



Business School
School of Management

Never Stand Still

Business School

MGMT 5604
Asia Pacific Business and Management

Course Outline
Semester 1, 2015

Part A: Course-Specific Information
Part B: Key Policies, Student Responsibilities
and Support

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PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS

Lecturer-in-charge/ Tutor: Dr. Bernard Gan
Room 551
Phone No: 9385 6701
Email: kcgan@unsw.edu.au
Consultation Times – Thursday, 2-4pm (or by appointment)

2 COURSE DETAILS

2.1 Teaching Times and Locations

Lectures start in Week 1(to Week 12): The Time and Location are:
Thursday 6-7.30pm (Old Main Building Room 229)

Tutorials start in Week 2 (to Week 12). The Groups and Times are:
Thursday 4.00-5.30pm (Goldstein G03)
Thursday 7.30-9pm (Business School building 107)

2.2 Units of Credit

The course is worth 6 units of credit.
There is no parallel teaching in this course.

2.3 Summary of Course

Asia Pacific Business and Management (MGMT5604) provides a strategic perspective on the long-term issues facing multinational and domestic enterprises in Asia today. It pays critical attention to the external and internal environments of the firm, the nature and sources of competitive advantage of domestic firms, and on the organisational aspects of developing and managing multinational and domestic enterprises across the region.

2.4 Course Aims and Relationship to Other Courses

The prerequisite for this course is MGMT 5601 Global Business and the Multinational Enterprise.

Although MGMT5608 Corporate Strategies of East Asia covers East Asian countries, this course differs from MGMT5608 as it covers the entire Asian Region, with a focus on the institutional and policy factors.

2.5 Student Learning Outcomes

The key focus of this unit is on competitive strategy and advantage of firms across the Asia Pacific and South Asia. It examines the regional factors impinging upon the behaviour of businesses in the region, and provides strategic insights into successful business models in the region. The course is designed to provide students with the conceptual tools to understand:

- The dynamic interaction between markets and state intervention guiding the behaviour of multinational and domestic enterprises within the Asia-Pacific
- The business activities and innovation systems across the economies in the Asia Pacific Region, including Japan, Korea, China and ASEAN countries.

- Prospects and problems of foreign direct investment and local enterprises in the Asia-Pacific region
- The policy context of competitive advantage, dynamic learning and innovation in Asian businesses; the role of networks, market and non-market institutions;

The Course Learning Outcomes are what you should be able to DO by the end of this course if you participate fully in learning activities and successfully complete the assessment items.

The Learning Outcomes in this course also help you to achieve some of the overall Program Learning Goals and Outcomes for all postgraduate coursework students in the UNSW Business School. Program Learning Goals are what we want you to BE or HAVE by the time you successfully complete your degree (e.g. 'be an effective team player'). You demonstrate this by achieving specific Program Learning Outcomes - what you are able to DO by the end of your degree (e.g. 'participate collaboratively and responsibly in teams').

Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.

You should be able to:

- Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
- Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.

You should be able to:

- Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- Consider social and cultural implications of business and /or management practice.

The following table shows how your Course Learning Outcomes relate to the overall Program Learning Goals and Outcomes, and indicates where these are assessed (they may also be developed in tutorials and other activities):

Program Learning Goals and Outcomes		Course Learning Outcomes	Course Assessment Item
<i>This course helps you to achieve the following learning goals for all postgraduate coursework students:</i>		<i>On successful completion of the course, you should be able to:</i>	<i>This learning outcome will be assessed in the following items:</i>
1	Knowledge	Demonstrate abilities to put things in proper perspectives through your knowledge of critical events in Asia Pacific countries. Conduct independent research and apply tools, techniques and frameworks to evaluate and critically analyse any topic related in this course.	<ul style="list-style-type: none"> • Tutorial Problems • Group Report • Exam
2	Critical thinking and problem solving	Demonstrate abilities to form own opinions on topics taught in this course.	<ul style="list-style-type: none"> • Tutorial Problems • Group Report • Exam
3a	Written communication	Construct written work which is logically and professionally presented.	<ul style="list-style-type: none"> • Tutorial Problems • Group Report • Exam
3b	Oral communication	Communicate ideas in a succinct and clear manner.	<ul style="list-style-type: none"> • Tutorial Presentation • Part of tutorial participation mark
4	Teamwork	Work collaboratively to complete a task.	<ul style="list-style-type: none"> • Tutorial Presentation • Group Report but not separately assessed.
5a.	Ethical, environmental and sustainability responsibility	Identify and assess environmental and sustainability considerations in problems in Asia Pacific.	<ul style="list-style-type: none"> • Tutorial Presentation • Group Report • Exam
5b.	Social and cultural awareness	Identify and assess the social and cultural impact on doing business in Asia Pacific.	<ul style="list-style-type: none"> • Tutorial Presentation • Group Report • Exam

3 LEARNING AND TEACHING ACTIVITIES

3.1 Approach to Learning and Teaching in the Course

Interactive Learning and Problem Based Teaching

This course emphasise the interaction between the lecturer, tutor and students. Each week, the lecture slides and additional reading materials will be uploaded in the Moodle (course website) to help the students to preview the materials and to concentrate on listening and critical thinking during the lecture.

The seminar discussions comprise company case studies, academic readings and textbook materials, which help the students to see how the concepts are applied in the real business context. Students will present the case to the class and discuss with the peers.

An integral part of maximising learning in this course is to engage in reflective learning. Students are strongly encouraged to reflect on the materials taught, and engage the lecturer and tutor in discussions of the course materials, and its applicability in the real business context.

3.2 Learning Activities and Teaching Strategies

The course consists of lectures and seminars. The lecture seeks to construct a knowledge framework for each topic. A one and a half hour lecture will not cover a topic sufficiently. Students should use the compulsory and additional readings from the course website, readings from the textbook as well as other relevant sources to build on your knowledge base.

Students should use the seminar presentation to achieve two key outcomes: (a) content outcome, and (b) skills outcome. The content outcome is demonstrated by the students' research efforts and in depth analysis of the topic. The skills outcome is achieved by students working in teams to improve their communication skills in presentation as well as ability to engage the audience in informed discussions of the topic.

Study groups comprising 2 – 3 students are formed in the first tutorial, and students work and react within and across the groups in the seminars throughout the session. No student will be left alone without any interaction with other students. These study groups present case study seminars, and provide joint comments on other groups' presentations.

4 ASSESSMENT

4.1 Formal Requirements

In order to pass this course, you must:

- achieve a composite mark of at least 50; and
- make a satisfactory attempt at all assessment tasks (see below).

4.2 Assessment Details

Assessment Task	Weighting	Length	Due Date
Seminar Attendance & Participation	5%	See 4.3 below	Ongoing
Group Oral presentation & Written Answers	15%	30 minutes plus 10 minutes Q&As	Ongoing
Mid-Semester Exams	20%	See 4.3 below	18:00 on Thursday 23 April (Week 7)
Group Project Report	20%	2,500 words	18:00 on Thursday 7 May (Week 9)
Final Exam	40%	2 hours	University Exam Period
Total	100%		

4.3 Assessment Format

4.3.1 Seminar Participation (5%)

Attendance is compulsory. To be eligible for the Tutorial Attendance and Participation mark students must attend a minimum of eight (8) tutorials. Exemptions may only be made on medical grounds/ and or official letter from employer due to work commitment. Students are also expected to submit weekly reflective journals as an integral part of seminar participation. Details will be discussed in week 2 seminar.

NB: * (includes both in class discussion and weekly reflective journals inputs).

Grade	Description	Mark
Outstanding Contribution	Attends 8 + tutorials and actively participates in both small group and class discussions. Contributions in class reflect thorough preparation. Provides good insights; has clear and thoughtful views; and supports and argues for but is open to modifying positions.* Submit weekly reflective journals on time.	4 – 5
Satisfactory	Attends 8 + tutorials and participates in both small group and class discussions*. Contributions demonstrate some preparation for tutorial. Some contribution of facts or opinion.	2 – 3
Unsatisfactory	Attends 8 + tutorials but is an unwilling participant, is observed to rarely speak in small group discussion and never voluntarily speaks in class discussions*. For example: only speaks when directly addressed by a tutor.	1
Does not meet attendance requirement	Students must attend a minimum of 8 tutorials to be eligible for participation marks	0

4.3.2 Group Oral Presentation and Written Answers (15%)

In week 2, students will be organised into teams of 2-3. Each team will be allocated a presentation topic. Marks will be awarded by the tutor based on the quality of Oral Presentation and Written Answers to Seminar Questions. Apart from applying topics discussed in the lectures to real world cases, the oral presentation provides a conducive and non-confrontational platform for students to practise their soft skills. These include, research skills, working in team, communication, spoken English and presentation skills. Each week, the tutor and seminar participants will provide feedback to the presenters to help them improve on these soft skills. More details will be discussed in week 2 seminar.

4.3.3 Mid-Semester Examination (20%)

The mid-semester exam will be held during lecture time in week 7. The exam is worth 20 per cent of the total grade and will assess the material in both the lectures and prescribed readings covering all topics in the course including week 6. The format of the mid-semester examination will be short answer and essay type questions. Further details will be released in week 4.

4.3.4 Group Project Report (20%)

Students should submit a group report, consisting of two or three students per group. Higher quality is expected from groups with more team members. All students should sign on the cover page of the report. The same marks will be awarded to all students in the same group.

Choose from either one of the two following topics:

Topic 1

Companies in the Asia Pacific have long faced competition in their home market from foreign MNEs. Select any two Asia Pacific companies operating in Asia – one company is successful, where the other has failed.

Examine the reasons for their success/ or failure in the context of the following 3 topics covered in this course:

- 1) Institutional and Policy (The Role of Government)
- 2) Employment Relations
- 3) Any one topic covered in this course

Your report should include broad lessons for other Asia Pacific companies.

Topic 2

Select two Foreign MNEs competing in the same industry in a country in the Asia-pacific region. Conduct an in-depth longitudinal analysis of how these MNEs sustain competitive advantages over time, in particular, to environmental/ institutional changes. From this analysis, your report should draw specific lessons learned operating in this country.

Length: Maximum 2500 words excluding executive summary, endnotes, figures and references.

Format: Your report must be formatted as per the requirements below:

- Identical electronic copy must be submitted via the Course Website
- Use 11pt or 12pt font
- 2.5 cm left margin
- 1.5 line spacing
- Leave a line between each paragraph
- Number each page
- Student number and course code (MGMT 5604) to appear on every page
- Coversheet completed correctly and attached - coversheet available on course website. Please show the word count, along with all other details on the cover sheet.
- A separate page of Executive summary (excluded from the word count)
- Use Harvard method for referencing - more information can be found on the [Business School website](#)

Failure to adhere to the required formatting style will attract penalty.

Be as concise as possible, avoid verbosity. Your project will be assessed for analytical content and presentation. Marking criteria:

- Development of a consistent, clear and well-supported answer to the question
- Overall quality of analysis, depth of reflection/ thinking in terms of the key themes and issues raised in the question
- Quality of academic research (sourced from appropriate journals/ databases, appropriate number of sources, relevance of sources to your argument)
- Appropriate structure (logical sequence; transitions between parts; well-developed paragraphs)
- Clarity of expression & grammar
- Correct format of in-text citations and bibliography using **Harvard style (EDU Harvard Guide)**

All work must be original and must not have been submitted for any other subject or course here or elsewhere. Copying or plagiarising works of other authors, including your fellow students or cutting and pasting from the internet and other sources is an offence and will attract heavy penalty. Students' work will be cross-checked with the turnitin database.

4.3.5 Final Examination (40%)

The final exam will be held during the University's final examination period. The exam is worth 40 per cent of the total grade and will assess the material in both the lectures and prescribed readings covering all topics in the course. The format of the final examination will be announced and discussed in detail in week 12 lecture.

4.4 Assignment Submission Procedure

The project report is due at 6:00 pm on Thursday, 7 May.

- 1) Hard copies of the assignments are to be handed in week 9 lecture.
- 2) Soft copies of the Assignments are to be submitted online to "Turnitin" in the course website on the Moodle before 6:00 pm on Thursday, 7 May. The results of the assignment will be withheld till soft copy of the assignment has been submitted online.

Complaint and Peer Review

The assignment should represent an equal contribution by all group members, although the allocation of tasks involved is the prerogative of individual teams. Group work can be rewarding but requires considerable cooperation and coordination between team members. It is important to clarify your roles early in the project, make regular meeting dates, and establish time lines for finishing work. It is also essential that you maintain a “group diary”— a record of group discussions, email exchanges and meetings.

If a group has a complaint against one or more group members, the group should approach the member(s) and try to resolve the matter. If the matter is still not resolved, then the group should take up the matter with the course coordinator. If necessary, a confidential peer review will be available for your project group to evaluate the contribution of each group member (including yourself) to the project report.

The peer review form is available in the course website. Any group that has disputes must submit completed forms latest by Week 8. All peer review will be treated as strictly confidential. If one of the group members receives an average score of Poor (2) or lower, investigation will be conducted by the tutor. If there is sufficient evidence from the group diary (meeting minute, written record of meeting attendance, and etc.) showing that a group member is contributing little to the project, this group member will be removed from the group, and will submit the project report individually.

4.5 Late Submission (See Part B, Course Outline)

You must submit all assignments and attend all examinations scheduled for your course. A penalty of 10% for each day the assignment is late will be applied. You should seek assistance early if you suffer illness or misadventure affecting your course progress. No extensions will be granted except in the case of serious illness or misadventure or bereavement which must be supported with documentary evidence.

Requests for extensions must be made to the lecturer-in-charge by email and be accompanied by the appropriate documentation **no later than 24 hours before** the due date of the assignment.

Note: A request for an extension does not guarantee that you will be granted one. If you require special consideration read the advice on UNSW policies and procedures listed in Part B of the course outline.

Quality Assurance

The Business School is actively monitoring student learning and quality of the student experience in all its programs. A random selection of completed assessment tasks may be used for quality assurance, such as to determine the extent to which program learning goals are being achieved. The information is required for accreditation purposes, and aggregated findings will 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.

5 COURSE RESOURCES

The website for this course is on UNSW Moodle at:
<https://moodle.telt.unsw.edu.au/login/index.php>

The **textbook** for this course is:

- Harukiyo Hasegawa and Carlos Noronha (eds.) (2014), *Asian Business and Management: Theory, Practice and Perspectives*, 2nd Edition, Palgrave Macmillan.

Compulsory readings and cases for seminars are listed in the course outline page 12-16.

Additional Readings for this course will be uploaded in the course website (Moodle) each week. In addition to the compulsory readings, students should use these additional readings to build on their understanding of the lecture and topic each week.

Reference Books for this course are:

- Chien, W, Shih, S and Chu,P-Y, (2005), *Business Growth Strategies for Asia Pacific*, John Wiley & Sons (Asia) Pte Ltd.
- Haley Usha C.V. (2000), *Strategic Management in the Asia Pacific: Harnessing Regional and Organisational Change for Competitive Advantage*, Oxford, Butterworth-Heinemann.
- Sonia El Kahal, (2001), *Business in Asia Pacific: Text and Cases*, Oxford University Press.
- Tselichtchev, I. and Debroux, P. (2009), *Asia's Turning Point: An Introduction to Asia's Dynamic Economies at the Dawn of the New Century*, John Wiley & Sons (Asia) Pte Ltd.

Relevant Journals

- Asia Pacific Journal of Management
- Asia Pacific Business Review

The following **websites** are also useful sources:

- The Economist: <http://www.economist.com/>
- Mckinsey Quarterly: <http://www.mckinseyquarterly.com/home.aspx>
- Harvard Business Review: <http://hbr.org/>
- Financial Times (Asia): <http://www.ft.com/home/asia>
- Bloomberg Businessweek: <http://www.businessweek.com/>
- TED: <http://www.ted.com/>

6 COURSE EVALUATION AND DEVELOPMENT

Each year feedback is sought from students and other stakeholders about the courses offered in the School and continual improvements are made based on this feedback.

UNSW's Course and Teaching Evaluation and Improvement (CATEI) Process (http://www.ltu.unsw.edu.au/ref4-5-1_catei_process.cfm) is one of the ways in which student evaluative feedback is gathered. Significant changes to courses and programs within the School are communicated to subsequent cohorts of students. In addition to the formal teaching and course evaluation, periodically student feedback on the course may be gathered and used to inform continual course improvement.

7 COURSE SCHEDULE

Lecture Schedule (Lectures start in Week 1 and finish in Week 12)

LECTURE SCHEDULE		
Week	Topic	Readings
Week 1 5 March	1) Introduction and Overview	Textbook Chapter 1
Week 2 12 March	2) The East and South-East Asian economies Institutional and Policy Issues	Perkin (1994); Tselichtchev and Debroux (2009)
Week 3 19 March	3) The Flying Geese Model of Development, FDI & MNEs in the Asia-Pacific Region	Li (2000); Suh and Seo (1996); Heng (2010)
Week 4 26 March	4) From Miracle to Crisis: Post-Crisis Strategies for Asia Pacific	Dowling and Valenzuela (2010); Haley (2000); Yip and Singh (2000)
Week 5 2 April	5) The rise of China and its roles in Asia Pacific	Textbook Chapter 9, Chia and Sussangkarn (2006); Kuhn (2000) ; Shenkar (2005)
Mid-Semester break: 3 April – 12 April		
Week 6 16 April	6) Culture and Asian Values	Textbook Chapter 2, Milner (2000) ; Chien et al. (2005);
Week 7 23 April	Mid-session Exams (No Lecture)	
Week 8 30 April	7) Employment Relations in Asia	Textbook Chapter 4; Kuruvilla and Erickson (2002); Tan (2004)
Week 9 7 May	8) Geopolitical Risks of Doing Business in Asia: Corruption & Crony Capitalism NB: Group Assignment Due in the Lecture	Lee and Oh (2007); Lim and Stern (2003)
Week 10 14 May	9) Asian Leadership	Swierczek (1991); Mills (2005)
Week 11 21 May	10) CSR and Sustainable Development in Asia	Textbook Chapter 7; Chapple and Moon (2005).
Week 12 28 May	11) Course Review and Exams Preparation	
Week 13 4 June	NO LECTURE	

SEMINAR SCHEDULE		
Week	Topic	Case Study
Week 1 5 March	NO SEMINARS	NA
Week 2 12 March	Briefs on Case Presentation Organisation of Presentation Groups	NA
Week 3 19 March	The East and South-East Asian economies Institutional and Policy Issues	Evans (1998). 'Transferable lessons? Re-examining the Institutional pre-requisites of East Asian Economic Policies'.
Week 4 26 March	The Flying Geese Model of Development, FDI & MNEs in the Asia-Pacific Region	Sheldon, Morgan and Gan (2010), 'Governance through Governments: Singapore's transfer of public sector management 'software' to China through joint ventures'.
Week 5 2 April	From Miracle to Crisis: Post-Crisis Strategies for Asia Pacific	Suh et al. (2004). 'Globalization Strategies of South Korean Electronics Companies after the 1997 Financial Crisis'.
Mid-Semester break: 3 April – 12 April		
Week 6 16 April	The rise of China and its roles in Asia Pacific	Tisdell, Clem (2009) 'Economic Reform and Openness in China: China's Development Policies in the Last 30 Years'
Week 7 23 April	Mid-Session Exams (No Seminars)	NA
Week 8 30 April	Culture and Asian Values	Chua, R., Chen, SH. and Kwan, LB. (2010). 'CDG: Managing in China's Economic Transformation', Harvard Business School Case 9-411-067.
Week 9 7 May	Employment Relations in Asia	Sheldon, Gan and Morgan (2014), 'Making Singapore's Tripartism Work (Faster): The Formation of the Singapore National Employers' Federation in 1980'.
Week 10 14 May	The Geopolitical Risks of Doing Business in Asia: Corruption & Crony Capitalism	Dieleman and Sachs (2008), 'Coevolution of Institutions and Corporations in Emerging Economies: How the Salim Group Morphed into an Institution of Suharto's Crony Regime'.
Week 11 21 May	Asian Leadership	Nohria, Mayo and Benson (2014). 'Li Ka-Shing and the Growth of Cheung Kong'.
Week 12 28 May	CSR and Sustainable Development in Asia	Marquis et al. (2009). 'SK Telecom: Pursuing Happiness Through CSR', Harvard Business School Case 9-410-042.

8 SEMINAR PROGRAM AND COMPULSORY READING LIST

Students will form presentation groups (consisting of 2-3 students) during the first seminar meeting in Week 2. Each group will be allocated one reading from the list. The group will present a case study on the assigned topic and will lead discussion of the class.

Seminar #1 (Week 2)

1. Forming presentation groups. Allocation of Discussion Questions.
2. How to Prepare Case Studies.

Seminar #2 (Week 3): The East and South-East Asian Economies Institutional and Policy Issues

Compulsory Readings:

- Perkins, D. (1994). 'There are at Least Three Models of East Asian Development', *World Development*, 22 (4): 655-661.
- Tselichtchev, I. and Debroux, P. (2009). 'Chapter 3: Structural Transformation – The State', in *Asia's Turning Point: An Introduction to Asia's Dynamic Economies at the Dawn of the New Century*, John Wiley & Sons (Asia) Pte Ltd: 47-64.

Case: Evans, P (1998). 'Transferable lessons? Re-examining the Institutional pre-requisites of East Asian Economic Policies', *Journal of Development Studies*, 34(6): 66-86.

1. Identify the salient features of the East Asian (Economic/ Development) Model.
2. How does this model contribute to the Asian Miracle between 1950s and 1990s?
3. After the 1997 Asian Financial Crisis, many criticise the East Asian Model. Is it still relevant today? If yes, how so? If no, why not?

Seminar #3 (Week 4): The Flying Geese Model of Development, FDI and MNEs in the Asia Pacific Region

Compulsory Readings:

- Li, P. (2000). 'The evolution of multinational firms from Asia: A longitudinal study of Taiwan's Acer Group', in Haley, U. (ed.), *Strategic Management in the Asia Pacific*, Oxford, Butterworth Heinemann: 474-489.
- Suh, C. and Seo, J. (1996). 'Trends in the Pattern of Foreign Direct Investment: The Case of Asia-Pacific Region', in Levy, A. (ed.), *Handbook on the Globalization of the World Economy*, Edward Elgar, Aldershot: 123-146.
- Heng, S-H (2010). 'The 2008 Financial Crisis and the Flying Geese Model', *East Asia*, 27: 381-384.

Case: Peter Sheldon, David Morgan and Bernard Gan (2010), 'Governance through Governments: Singapore's transfer of public sector management 'software' to China through joint ventures', in Y. Wang and P. Ramburuth (eds), *Thirty Years of China's Economic Reform: Institutions, Management, Organizations and Foreign Investment*, Nova Science Publishers, Hauppauge NY, pp. 37-58.

1. What can the Singaporean government gain from transferring technical knowledge to China?
2. What can the Chinese government gain from (I) The SIP Project, (II) The WSIP Project, and (III) The DCT Project?
3. What broad lessons on the Flying Geese Model can be drawn from this case?

Seminar #4 (Week 5): From Miracle to Crisis: Post-1997 East Asian Financial Crisis Strategies for Asia Pacific

Compulsory Readings:

- Dowling and Valenzuela (2010). 'Chapter 3: The Asian Crisis and Recent Developments', in *Economic Development in Asia 2nd Edition*, Cengage Learning, Singapore: 51-82.
- Haley, U.C.V. (2000). 'Successful Strategies in Post-Crisis Asia', in Richter, F-J. (ed.), *The East Asia Development Model: Economic Growth, Institutional Failure and the Aftermath of the Crisis*, Macmillan Press Ltd, London: 287-296.
- Yip, G. and Singh, K. (2000). 'Postscript: Asian Crisis and Aftermath', in Yip, G. (ed.), *Asian advantage: Key strategies in winning in the Asia-Pacific region*, Perseus Publishing, Cambridge: 375-409.

Case: Suh, C., Kwon, S. and Rhee, D. (2004). 'Globalization Strategies of South Korean Electronics Companies after the 1997 Financial Crisis', *Asia Pacific Business Review*, Special Issue, 10: (3/4): 1-20.

1. How the 1997 Asian Financial Crisis affect the South Korean Electronics Companies?
2. Compare and contrast their globalisation strategies before and after the 1997 Financial Crisis.
3. Does this specific Korean experience support the relevancy of the East Asian Model today?

Mid-Semester break: 3 April – 12 April

Seminar #5 (Week 6): The Rise of China and its Roles in Asia Pacific

Compulsory Readings:

- Chia, S.Y. and Sussangkarn, C. (2006). 'The Economic Rise of China: Challenges and Opportunities for ASEAN'. *Asian Economic Policy Review*, 1(1):102–128.
- Shenkar, O. (2005). 'Chapter 3: Like No Other' in *The Chinese Century: The Rising Chinese Economy and Its Impact on the Global Economy, the Balance of Power, and Your Job*, Pearson Education, NJ.

Case: Tisdell, Clem (2009). 'Economic Reform and Openness in China: China's Development Policies in the Last 30 Years', *Economic Analysis & Policy*, 39(2): 271-294.

1. Identify and discuss the critical events and the Chinese leaders who play key roles in China's economic reforms and development since the mid-1970s.
2. What is meant by "Market Socialism with Chinese Characteristics"? Is this development policy likely to change under the new Chinese leadership?
3. Choose one company in the Asia Pacific region and explore how this company has benefited from the "Rise of China".

No Seminar (Week 7)

Mid Session Examinations

Seminar #6 (Week 8): Culture and Asian Values

Compulsory Readings:

- Textbook Chapter 5
- Milner, Anthony. (2000). 'What happened to Asian Values?', in Segal, G. And Goodman, D. (ed.), *Towards Recovery in Pacific Asia*, Routledge, London: 56-68.
- Chien, W, Shih, S and Chu, P-Y, (2005), 'Chapter 2: Understanding Asian Culture and Business Practice', in *Business Growth Strategies for Asia Pacific*, John Wiley & Sons (Asia) Pte Ltd.

Case: Chua, R., Chen, SH. and Kwan, LB. (2010). 'CDG: Managing in China's Economic Transformation', *Harvard Business School Case 9-411-067*.

1. Should Chen's sales team be completely removed? Why or why not?
2. What advice would you give Roc Yang? Where should he draw the line between upholding CDG's company culture based on professionalism and quality, and adhering to the local business culture that relies on *guanxi*?
3. Can *guanxi* be a source of sustained competitive advantage for doing business in China?

Seminar #7 (Week 9): Employment Relations in Asia

Compulsory Readings:

- Kuruvilla and Erickson (2002). 'Change and Transformation in Asian Industrial Relations', *Industrial Relations*, 41(2): 171-227.
- Tan, C.H. (2004). 'Chapter 15: Employment Relations in Southeast Asia' in *Employment Relations in Singapore 4th Edition*, Prentice Hall, Singapore.

Case: Sheldon, P., Gan, B., and Morgan, D. (2015 Forthcoming), 'Making Singapore's Tripartism Work (Faster): The Formation of the Singapore National Employers' Federation in 1980', *Business History*.

1. What roles did the SNEF play in making Singapore's tripartism work (faster)?
2. Compare and contrast Singapore's tripartite model with other Asian countries (Note: Please research beyond the case).
3. Is the Singaporean tripartite model replicable? If yes, why? If not, why not?

Seminar #8 (Week 10) : The Geopolitical Risks of Doing Business in Asia: Corruption and Crony Capitalism

Compulsory Readings:

- Lee and Oh (2007). 'Corruption in Asia: Pervasiveness and arbitrariness', *Asia Pacific Journal of Management*, 24: 97-114.
- Lim and Stern (2003). 'State Power and Private Profit: the political economy of corruption in Southeast Asia', *Asia-Pacific Economic Literature*, 16(2): 18-52.

Case: Dieleman and Sachs (2008), "Coevolution of Institutions and Corporations in Emerging Economies: How the Salim Group Morphed into an Institution of Suharto's Crony Regime", *Journal of Management Studies*, 45(7): 1274-1300.

1. What is crony capitalism? Do you believe there is a substantive difference (i.e. one that has a different impact economic outcome) between domestic companies lobbying their national government to restrict foreign ownership and crony-capitalism (companies benefiting from friendship ties to government)?
2. Discuss broad anti-corruption policies that an MNC can adopt when doing business in Asia.
3. Describe Salim Group's strategies in dealing with corruption and crony capitalism through time. What lessons can be drawn from the Salim Group's strategies?

Seminar #9 (Week 11) : Asian Leadership

Compulsory Readings:

- Swierczek F.W. (1991). 'Leadership and Culture: Comparing Asian Managers', *Leadership and Organization Development Journal*, 12(7): 3-10.
- Mills D. Quinn. (2005). 'Asian and American Leadership Styles: How Are They Unique?' *Harvard Business School Working Knowledge*: 1-7.

Case: Nohria, N., Mayo, A.J., and Benson, M., (2014). 'Li Ka-Shing and the Growth of Cheung Kong', Harvard Business School Case 9-407-062.

1. Summarise and discuss Li Ka-Shing's leadership styles. Is Li's leadership typically of Asian leaders?
2. Identify the salient features of Asian leadership. What does it take to be a successful business leader in China?
3. List the cultural characteristics that you think are the most likely to work effectively for an Asian Chief Executive Officer (CEO) in a Western company and for Western CEO in an Asian company. Research beyond this case study to provide specific examples in your discussions.
- 4.

Seminar #10 (Week 12) : CSR and Sustainable Development in Asia

Compulsory Readings:

- Textbook Chapters 2
- Chapple, W. and Moon, J. (2005), 'Corporate Social Responsibility (CSR) in Asia: A Seven-Country Study of CSR Web Site Reporting', *Business Society*, 44:415-441.

Case: Marquis, C., Ryu, K. Y., Mirvis, P.H., and Thomason, B., (2009). 'SK Telecom: Pursuing Happiness Through Corporate Social Responsibility', *Harvard Business School Case 9-410-042*.

1. What are the main elements of the concepts of corporate social responsibility (CSR) and sustainable development? In what ways are they linked to each other?
2. What is meant by SK Telecom's "Pursuing Happiness through Corporate Social Responsibility"?
3. What are the key challenges in SK Telecom's CSR program? Are they (SK's Telecom CSR program) successful?

Dr. Bernard Gan
March 2015

PART B: KEY POLICIES, STUDENT RESPONSIBILITIES AND SUPPORT

9 PROGRAM LEARNING GOALS AND OUTCOMES

The Business School Program Learning Goals reflect what we want all students to BE or HAVE by the time they successfully complete their degree, regardless of their individual majors or specialisations. For example, we want all our graduates to HAVE a high level of business knowledge, and a sound awareness of ethical, social, cultural and environmental implications of business. As well, we want all our graduates to BE effective problem-solvers, communicators and team participants. These are our overall learning goals for you and are sought after by employers.

You can demonstrate your achievement of these goals by the specific outcomes you achieve by the end of your degree (e.g. be able to analyse and research business problems and propose well-justified solutions). Each course contributes to your development of two or more program learning goals/outcomes by providing opportunities for you to practise these skills and to be assessed and receive feedback.

Program Learning Goals for undergraduate and postgraduate students cover the same key areas (application of business knowledge, critical thinking, communication and teamwork, ethical, social and environmental responsibility), which are key goals for all Business students and essential for success in a globalised world. However, the specific outcomes reflect different expectations for these levels of study.

We strongly advise you to choose a range of courses which assist your development of these skills, e.g., courses assessing written and oral communication skills, and to keep a record of your achievements against the Program Learning Goals as part of your portfolio.

Business Postgraduate Coursework Program Learning Goals and Outcomes

1. Knowledge: Our graduates will have current disciplinary or interdisciplinary knowledge applicable in local and global contexts.

You should be able to identify and apply current knowledge of disciplinary or interdisciplinary theory and professional practice to business in local and global environments.

2. Critical thinking and problem solving: Our graduates will have critical thinking and problem solving skills applicable to business and management practice or issues.

You should be able to identify, research and analyse complex issues and problems in business and/or management, and propose appropriate and well-justified solutions.

3. Communication: Our graduates will be effective communicators in professional contexts.

You should be able to:

- a. Produce written documents that communicate complex disciplinary ideas and information effectively for the intended audience and purpose, and
- b. Produce oral presentations that communicate complex disciplinary ideas and information effectively for the intended audience and purpose.

4. Teamwork: Our graduates will be effective team participants.

You should be able to participate collaboratively and responsibly in teams, and reflect on your own teamwork, and on the team's processes and ability to achieve outcomes.

5. Ethical, social and environmental responsibility: Our graduates will have a sound awareness of ethical, social, cultural and environmental implications of business issues and practice.

You should be able to:

- a. Identify and assess ethical, environmental and/or sustainability considerations in business decision-making and practice, and
- b. Consider social and cultural implications of business and /or management practice.

10 ACADEMIC HONESTY AND PLAGIARISM

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For UNSW policies, penalties, and information to help you avoid plagiarism see: <https://student.unsw.edu.au/plagiarism> as well as the guidelines in the online ELISE tutorials for all new UNSW students: <http://subjectguides.library.unsw.edu.au/elise>

To see if you understand plagiarism, do this short quiz:

<https://student.unsw.edu.au/plagiarism-quiz>

For information on how to acknowledge your sources and reference correctly, see: <https://student.unsw.edu.au/harvard-referencing>

For the *Business School Harvard Referencing Guide*, see the [Business Referencing and Plagiarism](#) webpage (Business >Students>Learning support> Resources>Referencing and plagiarism).

For information for staff on how UNSW defines plagiarism, the types of penalties that apply and the protocol around handling plagiarism cases, see:

<https://www.gs.unsw.edu.au/policy/documents/plagiarismpolicy.pdf>

<https://www.gs.unsw.edu.au/policy/documents/plagiarismprocedure.pdf>

<https://www.gs.unsw.edu.au/policy/studentmisconductprocedures.html>

11 STUDENT RESPONSIBILITIES AND CONDUCT

Students are expected to be familiar with and adhere to university policies in relation to class attendance and general conduct and behaviour, including maintaining a safe, respectful environment; and to understand their obligations in relation to workload, assessment and keeping informed.

Information and policies on these topics can be found in UNSW Current Students 'Managing your Program' webpages: <https://student.unsw.edu.au/program>.

11.1 Workload

It is expected that you will spend at least **nine to ten hours** per week studying this course. This time should be made up of reading, research, working on exercises and problems, online activities and attending classes. In periods where you need to complete assignments or prepare for examinations, the workload may be greater. Over-commitment has been a cause of failure for many students. You should take the required workload into account when planning how to balance study with employment and other activities.

We strongly encourage you to connect with your **Moodle course websites** in the **first week of semester**. Local and international research indicates that students who engage early and often with their course website are more likely to pass their course.

Information on expected workload: <https://student.unsw.edu.au/uoc>

11.2 Attendance

Your regular and punctual attendance at lectures and seminars is expected in this course. University regulations indicate that if students attend less than 80% of scheduled classes they may be refused final assessment. For more information, see:

<https://student.unsw.edu.au/attendance>

11.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. Conduct which unduly disrupts or interferes with a class, such as ringing or talking on mobile phones, is not acceptable and students may be asked to leave the class. More information on student conduct is available at: <https://student.unsw.edu.au/conduct>

11.4 Occupational Health and Safety

UNSW Policy requires each person to work safely and responsibly, in order to avoid personal injury and to protect the safety of others. For more information, see <http://www.ohs.unsw.edu.au/>.

11.5 Keeping Informed

You should take note of all announcements made in lectures, tutorials or on the course web site. From time to time, the University will send important announcements to your university e-mail address without providing you with a paper copy. You will be deemed to have received this information. It is also your responsibility to keep the University informed of all changes to your contact details.

12 SPECIAL CONSIDERATION

You must submit all assignments and attend all examinations scheduled for your course. You should seek assistance early if you suffer illness or misadventure which affects your course progress.

General information on special consideration for undergraduate and postgraduate courses:

1. All applications for special consideration must be **lodged online through myUNSW within 3 working days of the assessment** (Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration). You will then need to submit the originals or certified copies of your completed [Professional Authority form \(pdf - download here\)](#) and other supporting documentation to Student Central. For more information, please study carefully in advance the instructions and conditions at: <https://student.unsw.edu.au/special-consideration>
2. Please note that documentation may be checked for authenticity and the submission of false documentation will be treated as academic misconduct. The School may ask to see the original or certified copy.
3. Applications will **not** be accepted by teaching staff. The lecturer-in-charge will be automatically notified when you lodge an online application for special consideration.
4. Decisions and recommendations are only made by lecturers-in-charge (or by the Faculty Panel in the case of UG final exam special considerations), **not** by tutors.
5. Applying for special consideration **does not** automatically mean that you will be granted a supplementary exam or other concession.
6. Special consideration requests **do not allow** lecturers-in-charge to award students additional marks.

13 STUDENT RESOURCES AND SUPPORT

The University and the Business School provide a wide range of support services for students, including:

- **Business School Education Development Unit (EDU)**
<https://www.business.unsw.edu.au/students/resources/learning-support>
The EDU provides academic writing, study skills and maths support specifically for Business students. Services include workshops, online resources, and individual consultations. EDU Office: Level 1, Room 1033, Quadrangle Building. Phone: 9385 5584; Email: edu@unsw.edu.au.
- **Business Student Centre**
<https://www.business.unsw.edu.au/students/resources/student-centre>
Provides advice and direction on all aspects of admission, enrolment and graduation. Office: Level 1, Room 1028 in the Quadrangle Building; Phone: 9385 3189.
- **Moodle eLearning Support**
For online help using Moodle, go to: <https://student.unsw.edu.au/moodle-support>. For technical support, email: itservicecentre@unsw.edu.au; Phone: 9385 1333.
- **UNSW Learning Centre** www.lc.unsw.edu.au
Provides academic skills support services, including workshops and resources, for all UNSW students. See website for details.
- **Library training and search support services**
<http://info.library.unsw.edu.au/web/services/services.html>
- **IT Service Centre:** Provides technical support for problems logging in to websites, downloading documents etc. <https://www.it.unsw.edu.au/students/index.html> Office: UNSW Library Annexe (Ground floor). Ph: 9385 1333.
- **UNSW Counselling and Psychological Services**
<https://student.unsw.edu.au/wellbeing> Provides support and services if you need help with your personal life, getting your academic life back on track or just want to know how to stay safe, including free, confidential counselling. Office: Level 2, East Wing, Quadrangle Building; Phone: 9385 5418.
- **Student Equity & Disabilities Unit** <http://www.studentequity.unsw.edu.au>
Provides advice regarding equity and diversity issues, and support for students who have a disability or disadvantage that interferes with their learning. Office: Ground Floor, John Goodsell Building; Phone: 9385 4734; Email: seadu@unsw.edu.au