

THE UNIVERSITY OF
NEW SOUTH WALES



**Australian School of Business
School of Marketing**

MARK 6011

MARKETING in ASIA

COURSE OUTLINE

SESSION 2, 2010

Presented by
Associate Professor Roger March

1. COURSE STAFF	
1.1 Communication with Staff	3
2. INFORMATION ABOUT THE COURSE	3
2.1 Timetable and Locations	3
2.2 Units of Credit	3
2.3 Relationship of this Course to other Course Offerings	3
3. COURSE AIMS AND OUTCOMES	4
3.1 Course Aims	4
3.2 Student Learning Outcomes	4
3.3 Approach to Teaching and Learning	5
3.4 Teaching Strategies	5
4. CONTINUAL COURSE IMPROVEMENT AND CONDUCT	5
5. LEARNING ASSESSMENT	6
5.1 Assessment Regime	6
5.2 Assignment Submission Procedures	6
5.3 Late Submission	7
5.6 Grading & Feedback	7
6. ACADEMIC HONESTY AND PLAGIARISM	7
7. STUDENT RESPONSIBILITIES AND CONDUCT	9
7.1 Work Load	9
7.2 Attendance	9
7.3 General Conduct and Behaviour	9
7.4 Keeping Informed	9
8. STUDENT RESOURCES	10
8.1 Course Resources	10
8.2 Reading Resources	13
8.3 Information Sources	15
8.4 Support Services	16
MARKING RUBRICS	17
Oral Presentation	17
Case-Study	18
Individual Written Assignment	19

1. COURSE STAFF

Lecturer: Associate Professor Roger March
Office: Room 644, ASB
Email: r.march@unsw.edu.au

Consultation Hours: by appointment
Telephone: (02) 9385 4467

1.1 Communication with Staff

Roger is located in the Dean's Unit in the Australian School of Business and is available for consultation by appointment. Questions of a general nature regarding any piece of assessment should be placed on the bulletin board on e-learning (as you will not be the only one having the problem or issue). When you place a question online, please inform me via normal email – r.march@unsw.edu.au. Any question on-line will, providing you let me know by email, be answered within a day or so.

2. INFORMATION ABOUT THE COURSE

2.1 Timetable and Location

Seminar (3hr) Tuesday 6.00pm to 9.00pm ASB119. You must attend all of the weekly lectures. Group work will be done within the lecture time. You will need to be there for the full three hours and your attendance will be monitored. There are no exams in the university exam period.

Timetable

Week	Date	Topic
1	Sept 14	Introduction to Marketing in Asia
2	Sept 21	Social, cultural & political dimensions of marketing in Asia
3	Sept 28	Consumer & business culture of Japan
4	Oct 5	Consumer & business culture of China
5	Oct 12	Consumer & business culture of India
6	Oct 19	Consolidating Our Lessons

2.2 Units of Credit – This course is worth three (3) units of credit.

2.3 Relationship of This Course to other Course Offerings

This course builds upon the foundation courses in the degree through the examination and discussion of the socio-cultural dimensions of marketing into key Asian markets. Both consumer and business-to-business marketing are covered.

3. COURSE AIMS AND OUTCOMES

3.1 Course Aims

Marketing in Asia is designed for students interested in pursuing a career in marketing goods and/or services *in* or *to* Asia. The content of the course will focus on the knowledge, understanding and conceptual skills necessary for operating effectively in Asian markets. The course will be taught from the perspective of international organisations and firms marketing to countries in Asia. The course will incorporate real-world examples of how marketing is practised in Asia - by westerners entering and operating in Asian markets and by Asians marketing to other Asians.

The aims of this course are to develop the following:

1. An awareness of the various environmental, organisational, and human factors influencing marketing in key Asian markets;
2. The ability to understand and assess the problems, barriers and opportunities in marketing to Asia;
3. Effective cross-cultural and generic communications skills that are crucial to the implementation of international marketing practices;
4. The ability to perform some international marketing functions; and
5. A heightened capacity for critical thinking and problem solving abilities.

3.2 Student Learning Outcomes

Knowledge

The body of knowledge you need to begin your understanding of the theory and practice of marketing in Asia. "What am I expected to *know* about marketing in the Asian context by the end of the course?"

Comprehension

Your ability to convey what you understand about the field of Asian marketing and business. "To what extent am I able to interpret what I know – to reach conclusions and generate my own insights?" "Can I extrapolate from what I know, to deepen my understanding of other knowledge areas?"

Application

Your ability to use concepts or information about the field of marketing in Asia in a new situation. "Can I see the relevance and application of this idea to that situation?"

Analysis

Your ability to break down the information and/or ideas into constituent parts, showing how they relate to each other and how they are organised. Ask, "Can I analyse elements that distinguish the practice of marketing in Asia?" "Can I analyse relationships between ideas, concepts and organizations in the area?"

Synthesis

Your ability to work with elements of the study of marketing in Asia and combine them in a way that constitutes a pattern or structure that was not there before. "Can I develop a plan or a proposed set of approaches related to marketing in Asia?" "Moreover, can I derive a set of abstract relationships?"

Evaluation

Your ability to construct an argument, compare opposing arguments, make judgments, about matters related to marketing in Asia. "Can I make judgments about matters related

to marketing in Asia based on primary research I've undertaken?" "Can I make judgements based on secondary research?"

3.3 Approach to learning and teaching

This course is designed to provide students with some important insights and basic understanding of the consumer marketing and B2B dimensions of Asia's three largest consumer markets – Japan, China and India. To optimize the use of our time together, students will be required to undertake substantial preparation each week so that class time can be dedicated to in-group and class discussion. To provide a stimulating learning experience, every effort has been made to offer material that is current, relevant and interesting. Students are encouraged at all times to provide their own perspectives on the class topics from their own cultural, personal or professional experience.

3.4 Teaching Strategies

Format and teaching approach

There are three main learning activities in this course.

- Interactive mini-lectures: you are encouraged to ask questions and respond to issues posed by the lecturer
- Research critiques: you are required to read and evaluate academic or practitioner marketing articles
- Group assignment: research assignment that demands extensive research and analysis

Seminar Format

The format for each week will be as follows:

- Mini-lecture (50 minutes)
- Research critique presentations (55 minutes)
- Group case-study presentation (45 minutes)

4. CONTINUAL COURSE EVALUATION AND IMPROVEMENT

It has been very important for the School of Marketing to obtain feedback from our students about this subject. Each session we implement the UNSW Course and Teaching Evaluation and Improvement (CATEI) Process. This is a feedback form that is made available towards the end of the course. For those of you who are not familiar with this the forms provide the opportunity to use standardised questions, and comments, to evaluate both the course and the teaching staff.

Feedback about this course has provided some very useful insights. It has been identified that a diverse group of students enrol in these courses and this has meant that group work requiring a lot of outside class meeting times has proved difficult. Some group work is still required however as much group work as possible will be done in class time. So as you can see your feedback is important and I will remind you towards the end of the session to complete the CATEI form and have your say.

5. LEARNING ASSESSMENT

5.1 Assessment Regime

Assignment	Due date	Weight	Rubric
1 Individual review – Academic or Non-academic	Weeks 2-5	30	p.18
2 Group case study discussion	Weeks 2-5	30	p.19
3 Individual written assignment	Week 6	40	p.20
TOTAL		100%	

5.2 Assignment Submission Procedures

1. Individual Written Assignment (40 marks)

Depending on your business experience, you have a choice of either doing a

- o Literature Review (research focus) or
- o Case-Study (practical research on one company in the Asian market)

This will be discussed and determined in Week 1.

2. Individual Review exercise

Academic (30 marks)

- Provide a written executive summary (no more than 500 words) of one academic article as if your reader was a company executive who didn't have time to wade through academic 'stuff'. As a template, see the Executive Summaries at the end of articles in Journal of Business & Industrial Marketing. (A sample is provided on the course website under 'Case Study'.)
- Give a 10-minute talk to class about the lessons from the articles.

OR

Non-Academic (30 marks)

- Present a short 2-slide summary of an article and then generate discussion around **two** article topics. You may choose an article of your own choosing. (To generate as broad as possible exposure to marketing issues in Asia, no two students can cover the same article.) The structure is your call.
- A one-page (min. 250-word) handout should be provided to the class prior to your presentation.
- A 10-minute presentation is required. You will be assessed on the following:
 - Depth of insights generated
 - Depth of preparation
 - Ability at generating discussion
 - Creativity of presentation

3. Group case study discussion

Students will be allotted groups and asked to prepare a case-study presentation between Week 2-5.

5.3 Late submission

Late submissions will be penalised two net marks per day.

5.4 Grading and feedback

Unless otherwise indicated, feedback for all assessment will be provided within two weeks of submission. All assignments and examinations are assessed using the Fail, Pass, Credit, Distinction and High Distinction grading system (see table below)

Code	Grade	% Mark	Explanation
HD	High Distinction	85-100	An outstanding performance
DN	Distinction	75-84	A superior, well above average performance
CR	Credit	65-74	A good, above average performance
PS	Pass	50-64	An acceptable level of performance
FL	Fail	0-49	Unsatisfactory performance

6 ACADEMIC HONESTY AND PLAGIARISM

Academic honesty

Students and staff are governed by the normal laws which regulate our daily lives. But in addition the University has its own code of rules and conduct. This is because good conduct and academic honesty are fundamental to the mission of the University as an institution devoted to the pursuit of excellence in scholarship and research, and to the service of society. These principles apply not only to students but to the whole University community, including staff engaged in research. They have been developed over many years and are widely supported by staff and students. Staff and students are committed to good conduct and academic honesty and are keen to see that these values and principles are upheld.

The University Council has defined student misconduct as follows (29th August 1994): Student misconduct includes student academic misconduct and also encompasses conduct which impairs the reasonable freedom of other persons to pursue their studies or research or to participate in the life of the University.

It is the responsibility of all students to familiarise themselves with the rules that govern student and academic misconduct. For more information, please see: http://www.student.unsw.edu.au/academiclife/assessment/academic_misconduct.shtml

Plagiarism

The University regards plagiarism as a form of academic misconduct, and has very strict rules regarding plagiarism. For full information regarding policies, penalties and information to help you avoid plagiarism see: <http://www.lc.unsw.edu.au/plagiarism/index.html>

Plagiarism is the presentation of the thoughts or work of another as one's own.* Examples include:

- direct duplication of the thoughts or work of another, including by copying work, or knowingly permitting it to be copied. This includes copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and,
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

Submitting an assessment item that has already been submitted for academic credit elsewhere may also be considered plagiarism.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism. Students are reminded of their Rights and responsibilities in respect of plagiarism, as set out in the University Undergraduate and Postgraduate Handbooks, and are encouraged to seek advice from academic staff whenever necessary to ensure they avoid plagiarism in all its forms.

The Learning Centre website is the central University online resource for staff and student information on plagiarism and academic honesty. It can be located at: www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne.

7 STUDENT RESPONSIBILITIES and CONDUCT

7.1 Work Load

It is expected that you will spend at least eight hours per week studying this course. This time should be made up of reading, research, working on exercises and problems, and attending classes. In periods where you need to complete assignments, 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.

For further information on your responsibilities regarding workload, general conduct and behaviour, and keeping informed, please refer to the School of Marketing's website.

http://www2.marketing.unsw.edu.au/nps/servlet/portalservice?GI_ID=System.LoggedOutInheritableArea&maxWnd=_Current_Policies

7.2 Attendance

Your regular and punctual attendance through out the lecture time is expected in this course. University regulations indicate that if students attend less than eighty per cent of scheduled classes they may be refused final assessment. Attendance will be taken during lectures. If you are not present when your name is checked you will be marked as absent.

7.3 General Conduct and Behaviour

You are expected to conduct yourself with consideration and respect for the needs of your fellow students and teaching staff. There is a heavy emphasis on respect for others in this course – especially as it is quite a big group from many different study programs. 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. Students are all individuals and learn with different styles and approaches. The overriding need is for you to plan, and do your study and work early. Last minute effort and cramming is not very useful in marketing subjects as there is significant ongoing group work. More information on student conduct is available at: www.my.unsw.edu.au

7.4 Keeping informed

You should take note of all announcements made in lectures or on the course web site. You will be able to download skeleton lecture notes and lists of main concepts from this site; post and read discussion comments; and view other material that is relevant to the course. It is YOUR responsibility to check the course website AND your official university email account. We cannot keep track of your personal email address so we will use the student email only. Staff will assume that you are up to date with current information and latest announcements. It is important that you keep in contact with all your group members. Also, from time to time, the University will send important announcements to your university email address without providing you with a paper copy. You will be deemed to have received this information. So check it regularly.

8 STUDENT RESOURCES

8.1 Course Resources

REFERENCES

Recommended Text (if you want to buy one)

Kotler, P., Ang, S.H., Leong, S.W., and Tan C.T. (2006) Marketing Management: An Asian Perspective, 4th Edition, Pearson Prentice Hall

Open Reserve reference books

General international marketing texts:

Johansson, J.K. (2000) Global Marketing: Foreign Entry, Local Marketing & Global Management, Irwin S658.8/93F

Fletcher, R. & Brown, L. (2002) International Marketing: An Asia-Pacific Perspective 2nd Ed., Prentice Hall, Sydney S658.848/69C

Trompenaars, F. and Hampden-Turner, C. (1998) Riding the Waves of Culture: Understanding cultural diversity in business, Nicholas Brealy, London .S658.4/604A

Wong, Su Mon et al. (2000) Marketing and International Business, Prentice Hall: Sydney

Marketing in Asia references:

Burns, R. (1998) Doing Business in Asia: A Cultural Perspective, Longman, Melbourne
Hou, Wee Chow (1997) Practical Marketing: An Asian Perspective, Addison Wesley, Singapore S658.80095/2A

Lasserre, P.& Schutte, H. (1999) Strategy and Management in Asia Pacific, McGraw-Hill

Pecotich, A. and Shultz, C.J. (1998) Marketing and Consumer Behavior in East and South-East Asia, McGraw-Hill, Sydney S381.095/1

Schutte, H. & Ciarlante, D. (1998) Consumer Behaviour in Asia, Macmillan Business, London

Case study references:

Ang, S.H. et al (2000) Principles of Marketing: An Asian Case Book, Prentice Hall, Singapore

Calingo, L.M.R. (1997) Strategic Management in the Asian Context: A casebook in business policy and strategy, John Wiley & Sons S658.4012095/2

Capon, N. & Vanhonacker, W.R. (2000) The Asian Marketing Casebook, (1999) Prentice Hall, Singapore

Chow, I., Holbert, N, Kelley, and Yu., J. (1997) Business Strategy: An Asia-Pacific Focus, Prentice-Hall: Singapore S338.7095/1

Moran, R.T., Braaten, D.O., Walsh, J.E. Jr (1994) International Business Case Studies for the Multicultural Workplace, Gulf Publishing Co. Houston S658.049/30

Qulech, J.A., Siew, L.M., Ang, S.H., Tan, C.T. (2000) Strategic Marketing Cases for 21st Century Asia, Prentice Hall, Singapore

China References:

Blackman, C. (1997) Negotiating China, Allen & Unwin: Melbourne

Chen, Y. (1993). Marketing China after Tiananmen: Marketing mix as applied to the promotion of international tourism. *Asian Journal of Communication*, 3, 75-93.

- Cheng, H., & Schweitzer, J. C. (1996). Cultural values reflected in Chinese and U.S. television commercials. *Journal of Advertising Research*, 36, 27-45.
- Cheng, H. (1997). Toward an understanding of cultural values manifest in advertising: A content analysis of Chinese television commercials in 1990 and 1995. *Journalism and Mass Communication Quarterly*, 74, 773-796.
- Chong, L. C. (1987). History and managerial culture in Singapore: "Pragmatism," "openness" and "paternalism". *Asia-Pacific Journal of Management*, 4, 133-143.
- Chu, L. L. (1988). Mass communication theory: A Chinese perspective. In W. Dissanayake (Ed.), *Communication theory: An Asian perspective* (pp. 126-138). Singapore: Asian Mass Communication and Information Centre.
- East Asia Analytical Unit (1995) Overseas Chinese Business Networks in Asia, (Australian) Department of Foreign Affairs and Trade
- Frith, K. T., & Tsao, J. (1998). Advertising and cultural China: Challenges and opportunities in Asia. *Asian Journal of Communication*, 8, 1-17.
- Kao, J. (1993) "The Worldwide Web of Chinese Business", *Harvard Business Review*, 93, Mar-Apr, 24-36.
- Leong, W.-T. (1989). Culture and the state: Manufacturing traditions for tourism. *Critical Studies in Mass Communication*, 6, 355-375.
- Liu, D. (1999). The internet as a mode of civic discourse: The Chinese virtual community in North America. In R. Kluver, & J. H. Powers (Eds.), *Civic discourse, civil society, and Chinese communities* (pp. 195-206). Stamford, CT: Ablex.
- Lu, X. (1994). The theory of persuasion in Han Fei Tzu and its impact on Chinese communication behavior. *Howard Journal of Communications*, 5, 108-122.
- Lu, Y. (1985). 100 Chinese jokes through the ages. Hong Kong: United Publishing Group.
- Ma, R. (1996). Saying "yes" for "no" and "no" for "yes": A Chinese rule. *Journal of Pragmatics*, 25, 257-266.
- Martin, E. F. Jr., Cheng, Y. M., Wilson, G. B., & Tsui, Y. W. L. (1994). Advertising images among Hong Kong Chinese: Use of individual modernity and Western orientation clusters in determining market segmentation. *Asian Journal of Communication*, 4, 12-32.
- McIntyre, B. T., & Wei, R. (1998). Value changes in Chinese advertisements from 1979 to 1995: A longitudinal study. *Asian Journal of Communication*, 8, 18-40.
- Quanyu, H., Leonard, J. & Tong, C. (1997) Business Decision Making in China, Haworth Press S658.40300951/1A
- Rice, M. D., & Lu, Z. (1988). A content analysis of Chinese magazine advertisements. *Journal of Advertising*, 17, 43-48.
- Shao, A.T. & Herbig, P. (1995) "Marketing inside the dragon despite China's bureaucracy", *International Marketing Review*
- Sheer, V. C. (2000). Conflict processes in China's international export trading: Impact of the Chinese culture and the trading culture. *Intercultural Communication Studies*, 9(2), 47-70.
- Studwell, J. (2002) The China Dream: the quest for the last great untapped market on earth, Atlantic Monthly Press
- Wang, J. (1996). The siren songs of consumption: An analysis of foreign advertisements in two mainland Chinese newspapers, 1985-1993. *Gazette*, 56, 201-219
- Wang, J. (1997). Through the looking glass of foreign ads in China. *Asian Journal of Communication*, 7, 19-42.
- Weidenbaum, M. and Hughes, S. (1996) *The Bamboo Network: How expatriate Chinese entrepreneurs are creating a new economic superpower in Asia*, Free Press: New York
- Yau, O.H.M. (1994) *Consumer Behaviour in China: Customer satisfaction and cultural values*, Routledge; London (AGSM Library)
- Yin, J. (1998). Selling to the Middle Kingdom: Culture is the key. *Asian Journal of Communication*, 8, 41-69.

Japan References:

- Batzer, E. (1989) Marketing Strategies and Distribution Channels for Foreign Companies in Japan, Westview Press, 1989
- East Asia Analytical Unit (1996) A New Japan? Changes in Asia's Megamarket, (Australian) Department of Foreign Affairs and Trade
- Fields, G. (1983) From Bonzai to Levi's: When West Meets East: An Insider's Account Surprising Account of How the Japanese Live, Macmillan, New York
- Johansson, J.K. & Nonaka, I. (1996), Relentless: The Japanese Way of Marketing, Harper Business
- March, R.M. (1992) The Honourable Customer: Marketing and Selling to the Japanese in the 1990s, Longman Professional
- Morgan, J.C. & J.J. Morgan, J.J., (1991) Cracking the Japanese Market: Strategies for success in the new global economy, The Free Press
- Tobin, J.J. (1992) Re-made in Japan: Everyday Life and Consumer Taste in a Changing Society, Yale University Press

Other useful references:

- Asian Development Bank (1997) Emerging Asia: Changes and Challenges, Asian Development Bank Publications
- Asian Development Bank (1997) Asian Development Outlook: 1997 and 1998
- Barnwell, N. & Pratt, G.R. (1996) Australian Business: An Asian Pacific Perspective, Sprint Print Prentice Hall
- Brynes, M. (1994) Australia and the Asia Game, Allen & Unwin: Sydney
- Chu, C-N (1995) The Asian Mind Game: A Westerner's survival manual, Stealth Publications
- Cooper, R. (1991) Thais Mean Business, Time Books International: Singapore
- Dept. of Foreign Affairs and Trade (1995) Australia through the eyes of Asia: Adding Innovation, Aust. Govt. Publishing Service: Canberra S382.0994/31
- East Asia Analytical Unit (1994) Expanding Horizons: Australia and Indonesia into the 21st Century, (Australian) Department of Foreign Affairs and Trade
- Goodfellow, R. (1997) Indonesian Business Culture, Butterworth-Heinemann Asia
- Harris, P.R. and Moran, R.T. (1994) Managing Cultural Differences (4th.ed) Gulf Publishing Co. Houston, S658.18/46F
- Irwin, H. (1996) Communicating with Asia: Understanding People and Customs Allen & Unwin: Sydney S303.4825094/1
- Kao, J. (1993) "The Worldwide Web of Chinese Business", Harvard Business Review, 93, Mar-Apr, 24-36.
- Keng, Kau Ah, Yang, Charles (1993) "Personal Values, demographics, and consumption behaviour: A study of Taiwanese consumers", Journal of International Consumer Marketing, 6,1, 27-48
- Lasserre, P. & Probert, J. (1994) "Competing on the Pacific Rim: High risks and high returns", Long Range Planning, 27 (2), pp.12-35
- Lek Partnership (1994) Intelligent Exports: And the silent revolution in services, Austrade: Sydney
- Leong, S.M., Ang, S.H. & Tan, C.T. (1996) Marketing Insights for the Asia Pacific, Heinemann S658.80095/3
- Mann, R.I. (1994) The Culture of Business in Indonesia, Gateway Books: Toronto
- Naisbitt, J. (1995) Megatrends Asia, Nicholas Brealey Publishing: London
- Pecotich, A. & Shultz, C.J. (1998) Marketing and Consumer Behavior in East and South-East Asia, McGraw-Hill, Sydney
- Stace, D. (1997) Reaching Out from Down Under, McGraw Hill, Sydney
- Usunier, J-C. (1996) Marketing across cultures, Prentice Hall S658.848/59
- Watson, J.L. (1997) Golden Arches East: McDonald's in East Asia, Stanford University Press: Stanford

8.2 Reading Resources

This section contains a variety of readings on topics related to marketing and business in Asia. I have pdf copies of ALL these articles, most of which are available on the MARK6011 site. This is your reading list for the course. (An exhaustive list of textbook and journal references is also supplied at the end of this course outline.)

This section is divided into three parts:

- **Background Briefings** (research, information and insights into macro issues);
- **Cross-Cultural Communication Readings**; and
- **Generating Insights** (containing two sections: learning from Western firms experience in Asia and learning from the Asian approach to international marketing).

As you will see, for each section there are two types of information: academic materials and non-academic. Offering you both types of articles allows you to read and consider empirical research backed by academic rigour *and* provide practical and real-world insights provided by organisations and individuals involved in the Asian market.

Background Briefings

Business magazines & other source materials

- Can India Catch Up? (Fortune cover story)
- Developing Alliance Partners in China
- Historical Antecedents of Marketing Strategy in Japan
- China's Growing Competitiveness (2002)
- Can India Overtake China? (2005)
- Strategies of Local Companies in India when Competing against MNCs
- The Risks of Investing and Entering Emerging Markets

Academic

- Taiwanese Business Ethics when Operating in East Asia (2001)

Cross-Cultural Communication Readings

Academic

- Influence of culture on relationship development processes in overseas Chinese/Australian networks (2001)
- A Conceptual Model and Study of Cross-Cultural Business Relationships (1998)
- Stereotypes And Realities In Finnish-Japanese Business Communication

Practical

- Communicating Across Cultures (excellent!)
- Some Humorous Cross-Cultural Advertising Gaffes!
- Away on Business: Humor Is No Laughing Matter

Generating Insights

Learning from Western Experience

Academic Research

- Ben & Jerry's in Japan
- Timing Market Entry into China (2002)

Business magazines & other source materials

- Failure of a Foreign Bank in Korea
- HP in India
- Starbucks in Asia

- Toys R Us in Japan
- MTV in India
- Walmart takes on Japan
- Walmart in Thailand
- Why Lion Nathan Left China
- Philips in China
- An American Builder in China
- How Nike Figured Out China (2004)

Insights into the Asian Consumer/Business

Academic Materials

- Decision-making Styles of Chinese Consumers
- Japanese Buyer-Supplier relationships in Auto industry
- Applying Maslow's Hierarchy of Needs to the Korean Market
- Cultural Variations in Country of Origin Effects – US & Japan (2000)
- Culture and relationship development in overseas Chinese/Australian networks
- Cross-Cultural Comparison of Customer Value Perceptions for Products in East Asia Unlocking the Asian Wine Market (2003)

Business magazines & other source materials

- Can India Overtake China?
- China's Competitive Muscle
- India's Challenges to Being an Economic Superpower
- Asian Brands to the World
- Haier's Strategy for the World
- Seven-Eleven in Japan
- Branding Cars in China
- Growth Strategy of Samsung Electronics
- Can Chinese Brands Make it Abroad?
- Marketing Strategy, Japanese-style

8.3 INFORMATION SOURCES

AUSTRALIAN ORGANISATIONS	
Australian Chamber of Manufactures	http://www.acm.org.au/acmhome.htm
Aust. Bureau Agricultural/Resource Economics	http://www.abare.gov.au/
Australian Embassy Indonesia (excellent links)	http://www.austembjak.or.id/sites.htm
AUSTRADE (Australian Trade Commission)	http://www.austrade.gov.au/
AUSTRADE – Downloadable publications	http://www.austrade.gov.au/toolbar/publications.asp
DFAT (Dept. Foreign Affairs & Trade)	http://www.dfat.gov.au/business/index.html
DFAT (Country Fact Sheets)	http://www.dfat.gov.au/geo/fs/index.html
DFAT: Food & Agriculture in SE Asia	http://www.dfat.gov.au/bookshelf/html/subsistence_to_supermarket.html
E-COMMERCE	
E-Commerce Newsletter (free)	http://www.emarketer.com/newsletters/
ASIAN BUSINESS & NEWS	
Asian Wall Street Journal	http://online.wsj.com/public/page/news-asia-business.html
Asia Links	http://asia-links.com/
Global Market Information Database	UNSW Library Database
Asia Inc Magazine	http://www.asia-inc.com/
Asia Internet Directory (by country)	http://www.asia-inc.com/aid/index.html
World Trade Organization (WTO)	http://www.wto.org/
Asian Development Bank	http://www.adb.org/
Political and Economic Risk Consultancy	http://asiarisk.com/
Asian Advertising and Marketing	http://www.asianad.com/
The Economist (Country Briefings)	http://www.economist.com/countries/
BBC Asia Pacific News	http://news.bbc.co.uk/hi/english/world/asia-pacific/default.htm
BusinessWeek (Asia)	http://www.businessweek.com/globalbiz/asia/
World Economic Forum	http://www.weforum.org/
MasterCard (Consumer confidence surveys)	http://www.mastercard.com/press/
The Asia Foundation	http://www.asiafoundation.com/
United Nations Conference on Trade & Development	http://www.unctad.org/unctad/en/enhome.htm
U.S. State Department Country Guides	http://www.state.gov/www/about_state/business/com_guides/
JAPAN	
Nikkei Weekly (Japanese business newspaper)	http://www.nikkei.co.jp/enews
Australia/ N.Z. Chamber of Commerce in Japan	http://www2.gol.com/users/anzccj/
American Chamber of Commerce in Japan	http://www.accj.org.jp/
Japan News Site	http://www.newsonjapan.com/
U.S. Dept of Commerce: Japan Information Page	http://www.ita.doc.gov/region/japan/menu.html
JETRO (Japanese import promotion body)	http://www.jetro.go.jp
Directory of Japanese company profiles	http://www.nikkei.co.jp/enews/BB/guide.html
Japan Economic Federation	http://www.jef.or.jp
Keidanren (Japan's largest industry organisation)	http://www.keidanren.or.jp
KOREA	
Korea Herald	http://www.koreaherald.co.kr/
Chosun Ilbo (Korean newspaper)	http://www.chosun.com/g_.html
Korea Economic Daily	http://www.ked.co.kr/
Korea Chamber of Commerce and Industry	http://www.kcci.or.kr/
Korean Trade and Investment Promotion Agency	http://www.kotra.or.kr/
CHINA	
China Economic & Business News (by provinces)	http://www.chinanews-aapg.com/
China Daily	http://www.chinadaily.net/news/index.html
Excellent summary of China news sources	http://www.voicesofchinese.org/
European Chamber of Commerce in China	http://www.eucc.com.cn/
Business Beijing	http://cbw.com/busbj/
Directory of China-related sources	http://www.aweto.com/china/
China-Australia Chamber of Commerce	http://www.austcham.org/
INDIA	
Knowledge@Wharton	http://knowledge.wharton.upenn.edu/india/
The Economic Times (India)	http://www.economicstimes.com/
The Times of India (India)	http://www.timesofindia.com/
OTHER ASIA	
Bangkok Post Business News	http://www.bangkokpost.net/today/home.html
Tempo (Indonesia)	http://www.tempo.co.id/
The Star (Malaysia)	http://www.jaring.my/~star/
The Straits Times (Singapore)	http://straitstimes.asia1.com/
Bisnis Indonesia	http://www.bisnis.com/

8.4 Support Services

The University and ASB provide a wide range of support services for students, including:

Learning and Study Support:

- ASB Education Development Unit

The Education Development Unit (EDU) provides learning support and assistance to all students in the ASB, to enable them to enhance the quality of their learning. The EDU services are free, and tailored to meet the academic needs of students in the Australian School of Business. The role of the EDU is to provide

- A range of support initiatives for students from the Australian School of Business in relation to their transition to university;
- Learning skills development, resources and activities for Business students
- Academic writing and skills workshops throughout the session;
- Printed and online study skills resources, such as referencing guides, report writing and exam preparation;
- A drop-in EDU Office containing books and resources that can be borrowed;
- A limited consultation service for students with individual/small group learning needs.
- The EDU website www.business.unsw.edu.au/edu contains information, online resources and useful links as well as providing information and dates for workshops. More information about the EDU services including resources, workshop details and registration, and consultation request forms are available from the EDU Office.

UNSW Learning Centre (<http://www.lc.unsw.edu.au>)

In addition to the EDU services, the UNSW Learning Centre provides academic skills support services for all UNSW students. The Learning Centre is located on Level 2 of the Library and can be contacted by phone: 9385 3890 or through their website.

Technical support:

For any technical support issues (difficulty logging in to websites, problems downloading documents, etc) you can contact the UNSW IT Service Desk at: (02) 9385 1333 ; Email: servicedesk@unsw.edu.au

Counselling support - <http://www.counselling.unsw.edu.au>

Students experiencing problems of a personal or academic nature are encouraged to contact the Counselling Service at UNSW. This consultation service is free and confidential and run by professional counsellors. The Counselling Service also conducts workshops on topics such as 'Coping With Stress' and 'Procrastination'. The Counselling Service is located on Level 2, Quadrangle East Wing, and can be contacted on 9385 5418.

Library training and support services - <http://info.library.unsw.edu.au>

Disability Support Services – Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the Course Coordinator or the Equity Officer (<http://www.studentequity.unsw.edu.au/disabil.html>). Early notification is essential to enable any necessary adjustments to be made. In addition, it is important that all students are familiar with University policies and procedures in relation to such issues as:

- Examination procedures and advice concerning illness or misadventure
<https://my.unsw.edu.au/student/academiclife/assessment/examinations/examinationrules.html>

Occupational Health and Safety policies and student responsibilities:

<https://my.unsw.edu.au/student/atoz/OccupationalHealth.html>

Individual Oral Presentation Rubric – 30%

Name: _____ Topic: _____

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Quality of opening	No opening statement, or irrelevant statement. Leaves listener wondering where the presentation is headed	Has opening statement relevant to topic, and gives outline of talk. Provides an adequate “road map” for the listener.	Has a clear opening statement that catches audience’s interest. Stays focused throughout.	
Summary of article	Poorly explained and confusing.	Well summarized in a succinct manner.	Brings the article ‘alive’ by highlighting most important argument(s) concisely and persuasively.	
Content	Superficial observations and commentary.	Good points made but balance is uneven.	Points are clearly made and all evidence supports the argument.	
Creativity	Little or no variation; material presented with little originality or interpretation.	Some originality apparent; good variety and blending of materials/media/ideas.	Very original presentation of material; uses the unexpected to full advantage; captures audience’s attention.	
Quality of conclusion	Missing or poor. Not tied to discussion. Does not summarize points that brought the speaker to this conclusion.	Summarizes presentation's main points, and draws conclusions based upon these points.	Clearly organized and wraps up topic well in a conclusion that is persuasive and thought-provoking.	
			Gross score	/50
			Nett score	/30

Case Study Presentation - Marking Rubric – 30%

Group Members: _____ **Topic::** _____

	Unacceptable	Acceptable	Exemplary	Score
Summary and Identification of the main Issues	Identifies and understands few of the issues in case study	Identifies and understands some of the issues in the case study	Identifies & understands all of the main issues in the case study	
Comments on effective solutions/strategies	Superficial and/or inappropriate solutions to some of the issues in the case study	Appropriate, well thought out comments about solutions, or proposals for solutions, to most of the issues in the case study	Well documented, reasoned and pedagogically appropriate comments on solutions, or proposals for solutions, to all issues in the case study	
Implications of case study's lessons for marketing in other parts/markets of Asia	Superficial, indicating little or no thought.	Some useful insights and lessons generated.	Excellent discussion indicating deep thought and knowledge.	
Delivery and Enthusiasm	Hard to follow the flow of ideas. Lack of enthusiasm and interest.	Most ideas flow but focus is lost at times. Limited evidence of interest in and engagement with the topic.	Very clear and concise answers and ideas. Demonstrates passionate interest in the topic and engagement with the class.	
Team work	Poor coordination indicating little or no practice	Smooth transitions and positive body language though not all members were equally prepared and involved.	Relatively seamless transitions indicating considerable preparation. All members appeared knowledgeable, and were involved in discussion and fielded questions.	
Visuals	Limited use of visuals loosely related to the material	Use of visuals related to the material	Visuals augmented and extended comprehension of the issues in unique ways	
Involvement of the class: Questions posed and interest and discussion generated	Questions and discussion addressed superficial features of the issues. Limited use of activities to clarify understanding	Questions and discussion addressed important information that developed understanding.	Excellent, salient discussion points that elucidated material to develop deep understanding. Appropriate and imaginative questions and activities used to extend understanding and discussion in a creative manner.	
Response to Class Queries	Limited response to questions and discussion with no reference to theory/research.	Satisfactory response to class questions & discussion with limited reference to theory/ research.	Excellent response to student comments and discussion with appropriate content supported by theory/research.	
			Gross score	/80
			Nett score	/30

Individual Written Assignment Marking Rubric – 40%

TRAIT	Unacceptable	Acceptable	Exemplary	Score
Organization of Ideas and Content	Writing is not concise and has a tendency to ramble. No clear direction in the writing. Lack of focus and organization interfere with communication and understanding.	Writing could be more concise. Focus and direction of writing is acceptable, but could use a little improvement. Organization does not interfere with communication and understanding, but could use a bit more attention.	Writing is concise. Information is presented in a manner which makes it extremely easy for the reader to understand the points being made. Ideas are clearly stated. Focus and direction of the writing are extremely clear. Compelling introduction, informative body with details, and effective conclusion.	
Identifies and summarizes problem at issue	Does not identify and summarize the issue, is confused or identifies a different or inappropriate problem.	Identifies the main issues and the implicit aspects of the problem.	Identifies not only the basics of the issue, but recognizes nuances of the issue	
Spelling and Grammar	Writing contains frequent spelling and grammar errors which interfere with comprehension	While there may be minor errors, the writing follows normal conventions of spelling and grammar throughout and has been carefully proofread	The writing is sophisticated and essentially error-free in terms of spelling and grammar	
Marketing knowledge	No or incomplete identification of some or all of the key marketing factors such as social, cultural, legal, demographic.	Some identification of most of the relevant marketing related factors	Clear and some detailed identification of relevant marketing factors.	
Quality of research	Cites little research and/or offers only inappropriate or superficial supporting information.	Shows a reasonable research effort that supports the argument well.	Extensive research effort that provides strong support to the argument.	
Conclusions, implications, and consequences	Fails to draw conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences in a moderate.	Objectively reflects upon own assertions with well-considered judgments and insights.	
			Gross score	/60
			Nett score	/40