



**Division of Economic and Financial Studies
Graduate Accounting & Commerce Centre**

**INOV811
Globalising the Business**

Semester 2 – 2007

Course Co-ordinator	Mrs Renu Agarwal	E-mail:	ragarwal@efs.mq.edu.au
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Lecturers:	Mrs Renu Agarwal & Dr Shantha Liyanage		
Dates:	1st Aug 2007	First class	RRoomW5A 2118
	8 th Aug 2007		RRoomW5A 2118
	15 th Aug 2007		RRoomW5A 2118
	22 rd Aug 2007		RRoomW5A 2118
	29 th Aug 2007		RRoomW5A 2118
	5 th Sept 2007		RRoomW5A 2118
	12 th Sept 2007		RRoomW5A 2118
	3 th Oct 2007		RRoomW5A 2118
	10 th Oct 2007		RRoomW5A 2118
	17 th Oct 2007		RRoomW5A 2118
	24 th Oct 2007		RRoomW5A 2118
	31 st Oct 2007		RRoomW5A 2118
	7 th Nov 2007	Exam	RRoomW5A 2118

1. Course Outline

1.1 Course Content

Globalising the Business (INOV811, 4cp) is a postgraduate unit offered by the Macquarie Institute of Innovation.

This unit seeks to prepare students to lead the international expansion efforts of early-stage entrepreneurial firms. INOV811 is about how an emerging, relatively small enterprise (which lacks the large supporting infrastructure of a “multinational firm”) should manage international expansion and growth.

The emphasis is on understanding the various options available for international expansion (in particular in relation to different industries), the costs and benefits of pursuing global markets, and the specific characteristics of key markets, such as the U.S., Asia and Europe.

1.2 Key Topics covered in this course

Keeping in mind the context of relatively small emerging firms, the entire course is structured around five distinct modules.

Module 1:

Initially a review of the course outline, group allocations, brief review of the terminology and ideas canvassed in the course will be presented. Further, this module will provide an overview of how and why relatively small emerging businesses need to globalize.

In this context some of the key concepts, frameworks, theories and models of “best practice” relating to global business and business practices will be discussed. Further, imperatives that impact major policies, international operations and contextual factors (societal, sectoral and organizational) affecting the global businesses will be introduced.

- An Overview – How and why do relatively small emerging businesses need to globalize?
 - Regional and country perspectives and cultural differences
 - The process of globalisation – old and new world - born global perspectives – industry clusters

Module 2:

This module provides an overview of the issues, skills and resources that an emerging business enterprise based in a particular country with limited resources (one which lacks the large supporting infrastructure of a “multinational firm”) should be aware of. The module provides an overview of the management process and beginning considerations of any internationalisation process including competence building associated with major technology, organization and people aspects in the specific business context. From a competitive advantage perspective emphasis on innovation in product, service, delivery methods or new ways of operating business is highlighted. When internationalising a business for growth and expansion, becoming a successful negotiator is paramount for an entrepreneur.

- Beginning considerations for relatively small emerging enterprises -

- The international growth prospective, lifecycle and innovation – A competitive business plan
- Feasibility of the business in the context of globalising
- Options of business ownership – franchising as a means of globalising
- Innovation in service, products, delivery methods and business models
- Capability leveraging and resource building - capital, resource, knowledge and innovation advantage
- Negotiating the deal – cultural differences

Module 3:

This module focuses on the marketing and financial aspects of early stage firms, focuses on aspects related to marketing, financial and entry strategies and relevant business models. In particular this module helps to identify/prioritise market opportunities (particularly when one has limited resources and can only pursue one), helps to plan and execute a “market entry” strategy – when to partner, when to use channels, when to open a local office, how to structure business models to maintain viability while protecting strategic options and above all - alignment between particular product types and specialty regions. Finally, this module helps students build a viable business plan and arms them with an ability to select different strategies depending upon the category of the emerging business.

- The marketing and financial considerations for early-stage firms – the effective decisions!
 - Identify and prioritise market opportunities
 - E-commerce and the entrepreneur
 - Pricing and communication strategies
 - Product and market positioning/value creation
 - Entry strategy and strategic alliances/value networks
 - Business model feasibility and viability

Module 4:

This module examines the operational aspects of a business plan and focuses on the effective management of a small emerging business looking for international expansion and growth. In particular, it helps plan capital needs, provides answers on how to manage, co-ordinate and integrate functions – product design, marketing, production, customer support, etc and how to structure and manage “virtual” teams across different regions and time-zones. Focussing on the HR aspects this module sheds light on how to hire people in foreign countries/cultures and integrate them into your firm’s “mission/culture. The module assists in choosing the right location, where to setup offices and the design and décor considerations.

- The global operations – The how and making it efficiently work!
 - Sources of financing
 - Virtual Teams, management of resources and functional accountability

- Choosing the right location and layout

Module 5:

Specifically tailored to different economies of the world this module will help in answering questions related to the specific features of the main global markets and how they influence expansion strategy.

- Country specific entry and cross border issues - the economics and management of early-stage businesses
 - the U.S. "behemoth"
 - the new Asia – China and India
 - the evolving European community - Europe
- A recap - Global trends and issues faced by relatively small early-stage firms

1.3 Course Philosophy – Teaching and Learning Strategy

This course is not intended to make students subject matter experts in what is a complex and dynamic area of modern global business is about. Rather, it will provide students with sufficient requisite information to understand the principles involved and their interrelationships, together with some guidelines as to how early-stage entrepreneurial firms might better learn to expand globally, especially in dynamically changing environments and therefore perform more effectively. A number of topics under the umbrella concept of the 'value chain' philosophy are also introduced within a context of operations strategy, which covers a broad range of interdependent areas of concern for those working within or managing modern commercial and entrepreneurial enterprises.

Students are expected to take full responsibility for managing their own learning, just as they must take responsibility for managing their own careers. This means that you **must** read all readings and lecture material related to a topic or lecture before you come to class. In fact, your results for this course will in all likelihood reflect the quality of your efforts to come to grips with the principles involved and your understanding of how they might be applied in real-world situations.

Students in INOV811 are expected to take significant responsibility for the learning process. In particular, a significant proportion of assessment is based on group assignments, individual assignments, class participations and student peer-evaluations with critical reflections which basically form a substantial element of the final grade.

1.4 Learning Resources and Text

Participants will be expected to read widely and develop their general research skills (not just use the Internet). Many of the issues covered in the topics can be found in business or academic Journals, newspapers and or business periodicals such as the Asia Wall Street Journal, Far East Economic Review, Australian Financial Review, Business Review Weekly, Sydney Morning Herald, The Age, The Australian etc. A good starting point to source articles is the reference section of relevant journal articles.

Prescribed textbook for this course:

****Zimmerer, Thomas W., Scarborough, Norman M., Wilson, Doug (2008) “Essentials of Entrepreneurship and Small Business Management”. A Pearson International Edition**

Two copies of the prescribed textbook are being kept in the university library reserve section

Books in Library reserve:

The following two books are essential books as such are being retained in the university library reserve section:

****Hill, Global Business Today, Fifth Edition (2007) ISBN: 9780071100977**

****Bannock, Graham The Economics and Management of Small Business: An International Perspective, (2005)**

Additional books for further referencing are listed as follows:

*Hill, International Business: Competing in the Global Marketplace (2007, 6ed) ISBN: 9780071109123

*Ball-McCulloch-Geringer-Minor,McNett: International Business: The Challenge of Global Competition (2007, 11ed) ISBN: 9780073346885

*Morrison, J., International Business: Themes and Issues in the Modern Global Economy

*Bannock, G., The International Business Environment 2ed: Global and Local Market Places in a Changing World

These books are available from the campus Co-Op bookshop and will be supplemented by readings that will be handed out during the class or made available as Web references. Other suggested readings will be identified through out the semester.

1.5 Teaching staff

Convenor and Lecturer: Renu Agarwal, Adjunct Lecturer, MII/EFS
Office: Building E4A
Phone: 0419 463 953
e-mail: ragarwal@efs.mq.edu.au

Office hours: arrange for an appointment by sending a request via email or phone

Adjunct Professor: Dr Shantha Liyanage

1.6 Classes Schedule and Timetable

Classes for INOV811 consist of a 2-hour lecture followed by a 1-hour tutorial. In Semester 2, 2007, classes will held on Wednesdays in W5C 210:

- Lecture: 18:00 – 20:00
- Tutorial/Student Presentations: 20:00 – 21:00

1.7 WebCT

Lecture notes for each lecture will be posted on WebCT **subsequent** to the lecture. To Access WebCT go to <http://online.mq.edu.au>. (Note that there is no *www* prefix). When the Login window appears, enter your Macquarie Student ID number and password. After logging in, click on BUS803 to access this unit.

2. Assessments Structure

2.1 Assessable work

Students are required to review any assigned reading; prepare for and attend all classes; participate in class discussions; complete the assignments; and complete a final examination. Students will be asked to give impromptu presentations on aspects of the unit, conduct peer assessment of group presentations and actively take part in class discussions.

The assessment system has been designed to help participants learn and apply the concepts introduced during the course. The purpose is to assess:

- the extent to which you understand the concepts, ideas and theories introduced;
- your ability to apply these concepts to your own experience;
- your ability to develop and support an argument in terms of the word limit required;
- your ability to review your own and others work;
- your ability to work in teams; and
- your ability to present information and ideas before an audience, and to be able to support the arguments presented;

As such there are four distinct assessment focus elements – individual, group, peer evaluations and class participation spanning across assignments, class engagement and examination. *See Table below for details.*

Assessment is intended to demonstrate that the students have satisfied the key learning objectives of the unit. Because students are expected to work in teams on the various assessment tasks, much of the final mark will reflect group performance based on 2 group tasks.

Besides, balanced focus will also be given to individual performance through an individual assignment, class participation, peer participation evaluation, team dynamics and critical reflections, and the final examination.

Students are expected to evaluate the performance of presentations made by their peers in class which will determine up to 5% of each student's final mark.

Work to be Submitted and Weight	Due Date	Target Date for Feedback	Weightage
Individual Focus:			
Individual Research Assignment	17th Oct 2007	within 14 days	15%

Final Examination	Final Week	Final result	35%
Group Focus:			
Group Assignment - Discussion Leadership (DL) Presentation	Selected Week	within 7 days	10%
Group Assignment - Paper Review Assignment (PR)	Selected Week	within 7 days	10%
Team Dynamics Evaluation and Critical Reflection Write-up	12 th week	13 th week	5%
Peer Review Focus:			
Peer Review Evaluation by you - DL and PR presentations	Selected Week	same day	5%
Peer Review Evaluation on how well you evaluated - DL and PR presentations	Selected Week	within 7 days	10%
Class Participation Focus:			
Class Participation Marks	Random/quiz throughout the semester	12 th week	10%

2.2 Assignments Structure

There are two types of assignments – one on an individual basis and another on a group basis. Additional components as listed in 2.1 above are also detailed in here.

2.2.1 Individual Research Assignments (15%)

Individual assignments are research based assignments and account for your independent contribution.

The individual research assignment comprising of 2,500- 3,000 maximum words **Essay** in word format is to be handed in on 17th October 2007 (**15% of total assessment**) ie. during the first lecture class after the mid-semester break.

It is expected you will produce a scholarly work. The essay should be clearly argued and supported with evidence from contemporary literature. It must be referenced properly (using the Harvard Style of referencing) to indicate research as well as critical thinking skills. Note. This essay will be marked in accordance with the Criteria for Marking Individual Written Assignments attached to this outline. Participants are strongly advised to keep these criteria in mind when preparing their submissions.

The emphasis here is on participants developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in written form. Essays should reflect the participant's own writing style and avoid the use of extensive quotations. Where direct quotations are unavoidable, they must be fully acknowledged (including page number). Diagrams, tables, etc. must be the original work of the student and not merely copied (whether acknowledged or not) from source articles. You

are encouraged to develop your own frameworks in diagrammatic representations to express the central theme of the essay. Finally, the essay should be an interesting and informative read, providing useful insights for practicing managers. Marks will be deducted if cover sheet and marking criteria is not attached with your assignment.

The individual assignment question is:

“Imagine you own an early-stage enterprise which you opened when you were in high school and you are now intending to internationalise it from your place of residence. You are twenty three years in age and have just graduated from university where you have acquired all the right knowledge you need to globalise your business. You have some experience in running a small business. With this backdrop in mind, firstly think of a venture that you own, identify the stage at which the business currently exists, what heights do you wish to take the business to and how, then develop a smart marketing, financial and operational plan to truly globalise it”.

This journey of creativity starts from the very first lecture, and as each lecture is material is taught you should immediately reflect, incrementally build your individual assignment and support your provoking thoughts backed by evidence from extant literature. Ensure you follow the guidelines. This assignment should reflect the trajectory of incremental business building and evolution, which is finally submitted on Oct 17, 2007.

2.2.2 Group Assignments

Group assignments require students to form groups of 2 to 3 people during the first week of class to allow them to work together in the two group assignments. Each group member will receive the same mark for each group assignment – putting an emphasis on effective group dynamics and encouraging joint responsibility (moderated after team evaluation and critical reflections if necessary). Working in a group environment fulfils several teaching objectives:

- intra and inter-enterprise relationships are affected by group dynamics. Groups provide a mini environment for participants to observe and cope with these phenomena as they develop in your group during your time together;
- in real organisational life, we are frequently assigned to work groups and have to learn to develop strategies for dealing with the interpersonal behaviour in the group. The syndicate group gives you an opportunity to hone or develop these skills in a 'non career-threatening' environment.

Remember - effective group results require effective group processes.

Each of the two group assignments will be associated with a particular week of class, so each group must select (in advance) the topic they wish to focus on for each assignment (and the related date of submission). You cannot do two group assignments in the same week.

Assignment 1: Discussion Leadership (10%)

For the chosen week, the group will prepare (and deliver) a 20 minute presentation/lecture summarising the key points of that week's case study using ppt slides. Thereafter, students will lead a 15 minute class discussion of the issues they identified/canvassed by linking the key notions from the textbook chapter and the allocated case study. The group presenting the case must present supporting or contrary views beyond what is covered under the relevant topic in the text-book or covered by the Lecturer. Not only that students are expected to elaborate on how they expect to apply these concepts and learning's in their own life/career

This is a challenging task and novelty in content, context and style is expected in the presentations, remember to follow the strict time guidelines.

A hard copy of assignment, power point presentation and any supporting document is to be submitted at the time of the presentation with the soft copies of each document to be emailed to the lecturer 1-day prior to the chosen week's class.

[This presentation/discussion will be part of the main lecture, and will be presented after the Lecturer has given a broader perspective of the topic]

Assignment 2: Paper Review (10%)

For the chosen week, the group will prepare/deliver a 15 minute presentation that reviews one or more of the academic papers selected by the Lecturer.

The presentation using power point slides should explain the issues being canvassed in the paper, the approach taken by the author, the final conclusion reached in the paper, and the team's own view/perspective on that conclusion. A 5 minute wrap-up and discussion will be provided to the group which will allow the group to summarise the key findings during that day's class (lecture, DL presentation by other group) and how their paper review fits into it.

A hard copy of assignment, power point presentation and any supporting document is to be submitted at the time of the presentation with the soft copies of each document to be emailed to the lecturer 1-day prior to the chosen week's class.

[This presentation will usually take place after the DL, in the Tutorial/Student presentations time-slot.]

2.2.3 Peer Evaluation for DL and PR (15%)

Students will individually critique each syndicate group's presentation using the Peer Evaluation of Syndicate Groups Assessment sheet attached to this Unit Outline. Students will allocate marks as well as identify strengths and weaknesses of each group's assignment in terms of content, context, scope, style and presentation. The average of the marks as given by the remainder of the class will count towards the 5% of the final marks for the group making the presentation.

The Lecturer will mark every evaluation each week and will give marks to students based on their comments, constructive review and feedback, which will be indicative of the seriousness with which the evaluation has been conducted by the students. These marks so provided by the Lecturer will count towards the 10% of the final marks. The lecturer will consolidate the class feedback along with her own comments as part of the feedback mechanism (as part of marking the group assignment) on the following class day.

2.2.4 Team Evaluations and Critical Reflections (5%)

Each group will receive an allocation of 10 marks per group member. So if a group has 5 members, the maximum total points available for allocation to that group will be 50. Each group member must then apportion the resulting total between the group members, awarding each member a grade between -10 (yes, a negative mark may be awarded) and +25 points as long as the total points equals the total points available. A student may not award more than 15 points to themselves.

Students also need to submit a supporting document with 100 words description of the reflections for each team member including themselves and a critical analysis of the reasons why those marks were given to that team member – ie. highlight how the team dynamics worked within your team and your opinion of the contributions made by each of the team members. Allocation of marks to each individual of the group as well a write-up for each student are necessary tasks for this component of the assessment.

Lecturer will review these individual submissions and mark students based on their write-up and respective allocation of points to their team members. These marks so allocated by the Lecturer will contribute towards the 5% of the final marks.

Evaluations are to be submitted by e-mail and will be held confidential. Failure to submit a “team evaluation” by each student for themselves and their group members will result in a loss of 5 marks towards that students final assessment mark.

2.2.5 Class Participation

Participation is an important contribution to the success of the classroom experience. It is expected that participants will have completed at least the basic reading on each topic and have given some thought to the essential questions posed by the case studies that may have been selected for particular sessions.

In order to encourage participation of students in the class, students will be asked questions at random during the Lecture. There may be short exercises or quizzes also conducted during the class which will help assess class participation. Students are encouraged to maximise their participation in the class activities.

2.2.6 Final Exam (35%)

A 2-hour final examination (closed book) will be held in the final week’s class ie. 13th week. The examination will comprise of long and short answer questions and possibly a short case study. The examination will be held in your lecture class room starting at 2:00pm with 10 minutes allowance for reading the examination question paper. If a case study is being provided during the examination, the exam will start at 2:00pm and finish at 5:00pm with 50 minutes to read the case study, 10 minutes to read the question paper and 2 hrs for the examination itself.

The examination is a required element of assessment, and failure to attend the exam will result in a “Fail” grade for the course. You must obtain atleast 50% marks in your final examination to be able to pass the course.

3. Assignment Presentation and Submission Guidelines

3.1 Submission Procedures Individual Assignment

Individual assignment are to be submitted (in hard-copy) to the Lecturer in the class on the due date. Note that document presentation quality is assessable and will be reflected in the final mark.

All submissions are to be typed (Times New Roman or Arial font) 12 point and 1.5 line spacing on A4 paper with a 3.0-cm margin top, bottom and both sides, with a ragged right margin (that is, left justified). Submissions are to be stapled in the top left corner and are **not**

to be bound or placed in plastic covers, etc. **Note:** Students must attach the appropriate Cover Sheet to their assignment and complete and sign the certification. Papers without a correctly completed Cover Sheet with each student signature **may** be penalised and not be marked. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

3.2 Submission Procedures Group Assignments

You should NOT assume that everyone in the class has read the material. The emphasis here is on group members developing or honing their skills at clearly and succinctly synthesising material from a variety of sources and expressing this in their own words, in both written and oral form. The result should be that a previously poorly informed audience now understands the essential elements of the topic and its strategic and or operational significance in its overall business context.

Please use the following structure for your presentation:

What? - What is the topic about? What are some of the important questions? This is a brief overview/summary of the major points only.

So What? - What is the group's assessment of essential assumptions? What is the relevance of this topic to management practice?

Now What? - Identify a small number of issues/arguments that emanate from your presentation for class discussion.

There are two elements which need to be strictly adhered to:

a. Content of the Presentation (5 points)

Adequately identifies the strengths and weaknesses of the assigned reading/paper/case study. You can distinguish the importance and significant features of the reading/paper/case study from minor or inconsequential aspects. Where appropriate, identifies strategies, remedies, and possible re-workings to address the weaknesses, make clear and specific recommendations consistent with the strengths and weaknesses of the reading/paper/case study.

b. Communication Skills – written and oral (5 points)

Evidence of structure in presentation—beginning, middle and end of presentation. Clear explanations and communication of key ideas to be provide smooth transitions from one point to another and from one speaker to another speaker. Effective use of audio-visual aids to be made and handouts distributed if necessary to communicate key ideas. The presentation should be engaging and confident and you should speak centre stage and minimize the use of palm cards (preferred no palm cards). Answer to questions to be made in a way that demonstrates knowledge of the topic/reading/paper/case study and effective use of time.

All marks are moderated by team evaluation and critical reflection assessments (i.e. by other team members) of the extent to which each team member has contributed equitably to the team by assisting in preparing content of presentation, making positive contributions designed to help the team achieve its objectives; be a positive and effective team member, by making contributions, and is supportive of other team members. Students who are peer-assessed as having made little or no contribution to the team will have their individual marks reduced.

Soft copies of each assignments should either be emailed 1 day before the presentation or burnt on CD and given to the Lecturer on the day of the presentation.

Note:

Students should note that, in order to do your presentation, you will need to meet with your group colleagues in advance of the class meeting date on which your presentation is due so that you can prepare and rehearse your presentation. The provided material is considered as a starting point and that you are encouraged to find supporting supplementary material. Do not forget to reference your material appropriately.

All group members are expected to contribute equally in the development of the presentation. All members of the group must take part in the presentation to the class, as such you are recommended to explore creative methods of presentation (role play, video, debate, and so on) which will reflect an understanding of the material presented. Additionally, be inclusive in the way in which group members' skills and talents match their role in the presentation for an effective group presentation.

At the time of handing in the hard copy of the assignment, the group should agree on what percentage of the final mark each person should receive. If there are sizeable discrepancies concerning the contributions within the groups, the lecturer reserves the right to apportion marks unequally. You should indicate this information as follows:

Name of member 1 v%	Name of member 2 w%
Name of member 3 x%	Name of member 4 y%
Name of member n z%	

If the group assesses the contribution of each member as equal, each would receive 100% of the final mark. In cases where the group decides that some did not contribute equally, you should reflect this in the percentages (again, if there is a problem in the group, please see the lecturer sooner rather than later to resolve the matter).

Students are required to submit the hard copy of their presentations along with the completed Cover Sheet along with each student's signature and % contribution towards the group assignment. A copy of the appropriate marking criteria must also be included, immediately behind the Cover Sheet.

3.3 Referencing

References to other publications **must** be in Harvard style. Where articles have been accessed using the World Wide Web, referencing should comply with the Harvard style, but include the Access date together with the complete <URL>. If you are unsure how to reference other publications correctly, ask or find out, do not guess. Part of the assessment relates to your ability to correctly cite other publications in your work.

Apart from the requirement to use Harvard style referencing within your submissions, all submissions should be to a standard you would be prepared to submit to the CEO of your enterprise. This will enable participants to develop skills in business writing where the ability to convey ideas or concepts clearly and concisely, is frequently lacking. It will also enable participants to draw together material from many sources and succinctly synthesise this material (whilst appropriately acknowledging their sources).

3.4 Late Submissions

It is the students' responsibility to submit each assignment on or before the due date. Late submissions will be subject to a penalty at the rate of 10% of the assignment's maximum mark for each day late.

Students who wish to defer the submission of an assignment must submit their request setting out their reasons (with any supporting documentation) in writing at least 48 hours before the due date. In most cases, such deferral will still result in a penalty, but the penalty would be significantly less than for being late without prior approval.

Individual and group assignments may only be handed in late with prior written (email) permission of the lecturer (don't come with a problem, come with a proposition that can be agreed upon, modified or rejected). Unauthorised late submissions will be penalised 20 per cent of the available marks and if more than seven (7) days late, will not be marked at all.

3.5 University Policy on Gradings

Academic Senate has a set of guidelines on the distribution of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive. Under the Senate guidelines, results may be scaled to ensure that there is a degree of comparability across the university, so that units with the same past performances of their students should achieve similar results.

The process of scaling does not change the order of marks among students. A student who receives a higher raw mark than another will also receive a higher final scaled mark. For an explanation of the policy see

<http://www.mq.edu.au/senate/MQUonly/Issues/Guidelines2003.doc> or
<http://www.mq.edu.au/senate/MQUonly/Issues/detailedguidelines.doc>.

Marks will be awarded according to the following grading system:

GRADE	High Distinction	Distinction	Credit	Pass	Fail
%	85+	75-84	65-74	50-64	<50

Participants should be aware that their final mark and grade are subject to review, moderation and adjustment at the University's Examination Committee meeting.

3.6 Plagiarism

Plagiarism is the use of another scholar's work as your own. It includes not only the representation of an entire article or section in a paper, but also (most commonly) the paraphrasing or rearrangement of another's material without proper attribution. Summarising someone else's ideas and putting them in your own words does **not** free you from the obligation of acknowledging their work by way of appropriate citation and referencing. Failure to acknowledge material correctly is an offence against professional standards. It also breaches the 1997 Copyright Amendment Bill (Australia), which reinforces the right of authors to be cited for their work and for their work to be treated with integrity (not falsely represented as some 'cut-and-paste' jobs do). Plagiarism is not tolerated and attracts the

direst penalties. At a minimum, participants who substantially plagiarise will receive a zero mark for their assignment.

Students should be aware of the University's policy on Plagiarism. Any work submitted must be the author's own work, and any externally sourced material must be properly acknowledged and cited. See <http://www.student.mq.edu.au/plagiarism/>.

3.7 Feedback and Evaluation

The student lecturer relationship is one of openness, trust and communication, whereby the lecturer continuously seeks input for improvements in scope, content and context, and the by the same token, students will be asked regularly during the class to give constructive feedback so that they can be incorporated into the course program asap. This will benefit the students in being delivered what they expect out from the course and by the same token it gives the lecturer a mechanism to adapt and modify as per students needs.

Individuals and groups will receive progressive feedback from the lecturer on their performance in class, on an ongoing basis. Written feedback for the Individual and Group Essay will be provided at the time the assignments are returned back to students.

Questions not answered in the Outline and requests for extensions due to illness or exceptional circumstances, etc should be emailed to the lecturer at ragarwal@efs.mq.edu.au. All **emails must** contain the words **BUS803** followed by students name, Macquarie **SID** in the subject line, otherwise they **will be** filtered out and not read. Apart from weekends, all communications should be answered within 24 hours.

3.8 Student Support Services

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

4. Lecture Topics and Schedule

To be provided in class

4.1 Additional readings for Paper Review or otherwise given Lecture by Lecture:

To be provided in class

INOV811 Globalising the Business

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Criteria Used in Marking Individual Research Assignments

Student Name: _____ Student ID: _____

	Very High	High	Mod.	Low	Very Low
1. Relevance 30 %					
Topic is clear and relevant throughout	5	4	3	2	1
There is an appropriate, explicitly identified central theme	5	4	3	2	1
Evidence of careful thought about the theme	5	4	3	2	1
Key sub-themes are identified	5	4	3	2	1
Sub-themes are critically and logically analysed	5	4	3	2	1
There is logic and coherent argument	5	4	3	2	1
2. Organisation 20%					
There is an explicit conceptual structure	5	4	3	2	1
Clear statement of theme, aims and conclusion	5	4	3	2	1
Referencing system is consistent & appropriate	5	4	3	2	1
Report is well presented (looks and reads well)	5	4	3	2	1
3. Research 30%					
Evidence of adequate reading	5	4	3	2	1
Relevant concepts are well researched	5	4	3	2	1
Arguments and assertions are supported by evidence/references	5	4	3	2	1
Evidence of understanding of the area	5	4	3	2	1
Application of reading to analysis	5	4	3	2	1
Additional literature researched	5	4	3	2	1
4. Innovation 20%					
Creative synthesis of themes	5	4	3	2	1
Creative argument employed	5	4	3	2	1
Creative Framework model proposed	10	8	6	4	2

TOTAL _____ **%** _____ **mark**

INOV811 Globalising the Business

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Criteria Used in Marking Group Presentations (DL and PR)

Group Number: _____

	Very High	High	Mod.	Low	Very Low
Do slides cover main points in logical flow?	5	4	3	2	1
Are slides designed to prompt presenter and no use of palm cards is made by the presenters	5	4	3	2	1
Does the presentation flow logically?	5	4	3	2	1
Is there evidence of preparation/rehearsal?	5	4	3	2	1
Is there evidence that the team knows its material thoroughly?	5	4	3	2	1
Does the team manage presentation timing?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Are sources acknowledged (Harvard style)?	5	4	3	2	1
Have submission guidelines been followed?	5	4	3	2	1
Is material presented in a creative, interesting, and informative way?	10	8	6	4	2
Is there evidence of synthesis of ideas from the literature?	10	8	6	4	2
Does the importance/relevance of the issue come across in the presentation?	10	8	6	4	2
Does the team handle questions effectively?	10	8	6	4	2
Does presentation coherently summarise the issue?	10	8	6	4	2
What is the overall impression given?	5	4	3	2	1

TOTAL _____ Marks

Good points worth recognition

Points to improve recommended

Signature: _____

INOV811 Globalising the Business

Mrs Renu Agarwal

Peer Evaluation of Group Presentation

SID: _____ First Name: _____ Family Name: _____

Evaluation of Group Number _____

	Very High	High	Mod.	Low	Very Low
Do slides cover main points in logical flow?	5	4	3	2	1
Are slides designed to prompt presenter and no use of palm cards is made by the presenters	5	4	3	2	1
Does the presentation flow logically?	5	4	3	2	1
Is there evidence of preparation/rehearsal?	5	4	3	2	1
Is there evidence that the team knows its material thoroughly?	5	4	3	2	1
Does the team manage presentation timing?	5	4	3	2	1
Is the presentation geared at an appropriate (senior management) level?	5	4	3	2	1
Are sources acknowledged (Harvard style)?	5	4	3	2	1
Have submission guidelines been followed?	5	4	3	2	1
Is material presented in a creative, interesting, and informative way?	10	8	6	4	2
Is there evidence of synthesis of ideas from the literature?	10	8	6	4	2
Does the importance/relevance of the issue come across in the presentation?	10	8	6	4	2
Does the team handle questions effectively?	10	8	6	4	2
Does presentation coherently summarise the issue?	10	8	6	4	2
What is the overall impression given?	5	4	3	2	1

TOTAL _____ **marks**

Good points worth recognition

Points to improve recommended

Signature: _____

Strategic Operations BUS							8	0	3
SID									



INDIVIDUAL ASSIGNMENT COVER SHEET

Please complete **ALL** sections in CAPITAL LETTERS and attach to the front of your assignment.

LECTURER	Mrs Renu Agarwal
ASSIGNMENT NAME	
DUE DATE	
PARTICIPANT'S DETAILS	
FAMILY NAME	
FIRST NAME(S)	
EMAIL ADDRESS	

CERTIFICATION

Please confirm that your assignment meets with **ALL** of the following requirements by ticking each box and signing below. Assignments that do not comply with the following requirements **MAY NOT BE MARKED**.

- I have read and understood the Unit Outline for this course. This assignment has been prepared and submitted in accordance with the guidelines for preparation and submission of assignments set out there. I understand that failure to meet any of these requirements will lead to a deduction in the marks awarded for this assignment.
- I have attached the relevant marking criteria sheet for this assignment as provided in the Unit Outline for this course. I have read and understood these marking criteria and understand that these criteria will be applied in the assessment of this assignment.
- I certify that this assignment is my own work, based on personal study and research, and that all material and sources in the preparation of this assignment have been appropriately acknowledged. I have read and understood the policy on plagiarism set out at <http://www.student/mq.edu.au/plagiarism/> and understand that any student found to be plagiarising will be penalised.
- I have submitted an electronic version of this assignment via an email attachment sent to the lecturer and understand that a mark for this assignment will not be assigned unless this electronic version is submitted. I understand that the University will hold the electronic version of this assignment, which may be tested now or in the future for evidence of plagiarism.

SIGNATURE _____ DATE _____

IMPORTANT: Your assignment is to be handed to the lecturer in class on the Due Date. The lecturer will return marked assignments on the date specified in the Unit Outline.

Strategic Operations BUS	8	0	3
Syndicate Group Number			



GROUP ASSIGNMENT COVER SHEET

Please complete ALL sections in CAPITAL LETTERS and attach to the front of your assignment.

LECTURER	Mrs Renu Agarwal														
ASSIGNMENT NAME											DUE DATE				
GROUP MEMBERS															
SID NUMBER										FAMILY NAME			EMAIL ADDRESS		
1															
2															
3															
4															
5															
6															

CERTIFICATION

Please confirm that your assignment meets with ALL of the following requirements by ticking each box and by ALL group members signing below. Assignments that do not comply with the following requirements **MAY NOT BE MARKED**.

- We have read and understood the Unit for this course. This assignment has been prepared and submitted in accordance with the guidelines for preparation and submission of assignments set out there. We understand that failure to meet any of these requirements will lead to a deduction in the marks awarded for this assignment.
- We have attached the relevant marking criteria sheet for this assignment as provided in the Scheme of Work outline for this course. We have read and understood these marking criteria and understand that these criteria will be applied in the assessment of this assignment.
- We certify that this assignment is the work of the group, based on their personal study and research, and that all material and sources in the preparation of this assignment have been appropriately acknowledged. We have read and understood the policy on plagiarism set out at <http://www.student.mq.edu.au/plagiarism/> and understand that students found to be plagiarising will be penalised.
- We have submitted an electronic version of this assignment via an email attachment sent to the lecturer and understand that a mark for this assignment will not be assigned unless this electronic version is submitted. We understand that the University will hold the electronic version of this assignment, which may be tested now or in the future for evidence of plagiarism.

%

%

1.		4.	
2.		5.	
3.		6.	

SIGNATURE OF GROUP MEMBER DATE SIGNATURE OF GROUP MEMBER DATE

IMPORTANT: Your assignment is to be handed to the lecturer in class on the Due Date. The lecturer will return marked assignments on the date specified in the