BMA348
Managing Business in the Asia Pacific

Semester 1, 2014

THIS UNIT IS BEING OFFERED IN:
HOBART & SHANGHAI

Teaching Team:
Mr Marcus Bai

CRICOS Provider Code: 00586B
Contact Details

Unit Coordinator     Mr Marcus Bai
Campus              Sandy Bay
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Email               baix@utas.edu.au
Phone               +61 3 413747594
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Consultation Time   By Appointment
Unit Description

The Asia Pacific has been gaining impressive economic growth and generating numerous opportunities for businesses. In particular, the region has recovered quickly from the Asian financial crisis and performed well in the recent global financial crisis. It is foreseeable that the region will gain more weight in the world economy in the future. However, the region presents a diverse and unique business environment particularly for foreign businesses. It is therefore imperative for businesses entering the region to develop a comprehensive understanding of how business can be undertaken in the region.

From the perspective of business management, this unit will introduce the key dimensions of the operational environment of the region. The strategic decisions of entering this region and the operational management as a response to the complicated environment will be examined in this unit. The prominent management styles of the region will also be discussed. Upon completion of the unit, students will be able to understand the operational environment of the region and develop practical skills to analyse the strategies and operational management required for businesses to succeed in the region.

Prior Knowledge &/or Skills OR Pre-Requisite Unit(s)

BMA101 Introduction to Management AND
BMA181 Introduction to International Business.

Enrolment in the Unit

Unless there are exceptional circumstances, students should not enrol in this unit after the end of week two of semester, as the Tasmanian School of Business and Economics (TSBE) cannot guarantee that:

- any extra assistance will be provided by the teaching team in respect of work covered in the period prior to enrolment; and
- penalties will not be applied for late submission of any piece or pieces of assessment that were due during this period.
<table>
<thead>
<tr>
<th>Intended Learning Outcomes and Generic Graduate Attributes</th>
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<tbody>
<tr>
<td><strong>In this unit you will learn:</strong></td>
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<tr>
<td>Knowledge of the business environment of the Asia-Pacific region</td>
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<tr>
<td>Identify and assess opportunities and challenges for businesses in the region</td>
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<tr>
<td>Analyse the impacts of the environment on businesses</td>
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<tr>
<td>Assess major management styles of the region</td>
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<td>Key issues in the strategies and operational management in the region</td>
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<tr>
<td>Identify and evaluate key issues in the operational management</td>
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<tr>
<td>Practical skills to apply concepts, principles and models to real business situations</td>
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<tr>
<td>Apply concepts, principles and models to analyse business issues</td>
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<tr>
<td>Make logical and evidenced arguments and recommendations based on research and analysis</td>
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<td>Skills for communicating orally and in writing</td>
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<tr>
<td>Write in an organised structure, an appropriate format and a discipline-specific language</td>
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<td>Present research findings to a group audience in an engaging and confident way</td>
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Learning Expectations and Teaching Strategies/Approach

The University is committed to a high standard of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers. The University’s Code of Conduct for Teaching and Learning states:

Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.

Occupational Health and Safety (OH&S)

The University is committed to providing a safe and secure teaching and learning environment. In addition to specific requirements of this unit you should refer to the University’s policy at: http://www.utas.edu.au/work-health-safety/

Learning Resources

Prescribed Text


Additional readings will be provided through MyLO in due course, on which part of the teaching will be based.

Recommended Texts

The books listed below are recommended for further reading on relevant topics covered in the unit.

Beeson, M 2004, Contemporary Southeast Asia: regional dynamics, national differences, Palgrave Macmillan, Houndmills.


Tselichtchev, I & Debroux, P 2009, *Asia's turning points: an introduction to Asia's dynamic economies at the dawn of the new century*, John Wiley & Sons (Asia), Singapore.


### Journals and Periodicals

Apart from books, you will find it valuable to get into the practice of reading relevant articles from journals and periodicals (including newspapers and magazines).

- *Asian Business & Management*
- *Asian Economic Outlook*
- *Asian Economic Review*
- *Asian Development Outlook*
- *Asian-Pacific Business Review*
- *Asian Pacific Journal of Business Administration*
- *Asia Pacific Journal of Economics and Business*
- *Asia Pacific Journal of Human Resources*
- *Asia Pacific Journal of Management*
- *Asia-Pacific Management Review*
- *Asian Wall Street Journal*
- *The Australian Financial Review*
- *The Australian Business Asia Review Weekly*
- *Far Eastern Economic Review*
- *International Journal of Asian Management*
- *Journal of Asian Business*
- *Journal of Asia Business Studies*
- *Journal of Asia-Pacific Business*
- *Journal of Southeast Asian Studies*
- *Pacific Affairs*
- *The Pacific Review*
- *South Asian Journal of Management*

The University library now subscribes to many on-line databases that can be accessed through the library’s web site. You can access these databases from home or work. Choose the ‘Off-campus link’ for off-campus access: [http://www.utas.edu.au/library/](http://www.utas.edu.au/library/).
Useful Websites

Asian Development Bank (http://www.adb.org/)
APEC (Asia-Pacific Economic Cooperation) (http://www.apec.org/)
ASEAN (The Association of Southeast Asian Nations) (http://www.aseansec.org/)
OECD (Organisation for Economic Cooperation and Development) (http://www.oecd.org)
UNCTD (United Nations Conference on Trade and Development) (http://www.unctad.org/)

My Learning Online (MyLO)

This unit is web supported, and access to the online MyLO unit is required. Log into MyLO at: http://www.utas.edu.au/learning-teaching-online and then select BMA348 Managing Business in the Asia Pacific from the list of units. For help using MyLO go to http://www.utas.edu.au/learning-teaching-online/new-mylo/home.

Technical requirements for MyLO

For help and information about setting up your own computer and web browser for MyLO, see: http://uconnect.utas.edu.au/

You can access the University network and MyLO via a laptop computer or other mobile device. See: http://uconnect.utas.edu.au/uana.htm

MyLO can be accessed in the Library computers and in computer labs. See: http://www.utas.edu.au/it/computing-distributed-systems/computer-labs-facilities-and-locations

For further technical information and help, contact the UTAS Service Desk on 6226 1818 or at http://www.utas.edu.au/service-desk/

MyLO Expectations

1. Students are expected to maintain the highest standards of conduct across all modes of communication, either with staff or with other students. Penalties may be imposed if the Unit Coordinator believes that, in any instance or mode of communication, your language or content is inappropriate or offensive. MyLO is a public forum. Due levels of respect, professionalism and high ethical standards are expected of students at all times.

2. Submission of assessment tasks via MyLO presumes that students have read, understood and abide by the requirements relating to academic conduct, and in particular, those requirements relating to plagiarism. All work submitted electronically is presumed to be “signed-off” by the student submitting as their own work. Any breach of this requirement will lead to student misconduct processes.

3. MyLO is an Internet service for teaching and learning provided by the University. It is expected that at least once a day students will check MyLO.

Student Feedback via eVALUate

At the conclusion of each unit students will be asked to provide online responses to a number of matters relating to the learning and teaching within that unit. All students are asked to respond
honestly to these questions, as all information received is used to enhance the delivery of future offerings.

Changes to this Unit Based on Previous Student Feedback

Students who receive less than satisfactory results in the assignment but are willing to improve may be provided a second chance to re-work on the assignment at the discretion of the unit coordinator. Students who are granted such a chance will be contacted individually and the instructions and requirements will be provided.

MyLO discussion sessions will be held to help you prepare for the test and exam. The dates and times will be advised on MyLO.

Details of Teaching Arrangements

Lectures

Thirteen two-hour lectures will be held in the teaching weeks of the semester.

Workshops

There will be 12 x 2 hours workshops starting from week 2. The finalised timetable for the workshops will be announced on MyLO. Workshop groups will be allocated in the first lecture of Week 1.

Communication, Consultation and Appointments

Email Correspondence:
Students are also expected to check their UTAS email site on a regular basis (at least three times a week). Students submitting requests or queries to staff via email should provide very clearly their: Family name: Preferred name; Student ID; Unit code (i.e. BMA348) and allow teaching staff at least two (2) business days to reply. Staff are not required to respond to emails in which students do not directly identify themselves, which are threatening or offensive, and that come from external (non-UTAS) email accounts. Students are advised not to have their UTAS email forwarded to an external email service (such as Gmail or Hotmail). In the past there have been significant issues where this has occurred, resulting in UTAS being blacklisted by these email providers for a period of up to one month.

Consultation and Appointment:

In addition to the unit outline, we will communicate important information to you through Lectures and the Announcements section of MyLO. Therefore, it is important that you check the MyLO site for this unit regularly.

If you would like to talk to the unit coordinator, Mr Marcus Bai, then you can either send an email or make an appointment during consultation times. To email, you should use the mail function in MyLO. This will enable one source for all student queries. MyLO mail will be regularly checked and you should receive a response within one working day. If you would like to see Mr Bai in person, then you can come and see us in our consultation times or by appointment.

Finally, all requests for extension must be made in writing to the Unit Coordinator (Mr Marcus Bai).
Assessment

Assessment Schedule

In order to pass this unit you must achieve an overall mark of at least 50 per cent of the total available marks. Details of each assessment item are outlined below.

<table>
<thead>
<tr>
<th>Assessment Item</th>
<th>Value</th>
<th>Due Date</th>
<th>Length</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Test</td>
<td>20</td>
<td>Friday 4 April in lecture of Week 6</td>
<td>45 minutes</td>
</tr>
<tr>
<td>2. Group report &amp;</td>
<td>30</td>
<td>Monday 28 April</td>
<td>3,000 words maximum for the report</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td>Presentation starts from week 10 in</td>
<td>10 minutes allowed for each group for</td>
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<tr>
<td></td>
<td></td>
<td>workshops</td>
<td>presentation</td>
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<tr>
<td>4. Examination</td>
<td>50</td>
<td>Exam period</td>
<td>3 hours</td>
</tr>
</tbody>
</table>

* Word Limit: The word count includes such items as headings, in-text references, quotes and executive summaries. It does not include the reference list at the end of the assignment.

Assessment Item 1 – Test

**Task Description:** The test may comprise multiple-choice and essay questions related to topics covered in Lectures 1-5. More information will be provided prior to the test.

**Assessment Criteria:** See p. 19

**Task Length:** 45 minutes

**Due Date:** In the first hour of the lecture of Week 6 (Friday, 4 April)

**Value:** 20 marks

Assessment Item 2 (1) – Group Report

**Task Description:** Students are required to form groups with two or three members for this assignment. Each group will complete a written report and present the report in tutorials.

Many companies are looking to enter the Asia Pacific for expansion or presently have an Asian presence. Some succeed but others fail in these endeavours. You are required to carefully research and choose a company which has foreign operations in an Asian country or countries. By using the strategic framework discussed in this unit, you will prepare a report to examine your selected company’s Asian strategies, the key opportunities and challenges faced by the company, and the likelihood of its success in implementing or continuing the strategies. Your analyses should be based on
the Strengths, Weaknesses, Opportunities and Threats (SWOT) framework to justify your position and to provide logical and feasible recommendations to address the key opportunities and challenges.

In preparing this assignment, due emphasis should be given to the strategic framework and information relevant to your chosen company as reported in print and electronic media. A minimum of ten (10) references from both academic (e.g. journal articles, books, etc.) and non-academic literature (e.g. business magazines, newspapers, company websites, etc.) should be referenced in your written report.

Teamwork is an important workplace skill. Completing this assignment will provide you with experience in working with others and therefore will be considered to be part of the overall assessment. Marking for this assignment will normally be based on the group’s overall outcomes so it is essential that you work well together, making use of each other’s skills. However, if evidence shows lack of an individual member’s contribution to the assignment, marks will not be allocated to that particular member.

Students are required to submit both hard copies to the Assignment Box and electronic copies through MyLO.

**Assessment Criteria:** See p. 21

**Task Length:** 3,000 words maximum. The word count includes such items as headings, in-text citations, quotes and executive summaries. It does not include the reference list at the end of the assignment.

**Due Date:** Monday 28 April by 2:00pm

**Value:** 20 marks

**Assessment Item 2 (2) – Group Presentation**

**Task Description:** An oral presentation will be arranged for each assignment group after the group reports have been completed.

**Assessment Criteria:** See pp. 21 and 22

**Task Length:** Maximum 10 minutes for each group

**Due Date:** The presentation will be arranged in tutorials from Week 10.

**Value:** 10 marks

**Assessment Item 3 – Final Exam**

**Format:** The exam will cover all materials of the unit and may consist of multiple-choice, case-study and essay questions. More information will be provided prior to the exam.

**Assessment Criteria:** See p.19
Duration: 3 hours including reading time
Value: 50 marks

Date and Time: Examination Period

Your final examination for this unit will be held during the scheduled examination period as indicated by Student Administration in correspondence to you.

Examinations will normally be scheduled Monday to Saturday inclusive. Examinations may be held during the day or evening and students should consult the university information which will be made available towards the end of semester.

You are advised to make any necessary arrangements with employers now for time off during the examination period to sit this examination. Your participation at the scheduled time is not negotiable unless there are exceptional circumstances. Note that you will be expected to sit the examination at your recorded study centre. To find out more go to the Exams Office website: http://www.utas.edu.au/exams/home.

Supplementary Exams

Except in special circumstances and on the recommendation of the unit coordinator or the Head of School, a student who fails will not be granted a supplementary examination.

How Your Final Result Is Determined

Your final results will be a sum of the marks of all the internal assessment tasks and the final exam. Both the internal assessment tasks and the final exam contribute to your final results. You are therefore encouraged to work consistently throughout the whole semester.

Submission of Assessment Items

Lodging Assessment Items

Assignments must be submitted electronically through the relevant assignment drop box in MyLO. All assessment items must be handed in by 2.00pm on the due date. Where appropriate, unit coordinators may also request students submit a paper version of their assignments.

All assignments must have a TSBE Assignment Cover Sheet, which is available as a blank template from the TSBE website: [http://www.utas.edu.au/business-and-economics/student-resources]. All assignments must include your name, student ID number, tutorial day/time, and your tutor's name. If this information is missing the assignment will not be accepted and, therefore, will not be marked.

Please remember that you are responsible for lodging your assessment items on or before the due date. We suggest you keep a copy. Even in ‘perfect’ systems, items sometimes go astray.
Late Assessment and Extension Policy

In this Policy

(a) ‘day’ or ‘days’ includes all calendar days, including weekends and public holidays;
(b) ‘late’ means after the due date and time; and
(c) ‘assessment items’ includes all internal non-examination based forms of assessment

2. This Policy applies to all students enrolled in Faculty of Business Units at whatever Campus or geographical location.

3. Students are expected to submit assessment items on or before the due date and time specified in the relevant Unit Outline. The onus is on the student to prove the date and time of submission.

4. Students who have a medical condition or special circumstances may apply for an extension. Requests for extensions should, where possible, be made in writing to the Unit Coordinator on or before the due date. Students will need to provide independent supporting documentation to substantiate their claims.

5. Late submission of assessment items will incur a penalty of 10% of the total marks possible for that piece of assessment for each day the assessment item is late unless an extension had been granted on or before the relevant due date.

6. Assessment items submitted more than five (5) days late will not be accepted.

7. Academic staff do NOT have the discretion to waive a late penalty, subject to clause 4 above.

Academic Referencing and Style Guide

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others and maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is: the Harvard style. For information on presentation of assignments, including referencing styles: http://utas.libguides.com/referencing

Review of Assessment and Results

Review of Internal Assessment

It is expected that students will adhere to the following policy for a review of any piece of continuous/internal assessment. The term continuous/internal assessment includes any assessment task undertaken across the teaching phase of any unit (such as an assignment, a tutorial presentation, and online discussion, and the like), as well as any capstone assignment or take-home exam.

Within five (5) days of release of the assessment result a student may request a meeting with the assessor for the purpose of an informal review of the result (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). During the meeting, the student should be prepared to discuss specifically the marks for the section(s) of the marking criteria they are disputing and why they consider their
mark(s) is/are incorrect. The assessor will provide a response to the request for review within five (5) days of the meeting.

If the student is dissatisfied with the response they may request a **formal review** of assessment by the Head of School, with the request being lodged within five (5) days of the informal review being completed. A Review of Internal Assessment Form must be submitted with the formal review (http://www.studentcentre.utas.edu.au/examinations_and_results/forms_files/review_of_assessment.pdf).

**Review of Final Exam/Result**

In units with an **invigilated exam** students may request a review of their final exam result. You may request to see your exam script after results have been released by completing the Access to Exam Script Form, which is available from the TSBE Office, or at the following link – http://www.utas.edu.au/business-and-economics/student-resources. Your unit coordinator will then contact you by email within five (5) working days of receipt of this form to go through your exam script.

Should you require a review of your final result a formal request must be made only after completing the review of exam script process list above. To comply with UTAS policy, this request must be made within ten (10) days from the release of the final results (in accordance with Academic Assessment Rule No. 2 Clause 22 – www.utas.edu.au/university-council/university-governance/rules). You will need to complete an Application for Review of Assessment Form, which can be accessed from www.studentcentre.utas.edu/examinations_an_results/forms_files/review_of_assessment.pdf. Note that if you have passed the unit you will be required to pay $50 for this review.

*The TSBE reserves the right to refuse a student request to review final examination scripts should this process not be followed.*

**Further Support and Assistance**

If you are experiencing difficulties with your studies or assessment items, have personal or life-planning issues, disability or illness which may affect your study then you are advised to raise these with your lecturer or tutor in the first instance.

If you do not feel comfortable contacting one of these people, or you have had discussions with them and are not satisfied, then you are encouraged to contact the Director of Undergraduate Programs:

- **Name:** Mr David Kronenberg
- **Room:** 409, Commerce Building, Sandy Bay
- **Phone:** +61 3 6226 2280
- **Email:** David.Kronenberg@utas.edu.au

Students are also encouraged to contact their Undergraduate Student Adviser who will be able to help in identifying the issues that need to be addressed, give general advice, assist by liaising with academic staff, as well as referring students to any relevant University-wide support services. Please refer to the Student Adviser listings at www.utas.edu.au/first-year/student-advisers for your advisers contact details.
There is also a range of University-wide support services available to students, including Student Centre Administration, Careers and Employment, Disability Services, International and Migrant Support, and Student Learning and Academic Support. Please refer to the Current Students website (available from www.utas.edu.au/students) for further information.

If you wish to pursue any matters further then a Student Advocate may be able to assist. Information about the advocates can be accessed from www.utas.edu.au/governance-legal/students-complaints.

The University also has formal policies, and you can find out details about these policies from the following link – www.utas.edu.au/governance-legal/student-complaints/how-to-resolve-a-student-complaint/self-help-checklist.

**Academic Misconduct and Plagiarism**

**Academic misconduct** includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

(a) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
(b) improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline. This can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in the Ordinance of Student Discipline – Part 3 Academic Misconduct, see http://www.utas.edu.au/universitycouncil/legislation/.

**Plagiarism** is a form of cheating. It is taking and using someone else’s thoughts, writings or inventions and representing them as your own, for example:

- using an author’s words without putting them in quotation marks and citing the source;
- using an author’s ideas without proper acknowledgment and citation; or
- copying another student’s work.
- using one’s own work from previously submitted assessment items if repeating a unit.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines, and the academic integrity resources on the web at http://www.academicintegrity.utas.edu.au/ The intentional copying of someone else’s work as one’s own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course, or the University.

The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author’s permission is required before a work within the database can be viewed.

For further information on this statement and general referencing guidelines, see http://www.utas.edu.au/plagiarism/ or follow the link under ‘Policy, Procedures and Feedback’ on the Current Students homepage.
Tutorial/Workshop Program

Note that the tutorial/workshop program does not commence until Week 2 of the semester. Tutorials in this unit will follow a participative style of discussion. In order for you to contribute to these activities and to gain the most from the tutorial program, you are required to well prepare before you attend these tutorial activities.

Oral presentation of the group reports will be held in tutorials/workshops from Week 10. If the time left for tutorial/workshop discussion is not enough you will need to work on the questions on your own and discuss with your tutor any problems you may have.

Week Two:

1. How would you define the Asia Pacific as a region?
2. What role did Asian governments play in the Asian financial crisis?
3. How has the global financial crisis impacted on the Asian economy and business?

Week Three:

Read ‘When to Pull the Plug?’ (in Barnwell & Pratt 2000, available on MyLO). Prepare the following questions and role-play a meeting between the three parties during the tutorial. Bear in mind that your careful preparation prior to the tutorial is critical to the performance of the role-play.

1. What detailed arguments would you make for tomorrow’s visit if you were Ralph?
2. Imagine you are the new managing director of Colonial, reviewing your background papers on the flight to Shanghai. What additional information would you seek, and what are your initial impressions of the future of the joint venture?
3. Role-play a meeting between Ralph, the managing director of Colonial and the two senior managers of Shanghai Engineering Corporation to negotiate the two issues of (a) loss of local monopoly, and (b) demands for redistribution of equity in the joint venture.

Week Four:

1. What implications does the rapid economic growth of the Asia Pacific have for Australian businesses?
2. How could foreign firms enhance their competitive capabilities when entering the Asia Pacific region?
3. A small Australian firm that has developed some valuable new medical products using its unique biotechnology know-how is trying to decide how best to enter an Asia Pacific country. Its choices are:
   - Manufacture the product at home and set up a wholly-owned subsidiary in the Asian country to handle marketing.
   - Enter into a strategic alliance with a large pharmaceutical firm from the Asian country. The product would be manufactured in the Asian country by the 50/50 international joint venture and marketed by the local partner.

The cost of investment in manufacturing facilities will be a major one for the Australian firm, but it is not outside its reach. Which one of the two strategies would you like to suggest for the Australian firm? Is there a better choice?
Week Five:

1. Discuss how the changing cultural values impact on consumer behaviour in the markets of Japan, ASEANIES and China.
2. What do you think are the differences of marketing activities for Western countries and the Asia Pacific region? What are the implications of these differences for Western business?
3. How important is the buyer-supplier relationship to the industrial markets of Japan, ASEANIES and China?

Week Six:

1. How different is the role of government in the business and economic growth of Asian and Western countries?
2. Provide an example of how guanxi affects business practice. Would you feel comfortable working in that kind of business environment? Why or why not?
3. What are the similarities and differences between guanxi and Western relationships?

Week Seven:

1. Why is a local partner so important to a successful strategic alliance in China?
2. What do you think is the best way to form a cohesive leadership in a joint venture with the Chinese?
3. What is the current M&A situation in the Asia Pacific?

Week Eight:

1. Why is it difficult to recruit local staff in the Asia Pacific? What are the major factors responsible for the problem?
2. What are the major problems in expatriate management in Asia Pacific?
3. Discuss the advantages and disadvantages of regional headquarters.

Week Nine:

1. Discuss the major aspects of keiretsu.
3. What are the advantages and disadvantages of lifetime employment and seniority-based promotions?

Week Ten:

1. Why is the relationship between the Korean government and businesses defined as an unequal partnership? Do you see this relationship changing?
2. Describe the decision-making style of Korean companies.
3. Discuss the manufacturing development strategies of Korean companies.
**Week Eleven:**

1. How important are large and medium-sized state enterprises to the Chinese economy?
2. What do you think are the major impediments to the reform of Chinese state enterprises?
3. What are the key factors that cause differences between local and overseas Chinese enterprises?

**Week Twelve:**

1. What are the key commonalities of the overseas Chinese?
2. In what areas do you think Chinese family businesses need to modernise the most?
3. What are the major advantages of using a low-profit-margin/high-turnover strategy?

**Week Thirteen:**

1. Compare and contrast the different approaches to economic development between India and China.
2. How could the services sector have gained its competitiveness rapidly in India?
3. What would be the major advantages of India in attracting foreign investment?
<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>24 February</td>
<td>Ch.1</td>
<td>Introduction</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>3 March</td>
<td>Ch.2</td>
<td>Formulating strategies for the Asia Pacific (1)</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>10 March</td>
<td>Ch.2</td>
<td>Formulating strategies for the Asia Pacific (2)</td>
<td>Notify the tutor of your chosen assignment topic and group members by Friday, 14&lt;sup&gt;th&lt;/sup&gt; March.</td>
</tr>
<tr>
<td>4</td>
<td>17 March</td>
<td>Ch.3</td>
<td>Asian market</td>
<td></td>
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<tr>
<td>5</td>
<td>24 March</td>
<td>Ch.5</td>
<td>Asian business logic and culture</td>
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<tr>
<td>6</td>
<td>31 March</td>
<td>Ch.7</td>
<td>Joining forces</td>
<td>Test in the lecture of Week 6</td>
</tr>
<tr>
<td>7</td>
<td>7 April</td>
<td>Ch.8</td>
<td>People and organisation</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>14 April</td>
<td>Ch.4</td>
<td>Managing business in Japan</td>
<td></td>
</tr>
</tbody>
</table>

**Mid-semester break:** Friday 18 – Friday 25 April inclusive

<table>
<thead>
<tr>
<th>Week</th>
<th>Start of Week</th>
<th>Text Chapter</th>
<th>Topic</th>
<th>Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>28 April</td>
<td>Ch.4</td>
<td>Managing business in Korea</td>
<td>Group report due on Monday 28&lt;sup&gt;th&lt;/sup&gt; April</td>
</tr>
<tr>
<td>10</td>
<td>5 May</td>
<td>Ch.4</td>
<td>Managing business in China</td>
<td>Group presentation starts from Week 10 in tutorials/workshops</td>
</tr>
<tr>
<td>11</td>
<td>12 May</td>
<td>Ch.4</td>
<td>Overseas Chinese business</td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>19 May</td>
<td>Ch.2 &amp; 4</td>
<td>Managing business in India</td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>26 May</td>
<td></td>
<td>Review and Helpdesk</td>
<td></td>
</tr>
</tbody>
</table>

**Examination Period:** 7 – 24 June 2014
## Marking Criteria and Rubrics for Case-Study and Essay Questions of the Test and Exam:

<table>
<thead>
<tr>
<th>Criteria</th>
<th>HD (100%-80%)</th>
<th>DN (70%-79%)</th>
<th>CR (60%-69%)</th>
<th>PP (50%-59%)</th>
<th>NN (0%-49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify and discuss issues (20%)</td>
<td>All issues applicable to the question were identified and discussed.</td>
<td>Most issues applicable to the question were identified and discussed.</td>
<td>More than half the issues applicable to the question were identified and discussed.</td>
<td>About half the issues applicable to the question were identified and discussed.</td>
<td>Some issues applicable to the question were identified and discussed.</td>
</tr>
<tr>
<td>Analyse and evaluate issues to make arguments (20%)</td>
<td>All identified issues were extensively analysed and evaluated to make focused, meaningful and insightful arguments.</td>
<td>All identified issues were mostly analysed and evaluated to make mostly focused, meaningful and insightful arguments.</td>
<td>More than half identified issues were reasonably analysed and evaluated to make reasonably focussed and meaningful arguments.</td>
<td>About half identified issues were partially analysed and evaluated to make meaningful and plausible arguments.</td>
<td>Some identified issues were analysed and evaluated to make meaningful arguments.</td>
</tr>
<tr>
<td>Apply concepts, principles and models in the analysis (20%)</td>
<td>All necessary concepts, principles and models were adequately discussed and applied in the analysis.</td>
<td>Most necessary concepts, principles and models were mostly discussed and applied in the analysis.</td>
<td>More than half necessary concepts, principles and models were reasonably discussed and applied in the analysis.</td>
<td>About half necessary concepts, principles and models were partly discussed and applied in the analysis.</td>
<td>Some concepts, principles and models were partly discussed and applied in the analysis.</td>
</tr>
<tr>
<td>Use evidence to support major arguments (20%)</td>
<td>A full set of evidence was used to support all major arguments.</td>
<td>Much evidence was used to support most major arguments.</td>
<td>Reasonable evidence was used to support more than half major arguments.</td>
<td>Partial evidence was used to support about half major arguments.</td>
<td>Some evidence was used to support some arguments.</td>
</tr>
<tr>
<td>Write in an organised structure using discipline specific language (25%)</td>
<td>Well organised structure; logical flow of information; in discipline specific language.</td>
<td>Mostly organised structure; mostly logical flow of information for the most part; in discipline specific language.</td>
<td>Reasonably organised structure; reasonably logical flow for more than half the information; in discipline specific language.</td>
<td>Partial structure; partly organised for about half the information; much use of discipline specific language.</td>
<td>Arguments can be identified; some organised information; some use of discipline specific language.</td>
</tr>
</tbody>
</table>
Coversheet – BMA348 group report

Topic of the Report: ____________________________

Group Member: ____________________________ Tutorial Time: ____________________________

Group Member: ____________________________ Tutorial Time: ____________________________

Group Member: ____________________________ Tutorial Time: ____________________________

Marks: _______ / 20 ____________________________ Marker: ____________________________

Note: The quality of your report will be assessed against the marking criteria by referring to the rubrics as shown on the next page. In addition, general comments and feedback for your work may be provided below. You must combine this Coversheet and the Marking Criteria and Rubrics on the next page with your report into a single Word file before you submit. If this is not done the assignment will not be accepted and therefore not marked.

Comments: ____________________________________________
<table>
<thead>
<tr>
<th>Criterion</th>
<th>HD (100%-80%)</th>
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<th>CR (60%-69%)</th>
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<th>NN (0%-49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Locate and research information related to the chosen Asian country and</td>
<td>Referred to a complete set of information; demonstrated comprehensive knowledge.</td>
<td>Referred to most key information; demonstrated considerable knowledge.</td>
<td>Referred to much relevant information; demonstrated reasonable knowledge.</td>
<td>Referred to about half relevant information; demonstrated partial knowledge.</td>
<td>Referred to some relevant information; demonstrated some knowledge.</td>
</tr>
<tr>
<td>the company (20%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Analyse and evaluate information to make evidenced arguments (20%)</td>
<td>Comprehensive analyses and evaluation of information; extensive evidence of various types was used to make focused, insightful and logical arguments.</td>
<td>Much analyses and evaluation of information; much evidence of various types was used to make mostly focused, insightful and logical arguments.</td>
<td>Reasonable analysis and evaluation of information; reasonable evidence of some types was used to make mostly focused and logical arguments.</td>
<td>Partial analyses and evaluation of information; partial evidence of some types was used to make reasonably focused and logical arguments.</td>
<td>Some analyses and evaluation of information; some evidence of minimal types was used to make clear arguments.</td>
</tr>
<tr>
<td>Apply concepts, principles and models to business situations (20%)</td>
<td>Applied a wide range of concepts, principles and models to all issues.</td>
<td>Applied many concepts, principles and models to most issues.</td>
<td>Applied many concepts, principles and models to many issues.</td>
<td>Applied some concepts, principles and models to about half the issues.</td>
<td>Applied some concepts, principles and models to some issues.</td>
</tr>
<tr>
<td>Make recommendations based on research and analysis (20%)</td>
<td>Insightful, plausible and logical recommendations.</td>
<td>Mostly insightful, plausible and logical recommendations.</td>
<td>Reasonably plausible and logical recommendations.</td>
<td>Partly plausible and logical recommendations.</td>
<td>Clear recommendations.</td>
</tr>
<tr>
<td>Write in an organised structure, a report format and using discipline</td>
<td>Complete structure; appropriate format; focused and engaging discussion; no or few minor errors in writing.</td>
<td>Complete structure; mostly appropriate format; focused discussion; few minor errors in writing.</td>
<td>Reasonably complete structure; reasonably formatted; clear discussion; some errors in writing.</td>
<td>Partly structured; partly formatted; reasonably clear discussion; some errors in writing but with evidence of proofreading.</td>
<td>Some structure; some formatting; partly clear discussion; some appropriate use of language.</td>
</tr>
<tr>
<td>specific language (10%)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acknowledge sources and comply with Harvard citation style (HCS) (10%)</td>
<td>Acknowledged all sources; maintained consistency between in-text citations and end-references for all citations; fully complied with HCS.</td>
<td>Acknowledged most sources; maintained consistency for all citations; fully complied with HCS.</td>
<td>Acknowledged many sources; maintained consistency for many citations; mostly complied with HCS.</td>
<td>Acknowledged about half sources; maintained consistency for about half citations; reasonably complied with HCS.</td>
<td>Acknowledged some sources; maintained consistency for some citations; partly complied with HCS.</td>
</tr>
</tbody>
</table>
Marking Criteria and Rubrics for Group Presentation:

<table>
<thead>
<tr>
<th>Criterion</th>
<th>HD (100%-80%)</th>
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<th>PP (50%-59%)</th>
<th>NN (0%-49%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research findings (20%)</td>
<td>Broad details, evidence and arguments were presented; extensive knowledge of the topic.</td>
<td>Many details, evidence and arguments were presented; much knowledge of the topic.</td>
<td>Reasonable details, evidence and arguments were presented; reasonable knowledge of the topic.</td>
<td>Partial details, evidence and arguments were presented; partial knowledge of the topic.</td>
<td>Some detail, evidence and arguments were presented; some knowledge of the topic.</td>
</tr>
<tr>
<td>Structure (20%)</td>
<td>Focused and logical flow of information, very easy to follow.</td>
<td>Mostly focused and logical flow of information, easy to follow.</td>
<td>Clear flow of information, audience can follow.</td>
<td>Reasonably structured; audience can understand.</td>
<td>Partially structured; audience can guess.</td>
</tr>
<tr>
<td>Oral delivery (20%)</td>
<td>Engaging and confident; appropriate use of eye contact.</td>
<td>Confident and clear; appropriate use of eye contact.</td>
<td>Clear discussion; much use of eye contact.</td>
<td>Much clear discussion; reasonable use of eye contact.</td>
<td>Partly clear discussion; some use of eye contact.</td>
</tr>
<tr>
<td>Question and answer (20%)</td>
<td>Answers expanded upon previous discussion.</td>
<td>Answers clarified the questions.</td>
<td>Answers mostly clarified the questions.</td>
<td>Answer partly clarified the questions.</td>
<td>Answers clarified some questions.</td>
</tr>
<tr>
<td>Teamwork (10%)</td>
<td>All members presented in a well arranged way.</td>
<td>All members presented but not well organised.</td>
<td>Only one member presented.</td>
<td>Only one member absent and the rest presented.</td>
<td>Only one member attended and presented.</td>
</tr>
</tbody>
</table>

Note that the presentation will be stopped when it reaches the 10-minutes time limit.