SCHOOL OF ORGANISATION AND MANAGEMENT

Master of Commerce Program

MGMT 5601: GLOBAL BUSINESS AND THE MULTINATIONAL ENTERPRISE

Course Program
Course Aims and Objectives:
The aim of this course is to survey the theory and practice of global business and the multinational enterprise (MNE). This course focuses on the factors that shape the globalisation process, the international business environment, the internationalisation of the firm and MNE entry modes. Areas of study include analysis of the differences between national and international business environments (foreign exchange, culture, country risk etc), the role of supranational organisations, the impact of globalisation on firm behaviour and operations, and forms of servicing foreign markets (including FDI, joint ventures, licensing, franchising, strategic alliances and exporting).

The specific objectives include:

- gaining insight into the development of the multinational enterprise and the process of firm internationalisation;

- understanding the impact of global environmental factors and national differences, including the concept of country risk;

- understanding the role of supranational organisations, especially the WTO and regional economic agreements, in affecting market access;

- analysing the modes of international involvement and explaining why and in what forms international operations take place.

After completing this subject you should:

- Be able to apply conceptual frameworks and theories to enhance your understanding and problem solving abilities across a range of issues concerning globalisation and firm internationalisation.

- Have refined your critical thinking and analytical skills through the analysis of international business cases studies and class exercises.

- Have developed a substantial grasp of the contemporary international business literature through the assigned reading materials.

Course Director:
Dr Catherine Welch

Lecturers:
Dr. Catherine Welch
Room: Quad 3019; Phone: 9385-5882; Fax: 9313 6775; Email: c.welch@unsw.edu.au

Consultation Hours:
Dr Catherine Welch: Tuesday 16-1800. Outside of these hours, students will need to make an appointment.

Lecture and Seminar Times:
Tuesday 1800-2100 Quad 3005
Wednesday 1000-1300 Quad 3005

NB: Students must attend the class groups to which they are assigned. Unless they have permission, full-time students must attend day classes.
Text and Course Readings:
The text for the course and additional reference books are listed below. The weekly reading required for seminars is detailed in this course outline. All students should come to the class having completed at least the essential reading contained in the Course Reader. Further readings, which may be of interest, are also listed below.

Textbook:
The readings for this course are contained in a book of readings (hereafter referred to as the Course Reader), which is sold through the UNSW Bookshop.

The following textbook may also be useful, particularly for those students with no prior background in international business, but it is recommended only (ie not required to purchase, and not compulsory to read):


This textbook has a companion website: http://www.mhhe.com/hill

Additional Reference Books (available from library):

---- (eds), International Mergers and Acquisitions: A Reader (ITP, 2002).


McDonald, Frank and Burton, Fred, International Business (Thomson 2002).


Students should also acquaint themselves with the major academic journals in international business and are expected to utilise these journals for assignments and projects. Key journals include Journal

In addition, students should aim to keep abreast of current events in the global business environment. Useful global media sources include The Economist, The Far Eastern Economic Review, The Financial Times, BusinessWeek, Fortune and The Wall Street Journal. These publications can be accessed via the university library’s database Factiva.

The library has set up a web-based subject guide for International Business that is a useful starting point for research. The URL address of the International Business Subject Guide is http://info.library.unsw.edu.au/sshl/guides/inter/interkey.html.

Course Outline:
A list of scheduled lecture 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 assigned readings but aim to extend them and provide a framework for understanding both theoretical concepts and applied materials. In order to make the most out of lectures and classroom activities, text chapters and assigned readings should be completed before the lecture. Because classes rely heavily on student interaction through group discussion, casework and other exercises it is essential that preparation for each class be completed in advance.

Course website:
This course has a web-page that can be accessed via the following URL address: http://www.webct.unsw.edu.au. To enter the site you will be asked for your WebCT ID (your student ID, preceded by a ‘z’) and your password (your UniPass).
## SEMINAR SCHEDULE

<table>
<thead>
<tr>
<th>Week Beginning</th>
<th>TOPIC</th>
<th>CASE/ACTIVITY</th>
<th>READING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Course Overview, Introduction to International Business</td>
<td>No reading this week</td>
<td></td>
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<tr>
<td>2</td>
<td>The Multinational Enterprise (MNE) in a Globalised World</td>
<td>Learning Case Analysis Method</td>
<td><em>Course Readings</em></td>
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<td></td>
<td></td>
<td>Mini-Case: Which Company is Transnational?</td>
<td>(Hill, ch.1)</td>
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<tr>
<td>3</td>
<td>Country Analysis 1: Political and Legal Environment</td>
<td>Intel's Site Selection Decision in</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td></td>
<td>Latin America</td>
<td>(Hill, ch.2)</td>
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<tr>
<td>4</td>
<td>Country Analysis 2: Economic and Financial Environment</td>
<td>Roustam</td>
<td><em>Course Readings</em></td>
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<td></td>
<td></td>
<td></td>
<td>(Hill, ch.2, 9)</td>
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<tr>
<td>5</td>
<td>Country Analysis 3: Socio-Cultural Environment</td>
<td>Matra-Ericsson Telcommunications 1990</td>
<td><em>Course Readings</em></td>
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<td></td>
<td></td>
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<td>(Hill, ch. 3)</td>
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<tr>
<td>6</td>
<td>World Trading System: Multilateralism and Regionalism</td>
<td>Beijing Jeep at a Crossroads</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td>(Wednesday class for this week will need to be rescheduled)</td>
<td></td>
<td>(Hill, ch.5, 8)</td>
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<tr>
<td>7</td>
<td><strong>MID-SESSION TEST: NO SEMINAR THIS WEEK</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>The Internationalisation of the Firm</td>
<td>From Exporters to Global Producers:</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td></td>
<td>The Big Four Australian Wine Companies</td>
<td>(Hill, ch.14)</td>
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<tr>
<td>9</td>
<td>Foreign Direct Investment (FDI): Theory and Trends</td>
<td>Lincoln Electric’s Harsh Lessons</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td></td>
<td>from International Expansion</td>
<td>(Hill, ch. 6)</td>
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<tr>
<td></td>
<td><strong>MID-SESSION RECESS</strong></td>
<td></td>
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<td></td>
<td><strong>1 week</strong></td>
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<tr>
<td>10</td>
<td>International Joint Ventures and Strategic Alliances</td>
<td>No case this week due to group</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td></td>
<td>consultations</td>
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<tr>
<td>11</td>
<td>Exporting</td>
<td>Ronstan</td>
<td><em>Course Readings</em></td>
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<tr>
<td>12</td>
<td>Licensing and Franchising</td>
<td>Aries Helicopter</td>
<td><em>Course Readings</em></td>
</tr>
<tr>
<td>13</td>
<td>International Project Operations</td>
<td>Grinlec and Medellin underground</td>
<td><em>Course Readings</em></td>
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<tr>
<td></td>
<td></td>
<td>project</td>
<td></td>
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<tr>
<td>14</td>
<td>Review</td>
<td>No case – revision only</td>
<td></td>
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</tbody>
</table>
## ADDITIONAL COURSE READINGS

<table>
<thead>
<tr>
<th>#</th>
<th>Title</th>
<th>Authors/Editors</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction – no reading</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Adamides, E.D., Y. Stambolis and V. Kanellopoulos (2003), ‘Economic Integration and Strategic Change: The Role of Managers’ Mental Models’</td>
<td>Strategic Change, 12, pp. 69-82.</td>
</tr>
<tr>
<td>10</td>
<td>Mid-session test: no reading</td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Review – no reading</td>
<td></td>
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ASSESSMENT:

In order to pass this course you must
a) complete each item of assessment;
b) achieve an overall mark of at least 50 percent of the possible total; and
c) achieve a combined score of at least 35 out of 70 marks in the mid-session test and final exam.

<table>
<thead>
<tr>
<th>Method of Assessment</th>
<th>Value</th>
<th>Date</th>
<th>Length/Time</th>
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</thead>
<tbody>
<tr>
<td>Mid-session test</td>
<td>20%</td>
<td>Distributed Week 4, due in class Week 8</td>
<td>2500 words</td>
</tr>
<tr>
<td>Group project report</td>
<td>30%</td>
<td>In class Week 13</td>
<td>5000 words</td>
</tr>
<tr>
<td>End of semester examination</td>
<td>50%</td>
<td>Examination period</td>
<td>3 hours</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Mid-session Test:**
A take-home mid-session test will be held. The test will consist of answering questions to a case. The questions and case will be distributed to students in Week 4. Answers to the case are to be no more than a total of 2500 words and are due in class in Week 8.

Please note that this test is an individual assessment task not a group assignment.

**Final Examination:**
This will take the form of a three-hour paper. The questions will be essay-based and may include unseen business cases or scenarios. The exam will be conducted externally and supervised by the UNSW Examinations Section. Details will be communicated in due course.

**Project Report:**
In groups, students will analyse the internationalization process of a firm that currently has offshore operations. In particular, the report should cover:
- the firm’s sequence of market entry/withdrawal, and explanations for its market selection;
- the ways in which the firm services its foreign markets (ie. entry/operation modes), and the reasons why these forms of foreign market servicing have been chosen;
- current industry and environmental conditions, and how these are affecting/likely to affect the firm’s internationalization
- major changes in the firm’s internationalization, and why these changes have occurred eg. switches in operation modes
- managerial implications, ie normative recommendations for management, both of the firm under study and managers of MNEs generally

It is expected that groups will consult newspapers, trade/industry reports and periodicals, and the popular press such as Business Review Weekly, The Economist, Financial Times, etc (these publications can be accessed via Factiva and ABI/Inform). Students should also use academic journals and commentary as sources for their analysis. Groups should not just rely upon internet sources alone. Some variations on the topic may be possible (eg. focus on the selected firm’s record in one particular market, or compare two different firms in the one industry), however these need to be approved by the course director.
To obtain a pass grade, the written report submitted will comprise an analysis (not just description!) of the internationalization of the selected firm, based on relevant data sources. Reports that demonstrate a high quality of analysis of processes and impacts, comprehensive research, and, where relevant, apply course concepts, use conceptual frameworks and theory to support the analysis will attract more than a pass grade.

Groups will comprise three or four students, with groups being formed in Week 3. The assignment should represent an equal contribution by all group members, although the allocation of tasks involved is the prerogative of individual teams. Group work can be rewarding but requires considerable cooperation and coordination between team members. It is important to clarify your roles early in the project, make regular meeting dates, and establish time lines for finishing work. It is also essential that you maintain a record of group discussions, email exchanges and meetings (there is a facility on WebCT to assist you with this) – this record is to be submitted as an appendix to the report.

Each group will conduct a peer review of the relative contribution of each group member in Week 9 and again in Week 13. These ratings will then be applied to the group mark so that each group member will receive a final project mark in proportion to their relative contribution.

Groups are to submit a project proposal in class in Week 6, attached to the cover sheet included in this course outline. The proposal should be approximately 300 words (excluding references) and specify the firm that the group has chosen, provide an overview of the firm’s internationalisation and include a list of ten references they have found useful to their research. Five marks will be deducted from their final report if a group fails to submit a proposal on time. Group consultations will be scheduled in Week 10, to which groups will be expected to bring along the work completed to date and discuss interim findings.

You must keep a copy of your submitted assignment and ensure that you have completed and attached the appended cover sheet to the project prior to submission. Your report should be no more than 5000 words in length (excluding appendices and the group diary) and should include in-text citations and a reference list. The submission date is not later than in class of the Week 13. It is essential that you consult and abide by university regulations regarding plagiarism.

The schedule for the group project is therefore as follows:

<table>
<thead>
<tr>
<th>Project stage</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Group formation</td>
<td>Week 3</td>
</tr>
<tr>
<td>Project proposal</td>
<td>Week 6</td>
</tr>
<tr>
<td>Interim peer review</td>
<td>Week 9</td>
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<tr>
<td>Project consultations</td>
<td>Week 10</td>
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<tr>
<td>Final project report</td>
<td>Week 13</td>
</tr>
<tr>
<td>Final peer review</td>
<td>Week 13</td>
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</tbody>
</table>

Assignments must be properly referenced (including in-text referencing) in order to obtain a pass grade. Please note that late assignments will not be accepted. If a group is having trouble meeting the due date, its members must contact the course director before the report is due.

**Report structure**
- Your report needs to contain:
  - the cover sheet included in this outline
  - table of contents: list the main sections of the report as well as any subheadings
♦ executive summary: a short explanation summarising the report’s purpose, findings, conclusions and managerial implications
♦ introduction: outline the purpose and scope of the report clearly. The introduction should also define key terms and provide a brief background to the topic. The introduction should provide a brief outline of the rest of the report.
♦ methodology: a brief description of how you researched the topic, particularly sources used.
♦ findings and discussion: this should be split into sections, each headed by a subheading. The precise breakdown of subheadings is a decision for your group and will depend on your key arguments and findings. Your discussion should be based on an understanding of key IB concepts and theories.
♦ managerial implications and conclusion: highlight the main contribution and implications of your findings.
♦ reference list: it is essential that you provide in-text citations throughout the report and a reference list in a separate section at the end of the report. The Faculty’s Education Development Unit has a useful guide to referencing that groups are encouraged to follow. The guide can be accessed at: http://www2.fce.unsw.edu.au/contribute2/fce/documents/EDU/edureferencing.pdf.
♦ appendices (if any).
♦ group diary: your group diary should briefly chronicle the dates of each group meeting held, the division of work among group members, attendance at group meetings and the minutes of meetings, as well summaries of email discussions.

Case Preparation and Discussion:
This course is strongly oriented around case material and a substantial case has been assigned each week. Weekly analysis of cases focusing on the particular topic being discussed in lectures and the reading each week provide valuable insights into real firm situations and allow you to apply theoretical and other insights in a practical real world setting. As each case is usually fairly substantial in length it is critical that you read the case carefully beforehand so that you are aware of both the detail of the case and the issues involved. A detailed guide to case analysis is provided in this handout for your information and you should read it thoroughly before attempting to analyse a case.

Preparation for the case discussion should begin with a quick reading of the assigned case and accompanying readings for that week. Then, it is worthwhile to review the case questions for clues as to what issues require special attention. The next step is to reread the case carefully, taking notes which sort information, facts and observations under a number of relevant headings. Finally, preparation will include notes that can be used to guide your contributions to class discussion on the assigned questions.

Case Questions:

Week 2: Which Company is Transnational?
1. Which company is transnational, and why?
2. In what ways are the four MNEs similar? How different are they?

Week 3: Intel’s Site Selection Decision in Latin America
1. What are the main locational factors that Intel needs to take into consideration when choosing a production site?
2. If you had to make a recommendation to Intel, which country would you select – and why?
3. Is bargaining between MNEs and host country governments a factor in this case? If so, how would you rate its impact?

Week 4: Roustam
1. How has Russia’s transitional environment affected the development of Roust Inc?
2. Is entrepreneurship in Russia different to entrepreneurship in a developed Western economy?
3. If you were the managers of an Western MNE, would you be willing to choose Roustam as a trading partner? Why/why not?

**Week 5: Matra-Ericsson Telecommunications**
1. To what extent can the problems between Matra and Ericsson be attributed to cross-cultural misunderstanding?
2. Could the culture clash have been avoided?
3. As Lars Jarnryd, you have not been allowed to assume your management position at MET. What would you do?

**Week 6: Beijing Jeep at a Crossroads**
1. How would you rate the attractiveness of the Chinese automobile market?
2. Do you agree with the assessment of the Chinese auto analyst who is quoted as saying, ‘the entire auto industry is under attack from the WTO’? How is China’s membership of the WTO likely to affect Beijing Jeep?
3. How should Beijing Jeep respond to its falling market share and to the changes brought about due to China’s entry to the WTO?

**Week 8: From Exporters to Global Producers: The Big Four Australian Wine Companies**
1. Do you think the Uppsala Model of internationalisation accounts for the international expansion of the ‘Big Four’? Explain your answer.
2. The ‘Big Four’ have been very successful in the UK, but some argue that replicating this success in other key export markets may be more difficult. Why might this be the case?
3. Why have the ‘Big Four’ moved from being just exporters to using a range of operation modes, such as joint ventures and acquisitions?
4. What challenges are the ‘Big Four’ likely to face as a result of their decision to adopt operation modes other than exporting?

**Week 9: Lincoln Electric**
1. What were the reasons for the failure of Lincoln Electric’s international expansion in the late 1980s and early 1990s? Were these reasons largely internal or external?
2. Can the internationalisation of Lincoln Electric be explained by use of a) internalisation theory; b) the Uppsala Internationalisation Model?

**Week 11: Ronstan**
1. Assess the approach to internationalisation by Ronstan.
2. ‘Ronstan’s distribution network is its major strength and its major weakness’. Comment. Would you change the company’s approach to distribution?
3. Put forward a strategy for developing the export market for Ronstan’s architectural products, particularly in Europe.

**Week 12: Aries Helicopter**
1. Assess Aries Helicopter’s use of licensing as a way of entering the UK market.
2. What should William Lance do in response to the breaches of contract by Smythe Aircraft Ltd?

**Week 13: Grinlec and Medellin Underground Projects**
1. Neither Grinlec nor Francorail and its partners succeeded in winning the international projects – CP4 and the Medellin underground – that they had been pursuing. Based on the information contained in these two cases, what are the main challenges of international project operations?
What is a Case Analysis?
A case is generally a description of a situation, which impacts on an organisation, group or individual. The 'case method' is a teaching method designed to help you apply what you have learned from the lectures, tutorials, text and course readings to actual situations. Most cases you will analyse in this unit focus on a core problem or group of problems and associated issues, integrating a number of topics covered in the unit. As a student you will be asked questions that encourage you to identify the core problem, analyse the issues, consider alternative solutions and offer a recommendation.

The objectives of case analyses can be identified as follows:
- to add realism to the course by enabling you to apply the conceptual frameworks and country-specific knowledge that you have learned to 'real' situations;
- to help you integrate the topics developed each week;
- to improve your critical-thinking and analytical abilities through interpreting situations facing MNEs;
- to improve your ability to evaluate sources of information and their credibility or reliability;
- to improve your decision-making ability, primarily through practice in recommendations;
- to improve your written and oral communication skills.

How to Approach a Case Analysis:
There are no right answers in a case situation. The only true test of a recommendation is its implementation. As this is not feasible in the case method, the “best” solution is unknown. Some answers are, however, better than others. If your decisions are based on insufficient analysis, you are more likely to arrive at a poor solution. It is the analysis of facts on which decisions are based that is important; several acceptable solutions may be derived from this analysis. There are a number of techniques or approaches to case analysis. It is useful to think of the process as involving four steps:

1. **Identify the core problem(s)**
   The first step in any case analysis is to identify the core problem. To do this, however, you must understand all the facts. It is worth taking time to highlight or note the facts as you read the case. Sometimes the core problem in the case will be obvious once you have listed the facts. At other times, you may need to read the case several times in order to identify the major problem. Cases can contain apparent problems which are not the major problem, but symptoms of a major problem. They may also contain immediate, and longer-term, underlying problems. When the problem has been identified, evidence should be provided as to why it is the main problem. That is, how do you know it is the main problem?

2. **Analyse the issues**
   A number of factors will influence the problem. These factors may be internal or external to the organisation, and involve individuals, groups or whole countries. They may be inside or outside the organisation’s or individual’s control. The manner in which these issues affect the problem must be considered. Often these issues need to be addressed in order to ‘solve’ the problem.

   When analysing the issues, one must be aware of the inherent bias in the case. Even though based on a real situation, the case is described through the perceptions of someone else -- the case writer. What is presented as fact may not actually be so clear-cut, particularly when statements refer to individuals’ personalities, or when the ‘characters’ in the case may have a hidden agenda. Furthermore, as in real-life situations, cases rarely contain all the information required. It may therefore be necessary to make assumptions; these must, however, be clearly articulated.
3. **Explore alternative solutions**
   There are usually a number of possible solutions to any problem. These alternate solutions should be explored and compared, with their strengths and limitations highlighted. In international business cases, particularly those involving cross-cultural interaction, it is often important to consider solutions related to both the individual and the organisational levels.

4. **Make recommendations**
   If the evaluation of alternative solutions has been thorough, this step is relatively simple: just choose the best solution in the given circumstances! When a number of issues need to be addressed in order to solve the core problem, you might develop a set or ‘bundle’ of recommendations. You must ensure that these complement each other, and are not mutually exclusive. Whatever your recommendations, they should be both precise and well defended by your analyses. It must also be feasible to implement them!

**Acknowledgment of Sources:**
Students are expected 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. text books, reports or journal articles). 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.

**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 postgraduate assessed work and examinations:**
85+ An outstanding piece of work, of publishable quality, 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.

75-84 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.

65-74 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.

50-64 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.

40-49 Not of a passable level for a postgraduate program. 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. There is 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.

Below 40 Work not of passable standard, with 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 student has failed to engage seriously with any of the subject-matter involved, and would be very unlikely to produce work of a passing standard if given the opportunity to repeat the work.

Supplementary Examinations:
Students should consult the section on Supplementary Examinations in the Commerce and Economics Handbook. 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 Course 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. Supplementary examinations, if held, will normally take place in December. 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:**
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 of 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/](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.

**Dr Catherine Welch, Course Director**
**July, 2004**
MGMT5601 Global Business and the Multinational Enterprise

PROJECT COVER SHEET

Group Member 1
Family Name_________________________________
Given Name_________________________________
Student ID___________________________________

Group Member 2
Family Name_________________________________
Given Name_________________________________
Student ID___________________________________

Group Member 3
Family Name_________________________________
Given Name_________________________________
Student ID___________________________________

Group Member 4
Family Name_________________________________
Given Name_________________________________
Student ID___________________________________

We certify that this project is our work based on our own personal study and/or research, and that we have acknowledged all material and sources used in the preparation of this project whether they be books, articles, reports, lecture notes or any other kind of document or personal communication. We also certify that this assignment has not previously been submitted for assessment in any other subject or at any other time in the same subject and that we have not copied in part or whole or otherwise plagiarised the work of other students and/or persons.

Signatures 1. ___________________             2. ____________________
3. ____________________              4. ____________________
MGMT5601 Global Business and the Multinational Enterprise

PROJECT PROPOSAL COVER SHEET

Group Member 1
Name ____________________________________________
Student ID _________________________________
Contact phone number(s) _______________________________
Email address ____________________________________________

Group Member 2
Name ____________________________________________
Student ID _________________________________
Contact phone number(s) _______________________________
Email address ____________________________________________

Group Member 3
Name ____________________________________________
Student ID _________________________________
Contact phone number(s) _______________________________
Email address ____________________________________________

Group Member 4
Name ____________________________________________
Student ID _________________________________
Contact phone number(s) _______________________________
Email address ____________________________________________

Choice of industry: ____________________________________________

Signatures 1. ___________________ 2. ___________________
3. ___________________ 4. ___________________

Your proposal is due in Week 6.
Please rate your group members on the basis of their contribution to the group project. This evaluation is confidential so please reply honestly. Use the following scale:

<table>
<thead>
<tr>
<th>SCALE:</th>
<th>A = Outstanding</th>
<th>B = Good</th>
<th>C = Average</th>
<th>D = Poor</th>
<th>E = Very poor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to group proposal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance at group meetings</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Research effort</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Understanding of key concepts</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Willingness to fulfil assigned tasks</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Consideration for others</td>
<td></td>
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</tr>
</tbody>
</table>

This peer review is due in Week 9.
MGMT5601 Global Business and the Multinational Enterprise

FINAL PEER REVIEW

Name: .................................................................

ID: ........................................ Signature...................................

Please rate your group members on the basis of their contribution to the group project. This evaluation is confidential so please reply honestly. Use the following scale:

<table>
<thead>
<tr>
<th>SCALE:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A = Outstanding</td>
<td>B = Good</td>
<td>C = Average</td>
<td>D = Poor</td>
<td>E = Very poor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contribution to writing of final report</td>
<td>Attendance at group meetings</td>
<td>Research effort</td>
</tr>
<tr>
<td>Understanding of key concepts</td>
<td>Willingness to fulfil assigned tasks</td>
<td>Consideration for others</td>
</tr>
</tbody>
</table>

This peer review is due in Week 13.