Unit Outline*

MGMT8505

International Management

EMBA Trimester 1, 2011
Crawley

Professor Roger Smith

Business School
www.business.uwa.edu.au

* This Unit Outline should be read in conjunction with the Business School Unit Outline Supplement available on the Current Students web site http://www.business.uwa.edu.au/students
UNIT DESCRIPTION

Introduction
Welcome to this unit which I am sure you will find interesting and useful given that business and management is now firmly established as an international activity. As the unit coordinator and lecturer I have overall responsibility for the running of the unit.

I have a PhD from Bath University in the UK, an MBA from the University of Saskatchewan in Canada and initially graduated from UWA with a Science degree and a Diploma in Education. In addition I am a Certified Management Consultant, Fellow of the Institute of Management Consultants (Australia) and a Fellow of the Asian Forum on Business Education. My career has been extensive and has included fifteen years in the chemical and mining industries in Australia and Canada in the areas of production management, systems analysis and training and development. I also spent some years after my industrial work as a university lecturer specialising in organisational analysis, design and development, corporate planning and human resource management.

For the period 1982-1996 I worked as a management consultant and I’m still a Director of Intrain, a Perth based consulting and training business. As well as consulting to a number of local organisations I worked on many overseas projects in Indonesia, Nepal, Malaysia, China, Thailand, Fiji and Mauritius either in the private sector or with UNDP, ILO, AusAID or the World Bank (IBRD). I have also jointly founded, owned and operated a private education export business in WA. In 2008 I was awarded a Citation for Outstanding Contributions to Student Learning by the Business School.

My text on management consulting, "Mind for Hire", and an earlier book, "Maxims for Managers" followed two co-authored books, "The Jindalee Factor" and "From Black Hole to Blue Sky" which examined entrepreneurial behaviour in Western Australia. I am currently working on a practical guide for managers on "Going Global" and I've produced a set of class readings for students called “Management Allsorts” which I use for this unit.

Unit content
International Management is an introductory unit dealing with the globalisation of business and the management of those businesses. The focus is on those business activities that cross national boundaries including movements of goods, services, capital, personnel and technology. The unit presents conceptual frameworks for the analysis of international business management problems and issues encountered by multinational corporations as well as small and medium-sized enterprises engaged in importing, exporting and other forms of international business based on FDI.

This includes such topics as the interaction of international business firms with host country economic, political, social and cultural environments; political and business risk analysis; formation and management of international joint ventures and wholly owned subsidiaries; multi-national organisation structure and design; formulation of global business strategies, policies and planning and control systems; the characteristics of international managers and their selection, training and career management; the management of expatriate and foreign workforces; ethics and international business.

The goal of the unit
The unit goal is to help you develop an understanding of international management, the people who conduct business internationally and the various factors that impact on international operations — culture and business processes, strategy, organisational design, people management and ethics. The unit adds a global dimension to the other units studied in the EMBA.
Learning outcomes

At the completion of this Unit, students should be able to:

1. Explain the 'what', 'why' and 'how' of the internationalisation process and the impact of this process on international trade and business.

2. Discuss the major strategic, organisational and operational issues facing managers in companies with international operations and explain how these issues affect management processes and results.

3. Explain the impact that cultural differences have upon organisational and management behaviour in international enterprises.

4. Discuss how the various functional tasks are integrated to achieve objectives in international enterprise operation.

5. Examine case studies involving international enterprise operation and analyse them in order to identify problems and opportunities they have faced and the effectiveness of their responses to them.

6. Produce written evidence in the form of a major report that indicates their understanding of at least one significant aspect of international management.

7. Work in an international enterprise, or in an environment that includes international enterprises, with an understanding of the complexities involved and with basic knowledge of what to expect in terms of management behaviour.

The unit has been structured with the following principles in mind.

- Clearly expressed objectives that reflect the unit content.
- An emphasis on learning rather than teaching and on learning from each other.
- Whilst I determine content, students determine the manner of communication to which they will respond most positively. I do not have all the answers in regard to managing internationally!!
- Considerable scope for student participation and activity in a supportive environment where a touch of humour is not considered unseemly.
- Opportunity for students to work both independently and in groups at more or less their own pace.
- Final assessment based on an accumulation of marks from a variety of sources.

It should be noted that failure to understand material at first contact is no great concern—uncertainty, tentativeness and questioning are acceptable initial responses in regard to unit content and presentation. Active response in some form is more desirable than passive acceptance.

Everyone has something of value to contribute and active participation in discussions, cases and exercises is expected.

You can probably pass this unit with a minimum of work providing you follow this guide, scan the written material, turn up for classes and listen and submit assignments that just satisfy the requirements. However, if you want at least a distinction accompanied by a thorough understanding of the unit, then you should take the following steps:

- Get ahead with your reading and prepare summaries of what you read.
- Plan/start assignments well ahead of time and allow time for final polishing and editing. Referencing is vital and you must use the Harvard system.
- When working in a group, pitch in and do your bit.
- Check the marking criteria for each assignment so you are clear about what I want.
- If you have any doubts about anything relating to the unit, ask me – do not make assumptions.
The unit content and schedule is based mainly on the text and will cover the following topics:

**Topic 1:** Introductory Session. An orientation to management and the unit - its content, method and assessment procedures.

**Topic 2:** International Trade and Business Overview. Includes the introduction to the text and material presented by the lecturer.

**Topic 3:** The Global Manager, Culture, Intercultural Effectiveness and Global Teams. Covered in the Text Chapters 1-4.


**Topic 5:** Social Responsibility, Law and Ethics. Covered in the Text Chapters 8-9.

**Educational principles and graduate attributes**

In this unit, you will be encouraged and facilitated to develop the ability and desire to:

- adapt acquired knowledge to new situations;
- acquire the skills needed to embrace rapidly-changing technologies in a global environment;
- undertake problem identification, analysis and solution;
- question accepted wisdom and be open to new ideas and possibilities;
- work independently and in a team;
- acquire cross-cultural and other competencies to take a citizenship and leadership role in the local, national or international community.

**TEACHING AND LEARNING RESPONSIBILITIES**

**Teaching and learning strategies**

This Unit uses a number of different methods in order to accommodate the differing learning behaviours of individual students. Lectures, articles, case studies, incident studies, videos and guided discussion provide the variety of experiences needed to understand the complexities of international management and the wide choice of information sources available to those who want to study the topic in more detail. While some methods may not appeal to you, you should be prepared to participate in each of them in order to not lose the learning opportunities inherent in their use. Do not let teaching style or method inhibit your chances to absorb the substance of the Unit.

**Teaching and learning evaluation**

This Unit has been run onshore and offshore over the past 15 years and the material has changed each year as a result of student feedback and emerging trends in international management. The text has changed a number of times as has the supplementary supporting material. Student feedback is an important factor in reviewing the Unit each year and I would appreciate your feedback at the completion of the Unit via the two survey instruments we use – SPOTS (Student Perception of Teaching) and SURF (Student’s Unit Reflective Feedback). The SPOT is optional and is an evaluation of the lecturer and the Unit and is completed in class at the end of the unit. SURF is an online survey and you will receive an email from the SURF office inviting you to complete the form. It can be completed at your convenience but preferably after the three quarter way point of the Unit.

**Attendance**

Participation in class, whether it be listening to a lecture or getting involved in other activities, is an important part of the learning process, therefore it is important that you attend classes (and be on time). More formally, the University regulations state that ‘to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials’. Where a student, due to exceptional circumstances, is unable to attend a scheduled class, they are required to obtain prior approval of the unit coordinator to be absent from that class. Any student absent from class without having had such absence approved by the unit coordinator may be referred to the faculty for advice and may be required to withdraw from the unit.
CONTACT DETAILS

We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email and will not be automatically forwarded to private email addresses.

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
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<tbody>
<tr>
<td><strong>Name:</strong></td>
<td>Professor Roger Smith</td>
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<tr>
<td><strong>Email:</strong></td>
<td><a href="mailto:roger.smith@uwa.edu.au">roger.smith@uwa.edu.au</a></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
<td>+61 8 6488 1441</td>
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<tr>
<td><strong>Consultation hours:</strong></td>
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TEXTBOOK(S) AND RESOURCES

Unit website

http://www.webct.uwa.edu.au

Recommended/required text(s)

Textbook

Readings

Additional Course Materials

Additional resources and reading material


Note: This unit outline, the Text, the Folio and Management Allsorts need to be brought to every class session.

Useful websites

Many web sites are listed or noted in the text but the following are helpful general sites:

Asia Pacific Forum – www.mcb.co.uk/apmforum/nethome.htm
IMD (Lausanne) – www.imd.ch/wcy.html
Academy of International Business – http://aib.msu.edu/
World Trade Organisation – www.wto.org
Ernst Young, country information – www.eyi.com
East Asia Analytical Unit (DFAT)- www.dfat.gov.au/eaau
Austrade – www.austrade.gov.au
Ausindustry – www.business.gov.au
Institute of SE Asian Studies (Singapore) – www.iseas.edu.sg/pub.html
USA Industry Trade Association – www.ita.doc.gov/
Indonesia Trade Links - www.tradeindonesia.com/links.htm
Site for foreigners living and working in Indonesia – www.expat.or.id
Views about British expatriates - www.britishexpat.com
Research on spouse issues - www.the-trailingspouse.com
Singapore economic statistics - www.singstat.gov.sg/
Applied Ethics at Santa Clara University - www.scu.edu/ethics
World Economic Forum - www.weforum.org
Energy Information Administration - www.eia.doe.gov
UNIT SCHEDULE

Overview
The unit is presented in two teaching sessions each day scheduled for a class. Each session includes lecture/discussion and consideration of case studies, videos and other material interspersed with rest and lunch breaks as appropriate.

Attendance for the full time allotted is required. Non-attendance or partial attendance will be subject to marks sanctions unless pre-class permission is granted because of exceptional circumstances.

VERY IMPORTANT

Students should be well prepared for the material to be considered at each session and BY READING OR RE-READING the relevant text material and associated cases allocated as well as material assigned from Management Allsorts.

THIS MEANS PREPARATION FOR EACH SESSION EACH DAY.

(See schedule below.)

Each of the session contents is noted in the schedule but its treatment will be approached flexibly so some content could move forward to the next session or back to the previous session. In other words we will cover the material but not necessarily in exactly the order given.

Schedule

Essential preparation: Student reading of material/cases for at least the first day. In particular read “Writers on Organisation” commencing on page 244 of Management Allsorts as a review of the thoughts and ideas of the early researchers on management and organisations. As you will see, much of what they say is reflected in material written in modern books so it is often a case of “old wine in new bottles”.

Also, it is very important that you read the cases assigned for each day before that day so you are prepared for the discussion and we do not waste time on reading them in class.

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DAY 1 – Saturday 29th January 2011

Session 1  9.00 – 12.00

TOPIC 1 – Introductory Session
- Introductions and discussion on experience, motivation and expectations
- Discussion on various aspects of the management task
- Overview of the International Management unit and study of the unit outline, the learning methods and assessment approach and the text.
- Mini case study "Malaysian Adventure" attached to this outline in annexure
- Consideration of the Folio Topic 1 material
- Decision making/problem solving process/case studies
- Introduction to the Starter Reference List

(Management Allsorts readings –
Maps, Myths and Methods: page 1 – be prepared to discuss this article
Koestler the Catalyst: page 19
Thinking and Problem Solving: page 215
Putting Management into Context and Practice: page 201
Conceptual Foundations of Business: page 272)
Session 2  1.00 – 4.00

**TOPIC 2 - International Trade and Business Overview**

- Lecture on international trade and business
- Discussion on text introduction and Folio Topic 2 material
- Group Case Study – Text case 1 – Monsanto Europe (page119).
- Video – Intrepid Travel

(Management Allsorts readings –
*The Implications for Australian Business of China’s WTO Entry: page 83 – be prepared to discuss this article*
Investing in Asia is Difficult but Necessary: page 160
Asia and the Economic Meltdown: page 309)

**DAY 2 – Saturday 12th February 2011**

Session 3  9.00 – 12.00

**TOPIC 3 – The Global Manager, Culture, Intercultural Effectiveness and Global Teams**

- Review of day 1
- Lecture on the global manager  [3(i)]
- Discussion of Text chapter 1 and Folio Topic 3(i) material
- Group Case Study – Text case 4 – Charles Foster Sends an Email (page153)

(Management Allsorts readings -
*The Application Dilemma - A Sceptic's Perspective: page 71 – be prepared to discuss this article*
Management by Obstruction: page 162
The Leadership Conundrum: page 167
Educating the Metamanager: page 114
Cutting into Management with Ockham's Razor: page 212
Maverick: page 306
The Rise and Fall of the British Manager: page 336)

Session 4  1.00 – 4.00

**TOPIC 3 – Continued**

- Lecture on culture  [3(ii)]
- Discussion of Text chapters 2-3 and Folio Topic 3 (ii) material
- Group Case Study – Text Case 3 – Disney Resort Paris (P. 136)
- Video – Managing in Chinese Culture

(Management Allsorts readings –
**Consulting Across National Boundaries: page 12– be prepared to discuss this article**
Consulting Culture and Situational Fit: page 31
Organisational Culture as Paradigm: page 107
Cultural Compromise: page 129
The Closing of the American Mind: page 296
Is Australia an Asian Country: page 301)
DAY 3 – Saturday 26th February 2011

Session 5  9.00 – 12.00

**TOPIC 3 – [3(ii)] Continued**
- Review of day 2
- Discussion of Text Chapter 4
- Group case Study - Text Case 5 – The Leo Burnett Company Ltd (page 157)

(Management Allsorts readings -
Maintaining Social Order: page 302
Cultured Response to Disparities: page 311 – be prepared to discuss this extract
The General in his Labyrinth: page 314
Organisational Culture and Leadership: 349
Cross Cultural Communication and the Trainer: 352)

Session 6 – 1.00 – 4.00

**TOPIC 4 – Strategy, Structure, HR Systems and Political Risk**
- Lecture on **Strategy (and Risk)** [4(i)]
- Discussion on Text Chapter 5 and Folio Topic 4 (i) material
- Group Case Study – Text case 6 – Blue Ridge Spain (page 252)

(Management Allsorts readings –
The Role of Policy: page 164
Diffusion Management: page 172
Strategic Planning Review: page 179
The Third Wave and its Implications: page 304
**The Means End Quandary:** page 121 – be prepared to discuss this article)

DAY 4 – Saturday 12th March 2011

Session 7  9.00 – 12.00

**TOPIC 4 – Continued**
- Review of day 3
- Lecture on **Organisation and Management** [4(ii)]
- Discussion Folio Topic 4 (ii) material
- Group Case Study – Text case 7 – Global Multi-Products Chile (page 267)

(Management Allsorts readings –
The Organisation’s Underworld: page 137 – be prepared to discuss this article
Blunders in International Business: page 288
The Little Red Book of Business: page 374)

Session 8  1.00 – 4.00

**TOPIC 4 – Continued**
- Lecture on **IHRM** [4(iii)]
- Discussion on Text Chapter 6 and Folio Topic 4 (iii) material
- Class Exercise - Who to Hire (to be distributed)
- Video TBA

(Management Allsorts readings –
**Smoke and Mirrors:** page 45 – be prepared to discuss this article
Buying EQ and SQ: page 97
Executive Workplace Performance Mentoring: page 159
Punished by Rewards: page 221
The American Idea of Success: page 331
Effective Teambuilding: page 346)
DAY 5 – Saturday 26\textsuperscript{th} March 2011

Session 9  9.00 - 12.00

**TOPIC 5 – Social Responsibility, Law and Ethics**

- Review of day 4
- Lecture on **Law and Ethics**
- Discussion of Text Chapters 8-9 and Folio Topic 5 material
- Group Case Study – Text Case 10 – NES China: Business Ethics (page 356)

(Management Allsorts readings –
Lila: an Enquiry into Morals: page 361
Bribery or Facilitation: page 166
**Values in Tension:** page 369 – be prepared to discuss this article
Brief Introduction to Law and Ethics: page 376)

Session 10  1.00 – 4.00

- Lecture on the future of international management
- Discussion of Rethinking the Future
- Video - Africa
  (Management Allsorts readings –
  **Rethinking the Future:** page 228 – be prepared to discuss this summary)

DAY 6 – Saturday 9\textsuperscript{th} April 2011

Session 11  9.00 – 12.00

- Full unit review through open discussion
- Final case study – To be issued

Session 12  1.00 – 4.00

- Video – The Corporation
- Summary of unit
- Discussion of exam and requirements.

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**ASSESSMENT MECHANISM**

**The purpose of assessment**

There are a number of reasons for having assessable tasks as part of an academic program. The assessable tasks are designed to encourage you to explore and understand the subject more fully. The fact that we grade your work provides you an indication of how much you have achieved. Providing feedback on your work also serves as part of the learning process.
### Assessment mechanism summary

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<tr>
<td>1. Reviews</td>
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<td>2. Group case report</td>
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<td>3. Major essay</td>
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<td>4. Exam</td>
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- The group assignment can be handed in during the class on 26 March
- The individual assignment can be handed in to the PG Centre on 1 April

**Note 1:** Results may be subject to scaling and standardisation under faculty policy and are not necessarily the sum of the component parts.

**Note 2:** The grade FC indicates failure to complete an identified essential assessment component and means failure of the unit even if your other grades add up to more than 50%

**Note 3:** Your assessed work may also be used for quality assurance purposes, such as to assess the level of achievement of learning outcomes as required for accreditation and audit purposes. The findings may be used to inform changes aimed at improving the quality of Business School programs. All material used for such processes will be treated as confidential, and the outcome will not affect your grade for the unit.

### Assessment components

1. **Reviews.** This mark will be based on the results you achieve on the 10 multiple choice answer questions used in the tests which serve as the review mechanism. You will be self marking each test and handing in the marked test for recording purposes, after which it will be returned to you for future reference.

   **Maximum mark:** 10% (individual mark)

2. **Group case report** on case analysis and recommendations in regard to a case that will be issued on day one of the program.

   Case study groups for this assessment item will be self formed but each group should be composed of no more than 4 members unless you can make a case for a 5 member group.

   (The mark will be based on your comprehension of the situation, the use and analysis of evidence and logic to justify your conclusions and the persuasiveness and readability of your writing. Paper length should be about 2,000 – 2,500 words excluding appendices. There is a marking guide attached in the annexures)

   **Due date:** 26/4/11

   **Maximum Mark:** 25% (group mark)

   There is an expectation that all group members will contribute about equally to the preparation and production of case answers to obtain the common group mark and a **signed statement by each group member on each submission should indicate that this is accepted.**
If this is not the case and agreement cannot be reached then I should be informed and the situation will be resolved in consultation with the group.

3. **Preparation of a major essay paper based on research on a topic or question chosen from those listed at the end of this guide (see annexures)**

This major paper should be about 2,500 words in length, excluding the reference list and any appendices. All sources must be properly referenced (using the Harvard system) – internet included. At least 12 - 15 academic sources should be accessed to support your argument. Criteria for marking are indicated on the attached assignment marking guide (see annexures). Please note that I do not consider Wikipedia to be a credible academic reference. The best references are to be found from amongst the relevant refereed journals to be found on the UWA library site.

**Due date: 1/4/11**  
**Maximum mark: 30%** (individual mark)

4. **Exam:**  
The exam will consist of 4 questions based on the text (one from each part) which require a short answer (approximately a page to a page and a half) and 1 question related to a case in international business management. Your answers will need to demonstrate that you have a good grasp of the theoretical material covered during the course as well as evidence that you understand and appreciate the practical aspects of the case. Time for the exam will be 3 hours plus 10 minutes reading time.

**Exam date: TBA**  
**Maximum mark: 35%**

**Submission of assignments**

Please remember to attach an Assignment Cover Sheet to the front of your assignment. You can download and print your Assignment Cover Sheet from the Current Students web page [http://www.business.uwa.edu.au/students/assessments](http://www.business.uwa.edu.au/students/assessments).

Assignments should be submitted as described above. Late assignments will attract a penalty of 5% per day. I will waive this penalty only in exceptional circumstances. No marks will be awarded to assignments submitted after other students in the class have had their assignments returned.

It is the intention that the marked assignments will be returned within two weeks of submission.

**Student Guild**

Phone: (+61 8) 6488 2295  
Facsimile: (+61 8) 6488 1041  
E-mail: enquiries@guild.uwa.edu.au  
Website: [http://www.guild.uwa.edu.au](http://www.guild.uwa.edu.au)

**Charter of Student Rights and Responsibilities**

The Charter of Student Rights and Responsibilities outlines the fundamental rights and responsibilities of students who undertake their education at UWA (refer [http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights](http://handbooks.uwa.edu.au/undergraduate/poliproc/policies/StudentRights)).
Appeals against academic assessment

The University provides the opportunity for students to lodge an appeal against assessment results and/or progress status (refer http://www.secretariat.uwa.edu.au/home/policies/appeals).

Welcome to this unit. I hope you find it interesting, useful and enjoyable. I am here to present the material but expect that there is also a lot of international experience in the class so I would expect that those with that experience would feel free to contribute their ideas and views even when they disagree with mine – there are no definitive answers in international management, only ‘rules of thumb’ which, however, can be different for different people!! For those with no offshore experience do not be backward in asking questions as there is no penalty for asking.

I am pleased to be able to share this particular learning journey with you all.

Roger
ANNEXURES

Major Essay Questions

The following questions broadly cover the field of International Management. You are required to choose one on which to base your major essay. Providing you tackle the topic area implied in each, your approach to the essay can be as individual and innovative as you like.

1. Compare and contrast FDI and FPI and evaluate their role as catalysts for change in recipient countries and what a country can do to attract both forms of investment? (You can choose a particular country for this question if you wish.)

2. Compare and contrast the Hofstede, and GLOBAL cultural frameworks and choose one as being the most useful of the two and justify your choice?

3. “Western management practices are being adopted by the countries of Asia?” Do you agree with this statement? Why or why not?

4. Discuss the nature of international joint ventures and wholly owned subsidiaries and when it is appropriate to use one or the other form of FDI?

5. What general advice should be given to a small business that wants to enter the international market via a joint venture? Would this advice apply equally to a manufacturer and to a service provider?

6. Is there any point in distinguishing between cultural relativism and ethical relativism? Justify your answer.

7. Examine the HRM function and its application in a foreign country of your choice and highlight the differences to the application of the function in Australia?

8. Choose one country in the European or African region and evaluate the impact of its political, economic and legal systems on a foreign company doing business there via a FDI?

9. Explain how small to medium sized firms can protect themselves from political risk in the international arena? What are the possible costs of so doing?

10. What type of ethical conflicts can arise when international business people conduct business with persons from other cultures and how can they be dealt with?

11. Present a comprehensive description of what you feel would provide the best strategy for a company operating internationally to select and prepare staff for expatriate management roles as well as their repatriation?

12. What are the main dangers of entering the international arena without experience in international business and with limited finances? How can the dangers be reduced?

13. What is the role of Government in international business and how much control should they exercise in this role?

14. Discuss the role of countertrade in international business?

15. “The low participation rate of women in both national and in international management at senior levels seems to indicate that women have a lack of managerial competence.” What is your response to this statement?
Mini Case for Session 1.

A Malaysian Adventure.

An Australian team was negotiating in KL, trying to set up a deal with a Chinese family business in Malaysia. The company was informally structured, and the organisational chart they were shown was obviously inaccurate. For instance, the second son was titled Finance manager, but spent most of his time in marketing. Finance was the responsibility of a sister-in-law, whose name did not appear on the chart. Never-the-less, the president of the Malaysian company, first son of the late founder, impressed his visitors with his obvious sincerity and determination to reach a settlement. After three days, an informal agreement was reached and the young man announced that after sorting out a few last details, he would sign the deal, probably in the next 24 hours.

The Australians congratulated themselves on concluding so rapidly. They looked forward to the opportunity to discuss further collaboration. But for the next two days they heard nothing from the young president and telephone calls failed to reach him.

Then the younger brother appeared. He greatly regretted that no deal could be made. Their widowed mother had refused her eldest son permission to sign. The Australians had neither seen nor heard of the lady before. They discovered that she held no office in the company. However, her family authority translated into absolute right of veto over the company's business.

Questions
1. Why were the Australians disappointed? What relationship had they expected to create with the Malaysians? Why did they have these expectations?
2. How could they have protected themselves against this disappointment?
3. How should you respond to the younger brother's announcement - assuming you still want to collaborate?
4. What implications does this case have for international management?
## CASE ANALYSIS MARKING SHEET

**CASE:**

**SUBMISSION BY:**

**Total marks allowed for this case:**

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<th>G 4</th>
<th>AV 3</th>
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**Marks for A =**

**B. Analysis/Synthesis** (You do not have to use the headings below but the case report must contain the information implied by each heading.)

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<th>G4</th>
<th>AV3</th>
<th>F2</th>
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<td>What is case about? (briefly)</td>
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<td>. Issues/problems identified . Objectives set</td>
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<td>Improvement ideas</td>
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<tr>
<td>Recommendations . Action plan</td>
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<tr>
<td>Conclusion</td>
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**Marks for B =**

**Total marks, A + B =** ______%

**Percentage =** ______%

**FINAL MARK =** ______

(Note: Maximum marks = 45 )

(40 marks if references/appendices not used)
ASSIGNMENT MARKING SHEET

ASSIGNMENT/ESSAY:

Total marks available for this assignment/essay:

SUBMISSION BY:

RESULTS:

A. General Presentation

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<thead>
<tr>
<th></th>
<th>VG 5</th>
<th>G 4</th>
<th>AV 3</th>
<th>F 2</th>
<th>P 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contents page, format,</td>
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<tr>
<td>Logic of presentation</td>
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<tr>
<td>Writing style, spelling,</td>
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<tr>
<td>grammar and sense</td>
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<td>References</td>
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<td>Appendices</td>
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Marks for A =

B. Content

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<th>F 2</th>
<th>P 1</th>
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<tbody>
<tr>
<td>Introduction/theme</td>
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<tr>
<td>Conceptual framework</td>
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<tr>
<td>Understanding of theory</td>
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<tr>
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<td>Relation to practice</td>
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Marks for B =

Total Marks, A + B =  

Percentage =  

(50 if no appendices)

(Note: maximum marks = 55)