SCHOOL OF ORGANISATION AND MANAGEMENT

Bachelor of Commerce Program
Bachelor of Arts/Social Science/International Studies

MGMT1101: GLOBAL BUSINESS ENVIRONMENT
Course Aims and Learning Outcomes:
This course is an introduction to international business. It is the first compulsory course in the International Business major. International Business can be taken as a single major or co-major in the Bachelor of Commerce and a co-major in the Bachelor of Economics. It is also offered to students majoring in International Business as part of a Bachelor of Arts, Bachelor of Social Science or Bachelor of International Studies.

The course focuses on key global business environmental factors and issues that affect firms with international operations. The main topics covered are: the development of firms with international operations, including MNEs; national differences in the economic, political, social and legal environments (including a particular focus on doing business in developing and transitional economies); cultural differences and their effects on international business; the operation of foreign exchange markets; international trade policy and the WTO; regional economic integration; and the impact of technology.

Specifically, the aims of this course are:
♦ To introduce students to the nature of international business and the internationalised firm;
♦ To show how international business is affected by the many different types of environments (economic, political, social, cultural, financial, technological) in which it operates;
♦ To discuss the relevance of international institutions, governments and non-governmental organisations to international business;
♦ To analyse MNE responses to threats and opportunities in the global business environment;
♦ To analyse trends and changes in the current global business environment and debate the impact of globalisation.

By the end of this course you should:
♦ Be able to understand and explain concepts and theories concerning the global business environment;
♦ Be able to apply concepts about the global business environment to actual business situations;
♦ Have refined your critical thinking skills through the analysis of critical incidents in international business and class exercises;
♦ Have demonstrated your ability to research international business topics and developed your essay-writing and research skills;
♦ Have extended your knowledge of current events in the global business environment;
♦ Have gained a foundation for further study of international business.
Text and Course Readings:
The textbooks for the course and additional reference books are listed below. The text and casebook are available from the University bookshop and library.

The reading required for each week is detailed in the lecture and tutorial schedules. All students should come to the class having completed at least the essential reading contained in the textbook, casebook, and tutorial articles available on the course website.

Textbook:

Casebook (for journal entries and tutorial preparation)

Additional References:
Students are encouraged to read beyond the prescribed text and book of course readings, especially for assignments. The following additional texts on international business topics are recommended:


Ricks, D.A. (1999), Blunders in International Business, 3rd edn, Maiden, MA: Blackwell [mistakes made by companies doing business abroad].


Course Schedule:
A list of scheduled lecture and tutorial topics, cases, readings and other activities for each week is provided in the following pages of this handout for your easy reference throughout the semester. Lectures do not simply reiterate material covered in the text but aim to extend materials in the text and provide a more detailed and sophisticated analysis of both theoretical concepts and applied materials. In order to make the most out of lectures, text chapters and assigned readings should be completed prior to the lecture.
Tutorials are designed to extend your understanding of concepts, refine your analytical skills and apply the concepts presented in lectures to actual situations. Because tutorials rely heavily on student interaction through group discussion, analysis of cases and other exercises it is essential that preparation for each class be completed in advance. Students should bring their copies of the textbook, casebook, and other assigned reading material to each tutorial.

Please note that all materials covered in lectures, prescribed readings, and tutorials are examinable.
<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>Topic</th>
<th>Reading</th>
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<tbody>
<tr>
<td>1 28 February</td>
<td>Course Overview, Introduction: International Business – What is it?</td>
<td>Casebook</td>
</tr>
<tr>
<td>2 7 March</td>
<td>Multinational firms in a globalised world</td>
<td>Morrison, ch 2 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>3 14 March</td>
<td>State vs firm? The political environment</td>
<td>Morrison, ch 7 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>4 21 March</td>
<td>Beyond the law? MNEs and international legal systems (Presentation from library)</td>
<td>Morrison, ch 8 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>5 28 March</td>
<td>Mid-session recess</td>
<td></td>
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<tr>
<td>6 4 April</td>
<td>When in Rome: The socio-cultural environment</td>
<td>Morrison, ch 5 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>7 11 April</td>
<td>Does size matter? The economic environment</td>
<td>Morrison, ch 3 Casebook &amp; Tutorial readings</td>
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<tr>
<td>8 18 April</td>
<td>Money makes the world go round: Foreign exchange</td>
<td>Morrison, ch 11 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>9 25 April</td>
<td>No lectures or tutorials due to public holiday</td>
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<tr>
<td>10 2 May</td>
<td>Who's afraid of the WTO? International trade policy (Presentation from EDU)</td>
<td>Morrison, ch 9 (pp. 245-267) Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>11 9 May</td>
<td>Non-teaching week- no lectures or tutorials (in lieu of mid-session test not scheduled this session)</td>
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<tr>
<td>12 16 May</td>
<td>The rise of the super-state? Regional economic integration</td>
<td>Morrison, ch 9 (pp. 267-277); pp. 78-81; pp. 208-211 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>13 23 May</td>
<td>The new Wild West? Doing business in transitional markets</td>
<td>Morrison, ch 4 Casebook &amp; Tutorial readings</td>
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<tr>
<td>14 30 May</td>
<td>Digital divides? Technology diffusion and innovation</td>
<td>Morrison, ch 10 Casebook &amp; Tutorial readings</td>
</tr>
<tr>
<td>6 June</td>
<td>Exam Revision (Tutorials will be held in Week 14.)</td>
<td>No required reading</td>
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<tr>
<td>Lecture</td>
<td>Tutorial</td>
<td>Case</td>
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<tr>
<td>6</td>
<td>7</td>
<td>Case: The Outback On-Line Clothing Co. assesses the European market (provided on WebCT)</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>Current affairs: &quot;Emerging economies: Coming into flower&quot;, The Economist, 16 October 2004, pp. 65-76</td>
</tr>
</tbody>
</table>

| Lecture 11 | Case: Whirlpool Goes Pan-European (pp. 82-85)  
Discussion question: Progress in AFTA  
| Lecture 12 | Case: Setting Up a Joint Venture in Vietnam (pp. 179-182)  
Discussion question: China’s business environment  
L. Gettier, ‘Game over: Lion quits China’ *SMH*, 16 September 2004, p. 27.  
‘Russia: Next, the economy?’, *BusinessWeek*, 27 September 2004, pp. 28-29. |
| Lecture 13 | Case: Public Health vs Private Profit? TRIPS, Pharmaceuticals and the Developing World (pp. 91-94)  
Discussion question: MNEs and technology gap  
| Lecture 14 | Final week – no readings |
Workload Expectations:
It is expected that you will spend at least ten hours per week studying this course. This time should be made up of reading, research, working on cases, and attending classes. In periods where you need to complete assignments or prepare for examinations the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

Assessment:
In order to pass this course, students must
a) Attempt ALL assessment tasks as below.
b) Attain an overall pass mark of 50%.

<table>
<thead>
<tr>
<th>Method of Assessment</th>
<th>Value</th>
<th>Date</th>
<th>Length/Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual essay:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Essay outline</td>
<td></td>
<td>Week 4</td>
<td></td>
</tr>
<tr>
<td>- MGMT research tutorial/quiz</td>
<td></td>
<td>Week 5</td>
<td></td>
</tr>
<tr>
<td>- Annotated bibliography</td>
<td>5%</td>
<td>Week 6</td>
<td></td>
</tr>
<tr>
<td>- Final essay</td>
<td>20%</td>
<td>Week 10</td>
<td>1500 words</td>
</tr>
<tr>
<td>Tutorial journal</td>
<td>20%</td>
<td>Submit weekly via WebCT</td>
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<tr>
<td>Group presentation</td>
<td>10%</td>
<td>Determined by tutor</td>
<td></td>
</tr>
<tr>
<td>Tutorial participation</td>
<td>5%</td>
<td>Over entire session</td>
<td></td>
</tr>
<tr>
<td>Final examination</td>
<td>40%</td>
<td>Final examination period</td>
<td>2 hours</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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In addition, students must attend a minimum of nine out of the eleven tutorials in order to satisfy the attendance requirements for this subject. Students who have medical or other grounds for not meeting this requirement should inform their tutor.

1. INDIVIDUAL ESSAY (total 25%):
For the individual essay, students are required to answer ONE of the following questions about a current event in international business:

**Question One:** July 2004: The Doha Round Revived
Following the historic agreement adopted at Geneva in July 2004, some argue that the Doha round of multilateral trade talks is likely to bring about enormous benefits to agricultural exporters. Do you agree with the argument? Justify your answer.

OR

**Question Two:** China and Intellectual Property Protection
'China's accession to the WTO in 2001 has significantly improved the protection of intellectual properties in the country.' Evaluate the statement.

OR
Question Three: FDI in India
'The opportunities for foreign firms investing in India far outweigh the risks of investing in the country.' To what extent do you agree with the statement? Discuss.

Your essay consists of the following components, which will help to guide you through the different stages of the researching and writing process (for more information on each stage, see the essay-writing guide in the course website under the 'Assessment' menu):

<table>
<thead>
<tr>
<th>Session week</th>
<th>Essay component and due date</th>
<th>Essay preparation stage (see the essay-writing guide in the Course Website)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>Stage 1 – Selecting and analysing your topic</td>
</tr>
<tr>
<td>2</td>
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<td>3</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Essay outline</td>
<td>Stage 2 - Doing the research</td>
</tr>
<tr>
<td>5</td>
<td>MGMT research tutorial/quiz</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Annotated bibliography</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>Stages 3, 4, 5 – planning, writing and editing your essay</td>
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<td>8</td>
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<td></td>
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<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Final essay</td>
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</tbody>
</table>

a) Essay outline
An essay outline is due in Week 4, to be submitted at the start of your tutorial. You are required to answer the five specific questions below for this assessment task. Please submit a typewritten assignment that has your name and student ID on the top right-hand corner. Your outline is to be no more than 1 page, single-spaced.

The essay outline is NOT a full essay plan. Rather it is designed to help you understand your essay topic and prepare you for Stage 2 of the essay – ie. doing the research. It also assists you with time management, as it allows you to start work on your essay early in the session.

Whilst your essay outline is not graded, you are required to submit it in order to pass this course. Moreover, students who do not submit an outline on time will have points deducted from their final essay mark. Consult the course website for more information on this assessment task.

Specific questions to be completed for the essay outline:

Question One
Which essay question have you chosen?

Question Two
Describe in your own words what you think the essay question means (ie. rephrase the essay question in your own words).

Question Three
What are the key words in the question? What are the instruction word(s)?
Question Four
Choose two key words that you identified for Question Three and define them. What was/were the source(s) for your definition?

Question Five
Read the articles on your chosen topic which are found in the ‘essay topics and articles’ section under the ‘assessment’ menu on the course website (WebCT). What are the main issues related to your essay topic that are mentioned in these articles? List and briefly explain each one.

b) MGMT research tutorial
The MGMT research tutorial is a series of on-line modules designed to help you effectively use the library resources required for researching your essay and compiling a bibliography. The tutorial introduces you to the main resources, shows you how to search them effectively, and provides guidelines on how to evaluate the material you are locating. An on-line quiz, designed to test your knowledge of the contents of the tutorial, is also included.

A library staff member will provide an introduction to the MGMT research tutorial in the Week 4 lecture. The research tutorial, including the quiz, is to be completed between 4 April and 8 April (i.e. Week 5). The online tutorial can be accessed via the course website. Please note that the research tutorial is to be completed in your own time and not in class.

Whilst your mark for the research quiz is not graded, you are required to complete the quiz in order to pass this course. Moreover, students who do not complete the quiz on time will have points deducted from their final essay mark.

c) Annotated bibliography (5%)
By requiring you to find material for your essay, the annotated bibliography forms an important part of your research process. It also provides you with the opportunity to practise proper referencing and evaluate the material you have located.

Detailed instructions for the annotated bibliography are provided below. Please submit your annotated bibliography at the start of your tutorial in Week 6. Your bibliography should be typewritten and you need to attach copies of the five articles used to the bibliography. Make sure to write your name and student ID on the top right-hand corner of your submission.

What is a bibliography?
A bibliography is an organised list of sources – including books, journal or newspaper articles and websites – that you have located for your essay. Your bibliography should include all the materials you consulted for your essay, even if you don’t end up quoting them directly. The bibliography provides authorship, title and publication details of each source. The bibliography should be organised alphabetically by author surname, or by the first word of the title if the author is unknown.

Why does a bibliography matter?
A bibliography is an essential component of referencing. Whenever you directly or indirectly draw on someone else’s words or ideas in an essay you need to provide 1) a brief reference to the source in the text (ie. in-text citation) AND 2) a more complete reference in the bibliography (ie. bibliographic entry). A bibliography allows your readers to locate your sources for themselves and assess the extent of your research effort.

What is an annotated bibliography?
An annotated bibliography is a special form of bibliographic listing, in that each entry is
followed by a brief evaluative paragraph, known as an annotation. The bibliographic entries are arranged as you would for a normal bibliography. The annotation is meant to be a critical piece of work that gives you a chance to provide your opinion on the sources you cite in your bibliography, and assess their relevance to your research essay.

**Specific instructions for the annotated bibliography:**

**Step One:** Download five articles from ABI/Inform and Factiva that you think are highly relevant to your essay topic. You need to include articles from both databases in your annotated bibliography.

**Step Two:** Provide the full bibliographic reference, following the instructions given in the MGMT research tutorial and the referencing guide. Sort each entry as you would for a normal bibliography.

**Step Three:** Insert an annotation for each entry to your bibliography. Each annotation should be placed in a paragraph below the reference that it comments on. Your annotation should address the following questions about each article:

1. What is the article about? Provide a one-sentence summary of the article’s main theme or themes.
2. Why is the article relevant to your essay topic?
3. How would you evaluate the article? Provide a brief assessment of strengths/weaknesses. Each annotation should be no more than 100 words.

For guidance in completing this assessment task, a sample annotated bibliography will be provided on the course website.

d) **Final essay (20%)**
The final essay is to be a maximum of 1500 words (not including references). The essay should be typewritten, using Times New Roman 12 point and 1.5 spacing.

**Assistance with final essay**
A teaching and learning consultant from the FCE’s Education Development Unit (EDU) will give a short presentation in the Week 9 lecture designed to help you with the final stages of the essay-writing process: planning, writing and editing.

**Submission of final essay**
The individual essay is due on Thursday 11 May (Week 10) 2005 by 5 pm. Essays should be handed in at the School office located in the 4th floor of Rupert Myers Building. If no one is available at the school office, put the essay in the Assignment Box located near the window in the lift lobby on the 4th floor, Rupert Myers Building. Make sure that you attach to the front of your assignment two essay coversheets (one generic and one specific to MGMT1101) included in this course outline. Students should ensure that they retain a copy of the assignment.

Extensions will only be granted on medical or compassionate grounds under extreme circumstances, and will not be granted because of work and other commitments. Requests for extensions must be made in writing to the course coordinator prior to the due date. Medical certificates or other evidence of extreme misfortune must be attached and must contain information that justifies the extension sought. Late assignments which have not been granted an extension will incur a penalty of 10 per cent of the assigned mark per day.
Essay requirements

This is a research assignment so students are required to base their answer on extensive research. The Course Website contains a selection of articles on each topic that represents a starting point for research. However it is NOT sufficient to base essays on these readings alone.

The essay topics all concern current events, so global media sources will be an important resource. While major newspapers and magazines have their own websites, most do not offer extensive on-line archives to non-subscribers. Research for this assignment will therefore require the use of databases, particularly ABI/INFORM Global and Factiva. The purpose of the on-line research tutorial is to familiarise students with these resources. Inclusion of database material is a fundamental requirement for the final essay. It is NOT adequate to base essays solely on material from websites.

In addition, students should note that while Australian media sources such as The Sydney Morning Herald, Australian Financial Review and Business Review Weekly are potentially useful resources, research should not be limited to these publications alone. Students should also include global media sources in their research, i.e. publications such as The Economist, The Far Eastern Economic Review, The Financial Times, BusinessWeek, Fortune, The Wall Street Journal and Frankfurter Allgemeine (English version). Students are welcome to include sources in foreign languages, so long as they provide a translation in English of the article's title and source in their reference list.

It is also a requirement to reference the essay fully (i.e. to provide both in-text citations and a full reference list). A guide to referencing (including conventions on referencing websites) is available on the Course Website. Please also work through the referencing practice exercise available in the website.

2. TUTORIAL JOURNAL (20%)

Throughout the session you are required to keep a tutorial journal, in which you make weekly entries (there are a total of 11 tutorials so this means 11 entries). The purpose of the journal is to enable you to

♦ prepare effectively for tutorials and think critically about set readings;
♦ reflect on what has been learnt from lectures and course readings;
♦ prepare for the final examination, as it ensures that you cover the required readings and exercises, and do not fall behind in your work;
♦ practise critical thinking, analysis and writing (also important for exam preparation).

Your weekly tutorial journal entry should consist of the following:
Prior to each tutorial you should always answer in writing 1) those case questions that have been specifically allocated under the ‘Weekly Tutorial Preparation’ on WebCT and 2) the discussion question for that week (except for the Week 6 tutorial for which there is no discussion question set). The case questions are all found in your casebook except for the Week 7 case (i.e., Outback On-Line Clothing Co.), while the discussion questions are found in the ‘Weekly Tutorial Preparation’ on the course website. Your answers to these questions must be completed before the tutorial.

From Week 3 onwards (Week 2 is a practice week), you will then need to submit your journal entries online prior to your tutorial. To do this, access the MGMT 1101 course website (http://webct.edtec.unsw.edu.au).

When you are on the MGMT 1101 homepage, click on the icon labelled ‘Journal Posting’.
Once you do so, a list of weeks will be displayed.

The current week will be marked as 'Available'. Click on the current Week.

Click on 'Upload File'. A browser will open with which you can select the file to be uploaded. Select and upload your journal entry for the correct week.

If you wish, you may enter your email address and you will be notified when your assignment is submitted.

Finally, click 'Submit assignment'. Be careful: once you submit you cannot make changes to your submission. The exact time of your submission has now been recorded by WebCT. If you are unable to submit your journal entry online due to technical difficulties, submit a paper copy to your tutor in class.

There is no set word limit for the journal, but as a rule of thumb you should aim to cover the equivalent of 1-2 typewritten pages for each tutorial entry. Because your weekly entries will be submitted online, it is a requirement that they be typewritten. It is recommended that you keep a copy of each week's entry in a separate ringbound folder. You may use point form for your journal entries, but remember that this is a piece of academic writing so should still be in a formal style (although you are welcome to use the personal pronoun, eg. 'I believe').

A paper copy of your journal will also be collected by your tutor during class in Week 7 and Week 13. This is to enable tutors to provide you with written feedback. Journals will be assessed based on the following criteria:
- completeness and regularity of entries: marks will be deducted if any weekly entries are missing or submitted late;
- appropriate use and understanding of relevant international business concepts and theories;
- evidence of critical thinking: ability to clearly state and justify your position.

3. **GROUP PRESENTATION (10%)**:
Groups of 2-3 students will be formed in Week 3 tutorials. The size of groups will be determined by your tutor depending on the number of students in each class. Tutors will then assign each group to lead the discussion on a current affairs topic (found in the course website under the 'Weekly Tutorial Preparation'). In order to effectively lead a tutorial discussion, groups need to:
- stimulate a class discussion on the current affairs topic
- provide their own answer to the question(s) being asked
- summarise the main points and issues raised in the class discussion.

Groups will be rated on their presentation style, ability to lead the class discussion and answer questions from other class members, and effectiveness of their own solution to the question(s).

The course coordinator may adjust the marks of individual group members if there is substantial evidence that they did not contribute to the presentation.

More details on the presentation are provided in the course outline and website under the 'Assessment'. Your tutor will also briefly address the presentation guidelines in Week 3 tutorial.

4. **TUTORIAL PARTICIPATION (5%)**
The participation mark will evaluate a student's preparation for and active participation in tutorials. In order to pass this component of assessment it is not sufficient merely to attend each tutorial. Students should therefore aim to do the weekly readings, including answering the questions accompanying the cases and discussion questions, and participate in class discussion.

5. **FINAL EXAMINATION (40%)**
This will take the form of a two-hour paper. The exam will be based on topics from Weeks 1-13. Students are reminded that material from the textbook, casebook, and tutorial readings is examinable, as well as lectures. A revision lecture will be held in Week 14. The exam will be conducted externally and supervised by the UNSW Examinations Section. Details will be communicated in due course.

**Acknowledgment of sources:**
Students are required to acknowledge the source of ideas and expression used in submitted work. To provide adequate documentation is not only an indication of academic honesty but also a courtesy enabling the marker to consult sources with ease. Failure to do so may constitute plagiarism, which is subject to a charge of academic misconduct.

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**A Note on Plagiarism**

Plagiarism refers to the practice of presenting the words or ideas of another author (it may be a text passage or work of another student) as your own without appropriate acknowledgement. This practice is not permitted and is regarded as serious misconduct by the University. Although it may be necessary to discuss the views and theories of others this must be done with appropriate acknowledgement of sources. In order to avoid plagiarising the work of others you should always express your ideas in your own words. Do not 'cut and paste' and when you do draw on the work of others make sure that you properly acknowledge the author and cite the correct source. Do not directly incorporate the words of your lecturer, other students or authors, without quotation marks if you are directly quoting from a source or forget to cite the words or ideas you may have borrowed from other authors (e.g. from text books, reports, journal articles, websites). Never hand in an assignment that is similar to one you have already completed in another subject or that is closely similar to another student's assignment.

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**Academic misconduct:**
Students are reminded that the University regards academic misconduct as a very serious matter. Students found guilty of academic misconduct are usually excluded from the University for 2 years. Because of the circumstances in individual cases the period of exclusion can range from one session to permanent exclusion from the University.

The following are some of the actions which have resulted in students being found guilty of academic misconduct in recent years:

1. taking unauthorised materials into an examination;
2. submitting work for assessment knowing it to be the work of another person;
3. improperly obtaining prior knowledge of an examination paper and using that knowledge in the examination;
4. failing to acknowledge the source of material in an assignment.
**General marking criteria for undergraduate assessed work and examinations:**

<table>
<thead>
<tr>
<th>Marking</th>
<th>Description</th>
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<tbody>
<tr>
<td>85+ (HD)</td>
<td>An outstanding piece of work, showing total mastery of the subject matter, with a highly developed and mature ability to analyse, synthesise and apply knowledge and concepts. All objectives of the set work are covered, and work is free of errors with a very high level of technical competence. There is evidence of critical reflection; and the work demonstrates originality of thought, and the ability to tackle questions and issues not previously encountered. Ideas are expressed with fluency.</td>
</tr>
<tr>
<td>75-84 (DN)</td>
<td>An excellent piece of work, showing a high degree of mastery of the subject matter, with a well-developed ability to analyse, synthesise and apply knowledge and concepts. All major objectives of the set work are covered, and work is free of all but very minor errors, with a high level of technical competence. There is evidence of critical reflection, and of ability to tackle questions and issues not previously encountered. Ideas are expressed clearly.</td>
</tr>
<tr>
<td>65-74 (CR)</td>
<td>A good piece of work, showing a sound and thorough grasp of the subject matter, though possibly lacking in the breadth and depth required for a first-class mark. A good attempt at analysis, synthesis and application of knowledge and concepts, but may be more limited in scope than that required for a mark of 75+. Most objectives of the work set are covered. Work is generally technically competent, but there may be a few gaps leading to some errors. Some evidence of critical reflection, and the ability to make a reasonable attempt at tackling questions and issues not previously encountered. Ideas are expressed with clarity, with some minor exceptions.</td>
</tr>
<tr>
<td>50-64 (PS)</td>
<td>A fair piece of work, showing grasp of major elements of the subject matter but possibly with some gaps or areas of confusion. Only the basic requirements of the work set are covered. The attempt at analysis, synthesis and application of knowledge and concepts is superficial, with a heavy reliance on course materials. Work may contain some errors, and technical competence is at a routine level only. Ability to tackle questions and issues not previously encountered is limited. Little critical reflection. Some confusion and immaturity in expression of ideas.</td>
</tr>
<tr>
<td>40-49 (FL)</td>
<td>A poor piece of work, showing some familiarity with the subject matter, but with major gaps and serious misconceptions. Only some of the basic requirements of the work set are achieved. Little or no attempt at analysis, synthesis or application of knowledge, and a low level of technical competence with many errors. Difficulty in beginning to address questions and issues not previously encountered. Inability to reflect critically on an argument or viewpoint. Ideas are poorly expressed and structured. The author would apparently find it difficult to study the topic at a higher level.</td>
</tr>
<tr>
<td>30-39 (FL)</td>
<td>Serious gaps in knowledge of the subject matter, and many areas of confusion. Few or none of the basic requirements of the work set are achieved, and there is an inability to apply knowledge. Technical competence is poor, with many serious errors. The student finds it impossible to begin to address questions and issues not previously encountered. The level of expression and structure is very inadequate. The author would apparently not be capable of studying the topic at a higher level.</td>
</tr>
<tr>
<td>Below 30 (FL)</td>
<td>A very bad piece of work, showing that the author has failed to engage seriously with any of the subject matter involved, and/or demonstrates total confusion over the requirements of the work set. It is very unlikely that work of a passing standard would be produced even if the author were given the opportunity to repeat the work.</td>
</tr>
</tbody>
</table>
Supplementary Examinations:
Be advised that the granting of a supplementary examination is not automatic or undertaken lightly. It should be emphasised that special consideration is meant to address the problems of students who encounter abnormal and significant difficulties in completing subject requirements. It is not an automatic compensation mechanism for failure. In particular, you should note that illness or severe personal problems do not ensure the automatic granting of a supplementary examination. It is the responsibility of students who apply for special consideration to be available for supplementary examinations during the specified period. Holiday plans are not sufficient reason for non-availability.

Additional Support and Assistance:

**Education Development Unit (EDU)**
Additional learning support, tailored to the needs of FCE students, is available from the Education Development Unit (EDU) in the Faculty. The EDU offers a range of services for FCE students including:
- Academic skills workshops run throughout the session;
- Printed and on-line study skills resources e.g. referencing guide, report writing and exam preparation;
- A drop-in resource centre containing books and audio visual material that can be borrowed;
- A limited consultation service for students with individual or small group learning needs.

More information about the EDU services including on-line resources, workshop details and consultation request forms are available from the EDU website.

Contacts and location:
EDU Web: http://education.fce.unsw.edu.au
EDU Location: Room 2039, Level 2 Quadrangle Building

EDU services are free and confidential and are available to students taking courses in the Faculty of Commerce and Economics.

**Other UNSW support**
In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for students. The Learning Centre is located on Level 2 of the Library and can be contacted by Phone: 9385 3890 or through their website: http://www.lc.unsw.edu.au.

Students experiencing problems of an academic or personal nature are encouraged to contact the Counselling Service at UNSW. This service is free and confidential and run by professional counsellors. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contact on 9385 5418.

Students with a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course coordinator prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity & Diversity Unit (EADU) on 9385 4734 or through their website at http://www.equity.unsw.edu.au. Early notification is essential to enable any necessary adjustments to be made.
Additional Information on Group Presentation

WHAT ARE WE LOOKING FOR IN A PRESENTATION?

1) Content/analysis
♦ addressing the question/identifying the issues involved/staying relevant
♦ applying key international business concepts and theories
♦ comprehensiveness: i.e. addressing the main aspects of the question
♦ use of evidence/support: justifying your answer
♦ showing research effort beyond the reading provided

2) Delivery/style
♦ organisation: clear structure for presentation, keeping to time
♦ use of visual aids: make sure they are clear, easy to read and cover the main points
♦ style: clear, well-projected voice, interest and enthusiasm, maintaining eye contact with audience, good use of time
♦ creativity: presenting ideas in a novel or innovative way

3) Management of class discussion
♦ responding effectively to questions
♦ stimulating audience involvement and maintaining control of discussion
♦ being an active and attentive audience member for other presentations

TIPS ON PREPARING/DELIVERING YOUR PRESENTATION

♦ Present your own answer to the question – but again, limit the number of slides you use. You are welcome to use point form on your slides.
♦ All group members should contribute equally to the presentation.
♦ Ask some questions to the rest of the class about the article(s), and for feedback on your suggested answers.
♦ Do not talk for too long! You should aim to talk for a total of 7-10 minutes NOT counting the class discussion.
♦ Make your overheads as easy to read as possible (Microsoft PowerPoint is a commonly used package for presentations in the business world). You may also wish to prepare handouts to accompany your presentation.
♦ Draw on international business theories and concepts (i.e. the material we are covering in lectures, the reader and textbook) to assist you in developing a comprehensive answer.
♦ Try to be creative – you can design your presentation in an innovative way (e.g. use of role plays), so long as you still cover the necessary material and answer the question. Make your presentation as interesting and lively as you can.
♦ You are expected to conduct additional research in order to expand your answer to the question(s).
♦ Please hand in copies of your overheads to your tutor upon conclusion of your presentation.
♦ Presentation marks will be released once all groups in the tutorial have completed their presentations.
♦ Part of your responsibility is to show interest in the presentations of other groups – this means listening attentively, taking notes, participating in class discussion AND coming to class having read the article.