International Management is an introductory unit dealing with the globalisation of business and the management of those businesses. 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 management 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; multi-national 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.
# Contents

<table>
<thead>
<tr>
<th>Contact Details</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some information about your lecturer</td>
<td>4</td>
</tr>
</tbody>
</table>

## UNIT DESCRIPTION

<table>
<thead>
<tr>
<th>Introduction</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Content</td>
<td>6</td>
</tr>
<tr>
<td>The Goal of the Unit</td>
<td>6</td>
</tr>
<tr>
<td>Learning Outcomes</td>
<td>6</td>
</tr>
<tr>
<td>Prerequisite</td>
<td>7</td>
</tr>
</tbody>
</table>

## TEACHING AND LEARNING RESPONSIBILITIES

<table>
<thead>
<tr>
<th>Teaching and Learning Strategies</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter of Student Rights</td>
<td>8</td>
</tr>
<tr>
<td>Use of Student Feedback</td>
<td>8</td>
</tr>
</tbody>
</table>

## ASSESSMENT MECHANISM

<table>
<thead>
<tr>
<th>Purpose of Assessment</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Details</td>
<td>8</td>
</tr>
<tr>
<td>Standard of Assessment</td>
<td>9</td>
</tr>
<tr>
<td>Assessment Components</td>
<td>10</td>
</tr>
<tr>
<td>Submission of Assignments</td>
<td>11</td>
</tr>
</tbody>
</table>

## ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC CONDUCT

<table>
<thead>
<tr>
<th>Acknowledgements and Plagiarism</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Referencing</td>
<td>13</td>
</tr>
<tr>
<td>Appeals Against Academic Assessment</td>
<td>13</td>
</tr>
</tbody>
</table>

## TEXTBOOK(S) AND RESOURCES

<table>
<thead>
<tr>
<th>Required Text/Materials</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Recommended Texts</td>
<td>14</td>
</tr>
<tr>
<td>Useful Web Sites</td>
<td>14</td>
</tr>
</tbody>
</table>

## UNIT STRUCTURE

<table>
<thead>
<tr>
<th>Schedule</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>21</td>
</tr>
<tr>
<td>Taping of Lectures</td>
<td>21</td>
</tr>
<tr>
<td>Essay Questions, Mini Case, Marking Sheets</td>
<td>22-25</td>
</tr>
</tbody>
</table>
Contact details

<table>
<thead>
<tr>
<th>Unit Web Site URL</th>
<th>Not applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecturer</td>
<td>Professor Roger Smith</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:rsmith@gsm.uwa.edu.au">rsmith@gsm.uwa.edu.au</a></td>
</tr>
<tr>
<td>Phone:</td>
<td>618 6488 1441</td>
</tr>
<tr>
<td>Fax:</td>
<td>618 6488 1072</td>
</tr>
<tr>
<td>Consultation Hours:</td>
<td>By arrangement</td>
</tr>
<tr>
<td>Lecture Times:</td>
<td>See schedule</td>
</tr>
<tr>
<td>Lecture Venue:</td>
<td>PSB</td>
</tr>
</tbody>
</table>

Some Information about Your Lecturer

Professor Roger Smith  
PhD (Bath) MBA (Sask.) BSc DipEd (UWA) FIMC (Aust) CMC

My career has been extensive and has included fifteen years in the chemical and mining industries in Australia and Canada in the areas of production management, systems analysis and training and development. I also spent ten years as a university lecturer specialising in organisational analysis, design and development, corporate planning and human resource management.

For the period 1982-1996 I worked as a management consultant and I’m still a Director of Compass International Pty Ltd, a Perth based consulting company. As well as consulting to a number of local organisations I worked on many overseas projects in Indonesia, Nepal, Malaysia, Thailand, Fiji and Mauritius either in the private sector or with UNDP, ILO, AusAID or the World Bank (IBRD). I have also jointly owned and operated a private education export business in WA.

Currently I am a Visiting Fellow in the faculty of the GSM and have responsibility for administration of the GSM's Jakarta programme. My teaching specialities are International Management and Management and Consulting. In 2005 I taught these two units in a Summer Session at Gonzaga University in Spokane, Washington State, USA.

My text on management consulting, "Mind for Hire", and an earlier book, "Maxims for Managers" followed two co-authored books, "The Jindalee Factor" and "From Black Hole to Blue Sky". I am currently working on a practical guide for managers on "Going Global" and I’ve produced a set of class readings for students called "Management Allsorts".

I am happily married, have an assortment of children and grandchildren and am an active sculler and sailor who enjoys winning but often doesn't.
**UNIT DESCRIPTION**

**Introduction**

Welcome to this unit in International Management. No one involved in enterprise operation in any sector of business, commerce or government can afford to ignore the need to gain some knowledge of the "globalising" world. This introductory unit has been designed to give you a feel and a framework for this world, hopefully in a stimulating, challenging and enjoyable way.

Competing in international markets has become a crucial activity for most corporations, for many small to medium size companies and for the governments that nurture, promote and regulate them. Setting up facilities in different countries, transfer of managers across national boundaries and increases in international trading have had profound implications on the design and operation of organisations that have internationalised or "globalised".

These developments have also impacted upon organisations which have "stayed home" yet found themselves competing against "intruders" from abroad. As we are finding, our home market is everyone else's export market.

Such developments have also created the need for managers in many organisations to adapt and change to meet the demands created by the new environment they face. Management is now a multi-national and multi-cultural issue, or, in the new jargon, a "global" issue. To confuse things a little however, it is only the economic environment that has expanded globally.

The political environment has remained nationally defined whilst people's cultural identities have become more focussed into areas generally smaller than a nation.

Paul Beamish, a distinguished Canadian academic, has defined internationalisation as:

"------------- the evolving awareness and acknowledgement by the manager/organisation/country of the impact of non-domestic forces on its economic future, and the translation of the latter into new attitudes and behaviours regarding the establishment and conduct of transactions with those in, and from, other countries".

This unit concentrates upon international business and its management generally but places some emphasis on the area of most importance to Australia i.e. Asia.

Whilst we are reasonably familiar with trade and business in our traditional European and American markets whose business philosophies, ethics and operations are similar to ours, we are not so familiar or comfortable working in the Asian region despite the great increase in our business dealings in this region.

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 in such an enterprise this unit should give you additional knowledge and understanding of their operation and management.

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. None-the-less, this unit should provide a good starting framework for the student or manager interested in the topic.

Other units in international business - International Finance, International Marketing, International Business Law, Business Strategy for the Asia Pacific Region, for example - give more depth to the areas introduced in this unit.
The unit content

International Management is an introductory unit dealing with the globalisation of business and the management of those businesses. 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 management 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; multi-national 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.

The goal of the unit

The unit goal is to help you develop an understanding of international management, the people who conduct business internationally and the various factors that impact on international operations – culture and business processes, strategy, organisational design, people management and ethics. The unit adds a global dimension to the other units studied in the MBA.

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 in an international enterprise, or in an environment that includes international enterprises, with an understanding of the complexities involved and with basic knowledge of what to expect in terms of management behaviour.
The unit has been structured 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.
- Whilst I determine content, students determine the manner of communication to which they will respond most positively. I do not have all the answers in regard to managing internationally!
- 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 both independently and in groups at more or less their own pace.
- Final assessment based on an accumulation of marks from a variety of sources.

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. Everyone has something of value to contribute and active participation in discussions, cases and exercises is expected.

You can probably pass this unit with a minimum of work providing you follow this guide, scan the written material, turn up for classes and listen and submit assignments that just satisfy the requirements. However, if you want at least a distinction accompanied by a thorough understanding of the unit, then you should take the following steps:

- **Get ahead with your reading and prepare summaries of what you read.**
- Plan/start assignments well ahead of time and allow time for final polishing and editing. Referencing is vital and you must use the Harvard system.
- When working in a group, pitch in and do your bit.
- Check the marking criteria for each assignment so you are clear about what I want.
- If you have any doubts about anything relating to the unit, ask me – do not make assumptions.

The unit content and schedule is based mainly on the text and will cover the following topics:

**Topic 1:** Introductory Session. An orientation to management and the unit - its content, method and assessment procedures.

**Topic 2:** International Trade and Business Overview. Includes the preface to the text and material presented by the lecturer.


**Topic 5:** Social Responsibility, Law and Ethics. Covered in the Text Part 3.

**Prerequisite**

There is no prerequisite for this unit.
TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies

This Unit uses a number of different methods in order to accommodate the differing learning behaviours of individual students. Lectures, articles, case study, role play, in-basket exercise, incident studies, field work and guided discussion provide the variety of experiences needed to understand the complexities of international management and the wide choice of information sources available to those who want to study the topic in more detail. While some methods may not appeal to you, you should be prepared to participate in each of them in order to not lose the learning opportunities inherent in their use. Do not let teaching style or method inhibit your chances to absorb the substance of the Unit.

Charter of student rights

This Charter of Student Rights upholds the fundamental rights of students who undertake their education at the University of Western Australia.

It recognises that excellence in teaching and learning requires students to be active participants in their educational experience. It upholds the ethos that in addition to the University's role of awarding formal academic qualifications to students, the University must strive to instil in all students independent scholarly learning, critical judgement, academic integrity and ethical sensitivity. The charter outlines the rights and responsibilities for both students and staff of the university and you are encouraged to refer to the charter at: http://www.guild.uwa.edu.au/info/student_help/student_rights/charter.shtml.

Use of student feedback

This Unit has been run onshore and offshore over the past 12 years and the material has changed each year as a result of student feedback and emerging trends in international management. The text has changed a number of times as has the supplementary supporting material. Student feedback is an important factor in reviewing the Unit each year and I would appreciate your feedback at the completion of the Unit.

ASSESSMENT MECHANISM

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.

Assessment details

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutor mark allocation</td>
<td>15%</td>
<td>18/9/06</td>
</tr>
<tr>
<td>Short Essay</td>
<td>10%</td>
<td>1/8/06</td>
</tr>
<tr>
<td>Group case report</td>
<td>20%</td>
<td>31/8/06</td>
</tr>
<tr>
<td>Major essay</td>
<td>20%</td>
<td>14/9/06</td>
</tr>
<tr>
<td>Exam</td>
<td>35%</td>
<td>26/9/06</td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD (Higher Distinction)</td>
<td>80-100%</td>
</tr>
<tr>
<td>D (Distinction)</td>
<td>70-79%</td>
</tr>
<tr>
<td>CR (Credit Pass)</td>
<td>60-69%</td>
</tr>
<tr>
<td>P (Pass)</td>
<td>50-59%</td>
</tr>
<tr>
<td>N+ (Fail)</td>
<td>45-49%</td>
</tr>
<tr>
<td>N (Fail)</td>
<td>0-44%</td>
</tr>
</tbody>
</table>

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 not 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 components

1. **Tutor mark.** The tutor will be allocating a mark based on your attendance record and participation/contribution to the tutorial sessions.

   Maximum mark – 15% (individual mark)

2. **Short Essay.** 1,000 – 1,200 word essay addressing the following:

   “What considerations should be taken into account for an overseas firm that wants to internationalise via a FDI move into Singapore?”

   Extensive referencing is not required, just sufficient to support your argument – about 6-8 would be sufficient. I will give special attention when marking this essay to correct **Harvard style referencing** and your ability to plan your content in a logical and understandable manner. This should provide you with information about my approach to marking the major essay – 4 below. Appendices can be used if they support your argument (**not included in word count**) – some statistics can be helpful. The attached marking guide for assignments will be used.

   Due date: 1/8/06

   Maximum mark – 10 % (individual mark)

3. **Group written report on case analysis and recommendations in regard to any one of the three particular class cases studied during the first block session, ie, Japanese-American Seating, Footwear International and Hazelton International.** Case study groups for this assessment item will be named by the lecturer during the first teaching block.

   (The mark will be based on your comprehension of the situation, the use and analysis of evidence and logic to justify your conclusions and the persuasiveness and readability of your writing. There is a marking guide attached.)

   Due date: 31/8/06

   Maximum Mark: 20% (group mark)

   There is an expectation that all group members will contribute about equally to the preparation and production of case answers to obtain the common group mark and a signed statement by each group member on each submission should indicate that this is accepted. If this is not the case and agreement cannot be reached then the lecturer should be informed and the situation will be resolved in consultation with the group.

4. **Preparation of an essay paper based on research on a topic or question chosen from those listed at the end of this guide (Annex 1)**

   This major paper should be about 2,500 words in length, excluding the reference list and any appendices. All sources must be properly referenced (**using the Harvard system**) – internet included. At least 12 - 15 sources should be accessed to support your argument. Criteria for marking are indicated on the attached assignment marking guide.

   Due date: 14/9/06

   Maximum mark 20% (individual mark)
5. Final Exam
The final exam will be composed of two sets of questions. One set will be three questions, one from each of the three parts of the text. The other set will be four questions related to a case in international business. Your answers will need to demonstrate that you have a good grasp of the theoretical material covered during the course as well as evidence that you understand and appreciate the practical aspects of the case. Time for the exam will be 3 hours plus 10 minutes reading time.

Exam date: 26/9/06  Maximum mark : 35%

Submission of assignments
Assignments should be submitted via PSB on the due date using a standard cover sheet. A receipt will be issued upon submission.

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

It is the intention that the marked assignments will be returned within two weeks of submission.
ETHICAL SCHOLARSHIP, ACADEMIC LITERACY AND ACADEMIC MISCONDUCT

Ethical scholarship is the pursuit of scholarly enquiry marked by honesty and integrity.

Academic Literacy is the capacity to undertake study and research, and to communicate findings and knowledge, in a manner appropriate to the particular disciplinary conventions and scholarly standards expected at university level.

Academic misconduct is any activity or practice engaged in by a student that breaches explicit guidelines relating to the production of work for assessment, in a manner that compromises or defeats the purpose of that assessment. Students must not engage in academic misconduct. Any such activity undermines an ethos of ethical scholarship. Academic misconduct includes, but is not limited to cheating, or attempting to cheat, through:

- Collusion
- Inappropriate collaboration
- Plagiarism (see more details below)
- Misrepresenting or fabricating data or results or other assessable work
- Inappropriate electronic data sourcing/collection
- Breaching rules specified for the conduct of examinations in a way that may compromise or defeat the purposes of assessment.

Penalties for academic misconduct vary according to seriousness of the case, and may include the requirement to do further work or repeat work; deduction of marks; the award of zero marks for the assessment; failure of one or more units; suspension from a course of study; exclusion from the University, non-conferral of a degree, diploma or other award to which the student would otherwise have been entitled. Refer to the Ethical Scholarship, Academic Literacy and Academic Misconduct and individual Faculty policies. For further information on the rules and procedures in respect of appropriate academic conduct you should visit: http://www.teachingandlearning.uwa.edu.au/tl/academic_conduct

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. To mark words as a quotation the entire text that has been copied should be enclosed within quotation marks. If the copied text is four or more lines in length, it may be more appropriate to set it as a separate and indented paragraph. Each time that text is copied, the source must be acknowledged with a reference citation, including the page number.

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 my advice.

**Referencing**

It is important that the referencing of any sources used in your written work is done properly, if only to substantiate the points you are making in your assignment or project. The Harvard style is the preferred and there are some notes for guidance which have been prepared by the library staff: ‘Citing your sources Harvard Style’


Endnote is a really good system for building up a database of references. Not everyone will want to invest the time in using this system but you should consider it if you intend to build up resource materials or plan to undertake extensive research in a particular area. The library staff have also developed a tutoring package: ‘A quick Guide to Using EndNote’ which provides the basics for using EndNote with an essay.


This is linked to the how to Use End Note page www.library.uwa.edu.au/guides/endnote/ which provides more comprehensive information.

**Appeals against academic assessment**

In the first instance, students are strongly advised to talk informally to me 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 12 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 or at

TEXTBOOKS AND RESOURCES

Required text/Materials


(Text available for purchase from PSB. Folio and Management Allsorts available from PSB.)

Recommended texts: for additional/alternative information


(International Business resources on the web - http://ciber.bus.msu.edu/busres.htm)

Note: This unit outline, the Text, the Folio and Management Allsorts need to be brought to every class session.

Useful web sites:

Many web sites are listed or noted in the text but the following are helpful general sites:

Asia Pacific Forum – www.mcb.co.uk/apmforum/nethome.htm
IMD (Lausanne) – www.imd.ch/wcy.html
Academy of International Business – http://aib.msu.edu/
World Trade Organisation – www.wto.org
Ernst Young, country information – www.eyi.com
East Asia Analytical Unit (DFAT)- www.dfat.gov.au/eaau
Austrade – www.austrade.gov.au
Ausindustry – www.business.gov.au
Institute of SE Asian Studies (Singapore) – www.iseas.edu.sg/pub.html
USA Industry Trade Association – www.ita.doc.gov/
Indonesia Trade Links - www.tradeindonesia.com/links.htm
Site for foreigners living and working in Indonesia – www.expat.or.id
Views about British expatriates www.britishexpat.com
Research on spouse issues www.thetrailingspouse.com
Singapore economic statistics www.singstat.gov.sg/
Singapore MTI http://app.mti.gov.sg
Journal of Comparative International Management http://www.lib.unb.ca/Texts/JCIM/
World Economic Forum www.weforum.org
Energy Information Administration www.eia.doe.gov

UNIT STRUCTURE

Schedule

The unit is presented in two teaching blocks integrated with directed tutorial sessions. There are five sessions in each teaching block. Each evening programme consists of one session of three hours and the full day programme consists of three sessions of approximately three hours each. Each session includes lecture/discussion and consideration of case studies and other material interspersed with rest and snack breaks as appropriate.

Each tutorial session normally lasts for three hours and offers an opportunity for further discussion and clarification of material presented in the block sessions.

VERY IMPORTANT

Students should be well prepared for the module material to be considered at each block session and tutorial session BY READING OR RE-READING the relevant text material and associated cases allocated as well as material assigned from Management Allsorts.

THIS MEANS PREPARATION FOR THE BLOCK SESSIONS ESPECIALLY

(See schedule below.)

Each of the block session contents is noted in the schedule but its treatment will be approached flexibly so some content could move forward to the next session or back to the previous session. In other words we will cover the material but not necessarily in exactly the order given.

#==================================================================# VERY IMPORTANT ITEM #=================================================================#

During the week prior to the first block session (week 1) you should scan all the unit material given to you by PSB which is scheduled to be covered in that first block. If you do not do this we waste valuable class time while people catch up. You may have some talent as a speed reader but rest assured you will not have enough time to read and absorb a case, for example, if you leave reading it to the last minute. I make this appeal every year and still have some students who are not thoughtful enough of the class to prepare beforehand. Will this year be an exception?
Week 1  (Commencing Sunday  2/7/06)

Essential preparation: Student reading of material/cases for the first block session.

Week 2  (Commencing Sunday 9/7/06)

Block Teaching. Lecturer Prof. R. Smith

<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Day</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1.</td>
<td>9.00am - 12.00pm</td>
<td>Sunday</td>
<td>9/7/06</td>
</tr>
<tr>
<td>Session 2.</td>
<td>12.00pm – 3.00pm</td>
<td>Sunday</td>
<td>9/7/06</td>
</tr>
<tr>
<td>Session 3.</td>
<td>3.00pm - 6.00pm</td>
<td>Sunday</td>
<td>9/7/06</td>
</tr>
<tr>
<td>Session 4.</td>
<td>7.00pm – 10.00pm</td>
<td>Monday</td>
<td>10/7/06</td>
</tr>
<tr>
<td>Session 5.</td>
<td>7.00pm – 10.00pm</td>
<td>Tuesday</td>
<td>11/7/06</td>
</tr>
</tbody>
</table>

Session 1

TOPIC 1 – Introductory Session

- Introductions and discussion on experience, motivation and expectations
- Discussion on various aspects of the management task
- Overview of the International Management unit and study of the student guide, the learning methods and assessment approach and the text.
- Mini case study "Malaysian Adventure" attached to this guide
- Consideration of the Folio Topic 1 transparencies
- Decision making/problem solving process/case studies
- Introduction to the Starter Reference List

(Management Allsorts readings –
Maps, Myths and Methods: page 1
Koestler the Catalyst: page 20
Thinking and Problem Solving: page 180
Putting Management into Context and Practice: page 165
Writers on Organisation: page 212
Conceptual Foundations of Business: page 240)

Session 2

TOPIC 2 - International Trade and Business Overview

- Lecture on international trade and business
- Discussion on text Foreword by Nancy Adler and Folio Topic 2 transparencies
- Group Case Study – Text case 4 – Japanese-American Seating Inc.

(Management Allsorts readings –
The Implications for Australian Business of China’s WTO Entry: page 87
Investing in Asia is Difficult but Necessary: page 119
Asia and the Economic Meltdown: page 277)
Session 3

TOPIC 3 – The Global Manager, Culture and Intercultural Effectiveness

- Lecture on the **global manager**
- Discussion of Text pages1-21 and Folio Topic 3(1) transparencies
- Group Case Study – Text case 5 - Footwear International

(Management Allsorts readings -
The Practical Application of Theory- A Sceptic’s View page 75
Management by Obstruction: page 121
The Leadership Conundrum: page 126
Educating the Metamanager: page 160
Cutting into Management with Ockham’s Razor: page 177
Maverick: page 274
The Rise and Fall of the British Manager: page 306)

Session 4

TOPIC 3 – Continued

- Lecture on **culture**
- Discussion of Text pages 23 – 74, Readings 2 and 3 and Folio Topic 3 (2) transparencies
- Group Case Studies – Text cases 2 and 3 – David Shorter and Bob Chen (role play)
- Video

(Management Allsorts readings –
Consulting Across National Boundaries: page 13
Consulting Culture and Situational Fit: page 32
Organisational Culture as Paradigm: page 109
Cultural Compromise: page 185
The Closing of the American Mind: page 264
Is Australia an Asian Country: page 269)

Session 5

TOPIC 3 – Continued

- Discussion of Text Reading 3
- Text case 6 – Hazelton International
- Text case 7 – An International Project Manager’s Day (in basket exercise – contents of the in basket will be distributed in class on the day)

(Management Allsorts readings -
Maintaining Social Order: page 270
Cultured Response to Disparities: page 279
The General in his Labyrinth: page 282
Organisational Culture and Leadership: 320
Cross Cultural Communication and the Trainer: 323)

*Guide to tutorial sessions*
Week 3 (Commencing Sunday  16/7/06)

(Tutorials are normally held from 7pm to 10pm)

Session 6: Tutorial based on directed study (Friday 21/7/06)

*Questions on Part 1 of the Text.
1. Through discussion draw up a Cultural Orientations Framework for Singapore based on the information in Part 1 of the text and the model shown in Figure 10 on page 53

2. On page 33 of the text there is a brief introduction to Trompenaar’s cultural dimensions. Prior to the tutorial, find out more about this framework and discuss your findings in the tutorial. How does it compare with the other frameworks discussed in the text?

* Case Study
Discussion of Case Study 12 in the Text – Ellen Moore: Living and Working in Korea

Week 4 (Commencing Sunday  23/7/06)

No tutorial

Week 5 (Commencing Sunday 30/7/06)

Session 7 Tutorial based on directed study (Tuesday 1/8/06)

*Consider Text Reading 7 and discuss your evaluation of its content in view of your experience with expatriate managers or your own experience as an expatriate manager?

* Case Study
Discussion of Case Study 3 in the text – Johannes van den Bosch Sends an Email

Week 6 (Commencing 6/8/06)

No tutorial

Week 7 (Commencing Sunday 13/8/06)

Block Teaching. Lecturer Prof. R. Smith

Session 8.  9.00am – 12.00pm   Sunday   13/8/06
Session 9.  12.00pm – 3.00pm   Sunday   13/8/06
Session 10. 3.00pm – 6.00pm   Sunday   13/8/06
Session 11. 7.00pm – 10.00pm  Monday   14/8/06
Session 12. 7.00pm – 10.00pm  Tuesday  15/8/06
Session 8

- Review of Block 1 material.

**TOPIC 4 – Strategy, Structure, HR Systems and Political Risk**

- Lecture on **Strategy and Risk**
- Discussion on Text pages 165 - 178, Reading 5 and Folio Topic 4 (1) transparencies
- Group Case Study – Text case 14 – Global Multi-Products Chile

(Management Allsorts readings –
The Role of Policy: page 123
Diffusion Management: page 131
Strategic Planning Review: page 138
The Third Wave and its Implications: page 272)

Session 9

**TOPIC 4 - Continued**

- Lecture on **Organisation and Management**
- Discussion on Text pages 178 – 181, Reading 4 and Folio Topic 4 (2) transparencies
- Group Case Study – Text case 9 – Vodafone: Building a Global Organisation

(Management Allsorts readings –
Technophilia: page 58
The Organisation’s Underworld: page 128
Blunders in International Business: page 256)

Session 10

**TOPIC 4 – Continued**

- Lecture on **HRM**
- Discussion on Text pages 181 - 196 and Folio Topic 4 (3) transparencies
- Class Exercise - Who to Hire (to be distributed)
- Video

(Management Allsorts readings –
Smoke and Mirrors: page 47
Buying EQ and SQ: page 99
Executive Workplace Performance Mentoring: page 118
Punished by Rewards: page 189
The American Idea of Success: page 301
Effective Teambuilding: page 317)

Session 11

**TOPIC 5 – Social Responsibility, Law and Ethics**

- Lecture on **Law and Ethics**
- Discussion of Text pages 426 – 463, Reading 9 and Folio Topic 5 transparencies
- Group Case Study – Text case 21 – Enron- What Went Wrong?

(Management Allsorts readings –
Lila: an Enquiry into Morals: page 332
Bribery or Facilitation: page 125)
Session 12

- Lecture on the future of international management
- Summary of unit
- Guide to weeks 7 to 11 content and activities
- Discussion of exam and requirements.

(Management Allsorts readings –
Rethinking the Future: page 196)

Week 8 (Commencing Sunday 20/8/06)

No tutorial

Week 9 (Commencing 27/8/06)

Session 13 Tutorial based on directed study (Thursday 31/8/06)

* Case Study
Discussion of Case Study 24 – Building Products International – A Crisis Management Strategy

* Questions on Part 2 of the Text.
1. Describe and discuss the costs and benefits of the different modes of international market entry?
2. Using Reading 5 as a basis, examine and discuss the issues involved in setting up and managing a joint venture?

Week 10 (Commencing Sunday 3/9/06)

No Tutorial

Week 11 (Commencing Sunday 10/9/06)

Session 14 Tutorial based on directed study (Thursday 14/9/06)

*Questions on Part 3 of the Text.
1. What sort of ethical issues could an expatriate manager expect to have to deal with when working in Singapore?
2. Discuss Text Reading 12 in view of the final comments in the article –“-----but the idea that managerial decision making can be ethically neutral is bankrupt. It is no longer tenable in the society of the 1980’s and beyond”.

* Case Study
Discussion of Case Study 10 – Five Star Beer – Pay for Performance

* Course summary and preparation for exam

Week 12 (Commencing Sunday 17/9/06)

No Tutorial

(Examination - Tuesday 26/9/06)
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 students shall attend prescribed classes, lectures, seminar and tutorials’. Students should not expect to obtain approval to miss more than two class meetings per unit, unless there are exceptional circumstances.

Only under such exceptional circumstances will you be allowed to miss a block session and extra work is allocated if permission is granted. The tutor has responsibility for the allocation of 15% of your final grade so attendance at tutorials is highly advisable, notwithstanding the University regulations.

Taping of Lectures

The Graduate School does not provide tape recordings of lectures, however if you do wish to tape record a lecture then as a matter of courtesy, you should obtain the permission of the lecturer first.
MAJOR ESSAY QUESTIONS

The following questions broadly cover the field of International Management. You are required to choose one on which to base your major essay. Providing you tackle the topic area implied in each, your approach to the essay can be as individual and innovative as you like.

1. Evaluate the role of FDI as a catalyst for change in recipient countries and what a country can do to attract FDI?

2. Choose two cultural frameworks presented in the text and compare and contrast them?

3. Are Western management practices appropriate in the countries of Asia? Consider the implications of your conclusions?

4. Discuss the nature of international joint ventures and wholly owned subsidiaries and the positive and negative aspects of each?

5. “A small business is limited in its ability to tackle the international market compared to a MNC.” Do you agree or disagree with this statement – justify your answer?

6. Strategic management is an important component of management for any Western business whether it be domestic or international. Is the same the case for non Western business?

7. The term “international manager” is a misnomer. So-called international managers are usually local managers who happen to find themselves working overseas for a period of time. Discuss this view and justify your agreement or disagreement?

8. “While ethics in business is a favourite topic of corporate conversation, reality does not match the rhetoric.” Considering the international context, does it really matter that reality does not match the rhetoric?

9. Evaluate the differences between domestic and international application of the major business function of human resource management?

10. Evaluate the impact on business of the political and economic characteristics of the Asia Pacific region?

11. Explain how small to medium sized firms can protect themselves from political risk in the international arena? What are the possible costs of so doing?

12. Explain how ethical conflicts can arise when international business people conduct business with persons from other cultures?

13. Present a comprehensive description of what you feel would provide the best HRM strategy for a company operating internationally to select and prepare staff for expatriate management roles?

14. What are the main dangers of entering the international arena without experience in international business and with limited finances? How can the dangers be reduced?
15. What is the role of Government in international business?

16. A small to medium sized firm will only succeed internationally if it has a competitive advantage? How can such firms create a competitive advantage?

17. Women may be capable of managing internationally but it seems they are not acceptable to many companies if the statistics relating to their low participation rate are correct. Why is this so? How can the situation be improved for women managers?

**Mini Case for Session 1.**

**A Malaysian Adventure.**

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. Why were the Australians disappointed? What relationship had they expected to create with the Malaysians? Why did they have these expectations?
2. How could they have protected themselves against this disappointment?
3. 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?
### CASE ANALYSIS MARKING SHEET

**CASE:**

Total marks allowed for this case: 

**SUBMISSION BY:**

#### A. General Presentation

<table>
<thead>
<tr>
<th>VG 5</th>
<th>G 4</th>
<th>AV 3</th>
<th>F 2</th>
<th>P 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

- Contents page, format, logic of presentation
- Writing style, spelling, grammar and sense
- References/appendices (if used)

Marks for A =

#### B. Analysis/Synthesis (You do not have to use the headings below but the case report must contain the information implied by each heading.)

<table>
<thead>
<tr>
<th>VG 5</th>
<th>G4</th>
<th>AV3</th>
<th>F2</th>
<th>P1</th>
</tr>
</thead>
<tbody>
<tr>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
<td>()</td>
</tr>
</tbody>
</table>

- Summary/Intro.
- What is case about?
  - Issues/problems identified
  - Objectives set
- Improvement ideas
- Recommendations
- Action plan
- Conclusion

Marks for B =

Total marks, A + B = Percentage = \%

(Note: Maximum marks = 45 )

(40 marks if references/appendices not used)

FINAL MARK=
ASSIGNMENT MARKING SHEET

ASSIGNMENT/ESSAY:

Total marks available for this assignment/essay:

SUBMISSION BY:

RESULTS:

A. General Presentation

<table>
<thead>
<tr>
<th></th>
<th>VG 5</th>
<th>G 4</th>
<th>AV 3</th>
<th>F 2</th>
<th>P 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents page, format,</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Logic of presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing style, spelling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>grammar and sense</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>References</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appendices</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marks for A =

B. Content

<table>
<thead>
<tr>
<th></th>
<th>VG 5</th>
<th>G 4</th>
<th>AV 3</th>
<th>F 2</th>
<th>P 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction/theme</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conceptual framework</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of theory</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Argument clarity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relation to practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of references</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conclusion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Marks for B =

Total Marks, A + B = Percentage = %

(Note: maximum marks = 55)
(50 if no appendices)