Students with enquiries about program (degree) requirements should contact the College office; enquiries about course administration (subjects) are normally handled by the relevant Research School.

BUSI3020
INTERNATIONAL STRATEGIC MANAGEMENT

Semester 1, 2014

“In this place it takes all the running you can do to keep in the same place”
- The Red Queen in Through the Looking-Glass –

Course description
Firms playing in the international and/or global market need to formulate company policies and strategies that take account of the fact that they manufacture, serve, employ and market to or in countries with different laws, different beliefs and different levels of socio-economic development compared to the firm’s country of origin. This course provides a capstone course for the major in international business that draws together the various theoretical concepts and strategies explored throughout the major in an integrated and strategic manner with an orientation toward real life application and practice. The major topics that will be studied include international strategic planning and implementation in MNCs, strategies for international competition, international market entry modes, international joint ventures and strategic alliances, organizational structure of MNCs, control in international operations, intra- and inter-firm technology and knowledge management, cross-cultural communication and decision-making, motivation and leadership in
international management, international human resource management, and international social and ethical responsibilities of firms.

**Course URLs**
The Research School of Management utilises the Internet to communicate with its students. Information such as assessment details, timetables, examination notices and course materials are posted to the course website for the information of all students. The course website can be located at: http://cbe.anu.edu.au/courses/course.asp?code=BUSI3020 or on Wattle at http://wattle.anu.edu.au/ with the title 'BUSI3020 – International Strategic Management'.

It is the responsibility of each individual student to regularly visit the websites in order to remain informed about the current administration of the course. Apart from the above mentioned uses, the websites are further utilised to update students on changes to timetables, examinations and assessments as they occur.

More information about this course may be found at:
Study@ANU http://studyat.anu.edu.au/

<table>
<thead>
<tr>
<th><strong>Mode of Delivery</strong></th>
<th>On campus</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>To enrol in this course you must have completed 72 units of university level courses</td>
</tr>
<tr>
<td><strong>Incompatible Courses</strong></td>
<td>As listed under Programs and Courses</td>
</tr>
<tr>
<td><strong>Course Convenor/Lecturer:</strong></td>
<td>Dr Vesna Sedoglavich</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6125 8989</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:vesna.sedoglavich@anu.edu.au">vesna.sedoglavich@anu.edu.au</a></td>
</tr>
<tr>
<td><strong>Office hours for student consultation:</strong></td>
<td>Wednesday, 1-3pm or by appointment</td>
</tr>
<tr>
<td><strong>Student administrator/s</strong></td>
<td>RSM Student Office (Monday to Friday 9am to 5pm)</td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>6125 6737 or 6125 9839</td>
</tr>
<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:Enquiries.rsm@anu.edu">Enquiries.rsm@anu.edu</a></td>
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<tr>
<td><strong>Tutor(s) (optional)</strong></td>
<td>Colin Brown; <a href="mailto:colbrown64@gmail.com">colbrown64@gmail.com</a></td>
</tr>
<tr>
<td><strong>Consultation time:</strong></td>
<td>Tuesday, 1pm</td>
</tr>
</tbody>
</table>

http://programsandcourses.anu.edu.au
Communication with students
Email: If necessary, the lecturer and tutors for this course will contact students electronically using their official ANU student email address.

Announcements: Students are expected to check the Wattle site for announcements about this course, e.g. changes to timetables or notifications of cancellations. Notifications of emergency cancellations of lectures or tutorials will be posted on the door to the relevant room.

COURSE OVERVIEW

Lectures
Monday 10am – 12pm Copland GO30 (Building 24)

Public holidays during Semester 1:
- Monday, 10 March (Canberra Day)
- Friday, 18 April (Good Friday)
- Monday, 21 April (Easter Monday)
- Friday, 25 April (ANZAC Day)
- Monday, 9 June (Queen’s Birthday)

The lectures introduce the key topics and themes in the course. The required reading for the course follows these topics and themes, but elaborates them in an alternative fashion. In other words, the lectures and the required reading overlap in some ways, but are not substitutes. Tutorial quizzes, and the final exam will be based on both the required reading and the lectures. You are therefore strongly advised not to skip any of the lectures.

Course aims
This course uses an inquiry-based approach to engage students in the process of formulating questions and investigating issues that are relevant to their lives. The course also has a strong skills-based focus, aimed at enhancing the research and communications skills students need in their future careers as researchers and professionals. It draws on the wide variety of resources readily available at the ANU for the study of international business.

Learning Outcomes
Upon successful completion of the requirements for this course, students will be able to:

1. explain and illustrate the international strategic management processes used by top level management in multinational enterprises;
2. define, explain and illustrate the relationships among philosophic roots and approaches for international strategic planning and implementation, strategies for value chain activity integration, international business strategies, structure of multinational enterprises, and human resource management orientations, and the role which culture plays in managing multinational enterprises;
3. creatively apply knowledge from different approaches to strategic management issues and problems of multinational enterprises, demonstrating
thorough understanding of the various international strategic management concepts and their practical application; and,
4. communicate effectively in oral and written forms about international strategic management using appropriate concepts, logic and rhetorical conventions.

**Proposed Assessment (Summary):**
Assessment for this course will be confirmed after consultation with students at the first lecture of the semester. If there are any changes to the assessment, those changes will be publicised on Wattle. The proposed assessment for this course will be made on the following basis:

<table>
<thead>
<tr>
<th>Assessment Items</th>
<th>Weight (% of Total Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Weekly quizzes (individual)</td>
<td>Every week (week 2-13) during tutorial sessions 10%</td>
</tr>
<tr>
<td>2. Case study presentation (group)</td>
<td>During selected tutorial sessions 10%</td>
</tr>
<tr>
<td>3. Participation (individual)</td>
<td>During tutorial sessions 10%</td>
</tr>
<tr>
<td>4. a) Review question 1 (individual) 5%</td>
<td>Students are asked for answers at random during each of the weekly tutorial sessions 10%</td>
</tr>
<tr>
<td>b) Review question 2 (individual) 5%</td>
<td></td>
</tr>
<tr>
<td>5. Research Project (group)</td>
<td>Monday, 28 April 2014, 4pm 30%</td>
</tr>
<tr>
<td>6. Final exam (individual)</td>
<td>Exam period 30%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
</tr>
</tbody>
</table>

All components of the above assessment are compulsory and must be submitted. To achieve an automatic pass grade in this course you must both:
(i) obtain 50% or more as a raw aggregate mark for the course as a whole and
(ii) obtain 50% or more as a raw aggregate mark for the % of the course that is individual assessment).

Students are encouraged to become familiar with the policies for ‘Examination and Assessment’. These can be found on page 24-25 of the ANU Undergraduate Handbook 2007.

**Research-Led Teaching**
Research-led features of this course:
- Group research project, where students have to do research on the proposed topics.
- Case presentation - to answer the 3rd question students will need to do some research to understand what happened since the case was published.

**Feedback**
**Staff Feedback**
Students will be given feedback in the following forms in this course:
- Research project – written comments/feedback to groups and individual students
- Discussion questions – verbal comments at tutorials
- Quizzes – correct answers on Wattle
- Case study presentation – comments will be communicated at tutorials

**Student Feedback**
ANU is committed to the demonstration of educational excellence and regularly seeks feedback from students. One of the key formal ways students have to provide feedback is through Student Experience of Learning Support (SELS) surveys. The feedback given in these surveys is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching, and opportunities for improvement.

For more information on student surveys at ANU and reports on the feedback provided on ANU courses, go to:
http://unistats.anu.edu.au/surveys/selt/students/ and
http://unistats.anu.edu.au/surveys/selt/results/learning/

**Policies**
ANU has educational policies, procedures and guidelines, which are designed to ensure that staff and students are aware of the University's academic standards, and implement them. You can find the University's education policies and an explanatory glossary at: [http://policies.anu.edu.au/](http://policies.anu.edu.au/)

Students are expected to have read the [Code of Practice for Student Academic Integrity](http://policies.anu.edu.au/) before the commencement of their course.

Key policies include:
- [Student Assessment (Coursework)](http://policies.anu.edu.au/)
- [Student Surveys and Evaluations](http://policies.anu.edu.au/)
- [Assessment of Student Learning](http://policies.anu.edu.au/)

**COURSE SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week starting</th>
<th>Summary of Activities/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>17 February</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Globalization and International Linkages</td>
</tr>
<tr>
<td>2</td>
<td>24 February</td>
<td>2. Strategy Formulation and Implementation</td>
</tr>
<tr>
<td>3</td>
<td>3 March</td>
<td>3. Strategies for International Competition</td>
</tr>
<tr>
<td>4</td>
<td>10 March</td>
<td>4. Organizing and Controlling International Operations</td>
</tr>
<tr>
<td>5</td>
<td>17 March</td>
<td>5. International Production, Outsourcing and Logistics</td>
</tr>
<tr>
<td>6</td>
<td>24 March</td>
<td>6. Managing Technology and Knowledge</td>
</tr>
<tr>
<td>7</td>
<td>31 March</td>
<td>7. Communication across Borders and Cultures</td>
</tr>
</tbody>
</table>
The lecturer will make use of PowerPoint slides. Students may download these slides in PDF format from Wattle before the lecture and bring prints into the lectures for further note taking. This material is not a substitute for attending lectures. It only contains prompts and cannot be understood without listening to the context of the lecture. Several lectures will make use of short videos on issues that substantiate the lecture topics. These videos are not available from Wattle.

**Tutorials**
Each tutorial group will meet for one hour each week starting in week 2 of the semester. Your tutorial presence will not be recorded. Instead, in each tutorial you will have an opportunity to do a quiz which will count towards your final mark. Missing a tutorial means missing a quiz mark that counts towards your final mark. You will also miss an opportunity to test yourself about your knowledge of the material for the course.

**Tutorial organisation**
Your tutor will explain the organisation of the tutorials in detail during tutorial 1 (in week 2). Each tutorial will consolidate and extend the material covered in the lectures of the previous week and in the reading nominated for each tutorial through:

- questions and feedback from students on the lectures and reading material.
- group discussion on the basis of review questions. All students attending a tutorial are expected to have done the reading and to have prepared answers to the review questions listed in the tutorial program. Students will be asked to give at least two answers in class throughout the semester. The tutors will not accept and mark written answers out of tutorial classes.
- discussion of a key issue based on a case from the textbook. This takes the form of an presentation prepared by two students of maximum 10 minutes, followed by group discussion on the presented issue. Students are expected to contribute to seminar discussions. The tutor will take note on the participation in the discussions, which will count towards your final mark.
- a short 5-minute assessable test of 6 multiple choice questions that relate to the
material covered in the lectures of the previous week and the nominated reading for the tutorial class.

**Tutorial program**
All students attending a tutorial are expected to have done the reading and to have prepared answers to the review questions listed below. Students will be asked for their answers at random.

1. **No tutorials (week 1, starting 17 February)**

2. **Introduction (week 2, starting 24 February)**
In this tute we will outline the organisation of tutorials, distribute the topics for the presentations and form groups of students for the presentations, and see what questions students have about the course.
- Read chapter 1 in the textbook and prepare for the first quiz.
- Come prepared with questions about the lectures of the previous week and about the reading.
- Prepare two questions about the international business strategies that you would like to see answered in the course during the semester.

3. **Topic 2: Strategy Formulation and Implementation (week 3, starting 3 March)**
Read Topic 2 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
- **Case study presentation 1**: “In the International Spotlight: Poland”, OR
- **Case study presentation 2**: “Tata Nano: The People’s Car”
- **Discussion questions**: 2,3,4,6,7 (pp. 70-71)
- **Quiz**: 6 questions

4. **Topic 3: Strategies for International Competition (week 4, starting 10 March)**
Read Topic 3 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
- **Case study presentation 1**: Opening case: “Maytag – Three countries”, OR
- **Case study presentation 2**: Mini-case: “CIENA’s Global Decision”
- **Discussion questions**: 1-5 (p. 120)
- **Quiz**: 6 questions

5. **Topic 4: Organizing and Controlling International Operations (week 5, starting 17 March)**
Read Topic 4 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
- **Case study presentation 1**: Opening case: “The Americanization of a Japanese Icon”, OR
- **Case study presentation 2**: Mini-case: “A Guide for Multinationals”
- **Discussion questions**: 1-4 (p. 164)
- **Quiz**: 6 questions

6. **Topic 5: International Production, Outsourcing and Logistics (week 6, starting 24 March)**
Read Topic 5 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Li & Fung Limited”, OR
Case study presentation 2: Closing case: “Restoring Dell’s Competitive Advantage”
Discussion questions: 1-4 (p. 202)
Quiz: 6 questions

7. Topic 6: Managing Technology and Knowledge (week 7, starting 31 March)
Read Topic 6 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Transferring Knowledge in Global Corporations”, OR
Case study presentation 2: Mini-case: “He Loves to Win. At I.B.M., He Did”
Discussion questions: 1-6 (p. 230)
Quiz: 6 questions

SEMESTER BREAK (Monday, 7 April – Friday, 18 April)

8. Topic 7: Communication across Borders and Cultures (week 8, starting 21 April)
Read Topic 7 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Understanding Others”, OR
Case study presentation 2: Mini-case: “Johannes van den Bosch Sends an Email”
Discussion questions: 1-5 (p. 264)
Quiz: 6 questions

9. Topic 8: Negotiation and Decision Making across Borders and Cultures (week 9, starting 28 April)
Read Topic 8 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Political Impact on Global Negotiation”, OR
Case study presentation 2: Mini-case: “Conflict Resolution for Contrasting Cultures”
Discussion questions: 1-4 (p. 299)
Quiz: 6 questions

10. Topic 9: Motivating and Leading across Borders and Cultures (week 10, starting 5 May)
Read Topic 9 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “My Way or the Highway at Hyundai and Kia”, OR
Case study presentation 2: Mini-case: “All Eyes on the Corner Office”
Discussion questions: 1-6 (p. 343)
Quiz: 6 questions

11. Topic 10: International Human Resource Management (week 11, starting 12 May)
Read Topic 10 and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “How to Avoid Culture Shock”, OR
Case study presentation 2: Mini-case: “Cracks in a Particularly Thick Glass Ceiling”
Discussion questions: 1-5 (p. 372)
Quiz: 6 questions

12. Topic 11: Global Social Enterprise (week 12, starting 19 May)
Read Topic 11 and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Beyond the Green Corporation”, OR
Case study presentation 2: Mini-case: “Rise of the Asian D-School: More Students Are Opting for Programs – and Jobs – at Home”
Discussion questions: 1-3 (p. 390)
Quiz: 6 questions

Read Topic 12 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.
Case study presentation 1: Opening case: “Scandals and Corruption – A Historical Perspective”, OR
Case study presentation 2: “Honduras in Sweatshops See Opportunity”
Discussion questions: 1-6 (p. 421)
Quiz: 6 questions

ASSESSMENT REQUIREMENTS

Assessment Tasks
1. Weekly quizzes (10%): During each of the 12 tutorial classes students will complete sets of 6 multiple choice quizzes. They are designed to encourage students to keep up with the required reading and attend the lectures and tutorials in the course.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 2-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
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Instructions
Each tutorial (Weeks 2-13) students will complete a short 5-minute assessable quiz of 6 multiple choice questions that relate to the material covered in the previous week lecture, as specified in the tentative timetable in this course outline. There will be 12 quizzes in total.

Purpose
The quizzes are designed to encourage students to keep up with the required reading and attend the tutorials during the semester. You are expected to arrive ready to begin class on time and to not leave until class is over.

Marking criteria
Your grade for this assessment will be based on your average of the 12 quizzes that will be administered.

2. Case study/issue presentation – group of 2 students (10%): As part of your assessment in this course you will be required to prepare 1 case study and present your analysis and findings. To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their tutor indicating what went well in their presentation.
and what they would change if they could do it again. Teams of **two** students take turns each week to deliver a short presentation, using PowerPoint slides during the weekly sessions. This is an opportunity to put topical issues in international business in the context of the course as well as practice, and demonstrate presentation skills. Attending students will mark the presentations.

Please note that all case study presentations will be timetabled in the first tutorial in second week of the semester.

The cases that are selected from the prescribed textbook are listed in the Tutorial Program of this course outline. In relation to your chosen case study, you should identify and discuss the various issues and their implications. There are a number of questions at the end of each case, which can be used as a guideline for your case analysis and discussions. However, simply answering each question DOES NOT constitute a satisfactory presentation. Each presentation is expected to last for **10 minutes**, and **10 minutes** for questions and discussion time. The performance is assessed by your peer-classmates. Please study the marking criteria carefully when preparing your case study presentation.

The case study presentation will start from the **second** tutorial session in **third** week of the semester. You are required to make your presentation on the day you have specified. In the event that you are unable to present on the due date, you must: (1) inform your lecturer/tutor at least one week in advance with strong supporting evidence, and (2) negotiate with other groups to see if any group is happy to swap the presentation date with you. Failure to do so will result in a failure grade for this assessment. Any individual member who does not participate in his/her group presentation, without a good reason will also receive a failure grade for this assessment.

Discussion of a key issue takes the form of an introduction prepared by two students of maximum 10 minutes, followed by group discussion on the presented issue. Students are expected to contribute to seminar discussions. The lecturer will take note on the participation in the discussions, which will count towards your final mark.

The presentation should address the following questions:

- What is the issue?
- How does it relate to the theme of the reading for that tutorial?
- How did the issue evolve since the publication of the case?

The presentation ends with a **discussion question**.

To answer the 3rd question students will need to do some research to understand what happened since the case was published. Research could involve skimming newspapers and magazines, or using the Factiva and/or ProQuest search engines available through the ANU library.

The performance of the groups will be assessed by the attending students and the lecturer.

Students will prepare and use PowerPoint (PPT) software for these presentations.
As a courtesy to students attending the seminars, you could distribute in class a handout containing the slides, or key points, illustrations or tables and graphs. If you have never used PPT before, this is your opportunity to learn! It is very simple, but there are some basic rules. A basic PPT presentation with such rules can be found on Wattle and at: http://www.iasted.org/conferences/formatting/Presentations-Tips.ppt. If not sufficient, consider doing a course with the ANU’s Information Literacy Program (http://ilp.anu.edu.au/).

To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their lecturer indicating what went well in their presentation and what they would change if they could do it again. The tutor will respond with feedback and the mark for the presentation.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 2-13</th>
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</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Instructions</td>
<td>Each tutorial (Weeks 3-13) a group of 2 students will present a case as specified in the tentative tutorial timetable in this course outline. There will be 11 presentations in total. The presentation is strictly limited to 10 minutes. In addition, the presenting team will also be in charge of leading a 10-minute class discussion immediately after the presentation. Poor time management might be penalised.</td>
</tr>
<tr>
<td>Purpose</td>
<td>The case presentations put topical issues in international business in the context of the course as well as practice and demonstrate presentation skills. A key purpose is also to demonstrate your ability to engage and involve an audience. This assignment serves several purposes, i.e. (1) to expose students to different business cases in different environmental frameworks/challenges, (2) to sharpen your ability to link international business theories to practice and your critical thinking skills, (3) to improve your research skills, and (4) to allow you an opportunity to further develop your communication and time management skills.</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>This component is intended to evaluate your understanding of the issue which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems, and to communicate your views effectively. The quality of your presentation is also assessed. Each presentation will be marked and commented by all students attending the tutorial. Presentations are judged on four main criteria: - Ability to clarify and explain, - Insights and understanding, - Method of delivery (penalties for reading from notes), and - Class leadership.</td>
</tr>
</tbody>
</table>

3. Participation (10%): Students are expected to contribute to tutorial discussions.
<table>
<thead>
<tr>
<th>Due date</th>
<th>On-going throughout the semester.</th>
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</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
</tbody>
</table>
| Instructions  | It is essential to your learning – and the learning of others in the class – that you are fully involved in the course. This means that you need to:  

a) **Attend class** – though much learning will be done outside the classroom, class time is a valuable, scarce resource. You are expected to arrive ready to begin class on time; to not leave until class is over; and to attend all classes. If for any special reason you are unable to meet these requirements, please talk to the course convenor or the tutor about it.  

b) **Come prepared** – it will be assumed that you have completed any assigned readings and prepared any assigned cases prior to class. You are expected to read the case study to be analysed for each corresponding week, regardless whether you are presenting or not. This will allow you to actively participate in class discussion under the instruction of the case presenters and/or your tutor.  

c) **Actively participate in the learning** – we owe it to ourselves and our colleagues to participate as fully as possible in the tutorial sessions. Besides learning more – and contributing to the learning of others – you’ll also have more fun!  

| Purpose        | To evaluate the issues and challenges pertaining to international strategic management.  

This assessment aims to encourage students to actively participate in group discussions **during, after and beyond case presentations**, voice personal opinions to their peers, and at times take the leading role in small group discussion. Students can also obtain a good grasp of the linkage between the applicable international business theories/concepts and the practical business scenarios presented in the cases. Please also note that the materials from the cases and the knowledge associated with these cases are examinable.  

Up to 10 marks will be awarded for your participation. **Contribution to Tutorial Discussions:** This component is intended to evaluate the level and quality of your contribution to tutorial discussions, which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems and to communicate your views effectively.  

| Marking Criteria | This component is intended to evaluate the level and quality of your contribution to class discussions, which should reflect your analytical and problem-solving skills; more specifically, your ability to understand situations and diagnose problems, and to recommend courses of action in relation to those situations and problems and to communicate your views effectively. Marks are awarded at the Lecturer’s/Tutor’s discretion.  

Students are expected to contribute to class discussion constantly and actively throughout the semester. A guideline of participation marking is demonstrated on the scale below:  

- 9-10 – very good and constant participation  
- 7-8 – good and regular participation  
- 5-6 – average participation  
- 3-4 – occasional participation  

1-2 – below average and minimum participation
0 – no participation

4. Tutorial review questions (10%): Students will be asked at random to share their answers to set questions related to the required reading with the whole group. The lecturer/tutor will mark these answers based on their completeness in the context of the required reading. Each student will answer at least 2 questions in the course of the semester. However, students may be asked to, or may wish to attempt to answer more than 2 questions. The average grade will count toward the final grade. This is an opportunity to demonstrate their comprehension of the required reading.

This assessment aims to monitor your learning process and to ensure that you learn essential theories, concepts, and knowledge required for conducting analysis and research of the issues related to the course. The main task of assessment is to prepare for class discussions based on discussion questions selected from the prescribed textbook during the semester as specified in the Tentative Tutorial Program.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 3-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Instructions</td>
<td>Each tutorial (Weeks 3-13) students will be asked at random to share their answers to set questions as specified in the tentative tutorial timetable in this course outline and related to the required reading with the whole group. Each student will answer at least 2 questions in the course of the semester.</td>
</tr>
<tr>
<td>Purpose</td>
<td>This assessment component is designed to encourage students to keep up with the required reading and attend the tutorials during the semester.</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>Marks are awarded at the Lecturer's/Tutor's discretion.</td>
</tr>
</tbody>
</table>

5. Research Project - Group Assignment (30%): Students write a essay of 4,000 words plus reference list and appendices, ±10% on one of the topics that relate to the course. This assignment is an opportunity for students to demonstrate their understanding of a specific issue related to the course, as well as practice and demonstrate skills to conduct research and synthesise relevant academic literature. The topic and the instructions for this assignment will be put on Wattle.

This is a group project, and you are well advised to start your preparation from the beginning of the semester so as to possibly complete this task with required quality and standard on time. The lecturer will further explain the instruction and provide you with constructive advice for preparing this assignment.

Students will be able to choose their team members and therefore have total responsibility for all group issues that might incur. Each group might want to elect a team leader. Each group should allocate project tasks suitable to the skills of individual members.

For example:
*Researching and writing tasks*: everyone in the group should be involved in researching for information (both primary and secondary) and writing up the research findings. Regular team meetings and frequent communication among the group will
facilitate mutual understanding of the project-in-progress and help avoid repeating the same or duplicated information (hence a waste of time and efforts) in the report.

**Editing task:** there should be 2 editors, who are in charge of compiling, eliminating unnecessary information, and ensuring a smooth flow of arguments and data throughout the report. Editors have the right to ask for a revise-and-resubmit of the work submitted by individual members, where appropriate.

**Formatting task:** this task is suitable for an individual with high computer/graphic skills. This person will also take the lead for the development of the print material.

All background information will be provided during tutorial in Week 2. Questions for any further information should be directed to your lecturer/tutor. In addition, the lecturer, if required, will spend up to 10 minutes at the beginning of each lecture to discuss the progress of the project.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Monday, 28 April 2014, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>30%</td>
</tr>
<tr>
<td>Suggested length</td>
<td>4,000 ±10% words excluding tables, figures, reference list, and appendix (if any).</td>
</tr>
<tr>
<td>Instructions</td>
<td>This is a group work. Groups of 3 students are required to write an essay addressing the issues described in the document put on Wattle. The submission is to be an essay, with a cover page, abstract, the table of content, main text, reference list, and appendices. The essay should be formatted to 1.5 line spacing. A good essay should demonstrate: • Applications of relevant IB theories and concepts, • Good structure: with appropriate headings and sub-headings, no grammatical errors, and within the word limit, • Good usage of diagrams, tables and figures to illustrate and support arguments, • Good referencing system, • Good research, both primary &amp; secondary data from a variety of information sources (NO Wikipedia), and • Cohesiveness: the essay sounds like one person’s work, with equal contribution amongst members. The essay shows clear linkage between different sections, without repetitions of information and arguments. The arguments are insightful and convincing, with supporting implications for the firm, and relevant recommendations where appropriate. The group members will agree on and sign the group project peer assessment form and include it in the group project (the form is put on Wattle).</td>
</tr>
<tr>
<td>Purpose</td>
<td>This assessment is intended to further develop your research and analytical skills in issues related to international strategic management. Further, it aims to train students on the collaborating in a group environment, and researching /synthesising/justifying appropriate secondary and primary data.</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>See General Marking Criteria below.</td>
</tr>
<tr>
<td>Submission / Presentation</td>
<td>Assignments are to be placed in the relevant assignment box in the RSM foyer opposite the main counter by 4 pm on the due date. All</td>
</tr>
</tbody>
</table>
Details

Assignments submitted through the RSM assignment boxes are date stamped and checked against class lists. The groups have to submit an electronic copy to Wattle as well on the due date.

Topics, sources

To research your topic, you will have to explore relevant scholarly publications available from the ANU library and the National Library of Australia: monographs (books and working papers, which are in the library catalogues) and journal articles and book chapters (which are not in the library catalogues). Depending on your topic, an internet search may yield relevant documentation. However, be aware of the fact that there is also a lot of junk and rubbish on the internet. You are strongly encouraged to base your assignment on scholarly publications (books and journal articles) and on academic business journals (see below). Do not assume that research is the same as doing an internet search.

You could use the footnotes and bibliographies of articles in the reader to access additional sources in books, scholarly journals and leading business magazines. You can also consult the indices to serious business magazines, such as Business Review Weekly, Business Week, The Economist, and Harvard Business Review. Most of these are also online. For some of them access is restricted to paying subscribers, but the ANU library has online subscriptions to several, which can be accessed on campus through the ANU library’s website. The ANU library subscribes to several powerful search engines that allow you to locate further reading, such as Factiva and ProQuest. Another way to identify useful readings is through the International Bibliography of the Social Sciences, which are both available online through the ANU library website (see “Online resources”, then “E-resources and databases”). See Appendix 2 for some of suggested sources.

General Marking Criteria

Your lecturer may take into account the marking criteria specified in the following table when awarding marks for your research essay. It should help you understand what the lecturer thinks you are achieving in your work, and should also give you some indication of the kind of performance the lecturer expects from you. However, such guidelines can only ever be general, and many other factors may contribute to the lecturer’s final decision about the mark you should be awarded. Please study the marking criteria carefully before preparing the essay and during the process of essay writing.

<table>
<thead>
<tr>
<th>Grade/Mark</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Distinction 80% or above</td>
<td>Outstanding work showing an excellent command and understanding of the issues which approaches the postgraduate threshold. Original research (in terms of content and/or approach), with rigorous argument supported by evidences, which engages in detail with and is very well supported by extensive and appropriate reading (e.g. refereed journal articles, data, etc.). Structure almost flawless.</td>
</tr>
<tr>
<td>Distinction 70-79%</td>
<td>Excellent work showing a clear command and understanding of the issues. Evidence of independent thinking and some elements of original research. Essays usually contain a wealth of relevant information, and demonstrate wide reading of appropriate literature (e.g. refereed journal articles). Very well-structured work, very well supported by appropriate evidences (e.g. journal articles, data etc.).</td>
</tr>
</tbody>
</table>
| Credit 60-69% | Work showing evidence of a good knowledge and understanding of the material, put together in a way which is, for the most part, clearly argued, well-written, and relevant to the task set. Answers are thoroughly competent and accurate, and, at
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>Work which is competent and broadly relevant, but somewhat lacking in focus, organisation, or breadth of reference. One or more of the principal sources may have been overlooked, there may be over-reliance on a very minimum number of items (references) in the literature, some ideas may not have been clearly understood, or the argument may not be very clearly structured. Some aspects of the work may not be closely related to the task set.</td>
</tr>
<tr>
<td>Fail</td>
<td>Work showing some knowledge of the material, but having serious shortcomings. It may demonstrate insufficient knowledge of the material, and/or poor understanding. It may be much too short, and is often muddled, unfocused, or poorly organised. Some essays may fail to answer the question set; others may contain a considerable amount of irrelevant information.</td>
</tr>
<tr>
<td>Fail</td>
<td>Work showing some very elementary knowledge of the material, but which demonstrates very little breadth of reference, and lapses quickly into misunderstanding and incoherence, with no perceptible attempt at structuring an argument. The work is very superficial, and suggests either that little effort has been made to prepare the task set, or that the student is unable to comprehend the material he/she has used.</td>
</tr>
<tr>
<td>Fail</td>
<td>Work which is irrelevant and incompetent, showing inadequate knowledge of the material and/or is superficial. Some key words or phrases.</td>
</tr>
<tr>
<td>Fail</td>
<td>Only a rudimentary, poor knowledge of the subject, with serious and fundamental errors. Much irrelevant material and/or very superficial. Few key words or phrases.</td>
</tr>
<tr>
<td>Fail</td>
<td>Weak. Little hint of any knowledge, almost totally irrelevant response.</td>
</tr>
<tr>
<td>Fail</td>
<td>No knowledge relevant to the question, but the candidate has made some effort.</td>
</tr>
<tr>
<td>Fail</td>
<td>Nothing written or nothing submitted. Extensive plagiarism.</td>
</tr>
</tbody>
</table>

**Identify your Assignment with your Student Number only**

When submitting your assignment please ensure that it contains your student number in the file name and on the first page. Please do not put your name anywhere in your assignment.

**Use of Assignments as exemplars and grade moderation**

An important resource for enhancing educational quality is a stock of student work which can be de-identified and used as exemplars for future students in ANU courses, and for grade moderation exercises for teaching staff. If you do not wish your assignment to be used for such purposes please include a note to that effect on the front page of the assignment.

**Late submission of Assignments**

If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner (an ordinary "medical certificate" is not sufficient);
• include a copy of as much of the assignment as has been completed by the due time and date; and

• be submitted as soon as practicable, preferably before or on the due date.

In general, a successful application for Special Consideration will result in the marking of the work completed at the due date with some upward adjustment of the mark, rather than an extension of time. However, in extenuating circumstances, supported by appropriate documentation, an extension may be granted.

Note that decisions about Special Consideration are not made by the teaching staff for this course.

Presentation of Assignments
A separate document Some Suggestions for Good Assignment Writing is available from Wattle. It assists students in completing their assignments for this course.

The following are the College expectations about the presentation of assignments:
• Assignments are to be word-processed. The use of strict, professional expression is expected.
• The Harvard or Oxford referencing styles are to be used. Links to documentation on proper referencing methods are available on the course website or from the ANU Library website: http://anulib.anu.edu.au/lib_home.html
• All assignments must have a cover sheet with all of the appropriate details completed. Assignment cover sheets are available from the course website or the RSM Office or website: http://cbe.anu.edu.au/schools/rsm/
• Group assignment cover sheets should be signed by each group member.
• Assignments must be stapled in the top left-hand corner. Please do not submit assignments in plastic pockets or folders, unless requested to do so by the lecturer. If you have a disk to submit as part of your assignment please use bulldog/fold back paper clips, which will be available from the School office upon request.
• All students are required to keep a copy of assignments. All assignments submitted through the RSM office are date stamped and checked against class lists. If an assignment is mislaid, you will be required to provide a copy.

Return of Assignments
Assignments, once marked, will be handed back in tutorials. However, if they are ready for collecting during a non-teaching period, assignments will be made available for collection from tutors during consultation hours. If they are ready for collection during a non-teaching period, assignments will be made available for collection from the RSM office. Please refer to your course website for notification that assignments are ready to be collected. Queries regarding the marking or collection of assignments should be taken up with your tutor.

Assignments not claimed during tutorials will be kept at the RSM office. Students must present their ANU student card to collect an assignment. Assignments remaining in the RSM office at the beginning of week 3 in the following semester, are destroyed.
Retention of Assignments
You must keep a hard copy of your assignment and its related documents. If we cannot find your assignment, the responsibility is on you to provide a copy of the assignment.

You must keep your marked assignment. Any queries concerning the awarded mark can only be resolved with the original assignment document.

Special Consideration
If an assignment is submitted after the due date it will not be marked unless an application for Special Consideration is approved. An application for Special Consideration must:

- where relevant include a medical report completed by a medical practitioner using the Special Consideration form (an ordinary "medical certificate" is not sufficient);
- include a copy of as much of the assignment as has been completed on the due date; and,
- be submitted as soon as practicable, preferably before or on the due date; any delay in submission must be supported by the medical report or other evidence supporting the application.

Applications for Special Consideration are considered and determined by the RSM Special Consideration Committee, not by the lecturer.

In most cases a successful application for Special Consideration will result in the marking of the assignment as submitted with the Special Consideration form, with some upward adjustment of the mark, rather than an extension of time.

6. Final exam (30%): during this 2-hour written exam students are expected to demonstrate their level of understanding of the content of the course discussed during the lectures, contained in the required textbook and any distributed additional reading, as well as discussed during the tutorial sessions. Exam answers will be marked on the basis of marking criteria contained in the separate document.

The examination will be comprised of a section of multiple-choice questions and short essay questions, which are designed to test the in-depth of your understanding on some of the key issues covered in the course and the articulation amongst the key issues. An exam briefing will be held in lecture in week 13.

<table>
<thead>
<tr>
<th>Date</th>
<th>TBA, 2 hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>30%</td>
</tr>
<tr>
<td>Instructions</td>
<td>There will be two components in the exam, including:</td>
</tr>
<tr>
<td></td>
<td>- Multiple-choice questions (10 marks), and</td>
</tr>
<tr>
<td></td>
<td>- Short essay-type answer questions (20 marks): Students answer 2 questions. Each question is worth 10 marks.</td>
</tr>
<tr>
<td></td>
<td>All materials are examinable, including lecture notes,</td>
</tr>
</tbody>
</table>
case studies (in tutorials), additional readings.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>The exam questions aim to evaluate students' overall understanding of the international strategic management principles.</th>
</tr>
</thead>
</table>
| Marking Criteria | The short essay-type answers are evaluated based on:  
- Understanding of the key issue(s),  
- Ability to provide clear examples,  
- Structure of arguments,  
- Evidence of critical thinking,  
- Relevant recommendations/suggestions for international firms (where appropriate), and  
- Overall writing skills. |
| Submission/Presentation Details | Please start a new question on a new page. Unreadable handwriting will be penalised. |

Examinations will be timetabled through the Office of ANU College of Business and Economics. The link to the final examination timetable is published on the following website: [http://timetable.anu.edu.au/exams/](http://timetable.anu.edu.au/exams/)

Regarding permitted materials for the final examination:  
Electronic dictionaries are not allowed. Permission forms for English/foreign language dictionaries are available from the RSM Office foyer.

**Scaling**
Your final mark for the course will be based on the raw marks allocated for each assignment or examination. However, your final mark may not be the same number as produced by that formula, as marks may be scaled. Any scaling applied will preserve the rank order of raw marks (i.e. if your raw mark exceeds that of another student, then your scaled mark will exceed the scaled mark of that student), and may be either up or down.

**Learning Outcomes-Assessment**
How well have you achieved the learning outcomes for this course? Your lecturer makes this judgement based on your assignments and examination papers. This table illustrates how each assessment item provides evidence about your achievements against each learning outcome.

<table>
<thead>
<tr>
<th>Course Learning Outcomes</th>
<th>Class participation</th>
<th>Discussion questions</th>
<th>Research project</th>
<th>Weekly quiz</th>
<th>Case presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain and illustrate the international strategic management processes used by top level management in multinational enterprises</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>
define, explain and illustrate
the relationships among
philosophic roots and
approaches for international
strategic planning and
implementation, strategies for
value chain activity integration,
international business
strategies, structure of
multinational enterprises, and
human resource management
orientations, and the role
which culture plays in
managing multinational
enterprises

creatively apply knowledge
from different approaches to
strategic management issues
and problems of multinational
enterprises, demonstrating
thorough understanding of the
various international strategic
management concepts and
their practical application

communicate effectively in oral
and written forms about
international strategic
management using
appropriate concepts, logic
and rhetorical conventions

Tutorial and /or Seminar signup
Tutorial registration for this course will be done via the Wattle course site during the
first week of Semester. More information will be provided during the first
lecture/seminar.

Workload
Students taking this course are expected to commit at least 10 hours a week to
completing the work. This will include 3 hours per week in class and at least 7 hours
a week on average (including non-teaching weeks) on course reading, research,
writing and assignment work.

Course delivery
Two lectures and one tutorial each week.

Prescribed Texts and Reference Materials
Vesna Sedoglavich (ed.), (2012), International Strategic Management, North Ryde:
McGraw Hill Custom Publishing.

Recommended Reading
Other Resources
The ANU Library subscribes (electronically) to a wide range of academic journals. Journals that may be helpful for your research include:
Academy of Management Review
Journal of Management Studies
Journal International Business Studies
Journal of World Business
International Business Review
International Journal of Human Resource Management
Journal of Business Research
Asia-Pacific Journal of Management
Management International Review
Journal of International Marketing
Strategic Management Journal
Strategic Management Review

Support for Students
The University offers a number of support services for students. Information on these is available online from http://students.anu.edu.au/studentlife/