Course prescription
Focuses on management research and practice with a cross-border and cross-cultural dimension. Includes topics such as forms and management practices in cross-border business; international human resource management; managing knowledge flows across borders; and the cross-border differential impact of culture and institutions on firms.

Course advice
This is an advanced course intended for students enrolled in the Master of Commerce or Bachelor of Commerce (Honours). There course provides students with the necessary theoretical and analytical tools to undertake further research towards their Honours research essay or Master's thesis.

Goals of the course
To provide students with an in-depth overview of selected International Management topics. This includes a critical review of particular theories, themes and prescriptions that have influenced scholars and practitioners in the International Management field.

Learning outcomes (LO)
By the end of the course, it is expected that students will be able to:

<table>
<thead>
<tr>
<th>#</th>
<th>Learning outcome</th>
<th>Graduate profile capability*</th>
</tr>
</thead>
<tbody>
<tr>
<td>LO1</td>
<td>Evaluate and synthesize knowledge of the domain, enquiries, and key issues in the International Management field</td>
<td>1. Disciplinary knowledge and practice 2. Critical thinking</td>
</tr>
<tr>
<td>LO3</td>
<td>Communicate the results of research/enquiry in a variety of written and spoken formats to appropriate audiences.</td>
<td>4a. Communication (Oral) 4b. Communication (Written)</td>
</tr>
</tbody>
</table>
* See the graduate profile this course belongs to at the end of this course outline.

### Content outline

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
<th>Assessment due this period</th>
</tr>
</thead>
</table>
| 1    | International Management as a field | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 2    | The Multinational Corporation – How it has evolved | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 3    | The Multinational Corporation – Its people and relationships | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 4    | Cross-cultural and cross-border interactions in IM | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 5    | Cross-border Mergers & Acquisitions | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 6    | Cross-border collaboration, and transfer of practise and knowledge | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 7    | Individual assignment consultations | • Available on Canvas | |
| 8    | Global Talent Management and global teams | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 9    | Cross-cultural competence and communication | • Readings on Canvas  
• Reading summary exercises on Canvas  
• Class discussion | • Reading summary exercises on Canvas  
• Class discussion |
| 10   | Expatriates and repatriates | • Readings on Canvas  
• Reading summary exercises on Canvas | • Reading summary exercises on Canvas |
<table>
<thead>
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<th>Week</th>
<th>Topic</th>
<th>Relevant learning resources/activities</th>
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</tr>
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<tbody>
<tr>
<td>11</td>
<td>Emerging markets and their role in the global economy</td>
<td>• Class discussion</td>
<td>• Class discussion</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Readings on Canvas</td>
<td>• Reading summary exercises on Canvas</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Reading summary exercises on Canvas</td>
<td>• Class discussion</td>
</tr>
<tr>
<td>12</td>
<td>Assignment presentations</td>
<td>• Available on Canvas</td>
<td>• Written research assignment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Presentation of assignment</td>
</tr>
</tbody>
</table>

Learning and teaching

In this course, the main mode of learning is through three hours of class contact per week. Students are expected to come to class having read the assigned readings, and to engage in class discussions.

This is a 15 point course which has 176 hours of learning:
- 36 contact hours
- 50 hours preparatory reading
- 90 hours of self-study

This is an advanced course intended for students enrolled in the Master of Commerce or Bachelor of Commerce (Honours). We also assume that you are familiar with researching information online and essay writing, for the in-course assignment.

Teaching staff
Dr Smita Paul
Office (TBA)
Email: smita.paul@auckland.ac.nz

Learning resources
All readings are available on Canvas.

Assessment information

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Weight %</th>
<th>Group and/or individual</th>
<th>Submission</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading summaries</td>
<td>30</td>
<td>Individual</td>
<td>In class</td>
</tr>
<tr>
<td>Class participation</td>
<td>15</td>
<td>Individual</td>
<td>In class</td>
</tr>
<tr>
<td>Written research assignment</td>
<td>40</td>
<td>Individual</td>
<td>Hardcopy, in class and via Turnitin in Canvas</td>
</tr>
<tr>
<td>Presentation of research assignment</td>
<td>15</td>
<td>Individual</td>
<td>In class</td>
</tr>
</tbody>
</table>
Pass requirements
You must pass all the assessment components (combined) in order to pass the course.

Description of assessment tasks

<table>
<thead>
<tr>
<th>Assessment task</th>
<th>Learning outcome to be assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading summaries:</strong> Each student is required to study the prescribed readings before attending lectures. As part of this study, students are expected to upload their summary of the prescribed readings to Canvas before the lecture. This forms the basis for the dedicated in-class discussion and so influences the class participation grade.</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td><strong>Class participation:</strong> Each student is required to participate in class discussions. Each student will have conducted a summary of the prescribed readings for each week and are expected to communicate these during the dedicated in-class discussion.</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td><strong>Written research assignment:</strong> This task will be in the format of a written research essay, complete with correct APA citation and referencing of sources.</td>
<td>LO1, LO2, LO3</td>
</tr>
<tr>
<td><strong>Research assignment presentation:</strong> Each student is required to present their written research assignment to their peers.</td>
<td>LO1, LO2, LO3</td>
</tr>
</tbody>
</table>

Assessment guidance

**Reading summaries**
Students are required to upload their summary of the prescribed readings for each topic. In this summary, the areas that must be covered are:

- **What is this research about?**
  - Such as: the purpose of the study, the research question (if there is one), and the key concepts being investigated
- **What are the key findings of this article?**
  - Please be specific and only choose up to three key findings
- **How can you use this research?**
  - This is more reflexive, you can apply it in terms of a possible research project and/or implications for working in an organization (currently or in the future)

It is important to finish the summaries before the lecture as students are expected to share their points during the dedicated in-class discussion time.

**Written research assignment**

*Word limit: 3000 (+/- 10%)*

Students will be required to choose a research question from a list that will be provided in the first week of class. There will be an opportunity for a one-to-one consultation in the process of crafting the assignment.

**Presentation guidelines**

The following guidelines are to be followed when preparing, giving, and revising in-class presentations:

- Prepare your presentation well in advance. Revise it a few times.
- Do not read your notes in class.
Writing notes is a part of serious preparation, but reading them disengages your audience.

- Train before you are on stage.
- Engage your audience in your presentation and establish a basis for discussion.
- Be creative.

More guidance, including the allocated presentation and in-class Q&A time will be provided in the first week of class.

Class participation

Students are expected to attend and be well prepared for each session. Participation is graded on the basis of quality, not quantity, and is recorded on a weekly basis on a four point scale. It should be clear during discussions that students have finished their reading summaries.

- 0 = no attendance; attendance, but no participation
- 1 = participation based on common knowledge/experience rather than based on assigned readings
- 2 = acceptable level of participation; based on readings, but lacking good understanding and depth
- 3 = good level of participation; demonstrates thorough engagement with readings; arguments well-grounded in readings; critical thinking

Inclusive learning

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in written form with the courses convenor/lecturer and/or tutor.

Academic integrity

The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student’s own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the worldwide web. A student’s assessed work may be reviewed against electronic source material using computerised detection to provide an electronic version of their work for computerised review.

Student feedback

This is a new course and student feedback is welcome at any point during the course. The course director will seek feedback around Week 4 and the course will be formally evaluated at the end to contribute to the ongoing development of the course. In addition, we will seek volunteers to serve as class reps.

In the event of an unexpected disruption

We undertake to maintain the continuity and standard of teaching and learning in all your courses throughout the year. If there are unexpected disruptions, the University has contingency plans to ensure that access to your course continues and your assessment is fair, and not compromised. Some adjustments may need to be made in emergencies. In the event of a disruption, the University and your course coordinators
will make every effort to provide you with up to date information via Canvas and the University website.

**Graduate profiles**
The following six themes represent the capabilities that the Business School seeks to foster in all of its postgraduates. The development of these capabilities does not come all at once, but rather is expected to build from year to year. Each course is not expected to contribute to all capabilities, but each course will have its own goals and learning outcomes that relate to the overall development of this profile.

**Bachelor of Commerce (Honours)**

<table>
<thead>
<tr>
<th>Graduate Profile</th>
</tr>
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<tbody>
<tr>
<td><strong>1. Disciplinary knowledge and practice</strong></td>
</tr>
<tr>
<td>Graduates will be able to apply specialised knowledge within their discipline to demonstrate an advanced awareness and understanding in a global context.</td>
</tr>
<tr>
<td><strong>2. Critical thinking</strong></td>
</tr>
<tr>
<td>Graduates will be able to analyse and evaluate the relevant literature, and develop well-reasoned arguments that demonstrate advanced and diverse thinking.</td>
</tr>
<tr>
<td><strong>3. Solution seeking</strong></td>
</tr>
<tr>
<td>Graduates will be able to identify, frame and analyse issues and develop innovative evidence-based solutions.</td>
</tr>
<tr>
<td><strong>4. Communication and engagement</strong></td>
</tr>
<tr>
<td>Graduates will be able to engage, communicate and collaborate with diverse groups using multiple formats.</td>
</tr>
<tr>
<td><strong>5. Independence and integrity</strong></td>
</tr>
<tr>
<td>Graduates will be able to demonstrate independent thought, self-reflection, ethics and integrity.</td>
</tr>
<tr>
<td><strong>6. Social and environmental responsibility</strong></td>
</tr>
<tr>
<td>Graduates will consider, in relation to their discipline, the potential significance of the principles underpinning both the Treaty of Waitangi and sustainability.</td>
</tr>
</tbody>
</table>
## Master of Commerce

### Graduate Profile

<p>| | |</p>
<table>
<thead>
<tr>
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</tr>
</thead>
</table>
| 1. | **Disciplinary knowledge and practice**  
Graduates will be able to apply highly specialised knowledge within the discipline to demonstrate an advanced awareness and understanding in a global context. |
| 2. | **Critical thinking**  
Graduates will be able to analyse and evaluate the relevant literature, and design and develop scholarly arguments that demonstrate advanced and diverse thinking. |
| 3. | **Solution seeking**  
Graduates will be able to creatively research and analyse complex issues, and develop innovative solutions. |
| 4. | **Communication and engagement**  
Graduates will be able to engage, communicate, and collaborate with diverse groups using multiple formats and effectively address a range of professional and academic audiences. |
| 5. | **Independence and integrity**  
Graduates will be able to demonstrate advanced independent thought, self-reflection, ethics, and integrity. |
| 6. | **Social and environmental responsibility**  
Graduates will consider, in relation to their discipline, the potential significance of the principles underpinning both the Treaty of Waitangi and sustainability. |