MGMT 5608
CORPORATE STRATEGIES IN EAST ASIA

Course Outline
Semester 2, 2015

Part A: Course-Specific Information

Please consult Part B for key information on Business School policies (including those on plagiarism and special consideration), student responsibilities and student support services.
# Table of Contents

**PART A: COURSE-SPECIFIC INFORMATION**

1. **STAFF CONTACT DETAILS**  
2. **COURSE DETAILS**
   - 2.1 Teaching Times and Locations
   - 2.2 Units of Credit
   - 2.3 Summary of Course
   - 2.4 Course Aims and Relationship to Other Courses
   - 2.5 Student Learning Outcomes

3. **LEARNING AND TEACHING ACTIVITIES**
   - 3.1 Approach to Learning and Teaching in the Course
   - 3.2 Learning Activities and Teaching Strategies

4. **ASSESSMENT**
   - 4.1 Formal Requirements
   - 4.2 Assessment Details
   - 4.3 Assessment Format
   - 4.4 Assignment Submission Procedure
   - 4.5 Complaint and Peer Review for Group Assignments
   - 4.6 Late Submission

5. **COURSE RESOURCES**

6. **COURSE EVALUATION AND DEVELOPMENT**

7. **COURSE SCHEDULE**

8. **SEMINAR PROGRAM AND COMPULSORY READING LIST**
PART A: COURSE-SPECIFIC INFORMATION

1 STAFF CONTACT DETAILS
Lecturer-in-charge: Professor Chung-Sok Suh
Room: UNSW Business School Building 516
Phone No: 9385 5883
Email: c.suh@unsw.edu.au
Consultation Times: Thursday 4:00-6:00pm

Lecturer: Dr. Joseph Kim
Room: Quadrangle Building 1015C
Phone No: 9385 3764
Email: joseph.kim@unsw.edu.au
Consultation Times: Thursday 1:00-3:00pm

2 COURSE DETAILS

2.1 Teaching Times and Locations
Lectures start in Week 1 to Week 12.
The Time and Location are:
Tuesday 6:00-7:30pm (MathewsThC)

Seminars start in Week 2 to Week 13.
The Groups and Times are:
Tuesday 4:30-6:00pm (Mat 303)
Tuesday 7:30-9:00pm (Mat 302)

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
This course introduces an in-depth analysis of comparative business systems and corporate strategies in Japan, Korea, and China. Topics include: comparative analysis of business systems and government-business relations in Japanese Keiretsu, Korean Chaebol and Chinese family business and State enterprises in China; corporate governance and human resource management practices; globalisation of firms, headquarter-subsidiary relations and foreign direct investment; impact of culture on management style and decision making; comparative analysis of competition strategy; organisational structures including sub-contracting and buyer-supplier networks, just-in-time management and quality control.

2.4 Course Aims and Relationship to Other Courses
This course aims to provide a strategic perspective on comparative business systems and corporate strategies in East Asia. It pays critical attention to the corporate strategies adopted by firms in Japan, Korea, China and overseas Chinese firms. It provides a comparative analysis of both management systems and business strategies
of the four distinct groups in East Asia, and analyses how firms outside the regions can deal with the East Asian corporations.

Although MGMT5604 Asia-Pacific Business and Management covers East Asian countries, this course differs from MGMT5604 as it deals with firm-level strategies of companies competing in East Asia (Japan, Korea and China), while MGMT5604 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 comparative analysis of business systems and corporate strategies and management styles. The course is designed to provide students with the conceptual tools to understand:

2. Corporate governance and human resource management practices;
3. Globalisation of firms, headquarter-subsidiary relations and foreign direct investment;
4. Impact of culture on management style and decision making;
5. Comparative analysis of competition strategy;
6. Organisational structures including sub-contracting and buyer-supplier networks, just-in-time management, and quality control.

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 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’).
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.

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):

<table>
<thead>
<tr>
<th>Program Learning Goals and Outcomes</th>
<th>Course Learning Outcomes</th>
<th>Course Assessment Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>This course helps you to achieve the following learning goals for all Business postgraduate coursework students:</strong></td>
<td><strong>On successful completion of the course, you should be able to:</strong></td>
<td><strong>This learning outcome will be assessed in the following items:</strong></td>
</tr>
<tr>
<td>1 Knowledge</td>
<td>Show understanding of Asian Business Systems.</td>
<td>• Seminar Problems</td>
</tr>
<tr>
<td></td>
<td>Analyse firm behaviour/ strategies (from two perspectives – indigenous and foreign companies operating in East Asia)</td>
<td>• Exam</td>
</tr>
<tr>
<td>2 Critical thinking and problem solving</td>
<td>Demonstrate abilities to form own opinions on topics taught in this course.</td>
<td>• Seminar Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3a Written communication</td>
<td>Construct written work which is logically and professionally presented.</td>
<td>• Seminar Problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Exam</td>
</tr>
<tr>
<td>3b Oral communication</td>
<td>Communicate ideas in a succinct and clear manner.</td>
<td>• Seminar Presentation</td>
</tr>
<tr>
<td>4 Teamwork</td>
<td>Work collaboratively to complete a task.</td>
<td>• Seminar Presentation</td>
</tr>
<tr>
<td>5a Ethical,</td>
<td>Identify and assess ethical issues on</td>
<td>• Seminar</td>
</tr>
</tbody>
</table>

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CRICOS Code 00098G
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.

4.2 Assessment Details

<table>
<thead>
<tr>
<th>Assessment Task</th>
<th>Weighting</th>
<th>Length</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seminar Attendance &amp; Participation</td>
<td>5%</td>
<td>See 4.3 below</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Group Presentation &amp; Written Answers</td>
<td>15%</td>
<td>45 minutes presenting the case plus 25 minutes leading class discussion</td>
<td>In allocated seminars</td>
</tr>
<tr>
<td>Mid-Semester Exams</td>
<td>20%</td>
<td>See 4.3 below</td>
<td>6:00pm on Tuesday 8 September (Week 7)</td>
</tr>
<tr>
<td>Group Project Report</td>
<td>20%</td>
<td>2,500 words</td>
<td>6:00pm on Tuesday 6 October (Week 10)</td>
</tr>
<tr>
<td>Final Exam</td>
<td>40%</td>
<td>2 hours</td>
<td>University Exam Period</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
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</tr>
</tbody>
</table>

4.3 Assessment Format

4.3.1 Seminar Participation (5%)
Attendance is compulsory. To be eligible for the Seminar Participation mark students must attend a minimum of nine (9) seminars. 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).

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outstanding Contribution</td>
<td>Attends 9 + 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.</td>
<td>4 – 5</td>
</tr>
<tr>
<td>Satisfactory</td>
<td>Attends 9 + tutorials and participates in both small group and class discussions*. Contributions demonstrate some preparation for tutorial. Some contribution of facts or opinion.</td>
<td>2 – 3</td>
</tr>
<tr>
<td>Unsatisfactory</td>
<td>Attends 9 + tutorials but is an unwilling participant, is</td>
<td>1</td>
</tr>
</tbody>
</table>
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.

| Does not meet attendance requirement | Students must attend a minimum of 9 tutorials to be eligible for participation marks | 0 |

4.3.2 Group Oral Presentation and Written Answers (15%)

The group presentation is designed to enhance students’ understanding of the selected topics / theories and provide a conducive and non-confrontational platform to develop their oral presentation skills.

In week 2, students will be organised into teams of 2-3. Each group will be allocated a presentation topic (see pages 13-15) for presentation starting in week 3. Groups should prepare oral presentation of 45 minutes ([i] presenting the case to the class; and [ii] discussions on the questions for 25 minutes). During the discussion time, the presenting groups should lead class discussion to engage the rest of the class to participate before presenting their answer to the case questions. Leading the class discussion by the presenting groups encourages collaborative thinking and attunes students to a multiplicity of viewpoints and perspectives. Class discussion can be in the form of class activities such as quiz, role play, Q&A etc. Overall, the groups should try to present their seminar case in an informative, professional, and interesting manner.

In addition, each group should also submit hard copies of the written answer to the seminar case questions and presentation slides in hand-out format (2 slides per page) to the tutor on the day of its presentation with the cover sheet attached. The cover sheet will be available for download and print on the course website.

You will be assessed on the following criteria:

(i) Analysis
- Extent of Research (You are strongly encouraged to go beyond just answering the case questions. Any materials relating to the topic are considered within the scope of the presentation)
- Understanding of the Issue (this include reflecting on how the case relates to the lecture materials)
- Answers to the Questions

(ii) Presentation (Both written and oral)
- Organisation (Structure, logical flow etc.)
- Style (Clarity, Creativity etc.)
- Maximum learning on the topic being presented (Apart from answering the tutorial questions, you should go beyond the case materials & include any materials that helps the class learn more about the subject topic)

(iii) Class Discussion
- Management of Class Discussion
- Response to Questions/ Issues raised
- Class Discussion can be in the form of class activities such as Quiz, Role Play, Q&A etc
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 Project Report (20%)

Students should submit a group report, consisting of one to 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.

**Topic for Project Report**

Choose one Japanese/ Korean/ Chinese/ Overseas Chinese business group/ or company (Note: your choice should not replicate any examples covered in the lectures and seminars).

Critically review your chosen case study in the following areas:
1) Corporate structure and governance,
2) Management style, and
3) Internationalisation strategy (or if not relevant, corporate strategies).

Drawing on lessons learned through this case study, your report should include a reflection on which aspects of corporate Japan/ Korea/ China/ Greater China should be retained/ and which aspects should be reformed if they were to remain relevant and successful in the future.

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 5608) 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 EDU 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 (while relevant non-academic sources are permitted, your report should contain mainly academic journal articles that support 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)

Please refer to the marking guide in the course website.

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 Tuesday, 6 October.
1) Hard copies of the assignments are to be handed in week 10 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 Tuesday, 6 October. The results of the assignment will be withheld till soft copy of the assignment has been submitted online.

4.5 Complaint and Peer Review for Group Assignments
The case presentation and project report assignments 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 assignments, make regular meeting dates, and establish timelines 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 9. 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.

4.6 Late Submission

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 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:

The textbook for this course is:

Compulsory readings and cases for seminars are listed in the course outline page 13-15. 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:

**Relevant Journals**
1. Asia Pacific Journal of Management
2. Asia Pacific Business Review
3. Journal of International Business Studies

The following **websites** are also useful sources:
5. Financial Times (Asia): http://www.ft.com/home/asia
7. TED: http://www.ted.com/

**Useful iPhone and iPad apps:**
1. Zite: http://zite.com/ (One stop news center)
2. Blackboard: http://www.blackboard.com/platforms/mobile/overview.aspx (To access course website via UNSW Blackboard)
4. Zotero: http://www.zotero.org/ (Managing research)

## 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/refs4-5-1_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.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 2 4 August</td>
<td>Japanese Business System – a Managerial View of Keiretsu (CS)</td>
<td>Lai (1999); Stiles (2009)</td>
</tr>
<tr>
<td>Week 3 11 August</td>
<td>Japanese Management Style (CS)</td>
<td>Drucker (1971); Pudelko and Mendenhall (2007)</td>
</tr>
<tr>
<td>Week 5 25 August</td>
<td>Strategies for Mainland Chinese Firms (CS)</td>
<td>Meyer and Lu (2005)</td>
</tr>
<tr>
<td>Week 6 1 September</td>
<td>Strategies of Foreign Firms in China (CS)</td>
<td>Pu and Que (2004); Wang (2011)</td>
</tr>
<tr>
<td>Week 7 8 September</td>
<td>Mid-session Exams (No Lecture)</td>
<td></td>
</tr>
<tr>
<td>Week 8 15 September</td>
<td>Korean Management System and Business Strategy (1) (JK)</td>
<td>Bae and Rowley (2001); Yoo and Lee (1987)</td>
</tr>
<tr>
<td>Week 11 13 October</td>
<td>Strategies for Overseas Chinese Firms (CS)</td>
<td>Yeung (2006)</td>
</tr>
<tr>
<td>Week 12 20 October</td>
<td>Course Review and Exams Preparation (JK)</td>
<td>Carney (2008); Hofstede (2007)</td>
</tr>
<tr>
<td>Week 13 27 October</td>
<td>NO LECTURE</td>
<td></td>
</tr>
</tbody>
</table>

CS: Chung-Sok Suh          JK: Joseph Kim
## Seminar Schedule

Seminars start in Week 2 and finish in Week 13.

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Reference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>NO SEMINARS</td>
<td>N/A</td>
</tr>
<tr>
<td>28 July</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 2</td>
<td>Topic 1: Briefs on Case Presentation &amp; Organisation of Presentation Groups</td>
<td>N/A</td>
</tr>
<tr>
<td>4 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Topic 2: Japanese Business System – Managerial View of Keiretsu</td>
<td>“Success as the source of failure? Competition and cooperation in the Japanese economy”</td>
</tr>
<tr>
<td>11 August</td>
<td></td>
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</tr>
<tr>
<td>Week 4</td>
<td>Topic 3: Japanese Management Style</td>
<td>“Ina Food Industry”</td>
</tr>
<tr>
<td>18 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Topic 4: Internationalisation Strategy of Japanese Firms</td>
<td>“Fast Retailing Group”</td>
</tr>
<tr>
<td>25 August</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Topic 5: Strategies for Mainland Chinese Firms</td>
<td>“Chery Automobile Company”</td>
</tr>
<tr>
<td>1 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>Mid-Session Exams (No Seminars)</td>
<td></td>
</tr>
<tr>
<td>8 September</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>Topic 6: Strategies of Foreign Firms in China</td>
<td>“Bidding War in China's Beer Industry”</td>
</tr>
<tr>
<td>15 September</td>
<td></td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Topic 7: Korean Management System and Business Strategy (1)</td>
<td>“A roasted duck can still fly away”</td>
</tr>
<tr>
<td>22 September</td>
<td></td>
<td></td>
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<tr>
<td>Mid-semester break: Saturday 26 September - Monday 5 October inclusive</td>
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</tr>
<tr>
<td>Week 10</td>
<td>Topic 8: Korean Business Strategy (2) &amp; Internationalisation Strategy of Japanese, Korean and Chinese firms</td>
<td>“Global Capacity Expansion Strategies: Lessons Learned from Two Korean Carmakers”</td>
</tr>
<tr>
<td>6 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Topic 10: Strategies for Overseas Chinese Firms</td>
<td>“Ireka Construction Berhad”</td>
</tr>
<tr>
<td>20 October</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Review and Mock Final Exams</td>
<td>N/A</td>
</tr>
<tr>
<td>27 October</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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): Briefs on Case Presentation & Organisation of Presentation Groups
1. Forming presentation groups. Allocation of Discussion Questions.
2. How to Prepare Case Studies.

Seminar 2 (Week 3): Japanese Business System – Managerial View of Keiretsu


Case questions:
1) How did Japanese firms create competitiveness through cooperation?
2) What are the author’s main counterarguments to the frequently cited criticisms of Japanese business system as a fundamentally ‘closed’ collusive system?
3) What are the today and tomorrow challenges of Japanese companies? Suggest how the Japanese should handle these challenges.

Seminar 3 (Week 4): Japanese Management Style


Case questions:
1) Identify the salient features of Ina Food Industry Co. Ltd’s management practices. Are they consistent with Japanese management styles?
2) The top management at Ina Food is not thinking of going public at the moment. From the case fact, explain the rationale in this management decision. If you were the owner of the company, what would you do?
3) Do you think the Japanese management style is still relevant in today’s and tomorrow’s rapidly changing global business environment? If yes, how are they relevant? If no, what should the Japanese do to stay relevant?

Seminar 4 (Week 5): Internationalisation Strategy of Japanese Firms


Case questions:
1) Examine UNIQLO internationalisation process. Is UNIQLO’s internationalisation typical of Japanese companies’ internationalisation strategies?
2) What explains UNIQLO’s success? Can this success be replicated by UNIQLO’s competitors?
3) What could UNIQLO do to remain successful in the very competitive global Apparel Retailing Industry?
Seminar 5 (Week 6): Strategies for Mainland Chinese Firms


Case questions:
1) Provide a longitudinal analysis of how the Chinese Automobile industry has evolved over time from 1950s till today.
2) Examine the growth strategies and competitive advantages of Chery Automobile Company.
3) Is GM correct in pursing Chery over copyright violations? Focus your debate on ethical issues versus market and political considerations.
4) Examine the Post-reform SOE operational model listed in the textbook (page 101). Is Chery's corporate culture typical of a Chinese SOE culture?

Week 7: No seminar (Mid-session Exam)

Seminar 6 (Week 8): Strategies of Foreign Firms in China


Case questions:
1) Describe the characteristics of China’s beer industry.
2) Why did the first foray of a majority of international breweries fail?
3) What should SABMiller do while facing the aggressive and dominant behaviour of its competitor in China?
4) What strategies did Anheuser-Busch and SABMiller adopt in China to outperform other foreign brewers? Can these strategies provide them with sustainable competitive advantage in the longer term?

Seminar 7 (Week 9) Korean Management System and Business Strategy (1)


Case questions:
1) Given that the Korean Big Business groups (Chaebols) dominated the Korean economy, do you think small and medium enterprises (SMEs) such as Avaro stand a chance? What are Avaro’s strategies to succeed?
2) Do you agree with the author’s view that Avaro’s failure to internationalise is due to “concern to maintain the Korean identity”?
3) Do you think the Korean management style is still relevant in today’s and tomorrow’s rapidly changing global business environment? If yes, how are they relevant? If no, what should the Koreans do to stay relevant?
Seminar 8 (Week 10): Korean Business Strategy (2) & Internationalisation
Strategy of Japanese, Korean and Chinese firms


Case questions:
1) First, compare and contrast Daewoo and Hyundai internationalisation (globalisation) strategies. Second, with the benefit of hindsight, why do you think Hyundai succeeded today, whereas Daewoo failed?
2) From the global perspectives, what have been the Chaebols’ strategies of building their capabilities in the car manufacturing industry?
3) Compare and contrast the key challenges facing Korean Chaebols in the global car manufacturing industry yesterday, today and tomorrow?
4) What would be the way forward for Korean firms to sustain competitiveness in the industry?


Case: Farhoomand, A. 2007. Haier: How to Turn A Chinese Household Name into a Global Brand, Asia Case Research Centre –The University of Hong Kong, HKU680.

Case questions:
1) Provide a longitudinal analysis of Haier’s development path over time from 1984 till today.
2) Compare and contrast Haier’s globalisation strategies (and their relative success) in various markets (European markets, Asia Pacific Markets, Middle East Markets, US Market).
3) Discuss the primary reasons why Haier moves from a single and dominant business strategy to a diversified strategy. Do you think Haier’s aggressive diversification strategy is good for the company’s long term sustainability?
4) What are Haier’s key success factors? Should Chinese companies adopt Haier’s Go Global Strategies?

Seminar 10 (Week 12): Strategies for Overseas Chinese Firms


Case questions:
1) What features of Ireka Construction Berhad resemble a typical Overseas Chinese firm?
2) How has the Lai family managed the change from a small family business to a larger, publicly listed company?
3) Many people believed that even though Ireka was a publicly listed company, it was still a family run business. What improvements should the company make in its human resource management system after it was publicly listed?
4) In the Chinese culture, there is a popular saying, “family fortune cannot last three generations”. Do you think Ireka will remain successful after the passing of its first and second generation leaders?
Seminar 11 (Week 13): Review and Mock Final Exams

Practise of a sample final exam question and general feedback.