BMA181
INTRODUCTION TO INTERNATIONAL BUSINESS

Semester 2, 2012

Teaching Team:
Dr Fan Liang

CRICOS Provider Code: 00586B
Contact Details

Unit Coordinator: Dr Fan Liang
Campus: Hobart
Room Number: 302
Email: Fan.Liang@utas.edu.au
Phone: 03 6226 1710
Fax: 03 6226 2170
Consultation Time: 11:00 – 12:00 on Wednesdays and Fridays
Contents

Contact Details .................................................................................................................................................. Page 3
Unit Description .............................................................................................................................................. Page 4
Intended Learning Outcomes and Generic Graduate Attributes ............................................................... Page 5
Learning Expectations and Teaching Strategies Approach ........................................................................ Page 6
Learning Resources ....................................................................................................................................... Page 6
Details of Teaching Arrangements ............................................................................................................. Page 8
Assessment ..................................................................................................................................................... Page 9
Submission of Coursework .......................................................................................................................... Page 18
Academic Misconduct and Plagiarism ........................................................................................................ Page 19
Tutorial Program ............................................................................................................................................ Page 21
Study Schedule .............................................................................................................................................. Page 26
Unit Description

International business refers to a wide range of business activities undertaken across national borders. Along with rapidly increasing globalisation, international business has become a popular topic and has drawn the attention of business executives, government officials and academics. International business is different from domestic business. At the international level, the globalisation of the world economy and the differences between countries present both opportunities and challenges to international businesses. Business managers need to take account of the globalised business environment when making international strategic decisions and in managing ongoing international operations.

Three generic themes are covered in this unit, including the environmental context faced by international businesses, international business strategies, and operational management of international business activities. The aim of this unit is to help students gain knowledge in these three themes and develop critical thinking skills in analysing practical issues related to international business.

Pre-Requisite/Co-Requisite Unit(s)

BMA101 Introduction to Management.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in BMA units after the end of week two of semester, as the School of Management cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.

Enrolment in Tutorials and Workshops

Students will be able to enrol in tutorials electronically through MyLO. Tutorial enrolments will be open until the end of the first week of semester (Friday 20th July 2012). Students who have not enrolled in a tutorial by this time will be allocated a tutorial by the unit coordinator. Variations in tutorial enrolments will not be permitted after this time.
### Intended Learning Outcomes and Generic Graduate Attributes

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Assessment Criteria: <em>In assessing this learning outcome I will be looking at student ability to</em>…</th>
<th>Assessment Methods</th>
<th>Graduate Attribute Outcomes (Level 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knowledge of core institutions, events, concepts, principles, and theories related to international business environment, strategies and management</td>
<td>Explain core concepts, principles and theories of international businesses</td>
<td>In-class test; Exam</td>
<td>Knowledge:</td>
</tr>
<tr>
<td></td>
<td>Describe and discuss important institutions and events related to international business</td>
<td>In-class test; Exam</td>
<td><em>•</em> Basic and broad knowledge in international business environment, strategies and management.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Ability to apply concepts, principles and theories to simple business situations.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Basic lifelong learning skills for professional development.</td>
</tr>
<tr>
<td>Apply knowledge and theories of international trade, foreign direct investment and foreign exchange rates</td>
<td>Explain theories of international trade, FDI and foreign exchange rates</td>
<td>In-class test; Exam</td>
<td>Communication Skills:</td>
</tr>
<tr>
<td></td>
<td>Relate principles and theories to practical issues</td>
<td>In-class test; Assignment; Exam</td>
<td><em>•</em> Writing skills of using graphs, statistics and algebra.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Skills of writing structured and formatted reports.</td>
</tr>
<tr>
<td>Analyse, synthesise and evaluate information related to international business</td>
<td>Identify and research information</td>
<td>Assignment</td>
<td>Problem Solving Skills:</td>
</tr>
<tr>
<td></td>
<td>Analyse, synthesise and evaluate information by referring to principles or theories</td>
<td>Assignment; Exam</td>
<td><em>•</em> Ability of thinking logically.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Ability to relate concepts, principles and theories to practical issues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Ability to locate and utilise information in a timely manner.</td>
</tr>
<tr>
<td>Communicate structured and formatted arguments in writing</td>
<td>Communicate using lexicon/ language of international business</td>
<td>In-class test; Assignment; Exam</td>
<td>Global Perspective:</td>
</tr>
<tr>
<td></td>
<td>Write structured and formatted business report</td>
<td>Assignment</td>
<td><em>•</em> Awareness of the different thinking and viewpoints of diverse cultures.</td>
</tr>
<tr>
<td></td>
<td>Make business recommendations for firms operating internationally</td>
<td>Assignment; Exam</td>
<td><em>•</em> Awareness of the global business environment and its impacts on businesses.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Social Responsibility:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><em>•</em> Awareness of societal expectations of business and business’ responsibilities to society.</td>
</tr>
</tbody>
</table>
Learning Expectations and Teaching Strategies/Approach

Expectations

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

*Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.*

Occupational Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: http://www.admin.utas.edu.au/hr/ohs/pol_proc/ohs.pdf.

Learning Resources

Prescribed Text


Recommended Texts


**Journals and Periodicals**

*Asia Week*

*Australian Financial Review*

*Business Review Weekly*

*Columbia Journal of World Business*

*Far Eastern Economic Review*

*International Business Review*

*Journal of International Business Studies*

*Journal of World Business*

*Management International Review*

*The Australian Financial Review*

*The Economist*

*Thunderbird International Business Review*

**Useful Websites**

Academy of International Business ([http://aib.msu.edu/](http://aib.msu.edu/))


APEC (Asia-Pacific Economic Cooperation) ([http://www.apec.org/](http://www.apec.org/))


ASEAN (The Association of Southeast Asian Nations) ([http://www.aseansec.org/](http://www.aseansec.org/))


IMF (International Monetary Fund) ([http://www.imf.org/](http://www.imf.org/))

OECD (Organisation for Economic Cooperation and Development) ([http://www.oecd.org/home/0,2605,en_2649_201185_1_1_1_1,100.html](http://www.oecd.org/home/0,2605,en_2649_201185_1_1_1_1,100.html))


WTO (World Trade Organisation) (http://www.wto.org/)

My Learning Online (MyLO)

MyLO software has been incorporated into the delivery of this unit to enhance the learning experience by providing access to up to date course materials and by allowing for online discussion through this web based environment.

To access MyLO from your own computer you will need the appropriate software, and hardware to run that software. See Learning Online at http://uconnect.utas.edu.au/ for computer software you will need.

Note: Older computers may not have the hardware to run some of the required software applications. Contact your local IT support person or the Service Desk on 6226 1818 if you experience difficulties. The School of Management has prepared a MyLO Information Sheet which includes access guidelines and contact information. It is available to download as a word document from the School of Management website at http://www.utas.edu.au/mgmt/student.htm.

Privacy Policy and Notice

The School of Management takes the utmost care to protect the privacy and security of your personal information and to ensure its accuracy. If you have any concerns about your privacy in MyLO please contact the coordinator of this unit or view the University of Tasmania MyLO Privacy Policy Statement available from the university website at http://www.utas.edu.au/coursesonline/privacy.htm.

Details of Teaching Arrangements

Lectures

Thirteen (13) two-hour lectures will be held weekly throughout the semester, except the week of the mid-semester break.

Tutorials

There will be twelve (12) one-hour tutorials held each week following the lecture of previous week. The tutorials will not start until Week 2. The finalised timetable for the tutorials will be announced through MyLO. Students are required to enrol in a tutorial group through MyLO in the first week of the semester.

Communication, Consultation and Appointments

Important information about this unit will be communicated to students in lectures and/or through MyLO.

The available times for face-to-face consultation are as follows:

- Unit Coordinator: 11:00 – 12:00 on Wednesdays and Fridays
Tutors: TBA

In addition to the above times, you can meet us by making an appointment. You may communicate with us through MyLO and telephone. You are also welcome to use email if your questions are related to your personal issues. Please note that, if you email us, you need to specify the unit title and code in order to avoid possible confusion and delay as we all teach multiple units in the semester.

Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>In-class Test</td>
<td>20</td>
<td>Wednesday, 15 August in lecture</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Assignment Part 1 (Individual Outline)</td>
<td>10</td>
<td>Monday, 20 August at 14:00</td>
<td>1-2 pages</td>
</tr>
<tr>
<td>Assignment Part 2 (Group Report)</td>
<td>20</td>
<td>Monday, 24 September at 14:00</td>
<td>3,000 words (including a half-page executive summary)*</td>
</tr>
<tr>
<td>Exam</td>
<td>50</td>
<td>Exam period</td>
<td>3 hours</td>
</tr>
<tr>
<td>Total marks</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* Word Limit: The word count includes such items as headings, in-text references, quotes and executive summaries. It does not include the reference list at the end of the assignment.

Assessment Item 1 – In-class test

Task Description: Students are required to sit an in-class test covering Lectures and Tutorials 1-4. Questions will be drawn from the contents covered in lectures, tutorials and relevant textbook chapters. Note that this test is a closed-book test and no written materials except bilingual dictionaries are permitted in the test. The test may include multiple-choice, case-study and/or essay questions. More information will be provided prior to the test.

Assessment Criteria: Please refer to the next page for the marking criteria and rubrics for case-study and essay questions.

Task Length: 45 minutes

Due Date: In the first hour of the lecture in Week 5 (Wednesday, 15 August)

Value: 20 marks
Marking Criteria and Rubrics for
Case-Study and Essay Questions in the Test and the Final Exam Assessment

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (100%-80%)</th>
<th>DN (70%-79%)</th>
<th>CR (60%-69%)</th>
<th>PP (50%-59%)</th>
<th>NN (0%-49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and analyse all issues in a question (25%)</td>
<td>All issues were identified and comprehensively analysed.</td>
<td>All issues were identified and correctly analysed.</td>
<td>Most issues were identified and correctly analysed.</td>
<td>About half the issues were identified and correctly analysed.</td>
<td>Some issues were identified and analysed.</td>
</tr>
<tr>
<td>Discuss and apply necessary principles or theories to the question (25%)</td>
<td>All necessary principles or theories were adequately discussed and applied to the question.</td>
<td>All necessary principles or theories were mostly discussed and applied to the question.</td>
<td>Most necessary principles or theories were reasonably discussed and applied to the question.</td>
<td>About half necessary principles or theories were reasonably discussed and applied to the question.</td>
<td>Some necessary principles or theories were discussed and applied to the question.</td>
</tr>
<tr>
<td>Support major arguments by using relevant facts or examples (25%)</td>
<td>All major arguments were well supported by relevant facts or examples.</td>
<td>All major arguments were mostly supported by relevant facts or examples.</td>
<td>Most major arguments were reasonably supported by relevant facts or examples.</td>
<td>About half major arguments were supported by relevant facts or examples.</td>
<td>Some major arguments were supported by some facts or examples.</td>
</tr>
<tr>
<td>Write in discipline specific language and a well organised structure (25%)</td>
<td>Logical flow of arguments and in discipline-specific language.</td>
<td>Mostly logical flow of arguments and in discipline-specific language.</td>
<td>Reasonably logical flow of arguments and in discipline-specific language.</td>
<td>Partially organised arguments and generally in discipline-specific language.</td>
<td>Some arguments can be identified and used some discipline-specific language.</td>
</tr>
</tbody>
</table>
Assessment Item 2 – Assignment Part 1 (Individual Outline)

Task Description: Countries are different in terms of political, legal and economic systems, economic development, and cultural and ethical traditions. These differences pose difficulties to firms operating in foreign countries. Suppose you were an independent consultant providing advice for firms undertaking international business. You were asked to prepare a consultation report for your client providing information regarding the business environment in a particular industry of a foreign country. The report is assumed to be used by your client in their assessment of the industry-specific business environment of the particular foreign country. You are expected to consult a variety of resources for the report. However, you are not supposed to simply copy those readily available materials. Rather, in-depth analyses and insightful recommendations incorporating your own thinking are expected.

The assignment is divided into two parts, Part 1 (individual outline) and Part 2 (group report). You will work individually for Part 1 and in groups for Part 2. For Part 1, you are to form groups with two or three members in a group and decide a common topic. Each member of a group will then work individually to prepare an outline. The outline will be used as a writing plan or guideline for preparing the group report. Feedback on the individual outlines will be provided to help you prepare the group report.

The Cover Sheet as shown on the next page should be completed and combined into one Word file, together with your individual outline, before you submit. The individual outlines need to be submitted through MyLO only and no hard copies are needed.

Assessment Criteria: The outline should include a title, headings, several topic sentences or key points for each section, and at least three (3) print and three (3) online sources using Harvard citation style. Information which is specific to your chosen topic, instead of general knowledge only, needs to be included in the outline to demonstrate that you have done some research on the topic. The assessment will focus on those features as shown on the Cover Sheet.

Task Length: 1-2 pages.

Due Date: Monday, 20 August at 14:00.

Value: 10 marks.
BMA181 Introduction to International Business

Assignment Part 1 (Individual Outline)

Cover Sheet

Title of the Report: ____________________________________

Your Name: _______________ Tutor’s Name: _______________

Your Group Member’s Name: _______________ Tutor’s Name: _______________

Your Group Member’s Name: _______________ Tutor’s Name: _______________

Marks: _______ / 10 Marker: ____________________________

| Criteria |
|----------|------------------|-----------------|-----------------|-----------------|-----------------|
|          | Excellent | Good | Satisfactory | Acceptable | Poor |
| The use of title and headings was consistent and followed conventions |       |     |       |       |     |
| Materials and arguments arranged in a logical way |       |     |       |       |     |
| Information was specific and relevant to your topic and demonstrated that you have done research on the topic |       |     |       |       |     |
| Referencing followed Harvard citation style |       |     |       |       |     |

Comments:
**Assessment Item 3 – Assignment Part 2 (Group Report)**

**Task Description:** Part 2 of the assignment is a group report. For this part, all members of a group will work together to complete a group report by drawing on the strengths and insights of the individual outlines of each group member. The final group report is expected to have no major problems in structure of materials, relevance of the topic, and referencing styles. At least ten (10) sources, of which three (3) must be academic, should be used in the final group report.

In addition to the common requirements for academic writing and submission, the following elements should be incorporated in the submission:

- The Cover Sheets (including the title page, marking criteria and rubrics, and contribution journal) as shown on following pages should be completed and combined together with your group report. The School cover sheets are not required.
- Single space, 12-point and Times New Roman fonts used in the report.
- The title and an executive summary about a half-page long on a separate page.
- A title, headings and page numbers.
- A clearly defined topic.
- Background information about the foreign country and the industry.
- An in-depth analysis of the business environment.
- A conclusion.
- Recommendations for business executives.
- In-text citations and end-references using Harvard citation style.

**Assessment Criteria:** Refer to the attached marking criteria and rubrics.

**Task Length:** 3,000 words (including a half-page executive summary).

**Due Date:** Monday, 24 September at 14:00.

**Value:** 20 marks.
Title Page

BMA181 Introduction to International Business

Assignment Part 2 (Group Report)

Title of the Report: ______________________________

Name: ___________________ Tutor’s Name: ___________________

Name: ___________________ Tutor’s Name: ___________________

Name: ___________________ Tutor’s Name: ___________________

Marks: / 20 Marker: ___________________

The quality of the report against each criterion is highlighted in the table as shown on the next page. Additional comments may be provided below:
## Marking Criteria and Rubrics for Assignment Part 2 (Group Report)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (80-100%)</th>
<th>DN (70-70%)</th>
<th>CR (60-69%)</th>
<th>PP (50-59%)</th>
<th>NN(0-49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicate using discipline-specific language, and report structure and format (20%)</td>
<td>In discipline-specific language; no or few errors in language; complete structure and format</td>
<td>Mostly in discipline-specific language; few errors in language; mostly complete structure and format</td>
<td>Generally in discipline-specific language; some errors in language; reasonable structure and format</td>
<td>Partially in discipline-specific language; mostly understandable; partial structure and format</td>
<td>Some discipline-specific language; some clear discussion; some correct use of language; some structure and format</td>
</tr>
<tr>
<td>Ability to research and discuss environmental factors at both national and industrial levels (20%)</td>
<td>A complete set of key environmental factors at both levels; comprehensive knowledge at both levels</td>
<td>A mostly complete set of key environmental factors at both levels; considerable knowledge at both levels</td>
<td>Many relevant environmental factors at both levels; reasonable knowledge at both levels</td>
<td>About half of relevant environmental factors at both levels; partial knowledge at both levels</td>
<td>Some relevant environmental factors at both levels; some knowledge at both levels</td>
</tr>
<tr>
<td>Ability to analyse, synthesise and evaluate information to make arguments; logical flow of discussion (20%)</td>
<td>Comprehensive analysis, synthesis and evaluation; insightful and evidenced arguments; logical flow of discussion</td>
<td>Adequate analysis, synthesis and evaluation; mostly insightful and evidenced arguments; mostly logical flow of discussion</td>
<td>Many analysis, synthesis and evaluation; reasonably insightful and evidenced arguments; mainly logical flow of arguments</td>
<td>Partial analysis, synthesis and evaluation; partly evidenced arguments; partly logical flow of discussion</td>
<td>Some analysis, synthesis and evaluation; some evidenced arguments; some clear discussion</td>
</tr>
<tr>
<td>Ability to draw conclusion and make recommendations based on previous discussion (20%)</td>
<td>Conclusion and recommendations were insightful and plausible, and logically developed from previous discussion</td>
<td>Conclusion and recommendations were mostly insightful and plausible, and were mostly consistent with previous discussion</td>
<td>Conclusion and recommendations were reasonably insightful and plausible, and were reasonably consistent with previous discussion</td>
<td>Conclusion and recommendations were partly insightful and plausible, and were partly consistent with previous discussion</td>
<td>Some insightful and plausible conclusion and recommendations; some consistency between conclusion and recommendations and previous discussion</td>
</tr>
<tr>
<td>Acknowledge sources and comply with Harvard Referencing Style (HCS) (20%)</td>
<td>Acknowledged all sources; consistent and correct use of in-text citations and end-references</td>
<td>Acknowledged all sources; mostly consistent and correct use of in-text citations and end-references</td>
<td>Acknowledged most sources; mostly consistent and correct use of in-text citations and end-references</td>
<td>Acknowledged more than half of sources; mostly consistent and correct use of in-text citations and end-references</td>
<td>Acknowledged some sources; partly consistent and correct use of in-text citations and end-references</td>
</tr>
</tbody>
</table>
Title of the Report:  
Number of Words:

<table>
<thead>
<tr>
<th>Task description</th>
<th>Member 1</th>
<th>Member 2</th>
<th>Member 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decide the country and the industry</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Collect and research data</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Writing introduction</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Writing body part</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Writing conclusion and recommendations</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Editing in-text citation and end-referencing list</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Formatting and proofreading</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Other task (specify):</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Other task (specify):</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td>Other task (specify):</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
</tbody>
</table>

**Note:** You may change the items or add new ones based on what you have actually done.
Assessment Item 4 – Final Exam

**Format:** Closed-book exam which may include multiple-choice, case-study and essay questions. More information will be provided towards the end of the semester.

**Duration:** 3 hours

**Assessment Criteria:** See Page 12

**Date and Time:** Exam period

**Value:** 50 marks

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. **Note** that you will be expected to sit the examination at your recorded study centre.

**Supplementary Exams:** Except in special circumstances and on the recommendation of the unit coordinator or the Head of School, a student who fails will not be granted a supplementary examination.

**Special Consideration and Student Difficulties**

If a student is experiencing difficulties with their studies or assignments, have personal or life planning issues, disability or illness which may affect their course of study, they are advised to raise these with their lecturer in the first instance. Students may also contact the Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. The Student Adviser is located in room 318a in the Commerce Building in Hobart and is contactable by phone on 6226 1916. In Launceston the Student Adviser is located in room A168 in Building A and is contactable by phone on 6324 3312. There is also a range of University-wide support services available including Student Services, International Services and Learning Development. Please refer to the Current Students homepage at http://www.utas.edu.au/students/index.html.

Should a student require assistance in accessing the Library, visit their website for more information at http://www.utas.edu.au/library/.

Students who have completed their examinations and who feel that they have been disadvantaged due to illness or other circumstances affecting their study, may fill out a form to request that their
lecturer takes this into consideration when marking the examination. Forms should be submitted directly to the relevant school, accompanied by appropriate supporting documentation, as soon as possible after the completion of the examination. Granting of special consideration is at the discretion of the lecturer and school. The relevant form can be found at the following website: http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/index.htm#eits.

Students with a non-English speaking background may be permitted to take a bilingual dictionary into an exam. This dictionary must not be annotated – that is, it must have no notes written in it. Students must request permission from the Student Centre in order to use a bilingual dictionary.

**Submission of Coursework**

**Lodging Coursework**

All Coursework must have the School of Management Assignment Cover Sheet, which is available as a blank template from the School of Management website: http://www.utas.edu.au/mgmt/student.htm. All assignments must include the tutor’s name on the assignment Cover Sheets when they are submitted. If this is not done the assignment will not be accepted and therefore will not be marked.

Please remember that you are responsible for lodging your Coursework on or before the due date. We suggest you keep a copy. Even in the most ‘perfect’ of systems, items sometimes go astray. Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All coursework must be handed in by 2.00 pm on the due date.

**Requests for Extensions**

**Written Coursework:**

Extensions will only be granted on medical or compassionate grounds and will not be granted because of work or other commitments. Requests for extensions should be made in writing to the unit coordinator prior to the due date. Medical certificates or other evidence must be attached and must contain information which justifies the extension sought. Late assignments which have not been granted an extension will, at the lecturer’s discretion, be penalised by deducting ten per cent of total marks for each full day overdue.

Assignments submitted more than five days late will normally not be accepted by the unit coordinator.

**In-class Tests:**

Students who are unable to sit a test on medical or compassionate grounds (work or other commitments are not considered ‘compassionate grounds’) may request that they be permitted to submit alternative Coursework. Please do not expect a special test to be held for you if you choose to go on holidays or undertake other activities on the scheduled date. If you do need to request alternative Coursework, you should do so in writing to the unit coordinator prior to the due date.
Medical certificates or other evidence must be attached and must contain information which justifies the request. The telephone number of the doctor should also be included.

**Faculty of Business Late Assessment Policy**


**Academic Referencing and Style Guide**

Before starting their assignments, students are advised to familiarise themselves with the following electronic resources. The first is the *School of Management Guide to Writing Assignment*, which can be accessed from the following site - : [http://www.utas.edu.au/mgmt/student.htm](http://www.utas.edu.au/mgmt/student.htm). The guide provides students with useful information about the structure and style of assignments in the School of Management.

The second is the *Harvard Referencing System Style Guide*, which can be accessed from the UTAS library ([http://utas.libguides.com/content.php?pid=27520&sid=199808](http://utas.libguides.com/content.php?pid=27520&sid=199808)). The Harvard Referencing System will be used in all School of Management units, and students are expected to use this system in their assignments.

**Academic Misconduct and Plagiarism**

*Academic misconduct* includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or

(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see [http://www.utas.edu.au/universitycouncil/legislation/](http://www.utas.edu.au/universitycouncil/legislation/).

*Plagiarism* is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at [http://www.utas.edu.au/tl/supporting/academicintegrity/index.html](http://www.utas.edu.au/tl/supporting/academicintegrity/index.html).
The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
Tutorial Program

Tutorials are an important part of your studies for this unit. You are required to prepare well for each tutorial beforehand so that you can contribute to, and get the most from, tutorial discussion. Your contribution to tutorial discussion can be in various forms including, but not limited to, presenting your answers to questions, posing questions, and making comments on other students’ answers.

**Note** that the tutorial program does not commence until week two of semester.

**Week Two – Globalisation:**

1. “The study of international business is fine if you are going to work in a large multinational enterprise, but it has no relevance for individuals who are going to work in small firms.” Evaluate this statement.

2. How does the Internet and the associated World Wide Web affect international business activity and the globalisation of the world economy?

3. Read the case study “Globalisation at General Electric” (text pp. 36-37), then answer case discussion questions 1, 2 and 4 provided at the end of the case study.

**Week Three – Country Differences:**

1. Outline why the culture of a country might influence the costs of doing business in that country. Illustrate your answer with examples.

2. A visiting American executive finds that a foreign subsidiary in a poor nation has hired a 12-year-old girl to work on a factory floor, in violation of the company’s prohibition on child labour. He tells the local manager to replace the child and tell her to go back to school. The local manager tells the American executive that the child is an orphan with no other means of support, and she will probably become a street child if she is denied work. What should the American executive do?

3. Read the case study “India’s Transformation” (text pp. 81-82), then answer case discussion questions 1, 3 and 5 provided at the end of the case study.

**Week Four – The Theories and Political Economy of International Trade:**

1. What are the potential costs of adopting a free trade regime? Do you think that governments should do anything to reduce these costs? If so, what?

2. Whose interests should be the paramount concern of government trade policy – the interests of producers (businesses and their employees) or those of consumers?

3. Read the case study “The Ecuadorean Rose Industry” (text pp. 189-190), then answer the case discussion questions 1-3 provided at the end of the case study.
Week Five – Foreign Direct Investment:

1. In 2004, inward FDI accounted for some 24 per cent of gross fixed capital formation in Ireland, but only 0.6 per cent in Japan. What do you think explains this difference in FDI inflows into the two countries?

2. Compare and contrast these explanations of FDI: internalisation theory, Vernon’s product life-cycle theory, and Knickerbocker’s theory of FDI. Which theory do you think offers the best explanation of the historical pattern of FDI? Why?

3. Read the case study “Lakshmi Mittal and the growth of Mittal Steel” (text pp. 261-262), then answer the case discussion questions 1, 3 and 5 provided at the end of the case study.

Week Six – Regional Economic Integration:

1. What are the economic and political arguments for regional economic integration? Given the arguments, why don’t we see more integration in the world economy?

2. What effect is the creation of a single market and a single currency within the EU likely to have on competition within the EU? Why?

3. Read the Management Focus case, “The European Commission and Media industry Mergers” (text p. 274), then answer the following questions:
   a) Given that both AOL and Time Warner were based in the United States, do you think the European Commission had a right to review and regulate their planned merger?
   b) Were the concessions extracted by the European Commission from AOL and Time Warner reasonable? Whose interests was the Commission trying to protect?
   c) What precedent do the actions of the European Commission in this case set? What are the implications for managers of foreign enterprises with substantial operations in Europe?

Week Seven – Global Monetary System:

1. The interest rate on South Korean government securities with one-year maturity is 4 per cent, and the expected inflation rate for the coming year is 2 per cent. The interest rate on US government securities with one-year maturity is 7 per cent, and the expected rate of inflation is 5 per cent. The current spot exchange rate for the Korean won is $1 = W1,200. Forecast the spot exchange rate one year from today. Explain the logic of your answer.

2. A firm based in Mexico has found that its growth is restricted by the limited liquidity of the Mexican capital market. List the firm’s options for raising money on the global capital market. Discuss the pros and cons of each option, and make a recommendation. How might your recommended options be affected if the Mexican peso depreciates significantly on the foreign exchange markets over the next two years?
3. Read the case study “China’s Managed Float” (text p. 371), then answer case discussion questions 1, 2 and 6 provided at the end of the case study.

**Week Eight – The Strategy and Organisation of International Business:**

1. Plot the position of the following firms on Figure 12.6: Procter & Gamble, IBM, Nokia, Coca-Cola, Dow Chemical, US Steel, and McDonald’s. In each case, justify your answer.

2. If a firm is changing its strategy from an international to a transnational strategy, what are the most important challenges it is likely to face in implementing this change? How can the firm overcome these challenges?

3. Read the case study “A Decade of Organisational Change at Unilever” (text pp. 485-486), then answer case discussion questions 1-3 provided at the end of the case study.

**Week Nine – Entry Strategy & Strategic Alliances:**

1. Discuss how the need for control over foreign operations varies with firms’ strategies and core competencies. What are the implications for the choice of entry mode?

2. A small Canadian firm that has developed some valuable new medical products using its unique biotechnology know-how is trying to decide how best to serve the European market. Its choices are given below. The cost of investment in manufacturing facilities will be a major one for the Canadian firm, but it is not outside its reach. If these are the firm’s only options, which one would you advise it to choose? Why?

   a) Manufacture the product at home and let foreign sales agents handle marketing.

   b) Manufacture the products at home and set up a wholly owned subsidiary in Europe to handle marketing.

   c) Enter into an alliance with a large European pharmaceutical firm. The product would be manufactured in Europe by the 50-50 joint venture and marketed by the European firm.

3. Read the case study “JCB in India” (text pp. 495-496), then answer case discussion questions 1, 2 and 3 provided at the end of the case study.

**Week Ten – Exporting, Importing, and Countertrade:**

1. You are the assistant to the CEO of a small textile firm that manufactures high-quality, premium priced, stylish clothing. The CEO has decided to see what the opportunities are for exporting and has asked you for advice as to the steps the company should take. What advice would you give to the CEO?
2. How might a company make strategic use of countertrade schemes as a marketing weapon to generate export revenues? What are the risks associated with pursuing such a strategy?

3. Read the case study “Exporting and Growth for Small Businesses” (text pp. 539-540), then answer case discussion questions 1, 2 and 3 provided at the end of the case study.

**Week Eleven – Global Production, Outsourcing and Logistics:**

1. An electronics firm is considering how best to supply the world market for microprocessors used in consumer and industrial electronic products. A manufacturing plant costs approximately $500 million to construct and requires a highly skilled work force. The total value of the world market for this product over the next 10 years is estimated to be between $10 billion and $15 billion. The tariffs prevailing in this industry are currently low. Should the firm adopt a concentrated or decentralised manufacturing strategy? What kind of location(s) should the firm favour for its plant(s)?

2. A firm must decide whether to make a component part in-house, or to contract it out to an independent supplier. Manufacturing the part requires a non-recoverable investment in specialised assets. The most efficient suppliers are located in countries with currencies that many foreign exchange analysts expect to appreciate substantially over the next decade. What are the pros and cons of (a) manufacturing the component in-house, and (b) outsourcing manufacture to an independent supplier? Which option would you recommend? Why?

3. Read the case study “Building the Boeing 787” (text pp. 584-585), then answer case discussion questions 1, 2 and 3 provided at the end of the case study.

**Week Twelve – Global Marketing and R&D:**

1. “Within 20 years, we will have seen the emergence of enormous global markets for standardised consumer products.” Do you agree with this statement? Justify your answer.

2. You are the marketing manager of a food products company that is considering entering the Indian market. The retail system in India tends to be very fragmented. Also, retailers and wholesalers tend to have long-term ties with Indian food companies, which makes access to distribution channels difficult. What distribution strategy would you advise the company to pursue? Why?

3. Read the case study “Dove-building a Global Brand” (text pp. 597-598), then answer discussion questions 1-3 provided at the end of the case study.

**Week Thirteen – Global HRM:**

1. Research suggests that many expatriate employees encounter problems that limit both their effectiveness in a foreign posting and their contribution to the company when they return
home. What are the main causes and consequences of these problems, and how might a firm reduce their occurrence?

2. What is the link between an international business’s strategy and its human resource management policies, particularly with regard to the use of expatriate employees and their pay scale?

3. Read the case study “Lenovo” (text p. 626), then answer case discussion questions 2-4 provided at the end of the case study.
# Study Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>July 16</td>
<td>1</td>
<td>Globalisation</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>July 23</td>
<td>2, 3 &amp; 4</td>
<td>Country Differences</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>July 30</td>
<td>5 &amp; 6</td>
<td>The Theories of Political Economy of International Trade</td>
<td>Assignment groups and topics decided</td>
</tr>
<tr>
<td>4</td>
<td>August 6</td>
<td>7</td>
<td>Foreign Direct Investment</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>August 13</td>
<td>8</td>
<td>Regional Economic Integration</td>
<td>In-class test in the lecture</td>
</tr>
<tr>
<td>6</td>
<td>August 20</td>
<td>9, 10 &amp; 11</td>
<td>Global monetary System</td>
<td>Assignment Part 1 due on Monday, 20 August at 14:00</td>
</tr>
<tr>
<td>7</td>
<td>August 27</td>
<td>12 &amp; 13</td>
<td>The Strategy and Organisation</td>
<td></td>
</tr>
</tbody>
</table>

**Mid-Semester Break: 3 September – 7 September 2012**

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>September 10</td>
<td>14</td>
<td>Entry Strategies &amp; Strategic Alliances</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>September 17</td>
<td>15</td>
<td>Exporting, Importing and Countertrade</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>September 24</td>
<td>16</td>
<td>Global Production, Outsourcing and Logistics</td>
<td>Assignment Part 2 due on Monday, 24 September at 14:00</td>
</tr>
<tr>
<td>11</td>
<td>October 1</td>
<td>17</td>
<td>Global Marketing and R&amp;D</td>
<td></td>
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<tr>
<td>12</td>
<td>October 8</td>
<td>18</td>
<td>Global HRM</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>October 15</td>
<td>19 &amp; 20</td>
<td>International Accounting and Financial Management; Overview</td>
<td></td>
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</table>

**Examination Period: 27 October – 13 November 2012**