Unit Outline*

MGMT3341

International Management

Semester 1, 2011
Crawley Campus

Unit Coordinator – Donella Caspersz

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
All material reproduced herein has been copied in accordance with and pursuant to a statutory licence administered by Copyright Agency Limited (CAL), granted to the University of Western Australia pursuant to Part VB of the Copyright Act 1968 (Cth).

Copying of this material by students, except for fair dealing purposes under the Copyright Act, is prohibited. For the purposes of this fair dealing exception, students should be aware that the rule allowing copying, for fair dealing purposes, of 10% of the work, or one chapter/article, applies to the original work from which the excerpt in this course material was taken, and not to the course material itself.

© The University of Western Australia 2011
UNIT DESCRIPTION

Introduction
Welcome to international management. The term ‘international management’ refers to the knowledge and skills required by those managing international business. Whilst completing this course will not ‘make’ you international managers, at the same time the course has been designed to give you an introduction to the knowledge and skills that you will need to be an international manager.

Unit content
This course covers theoretical and conceptual issues related to the formulation and practice of international management. The course provides an opportunity to discuss these within the framework of case studies and/or relevant discussion questions.

The goal of the unit
This course provides an opportunity to develop an introductory understanding about international management that may be gainfully applied in an appropriate work environment.

Learning outcomes
On completion of this unit, you should be able to:
- Appreciate core knowledge about theories and frameworks in international management
- Identify a ‘checklist’ of factors influencing international management
- Formulate appropriate solutions to typical problems/issues in international management
- Communicate clearly, effectively and appropriately in relation to typical problems/issues in international management
- Demonstrate an awareness of social and ethical issues in an international context

Educational principles and graduate attributes
In this unit, you will be encouraged and facilitated to develop the ability and desire to develop:
- Develop critical thinking and evaluation skills
- Develop high-level communication (verbal and written) skills
- Develop the ability to work effectively, independently and in a team situation
- Develop on line competencies to work independently and in a team situation

TEACHING AND LEARNING RESPONSIBILITIES

Teaching and learning strategies
The course is heavily oriented towards the development of your problem-solving skills in an environment that draws on the knowledge and experience of your peers as well as your academic facilitators. Thus, your participation in class discussions on relevant topics or case studies is critical. A team-based project will be used as a major assessment vehicle.

Teaching and learning evaluation
You are asked to complete two evaluations during this unit. The Student Perception of Teaching (SPOT) and the Students’ Unit Reflective Feedback (SURF). The SPOT is optional and is an evaluation of the lecturer and the unit. The SURF is completed online and is a university wide survey and deals only with the unit. You will receive an email from the SURF office inviting you to complete the SURF when it is activated. We encourage you to complete the forms as your feedback is extremely important and can be used to make changes to the unit or lecturing style when appropriate.
**Attendance**

Participation in class, whether through 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. More formally, the University regulations state that 'to complete a course or unit students shall attend prescribed classes, lectures, seminars and tutorials'.

Students should not expect to obtain approval to miss more than one tutorial unless there are exceptional circumstances.

**CONTACT DETAILS**

*We strongly advise students to regularly access their student email accounts. Important information regarding the unit is often communicated by email or placed on the unit WebCT page. Please check these regularly.*

<table>
<thead>
<tr>
<th>Unit coordinator/lecturer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
</tr>
</tbody>
</table>
| **Lecture times:** | Tuesday 11:00-11:45  
                    Wednesday 1:00-1:45 |
| **Lecture venue:** | Chem: Tattersalls LT (Tuesday)  
                   SSEH: John Bloomfield LT (Wednesday) |

<table>
<thead>
<tr>
<th>Tutor</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td><strong>Email:</strong></td>
</tr>
<tr>
<td><strong>Phone:</strong></td>
</tr>
<tr>
<td><strong>Consultation hours:</strong></td>
</tr>
<tr>
<td><strong>Tutorial times:</strong></td>
</tr>
<tr>
<td><strong>Tutorial venue:</strong></td>
</tr>
</tbody>
</table>
TEXTBOOK AND RESOURCES

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

Recommended/required text

Additional resources and reading material
Where appropriate, additional readings have been indicated against the relevant lecture and/or tutorial programme. However, students may wish to access the following journals and readings:

*International Business Review*

The International Business Review provides a forum for academics and professionals to share the latest developments and advances in knowledge and practice of international business. It aims to foster the exchange of ideas on a range of important international subjects and to provide stimulus for research and the further development of international perspectives. The international perspective is further enhanced by the geographical spread of the contributors.

*Thunderbird International Business Review*

Thunderbird School of Global Management is the editorial home of Thunderbird International Business Review (TIBR), a practitioner business journal that publishes the latest in research and thought leadership on global business practices throughout the world.

*Journal of International Business Studies*

The official publication of the Academy of International Business, publishing papers of significant interest that contribute to the theoretical basis of business and management studies. The Journal of International Business Studies’ broad scope and developmental editorial policies create accessible, thought-provoking content for the general academic business community.

*Journal of World Business*

The Journal of World Business publishes manuscripts that are broad in scope, but demonstrate keen insights into problems facing the professional practitioner as well as the academician.

*Journal of International Management*

The Journal of International Management is devoted to advancing an understanding of issues in the management of global enterprises, global management theory, and practice; and providing theoretical and managerial implications useful for the further development of research.

*The Journal of Comparative International Management*

The Journal of Comparative International Management is a refereed journal devoted to publication of high-quality articles in the field of comparative, international management for advancing understanding of organizations and management around the world through theoretical and empirical research.
Journal of International Management Studies

Journal of International Management Studies (JIMS) is an international organization of university and college professors. The purpose of the JIMS is to provide opportunities for and to encourage the exchange of ideas and research between and among its members as well as to provide forums for the dissemination of research to its members and other constituencies. The JIMS also seeks to encourage and facilitate high quality teaching in the field of business and public/non-profit administration and related disciplines.

Academy of Management Journal

The mission of the Academy of Management Journal is to publish empirical research that tests, extends, or builds management theory and contributes to management practice. All empirical methods -- including, but not limited to, qualitative, quantitative, field, laboratory, and combination methods -- are welcome. To be published in AMJ, a manuscript must make strong empirical and theoretical contributions and highlight the significance of those contributions to the management field. Thus, preference is given to submissions that test, extend, or build strong theoretical frameworks while empirically examining issues with high importance for management theory and practice. AMJ is not tied to any particular discipline, level of analysis, or national context.

Asian Academy of Management

This is a peer-reviewed journal published twice a year (March and September) by the Asian Academy of Management (AAM) and Penerbit Universiti Sains Malaysia. It is a specialized journal focusing on research in Accounting and Finance. The editorial committee is committed towards ensuring publication of articles that meet high quality standards through its blind review process.

Harvard Business Review

The International Journal of Human Resource Management

Concerned with the expanding role of strategic human resource management in a fast-changing global environment, the journal focuses on future trends in human resource management, drawing on empirical research in the areas of strategic management, international business, organizational behaviour, personnel management and industrial relations that arise from internationalization

- technological change
- market integration
- new concepts of line management
- increased competition
- changing corporate climates

Asia-Pacific Journal of Management

The Asia Pacific Journal of Management publishes original manuscripts on management and organizational research in the Asia Pacific region, encompassing Pacific Rim countries and mainland Asia.
# UNIT SCHEDULE

## Lecture Programme

<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Text Readings</th>
</tr>
</thead>
</table>
| 1      | Introduction: Course objectives & requirements  
A Framework for Analysis  
Presentation about virtual tools used in the course.  
Presentation about teamwork  
Video: Tom Wujec: Build a Tower: Build a Team  
[http://www.ted.com/talks/tom_wujec_build_a_tower.html](http://www.ted.com/talks/tom_wujec_build_a_tower.html)  
Reflection Question: Think about potential issues when working in virtual teams. How are you going to tackle these problems? |  |
| 2      | **General Environment:**  
The Global Business Environment / Economic / Technology / Demographics  
Reflection Question: Look at the shift of power from the U.S. Think about how globalisation is going to affect developing countries. Are they closing in the gap they have with developed countries?  
Video: M. Gerken. Dispatch: Economic Effects of Flooding  
[http://www.youtube.com/watch?v=8algay5CCBg](http://www.youtube.com/watch?v=8algay5CCBg)  
Reflection Question: Think about how climate change impacts on risk assessment for international projects. | Chapter 1 |
| 3      | **General Environment:**  
Political & Legal foundations of International Management  
Video: EGYPT AS FIERCE RIOTS RAGE IN CAIRO  
[http://www.youtube.com/watch?v=DITDyAN_I-8](http://www.youtube.com/watch?v=DITDyAN_I-8)  
Reflection Question: How will international businesses located in Egypt manage their risk in this environment? | Chapter 2 |
| 4      | **General Environment:**  
Understanding differences in Cultures  
Perception, Interpretation, and Attitudes across Cultures  
Culture differences exercise  
Video: Body Language Expert: Gestures and Cultural Differences  
[http://www.youtube.com/watch?v=C1-TBKKdyLM](http://www.youtube.com/watch?v=C1-TBKKdyLM)  
Reflection Question: Think about how differences in culture have to be included in your risk assessment for international projects. | Chapter 4 & 5 |
<table>
<thead>
<tr>
<th>Week #</th>
<th>Topic</th>
<th>Text Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td><strong>General Environment:</strong>&lt;br&gt;Communicating effectively across Cultures&lt;br&gt;Managing conflict and conducting effective negotiations&lt;br&gt;<strong>Reflection Question:</strong> Think about how culture will influence your opportunities to locate your wine enterprise in either China or India.</td>
<td>Chapter 6 &amp; 7</td>
</tr>
<tr>
<td>6</td>
<td><strong>Strategies:</strong>&lt;br&gt;Developing International Strategy&lt;br&gt;<strong>Reflection:</strong> In developing strategy for your team project think about differences in wine taste, preference, how each country works, even within provinces there are differences? Other factors include distribution capabilities, ability to build long term relationships, local suppliers’ attitude, etc.</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>7</td>
<td><strong>Strategies:</strong>&lt;br&gt;Entry options&lt;br&gt;Effective international operations&lt;br&gt;<strong>Reflection Question:</strong> What is the relationship between strategy and entry?</td>
<td>Chapters 9 &amp; 10</td>
</tr>
<tr>
<td>8</td>
<td><strong>Ethics and CSR:</strong> (April 19th)&lt;br&gt;Doing things right&lt;br&gt;Mid Semester Exam (April 20th)</td>
<td>Chapter 3</td>
</tr>
<tr>
<td></td>
<td><strong>Mid-Semester Break</strong></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td><strong>Issues in Global HRM:</strong>&lt;br&gt;Motivating &amp; Leading across cultures&lt;br&gt;Building an effective international workforce&lt;br&gt;<strong>Video:</strong> Key HR Trends for 2010 <a href="http://www.youtube.com/watch?v=W5nbl2KRvE0&amp;NR=1">link</a>&lt;br&gt;<strong>Reflection:</strong> Think about the HR engagement strategies you have recommended for your team report</td>
<td>Chapter 11 &amp; 12</td>
</tr>
<tr>
<td>10</td>
<td><strong>Issues in Global HRM:</strong>&lt;br&gt;Evaluating and Rewarding Employees&lt;br&gt;<strong>Video Clip:</strong> Collecting &amp; Rewarding Employee Ideas with Mark Allen, <a href="http://www.youtube.com/watch?v=aGvguoN4UNo">link</a></td>
<td>Chapter 13</td>
</tr>
<tr>
<td>Week #</td>
<td>Topic</td>
<td>Text Readings</td>
</tr>
<tr>
<td>-------</td>
<td>----------------------------------------------------------------------</td>
<td>---------------</td>
</tr>
</tbody>
</table>
| 11    | *(Lecture One)* Issues in Global HRM:  
Managing labour relations internationally: a framework  
Lecture Two: Managing labour relations internationally (cont)  
Consultation / Consolidation & Submission for Team Exercise report | Chapter 14     |
| 12    | **Issues in Global HRM:**  
Managing labour relations internationally: key issues and challenges  
Video Indian firms defy child labour  
http://www.youtube.com/watch?v=p8yaTS7YS9k  
Video China labour strikes gain momentum  
http://www.youtube.com/watch?v=3UY6oaKPRg | Chapter 14     |
| 13    | Course Review and Exam Preparation                                  |               |
### Tutorial Programme

<table>
<thead>
<tr>
<th>Week</th>
<th>Starting on:</th>
<th>Activity</th>
<th>Facilitator</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>28th Feb</td>
<td>No tutorial</td>
<td>N/A</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>7th March</td>
<td>Introduction Interactive WebCT tutorial (making sure you are logged in and able to use WebCT)</td>
<td>Tutor</td>
<td>Confirm all students can access WebCT.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Tutor</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>14th March</td>
<td>Introductions Case study demonstration using discussion questions for Chapters 1/2</td>
<td>Tutor</td>
<td>Sign up for case studies</td>
</tr>
<tr>
<td>4</td>
<td>21st March</td>
<td>Case 1: Chiba International, Inc.</td>
<td>Student</td>
<td>Discuss team formation Discuss worksheet 'what am I looking for in a team member?'</td>
</tr>
<tr>
<td>5</td>
<td>28th March</td>
<td>Case 2: Contract Negotiations in Western Africa: A case of Mistaken Identity</td>
<td>Student</td>
<td>Form Teams</td>
</tr>
<tr>
<td>6</td>
<td>4th April</td>
<td>Discuss team exercise Discuss team work etiquette – both face-to-face and virtual Discuss problems of workload sharing and how to resolve them</td>
<td>Student</td>
<td>Hand in 'team rules &amp; contract' (WebCT)</td>
</tr>
<tr>
<td>7</td>
<td>11th April</td>
<td>An International Negotiation Scenario p 245</td>
<td>Whole class activity</td>
<td>13th April Prosh</td>
</tr>
<tr>
<td>8</td>
<td>18th April</td>
<td>Case 3: Go Global – or No?</td>
<td>Student</td>
<td>22nd April Good Friday Holiday</td>
</tr>
<tr>
<td></td>
<td></td>
<td>STUDY BREAK WEEK</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>2nd May</td>
<td>Team Presentations</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>9th May</td>
<td>Case 4: The Case of the Floundering Expatriate</td>
<td>Student</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>16th May</td>
<td>Discussions / consultation for team exercise</td>
<td>Student/Tutor</td>
<td>Team report submission: Thursday 19th May @ 4 p.m. SPARK evaluation</td>
</tr>
<tr>
<td>Week</td>
<td>Starting on:</td>
<td>Activity</td>
<td>Facilitator</td>
<td>Other</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>----------</td>
<td>-------------</td>
<td>-------</td>
</tr>
<tr>
<td>12</td>
<td>23rd May</td>
<td>The Blanchworth China Company, p 492 Accessing SPARK</td>
<td>Divide the class into 4 teams. Each team prepare answers to one of the 4 questions, and be prepared to present the answer to the rest of the group. Tutor to facilitate discussion around each teams answer.</td>
<td>Hand in Reflection exercise</td>
</tr>
<tr>
<td>13</td>
<td>30th May</td>
<td>Exam information SPOT survey form</td>
<td>Tutor</td>
<td></td>
</tr>
</tbody>
</table>
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

<table>
<thead>
<tr>
<th>Assessment</th>
<th>Percentage Weight</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Analysis &amp; Presentation (team mark)</td>
<td>10%</td>
<td>Week 4/5/8/10</td>
</tr>
<tr>
<td>Mid Semester Exam (Covers weeks 1-7. Composed of MCQ and short answers)</td>
<td>15%</td>
<td>Week 8</td>
</tr>
<tr>
<td>Team Exercise (team mark)</td>
<td>30% report</td>
<td>Presentations are on week 9 of semester. Thursday 19th May @ 4 pm</td>
</tr>
<tr>
<td>Exam</td>
<td>45%</td>
<td>TBA</td>
</tr>
</tbody>
</table>

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: 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.

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. **Case Study Analysis & Presentation 10%**

Students will be assigned a case study in tutorial week 2. There will only be a maximum of 4-5 students assigned to each week. Students have to present a response to the questions listed in the tutorial guide for each case. Students are responsible for distributing the workload amongst other students assigned to that week and will work as a team.

A one page A4 double-sided note must be submitted by students assigned to that week. The note will contain the key findings of your team’s research. Please put your name, student ID, tutor’s name,
tutor time and day in your note. References are required but they do not count in the one page A4 double side limit.

Format: 1.5 spacing, Times New Roman, size 11, margins 2cm on either side, justified.

You MUST submit the notes online via WebCT (only ONE submission per team) by 4p.m on the day of your case study analysis. Your tutor can accept a hard copy as reference for the presentation itself but it will not be considered as an actual submission. Late submission rules apply (10% deduction per day). Your tutor will only administer your team’s marks in WebCT after the notes are submitted online.

This exercise is marked according to Marking Guide A in Appendix A.

You should raise queries about your marks with your tutor first, and then meet with the unit co-ordinator if you still have queries.

2. Mid Semester Exam 15%

To be conducted on the second lecture of week 8’s lectures. The test covers material covered weeks 1-7. The exam will be a mixture of MCQs and short answer questions. The exam is close book.

3. Team Exercise 30%

The exercise is available on WebCT.

Students have to form teams of 3-4. This will be begin in class in week 4 (21st March) and teams will be confirmed in week 5 (28th March)

Students then must download ‘team rules & contract’ from WebCT and complete group members’ name & student number and submit it via WebCT in the folder Webquest submission by 4th April.

**Team Exercise Presentation**

Your team is required to give a presentation of 8 minutes max in Week 9

In the presentation you must summarise:

• Why you chose your country location (PESTL + culture + ethics)

Not all your team members have to speak, but all your team members MUST be present. 2 power point slides are allowed. This presentation serves the purpose of letting you get general feedback from your peers/lecturer about your report.

Feedback for the presentation will be given in week 9.
Team Report

Required components for the report:

1) UWA team project cover page
2) Contents page indicating the chief author for each section and page numbers for each section
3) Executive summary that is a brief introduction followed by a list of your recommendations around tasks 1-4 which will be released at later dates (maximum 1 page).
4) Tasks 1-4
5) References

Word Limit: 5,000 words. This does not include cover page, content page, executive summary, graph labels or references. **No appendices are allowed.** Relevant graphs are to be included in the pages itself.

Format: 1.5 spacing, Times New Roman, size 11, margins 2cm on either side, justified.

**Date:** 4 pm 19th May 2011

Please Note: Teams have a 10% allowance which means maximum word limit is 5,500. The word limit is strict. Marks will be deducted in accordance to how much your team exceeds the limit by.

Submission is online via WebCT (ONE submission per team). Report must be submitted by 4pm on the 19th May 2011. Late submission rules apply (10% deduction per day).

Additionally, students must complete a ‘Reflection Exercise’ after submitting the report.

Marks will be available following completion of the Reflection Exercise.

*Feedback for the report will be posted to the students via a grading sheet on WebCT and will be available to students prior to the end of semester. You should raise queries about your marks with your tutor first, and then meet with the unit co-ordinator if you still have queries.*

Turnitin

All team reports are to be submitted into turnitin before they will be accepted for grading. Students need to evaluate their turnitin reports to ensure there are no instances of plagiarism. Originality reports are to be included with the uploaded assignments in WebCT.

Instructions can be found on WebCT or go to: [http://turnitin.com/static/resources/documentation/turnitin/training/en_us/qs_student_en_us.pdf](http://turnitin.com/static/resources/documentation/turnitin/training/en_us/qs_student_en_us.pdf)

To submit to turnitin go to [www.turnitin.com](http://www.turnitin.com)

enter the following details:

- ClassID:3853093
- Password:teamreport

All originality reports from turnitin are to accompany assignment submission.

**Survey Completion 5%**

Students will be asked to complete a survey in week 3 and week 11. This is aimed at understanding the benefits and use of virtuality in team-work.
Students will also be asked to complete a ‘Reflection Exercise’ on working in teams in week 12.

All these surveys will be available through webct in the assigned week.

5. **Exam 45%**

This is a 3 hour and 10 minute exam.

The exam will include MCQs, short answer questions and case study analysis. The exam is close book.

**Please Note:**
“To pass this unit, students are required to achieve a score of at least 45% in the final exam. Students who fail to achieve the minimum standard in the final exam but achieve an accumulated score based on all assessment components for the unit of 50 and above will be awarded a final mark of 48%.”

**Submission of assignments**

Assignments submitted via WebCT – [www.webct.uwa.edu.au](http://www.webct.uwa.edu.au)

**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](http://www.secretariat.uwa.edu.au/home/policies/appeals)).
Marking Guide

Case Study Analysis & Presentation: 10% (Team mark)

<table>
<thead>
<tr>
<th>Area of Assessment</th>
<th>Mark</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of argument</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(research content &amp; logical/understandable explanations) [5m]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Presentation skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(audible voice, speech rate &amp; eye contact) [3m]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Notes (presentation, grammar, references) [2m]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>[Tutors will mark this component after webct submission]</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management (marks not allocated, tutors will notify cut off)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deduction for late submission of notes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Mark</td>
<td></td>
<td>/10</td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Marking Guide

## Team Exercise Report 25%

<table>
<thead>
<tr>
<th>Assessment Area</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table of contents with authors listed [0.5m]</td>
<td></td>
</tr>
<tr>
<td>Executive summary (Approximately 1 page) [1.5m]</td>
<td></td>
</tr>
<tr>
<td>PEST-L information [12m]</td>
<td></td>
</tr>
<tr>
<td>Strategy &amp; Entry mode justifications [2m]</td>
<td></td>
</tr>
<tr>
<td>Ethical issues &amp; how they will be resolved [1.5m]</td>
<td></td>
</tr>
<tr>
<td>HRM policies &amp; justifications [3m]</td>
<td></td>
</tr>
<tr>
<td>Overall presentation [3m]</td>
<td></td>
</tr>
<tr>
<td>Referencing (in-text referencing &amp; reference list) [1.5m]</td>
<td></td>
</tr>
<tr>
<td>Deduction for word limit exceeded</td>
<td></td>
</tr>
<tr>
<td>Deduction for late submission</td>
<td></td>
</tr>
<tr>
<td><strong>Total Mark</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Comments:**
Marking Guide

Team Exercise Presentation: (No Marks)

<table>
<thead>
<tr>
<th>Area of Assessment</th>
<th>Excellent</th>
<th>Good</th>
<th>OK</th>
<th>Needs work</th>
<th>Not good at all</th>
</tr>
</thead>
<tbody>
<tr>
<td>PEST-L / Country of choice justifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Entry mode justifications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time Management (marks not allocated, tutors will notify cut off)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>