, The Course</td>
<td>Case Analysis, Malaysia mini-case</td>
<td>Globalisation pt1</td>
<td></td>
</tr>
<tr>
<td>9am-12pm</td>
<td>July 2nd 3. Cultural Issues &amp; their Application</td>
<td>&quot;The Meanings and Dimensions of Culture&quot; (H+L)</td>
<td>Footwear International Case, p165</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1pm-4pm</td>
<td>July 2nd 4. Strategic Planning &amp; Managing Risk</td>
<td>&quot;Formulating Strategy&quot; (D)</td>
<td>Hazelton Case p.173+ in-basket exercise</td>
<td>Strategy vs Tactics</td>
<td>Blue Eyes, Chinese Culture</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td>July 4th 5. Systems, Structures &amp; Management</td>
<td>&quot;Organisational Structure &amp; Systems&quot; (D)</td>
<td>ABB Poland Case, p.337-347</td>
<td>The MO of IM</td>
<td>Indiv case option #1 - ABB Poland</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td>August 5th 6. Leading &amp; Motivating</td>
<td>&quot;Motivating &amp; Leading&quot; (D)</td>
<td>Five Star Beer Case p.348-359</td>
<td>The OBL of IM</td>
<td>Indiv case option #2 - Five Star Beer</td>
</tr>
<tr>
<td>9am-12pm</td>
<td>August 6th 7. International HRM</td>
<td>&quot;Culture and HRM&quot; (S+B)</td>
<td>ebizasia.com (see pack)</td>
<td>Who to Hire? Exercise (see pack)</td>
<td>Indiv case option #3 - ebizasia.com</td>
</tr>
<tr>
<td>1pm-4pm</td>
<td>August 6th 8. Social Responsibility, Law &amp; Ethics</td>
<td>&quot;Citizens of the World...&quot; (S+B)</td>
<td>Guest Speaker Ben Lim</td>
<td>Concluding Remarks</td>
<td>Group Project presentation</td>
</tr>
<tr>
<td>7pm-10pm</td>
<td>TUTORIALS August 18th + 1st Sept</td>
<td></td>
<td></td>
<td></td>
<td>1st Sept – hand in Project</td>
</tr>
</tbody>
</table>
A separate schedule will be handed out for the Tutorials by Mr Lim

In each session about equal time will be given to a consideration of the reading’s theoretical material and practical application via case studies, country examples, videos and guest speaker.

It will be impossible to deal adequately with all the reading/case material for each module in complete detail but students should at least read the assigned material BEFORE class.

**Cases**

Learning international business through case study analysis is a central part of this course. We will take time to dig into some classic cases. Each one needs careful preparation BEFORE class time – or else you may find the 60 to 75 minutes we expect to spend on each case rather fruitless. Each case can be found in your pack of reading materials (or in the course outline in one instance):

- **A Malaysian Misadventure** – a small case, you can find at the back of this Guide (Annex 1)
- **Japanese-US Seating Inc.** – practice case
- **Footwear International** – practice case
- **Hazelton International** – in-basket exercise
- **ABB Poland** – one of three assessed individual cases you can chose from*
- **Five Star Beer** – one of three assessed individual cases you can chose from*
- **ebizasia.com** - one of three assessed individual cases you can chose from*

*Whether you are assessed on this case or not, you are still expected to pre-read and plan the case before class.

**Videos**

Another regular element of the teaching sessions will be videos:

- **Globalisation** (USA) looks at the extent of the phenomenon and whether it has been affected by the events of 9/11 and the War on Terror
- **She’ll Be Right** (Australia) looks at Australian business people abroad and the experiences they have had being a ‘global manager’
- **14UP** (UK) based on success of “7UP” TV experiment started in 1964; excerpts of recent spin-offs with Japan, USA and Russian 7 and then 14-year old children
- **Blue Eyes** (Australia) – famous experiment into understanding basis of racism and cultural insensitivity;
- **Iron Butterfiles** (Australia) looks at successful female managers in Asia
- **X-Pats** (Australia) interviews Australian expats in Singapore

**Critical Dates**

Please be aware of the following deadlines, and make sure you hit them…

- **21st July**: Hand in Individual Essay at beginning of tutorial on that date
- **4th, 5th or 6th August**: Individual Case Study (choose 1 case from 3 available) handed in at the beginning of the teaching session for that case study
- **6th August**: Group Project Presentation given
- **1st September**: Typed Group Project handed in
Extensions

Take DUE DATES seriously – we do! Requests for extension must be made BEFORE the due date. Extensions may only be granted for serious circumstances, such as illness, and extensions will not extend beyond the date at which marked work is returned to students (usually within a week of submission).

*Note that pressure of work is not considered an exceptional circumstance, as all our students must manage these.*

Word Limits

Take them seriously – we do! You MUST provide a word count on the first page of your assignment. *(All words excluding Reference List and Appendices).*

Attendance

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process. For this reason the GSM has decided not to move to on-line teaching. It is, therefore, important that you attend classes (and be on time).

More formally, the University regulations state that ‘to complete a course or unit a students shall attend prescribed classes, lectures, seminar and tutorials’. Students whose attendance at MBA units has been unsatisfactory will not be granted a pass grade.

More than two missed sessions (a “session” is a 3-hour lecture – evening, morning or afternoon) without prior permission from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two 3-hour sessions, unless there are exceptional circumstances.

Assessment

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
<td>continuous</td>
</tr>
<tr>
<td>Individual Paper</td>
<td>25%</td>
<td>July 21st</td>
</tr>
<tr>
<td>Individual Case Study Analysis</td>
<td>25%</td>
<td>Depending on case chosen, August 4th, 5th or 6th</td>
</tr>
<tr>
<td>Group Project Presentation</td>
<td>10% - presentation</td>
<td>Project presentation on Aug 6th</td>
</tr>
<tr>
<td>Group Project (Report/Plan)</td>
<td>25% - written report/plan</td>
<td>Project due on Sept 1st</td>
</tr>
</tbody>
</table>
**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work then gives you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.

As in all organisations, "you get what you reward". Although your final marks are not the only outcome of this unit (far from it), the methods of assessment have been carefully selected to assess the desired mix of learning outcomes.

Marking is **criterion-referenced** and hence done by "levels" (not "norm" referenced, - the dreaded Bell Curve) and the university-wide criteria are carefully explained below. You must read these carefully, and also the specific grading requirements on each assessment item (see Appendices). "Level" marking means that the examiner judges whether the piece of work passes ("P"), and if it does, considers whether it matches the criteria of "Credit", then "Distinction" up to "HD". If the answer is "no", then the level has been found (the one immediately below). Marks within that level are then awarded. Marks are award on the criteria only, and a wide range of answers can be awarded the exact same mark. Marks are thus given for what the piece of work has demonstrated.
The standard of assessment

The Graduate School must ensure that the processes of assessment are fair and are designed to maintain the standards of the School and its students. The School follows the University of Western Australia’s grading system:

- **HD** (Higher Distinction) 80-100%
- **D** (Distinction) 70-79%
- **CR** (Credit Pass) 60-69%
- **P** (Pass) 50-59%
- **N+** (Fail) 45-49%
- **N** (Fail) 0-44%

The School awards marks leading to these grades by using the following general criteria which are presented here as an indication of the School’s expectations. These general criteria may be supplemented by specific standards provided with regard to a particular assignment.

**HD** The student has a clear understanding of theory, concepts and issues relating to the subject and is able to adopt a critical perspective. The student is able to clearly identify the most critical aspects of the task and is able to offer a logically consistent and well-articulated analysis within the analytic framework presented in the course. The student is able to draw widely from the academic literature and elsewhere but maintains relevance.

**D** The student has a clear understanding of theory, concepts and issues relating to the subject. The student is able to develop an analysis of an issue using the analytic framework presented in the course and is able to identify and evaluate the critical issues. The student is able to draw upon relevant academic and other material.

**CR** The student demonstrates an understanding of the analytic framework developed in the course and a partial understanding of concepts and issues. The student is able to identify some key issues and is able to present a logical discussion, but with some conceptual errors or gaps between analysis and conclusions & shortcoming. The student is able to draw upon an adequate range of references and other materials.

**P** The student generally takes a descriptive rather than analytic approach to the subject. The student is able to demonstrate some understanding of the issues involved but does demonstrate the ability to apply the analytical framework, which had been developed in the course. Draws primarily upon course materials for referencing.

**N+** The student is unable to demonstrate that he or she understands the core elements of the subject matter. The student is able to provide some insight into issues but misapplies analytic framework developed in course, omitting key factors and, for example, drawing conclusions which are not related to the preceding discussion.

**N** The student is unable to demonstrate any understanding of the subject matter. Material presented for assessment is unrelated to course framework and shows no effort to identify or address critical aspects of the topic.

The scaling of marks to ensure comparability between classes in an acceptable academic practice. The GSM and Board of Examiners has the right to scale marks where it is considered necessary to maintain consistency and fairness.
Assessment 1 - Participation (15%)

>>A mark out of 15 based on the relevance & quality of your ongoing contributions/attendance

This unit is interactive and participative, so turning up is not enough! Attendance is critical, but not sufficient. You will spend the sessions discussing the readings, case studies, and exploring the theory/practice. As this is such a large part of the activity, you will be awarded a mark out of 15 for your consistent and positive contributions to classroom debate throughout the class time sessions (or “lectures”) and tutorials.

Marks are awarded on the following basis:
- Relevance of contribution rather than how much “air time” you get
- Depth of Understanding of the current debate/readings/issues/case/views
- Originality, interest & degree of thought underpinning your views
- Not trying to dominate proceedings, but rather adding important contributions where needed

You do not have to make sure you contribute to every debate, at every session; but rather, when you do voice a contribution, demonstrate that you are up with the reading and have something to add. Be sympathetic to other people’s opinions and be culturally sensitive and aware of peoples’ alternative viewpoints. For the shy among you, the chance to develop these skills is an obvious (and useful) one.

Note, that by UWA rules, attendance for the full session at each session is considered to be a vital element in the learning process. If you have a legitimate excuse for non-attendance or for arriving late or leaving early please inform the lecturer beforehand. Attendance checks will be carried out and, whilst there is no formal mark for attendance, your record will be taken into account when borderline decisions on grades are being made. NOTE: University General Regulation 5(1) notes that “to complete a course or unit a student shall attend prescribed classes, lectures, seminars, tutorials ...”. Students whose attendance has been unsatisfactory in this unit will not be granted a pass grade. Normally, two or more missed classes without prior approval from the lecturer is classified as unsatisfactory. Students should not expect to obtain approval to miss more than two classes except in unusual circumstances.

Assessment 2 - Individual Research paper (25%)

>>Hand in an individual research essay before the start of your tutorial on July 21st, from choice of titles. See marking sheet Annex 3.

Preparation of a research essay paper: choose ONE of the eight titles from those listed at the end of this guide (Annex 2).

WORD LIMIT - 2,000 words in length, excluding the reference list and any appendices. (include word count on your title page please)

Your essay topic or question choice should be notified to the lecturer during the afternoon teaching session on July 2nd.

Marks will be allocated for structure and ease of reading, logic of presentation and arguments, sense and breadth and depth of research and analysis. All sources should be properly referenced (preferably using the Harvard system) - Internet included. See marking guide attached (Annex 3).

**No names - Please just place your student ID number please on the front cover**
A possible (but not prescriptive) structure could be:

<table>
<thead>
<tr>
<th>Title Page – ID number, not your name; incl. word count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marking Sheet (see Annex 3)</td>
</tr>
<tr>
<td>Executive Summary (one paragraph)</td>
</tr>
<tr>
<td>Introduce Topic</td>
</tr>
<tr>
<td>Main Body discussion (majority of words spent here)</td>
</tr>
<tr>
<td>Conclusion/Evaluation</td>
</tr>
<tr>
<td>Bibliography</td>
</tr>
<tr>
<td>Appendices (if needed)</td>
</tr>
</tbody>
</table>

**DUE DATE:** 21st July, i.e. at the beginning of the tutorial session that day (papers submitted earlier will be gratefully accepted).

*Tips:*
- Read the title very carefully and make sure you answer the question set.
- Keep your answer tight make sure your points are backed up well rounded, balanced research.

**Assessment 3 – Individual Case Study Analysis (25%)**

>> Choose ONE of the THREE cases we will analyse on August 4th, 5th or 6th: that is, EITHER the ABB Poland Case or the Five Star Beer case or the ebizasia.com case. Hand in your analysis on that day, and be prepared to lead the class discussion. See marking sheet Annex 4.

Write a 2000-word analysis on the major issues and your recommendations on ONE of the THREE cases we discuss on August 4th, 5th or 6th:

Either ABB Poland OR Five Star Beer OR Ebizasia.com

As in all case analyses, you will need to wade through the issues and decide:
- What are the central, and more peripheral, issues in this case?
- What went wrong/right? (Symptoms)
- Why did it go wrong? (Problems)
- What international management theories, principles, etc, are relevant?
- How appropriate/helpful were the theories in this case? Why/not?
- What could/should the company have done differently?
- What can/should be done now? (Solutions)
- What did we learn about international management from the case?

**DUE DATE:** Hand in before start of Teaching Session on that day: 4th, 5th or 6th August.

**No names - Please just place your student ID number please on the front cover**

*Tip: Try not to spend any time repeating what happened (telling the story), concentrate more on analysing, synthesising and evaluating the company, the relevant events and theories; and then making sound recommendations.*
Assessment 4 - Group Report & Presentation (25% + 10%)  

>>You will choose a group of 4 or 5 people (each group will have a mix of nationalities, gender, and international/MBA experience please). Decide what type of report you want to do, choose your business, and hand in your typed report on Sept 1st. You will also give a 10-minute presentation of your Report/Plan on August 6th. See marking sheet Annex 5. 

GROUP PROJECT – 25%
Either:
  3000-4000 word analytical report (excluding appendices) of an international business as it goes/went international.
  OR
  3000-4000 word strategic plan (excluding appendices) for a domestic business to go international.

Either way, this is an organisation known to you, and you are expected to draw on primary sources such as interviews with the people involved, as well as secondary research within the company and elsewhere. You are expected to apply the relevant theories and concepts as appropriate, but the weighting should be more on the practical side than theoretical.

Relevant themes to be applied are any that have cropped up in this unit, including:

- Cultural issues, Ethical & Legal Issues, Strategic planning, Political risk… as relevant
- How successful is/was the venture? How is (or will) this measured? Why?
- What has the organisation learned? What were the unexpected/surprising events?
- Would they do it again? Different way?
- Other themes as relevant

Concentrate on the most relevant themes, do not try to cover too many as your analysis may become too thin.

DUE DATE: Hand in your typed report at the start of tutorial on September 1st

Tip: The style & format of the group report or strategic plan is left up to you, although there are many resources on how best to lay out such documents, and you are left to choose a format that best suits you and the organisation you base the project on.

A possible (but not prescriptive) structure for your Project could be:

| I. | Title Page incl. word count |
| II. | Marking Sheet (found in Annex 5) |
| III. | Executive Summary (one page) |
| IV. | Introduce Business |
| V. | Main Body - most words here** |
| VI. | Conclusion/Evaluation – what did we learn? |
| VII. | Bibliography |
| VIII. | Appendices |
Presentation (10%):

- 10 minutes – rehearse your timings; plus extra time for Q&A afterwards
- professional presentation & display (e.g. powerpoint) relaying the main elements of your Project – methodology, the company, the position, the target market, theoretical framework, analyses (e.g. SWOT, PEST...), evaluation, what happened, what was learnt...
- at least two people involved as presenters
- Marks (2 each) awarded in 5 equal categories:
  - **Timing** (not too short, not running over time, correctly paced...)
  - **Interest** (holds interest of audience, correctly pitched, moves along without rushing...)
  - **Visual display** (e.g. slides, board... skill, design, simplicity, effectiveness...)
  - **Other Communication techniques** (voice, eye contact, tone, manner, appropriateness, level...)
  - **Overall Impression grade** (impact, impression, overall fit...)

DUE DATE: Deliver your presentation at the final teaching block session on August 6th, afternoon.

*Tip:* use images rather than lots of words on your powerpoint presentation; and practice your timings so you are exactly 10 minutes. Don’t read a script, but be well rehearsed so you can talk from a few notes.

**Submission of assignments**

Assignments should be submitted in class on the due date or (if you are to away for some reason) may be handed into the office before the class using a standard cover sheet - a receipt issued.

Late assignments will attract a penalty of 5% per day. This penalty will be waived by the lecturer only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

Assignments will be returned in class - usually the following week (except for assignments that are staggered, such as the individual case analysis).

*Important:* The lecturer will not accept responsibility for following up on students with items not completed and handed in when due. Completion of all items is required in order to obtain a final mark although the lecturer will listen to tales of distress that lead to failure to complete an item/s provided that the student is prepared to lose all marks for the non submission. Late submissions may be subject to a marks penalty.

**Appeals against assessment marks**

In the first instance, students are strongly advised to talk informally to the lecturer about the grade awarded.

The University provides the opportunity for students to lodge an appeal against any mark which he or she feels is unfair. Any student making an appeal is under an obligation to establish a prima facie case by providing particular and substantial reasons for the appeal.
There is a 10-day time limit for making any such appeal. An appeal against academic assessment may result, as appropriate, in an increase or decrease in the mark originally awarded. The University regulations relating to appeals and the form on which the appeal should be lodged can be found in the GSM website.

Acknowledgements and plagiarism

In the course of your individual and group work assignments, you will encounter ideas from many sources. These will include journal and newspaper articles, commentaries, books, web sites and other electronic sources, original case sources, lecture materials. All MBA assignments that you submit must acknowledge all the different sources you have used.

Not to acknowledge your sources is plagiarism, a form of dishonesty. Plagiarism is the misappropriation of the work or ideas of others and presenting them as your own. This is reprehensible from both an ethical and legal viewpoint. Neither the School nor the University accepts ignorance or the fact that a student’s previous acts of plagiarism had been undetected as a defence.

In order to avoid engaging in plagiarism it is your responsibility to acknowledge all of your sources in any work submitted for assessment and it is essential that you reference the work of others correctly. Where you quote directly from a source, you must ensure that any direct quotations are placed in quotation marks and are fully referenced. Even when you do not quote directly and are just referring to or expanding on the work of others, you must still acknowledge the sources of your information and ideas. Close paraphrasing in which you change a few phrases around, leave a clause out of a long sentence or put the original sentences in a different order is still plagiarism.

Advice on proper referencing is given below. If you have any doubts concerning appropriate referencing formats or how to acknowledge the work of others correctly, you should seek the advise of your lecturer. It is GSM policy that no student will profit from plagiarism. Generally, a mark of ‘Fail’ will be recorded for the assignment in which this has occurred, regardless of its other merits or qualities. Serious cases shall be referred to the University’s Board of Discipline. All students should note that cases of copying are automatically reported to the Sub-Dean and documentary evidence along with associated correspondence is placed on the student’s permanent record.

Five Ways to Higher Grades

1. **Get ahead** of your reading - usually achievable in the first few weeks of a trimester.
2. **Plan/Start assignments well ahead of time**, leaving plenty of time (usually a week) to finish them off (reading through drafts, cleaning up the language, referencing, …).
3. Have a **well-organized group** where everyone does their bit.
4. Make sure you know what the lecturer wants from the assignments, and read the marking criteria extremely carefully.
5. **Apply what you are learning** (where relevant) to your workplace, and let us know how you get on. Actively participate in class, and by so doing improve the class sessions and gain confidence in your new learning.
ANNEX 1 - Mini Case for Session 1...

“A Malaysian Misadventure”

An Australian team was negotiating in KL, trying to set up a deal with a Chinese family business in Malaysia.

The company was informally structured, and the organisational chart they were shown was obviously inaccurate. For instance, the second son was titled Finance manager, but spent most of his time in marketing. Finance was the responsibility of a sister-in-law, whose name did not appear on the chart. Never the less, the president of the Malaysian company, first son of the late founder, impressed his visitors with his obvious sincerity and determination to reach a settlement.

After three days, an informal agreement was reached and the young man announced that after sorting out a few last details, he would sign the deal, probably in the next 24 hours. The Australians congratulated themselves on concluding so rapidly. They looked forward to the opportunity to discuss further collaboration. But for the next two days they heard nothing from the young president and telephone calls failed to reach him.

Then the younger brother appeared. He greatly regretted that no deal could be made. Their widowed mother had refused her eldest son permission to sign. The Australians had neither seen nor heard of the lady before. They discovered that she held no office in the company. However, her family authority translated into absolute right of veto over the company's business.

Questions

1. What went wrong (Symptoms) and why (Problems)?
   (Why were the Australians disappointed? What relationship had they expected to create with the Malaysians? Why did they have these expectations? Was it all the Australian’s fault?)

2. What could/should they have done better?
   (How could they have protected themselves against this disappointment?)

3. What can they do now? (Solutions)
   (How should you respond to the younger brother's announcement - assuming you still want to collaborate?)

4. What implications does this case have for international management? (Evaluation)
   (What issues are involved? What did we learn?)
ANNEX 2 – Individual Research Paper Titles

For your research essay topic you are asked to choose one of the following. Providing you tackle the topic area implied in each, your approach to the essay can be as individual and innovative as you like. However, do make sure you answer the question set.

1. "There's really nothing much different to being an international manager as compared to being a manager in a wholly domestic environment. You just need to learn a little about the host country’s culture, maybe pick up the odd phrase or two of the local language and then be prepared to be flexible and patient."
   How much do you agree or disagree with this viewpoint?

2. Investigate the increasing use of international joint ventures and why they tend to fail more than they succeed.

3. “When taking a business international, of course it’s important to plan, but you can also over-plan. There’s no substitute for getting out there and giving it a go.”
   How much strategic planning is “enough” when going international?

4. Evaluate the role of FDI as a "catalyst for change" as well as a possible negative influence on recipient developing countries.

5. Do you think the arena of international business has been affected by the events and implications of September 11th 2001? If so, how? Evaluate your answer carefully.

6. “While ethics in business is a favourite topic of corporate conversation, presentations and 'PR spin', the reality of ethics in international business does not match the rhetoric.” How much do you agree with this statement?

7. “A small business is limited in its ability to tackle the international market and should thus leave that market to large companies!” Critique the issues raised by this statement.

8. Discuss the difficulties for a Singaporean business going into a country of your choice.
## ANNEX 3 - Individual Assignment Marking Sheet (Research Essay)

*Please attach to the inside front cover of your Assignment*

**ID#: ___________  ESSAY NUMBER: _______**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>&lt; 12.5</td>
<td>The work does not reach a standard commensurate with the first passing level (see below)</td>
</tr>
<tr>
<td>12.5 - 14.5</td>
<td>Generally a descriptive rather than analytic approach; able to demonstrate some understanding of the issues involved and does demonstrate the ability to apply the analytic framework, which had been developed in the course. Draws primarily upon course materials for referencing.</td>
</tr>
<tr>
<td>15 - 17</td>
<td>Demonstrates an understanding of the analytic framework developed in the course and an understanding of concepts and issues; able to identify key issues &amp; present a logical discussion, but with some (minor) conceptual errors or gaps between analysis and conclusions &amp; shortcoming; draws upon an adequate range of references and other materials; solid and reasonable arguments</td>
</tr>
<tr>
<td>17.5 - 19.5</td>
<td>Clear understanding of theory, concepts and issues, analyses using course's analytic framework, identifies and evaluates some critical issues, draws on relevant academic and other material; some more peripheral issues dwelt on, but not to detract too much from the main arguments, good use of sources, reads well, good arguments, easy to follow</td>
</tr>
<tr>
<td>20+</td>
<td>Clear understanding of theory, concepts and issues, critical perspective, well-balanced, alternative explanations developed, most critical aspects dealt with, peripheral not concentrated on, logically consistent, articulate, uses course's analytic framework, widely sourced but relevant, evaluation expertly handled, reads well with the arguments flowing naturally, convincing</td>
</tr>
</tbody>
</table>

**Comments:**

<p>| Total | /25 |</p>
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</tr>
</tbody>
</table>

**Comments:**

**Total** /25
### ANNEX 5 - Group Project Marking Sheet

*Please attach to the inside front cover of your Assignment*

**NAMES:** _________________________________________________________

**COMPANY/TITLE:** _________________________________________________

**REPORT / BUSINESS PLAN (circle)**

| < 12.5 | The work does not reach a standard commensurate with the first passing level (see below) |
| 12.5 - 14.5 | generally a descriptive rather than analytic approach; able to demonstrate some understanding of the issues involved and does demonstrate the ability to apply the analytical framework, which had been developed in the course. Draws primarily upon course materials for referencing. |
| 15 - 17 | demonstrates an understanding of the analytic framework developed in the course and an understanding of concepts and issues; able to identify key issues & present a logical discussion, but with some (minor) conceptual errors or gaps between analysis and conclusions & shortcoming; draws upon an adequate range of references and other materials; solid and reasonable arguments |
| 17.5 - 19.5 | clear understanding of theory, concepts and issues, analyses using course's analytic framework, identifies and evaluates some critical issues, draws on relevant academic and other material; some more peripheral issues dwelt on, but not to detract too much from the main arguments, good use of sources, reads well, good arguments, easy to follow |
| 20+ | clear understanding of theory, concepts and issues, critical perspective, well-balanced, alternative explanations developed, most critical aspects dealt with, peripheral not concentrated on, logically consistent, articulate, uses course's analytic framework, widely sourced but relevant, evaluation expertly handled, reads well with the arguments flowing naturally, convincing |

**Comments:**

**PRESENTATION (Timing/Interest/Visual/Other/Overall)**

| Total >> /10 |

**Comments:**

**Total>> /35**