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.

**BUSI7033**

International Strategic Management

“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 –

**Class Number:** 3691 (On Campus)

**Course Description**

International firms need to formulate company policies that take account of the fact that they manufacture, service, employ and market to or in countries with different laws, different beliefs and different levels of socio-economic development compared to a firm’s country of origin. This course examines the contextual, organisational and managerial issues associated with the operation of multinational firms. Interactions between contextual elements and management of an international enterprise will be studied from both theoretical and practical perspectives. The course includes topics such as international strategic management; international social and ethical responsibilities of firms; cross-cultural management and communication; international human resource management and workplace relations.

<table>
<thead>
<tr>
<th>Semester and Year</th>
<th>Semester 1, 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mode of Delivery</td>
<td>Blended</td>
</tr>
<tr>
<td>Prerequisites</td>
<td>As listed in Programs and Courses</td>
</tr>
<tr>
<td>Incompatible Courses</td>
<td>As listed in Programs and Courses</td>
</tr>
</tbody>
</table>
**Course Overview**

**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 the international business. 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.

**Course 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.

**Research-Led Teaching**
This course will integrate the latest research on issues related to international strategic management. In particular, students are required to read selected research papers and participate in discussions in class. Additionally, in groups, students are required to analyse the literature on a case of their choice. All these together can enhance students’ analytical capability and bridge the gap between theory and practice.

**Continuous Improvement**
We use feedback from students, professional bodies and staff to make regular improvements to the course. In response to this feedback, design improvements from the previous version of the course include the feedback students will be given in the following forms in this course:

- Group case analysis – written comments/feedback to groups and individual students
- Discussion questions – oral comments during seminar discussions
- Quizzes – correct answers on Wattle
- Case presentation – written feedback
- Reflective Learning Report – written comments

**Student Feedback**

All CBE courses are evaluated using Student Experience of Learning and Teaching (SELT) surveys, administered by Planning and Statistical Services at the ANU. These surveys are offered online, and students will be notified via email to their ANU address when surveys are available in each course. Feedback is used for course development so please take the time to respond thoughtfully. Course feedback is anonymous and provides the Colleges, University Education Committee and Academic Board with opportunities to recognise excellent teaching and to improve courses across the university. For more information on student surveys at ANU and reports on feedback provided on ANU courses, visit [http://unistats.anu.edu.au/surveys/selt/students/](http://unistats.anu.edu.au/surveys/selt/students/) and [http://unistats.anu.edu.au/surveys/selt/results/learning/](http://unistats.anu.edu.au/surveys/selt/results/learning/)

**Technology, Software, Equipment**

As the course materials will be delivered on Wattle, you need to get familiar with the Wattle environment. Specifically, you need to know how to access and navigate through the weekly course materials (e.g., required readings and PPT slides), how to participate in discussion forums and how to submit your assignments.

**COURSE SCHEDULE**

A mode of delivery of this course is **blended teaching**. Students will have the course topics pre-recorded and available on the Wattle course site. This is students’ responsibility to watch them and come to the seminars with the prepared answers. The lecturer will open a debate, and encourage students to take full advantage of the discussions. The lecturer will explain the most important facts of a particular week’s topic during the seminars.

The lecturer will make use of PowerPoint slides, which will be available on the Wattle course site. Students may download these slides in PDF format from Wattle and bring prints to the seminars for further note taking. However, this material is not a substitute for watching the pre-recorded topics. It only contains prompts and cannot be understood without listening to the context of the topic. Several topic will make use of short videos on issues that substantiate the lecture topics.

The pre-recorded 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. **Weekly quizzes will be based on the required reading, while the discussions/debates will be based on the pre-recorded lectures.**

**Seminars**

Friday 10 – 12pm CBE Bld LT1

**Public holidays during Semester 2:**

3 | THE AUSTRALIAN NATIONAL UNIVERSITY
- Monday, 28 September (ACT Family and Community Day)
- Monday, 5 October (Labour Day)

**SEMINAR ACTIVITIES SCHEDULE**

<table>
<thead>
<tr>
<th>Week</th>
<th>Week starting</th>
<th>Topics and seminar tasks and activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>20 July</td>
<td>Introduction to the course</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Seminar activities:</strong> We will outline the organisation of seminars, distribute the topics for the presentations and form groups of students for the presentations, and see what questions students have about the course. Prepare two questions about the international business strategies that you would like to see answered in the course during the semester.</td>
</tr>
</tbody>
</table>
| 2    | 27 July       | **Topic 1:** Globalization and International Linkages  
Watch the pre-recorded Topic 1.  
**Minimum readings:** read Topic 1 in the text-book. |
|      |               | **Seminar activities:** Discussion questions: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 1. |
| 3    | 3 August      | **Topic 2:** Strategies for International Competition  
Watch the pre-recorded Topic 2.  
**Minimum readings:** read Topic 2 in the text-book. |
|      |               | **Seminar activities:** Discussion questions: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 2.  
**Case study presentation 1:** Opening case: “Maytag – Three countries”, OR  
**Case study presentation 2:** Mini-case: “CIENA's Global Decision” |
| 4    | 10 August     | **Topic 3:** Strategy Formulation and Implementation  
Watch the pre-recorded Topic 3.  
**Minimum readings:** read Topic 3 in the text-book. |
|      |               | **Seminar activities:** Discussion questions: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 3.  
**Case study presentation 1:** “In the International Spotlight: Poland”, OR  
**Case study presentation 2:** “Tata Nano: The People’s Car” |
| 5    | 17 August     | **Topic 4:** Organizing and Controlling International Operations  
Watch the pre-recorded Topic 4.  
**Minimum readings:** read Topic 4 in the text-book. |
|      |               | **Seminar activities:** Discussion questions: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 4.  
**Case study presentation 1:** “Tata Nano: The People’s Car”, OR  
**Case study presentation 2:** “Maytag – Three countries” |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Discussion</th>
<th>Case Study Presentation 1</th>
<th>Case Study Presentation 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>24 August</td>
<td>International Production, Outsourcing and Logistics</td>
<td>come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 5.</td>
<td>Opening case: “Li &amp; Fung Limited”, OR</td>
<td>Opening case: “FMCG, Soft Dollars and Lean Supply Chains”</td>
</tr>
<tr>
<td>7</td>
<td>31 August</td>
<td>Managing Technology and Knowledge</td>
<td>come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 6.</td>
<td>“Transferring Knowledge in Global Corporations”, OR</td>
<td>“He Loves to Win. At I.B.M., He Did”</td>
</tr>
<tr>
<td>8</td>
<td>21 September</td>
<td>Communication across Borders and Cultures</td>
<td>come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 7.</td>
<td>“Understanding Others”, OR</td>
<td>“Johannes van den Bosch Sends an Email”</td>
</tr>
<tr>
<td>9</td>
<td>28 September</td>
<td>Negotiation and Decision Making across Borders and Cultures</td>
<td>come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 8.</td>
<td>“Political Impact on Global Negotiation”, OR</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Case Study Presentation 2: Mini-case: “Conflict Resolution for Contrasting Cultures”</td>
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<tr>
<td>5 October</td>
<td><strong>Case study presentation 2</strong>: Mini-case: “Conflict Resolution for Contrasting Cultures”</td>
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</tr>
<tr>
<td></td>
<td><strong>Topic 9</strong>: Motivating and Leading across Borders and Cultures</td>
<td></td>
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<tr>
<td></td>
<td><strong>Watch</strong> the pre-recorded Topic 9.</td>
<td></td>
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<td></td>
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<tr>
<td></td>
<td><strong>Minimum readings</strong>: read Topic 9 in the text-book.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Seminar activities</strong>: <strong>Discussion questions</strong>: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 9.</td>
<td></td>
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<td></td>
</tr>
<tr>
<td></td>
<td><strong>Case study presentation 1</strong>: Opening case: “My Way or the Highway at Hyundai and Kia”, OR</td>
<td></td>
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<tr>
<td></td>
<td><strong>Case study presentation 2</strong>: Mini-case: “All Eyes on the Corner Office”</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th><strong>Topic 10</strong>: International Human Resource Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 October</td>
<td><strong>Watch</strong> the pre-recorded Topic 10.</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum readings</strong>: read Topic 10 in the text-book.</td>
</tr>
<tr>
<td></td>
<td><strong>Seminar activities</strong>: <strong>Discussion questions</strong>: come prepared to contribute to the discussion on 3 questions/debates from the pre-recorded Topic 10.</td>
</tr>
<tr>
<td></td>
<td><strong>Case study presentation 1</strong>: Opening case: “How to Avoid Culture Shock”, OR</td>
</tr>
<tr>
<td></td>
<td><strong>Case study presentation 2</strong>: Mini-case: “Cracks in a Particularly Thick Glass Ceiling”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date</th>
<th><strong>Topic 11</strong>: Ethics and Social Responsibilities for International Firms</th>
</tr>
</thead>
<tbody>
<tr>
<td>19 October</td>
<td><strong>Watch</strong> the pre-recorded Topic 11.</td>
</tr>
<tr>
<td></td>
<td><strong>Minimum readings</strong>: read Topic 11 in the text-book.</td>
</tr>
<tr>
<td></td>
<td><strong>Seminar activities</strong>: <strong>Discussion questions</strong>: come prepared to contribute to the discussion on 3 questions/debats from the pre-recorded Topic 11.</td>
</tr>
<tr>
<td></td>
<td><strong>Case study presentation 1</strong>: Opening case: “Scandals and Corruption – A Historical Perspective”, OR</td>
</tr>
<tr>
<td></td>
<td><strong>Case study presentation 2</strong>: “Honduras in Sweatshops See Opportunity”</td>
</tr>
</tbody>
</table>

| Date       | Review of the course Students’ feedback                                              |

**Seminar organisation**
Your lecturer will explain the organisation of the seminars in detail during 1 week. Each seminar will consolidate and extend the material covered in the pre-recorded lectures and in the nominated reading through:

- questions and feedback from students on the lectures and reading material.
- group discussion on the basis of review questions. All students attending a seminar/tutorial are expected to have done the reading, watched pre-recorded topics, and to have
prepared answers to the review questions listed in the tutorial program. Students will be asked to give at least 2 answers in class throughout the semester. We will not accept and mark written answers.

- discussion of a key issue based on a short case. This takes the form of a presentation prepared by 4 students of maximum 15 minutes, followed by group discussion on the presented issue of 15 minutes. Students are expected to contribute to seminar discussions. The lecturer/tutor will take note on the participation in the discussions, which will count towards your final mark.

**COURSE ASSESSMENT**

**Assessment Summary**

<table>
<thead>
<tr>
<th>Assessments</th>
<th>Due date:</th>
<th>Weight (%)</th>
<th>Maximum no. of words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessment 1</strong> (individual): Discussion questions</td>
<td>Every week (weeks 2-12)</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Assessment 2</strong> (individual): On-line test</td>
<td>Every week (weeks 2-12)</td>
<td>10%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Assessment 3</strong> (group): Mini-case presentation</td>
<td>Every week (weeks 3-12)</td>
<td>20%</td>
<td>NA</td>
</tr>
<tr>
<td><strong>Assessment 4</strong> (group): Long case study analysis</td>
<td>- Proposal: Monday, 17 August 2015, 4pm</td>
<td>10%</td>
<td>1,500</td>
</tr>
<tr>
<td></td>
<td>- Report: Tuesday, 6 October 2015, 4pm</td>
<td>20%</td>
<td>4,000</td>
</tr>
<tr>
<td><strong>Assessment 5</strong> (individual): Reflective Learning Report</td>
<td>Friday, 30 October 2015, 4pm</td>
<td>30%</td>
<td>2,000</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.

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

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Report</th>
<th>Report</th>
<th>Report</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>
</tr>
<tr>
<td>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</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>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</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>communicate effectively in oral and written forms about international strategic management using appropriate concepts, logic and rhetorical conventions</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Assessment 1: Discussion Questions (10%)**

**Due Date:** Week 2-12

**Weighting:** 10%

**Overview:** All students attending a seminar session are expected to have done the reading, to have done watching pre-recorded lectures, and to have prepared answers to the discussion questions. Students will be asked at random to share their answers to set questions related to the required reading with the whole group. This component is intended to evaluate the level and quality of your contribution to class discussions.

<table>
<thead>
<tr>
<th>Due date</th>
<th>Value or Weighting (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2-12 - on-going throughout the semester.</td>
<td>10%</td>
</tr>
</tbody>
</table>

**Instructions**

Every week during seminar session (Weeks 2-12) students will be asked at random to share with the whole group their answers to set of 3 questions related to the particular topic and required reading. You will find the questions within the pre-recorded topics. Each topic consists of three parts; each part ends with a discussion question.

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 lecturer/tutor will mark these answers based on their completeness in the context of the topic.

The average grade will count toward the final grade.
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:

**Actively participate in the learning** – we owe it to ourselves and to our colleagues to participate as fully as possible in the discussions. Besides learning more – and contributing to the learning of others – you will also have more fun!

| Purpose | This assessment aims to monitor your learning progress and to ensure that you learn essential theories, concepts, and knowledge required for conducting analysis and research of the issues related to the course.

This assessment aims to encourage students to actively participate in the discussions, 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.

| 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.

Over the course of the semester, students will be marked on 2 of their discussion posts. Students are expected to contribute to class discussion constantly and actively throughout the semester. A guideline of the quality of the contributions marking is put on Wattle.

**Assessment 2: On-line test (10%)**

**Due Date:** Week 2-12  
**Weighting:** 10%

**Overview:** The test focuses on topics covered in a particular week. It consists of 6 multiple choice questions. This test will be available from 9am Friday and must be completed by 9am on Monday. You may have only one attempt with a time limit of 10 minutes to complete this test. To access the test click the quiz button on the topic page.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Week 2-12 - on-going throughout the semester.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>10%</td>
</tr>
<tr>
<td>Instructions</td>
<td>Students will complete a 10-minute assessable quiz of 6 multiple choice questions that relate to the material covered in topics in a particular week as specified in the tentative timetable in this course outline.</td>
</tr>
<tr>
<td>Purpose</td>
<td>The quizzes are designed to encourage students to keep up with the required reading.</td>
</tr>
<tr>
<td>Marking criteria</td>
<td>Your grade for this assessment will be based on your score achieved in this assessment item.</td>
</tr>
</tbody>
</table>
Assessment 3: Mini case presentation (20%)
Due Date: Week 3 - 12
Weighting: 20%
Overview: As part of your assessment in this course you will be required to prepare 1 case study and present your analysis and findings to the class. To wrap up the presentation, presenters send a short report (half-A4) by e-mail to their lecturer/tutor indicating what went well in their presentation and what they would change if they could do it again. Teams of 4 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 the context of the course as well as practice, and demonstrate presentation skills.

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

The cases that are selected from the prescribed readings are listed in the Seminar Activities Schedule 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 15 minutes, and 15 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 third seminar session. 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 15 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/tutor.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 3-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>20%</td>
</tr>
<tr>
<td>Instructions</td>
<td>Each seminar (Weeks 3-12) a group of 4 students will present a case as specified in the tentative tutorial timetable in this course outline. The presentation is strictly limited to 15 minutes. In addition, the presenting team will also be in charge of leading a 15-minute class discussion immediately after the presentation. Poor time management might be penalised.</td>
</tr>
<tr>
<td>---</td>
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</tr>
<tr>
<td>Purpose</td>
<td>The case presentations put topical issues of international strategic management 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 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 seminar. 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>

**Assessment 4: Case study analysis (30%) - Group of 3-4 students**

As part of your assessment in this course you will be required to prepare **1 long case study analysis**.

| Due Date          | Proposal – Monday, 17 August 2015, 4pm  
|                   | Report – Tuesday, 6 October 2015, 4pm  
| Value or Weighting (%) | 30%  
| Instructions      | This assessment comprises of two tasks: proposal and report of the major findings. See instructions below.  
| Purpose           | 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.  
| Marking criteria  | 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 the presentation of your report is also assessed. Presentations are judged on the following main criteria:
- Ability to clarify and explain, and
- Insights and understanding.

1. **Proposal due date**: Monday, 17 August 2015, 4pm
   **Weighting**: 10%
   **Length of proposal**: 1500 words ±10% excluding reference list, tables, figure, and appendix (if any)
   **Method of submission**: submit by using a button on the Wattle course site.

2. **Report due date**: Tuesday, 6 October 2015, 4pm
   **Weighting**: 20%
   **Length of report**: 4000 words ±10% excluding reference list, tables, figure, and appendix (if any)
   **Method of submission**: submit by using a button on the Wattle course site. The groups have to submit an electronic copy to Wattle by the due date.

**Overview**: The case study analysis focuses on the significance of international management in the effective execution of various activities in today’s multinational and global corporations. The essential idea is to encourage you to examine the relevance of international management issues as they affect the operation of multinational enterprises. This component is intended to evaluate 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. You will have an opportunity to choose one case out of several cases found on the Wattle course site in the Assessment area.

This assessment comprises of two components:

1. **Proposal** - identification of a case problem/issue and presented in a form of the proposal to be approved by the lecturer – in order to monitor your progress you are required to conduct a preliminary search and identify issues in the chosen case and present a written proposal with suggested steps to address the issue. In the proposal your task is 1) to identify the issue, and 2) to propose how you would approach the issue.

2. **Written report** - 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.

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.

Questions for any further information should be directed to your lecturer/tutor.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Tuesday, 6 October 2015, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>20%</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 3-4 students are required to write a report addressing the identified issues in the chosen case. The submission is to be a report, with a cover page, executive summary, the table of content, main text, reference list, and appendices. The essay should be formatted to 1.5 line spacing. A good report 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 report sounds like one person’s work, with equal contribution amongst members. The report 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 the Wattle course site).</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>The groups have to submit an electronic copy to the Wattle by the due date.</td>
</tr>
<tr>
<td>Details</td>
<td></td>
</tr>
</tbody>
</table>
Your lecturer may take into account the marking criteria specified in **Marking Criteria** below when awarding marks for your research report. 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 report and during the process of report writing. More specifically, your analysis and examination should be **comprehensive, relevant, research intensive, logical, and reliable (information and data)** with academic rigor.

Please note that your arguments and/or discussions in your work (the research project) that are justified by generic ‘www’ site materials and textbooks will be regarded as ‘low quality of work’, which might lead to a low mark for your work. The **Harvard** style of referencing must be used for referencing and citation.

**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>
<tr>
<td>Credit 60-69%</td>
<td>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 the upper end of the class, and supported by appropriate evidences (e.g. journal articles, data, etc.), may occasionally show some originality of thought.</td>
</tr>
<tr>
<td>Pass 50-59%</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 40-49%</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.</td>
</tr>
</tbody>
</table>
unfocused, or poorly organised. Some essays may fail to answer the question set; others may contain a considerable amount of irrelevant information.

| Fail 35-39% | 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. |
| Fail 30-34% | Work which is irrelevant and incompetent, showing inadequate knowledge of the material and/or is superficial. Some key words or phrases. |
| Fail 20-29% | 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. |
| Fail 10-19% | Weak. Little hint of any knowledge, almost totally irrelevant response. |
| Fail 1-9% | No knowledge relevant to the question, but the candidate has made some effort. |
| 0% | Nothing written or nothing submitted. Extensive plagiarism. |

**Assessment 5 Reflective Learning Report (30%)**
As part of your assessment in this course you will be required to prepare a reflective learning report on international strategic management.

**Due date**  
Friday, 30 October 2015, 4pm

**Value (%)**  
30%

**Suggested length**  
2,000 words

**Instructions**  
At the end of the course, students summarise what they have learned about managing the development of a new business initiative in a multi-disciplinary team, as well as what they have learned about their own strengths and weaknesses as professionals.

In order to complete this assignment, it is important that you keep a personal journal throughout the course to record the thoughts, issues and dilemmas that arise for you as well as for your team while working on the project. The journal is used to record insights gathered from course reading and other sources, as well as for noting personal reflections as the course proceeds. Students should reflect on the skills, resources, capabilities, thinking and learning styles and consider how they will prepare themselves for working in the international business environment. After the completion of the group project – case study analysis, students review and reflect on what they have learned about managing the team and development of strategic activities regarding a particular case. The journal should reflect on overall course activities.

The journal will provide useful source material for your Reflective Learning Report.

In considering what you have learned: first review your journal; next, review the Detailed Guidelines for Reflective Learning (the document can be found on the Wattle course site). Then think about the personal and professional challenges you faced throughout the team project.
Note: The personal journal itself does not need to be submitted. The assignment should be a summary and analysis of your learning from the course and your plan about how you will develop your personal resources and capabilities, based on your personal journal.

**Purpose**
The Reflective Learning Report gives students an opportunity to take stock of what they have learned from the course, in particular, to understand their own strengths and weaknesses and develop a skill, resource network and capabilities plan. It helps students to focus on their own development of individual management competencies.

**Marking criteria**
1. Dilemmas encountered. Insight into the skills, resources, capabilities, thinking and learning styles of international managers.
2. Strategies for overcoming dilemmas. Insight into your own skills, resources, capabilities, thinking and learning styles that you have gained throughout this course, and while working on the group project. How you attempted to resolve those dilemmas?
3. Learning gained. What you personally learned from the dilemmas and the attempts made to resolve them, *whether fully resolved or not?*
4. New learning goals. Areas of technical, managerial, personal skills or resource development that seem to be highlighted for you, by the previous three points, that you will focus on as new learning goals in order to develop as a professional. Your personal plan for the developing these areas, and building the skills, resources, capabilities, thinking and learning styles that will assist you as an international manager.

Note: The Reflective Learning Report will be assessed not so much on how (or whether) particular dilemmas were resolved, but rather on the indications that the individual student has learned from them, and on the connection between that learning and the new learning goals. The Reflective Learning Report will be assessed mainly on the degree of personal insight, learning gained and clarity of future goals. This is a practical, not a theoretical exercise.

**Submission**
The students have to submit an electronic copy to the Wattle course site by the due date.

**Marking Rubric**
A copy of the marking and feedback sheet is available on the Wattle course site.

**Assignment Submission**

**Online Submission**: Assignments are submitted using the course Wattle site. Assignments submitted through Wattle no longer require cover sheets. Please keep a copy of the assignment for your records.

The ANU is using Turnitin to enhance student citation and referencing techniques, and to assess assignment submissions as a component of the University's approach to managing Academic Integrity. For additional information regarding Turnitin please visit [ANU Online](https://www.anu.edu.au). 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

- Group assignment cover sheets should be signed by each group member.

**Extensions and Penalties**
Where an assignment is submitted after the due date, students are penalised by five per cent of the possible marks available for the assessment task per working day or part thereof.

Students who are unable to submit their assignment by the due date may be eligible for an extension if supported by an application for Special Consideration.

Information on special assessment consideration can be found at: http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration.

Special Consideration applications must be completed before the due date of the affected assessment, or no later than three working days after the due date of the affected assessment.

The application must include all supporting documentation and include a copy of as much of the assignment as has been completed by the due time and date.

Special consideration applications are only submitted online at special.consideration@anu.edu.au. You will be notified by the RSM office if an extension has been approved.

**Returning Assignments**
Assignments, once marked, will be handed back in seminars. However, if they are ready for collecting during a non-teaching period, assignments will be made available for collection from your lecturer during consultation hours or 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.

**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.

**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 or equal the scaled mark of that student), and may be either up or down.
Finalisation of Marks and Grades
After marking is concluded the lecturer will submit a report to the Committee of Examiners for the course recommending final marks and letter grades for each student. The Committee comprises, at a minimum, the Director of the Research School of Management, the lecturer, and at least one second examiner. The lecturer’s recommendations are based on the points accumulated by each student and judgments about individual student performance, guided by the ANU Policy on Coursework Assessment:

Referencing Requirements
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

READING LISTS
Prescribed Text

Students will have an opportunity to purchase the prescribed text-book online by clicking on the link in the Wattle course site, or alternatively, you can purchase a hard copy from Co-op bookshop.

Additional reading
Selected additional reading will be available for students to download from the Wattle course site.

Recommended Reading

Other Resources
The ANU Library subscribes (electronically) to a wide range of academic journals.
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
COMMUNICATION

Email
If necessary, the lecturers and tutors for this course will contact students on their official ANU student email address. Information about your enrolment and fees from the Registrar and Student Services' office will also be sent to this 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 of the relevant room.

Course URLs
More information about this course may be found on:

- Programs and Courses (http://programsandcourses.anu.edu.au/2015/course/BUSI7033)
- the College of Business and Economics website (http://cbe.anu.edu/courses) and
- Wattle (https://wattle.anu.edu.au), the University's online learning environment. Log on to Wattle using your student number and your ISIS password.

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: https://policies.anu.edu.au/ppl/index.htm.

Policy information on examinations and assessments can be found on the College of Business and Economics website at: http://cbe.anu.edu.au/students/student-information/examinations-assessment/

Students are expected to have read the Code of Practice for Student Academic Integrity before the commencement of their course.

Key policies include:
- Student Assessment (Coursework)
- Student Surveys and Evaluations
- Assessment of Student Learning