International Strategic Management
BUSB-3020
Semester 1 2017  6 Units  In Person Delivery  Modified 03/04/2017

Contact Information

Lecturer: Dr Vesna Sedoglavich

Email: vesna.sedoglavich@anu.edu.au
Office: Copland Building Room 1105
Phone: 02 6125 8989

Consultation by appointment

Research School of Management: STUDENT OFFICE

Email: enquiries.rsm@anu.edu.au
Office: Room 1088, Level 1, LF Crisp Building 26
Website: https://www.rsm.anu.edu.au/ (https://www.rsm.anu.edu.au/)

Phone:
02 6125 6737
02 6125 9839

College of Business and Economics: STUDENT OFFICE

Email: info.cbe@anu.edu.au
Office: Level 2, Building 26C

Phone:
1300 732 120 Within Australia
+612 6125 3807 International

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 major topics that will be studied include international strategic planning and implementation in MNCs, strategies for international competition international production and outsourcing, international joint ventures and strategic alliances, organisational structure of MNCs, control in outsourcing, control in international operations, intra and inter-firm technology and knowledge management, cross-cultural negotiation and decision making, motivation and leadership in international management, international human resource management and international social and ethical responsibly of firms.

Requisites

To enrol in this course you must have completed 72 units of university level courses
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.

Schedule

This course will help you understand why companies facing global markets look and act the way they do.

Lecture Monday, 13:00 - 15:00, JD 101

Public holidays during Semester 1:
- Monday, 13 March (Canberra Day)
- Friday, 14 April (Good Friday)
- Monday, 17 April (Easter Monday)
- Tuesday, 25 April (ANZAC Day)
- Monday, 12 June (Queen's Birthday)

Research-led teaching:

Bridging the research-practice gap in international strategic management is a key focus of this course. This gap will be addressed in three ways:

1. Course content based on rigorous scholarly research in fields closely allied to international strategic management;
2. Discussion of ways to apply these research findings to actual practice, including using evidence-based management methods; and
3. Assessment tasks that require students to apply research findings to practical settings.

Staff feedback:

Students will be given feedback in the following forms in this course:

1. Written feedback on the individual report and the case analysis reports
2. Verbal feedback to the whole class in the lectures and in tutorials
3. Individual feedback will be given during regular consultation

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.

<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
</table>

2 of 16
<table>
<thead>
<tr>
<th>When</th>
<th>Topic</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td>Introduction and Topic 1 Globalization and International Linkages</td>
<td><em>Week 1: No tutorials</em></td>
</tr>
</tbody>
</table>
| **Week 2** | Topic 2 Strategies for International Competition | *Week 2: Introduction and Topic 1 Globalization and International Linkages*  
In this tutorial 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 Topic 1 in the textbook and 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.  
**Discussion questions:** 1 – 3 (on Wattle). |
| **Week 3** | Topic 3 Strategy Formulation and Implementation | *Week 3: Topic 2 Strategies for International Competition*  
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:** Opening case: "Maytag – Three countries", OR  
**Case study presentation 2:** Mini-case: “CIENA’s Global Decision”  
**Discussion questions:** 1–3 (on Wattle). |
| **Week 4** | Topic 4 Organizing and Controlling International Operations | *Week 4: Topic 3 Strategy Formulation and Implementation*  
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:** “In the International Spotlight: Poland”, OR  
**Case study presentation 2:** “Tata Nano: The People’s Car”  
**Discussion questions:** 1–3 (on Wattle). |
| **Week 5** | Topic 5 International Production, Outsourcing and Logistics | *Week 5: Topic 4 Organizing and Controlling International Operations*  
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:** 1–3 (on Wattle). |
| **Week 6** | Topic 6 Managing Technology and Knowledge | *Week 6: Topic 5 International Production, Outsourcing and Logistics*  
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: “FMCG, Soft Dollars and Lean Supply Chains”  
**Discussion questions:** 1–3 (on Wattle). |
<p>| <strong>SEMESTER BREAK</strong> | | Monday, 3 April – Friday, 14 April |</p>
<table>
<thead>
<tr>
<th>Week 7</th>
<th>Topic 7 Communication across Borders and Cultures</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 7: Topic 6 Managing Technology and Knowledge</td>
<td>Read Topic 6 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.</td>
</tr>
<tr>
<td></td>
<td>Case study presentation 1: Opening case: &quot;Transferring Knowledge in Global Corporations&quot;, OR</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Topic 8 Negotiation and Decision Making across Borders and Cultures</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 8: Topic 7 Communication across Borders and Cultures</td>
<td>Read Topic 7 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.</td>
</tr>
<tr>
<td></td>
<td>Case study presentation 1: Opening case: &quot;Understanding Others&quot;, OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study presentation 2: Mini-case: &quot;Johannes van den Bosch Sends an Email&quot;</td>
<td>Discussion questions: 1 – 3 (on Wattle).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 9</th>
<th>Topic 9 Motivating and Leading across Borders and Cultures</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 9: Topic 8 Negotiation and Decision Making across Borders and Cultures</td>
<td>Read Topic 8 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.</td>
</tr>
<tr>
<td></td>
<td>Case study presentation 1: Opening case: &quot;Political Impact on Global Negotiation&quot;, OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study presentation 2: Mini-case: &quot;Conflict Resolution for Contrasting Cultures&quot;</td>
<td>Discussion questions: 1 – 3 (on Wattle).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 10</th>
<th>Topic 10 International Human Resource Management</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 10: Topic 9 Motivating and Leading across Borders and Cultures</td>
<td>Read Topic 9 in the textbook and come prepared with questions about the lectures of the previous week and about the reading.</td>
</tr>
<tr>
<td></td>
<td>Case study presentation 1: Opening case: &quot;My Way or the Highway at Hyundai and Kia&quot;, OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study presentation 2: Mini-case: &quot;All Eyes on the Corner Office&quot;</td>
<td>Discussion questions: 1 – 3 (on Wattle).</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 11</th>
<th>Topic 11 Ethics and Social Responsibility for International Firm</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Week 11: Topic 10 International Human Resource Management</td>
<td>Read Topic 10 and come prepared with questions about the lectures of the previous week and about the reading.</td>
</tr>
<tr>
<td></td>
<td>Case study presentation 1: Opening case: &quot;How to Avoid Culture Shock&quot;, OR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Case study presentation 2: Mini-case: &quot;Cracks in a Particularly Thick Glass Ceiling&quot;</td>
<td>Discussion questions: 1 – 3 (on Wattle).</td>
</tr>
</tbody>
</table>
Week 12 Review and final exam

Week 12: Topic 11 Ethics and Social Responsibility for International Firm

Read Topic 11 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 – 3 (on Wattle).

Materials

Prescribed textbook:

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

Assessment Overview

Summary

<table>
<thead>
<tr>
<th>Type</th>
<th>Weight</th>
<th>Learning Outcome</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review questions (individual)</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>Students are asked for answers at random during each of the weekly tutorial sessions.</td>
</tr>
<tr>
<td>Case study presentation (group)</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>Due: During selected tutorial sessions weeks 3-12</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Form of submission: In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Return of assessment: NA</td>
</tr>
<tr>
<td>Research project (group &amp; individual)</td>
<td>40%</td>
<td>1,2,3,4</td>
<td>Group Assessment- Long case analysis (20%) - 2,000 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Individual Assessment - Reflection (20%) - 1,500 words</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: Friday, 5 May 2017, Week 9, 4pm</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Form of submission: Turnitin</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Return of assessment: within two weeks</td>
</tr>
<tr>
<td>Participation (individual)</td>
<td>10%</td>
<td>1,2,3,4</td>
<td>During tutorial sessions</td>
</tr>
<tr>
<td>In-class final exam (individual)</td>
<td>20%</td>
<td>1,2,3,4</td>
<td>Individual Assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Due: In class</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Form of submission: In class, 1 hour exam</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Closed book</td>
</tr>
</tbody>
</table>

Grading Scale
According to the ANU policy on assessment (https://policies.anu.edu.au/ppl/document/ANUP_004603), the standards that apply to High Distinction, Distinction, Credit and Pass in all coursework courses are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>HD</td>
<td>80-100%</td>
<td>Work of exceptional quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>D</td>
<td>70-79%</td>
<td>Work of superior quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>C</td>
<td>60-69%</td>
<td>Work of good quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>P</td>
<td>50-59%</td>
<td>Work of satisfactory quality, as demonstrated in the attainment of learning outcomes at or above the relevant qualification level</td>
</tr>
<tr>
<td>N</td>
<td>0-49%</td>
<td>Work in which the attainment of learning outcomes at or above the relevant qualification level has not been demonstrated</td>
</tr>
</tbody>
</table>

### Assessment Items

#### Review Questions

**Details of task:** All students attending tutorials are expected to have done the reading and to have prepared answers to the review questions listed in Course Schedule and posted on Wattle. 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. The lecturer/tutor will not accept and mark written answers out of tutorial classes. 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 Course Schedule.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Weeks 2-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>20%</td>
</tr>
</tbody>
</table>

#### Instructions

Each seminar (Weeks 2-12) 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.

#### Purpose

This assessment component is designed to encourage students to keep up with the required reading and attend the tutorials during the semester.

#### Marking criteria

Marks are awarded at the Lecturer's/Tutor's discretion.

### Case study presentation

**Details of task:** 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 indicating what went well in their presentation and what they would change if they could do it again. Groups of 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 Course 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 of the groups will be assessed by the attending students and the lecturer/tutor. Please study the marking criteria carefully when preparing your case study presentation.

Discussion of a key issue takes the form of an introduction prepared by a group of students of maximum 15 minutes, followed by group discussion on the presented issue. Students are expected to contribute to tutorial discussions. The lecturer will take note on the participation in the discussions, which will count towards your final mark.

The case study presentation will start from the third tutorial 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.

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.

Due Date: Weeks 3-12

Value or Weighting (%): 10%

Instructions:

- Each tutorial (Weeks 3-12) a group of 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.

Purpose:

- 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 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 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.

Research Project – Group & Individual

As part of your assessment in this course you will be required to prepare 1 long case study analysis. This assessment comprises of two components: the research report and reflective report on the course and the group work (see the details below):

1. Research Report (20%) - 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.
2. Reflective Report (20%) – this is an individual assignment, which is your reflection on the course and the group work.

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.

<table>
<thead>
<tr>
<th>Due Date</th>
<th>Report – Friday, 5 May 2017, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value or Weighting (%)</td>
<td>20% - 2,000 words ±10%</td>
</tr>
</tbody>
</table>
**Instructions**

This assessment comprises of writing a report of the major findings. Groups of 3 students are required to develop a report by addressing the issues identified in one case they choose out of several cases found on the Wattle course site in the Assessment area.

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 knowledge discussed during lectures and tutorials,
- 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 & 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. It shows clear linkage between different sections, without repetitions of information and arguments. The arguments are insightful and convincing, 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 report (the form is put on Wattle).

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.
Purpose
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.

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.

Submission
All 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.

As part of your assessment in this course you will be required to prepare a reflective report on the course and the group work.

<table>
<thead>
<tr>
<th>Due date</th>
<th>Reflective Report – Friday, 5 May 2017, 4pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>Value (%)</td>
<td>20% · 1,500 words ±10%</td>
</tr>
</tbody>
</table>

Instructions
This is an individual work. Students summarise their experience during the group project, what they have learned being part of a team, as well as what they have learned in the course.

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, students review and reflect on the work done.

This assignment should be a summary and analysis of your learning from the course and from the group project, and your plan about how you will develop your personal resources and capabilities.
Purpose

The Reflective 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.
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 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 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.

Participation

Details of task: Students are expected to contribute to tutorial discussions, particularly after case study presentations.

Due date
On-going throughout the semester.

Value/Weighting (%)
10%
<table>
<thead>
<tr>
<th>Instructions</th>
<th>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:</th>
</tr>
</thead>
<tbody>
<tr>
<td>a)</td>
<td>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.</td>
</tr>
<tr>
<td>b)</td>
<td>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 lecturer.</td>
</tr>
<tr>
<td>c)</td>
<td>Every week each student will submit on a provided sheet of paper 3 pieces of information or ideas not mentioned in PPT, which have been learnt during particular session.</td>
</tr>
<tr>
<td>d)</td>
<td>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 will also have more fun!</td>
</tr>
<tr>
<td>Purpose</td>
<td>To evaluate the issues.</td>
</tr>
<tr>
<td></td>
<td>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. Please also note that the materials from the cases and the knowledge associated with these cases are examinable.</td>
</tr>
<tr>
<td></td>
<td>Up to 10 marks will be awarded for your participation.</td>
</tr>
<tr>
<td></td>
<td>Contribution to tutorial discussions: 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.</td>
</tr>
<tr>
<td>Marking Criteria</td>
<td>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 discretion.</td>
</tr>
<tr>
<td></td>
<td>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:</td>
</tr>
<tr>
<td></td>
<td>9-10 – very good and constant participation</td>
</tr>
<tr>
<td></td>
<td>7-8 – good and regular participation</td>
</tr>
<tr>
<td></td>
<td>5-6 – average participation</td>
</tr>
<tr>
<td></td>
<td>3-4 – occasional participation</td>
</tr>
<tr>
<td></td>
<td>1-2 – below average and minimum participation</td>
</tr>
<tr>
<td></td>
<td>0 – no participation</td>
</tr>
</tbody>
</table>

**Final in-class closed book exam**

| Due Date | Week 12, 1 hour |
**Detailed Course Information**

**ADDITIONAL COURSE COSTS:**
There are no additional costs required for this course.

**Course Expectations**

**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.

**Tutorial and/or Seminar registration**
Tutorial and/or Seminar registration is done through the course Wattle page. Detailed information about sign-up times will be provided on Wattle or during the first lecture by the course convener.

When tutorials/seminars are available for enrolment:

1. Log-on to Wattle, and go to the course site.
2. Click on "Tutorial sign-up here" link
3. On the right of the screen, click "Become Member of ..." for the tutorial/seminar class you wish to enrol in.
4. Confirm your choice.

If you need to change your enrolment, click on the tab "Leave group..." and then re-enrol in another group.

You will not be able to enrol in groups that have reached their maximum number.

Please note that your enrolment in ISIS must be finalised for you to have Wattle access.

**Extensions and penalties**
Extensions and late submission of assessment pieces are covered by the [Student Assessment (Coursework) Policy and Procedure](https://policies.anu.edu.au/ppl/document/ANUP_004604).
You may be granted extensions for assessment pieces that are not examinations or take-home examinations by applying for an extension via the RSM Office. Information on the application process can be found [https://www.rsm.anu.edu.au/education-programs/education-programs/notices-for-students/extension-application-procedure/](https://www.rsm.anu.edu.au/education-programs/education-programs/notices-for-students/extension-application-procedure/)

The application must include all supporting documentation and will be assessed by the Research School of Management’s Deputy Director (Education). You will be notified by your Course Convenor if an extension has been approved.

Late submission of assessment tasks without an extension are penalised at the rate of 5% of the possible marks available per working day or part thereof. Late submission of assessment tasks is not accepted 10 working days after the due date, or on or after the date specified in the course outline for the return of the assessment item.

If a Course Convener determines that late submission of assessment tasks is not accepted for a coursework course, this information is included in the course outline.

Special consideration for assessments

Special consideration is the process by which an examiner takes extenuating circumstances into consideration during the marking of an assessment item.

Information on special assessment consideration and the application process can be found at: [http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration](http://www.anu.edu.au/students/program-administration/assessments-exams/special-assessment-consideration).

The application must include all supporting documentation and will be assessed by the Research School of Management’s Deputy Director (Education).

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.

Resubmission of assignments

You are allowed to resubmit your assignments before the specific deadlines. Any submission done after the deadline will be considered as a late submission and the above listed penalty conditions will apply.

Returning assignments

All assignments will be marked and where appropriate feedback will be provided either:

- in class, or
- in person by appointment with the course lecturer, or
- via the course Wattle site.

Referencing requirements

See any specific requirements under Assessment Items.

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 Academic Skills website: [https://academicskills.anu.edu.au/resources/handouts/referencing-basics](https://academicskills.anu.edu.au/resources/handouts/referencing-basics)

Deferred examinations

A deferred examination is the sitting of an examination at a time other than the scheduled time/date.

Wherever possible a student should sit their examination at the prescribed time, and if necessary apply for special assessment consideration for the marking of the examination.

Information on deferred examinations and the application process can be found at: [http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations](http://www.anu.edu.au/students/program-administration/assessments-exams/deferred-examinations)
Decisions on applications relating to examinations are made by the Examinations Office. You will be notified by the Examinations Office if your application has been approved.

After receiving notification that a deferred examination has been granted, it is the responsibility of the student to confirm the date/time/location for that examination with the Examination Office directly.

**Finalisation of Marks and Grades**

Your final mark for the course will be based on the raw marks allocated for each of your assessment items. However, your final mark may not be the same number as produce 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.

**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.

**ANU 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/)

Key policies include:

- Code of Practice for Student Academic Integrity
- Student Assessment (Coursework) Policy and Procedure
- Undergraduate Award Rules
- Graduate Award Rules
- Student Surveys and Evaluations Policy

**Assessment Requirements**

The ANU uses 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. While the use of Turnitin is not mandatory, the ANU highly recommends Turnitin is used by both teaching staff and students.

For additional information regarding Turnitin please visit the ANU Online website ([http://online.anu.edu.au/help_support/turnitin](http://online.anu.edu.au/help_support/turnitin)).

**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.


**Student Support Services**

Students experiencing academic or personal problems are welcome to discuss these with any member of the Faculty or to utilise the ANU’s student support services links to which can be found at [http://students.anu.edu.au/](http://students.anu.edu.au/), including:

- Academic Skills and Learning Centre at [https://academicskills.anu.edu.au/](https://academicskills.anu.edu.au/)
- the Counselling Centre at [http://counselling.anu.edu.au/](http://counselling.anu.edu.au/)
Privacy Notice

The ANU has made a number of third party, online, databases available for students to use. Use of each online database is conditional on student end users first agreeing to the database licensor’s terms of service and/or privacy policy. Students should read these carefully.

In some cases student end users will be required to register an account with the database licensor and submit personal information, including their: first name; last name; ANU email address; and other information.

In cases where student end users are asked to submit ‘content’ to a database, such as an assignment or short answers, the database licensor may only use the student’s ‘content’ in accordance with the terms of service – including any (copyright) licence the student grants to the database licensor.

Any personal information or content a student submits may be stored by the licensor, potentially offshore, and will be used to process the database service in accordance with the licensors terms of service and/or privacy policy.

If any student chooses not to agree to the database licensor’s terms of service or privacy policy, the student will not be able to access and use the database. In these circumstances students should contact their lecturer to enquire about alternative arrangements that are available.